

Applied Linguistics and Its Implications for Foreign Language Teaching

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Abstract: Language is the cornerstone of human civilization, and foreign languages are the key to cultural exchange. While traditional foreign language teaching models need to be reformed gradually by relying on scientific theories, the emergence of applied linguistics has given foreign language teaching a new breakthrough. Therefore, this paper is based on the characteristics of applied linguistics and explores its role and innovation in foreign language teaching through the use of literature analysis and case study methods. This paper will give inspiration to foreign language teaching and achieve the purpose of improving teaching dilemmas and promoting teaching quality. This paper finds that combining foreign language teaching with practical applications can create an excellent language learning environment and maximize learners' language skills and interests.

Keywords: linguistics, applied linguistics, foreign language teaching

1. Introduction

Applied linguistics, as an important element of education and teaching, can be applied to contemporary foreign language teaching to better improve the quality of foreign language teaching. This paper examines the use of applied linguistics in contemporary foreign language teaching in order to improve the learning dilemma and enhance the quality of foreign language teaching. This paper specifically examines the current state of applied linguistics and its innovations for foreign language teaching by collecting a large body of literature. It provides relevant inspiration to scholars of applied linguistics who are teaching languages or engaged in related research at home and abroad.

2. Concepts and the Current State of Research in Applied Linguistics

2.1. The Concept of Applied Linguistics

Based on various monographs and literature, it is clear that applied linguistics currently encompasses two senses, with the narrower concept being language teaching and learning, and the broader concept of applied linguistics being the study of various issues relating to the content and form of language, which is used in this paper.

2.1.1. The Origins and Theories of Applied Linguistics

Language is an indispensable tool in the long history of human development, and the study of its applications should therefore be taken seriously and systematised, but it was only in the 1870s that the name applied linguistics first appeared, due to the fact that in the early studies applied linguistics, theoretical linguistics and specialized linguistics were studied together without distinction being made. It was only with the Polish scholar Jan Baudouin de Courtenay's belief in the need to distinguish between pure and applied linguistics, the convening of the First International Congress of Applied Linguistics in 1964 and the establishment of the International Association of Applied Linguistics that the discipline of applied linguistics was formally formed. The study of applied linguistics in China began later than abroad, with the study of language applications first beginning in the pre-Qin period, but subsequent studies did not form a system, so it was only in 1984 that the Institute of Applied Linguistics was established, which meant that the study of applied linguistics in China formally took shape.

2.1.2. Characteristics and Importance of Applied Linguistics

Applied linguistics emphasises that language is a social symbol with an ideational function and is a discipline that integrates linguistic concepts, interpersonal communication skills, discourse skills and cultural transmission functions. Applied linguistics is therefore characterised by four main features, the first of which is its relative independence. Applied linguistics is a relatively independent discipline with its own specific research tasks, research objects, research personnel, specialisms and courses. Secondly, practicality. The practical problems of language application in social life. Thirdly, experimental. This is demonstrated by the fact that research methods are inseparable from investigation and experimentation. Fourthly, comprehensiveness. Applied linguistics is not a completely independent discipline, and is combined with other disciplines in the research process.

Applied linguistics is based on the two basic principles of “what to teach” and “how to teach”, combined with the disciplinary characteristics of “international”, “complex”, “innovative” and “application”. This course explores the specific applications of applied linguistics in foreign language teaching, based on the two basic principles of “what to teach” and “how to teach”, and the comprehensive content of teaching, to expand the scope and depth of teaching development. The aim of this course is to develop professional foreign language talents, to combine theory and practice, and to promote the exchange of language and culture.

2.2. Current State of Applied Linguistics Research

As jobs in applied linguistics have gradually increased, scholars have gradually begun to realise that theoretical work in applied linguistics is also important. At present, most applied linguistics research focuses on language teaching, processing and design. He Lianzhen uses Mr. Gui Shichun's exploration of the discipline as the main line, focusing on the current status of research in the fields of second language acquisition and language testing, to show the journey of applied linguistics in China from introduction to innovation in the past forty years [1]. Sun Wei explores the translation stance of applied linguistics and its value in the translation of tea culture in the context of the definition of tea culture and the formation of ideas, and proposes a scientific and reasonable translation strategy based on the translation problems of traditional tea culture [2].

3. Implications of Applied Linguistics for Foreign Language Teaching

3.1. The Role of Applied Linguistics for Foreign Language Teaching

3.1.1. Enrichment of Teaching Content

The traditional foreign language teaching content is mainly vocabulary and reading, students have less time to listen, more time to read and more time to memorise words, but this does not match the domestic market environment and the demand for talent [3]. “Listening” and “reading” are the absorption of knowledge, i.e. “language input”, while “speaking” and “writing” are the application of language, i.e. “language output”. From the perspective of applied linguistics, language output is more important than language input, and the gradual transition from “reading” to “speaking” and “writing” enriches the content of teaching and learning and truly realises the goals of foreign language teaching. This enriches the content of the teaching and learning of foreign languages.

