Research on the Development of English Major Undergraduates' Multiple Pragmatic Competence

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Abstract. Through reviewing the research trends of pragmatic competence, we find that with the change of communicative context and the diversification of communicative subject's language and cultural background, the form and connotation of pragmatic competence are developing continuously, and new dimensions of exploration are emerging. The focus of pragmatic competence research has gradually shifted from cross-cultural pragmatic competence and interlanguage pragmatic competence to intercultural pragmatic competence, especially the diversified manifestations and dimensions of pragmatic competence. So, how to promote the development of multiple pragmatic competence? This brings up a new issue for English teaching in China, especially for English bachelor's program teaching. This paper is closely combined with English as an international lingua franca (ELF) under the background of intercultural pragmatic research involving multiple pragmatic competences, aiming to explore the development strategy of English major undergraduates' multiple pragmatic competence.

Studies on Multiple Pragmatic Competence Abroad

In the 2010s, the international famous linguist Kecskes(2013) put forward "social-cognitive pragmatic perspective", as the theoretical basis in his new book *Intercultural Pragmatics*, which expatiates the output words in communication and understanding, analysis of the different language to use the same language speaker, the language of communication system, this research into an important new field, is also a multi-cultural and multi-lingual environment established an effective general category of communication and explanation mode. Cogo&Jenkins(2010), puts forward the viewpoint that the educational world attention: "as a global phenomenon, the ELF (English as an international lingua franca) is not neutral, but with all the social and cultural value of language users and related background, the multiple language cultural differences just provide an important resource and strategy, make the ELF users complete communicative tasks relying on these resources and strategy, become a group with multiple pragmatic competence." For a long time, English as a foreign language (EFL) takes English of its native speakers as the standard, for example, Seidlhofer(2011) advocates using ELF as a supplement to EFL, which marks the beginning of significant transformation of English paradigm and puts forward new positioning and requirements for the cultivation of the learners' English ability. Indeed, ELF studies offer new interpretations of English in the process of globalization, subverting the traditional distinction between native English speakers and non-native English speakers, and emphasizing the diversity of the English language and its standards. This new perspective brings new challenges and opportunities to English teaching and research.

New Researches on Multiple Pragmatic Competence at Home

It is most noteworthy that, with the rise of the study of English as an international lingua franca, scholars have turned their attention to English teaching and second language assessment, especially the new exploration of pragmatic competence, such as Wen Qiufang(2012), Fan Yong (2015), Teng Yanjiang(2015), Yu Xi(2016), Li Di(2016) and Ran Yongping, Yang Qing(2015, 2016). Han Baocheng and Huang Yongliang's (2018) development of the Chinese English proficiency scale also

includes the definition and description framework of pragmatic competence, which is divided into pragmatic comprehension ability and pragmatic expression ability. English lingua franca context is a kind of cross-culture context. English communication in similar context is different from English communication in native language context. Therefore, Chen Xinren and Li Min(2015) believe that "the original pragmatic norms based on native speakers' communication are not suitable to guide English communication in the context of international lingua franca." In view of the diversified communicative context, the study of pragmatic competence pays more and more attention to the selection of pragmatic strategies and the ability of mediation and coordination in the context of cross-culture. In addition to focusing on the pragmatic competence of language information, intercultural pragmatics also attaches great importance to the ability to build harmonious interpersonal relationship, which is a kind of pragmatic competence in the use of language for interpersonal relationship management. As concluded By Ran Yongping and Yang Qing(2015), "under the compound context of English as an international lingua franca, intercultural pragmatics pays more attention to multilingual competence including language selection, information construction, relationship interaction and cultural mediation".

