

# Research-Based Teaching Mode of English Linguistics Guided by Cultivating Innovative Ability

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**ABSTRACT.** The main teaching purpose of the research teaching method is to enable students to understand all aspects of linguistics systematically and comprehensively through the study of this course. The cultivation of English language ability is to give a full play to the initiative and enthusiasm of students in the process of student-centered English teaching. The traditional teaching method is usually classroom theory. The obscure teaching contents and single boring teaching method make students not only lack a deep understanding of linguistic theory but also interest in learning. Therefore, it is necessary to introduce the concept of research-based teaching into the teaching of this theoretical course to stimulate students' interest in linguistic study and research and cultivate students' innovative ability.

**KEYWORDS:** Innovation ability, English linguistics, Research teaching

## 1. Introduction

Talents are the future builders of the motherland. Colleges and universities, as the centralized positions for talent training, should seriously analyze and comprehensively explore the new requirements for the reform and development of modern education mode to ensure that talent training can meet the needs of national development [1]. The cultivation of students' application ability and innovation ability in higher education has become one of the most important tasks at present. English linguistics teaching is a required course for English majors. It is a course that aims at improving students' English learning ability by systematically imparting knowledge of English linguistics and stimulating students' interest in English learning. As the most important communication tool for people, when language is upgraded to language, it means that there will be a very professional and systematic study of human language [2]. English linguistics teaching can enable students to gradually establish a systematic knowledge system of the English language and effectively improve students' comprehensive ability to use the English language [3]. The traditional teaching method is usually classroom theory. The obscure teaching contents and single boring teaching method make students not only lack a deep understanding of linguistic theory but also lack interest in learning. Therefore, it is necessary to introduce the concept of research-based teaching into the teaching of this theoretical course to stimulate students' interest in linguistic study and research and cultivate students' innovative ability.

## 2. Overview of Research Teaching Mode

The theoretical basis of research teaching is the “discovery learning model” of American educational psychologist Bruner, the “cognitive development theory” of Swiss Piaget and the constructivism theory [4]. The key point is that human cognitive development is gradually realized due to the interaction between the external world environment. Research teaching is mainly to change the passive mode of students' mechanical learning, actively participate in the classroom teaching process, swim in the ocean of knowledge, make full use of English to carry out communication and create more possibilities with innovative thinking and ideas. Under the guidance of teachers, students are allowed to choose and determine research topics from their study, life and social life, and actively explore, discover and experience them in a way similar to scientific research. Knowledge and cognitive subject are a “unity”, which is gradually constructed and formed by people in the process of cognition of the external world [5]. Research-based teaching of English linguistics has obvious teaching advantages in college English teaching. Therefore, only by making full use of this course, cultivating students' innovative ability and maximizing the application value of this course can the expected teaching objectives be achieved.

## 3. Teaching Advantages of English Linguistics Course

### ***3.1 It Has Played the Main Role of Students***

There are inevitably some knowledge points that need to be remembered in English teaching, such as English grammar rules, English words, etc. Learning these knowledge needs to rely on certain memory ability. In the teaching of the course, there is a close connection with the study of other subjects. At the same time, it lays a certain foundation for the study of other subjects. Because the final application of English language depends on students, whether students can use English scientifically and accurately will become an important evaluation standard for students' English language learning [6]. The main teaching purpose of this course is to enable students to understand all aspects of linguistics systematically and comprehensively through the study of this course. Teachers should not only actively create a good teaching atmosphere, but also encourage students to give full play to their enthusiasm and initiative in the process of autonomous exploration and completion of tasks. The sense of achievement obtained can help students build up self-confidence in learning, motivate them to further complete their later learning tasks, and form a virtuous circle.

### ***3.2 Expand Students' English Vision***

English linguistics cultivates students' ability to learn language and lays a foundation for students to learn language correctly. The study of this model knowledge can help college students better master the basic methods of language research. Let students explore and solve problems from multiple directions and angles, think from different aspects, and train students' thinking. Its teaching focus is not only on the teaching guidance of words, words, reading, writing, etc., but also on inspiring students, expanding their horizons, and allowing students to contact and learn more knowledge. Its aim is to understand linguistic theories through linguistic phenomena in teaching practice, thus improving students' ability to observe, analyze and solve problems. Let students have the opportunity to explore, discover and think about how people use language to communicate in the social environment. Through the full interaction between students (the main body of learning) and society, students' habit of active thinking is cultivated, thus improving the teaching effect of English linguistics in colleges and universities.

