Critical thinking of English linguistics on English cultivation and modern application

Xintong Liu[1], *

[1]School of Foreign Languages, China University of Petroleum (Beijing), 102249, China
*Corresponding author: lxtcup@163.com

Abstract: *This paper aims to investigate an analysis of its great significance and discuss two main approaches applied to linguistics cultivation through probes into the rationale for critical thinking cultivation. The formative class framework and an assessment system can case the dual-channel works to improve the linguistic teaching system effectively. It is found that critical thinking, the flexibility of applying theoretical knowledge could improve, and multi-dimensional thinking, which also can be cultivated. It is highlighted that critical pedagogical thinking plays a vital role in English linguistics of English cultivation and modern application.*

Keywords: *critical thinking, English linguistics, cultivation, modern application*

1. Introduction

Critical thinking, a term from Socrates, can be deemed an ability to perceive, criticize, analyze, and reflect. It is known that thinking is even more relevant today with the proliferation of information from all sources, such as social media [1]. Through critical thinking, people could form a flexible, systematic analysis and assessment of their mental processes. Such skills at some point should be analyzed as the unity of cognitive capacity and emotional embodiment.

Language, a competence trained in literacy development, makes people well poised to support learning skills in multiple intervention environments [2]. As the science of language, linguistics is an academic subject accountable to probe the application and historical development of languages. From a broad perspective, linguistics should not focus on grammar, phonetics, lexicology, among other theoretical subjects, but on the developmental tendency of language and its history. In the classroom, linguistics is part of students' lives, which poses a challenge for teachers [3]. Then, in teaching and studying linguistics, it is of significance to connect human thinking with languages.

2. Significance of Critical Thinking in English Linguistics

Critical thinking is an integral part of everyday life and humanity, composed of cognitive skills and dispositions [4]. By judging current linguistics development and cultivation, the thought of innovation and reflection can be prompted multi-dimensionally. For a long time, language tends to be considered as a tool for combination with other subjects. Below is a brief description of some prominent significance of critical thinking in application to linguistics education.

2.1 Improving Flexibility of Students in the Application of Theoretical Knowledge in Linguistics

With skyrocketing advancement of modern society, most students today are desperate to apply linguistics, a subject is laden with theoretical knowledge, to pragmatic areas. Depending on this situation, critical thinking plays an irreplaceable role in linguistics learning. Grammar is one of the most fundamental elements for constructing any human language in the world [5]. When it comes to grammar and language learning, one of the significant issues raised by second language researchers is the controversial question of whether and how to include grammar in second language instruction [6]. Most language teachers focus heavily on grammar instruction rather than getting underneath the skin. When drilling students in sentence structure, some teachers can divide sentences into four types: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

To develop the critical cultivation, it is necessary to recognize the practical side behind these sentence

structures. The benefits of grammar instruction in writing are contested in English-speaking countries, while some countries abandoned the teaching of grammar ended in a negative impact [7]. For example, simple sentences are frequently used to put forward argument points. Compared with other sentence types, simple sentences can show opinions explicitly, making sure the point of view hits the point. Meanwhile, other sentence structures make sense as well, and complex sentences are treated as an efficient way to put forward details or explanations about one's points.

Adhering to critical thinking, students gain access to absorbing the meaning behind its forms in grammar, which helps students apply what they take into pragmatic areas. They can meanwhile grasp the rules in English as well as how to use them practically. After such improvements in education, students can use that theoretical knowledge with great flexibility, solving the problem that that knowledge inadequately prepares students for the demands of work and everyday living in the real world [8].

2.2 Cultivating the Multi-Dimensional Thinking of Students

The multidimensional thinking method is the subject in the thinking process. It uses multiple thinking forms and methods for comprehensive, systematic, and integrated thinking from multiple thinking starting points, from which to choose the most optimal conclusion of the scientific thinking method [9]. English linguistics classes across China are in a state of crisis for their stubborn teaching style. Some dreary contents are most likely to be dealt with passively in class. In most cases, students are inclined not to catch on contents in-depth, while they are apt to analyze sentence structure and word instruction slavishly. However, this approach results in students ill-interested. In such cases, critical thinking is used to reflect on the teaching of linguistics.

Through critical thinking, teachers could consider appropriately motivating students to take the initiative in internalizing their input, encouraging them to ask questions, analyze and solve problems. For example, when analyzing syntactic structures, teachers can guide students to analyze classical sentences that appear in texts on different topics in terms of social topics, and bring these sentences to the classroom for analysis and reflection, promoting students to think from multiple perspectives whether the meaning behind linguistics is culturally and politically relevant.

2.3 Promoting the Long-Term Development of Linguistics

Linguistics started in the late 16th and early 17th centuries, a period that coincided with the Renaissance. The most remarkable development for the English language was the Industrial Revolution in England, especially the rapid growth of the maritime industry, which allowed the expansion of British colonies to countries worldwide extended the reach of the English language. By the mid-18th century, English was evolving into an international language with a theoretical system. The study of applied linguistics, which began in the 1980s, provided theoretical guidance for applying linguistics in society and its role in building society [10].

