

Study on Pragmatic Failure and Teaching Scheme in Public Foreign Language Teaching in Higher Vocational Colleges

Yi Liufang

Zhejiang Institute of Economics and Trade, Hangzhou, Zhejiang, 310018, China

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Abstract: Public foreign language is the main course in higher vocational education, which has a special effect on improving students' comprehensive quality. At present, the communication between China and other countries in the world is getting closer and closer. Foreign languages play an irreplaceable role in China's economic and social development and foreign exchange. In the process of foreign language teaching in higher vocational colleges, pragmatic failures occur under the influence of various situations. For the purpose of improving the quality of higher vocational colleges' public foreign language teaching, higher vocational colleges need to pay enough attention and analyze the causes of pragmatic failures, and then propose relevant solutions.

1. Introduction

In the teaching of public foreign languages in higher vocational schools, using of language is not reasonable enough to lead to the emergence of pragmatic failures. When pragmatic mistakes occur in actual communication, it will seriously affect the communication between the two parties, and even make jokes. Therefore, higher vocational colleges should analyze the causes of pragmatic failures, so as to avoid these problems effectively. At the same time, it can improve the quality of teachers' teaching and lay a solid foundation for students' rational use of foreign languages.

2. An Overview of Pragmatic Failure

Pragmatic failure leads to the conflict between two cultures in the process of communication between people of different cultural backgrounds because of their ignorance of the social and cultural backgrounds of the other side, which leads to the formation of this phenomenon.

Pragmatic failures can be basically divided into the following two situations: first, pragmatic language failures. This kind of failure is a pragmatic failure in the process of understanding the pragmatic meaning of a foreign language, which is caused by the environment at that time, when they are unable to communicate in accordance with their own consciousness. Second is a social pragmatic failure. The reason for this kind of mistake is due to the pragmatic mistakes produced in different cultural backgrounds. Because of the insufficient understanding of social culture, it is impossible to effectively judge which words can and cannot be said in communication. At the same time, this misunderstanding is caused by the difference between the two sides in the society.

3. Reasons for Pragmatic Failure in Public Foreign Language Teaching in Higher Vocational Colleges

In the foreign language teaching of higher vocational colleges, there are many reasons for the pragmatic failures. The reasons for the existence are summarized in the teacher's teaching practice:

3.1 Cultural differences between China and foreign countries

At present, the world economic exchanges are getting closer and closer, and the direct exchanges between countries are getting closer and closer. Under the background of globalization, For the purpose of adapting to the trend of social development and pay more attention to foreign language

education, foreign language has gradually become an important course in higher vocational education. However, there is a problem of pragmatic failure in actual teaching, and one of the reasons why this phenomenon is very important is that the cultural differences between China and foreign countries are too large [1]. In this context, foreign languages often evolve into higher-time teaching to think about the context of foreign countries with Chinese thinking.

For example, when a Chinese friend asks a foreign friend, Chinese friends: Aren't you going to Zha Long Reservation? Foreign friends answer: No, I am not. When a foreign friend answers this question, Caused Chinese friends do not understand. The root cause of this misunderstanding is the difference between Chinese and foreign cultures, because the Chinese language will be very different in answering the right and wrong. Therefore, when conducting foreign language teaching, teachers should deal with the details to help students better understand foreign culture and effectively reduce pragmatic failures.

3.2 The mastery of lexical meaning is not comprehensive

When learning a foreign language, we will find that a word extends many meanings, which seems to be similar to the polysemy of a Chinese word, but different. In the process of foreign language teaching in higher vocational colleges, teachers fail to fully explain the meaning of some words, which leads to students not being able to fully grasp the multi-layer meaning of vocabulary in the process of learning, and will miss the meaning of some words. And this problem also directly leads to the emergence of learning errors.

