A Study on College English Teaching Practice from the Perspective of Applied Linguistics Theory

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Abstract: With the in-depth implementation of educational reform, college English should also keep pace with the times, focusing on reforms in theoretical and practical teaching to improve the effectiveness and efficiency of talent cultivation, enabling students to comprehensively apply their professional knowledge to related work after graduation. To promote the smooth implementation of reform, college English teachers need to conduct in-depth research on applied linguistics theory, understand its connection with college English, and improve the teaching quality of this subject by applying it to the entire process of English teaching. This paper focuses on exploring college English teaching practice from the perspective of applied linguistics theory, aiming to provide useful references for front-line teachers.

Keywords: Applied linguistics theory; Colleges and universities; English teaching

1. Introduction

Currently, the reform of college English teaching is in full swing, with the goal of cultivating students' core English proficiency and intercultural communication skills to adapt to the new trends in educational development and meet the social demand for such talents. With the continuous deepening of higher education reform, teaching in various disciplines has strengthened the cultivation of practical talents, and the same applies to college English teaching. Although this teaching plays an important role in cultivating such talents, there are some urgent problems to be solved, such as outdated teaching methods and low learning enthusiasm of students [1]. As an independent discipline, applied linguistics has distinct practical characteristics. It studies linguistic knowledge and theories and applies them to language disciplines, which is conducive to solving practical problems. It can be said that it has created new opportunities for the reform of college English teaching. From this perspective, this paper aims to understand the nature of linguistics, explore its laws, and analyze the approaches to English teaching practice, hoping to provide new ideas for the teaching reform [2].

2. The connection between applied linguistics and college English linguistics

An analysis of applied linguistics reveals that it studies language use, and its application in college English teaching has positive significance. It provides theoretical support and methodological guidance for such teaching. For example, in terms of teaching objectives, this branch of linguistics focuses on cultivating students' language communication skills and intercultural communication competence. At the level of teaching content, teachers, when designing courses, need to take second language acquisition as a theoretical guide. While strengthening language input, they should also attach importance to cultivating students' cultural cognitive ability, such as conducting vocabulary teaching with the help of corpora. In terms of teaching evaluation, the evaluation system based on this linguistics helps colleges and universities build a new assessment mechanism to comprehensively evaluate students' language ability. By focusing on students' learning processes, it has changed the previous single examination-based assessment method [3].

Meanwhile, making full use of neurolinguistics and applying it to information-based teaching is conducive to improving teaching quality. In short, integrating theory with practice can inject new vitality into such teaching, enabling it to adapt to the current talent training situation. It also emphasizes the induction, analysis, and summary of students' learning characteristics, creating favorable conditions for subsequent local innovation and reflecting the application and guiding value of this linguistics [4].

3. Theoretical basis for college English teaching practice from the perspective of applied linguistics

3.1. Social constructivist learning theory

An analysis of social constructivist learning theory shows that the characteristics of language learning it advocates, such as sociality and situationally, having important guiding value for English teaching [5]. The theory holds that for learners to learn a language well; social interaction is indispensable. In addition, they should actively participate in the situations created by teachers, and language ability is closely related to the social environment.

First, the sociality of language learning means that learners acquire language knowledge and master language skills through interaction with others [6]. In teaching practice, college English teachers should actively organize various activities, encourage students to step out of their small world, and actively engage in social interaction with others. Through language communication and interaction with peers, students can acquire English knowledge and skills. Such interaction can not only improve students' language output ability but also indirectly cultivate their language input ability, which is of positive significance in stimulating students' learning enthusiasm and improving their learning effects [7].

Second, another characteristic of language learning is situationally, which emphasizes that learners improve their language application ability through real situations. In teaching practice, college English teachers can simulate real situations to create communication scenarios for students and guide them to apply the knowledge they have learned in these scenarios. This practice helps improve students' learning efficiency, that is, deepening their impression of the learned language and enhancing their language application skills [8].

