

Development of Language Teaching in Colleges and Universities from a Pragmatic Perspective

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Abstract: With the development of economic globalization, international exchanges are becoming closer and closer, and language has become an important tool for communication between China and the rest of the world. However, for a long time, influenced by the traditional teaching model and examination system, the language teaching in China has ignored the use of language in specific context. Therefore, in order to improve the pragmatic ability of college students, it is necessary to study the corresponding teaching strategies. The purpose of this article is to study the development of language teaching in colleges and universities from a pragmatic perspective. This article analyzes the theory of pragmatics and pragmatic competence, and studies the development of language teaching in colleges and universities from a pragmatic perspective. This article takes the form of a questionnaire, the purpose of the survey is to understand the pragmatic competence of college students. The survey was mainly conducted in universities, and a total of 100 freshmen and sophomores were selected as the survey objects. By analyzing the test results of the two groups of respondents, the accuracy rates of freshmen and sophomores were 61% and 60%, respectively. It can be seen that the level of language pragmatic competence of college students needs to be improved at this stage.

1. Introduction

With the development of economic globalization, international exchanges are becoming closer and closer, and language has become an important tool for China to communicate with the rest of the world. Therefore, the ultimate goal of language education is to cultivate intercultural communication talents. In addition to spoken language that conforms to grammatical norms, communication must also conform to social norms. However, for a long time, influenced by the traditional teaching mode and examination system, the emphasis of language teaching in China has been too much on teaching the language system itself, while ignoring the use of language in specific contexts. On the other hand, some textbook writers, language researchers, and teachers have the wrong view: as long as the learners are exposed to the target language as much as possible, they will naturally acquire pragmatic abilities like native speakers. This view may explain why pragmatic and cultural knowledge is less involved in current textbooks. In fact, without formal teaching, even in the target language environment, learners still need to spend a long time (at least 10 years) to reach the language level of their native speakers. Pragmatic competence is difficult to master. It is affected by many factors, such as religion, race, values, cultural differences, and so on. These reasons cause many students to have pragmatic errors due to cultural differences in cross-cultural communication situations, which in turn leads to the failure of cross-cultural communication. Due to the close relationship between culture and pragmatics, in order to improve the pragmatic ability of college students, it is necessary to start with culture and study the corresponding teaching strategies.

Today's society is an era of knowledge economy and information, and international political, economic, and cultural exchanges are becoming increasingly frequent, as a result, the exchanges between people of different cultural backgrounds are becoming more and more intensive [1-2]. As an international language, the status of English has become increasingly prominent, and cultural factors in English have also received people's attention, making cultural teaching research in China's foreign language teaching field a research boom [3]. College students have their own age characteristics and actual needs, and in a real environment that is separate from the use of the target language, there should also be teaching methods suitable for this group [4]. In addition, most of these methods are general and have not been discussed further. It is well known that cultural teaching, especially university-level language teaching, must be specific and supported by it [5-6]. Language teaching from the perspective of pragmatics just brings a good starting point to language teaching in colleges and universities.

According to the current application of pragmatics, this article uses the form of a questionnaire. The purpose of the survey is to understand the pragmatic competence of college students. By analyzing the test results of the survey subjects, the survey results show that the current level of language pragmatic competence of college students is not high, and there are various pragmatic failures in communication [7-8]. From the perspective of pragmatics, this article puts forward suggestions to improve the pragmatic level of college language teaching.

2. Method

2.1 Pragmatics

2.1.1 Pragmatics

Pragmatics is an important area of linguistics. Its purpose is to explain the meaning of vocabulary that people use when they use language, and to explain the interaction between cognitive social and cultural factors and language understanding [9-10]. Language is an integral part of interpersonal communication. In addition, according to the relevant principles of linguistics, the use of language must be communicated within the framework of the principles of dialogue to improve the efficiency of the communication process and achieve the purpose of communication. In some specific situations, people may intentionally or unintentionally violate language principles and express verbal meaning.