For example, in English learning we are more familiar with the English word "see". Everyone knows the meaning of seeing, viewing, understanding, experiencing, etc., but the word has the meaning of accompanying, sending, etc. There are also some words that Chinese has the same meaning, but English has different expressions. There are many expressions for the word "take": bring, carry, fetch, etc. Therefore, in the process of teaching foreign language teachers in higher vocational colleges, they must comprehensively explain the words and Chinese, and students should also have a comprehensive grasp of them, otherwise pragmatic failures will occur.

3.3 Improper mastery of context

Context is an important part of the communication process between the two parties. The context used in different occasions will be different. However, due to the lack of contextual training in foreign language teaching, many situations are hard-working. Way to learn. Context is an important part of language communication. Only in relevant contexts can the specific meaning of language be read out. But in many cases, people neglect the integration of context in language learning, which leads to the occurrence of pragmatic failure.

For example, we often ask a person's name in the process, often with "What's your name?" However, it fails to consider the relevant context effectively, which will result in the occurrence of inappropriate phenomena in communication. It's a little rash to ask a person's name directly, which can cause disgust to a person. Also, in the process of daily communication, we will ask a person's age to use "How old are you?", but because we did not consider the relevant context to ask each other's age, but this is not a friendly topic in the West.

3.4 Lack of opportunities for oral practice

In the process of foreign language teaching in China, under the influence of traditional teaching mode, there is a lack of oral practice and effective application of the knowledge learned, which results in many students' weak oral communicative competence. When students enter higher vocational colleges and communicate, many students will experience pragmatic failures. Such long-term weakness is not good for the growth of students, nor can it effectively implement education reform.

4. Teaching plan to reduce pragmatic failures in public foreign language teaching in higher vocational schools

Pragmatic failure is a normal phenomenon in foreign language teaching, but in actual teaching, teachers and students should constantly strive to overcome pragmatic failure and improve students' foreign language quality. Under the background of educational reform, it is of great significance to reduce pragmatic failures in public foreign language teaching.

4.1 Combining Basic Language Knowledge with Linguistic Theory

In order to effectively reduce pragmatic failures, teachers need to strengthen the teaching of context and knowledge in the teaching process [2]. Teachers should strengthen the explanation of basic language knowledge so that students can fully understand the meaning of words and sentences. At the same time, specific cases should be added to the teaching to help students better understand the meaning of words and sentences. In the process of explaining sentences, teachers should clarify the social meaning and usage of sentences.

For example, in the teaching of *bye bye*, we should combine with *see you* to explain, through the comparison of the two, let the students understand the usage and context of the two. When we talk about the word *thin*, it means *thin*. In the process of explaining the word, teachers should also combine case analysis to explain it. Only by combining words in a specific context can students grasp the usage of words. When vocabulary teaching is carried out, the effective combination of pragmatics helps to improve students' understanding of vocabulary, and can also effectively improve students' reasonable application context.

4.2 Strengthen training

One of the effective ways to reduce pragmatic failures in public foreign language teaching in higher vocational colleges is to raise teachers' awareness of the importance of pragmatic failures, which requires strengthening teacher training. Higher vocational colleges should provide more training opportunities for teachers, so that teachers can use reasonable methods to reduce pragmatic failures in foreign language teaching. Strengthen teachers' practical activities in foreign language teaching, let teachers master the latest methods of foreign language teaching in practice, and apply new methods to public foreign language teaching. At the same time, it is necessary to strengthen the training of students, and through the establishment of a variety of language exchange activities, to enhance students' emphasis on the pragmatic failure and practicality, the activities are mainly speech. By participating in foreign language competitions, students constantly regulate the application of language, thereby improving the quality of foreign language learning and effectively reducing pragmatic failures in learning.

In the practice of public foreign language teaching in higher vocational education, for the purpose of improving students' learning quality and reduce pragmatic failures, it is necessary to increase the practicality of foreign language teaching in teaching. Higher vocational colleges need to strengthen support for public foreign language teaching and improve the level of foreign language teaching practice. When supporting, we should give priority to funds and manpower. Higher vocational colleges employ professional foreign language teachers to guide students to train in the context that meets the requirements. At the same time, we should strengthen the support of Higher Vocational College Associations and other activities to provide students with more diversified and authentic practical activities.