Finally, a major theoretical basis for college English teaching practice from the perspective of applied linguistics is task-oriented teaching. This teaching method emphasizes the dominant position of learners, advocates their active learning, and cultivates students' comprehensive abilities, such as language learning ability and communication ability, through practical tasks. In addition, this teaching method places students at the core. By scientifically and reasonably designing tasks and endowing them with meaning, it can enable

students to exert their subjective initiative. When encountering problems, they will not shrink back but rise to the challenge, take the initiative to explore and solve problems, making their English learning more efficient. This learning method integrates active participation and initiative, which is conducive to changing students' passive learning attitude, improving their learning confidence, and cultivating their self-learning ability[9].

3.2. Meaning-oriented teaching theory

First, this theory holds that learning effects are closely related to learners' initiative and cooperativeness. Initiative can prompt learners to change their learning attitudes and participate actively, while students' cooperation not only enhances communication but also helps build knowledge systems. The significance of learning plays an important role in stimulating students' initiative and interest in exploration[10].

In college English teaching, teachers should respect students' dominant position, allow them to give full play to their subjective initiative, provide them with learning tasks, and create a good learning atmosphere to promote students' language learning and improve their communication and interpersonal skills. On one hand, the theory emphasizes that learners should exert their initiative. When teaching is conducted with a focus on meaning, learners play a more active role. By actively participating in communicative activities, they build and improve their knowledge systems, which also helps stimulate and sustain their enthusiasm for learning. Meaningful learning can broaden students' horizons, enabling them to connect what they learn with real life, deepening their understanding and laying a solid foundation for the application of knowledge. On the other hand, the theory highlights learning cooperation. Through cooperation with peers, students analyze and solve problems together, and exchange and discuss viewpoints and experiences. Such cooperation also provides students with new ways of thinking and is an important way to cultivate their sense of cooperation and team spirit.

Second, give full play to the role of task significance to enhance students' learning motivation[11]. If the learning tasks assigned by teachers are combined with students' interests and learning needs, it will often change students' inherent cognition, make them realize the significance of learning. In the process of completing tasks, students will gain a sense of achievement, which stimulates their internal motivation for learning.

Finally, let emotion and cognition influence and promote each other. In teaching practice, the meaning-oriented teaching theory should be fully applied to enable emotion and cognition to interact and reinforce each other. Specifically, the impact of improved cognitive ability on students' learning is reflected in more comprehensive mastery and deeper understanding of learning content, which is an important way to cultivate their learning confidence and enhance their sense of learning achievement. When tasks are completed smoothly or problems are properly solved, students often burst out stronger willingness to learn and gain a full sense of achievement, which is an important way to improve the efficiency of both teaching and learning[12].

4. Strategies for implementing college English teaching from the perspective of applied linguistics

4.1. Reforming teaching methods to enhance students' comprehensive abilities

4.1.1. Reforming teaching and assessment methods

College English teachers should reform traditional teaching methods. While respecting students' dominant role, they should adopt diverse teaching approaches such as case-based teaching and project-based learning to boost students' learning enthusiasm. In actual teaching, teachers should fully analyze students' characteristics, interests, and learning needs to optimize teaching strategies, ensuring that every student receives guidance. In terms of assessment, under the student-centered philosophy, emphasis should be placed on comprehensive

evaluation to promote students' all-round development. This assessment method helps avoid the drawbacks of traditional evaluation by comprehensively assessing students' qualities and abilities, thereby facilitating their overall development and personalized growth[13]. In this process, teachers can flexibly use multiple assessment methods, such as peer group evaluation and project assignments, to assess students' learning outcomes.

4.1.2. Application and interaction of artificial intelligence technology

From the perspective of applied linguistics, the application of artificial intelligence (AI) technology has reformed college English teaching strategies and provided design paradigms for them[14]. Based on constructivist theory, AI tools optimize existing teaching strategies through core mechanisms. Firstly, intelligent algorithms enable the strategy of stratified teaching to accurately match individual cognitive levels. Secondly, language processing technology optimizes task-based teaching methods by providing corpus support. For example, the COCA corpus can be used to generate language tasks, mainly situational ones. Thirdly, interactive systems enrich the dimensions of hypotheses, specifically the Output Hypothesis and provide multi-dimensional feedback on language production through VR scenarios. The AI-driven evaluation system can refine language learning strategies into several micro-indicators, which helps improve teaching strategies and provides a basis for their improvement. This technology facilitates the implementation of the "teaching based on learning" strategy and offers a practical model[15].