The Development of English Major Undergraduates' Multiple Pragmatic Competence

Consciousness Level. Pragmatic competence has always been a hot topic in second language teaching and pragmatic research. To cultivate the pragmatic consciousness of English learners is the key to the cultivation of pragmatic competence. At present, the general consensus of pragmatic competence research is to cultivate the pragmatic awareness of English learners. Pragmatic awareness is the foundation of pragmatic competence. At the level of consciousness, the cultivation of pragmatic competence should include two aspects: intercultural pragmatic awareness and metalinguistic awareness. The next comes to the analysis of cross-cultural pragmatic awareness and meta-pragmatic awareness. a) Cultivation of Intercultural Pragmatic Consciousness. Multilingual awareness refers to the pragmatic awareness needed in intercultural communication, including language choice ability, information construction ability, interpersonal communication ability and cultural adjustment ability. It is a consciousness of "highlighting the ability of English use and pragmatic paradigm, and at the same time having multiple cultures coexist". As an important part of multi-linguistic context, cultural diversity promotes the interaction and coordination among multi-cultures.Therefore, cross-cultural pragmatic consciousness is an important part of English majors' multilingual competence. b) Cultivation of Meta-Pragmatic Consciousness. Metapragmatic consciousness refers to the fact that language users always consciously or unconsciously meet the needs of context and communicative purpose before making language choices. Consider from different perspectives what kind of language expression form can effectively achieve their communicative purposes, and the corresponding consultation and adjustment, finally making appropriate language choice. This whole process takes place in the brain, in the realm of consciousness, and since it takes place before the choice of language, at the level of language use, so it is called "meta-pragmatic consciousness" (Cheng, 2017, p.25). Metapragmatic consciousness is the core of the level of consciousness, which helps communicators adjust their own discourse and negotiate the meaning of discourse in the process of linguistic adaptation. This is of guiding significance to the cultivation of English major undergraduates' multiple pragmatic competence, and should be attached great importance to and deeply concerned by pragmatics and foreign language teaching.

English Pragmatic Teaching in the Context of Multiple Communication.

a) The Presupposition of Multiple Objectives. With the continuous implementation of economic globalization and China's "One Belt and One Road" strategy, the strategic position of English is more and more prominent, and the requirements for English talents are becoming more and more professional. In addition, since the "One Belt and One Road" strategy involves many countries and

their cultures' diversity, English teaching should involve more cultural contents to cultivate students' intercultural communication ability. It enables students to understand and accumulate the cultural and pragmatic knowledge of different countries, and enables English learners or communicators to understand the local pragmatic standards, as well as the adaptation and dynamic adjustment between different cultures. Learning intercultural communicative competence, at the same time, to test in practice and improve their English pragmatic competence, to experience the complex adaptation relationship between culture, language and communication, as well as the intersectionality and dynamics of multilingual culture, in order to meet the accelerating pace of global economic integration demand for intercultural English talents. b) Comprehensive Development of Emotional Attitude, Humanistic Quality, Cultural Consciousness, etc. Facing the diversified communication relationship, we should consider the problems in the diversified management environment comprehensively and realize the comprehensive development of all kinds of qualities. In order to improve students'communicative competence and ability to cope with cultural differences in communication, we should strengthen the study of cultural background knowledge and increase the practice of communication in a multicultural context.In addition to cultivating good communicative skills of English talents in transnational business activities, it is also necessary to cultivate an open language attitude and a positive willingness to communicate, so as to gradually reduce the communication barriers of English varieties or language diversity encountered in the process of communication.

Pragmatic Interaction in the Context of Multi-Culture. Communication is a two-way activity, which requires the mutual communication between the mother tongue culture and the target language culture. Language is the carrier of culture. Behind every culture is the cultural accumulation accumulated by language users in the long historical evolution. Language communication is a dynamic process, which takes place in a specific situation and is constructed by both parties through cooperation, negotiation and mutual accommodation. a) Bidirectional Cultural Interaction. Under the background of muti-culture, different backgrounds, different languages and different countries collide with each other, and the interaction between communicators is reflected in the interaction between multi-linguistic, multi-cultural and other multi-contextual factors. Two or more languages of communicators will interact with each other. When the learner's native culture and target language culture collide with each other, it is likely that the native culture will completely conform to the target language culture (Byram, 1997). Different backgrounds, different languages, different countries bump into each other. The interaction between communicators is manifested as the interaction between multi-language, multi-culture and other multi-context factors. Communicator two or more languages will interact with each other. When the learner' s native culture conflicts with the culture of the target language, it is likely that the native culture completely conforms to the culture of the target language. b) Cultivation of Interactive Communicative Competence. Due to the diversity and intersection of language and culture under the the background of muti-culture, communicative interaction is no longer a simple information transmission and transplantation, but a process of mutual acceptance, integration, transformation and reconstruction. Mutual identity is realized through interaction. The meaning of language form is not invariable; The discourse meaning is the meaning expression which is constructed by both sides of the communication. Understanding is not a simple reduction but a construction process, so the actual situation may be: full understanding, partial understanding, partial misunderstanding and total misunderstanding (Han, 2018, p.4). Kramsch(1986) put forward the concept of interactive communicative competence, emphasizing the two-way interaction between cultures rather than the unconditional one-way convergence of one culture to another. Thus, in a multicultural social context, successful and effective cultural communication is possible only when the target language and the culture of the target language are well known to both the mother tongue and the mother tongue culture.

