



# Integrating the Relationship Between Applied Linguistics and English Language Teaching in Higher Education

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## Abstract

As an interdisciplinary discipline, applied linguistics has become one of the important disciplines in the study of language, education, and society. Teaching English in higher education is one of the important areas of applied linguistics. Applied linguistics can provide theoretical support and practical guidance for English teaching in higher education, while English teaching in higher education can provide practical scenarios and research materials for the study of applied linguistics. Therefore, integrating the relationship between applied linguistics and English teaching in higher education is of great significance to promote the development of applied linguistics and improve the quality of English teaching in higher education. This paper will discuss in depth the relationship between applied linguistics and college English teaching, hoping to help the development of English teaching. It is believed that the research in this paper can provide some useful references for English teachers and students, promote the in-depth integration and development of applied linguistics and English teaching in higher education, and improve students' English proficiency and comprehensive quality so that it can contribute to the cultivation of excellent talents with international vision and competitiveness.

## Keywords

Integration, applied linguistics, teaching English in higher education, relationships

## 1. Introduction

With the development of the times, the role of linguistics has become increasingly prominent, as it can help us solve many complex linguistic problems. Learning a language is essentially about establishing good communication and interaction. However, linguists need to learn and use language more in order to effectively improve their own language expression levels. Therefore, in addition to familiarity with basic linguistic concepts, students also need to work harder to apply what they have learned to daily communication. Although "mute English" courses have been popularized in China, many people's English abilities still need to be improved due to the pressure of examinations. By properly combining linguistics and English courses, we can improve the current situation and help students to improve their language skills faster. Therefore, it is very important for us to strengthen the combination of linguistics and college English courses.

## 2. Overview of Applied Linguistics

In the late 19th century, linguistics developed rapidly and attracted increasing attention in both theory and application.

In particular, the development of applied linguistics became more prominent, applying language practice to various fields such as society, economy, and literature, and bringing new opportunities to social development. With the arrival of the 20th century, linguistics made great progress. Its application fields became increasingly extensive, and it was increasingly valued by people. Initially, linguistic theory believed that language was feedback caused by external factors. Therefore, in order to use a language more proficiently, one needs to constantly receive external stimuli. After the mid-1960s, with the development of globalization, the traditional language education model was no longer applicable. As a result, cognitive teaching methods and communicative teaching methods emerged (Sterling Scott, Plonsky Luke, Larsson Tove, Kytö Merja, & Yaw Kate, 2023). The communicative teaching method focuses on enhancing students' communication skills, encouraging them to use language as a means of social communication, and being practice-oriented and structured compactly, better meeting their needs.

### **3. The Promoting Effect of Applied Linguistics on English Teaching in Universities**

#### **3.1 Extend teaching content height**

Compared with past courses, modern university courses pay more attention to practice and practical application. Therefore, from any perspective, their English abilities have been significantly improved. As most students have passed the exams, their English skills have been well-developed. Therefore, if we continue to use traditional teaching models, we cannot guarantee the practical significance of the courses. Through adopting appropriate methods to implement educational reform based on applied linguistics, we hope that the curriculum settings of the Ministry of Education and the work of teachers can become more diverse and flexible. In this way, our classroom will not only be limited to imparting knowledge but also provide opportunities to expand and deepen our knowledge.

#### **3.2 Revitalize the Classroom Atmosphere**

Currently, most English teaching in universities is carried out through the transmission method, which leads to insufficient communication between teachers and students, making it easy for students to become distracted, thereby affecting the effectiveness of teaching. However, if we can better apply the principles of linguistics, our teachers will be able to broaden their horizons and improve this over-emphasis on the transmission method. One of the core concepts of linguistics is the use and application of language, so our linguistic teaching focuses on language use. Therefore, our linguistic teachers must actively participate in various language application activities to stimulate students' learning interest and effectively improve the level of linguistic education (Li Wei, Zhu Hua, & James Simpson, 2022).

#### **3.3 Reinforce Students' English Application Skills**

The core idea of applied linguistics is to translate theory into practical application. However, due to the influence of current exam-oriented education, many universities pay more attention to theoretical learning and neglect the cultivation of students' application abilities. Therefore, we should strengthen the cultivation of students' application ability so that they can better apply the knowledge they have learned. If students can integrate two languages in their first year, their English application ability will improve with increasing learning time, making them better able to adapt to the current social demand for talent.

### **4. Reform Measures of High School English Teaching Based on Applied Linguistics**

#### **4.1 Strengthen the Focus on the Implementation of Applied Linguistics**

In order to improve the quality of university English courses, we should divide them into four stages: preparation, guidance, teaching, and mutual learning. As these stages provide a good basis for learning, we should simplify them as much as possible. In order to achieve better learning outcomes, we should allow linguistic experts to conduct more comprehensive research on linguistics and use their research results to provide inspiration and suggestions for our teaching. To increase student participation, teachers need to consider their needs and encourage them to participate actively. For example, we can use this activity to guide and encourage them to use various techniques for practical operation and communication. Once the teacher has given students a basic overview of the course, they can begin to explain the next lesson. During this process, the teacher needs to pay special attention to integrating the concept of applied linguistics into every teaching scenario in order to continually improve students' English proficiency.

