A Study of English Grammar Teaching and Cultural Introduction from the Perspective of Applied Linguistics

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Abstract: Grammar teaching is the main content of university English teaching, and the quality of teaching will affect the effect of university talent cultivation. Based on the perspective of applied linguistics, it is crucial to use cultural introduction teaching for English grammar teaching. This paper will combine the basic concepts of applied linguistics and cultural introduction teaching, analyze the role of using the cultural introduction teaching method to innovate grammar teaching mode under the perspective of applied linguistics, and put forward a scientific English grammar teaching strategy with the goal of improving teaching quality.

Keywords: Applied linguistics; English grammar teaching; Cultural introduction

1. Introduction

English is a language subject, which is the main subject that students need to learn at the university level, and it is difficult for students to learn. The original teaching mode cannot meet students' learning needs, which will affect the effectiveness of English teaching. College English teachers should correctly recognize the importance of grammar teaching, consider the English level of college students, constantly innovate English grammar teaching methods, reduce the difficulty of students learning English grammar, and improve students' interest in learning English grammar, so that the quality of English grammar teaching meets expectations.

2. Overview of applied linguistics and cultural introduction to teaching and learning

2.1. Applied linguistics

Applied linguistics was proposed in the 19th century, but did not attract much attention at that time, only in the 1940s did it become an independent discipline. Relevant theories in various fields are widely used in language learning and language research; based on this, the language teaching model is changed and helps to improve the quality of teaching [1]. Applied to the main content of linguistics for language teaching, especially for foreign

language learning, based on the theory of teaching work, there is more emphasis on the connection between different languages, highlighting the relationship between language learning and life, reducing the difficulty of learners to understand the relevant knowledge and be able to master the language application ability. Due to the important role of this theory in language teaching, it is gradually emphasized by English teachers, and it becomes the theoretical basis of teachers' innovative teaching mode, expands teachers' teaching ideas, and improves the quality of English teaching [2].

2.2. Cultural introduction teaching

The creation and development of language are affected by the cultural environment, so culture and language have a close relationship. In a specific cultural environment, the difficulty of learning the language decreases and it is easier to feel the charm of English; it also stimulates the learners' interest in learning, producing higher enthusiasm for learning. This teaching method is especially suitable for English teaching, considering that the difference between English and Chinese is large, direct grammar teaching will enhance the learning difficulty of students. In the application of the cultural introduction teaching method, the teacher introduces the cultural elements in the classroom, creates a learning situation for the students, and enhances the students' cultural awareness, so that the students understand the English culture and customs, master the English expression habits, and profoundly understand the English grammar [3].

3. The role of carrying out English culture introduction teaching from the perspective of applied linguistics

3.1. Improvement of teaching quality

Ensuring the quality of college English teaching should be the main goal of college English teachers. In the field of applied linguistics, adjusting the application of cultural introduction teaching in English grammar teaching can promote the reform of English grammar teaching and make the teaching mode adopted by teachers more acceptable to students. After the introduction of cultural content in teaching, the content of classroom teaching is more interesting, and students can maintain high learning enthusiasm in classroom teaching, actively cooperate with teachers to complete the work of grammar teaching, and the quality of teaching is guaranteed. In the cultural introduction teaching mode, students are the main body of the classroom, teachers pay more attention to the learning status of students and adjust the grammar teaching mode at any time based on the students' learning status, so that students' attention is always focused on the classroom, readily accept the grammar knowledge taught by the teacher, and the quality of teaching can meet the expectations [4].

3.2. Cultivating students' English thinking ability

As an important content of English teaching, grammar teaching accounts for a high percentage of college English teaching. Improving the quality of grammar teaching helps to cultivate the core literacy of students. English grammar teaching helps students master the ability of English thinking and have a more in-depth understanding of grammatical knowledge after learning grammar knowledge. Good English thinking ability is the foundation of students' mastery of English application skills, and only with a good grasp of grammatical knowledge can college students apply English knowledge to communicate with others orally, read English articles, and complete article writing, ensuring that the effect of English teaching is in line with the expectations, and cultivating students with high core literacy in line with the needs of the social development of talents [5].