Throughout the development of linguistics, there is no denying that the development and promotion of linguistics cannot be separated from the development of the world and the integration of regions. Linguistics is not an isolated discipline; it needs to be integrated into development to ensure its long-term development. Linguists and teachers can integrate linguistics with philosophy and politics from a critical perspective. In terms of philosophy, one of the main ways the world is viewed and perceived through philosophy, which are philosophical linguistics researchers in the UK proposed in the early 20th century to apply philosophy to linguistics [11]. Politically, politics and language are closely linked, and language reflects the activities of the human mind.   Different occasions and ways of speaking bring equally different reflections to linguistics. Critical thinking is meant to make linguistic research necessary and valid. It is the meaning of the long-term development of linguistics.

3. Approaches to Critical Thinking Cultivation in English Linguistics

Universities are institutions where critical thinking is developed and nurtured to enhance society of all aspects [12]. Students may be required to take various linguistic-related classes in linguistics education, yet they may lack the training to use critical thinking for learning linguistics. As a reaction to often monotonous teaching style, two approaches are proposed, based on a wealth of evidence, to combine theoretical knowledge of linguistics with critical thinking and make linguistics feasible in applied practice. On the other side, combining the formative class framework and the seamless assessment improves the linguistic teaching system, gapping the bridge between linguistics and language teaching

methodology [13].

3.1 Constructing formative Class Framework

In China, where students have few opportunities to use English outside the classroom, class learning is crucial to English acquisition [14]. Students are likely to experience passive input in the inherent model and environment of passive learning while learning linguistics. Then, in this broader context, the classroom model can be changed to combining active and passive modes with adding novel teaching content. The complete model of a course should be divided into preparation before class, teaching, and interaction during class, and consolidation and reinforcement after class. In all three areas, critical thinking can be applied, reflective, and innovative. According to Safiye ipek Kuru Gönen's poetry-teaching framework, Table 1 is briefly summarized. It is divided the whole business of teaching into three parts, which is focused on the class framework of linguistics learners, following a reasonable class arrangement, and maximizing the efficiency of learning.

Table 1: A linguistic-teaching framework [13]

Class Phrase	Steps	Possible activities
Before Class	1. Tune-in: Aim to expose students to some essential pre-class background and necessary information; 2. Basic Comprehension: Group students to work together and figure out rudimentary knowledge; 3. Paper analysis: Organize students to analyze some relevant papers before class;	-Send preview content to students; -Group students and deliver tasks for their teamwork, like group presentation, group research, and group paper analysis; -Prepare a questionnaire about the contents students are ill-interested in, then come up with a novel illustration to motivate students;
In Class	1. Cultivation: Combine textbooks with technological devices; 2. Interdisciplinary Integration: Integrate relevant disciplines such as English literature with linguistic analysis;	-Make use of high-tech devices to present mind-map and slides on class framework; -Prepare science experience to motivate students. -Add various texts to analysis like poems;
After class	1. Reflection: Organize assignment after class and make questionnaires about class acquisition;	-Set up questionnaires to provide timely feedback on student learning; -Arrange group activities;

3.2 Reforming instructional, flexible assessment

Linguistics is a subject that combines theories and practice. Because of the nature of the subject, the assessment system for linguistics should be improved and refined. During critical thinking cultivation, assessment should become an integrated, ongoing, and seamless part [8]. Specific assessment practices directly impact students' learning and achievement, which requires teachers to be educated and skillful in applying classroom assessment [15].

English linguistics is a demanding subject, requiring students to master basic linguistic analysis methods, such as syntax and lexical analysis, and to hold some basic and practical skills in the field of applied linguistics, learning to design experiments, control experimental variables, and master specific statistical or interdisciplinary data analysis methods. On this basis, students' exposure to linguistics at the undergraduate level is at an early stage, and attention should be paid to the cultivation of students' interest in learning.

Therefore, a well-developed teaching evaluation system is beneficial to the development of the course. The course evaluation system can be divided into two parts: classroom grades and final grades. The classroom grade is focused on students' completion of homework, class participation, group experiments, and class quizzes. The final grade includes the students' final examination results and their final essay writing. In this way, educational institutions should be encouraged to change from paper-based to computer-based assessments, improving assessment efficiency [16]. Schools should also focus on mutual feedback on student learning and satisfaction with the class.

4. Conclusion

This article studies the importance of critical thinking in linguistics and its role as a critically important way of thinking. Linguistics is a subject that involves many areas of study, and so the demands on students in higher education are increasing. In the face of such challenges, the importance of critical thinking in teaching is reflected, as it helps develop students' creative thinking, cultivate their cognitive range in linguistics, and pave the way for its long-term development. On this basis, this paper presents

two proposals for teaching linguistics and methods of evaluation. It is a positive response to the ongoing development of teaching and learning in the field of linguistics.

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