3.1.2. Reflecting Pedagogical Significance

Language reveals the cultural atmosphere. When teaching foreign languages, the infiltration of cultural knowledge should be strengthened to help students broaden their foreign language knowledge system and improve their ability to understand foreign language knowledge, while applied language teaching is also an integral part of foreign language and culture education. If students do not know and understand the various cultural backgrounds associated with a foreign language, this will have a serious negative impact on the correct expression, understanding and application of the language.

3.1.3. Enhancing the Effectiveness of Teaching and Learning

As times progress, all sectors are developing rapidly and international communication is changing, the demand for high-quality foreign language personnel is increasing and there is a shortage of high-quality foreign language personnel [4-5].

Foreign language teaching requires students to master foreign language knowledge by reading and memorising a lot of words. This mode of teaching leads to students only recognising and reading, but not knowing how to apply these words and knowledge to communication [6]. Therefore, based on applied linguistics, it is possible to improve the communication and writing skills of university students, enhance the quality of teaching, improve the effectiveness of teaching, and adapt to the requirements of contemporary society.

3.2. Innovations of Applied Linguistics for Foreign Language Teaching

3.2.1. Innovative Quality Evaluation Mechanism for Foreign Language Teaching

Evaluation of learning effectiveness is often based on quantifiable data. Written, oral and listening tests are set at the end of foreign language teaching to enable students to consolidate and practise their studies and deepen their learning [7]. Additional assessment modules for foreign languages, including self-assessment by teachers and students as well as mutual assessment, and an intelligent machine assessment system using internet technology. Based on the guidance of applied linguistics, the comprehensive assessment system allows for the timely optimisation of the foreign language course, the improvement of the quality of the lessons and the efficient delivery of the lessons. The results of students' comprehensive assessments are analysed to provide targeted professional guidance to students, identify gaps in their learning, transform assessment results into opportunities for revision of foreign language courses, allow knowledge to change from quantity to quality, improve students' learning outcomes and fundamentally strengthen cultural communication skills.

3.2.2. Innovative Foreign Language Teaching Models and Environments

The traditional foreign language teaching model, in which the textbook is the main character, lacks a language atmosphere and limits the scope of learning and application of the language, which in turn affects the development of students' foreign language learning and application skills.

Applied linguistics focuses on students' motivation and differences, and provides students with targeted language teaching that takes into account their learning characteristics and needs, allowing them to communicate in a comfortable social environment and motivating them to learn [8]. In addition, Applied Linguistics transforms the traditional teaching model, so that foreign language teaching is based on a linguistic perspective, with a focus on improving students' ability to use the language and promoting the improvement of their overall foreign language skills, allowing students to develop in a variety of ways under the auspices of Applied Linguistics, to feel the full joy of learning a foreign language, and to actively engage in learning a foreign language and improve the efficiency of foreign language learning.

3.3. Considerations for Teaching Foreign Languages Guided by Applied Linguistic Theory

3.3.1. Clarifying the Meaning of Foreign Language Teaching

By applying linguistic theory, teaching staff need to explore words and sentences that express similar, identical or similar expressions in Western cultural expressions and in Chinese culture [9]. Only in this way can students effectively, comprehensively and clearly translate the ideas of a foreign language into tools that our students can understand and use. For example, the Confucian idea of "harmony" is not "and" in foreign language vocabulary, but has the meaning of "living in harmony", "harmonious development" and "friendly communication". In short, in the process of cultural transfer or cultural communication, teachers should focus on expressing the "meaning" of the foreign language [10].

3.3.2. Increasing Applied Linguistics Learning

Most teachers lack theoretical studies in applied linguistics and should therefore summarise their theoretical and pedagogical experience in education, psychology, language and other disciplines [11]. In addition, in order to improve the spoken language skills of university students, teachers should focus on exercising students' language output skills in their teaching. Teachers can first let students read on their own and talk about the content of the text with the teacher or other students after they have finished reading [12]. By giving students more opportunities to express themselves in foreign language teaching, students will be able to exercise their foreign language output skills, and will be able to speak foreign languages boldly and fluently in their future studies and work. The above measures are a combination of knowledge and action to explore an efficient and high-quality approach to foreign language teaching that can be adapted to China's sustainable development.

4. Conclusion

This paper focuses on the current state of development of applied linguistics, as well as inspirations and considerations for foreign language teaching under the guidance of applied linguistic theory. In summary, applied linguistics is a language that aims at practical application results, and foreign language teaching can only maximise learners' interest in learning if it is combined with practical applications. Therefore, it is imperative to analyse the application of applied linguistics in foreign language teaching so that students can grow into applied foreign language talent and promote cultural exchange. As most of the articles by scholars do not cover the study of the innovation of applied

linguistics to foreign language teaching methods, the article leaves something to be desired and could be studied more in the future to inspire and enlighten other scholars.

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