

Research on the Strategies of Promoting English Language Teaching in Colleges and Universities from the Perspective of Linguistic Theory

Bingjun Ma

Foreign Languages College of Fuyang Normal University, Fuyang, Anhui, China

Corresponding author

Keywords: college english linguistics teaching linguistic theory teaching strategy

Abstract: English linguistics theory is a basic theory course for college English language and literature majors, including basics such as phonetics, syntax, semantics, cognitive linguistics, sociolinguistics, and psycholinguistics. Linguistic theory teaching has the role of helping students understand the history of English language development, helping students master important terms of English linguistics, and helping students become familiar with basic concepts and theories. At the same time, it also has the powerful ability to improve students' ability to analyze and solve problems and cultivate students' interest in English language subjects. In this regard, this paper will start from the existing problems of college English language teaching, based on the perspective of linguistic theory, and briefly discuss the teaching strategies to improve the efficiency of English linguistics teaching in colleges and universities.

1. Introduction

The theory of linguistics is a basic theory course for students to understand the history of English development and to study the various branches of language ontology. However, due to the large number of technical terms in the language subject, the theory is strong, and the curriculum is boring, students are tired of learning and teachers are fascinated. Among them, disgusting learning is also the main reason for the inefficiency of English language teaching in colleges and universities. In order to break this embarrassing state, teachers should pay attention to language teaching, use linguistic theories flexibly, actively explore language teaching methods, and stimulate students' interest through teaching forms such as situation setting.

2. Existing Problems in Language Teaching in Colleges and Universities

2.1 Teachers Have Insufficient Understanding of Linguistic Education and Their Teaching Objectives Are Not Clear

In teaching, teachers' teaching methods and teaching understanding are a major factor in determining the quality of teaching. Only when teachers fully understand the importance of teaching tasks and teaching standards can teaching activities be carried out smoothly. However, in the current college English linguistics teaching, there is a phenomenon that teachers have low awareness of language education and teachers' teaching goals are not clear. The teacher's ambiguity about the teaching task directly hinders the teaching process and also greatly affects the teaching efficiency. Teachers are the organizers and guides of teaching activities. Only teachers can correctly understand the importance of teaching activities. College English language education can be smoothly carried out, and students' teaching interests can be stimulated.

2.2 The Content of the Textbook is Boring and the Theoretical Knowledge is Too Much.

Linguistics theory is one of the basic courses of college English linguistics. It contains many types of knowledge, and most of them belong to the theory category. The teaching and learning of theory is often boring, and the boring theoretical knowledge is difficult to stimulate students to learn English. interest. Simple theoretical teaching is not only difficult to stimulate students' enthusiasm

for learning, but also increases the difficulty of teaching teachers. The teaching of theoretical knowledge has certain difficulties. Under the boring classroom atmosphere, the teaching enthusiasm of teachers is also affected. In the case of students' learning and teachers' enthusiasm for teaching, college English language teaching is naturally difficult to develop.

2.3 The Teaching Method is Single, and the Students' Interest is Not High.

The characteristics of the linguistic theory course limit the teacher's teaching thinking, and the rigid teaching method leads to the teaching method not being able to be modified in time. Under the dual constraints of teaching thinking and teaching methods, the teaching space for linguistic teaching efficiency and teaching quality will be very narrow. Since the new curriculum reform, the teaching methods have become increasingly diversified. Teachers should also consciously learn from the teaching methods of other disciplines, change the traditional linguistic teaching model, and promote new ways to create and develop teaching methods that can stimulate students' enthusiasm for learning and improve classroom teaching efficiency.

2.4 The Curriculum is Not Reasonable, and the Interaction between Teachers, Students and Students is Not Strong.

In the field of education, innovative ideas have always been mentioned. Innovation in the field of education includes not only the teaching methods, the innovation of teaching thinking, but also the innovation of curriculum. A reasonable curriculum is the complement of the teacher's teaching process and the result of a comprehensive consideration of the student's ability to accept. However, as far as college English language teaching is concerned, there is a phenomenon that the current language teaching has an unreasonable curriculum. Therefore, the school and teachers should pay more attention to the curriculum. A reasonable curriculum can not only help teachers plan the teaching process, formulate teaching plans, but also guide students to learn reasonably and lay a solid knowledge base for students. In addition, the lack of interaction between teachers, students and students is also one of the problems of English language teaching in colleges and universities. Teachers should pay attention to this, create interactive conditions for students under the conditions of comprehensive consideration of students' actual conditions, and teachers should also integrate Student groups promote teaching development by strengthening teacher-student exchanges.

3. Second, the Strategy Analysis of Improving the Efficiency of English Language Teaching in Colleges and Universities

3.1 Paying Attention to Linguistic Education and Clarifying Teaching Objectives

As the forerunner of linguistic education, teachers must actively improve their own cultural level, enhance their attention to linguistic education, and establish correct teaching goals. Improve the quality of English linguistics teaching on the premise of clarifying the foundation of students.

For example, college education is a stepping stone for students to enter the society. The biggest problem for college graduates is job hunting and employment. When conducting linguistic education, teachers should set the teaching objectives to improve students' professional skills, cultivate students' comprehensive quality, and enhance students' practical ability. Colleges and universities should also improve the linguistic education level of teachers and carry out thematic conferences on teacher linguistics training in colleges and universities. During the meeting, all kinds of teachers will talk about the teaching experience and experience in turn. Each teacher needs to give a brief explanation based on his own teaching examples and the performance of the students. All teachers then voted for the most appropriate teaching method and discussed its feasibility. Through discussion, select a quality teaching model and apply it to the practical classroom. The school can use the form of open classes to observe its teaching effects. When viewing an open class, all teachers should briefly explain their strengths and weaknesses, and then summarize the shortcomings. The school can also arrange experts to explain the linguistic education during the meeting, which can play a role in popularizing education for some teachers and improve the overall linguistic level of

teachers.