4. English grammar teaching and cultural introduction strategies from the perspective of applied linguistics

4.1. Improving teachers' quality

English teachers are the main implementers of grammar teaching, and the quality of teachers determines the quality of classroom teaching. From the perspective of applied linguistics, the application of the cultural introduction method in grammar teaching puts forward higher requirements on the competencies of teachers, so universities should pay attention to the improvement of the quality of English teachers to build a high-quality teacher team. Firstly, universities need to improve the selection standard of university English teaching, enrich the method of testing teachers' competencies, require teachers to master the relevant theories of applied linguistics, understand the English cultural practices, and be able to flexibly adjust the application of cultural introduction teaching method according to the English level and learning habits of college students, so as to successfully complete the task of university English grammar teaching [6]. Secondly, universities should pay attention to the pre-service training work. In the selection of English teachers, the university should organize training activities for new teachers to participate in, help new teachers understand the relevant theories of applied linguistics, understand the objectives of university English teaching, participate in the work of grammar teaching as soon as possible, and incorporate advanced teaching concepts into daily teaching. Thirdly, universities should improve the training mechanism for in-service teachers, create systematic learning opportunities for in-service teachers, guide teachers to develop good learning habits through training, and study relevant knowledge independently to expand their own knowledge reserves in their daily work. The training content should be based on the needs of teaching and learning, so that when participating in the training activities, teachers have a deep understanding of the theory of applied linguistics as well as the English language culture and customs. Thirdly, a sound assessment mechanism should be established to test the competencies of English grammar teachers. The assessments lead teachers to pay attention to the training and actively participate in training activities organized by the university to improve their own cultural literacy. Based on the results of the assessment, colleges and universities help teachers to adjust their learning plans [7].

4.2. Changing the teaching concept

From the perspective of applied linguistics, English grammar teaching should be carried out in a student-centered manner, focusing on the performance of students in the classroom and judging the reasonableness of the current teaching methods, for which teachers should change their teaching concepts, highlight the students' main position in English grammar teaching, and improve the quality of grammar teaching. The survey found that most students lack interest in learning English, according to the traditional teaching concept, the teacher dominates the classroom to instill knowledge in the students; the boring teaching content will discourage students from learning, and cannot achieve the expected teaching effect. Thus, changing the teaching concept and highlighting the student's main position can effectively solve the problem. To this end, college teachers should adjust the teaching concept, appropriately design the teaching programs, and investigate the interests of college students. According to the interests of college students, English cultural practices are integrated into the scope of teaching; cultural practices incorporated in the knowledge of grammar can attract students' interest in learning, improve students' interest in learning English grammar knowledge, and reduce the difficulty of college students to understand grammatical knowledge. For example, before the teaching of "definite clauses," the grammar teacher investigates the interests of college students and plays a short video for students to introduce the related knowledge, and the main character of the video centers on the topics of "homework," "classmate," and so on, which are closely related to college students' lives and more acceptable to them. Teachers adjust the teaching concept and the introduction of the content of the link is in line with the interests of

students, highlighting the main position of students in the classroom, thus the quality of teaching is significantly improved and students can master the ability to use English knowledge through learning [8].