### ***3.3 Improving Students' Autonomous Learning Ability***

The cultivation of English language ability is to give full play to the initiative and enthusiasm of students in the process of student-centered English teaching. Through linguistic knowledge learning, some linguistic phenomena and cultural connotations in English can be more clearly understood, thus enabling students to better learn English. And to understand the basic meaning of English linguistics, in learning to continuously improve and progress [7]. Because this course should not only achieve its goal of full observation, full description, but also full explanation. However, it is difficult for them to accept some linguistic knowledge which is difficult to form an effective connection with the existing knowledge. It requires teachers to combine macro and micro, theory and practice, to fully mobilize students' learning enthusiasm and to give full play to students' imagination and cognitive ability. It mainly evaluates whether the learners have reached the target requirements of research teaching, pays attention to the progress of the learners in the learning process, and pays attention to the development of the learners in non-intellectual factors such as emotion and will [8].

## **4. Problems in English Linguistics Teaching Model**

### ***4.1 Too Much Theoretical Teaching and Students' Low Interest in Learning***

Classroom explanation is the basic method for teachers to teach, and it is a necessary process for teachers to explain the basic concepts and theories of the course in the teaching process. Judging from the actual situation of teaching evaluation of English linguistics courses, teachers' evaluation criteria for students are relatively single, and the examination results are taken as the only criteria to measure students' English level. The arrangement of class hours in teaching is relatively small, and it is difficult for teachers to guide students to master basic English linguistic theories and research methods. Years of teaching practice have found that students have serious "obstacles" to the study of the course, which may be directly attributed to the boring and abstract characteristics of the course itself. Therefore, it is of great significance to strengthen the cultivation of students' logical thinking ability. In the process of teaching English linguistics, teachers should take into account various factors such as teaching progress, class hours, and students' acceptance, and change teaching methods so that students can learn in interesting and efficient classes, in order to promote the overall improvement of teaching quality.

### ***4.2 The Teaching Method is Single and the Students Are Passive in Learning***

With the steady progress of the higher education quality project, the teaching reform in colleges and universities is shifting from focusing on the construction of curriculum system and teaching content to focusing on the reform of teaching methods and teaching methods. English linguistics is a compulsory basic course for English language and literature majors. Its teaching evaluation is too single to meet the current teaching requirements. In the process of education, it is difficult for teachers to complete all teaching tasks in a limited time, and it is also difficult for students to complete the tasks of learning, practicing, applying and innovating in a limited time. At the same time, it also leads students to express the learned phrases and sentences in the learning process, but it is difficult to effectively apply these knowledge points. Students receive knowledge passively in English learning [9], and teachers often ignore abstract linguistic knowledge when giving lectures due to consideration of teaching progress, class hours, students' acceptance, etc. It downplays the evaluation process and overemphasizes the selection function of evaluation. It is difficult to find out the reasons for the differences among students, thus making evaluation lose its feedback function.

#### ***4.3 Teachers' Knowledge System Needs to Be Improved***

The lack of effective interaction between teachers and students is one of the main problems in English linguistics teaching mode in colleges and universities. At present, English linguistics course includes three knowledge modules: theoretical enlightenment, basic theory and research methods. Each module contains a lot of content. Teachers should provide some time for students to self-study and explore, so that students can feel in reading and feel in reading. The teaching plan drawn up by teachers lacks a grasp of students' basic English knowledge, which leads to the lack of effective improvement of students' interaction and enthusiasm in learning [10], thus making it difficult to improve college students' English innovation ability. Teachers read the content according to the textbook, and students become passive learning containers, responsible for passive mechanical reception. In the long run, students' thinking will become increasingly rigid and the charm of linguistics will fade greatly. Therefore, in the teaching process, teachers should pay attention to stimulate students' interest in learning English linguistics, enhance students' interest in learning English linguistics, and cultivate students' application ability and innovation ability on this basis.