4.3 Creating a Good Language Environment

A good language environment plays an important role in improving students' foreign language proficiency. Therefore, teachers create a good language learning environment for students in the process of teaching [3]. In the creation of the language environment, we will establish a real language communication environment and use the teaching resources available to us to increase the authenticity of the language environment. Teachers should encourage students to communicate in a

good language environment and help them build up self-confidence. Teachers should tell students not to worry about speaking or using mistakes, as long as they take the first step is a kind of progress. Students communicate in a good language environment, and constantly summarize and analyze the problems in communication, so as to reduce pragmatic failures and improve the level of language communication.

4.4 Changing Traditional Teaching Concepts

In the public foreign language teaching of higher vocational colleges, the reduction of pragmatic failure requires the cooperation of teachers and students. Only by the joint efforts of both parties can we effectively defeat pragmatic failures. Therefore, in teaching, teachers must transform the traditional teaching concept and hand over the masters of classroom learning to students. Teachers should guide students actively to learn independently, learn relevant materials in their own learning, master some aspects of foreign language use, and strengthen their understanding of foreign cultures, strengthen the analysis and contrast of Chinese cultural differences, and thus reduce pragmatic failures. At the same time, students should establish a positive and healthy learning attitude, give full play to the main role in learning, and constantly explore learning methods, constantly improve their knowledge system, and can be effectively applied to daily communication.

In the new era, people also have different needs for talents. Therefore, in order to improve students' comprehensive quality and reduce pragmatic failures, teachers need not effectively infiltrate lifelong learning concept in the teaching process. The concept of lifelong learning is of great significance in teaching and is also the ultimate goal of foreign language teaching. Under the influence of this concept, students can urge themselves to continue to participate in foreign language learning, while constantly enriching their knowledge systems and absorbing excellent foreign language knowledge and culture. Teachers should also establish the concept of lifelong learning, constantly explore new teaching methods and content, and comprehensively use various means to improve students' learning quality, reduce their own pragmatic mistakes, and then provide students with more authentic foreign languages in foreign language teaching. Know how.

4.5 Improving the Science of Textbook Selection

Teaching materials play an important role in public foreign language teaching. Therefore, teachers should help students establish a lifelong learning concept through classroom teaching, improve students' comprehensive quality, and continuously enhance the adaptability of courses and students [4]. For the purpose of improving students' learning efficiency and reduce pragmatic mistakes, teachers need to strengthen the application of modern technology equipment, and use modern science and technology to promote students to better master foreign languages. Learning a foreign language requires a multi-faceted effort, one of the classroom student knowledge. Textbooks play an important role in students' learning. Teachers should teach around the textbooks, encourage students to read the textbooks intensively, and make a careful analysis of the contents of the textbooks. Teachers should be succinct in compiling textbooks and conform to the characteristics of higher vocational colleges. As higher vocational colleges generally have three-year system, the content of textbooks should be refined rather than more. At the same time, the content of textbooks should increase practicality and improve students' language communicative competence.

5. Conclusion

I have effectively implemented the requirements of the new curriculum reform and adapted to the needs of modern social development. Higher vocational colleges need to continuously improve public foreign language teaching ability and reduce pragmatic failures. In public foreign language teaching, pragmatic failure is an important factor that restricts the improvement of foreign language proficiency. Therefore, teachers should strengthen the combination of basic language knowledge and language theory according to the actual situation; improve students' mastery of vocabulary and sentences. Higher vocational colleges need to increase the training of students and teachers, and continuously improve the comprehensive quality of students and teachers. Higher vocational

colleges also need to increase the support for public foreign language teaching and the scientific nature of textbook compilation, helping students to establish a lifelong learning concept and other mode to improve the quality of public foreign language teaching and reduce pragmatic failures.

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