Language as a communication tool constitutes the use of language in the process of people using this tool for communication. The reason why language exists, the reason why we study language is to better understand the basic features of language and to use it better language is communicative [11-12]. Therefore, the study of "language use" is more regarded as an interactive behavior in which the two parties in a particular language consciously follow common principles. Linguists don't focus on describing abstract language ability, but describe specific language use. Pragmatics has opened up a new research horizon for language research. It focuses on exploring the new path of language development from the communicative function of language. Researchers have realized that it is not enough to study only the structure, grammar and semantics of language. It is also necessary to study language use. Pragmatics is concerned with how to deal with spoken language appropriately and effectively in a certain context, and how to accurately understand the speaker's true communicative intentions, which is conducive to improving people's ability to use language and language literacy.

2.1.2 Pragmatic competence

Pragmatic competence can be understood as the ability to use language for proper communication, which can be reduced to two aspects of expression and understanding. In order to express the language correctly and appropriately, the user of the language must learn to use the language flexibly and reasonably according to the specific context, taking into account social and cultural factors; in order to enhance the understanding of the language, the language receiver can understand the general patterns and principles and the meaning of multi-level discourse.

2.2 Development of Language Teaching in Colleges and Universities from a Pragmatic Perspective

2.2.1 Pragmatics and language teaching are interrelated

In language teaching, two abilities are very important. One is to understand the grammar and remember the words. The other is called the ability to use language. This language ability is the ability to use language and to communicate in different contexts and environments. There are practical differences in language, which are reflected in all aspects of language; differences in sentence patterns, differences in cultural meaning, and differences in vocabulary are all actual categories. So, how to understand and digest the actual differences in foreign language teaching? In language education, practical theories should be sought to address cultural differences and provide a range of practical things.

2.2.2 Interaction between pragmatics and language teaching

In the early stages of language teaching, students are very sensitive to the interference of their mother tongue. Such interference is divided into negative interference and positive interference, in which negative interference speaks a language that is not suitable for language acquisition, and positive interference speaks a language that is favorable for language acquisition. In the early stages of language learning, most people think of a language in their minds and translate it into a language. With the development of learning, it gradually adapts to language usage patterns, and the mother tongue interference rate gradually decreases. However, due to the high contextual relevance of the language itself and its internal complexity, students encounter many difficulties and specific problems in intermediate and advanced learning. This is mainly reflected in understanding, which is manifested in the inability of students to understand some skills, attitudes or contextual language. For example, some students may not know the specific differences between many expressions, while others may not know how to express themselves in a particular context.

3. Experiment

3.1 Research Object

The sample of this article is a total of 100 students in two groups from an English major in a university. One group randomly selected 46 students from two classes in the first grade. They have just studied at the university for two months, so their English level largely reflects 6 years or more in the high school and junior high school learning. Another group randomly selected 54 students from two classes in the sophomore year. They have studied at the university for one year and two months, so they can reflect the school's teaching of English pragmatics to a certain extent level. Sophomores have a longer English learning experience than freshmen, so they are considered to have higher language pragmatic abilities than older students. The university is a national key university, so researchers believe that if a pragmatic error occurs in a certain area, students in other universities may also make the same mistake; if the test person shows a strong pragmatic ability in a certain area then their pragmatic learning and cultural teaching methods are also worthy of reference for other high schools.

3.2 Experimental Design

The questionnaire for students is a questionnaire for college students language learning, with a total of 15 questions, which mainly investigate students interest in language teaching, their importance, attitudes towards teachers language teaching, and the main ways for students to learn language and culture. The aim is to get the language learning situation of college students.

46 questionnaires and test questions were distributed for freshman one and 54 respectively for sophomore year, with a total of 100 copies, 100 were recovered, and the recovery rate was 100%. Among them, 98 were valid questionnaires and the effective rate was 98%. The questionnaire is valid.

4. Discussion

4.1 Experimental Results and Analysis

It is easy to find through experiments that it is not difficult to find from the table that the first grade and the second grade groups have comparable levels of pragmatic and social pragmatic skills, but they have considerable differences in pragmatic behavior. It can be seen that although the two groups of students have a certain understanding of the native language culture, they are not comprehensive and profound. The table also reflects that the university students pragmatic ability is not outstanding, and their intercultural communication skills are also flawed. The results of the survey experiments are shown in Table 1 and Figure 1.