In writing teaching, for instance, AI provides support for the progressive feedback strategy, giving it an operational framework. In the teaching of college English essays, the system implements a three-level feedback strategy. The first level focuses on language accuracy. At this stage, AI tools pay attention to key training contents in textbooks, such as concessive adverbials, analyze the use of their clauses, and provide distribution maps for common misuses of although or though. The next level of feedback focuses on discourse coherence. Relevant technologies analyze textbooks to assess the match between topic sentences and supporting sentences, marking deviant paragraphs. The advanced level of feedback focuses on academic norms, automatically checking citation formats to see if they meet textbook standards.

In terms of feedback methods, embedded guidance is adopted, if students use key textbook vocabulary such as cultural identity or globalization in their writing, the system responds by automatically popping up example sentences or collocations from the original textbook content. The application of AI systems also helps strengthen connections with teaching materials by mapping semantic links between students' compositions and textbook texts. Through systematic analysis, it can determine whether students' writing aligns with the unit theme, which helps improve teachers' guidance.

4.2. Conduct interdisciplinary cooperation and strengthen resource integration
4.2.1. Emphasize the practicality and relevance of learning content

Teachers should integrate knowledge from other disciplines into English teaching to make the learning content more practical and relevant. For example, scientific discoveries, social hotspots, and more, can be introduced into English classes, combining English learning with disciplines such as history, culture, and ideological and political education. This integration helps improve students' understanding of English knowledge and broadens their horizons.

4.2.2. Cultivate interdisciplinary thinking ability

For activities or projects involving intersections between English and other disciplines, students need to use multidisciplinary knowledge and master corresponding methods. For instance, in English classes, teachers

can incorporate scientific experiments, which not only trains students to express themselves in English but also encourages them to analyze and elaborate on learning content using theories and methods from other disciplines.

4.2.3. Broaden students' learning horizons

By integrating English teaching in colleges and universities with other disciplines, it becomes easier for students to access learning resources, grasp relevant cases, and understand the connections between various disciplines. Take the landscape architecture major as an example, through interdisciplinary integration, students can learn English while being exposed to professional terms in landscape architecture, which helps enrich their expression methods. Additionally, they can understand the specific application of English in other fields through concrete cases, which not only enriches their learning content but also stimulates their interest in learning and exploration, contributing to their all-round development.

4.3. Design courses based on actual needs to promote students' all-round development

First, conduct a comprehensive analysis of students' professional development needs. Students majoring in different fields require significantly different knowledge and skills. Therefore, when designing courses, teachers should analyze students' career development paths, identify the English skills and literacy required for their target professions, and incorporate these into the curriculum and teaching objectives. For example, for agricultural majors, college English courses should focus on science and technology, guiding students to read English scientific and technological literature and cultivating their ability to do so. For economics and management majors, the English courses should lean toward business English to develop their business communication and negotiation skills.

Second, integrate social hotspots. College English teaching should not be isolated from reality but keep pace with the times. Hot topics should be introduced into the classroom, and students should be organized to discuss and communicate, so as to enhance their learning enthusiasm. For example, incorporating popular issues such as environmental protection and the college entrance examination can help students learn professional terms while improving their expressive and pragmatic abilities. Third, focus on cultivating students' cross-cultural communication ability and national literacy. Against the background of globalization, there is an increasing demand for talents with cross-cultural communication skills. Therefore, when designing courses, teachers should emphasize the integration of content related to cultural awareness. By introducing international business-related content, they can strengthen the cultivation of students' communication skills and literacy.

5. Conclusion

In a word, against the backdrop of the new era, college English teaching practices should conform to the new situation of the industry, adapt to the needs of new technologies, and based on applied linguistics theories, conduct in-depth exploration on college English teaching practices to develop new teaching concepts, modes and methods. To this end, we should have a clear understanding of the current shortcomings, and adopt various strategies such as reforming teaching methods to improve students' comprehensive abilities, carrying out interdisciplinary cooperation and strengthening resource integration. These efforts will help promote the reform of English teaching, steadily develop students' professional qualities, and enhance their core competitiveness. While advancing the construction of an education powerhouse, they will also contribute to the implementation of the strategy of making the country strong through talents.

Disclosure statement

The author declares no conflict of interest.

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