Multi-Dimensional Attentions. Facing diverse communication relationships, we should adopt a multi-level, all-round, three-dimensional and multi-dimensional perspective to comprehensively study intercultural issues in the business environment. Some English teaching reforms tend to

focus on linguistic forms, but fail to really expand the connotation of pragmatic competence, let alone highlight the multicultural coexistence of English competence and pragmatic paradigm. This requires that English teaching should not only follow the use standard of mother tongue English, but also consider the ability performance of English communicators in the multi-language and multi-cultural complex context, and re-understand and construct the view of English language competence and pragmatic competence thought from the perspective of multi-culture. a) Language Dimension Attention. For those who come from different language and cultural background of communication, the effective transfer of discourse information is the key to successful communication, however, in the process of discourse output and comprehension, communicators often lack sufficient common background. Therefore, the basic cognition of the cultural tendency of other countries can help business personnel to be more sensitive, more tolerant and more accurate to understand or predict the communicative behaviors of the other party to the cultural differences existing in the multicultural communication. At the same time, the pragmatic competence in multicultural context is mainly manifested in the communicator's adjustment according to the actual context and the speaker/listener's preference. In a multilingual environment, the judgment of pragmatic competence should not be based on the cultural standards of the target language, but on the appropriateness of the discourse in the communicative context (Kecskes, 2013). Therefore, language research should not only focus on linguistic forms, semantic combination and pragmatic standards of target language culture, but also on the authenticity of language use and the pragmatic dimensions and features of language use in the context of diversification. b) Non-Linguistic Dimension Attention. In the multicultural context, communication not only realizes text output and information understanding, but also involves non-verbal competence. Diversified context is a kind of intercultural context. Most communicators lack common linguistic and cultural background, and pragmatic habit is no longer the preset context factor under the traditional mode. Therefore, communicators need interactive information co-construction and the ability to construct pragmatic information. As a result of the diversified linguistic trend, while paying attention to the transmission of linguistic information, we also need to pay attention to the context variables of non-linguistic dimensions, such as interpersonal harmony, intercultural mediation ability and mutual coordination ability, and have the dynamic pragmatic ability and interpersonal relationship management ability to adapt to each other's cultural differences and specific context. It can be seen that pragmatic competence is not only the processing ability of language information, but also the ability dimension beyond language, such as the sociocultural context and the relationship between communicative subjects, with dynamic bidirectional and multidimensional features. c) Cultivation of Interultural Pragmatic Competence. The focus of pragmatic competence research has gradually shifted from intercultural pragmatic competence and interlingual pragmatic competence to intercultural pragmatic competence, especially the diversified manifestations and dimensions of pragmatic competence. Intercultural communication competence refers to"knowledge, motivation and skills to interact effectively and appropriately with members from different cultural backgrounds". Effectiveness and appropriateness are the main criteria to measure intercultural communication competence (Ran, 2015, p.12). Multicultural context is a kind of intercultural context, most communicators lack a common linguistic and cultural background, pragmatic rules are no longer the traditional mode of prefabricated contextual factors, so the communicator needs to interact with pragmatic communication, not only needing to have the pragmalinguistic dimensional competence, such as the ability of language knowledge rules choice, the ability of doing things with words, the ability of appropriate ommunicative competence and the ability of understanding discourse information, but also needing to have competence dimensions beyond language, such as sociocultural context and the relationship between communicative subjects.

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