#### **4.2 Rationalize the Development of Students' Interest in Learning**

Interests are natural to a person, especially when in the university stage. However, this nature still has a profound

impact on a person's academic performance. In order to enhance this nature, we suggest that English teachers in higher education institutions guide and encourage students in a responsible manner, enabling them to better understand and master knowledge. At the same time, we should strive to promote educational reform. Through changes in teaching models, we must realize that our focus must go beyond traditional teaching methods. We need more attention and support, not just sticking to traditional teaching methods. For example, we need to use Internet technology to increase our interest in learning. To better help students, we recommend using some interesting and practical apps such as "BaiCiZhan" and "English Fluent Speaking". The usage of these apps can help students decide the content they want to learn according to their own needs, from CET-4 and CET-6 to IELTS and TOEFL. Adopting new extracurricular education models can provide more choices for college English education and greatly reduce the use rate of "attrition". However, due to the need for a longer period of time to perfect and adjust, the educational effect of the new model may not reach the expected level. "BaiCiZhan" aims to expand students' phonetic knowledge, while "English Fluent Speaking" aims to cultivate their oral expression skills. When students' phonetic knowledge reserves reach a new level, teachers will establish a special phonetic testing platform to help them practice their phonetics. With this strategy, a comprehensive self-education system can be constructed (M. Bakeer Dr. Aida, 2018).

### **4.3 Play the Role of Teacher Guidance**

When it comes to university English education, we find that many teachers and students are very confused because they are accustomed to traditional theoretical teaching methods. To solve this problem, we suggest that university teachers try to adopt a "hidden" approach, but at the same time, they must continue to guide and instruct, so that students become the core of the classroom. When students enter a new environment, teachers need to do their best to help them integrate into this environment and guide them. For example, when teachers start teaching new content, they need to give them some instructions and encourage them to actively explore and practice. This way, they can help them better grasp and apply the knowledge they encounter. In the classroom, teachers need to create an appropriate classroom atmosphere and encourage students to communicate and practice. As guiding teachers, we need to constantly point out and improve the shortcomings of students, helping them to master and apply the knowledge they have learned.

### **4.4 In-depth Study and Analysis of Applied Linguistics**

Usually, language can be seen as a social skill. We suggest that English teachers at universities pay more attention to students' learning conditions, observe their learning performance carefully, and explore the application of linguistics methods more. Through continuous learning and thinking, we hope to better achieve our teaching goals and achieve our expected objectives. For example, we suggest that teachers can help students learn by creating specific situations, such as allowing students to freely express their opinions or express their opinions in other ways. By involving students in sports activities, we can better address challenges while also enhancing their English proficiency (Subin Natdanai & Liang Itsara Aphiwi, 2022).

### **4.5 Create Context in the Context of Teaching**

The essence of learning English is to master it, but because it is related to our language background, students rarely have the opportunity to use it in daily life. To solve this problem, English teachers at universities need to create an environment conducive to the development of students' language skills and their application. Many universities have established a dedicated English corner to help students cultivate fluency and practical use of English skills in class. These activities can help students enhance their oral expression skills and make progress in listening, speaking, reading, and writing. Especially for students with lower English proficiency, we strongly recommend that they practice on their own rather than rely solely on classroom materials. In our education, we have explored many useful resources, such as campus broadcasting and the Internet. We hope to use these resources to help students better grasp and apply English, thereby continuously improving their English proficiency (Adya Juniar Shaleha, Rusdiana Junaid, & Musliadi, 2022).

### **4.6 Help Students Set Targeted Instructional Goals**

Due to various reasons, students' personal characteristics vary significantly. However, if we follow the traditional teaching model, that is, teaching with the same curriculum content and objectives, it may put more pressure on those with weak foundations, thereby suppressing their teaching enthusiasm. In order to further improve teaching effectiveness, teachers need to constantly strive, and develop appropriate plans based on the situation of different students. For example, if there are some students with weak foundations, the teacher may first try to listen and repeat this step in class until they can communicate easily with others (Abdusalomovna Nuralieva Shokhistakhon et al., 2022).



Fig. 1. English corner.

## 5. Conclusion

With the increasing integration of the world today, the importance of English as the international lingua franca is becoming more prominent. However, despite this, English classrooms at the university level still face many challenges. By combining them with practical usage, we can improve the current situation and cultivate more outstanding English talents. Therefore, English teachers at universities need to realize that they need to deeply study the principles of applied linguistics and implement appropriate classroom reforms based on their guidance, in order to bring the best classroom experience to students and ultimately achieve the expected goals of university English courses.

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