4.3. Creating an online teaching platform

Information technology develops rapidly and is widely used in various fields. In the teaching of college English grammar, information technology should also be introduced to build an online teaching platform, so that students' learning of grammar knowledge is no longer restricted; and after students enter the platform, they can obtain the corresponding teaching resources according to their own learning needs [9]. Compared with classroom teaching, the construction of an online teaching platform makes the teaching content more flexible, students can independently choose the content of learning. In this learning environment, the willingness to learn is stronger, students have a more in-depth understanding of grammar knowledge in the process of learning, and memorize the grammar knowledge at the same time to master the ability to use the grammar knowledge [10]. There are more international students in the university, students have more opportunities to interact with foreigners, and students have the willingness to communicate with them. However, due to the influence of the cultural environment, most of the communication between college students and foreigners is based on the topic of "Have you eaten?" After the construction of the online learning platform, students can understand the language habits of foreigners through the platform, and use their knowledge of grammar to choose more appropriate topics. After the platform is built and put into use, there will be more communication channels between teachers and students, and students can also use the platform to learn English grammar in their daily lives, which emphasizes the connection between English grammar and students' lives and is in line with the theory of language application. The online platform makes it less difficult to apply culture-guided teaching methods in grammar teaching, which can introduce cultural elements and create a cultural atmosphere for students to learn English grammar, without affecting the normal teaching work, and the teaching progress is consistent with the teaching plan [11].

4.4. Enriching the teaching mode

In traditional English grammar teaching, university English teachers do not pay attention to the individual differences of students and adopt the same teaching methods for a long time, which leads to some students' low interest in learning English grammar and makes it difficult to achieve the objectives of university English grammar teaching. There are more methods available for teaching English grammar, and in the actual teaching, we should pay attention to the students' interests, consider the teaching needs, and choose the appropriate teaching methods to accomplish the teaching tasks, so as to ensure that the teaching activities can be carried out smoothly and the students can always maintain a good learning state in the learning process [12]. Contrastive teaching method is a common method used in college English grammar teaching. Teachers can guide students to compare the differences between Chinese and English by introducing culture, based on which students can deepen their understanding of grammatical knowledge so that they can master the way of using grammar. Taking the teaching of determiner clauses as an example, most of the determiner clauses cannot be directly translated into Chinese, and students cannot understand the meaning of the relevant sentence expression. With the use of the comparative teaching method, teachers can guide students to pay attention to cultural differences through the teaching of the various Chinese and English expressions, the student's understanding of the knowledge is more in-depth and the quality of teaching is significantly improved [13].

4.5. Optimizing the teaching evaluation system

After the innovation of the English grammar teaching mode, teachers should also improve the teaching

evaluation system and change the method of evaluating the teaching effect, so that teachers can grasp the students' English grammar learning situation and adjust the teaching method at any time, so that the implemented teaching method can be accepted by the students. College students learn English for a long time and have mastered more knowledge of English grammar, so in the teaching evaluation work, teachers should let students participate in the evaluation work, to understand students' experience of learning grammatical knowledge and encourage students to express their ideas. This evaluation can highlight the main position of the students and promote the innovation of the teaching mode, and the students learn to master the correct use of grammatical knowledge and be able to use the knowledge of grammar to solve problems in their lives [14]. The assessment system is also improved from the applied linguistics perspective and the application of the cultural introduction teaching method, so that the goal of English grammar teaching changes, requiring students not only to master the knowledge of grammar but also to understand the English cultural practices. The teacher should enrich the assessment methods and pay attention to the process of evaluation, so that students focus on daily learning and enhance their cultural literacy. After innovating the teaching mode, university English teachers adjust the teaching evaluation system, emphasize immediate evaluation, and set up a follow-up test after students complete the grammar learning task to check students' learning, correct students' learning habits, and adjust the teaching program based on the results of the follow-up test [15].

5. Conclusion

To summarize, the cultural introduction teaching method has high application value in college English grammar teaching, and the innovative grammar teaching mode under the perspective of applied linguistics can improve the quality of grammar teaching. Teachers should pay attention to the development trend of the industry, learn advanced English grammar teaching concepts, flexibly adjust the way to complete the grammar teaching work according to the English learning needs of college students, give full play to the role of English teaching in the cultivation of university talents, and cultivate more quality talents for the society.

Disclosure statement

The author declares no conflict of interest.

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