Table 1. Survey experiment results

Category	Title	College freshman (%)	Sophomore (%)
Pragmatic language failure	1,2,3,4,5	56	57
Social pragmatic failure	6,7,8,9,10	65	65
Pragmatic failure	11,12,13,14,15	51	42
Total accuracy		61	60

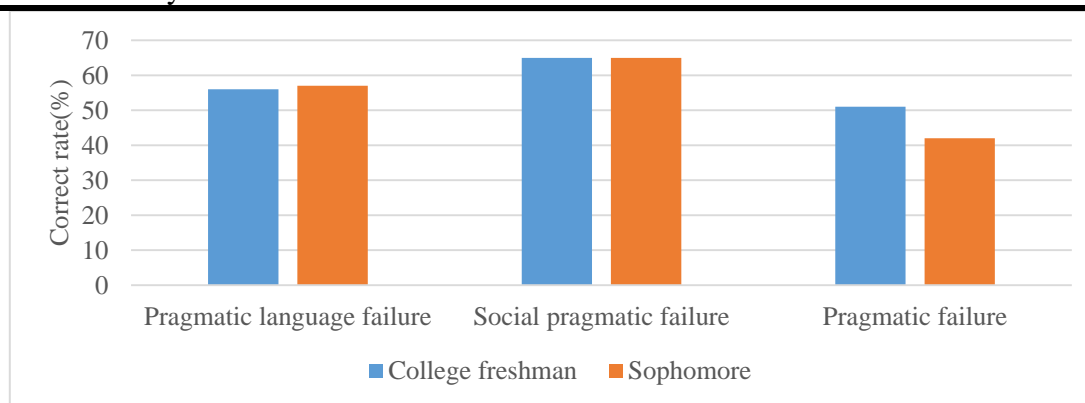


Figure 1. Survey experiment results

4.2 Suggestions for Language Teaching in Colleges and Universities

Our educational goal should not only help students recognize words and learn grammar, but also help students understand the actual effects behind the language. We also need to pay attention to help them understand how to better use the language to achieve post-linguistic effects in this case. Applying pragmatics to pragmatics can build a language environment that combines teaching, learning, and learning. At the stage of language higher education, teachers need to pay special attention to the actual effects of student learning, develop good habits on students, and lay the foundation for the establishment of future practical skills.

4.2.1 Vocabulary education and pragmatics

For students learning a language, memorizing only words is a big problem. Because vocabulary teaching is the basis of language teaching, and the way to memorize words effectively has troubled many students, teachers need to take effective measures to solve this problem. Pragmatics can be used as a theoretical tool to help students learn vocabulary. Teachers look for a specific context using each vocabulary, identify and distinguish each word, and help students understand the role of vocabulary in context. In this way, a good educational effect can be achieved.

4.2.2 Grammar education and pragmatics

Improving language use is the purpose of grammar education. Therefore, when teachers teach grammar, they need to consider various theories and strategies to achieve better results. Without understanding foreign languages and cultures, cross-cultural communication is often problematic and misleading. In Chinese, the relationship between the expressive part, but in language, the topic

and part of the sentence are used to express it. In Chinese, when you want to express your fear, worry, ability and other emotions, you use the verb-object phrase directly. However, in language, the object is usually regarded as the subject of the subject. This difference in expression is due to the differences in thinking between Chinese and foreigners. Only by emphasizing these practical differences in class can students be deeply impressed with the practical differences, pay more attention to their studies, and communicate smoothly.

4.2.3 Cultural education and pragmatics

Cultural education is also essential in education. Because the two sides of the discourse are affected by their respective cultural backgrounds, and there will be actual conflicts when communicating, because they decide whether each other behavior is appropriate according to their own culture that is easy. Teachers should use relevant theoretical knowledge of pragmatics and incorporate it into cultural education to effectively reduce cultural conflicts and actual failures in cross-cultural communication. The language honor system is very complete and is another important function of language. Foreigners pay great attention to humility and the relationship between distance, distance and grade. Therefore, ambiguous expressions and euphemistic rejections have become the communication wrists often used by foreigners in daily life, which is also the basic way for foreigners to maintain harmonious interpersonal relationships.

5. Conclusion

In language teaching, it is necessary to achieve language classroom tasks and educational goals within a limited time. Teachers should not only pay attention to the basic elements of language teaching, but also adopt effective and feasible methods for classroom teaching and make continuous progress. It is important for students to understand the purpose and function of language communication. This helps improve your ability to use the language and uses standard sentence patterns to achieve your communication goals.

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