

The Application of Pragmatic Theory in College English Teaching

Qingyan Meng

Harbin Huade University, Harbin 150025, China

Abstract: This paper briefly summarizes the relevant theories of pragmatics, analyzes the importance of pragmatics in College English education, probes into the application of pragmatics in College English education, and points out the measures of combining pragmatics with college English teaching.

Keywords: Pragmatics; University education; English teaching; Application research

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***Corresponding author:** Qingyan Meng, 34422776@qq.com

1 Introduction

Traditional linguistic translation plays an important role in College English teaching and learning. Most schools adopt traditional language translation methods, which can teach students to understand and analyze standard sentences, pay attention to grammatical rules, and ignore the influence of other factors in the process of English learning. In recent years, pragmatic approach has been popular in English learning. Pragmatic approach mainly focuses on situational operation, and the discourse meaning is different in different situations. Different from middle school, College English education requires students' proficiency in English and pays more attention to students' Comprehensive English level. Students' communication ability, students' extracurricular practice ability, and students' pragmatic ability. Under the new curriculum standard, we need to change the traditional teaching mode. Teachers should optimize the teaching mode and update the teaching concept. In College English curriculum, teachers must convey

practical knowledge to students and use practical knowledge to guide teaching methods, so as to effectively improve students' communication ability.

The ultimate goal of English teaching is to develop students' language ability. Although the basic knowledge of language is very important, language application skills are more important. The combination of language knowledge and practical knowledge in English curriculum can achieve better results for the development of students' language skills. The study of pragmatic teaching method has the importance of universal guidance. The following is a discussion by some scholars who focus on the application of practical theory in College English teaching. Tian Ying^[1] conducted language teaching under the guidance of pragmatism theory, studied how to improve students' practical ability, realize the improvement of intercultural communication ability and language, and provided useful reference materials for the practical use of English teaching. Zhang Xin^[2] mainly discusses the application of pragmatic theory in English comprehensive curriculum education. Besides listening, speaking, reading and translation, he points out the definition of pragmatics and expounds the importance of context. The advantages of practical learning theory can help students master English communication skills better. Wang Yingjie^[3] combined with college English teaching practice, analyzed the guiding role of pragmatic theory in foreign language teaching, the necessity of pragmatic theory in College English teaching, and improved the quality of foreign language teaching and students.

2 Related theories of Pragmatics

Pragmatics, a branch of linguistics, studies the role of

context in speech communication, which is different from semantics or grammar. Pragmatic studies focus on the role of context and emphasize the study of the meaning of certain words and sentences in context. Verbal communication cannot be separated from situation: Time, place, subject, situation, etc. The communicator must infer the specific meaning of the utterance according to the specific situation. Discourses out of context will cause confusion among communicators and lead to misunderstanding of practical problems due to the failure to realize the communicative function of language. Pragmatism studies the meaning of discourse and context, and explores the relationship between discourse and context. It includes speech, cooperative principle and politeness principle. The application and development of pragmatism put forward higher requirements for talents, which requires them to have higher ability of foreign language quality. Foreign language communication skills include two parts. Language skills and practical skills. The cultivation of practical skills is an important part, especially for students with English ability. In College English teaching, teachers often focus on teaching language forms, such as vocabulary and grammar, while ignoring the introduction of language opportunities and context. How to apply practical research to college English teaching should be the focus of research teaching. The purpose of College English education is to cultivate college students' language ability. Language knowledge is very important, but language application skills are more important. Therefore, we must apply practical theory in English teaching, integrate English and practical knowledge into education, and cultivate foreign language talents with strong language ability to meet the needs of society. Specifically, it studies how to use and understand language in various communication environments. There are three main theories in modern practice research. Austin's speech act theory, Searle's direct and indirect speech act theory and Grice's principle of dialogue and cooperation. Pragmatic teaching theory has become an important guide to develop students' English teaching practice ability. Based on John Austin's speech act theory, Grice's cooperative principle and Sperber Wilson's relevance principle, this paper analyzes the effect of pragmatic theory in College English teaching, and puts forward some measures to combine pragmatics with college English

teaching.

3 The application of pragmatic theory in College English Teaching

Under the traditional teaching theory, university education pays more attention to the accumulation of language knowledge, and pays little attention to the value of language communication. As a result, teachers and parents only focus on supervising students' performance, but ignore the use of real language. The goal of College English education is to enhance students' comprehensive application ability, especially their listening, speaking, reading and writing ability, so that they can communicate effectively in English in their future study, work and society. In order to meet the needs of social development and international exchanges, they should interact and improve their comprehensive cultural literacy. It can be seen that cultivating students' practical ability is the focus of English education. Especially in the learning stage, most students have accumulated a wealth of English knowledge, and have a certain level of language and language skills, the actual English skills can not meet the needs of language communication. Nowadays, English plays an increasingly important role in international communication. As an international language, English has an obvious international status. With the improvement of the external environment, the requirements of college students for English have been greatly improved. It is particularly important to cultivate and improve college students' English practical skills. The application of pragmatic theory in College English teaching provides a reference for English teaching.