3.2 Combining Multimedia to Enhance Practical Teaching

In the process of college English linguistics teaching, the traditional textbook knowledge points cover a wide range, and do not have teaching practice. The linguistic education in colleges should be open-ended. Teachers can use the Internet as a medium to find high-quality teaching resources through the Internet and use them in English language learning classes.

For example, teachers can combine excellent films to teach, such as “Ice Age”, “Lord of the Rings” and other series of films. Students need to watch the film carefully, learn the basic dialogues involved in the film, and enhance their speaking and listening skills. Teachers can also remove subtitles from some of the clips, and students can check the learning level by simultaneous translation of the content they hear. Teachers can also improve the language learning level of students through practical teaching. For example, the campus activities of the “strongest speaker” are organized. The teachers arrange the students to do the pre-promotion of the activities. The students participate voluntarily and collect the registration forms through online and offline methods. After that, the participants will be grouped and trained, mainly teaching the speaker's presentation skills and expression management. As for the content of the speech, students need to create their own. Teachers should also explain the scoring rules of the competition, focusing on the students' speaking and speaking skills. During the event, you can also join the English songs to perform and enhance the atmosphere.

3.3 Arranging the Curriculum Reasonably and Improving the Level of Classroom Interaction

Some colleges and universities blindly pay attention to teaching theory and neglect the rationality of curriculum setting. The specific problem is manifested in the lack of practical classrooms, and the curriculum setting is not scientific. The scientific curriculum is of great help to improve the quality of teaching. In addition, the interaction between teachers and students and students in the classroom is very important. Interaction is the key step in exchanging ideas and finding problems. Teachers should reasonably grasp them.

For example, in the course setting, language teaching subjects should increase the number of courses due to more knowledge points. It is necessary to arrange enough rest time between classes so that students can have enough energy and interest to complete the classroom teaching tasks. Language Practice subjects should be arranged in the last class of each day. Because there are more uncertainties in practice, if students do not complete the practical tasks within the specified time, they can also let students use the time of school to continue the practice. It can help students to discuss in time. Improve learning efficiency. For example, in the English language learning class, teachers can set open questions, such as using the English they have learned to complete a video shooting task. Students need to imitate a classic bridge and communicate in English. In the middle, class members need to be free to form teams, each group of three to five people. In the group, through the communication assignment tasks, such as a and b students responsible for the plot interpretation, c students to shoot, then by d and e students video editing And add subtitles. In the classroom, each group sent a member, went to the stage to show the video taken by the group, and explained which video section of the video was taken. Finally, the whole class shared. To judge outstanding works, teachers are responsible for explaining the problems in the student videos, including grammar and vocabulary questions. Through communication, you can cultivate students' sense of teamwork, enhance mutual learning among students, and help teachers discover Students' problems, perfecting the teaching of linguistic theory.

3.4 Reasonable Content Design of the Course to Increase Content Interest

At present, there are many problems in the teaching of English linguistics in colleges and universities, and the content of the course is boring. In order to improve the enthusiasm of students, in the process of teaching, teachers must make certain changes to the teaching content, and appropriate addition is interesting. The content, do not blindly copy the book.

For example, when teaching the unit of sentence meaning in linguistic theories, teachers should

first read the textbooks properly, and eliminate the difficult and difficult parts of the textbooks. At the same time, they should also expand the teaching knowledge based on the content of the course. Expanding content should be fun, and fun is an effective tool to attract students into the learning state. For example, in the teaching of Sentence meaning class, teachers can collect sentences for students with different meanings. The sentences can be from film and television works, or textbook content. In the process of collecting sentences, the teacher should screen the sentences, which will help the teaching of the content of the course, and the sentences with certain interest will be added to the teaching, adding fun to the teaching. For example, the following sentence: "Excuse me. Can you be my partner in this music?" and "I would love to, but I have got two right feet." In this sentence, for example, the sentence boy invites the lady to dance, but the lady answers "I have got two right feet." At this point, the teacher can ask the students questions. What does the woman's answer mean? The students will be puzzled. The dance really needs two feet, but why should the previous connectives use but? The teacher will not explain it first and continue to show the remaining sentences at a time. The students' doubts are not solved, and the natural concentration is higher. After inspiring the students' curiosity, the teachers will explain the meaning of the sentences for the students. Through the above methods, it is possible to transform the boring teaching content into a certain degree, and also stimulate the students' interest in learning, and help the efficiency of linguistics.

4. Summary

In summary, in the English linguistics teaching in colleges and universities, improving the efficiency of English linguistics teaching needs to proceed from the following points. First of all, teachers need to clearly define their own teaching objectives and fully understand the importance of language teaching. Secondly, teachers should start with teaching methods, and change the teaching methods to change the way of teaching thinking to stimulate students' enthusiasm for learning. Finally, teachers need to set according to students' conditions. The teaching curriculum enhances teaching efficiency by enhancing the interactive and active classroom atmosphere of teachers, students and students. Be advised that papers in a technically unsuitable form will be returned for retyping. After returned the manuscript must be appropriately modified.

References

- [1] Li Junhe. (2019). Research on the promotion strategy of college English linguistics teaching from the perspective of linguistic theory. *Overseas English*, no. 9, pp. 44-45.
- [2] Sun Wengao. (2018). Strategies for Promoting English Linguistics Teaching in Colleges and Universities from the Perspective of Linguistic Theories. *English Teachers*, Vol.18, no. 07, pp. 55-57+60.
- [3] Liu Jing, Luo Rong. (2018). Research on the promotion strategy of college English linguistics teaching based on linguistic theory. *English teacher*, Vol.18, no. 17, pp.63-65.