

Prevention of pragmatic failure in intercultural communication

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Abstract. Pragmatic competence is an important factor affecting the appropriateness of College Students' English use. When students try to make statements with perfect grammar, proper vocabulary, good pronunciation and accurate intonation, sometimes they are regarded as lacking of necessary appropriateness by some native English speakers. In order to reduce or put an end to the pragmatic failure in cross-cultural communication, this paper intends to explore the preventive measures of pragmatic failure of college students from the two aspects of language and social interaction, so as to improve their cross-cultural communication ability.

1. Introduction

Intercultural communication ability refers to the ability to communicate appropriately and effectively with members from other cultures in a specific environment. Appropriateness means that the communicative behavior is reasonable and appropriate, in line with the expectations of specific culture, specific communicative situation and specific relationship between communicators; effectiveness means that the communicative behavior gets the expected results. Effectiveness is the result of communication and appropriateness is the process of communication. In order to improve the pragmatic ability of college students, this paper attempts to provide some feasible suggestions.

2. The measures to prevent pragmatic failure in Cross-cultural Communication

2.1 improve language learning methods

We should start with learning how to look up a dictionary. From the beginning of foreign language contact, we began to contact dictionaries, but in fact, many students did not really make the best use of dictionaries. Because we often look up words in a one-to-one correspondence way, but there are only a few equivalent words among various languages. Dictionaries often explain the morphological changes, emotional colors and stylistic application of words by means of annotation. In fact, these interpretations not only explain what the words are, but also involve the category of "how to use". When you encounter a sentence that is obviously not explained by common sense, don't muddle along and be far fetched, but look it up to the end.

At the same time, most of our language learning is still through simple reading channels, but written materials are only a channel of communication, and living language scenes are often spread and realized through sound and image. Therefore, we should also broaden the scope of language learning, more vivid close to the actual situation.

Language and culture are both dynamic, and the pragmatic failures are also in dynamic changes. In order to avoid cross-cultural pragmatic failures as much as possible, we must pay attention to the updating and broadening of language materials. Hong Gang once pointed out that "foreign language teachers should pay special attention to teaching the following aspects in the process of teaching: specific and customized language forms; differences between Chinese and English in realizing speech acts and understanding speech acts; taboo topics in English and speech acts that are harmful to the face of the hearer; differences in the position of subject and subordinate or social distance between the two sides of the conversation between Chinese and English cultures; cultural value of Chinese and English.

2.2 pay attention to cultural differences

The root of social pragmatic failure in cross-cultural communication is to use native language or social linguistic rules of the group to explain and evaluate the behavior of others when communicating with people with different cultural backgrounds. The word "judgmental" originally has a slight derogatory meaning in English, which means "too quick to criticize people", often commenting on others and replacing objective judgment with stereotype. This narrow world view will be reflected in all aspects of language use, especially in greetings, compliments, thanks, apologies, rejections and other speech acts.

From the perspective of communication motivation, we must strive to overcome ethnocentrism, avoid unconsciously using our own cultural standards to judge other people's words and deeds, and think that those behaviors different from our own cultural customs are not good. To cultivate ethnic relativism is to show understanding and tolerance for different values, cultural customs and speech acts, and to be able to adjust their own behavior and judgment standards and stereotype according to different communication objects and occasions. As Humboldt pointed out: "every language contains a unique world view. Man creates language from himself, and through the same behavior, he also binds himself to language. Every language sets up a circle around the people it belongs to. Only when people step into the circle of another language at the same time, can they come out of the original circle. So learning a foreign language may mean winning a new starting point in the field of worldview so far. "

2.3clarify register and context conditions

The understanding of individual differences of communication objects comes from the understanding of register and context. Halliday (1985) pointed out that language will change with the change of function. This kind of language variation distinguished by use is register, and the specific contextual factors that determine language characteristics are summarized into three types: field, tenor and mode. Field, that is, "discourse scope" refers to the topic and place of conversation. Special nouns appearing in professional scientific and technological documents are unlikely to appear in daily oral communication. Tenor, or "tone of speech", refers to the social role of both sides of communication and the purpose of language activities. The closer the interpersonal relationship is, the less formal the language is. The mode of speech, i.e. "the mode of speech", is the medium or channel adopted by language activities, which may be oral, written or between the two. In short, the precise positioning of context and register is to subdivide the objects, occasions and media of communication, clarify the roles of each other and their own, and the relationship between the two sides, so as to determine the most smooth way of communication.

2.4 improve communication ability in an all-round way

In order to cultivate pragmatic competence, we should fundamentally improve our ability to understand the context, so as to understand other people's meaning and intention, and express our own meaning and intention accurately. Chen & starosta (2000) integrated the existing research results and established a relatively complete theoretical model of intercultural communicative competence, which includes three levels of cognition, behavior and emotion. At the cognitive level, it emphasizes the understanding of oneself and the culture of the other party in communication, that is, intercultural awareness. At the behavioral level, it reflects the ability to complete communication tasks or achieve communication goals in the cross-cultural environment, that is, intercultural effectiveness, which is commonly known as cross-cultural skills. At the emotional level, it emphasizes the ability to when people are in a special situation or in communication with people of different cultures, the change of emotions or emotions, that is, intercultural sensitivity, a process of gradually recognizing and accepting cultural differences. The requirement of cross-cultural communication for "knowledge" refers to the knowledge about social groups and their cultural products and behaviors in their own culture and the culture of the communicators, as well as the knowledge about the general process of interpersonal and social communication. Specifically speaking, we should pay attention to vocabulary, pronunciation, semantic concepts and language related cultural issues in communication.

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