4 The application of pragmatic theory in College English Teaching

4.1 The application and education of cooperative principle in College English teaching

Teachers must teach students the cooperative principles of English teaching and other practical theories, so that students can understand them and apply them to the real world communication environment, so as to effectively improve their practical skills. The application of cooperative principle in College English teaching includes the

following aspects. (1) Quantity standard: When the students practice oral English, the teacher must remind the students to observe the quantity standard in the conversation. The audience should provide an appropriate amount of information when answering questions, and should not provide long-term communication and unnecessary additional information. (2) Quality standard: Teachers' answers to questions should not be falsely recorded or lack of evidence. (3) Relationship criteria: The students' answers to the teacher's questions in the classroom must be related to the questions. (4) Methods and guidelines: Teachers should have a clear direction and purpose when asking questions in class, avoid using language that will make students feel fuzzy and ambiguous in the process, and use concise and clear language to guide students. When answering the teacher's questions, students' thinking must meet the standards of simplicity, clarity and organization.

4.2 The application and education of politeness principle in College English teaching

Politeness principle can explain the speech behavior in conversation according to the rules of social interaction. The combination of politeness principle and language teaching contributes to college English classroom teaching. In College English courses, students are usually competitive. If they want to express their opinions, teachers must meet their psychological needs, praise and encourage students, so that students are willing to learn and increase their interest and confidence in learning. In English course, teachers can use praise standard skillfully. When the students can correctly answer the teacher's questions, the teacher will praise and evaluate the students in a clever way, thus stimulating the enthusiasm for classroom activities. When students make mistakes, teachers should keep a mild and euphemistic attitude, so that they can criticize students, so that they are willing to accept. When evaluating students, teachers should try to avoid using negative language that will damage students' self-esteem. Encourage students to learn English actively. In classroom teaching, teachers should try their best to think from the students' point of view, skillfully use plural first person pronouns, and appropriately use the "consistent principle" to maintain the consistency between teachers and students and avoid severely criticizing students' mistakes in College English classroom teaching.

Teachers should think about the reasons for students' mistakes, reasonably use the "empathy criterion", and try to avoid embarrassing students, so as to avoid students' rebellious and sincere change. Therefore, the rational use of compassionate and inspiring language will increase the emotional communication between teachers and students.

4.3 The application and education of speech act theory in College English teaching

Speech act theory is the first theory to distinguish expressive discourse from dominant discourse. It was first proposed by Austin. Descriptive discourse refers to the process or state of explaining things, while discourse action refers to the word itself. Later, Austin divided speech act into "speech" and "act". After Austin, Searle put forward the appropriate condition of indirectness, that is, indirect speech. In Austin's "three-point theory" of speech acts, "speech act" is the most important. Both sides need to know the importance of speech act at the same time. The importance of speech act depends on whether the sentence can be given the power of words after the sentence is finished, or whether the speaker's speech intention can be reflected, and whether it can really "act with words". The coexistence environment of communication includes mutual understanding and mastery. In College English teaching, it is necessary to explore the speaker's unusual meaning in words and sentences so that students can understand their true meaning. In extensive reading, students should also be guided to analyze the extra meaning of the speaker. The biggest obstacle for students is to focus on how to understand and express the meaning of words correctly according to the actual situation. Help in foreign language teaching. You will really learn to express your communication intention in writing and translation practice.

5 Measures to combine pragmatic theory with college English Teaching

5.1 Focus on improving the awareness of teachers

The power of teachers' practical consciousness is the key to cultivate students' practical ability. Teachers should timely introduce relevant practical knowledge according to the actual content of the course, such as: Context, doctrine, principle. While carrying out the principles of practice, we must pay attention to the

precepts and actions, try to communicate, and try to use language appropriately.

5.2 Create a language environment

In order to improve students' practical knowledge, it is necessary to create a language environment in the teaching process. Let students master the arrangement and use of words, the meaning of phrases and sentences, and the text combined with context. Through situational education to activate textbooks, students can learn the situational meaning of their knowledge, master their skills, and develop the ability of adaptability and flexible use of language.

6 Conclusion

In recent years, pragmatic approach has been popular in English learning. Pragmatic approach mainly focuses on situational operation, and the discourse meaning is different in different situations. Different from middle school, college English education requires students' proficiency in English and pays more attention to students' comprehensive English level. Students' communication ability, students' extracurricular practice ability, and students' pragmatic ability. Pragmatics, a branch of linguistics, studies the role of context in speech communication, which is different from semantics or grammar. The study of language usage pays attention to the role

of context and emphasizes the study of the meaning of some words and sentences in context. Verbal communication cannot be separated from situation. Communicators must infer the specific meaning of the utterance according to the specific situation. Discourses out of context will cause confusion among communicators and lead to misunderstanding of practical problems due to the failure to realize the communicative function of language. This paper briefly summarizes the relevant theories of pragmatics, analyzes the importance of pragmatics in College English education, probes into the application of pragmatics in College English education, and points out the measures of combining pragmatics with college English teaching.

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