### **5. Practice of Research-Based Teaching Model for English Linguistics Course Oriented to Cultivating Innovative Ability**

#### ***5.1 To Cultivate Students' Thinking Development Ability***

With the continuous advancement of educational reform, updating teaching concepts has become a prerequisite for teaching reform of various courses. Linguistic research covers a wide range, involving many important concepts, theories and different schools. The study found that the wider the students' thinking, the stronger their ability to learn knowledge. At the same time, it strengthened the pertinence of students' thinking and improved their learning effect. Therefore, teachers should make teaching plans in close contact with relevant knowledge of linguistics, and use linguistics to guide English practice teaching, combined with the English level and acceptance ability of college students. The appropriate teaching situation should conform to the students' requirements and psychology, and fully combine the classroom contents to make the situation more perfect. The students will understand the uncertainty of the meaning of the location indicator, thus arousing the enthusiasm of learning the meaning of the indicator. Actively explore the innovation of task-based teaching methods and methods, try to use the teaching route of research-based teaching, and pay attention to integrating theory with practice. Therefore, English linguistics course itself requires teachers to actively adopt research-based teaching methods to reproduce the process of language exploration.

#### ***5.2 Innovative Teaching Methods***

The method of integrating theory with practice is an important method in linguistics teaching. If we use concrete examples to explain abstract theoretical rules and concepts, we can achieve the purpose of teaching in a simple way. In the new era, English language teaching should be teacher-led and student-centered, gradually changing the former teacher-centered teaching concept and mode. It makes it possible for students to learn English autonomously and lays a foundation for the cultivation of students' English innovation ability. In order to create an interactive teaching environment, teachers must grasp the opportunity to properly ask students questions and stimulate students' interest in exploring English linguistic knowledge. While improving teaching methods and methods, teachers' explanations should be combined with students' exercises. When creating situations in teaching, the common types of situations include problem situations, story situations, heuristic situations and inquiry situations. Teachers can select appropriate situation contents and theme according to the classroom contents and students' interests. From this, students can realize the application of conversational implicature or indirect speech act in daily life, thus stimulating students' interest and passion in the study of speech act theory and conversational implicature theory in pragmatics.

### **5.3 Optimize Teaching Materials and Contents**

Many contents in English linguistics courses are highly professional, theoretical and abstract. Let the students explain to each other the linguistic theories they understand and inspire each other, so as to arouse the enthusiasm of the students. Therefore, in the historical process of linguistic development, theories and methods that cannot stand practical tests will naturally be eliminated. In the process of knowledge construction, people's meaning construction of new knowledge is realized simultaneously with the reorganization of existing knowledge. Updating linguistic teaching materials and optimizing teaching contents can expand and delete the contents in a targeted way, and teaching can be carried out according to the important and difficult points. According to the statements of the students' representatives, the teachers sum up. This method can change the teaching mode of full house irrigation. Through cooperation and exploration, students can consciously generate learning desire. It provides spiritual motivation for students' English innovation, enables students to increase their English learning ability and stimulates their English innovative thinking in the process of summarizing and summarizing English knowledge.

### **5.4 Show Learning Results and Evaluate Them in an Appropriate Way**

Teachers can combine curriculum examination, classroom activities and online autonomous learning to evaluate students. Over the years of training and accumulation, the overall quality and structure of university teachers have improved significantly over the past. Teachers should follow the relationship and laws between language and society, culture, life and other aspects, and take all kinds of real life content as the theme of activities. The evaluation can also be carried out according to different presentation methods, striving to make the evaluation fair and reasonable, so that students can deeply feel their own advantages and disadvantages. Students are required to consult relevant materials according to their research tasks, understand the current research situation, design questionnaires for investigation, analyze and summarize the investigation results, write investigation reports or small papers, and then communicate in the whole class.

## **6. Conclusion**

In a word, linguistics is a very important course for English majors. Linguistic theoretical knowledge can improve students' language accomplishment and English usage ability, and develop logical and rational thinking. Therefore, it can reduce students' burden in English learning and introduce linguistics into English teaching, which is a new teaching mode. Therefore, English teaching should not only stop at the stage of examination-oriented education, but also focus on the cultivation of students' English application ability and innovation ability. Highlight the main position of students in teaching, strengthen the guidance of students' thinking, and link the teaching content with actual life. Through active research and the determination of research topics, students can feel free from the classroom, thus participating in learning with a more active attitude.

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