

# Application of Illocutionary Act theory in College English Listening Teaching

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**Abstract:** In college English listening teaching,teachers should attach importance to the guidance of the“Subaudition”to help students better understand English listening materials.“Subaudition”means that the speaker expresses his thoughts through a series of non-sound forms of subject,which is an important way for people to understand speech.According to the theory of“Subaudition”,the process of listening comprehension is a process of constantly constructing meaning rather than a simple input and output of speech signals.Therefore,teachers should pay attention to students’understanding of the“Subaudition”in listening teaching.Teachers can help students better understand the listening content by adjusting the pronunciation and intonation,choosing suitable listening materials and adopting various teaching methods and means.

**Keywords:** Illocutionary act;Listening comprehension;Pronunciation and intonation;Teaching method

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## 1. Introduction

Listening comprehension is the most basic communicative activity,its significance is not only limited to the acquisition of language information,but also includes the judgment,reasoning and inference of language information.“English listening comprehension is a process of continuous meaning construction.”Listening comprehension ability refers to the ability of students to acquire and process language information to the greatest extent by adjusting pronunciation and intonation,choosing appropriate listening materials,and adopting different teaching methods and means in purposeful communication activities.“Subaudition”is an important way and means for people to understand discourse,and plays a vital role in the process of discourse understanding.According to speech act theory,speech act is a communicative act that takes the speaker’s intention as the starting point,uses speech as an intermediary,and has a clear purpose and coherent process.Speech act theory holds that speech act can be divided into direct speech act and indirect speech act.In direct speech act,the speaker organizes and expresses his thoughts through discourse,which is the most common and basic speech act.Indirect speech act,in which the speaker expresses his thoughts through expressions,gestures and other non-sound forms of subject,are the most distinctive speech acts.“Subaudition”can help students understand the listening material better.Therefore,in college English listening teaching,teachers should attach importance to the guidance of the“Subaudition”to help students better understand the listening materials.

## 2. Illocutionary Act Theory

“Subaudition”refers to a series of non-sound forms of subject used by speakers to express their thoughts and opinions,including body language,paralanguage,deixis and parenthesis,etc.They are an important way for people to understand the discourse,and play a crucial role in the tone,intonation and content of the speaker.According to Wesleyan(1972),communication in human society mainly consists of four basic components:social interaction,social behavior,social relations and individual behavior.Among them,social interaction and social relations are the main part of human communication,and also the main way for people to exert influence on others.In verbal communication,people mainly communicate through spoken language,while in non-sound language communication,people mainly communicate through various non-sound language forms.Halliday(1970)put forward the theory of“Subaudition”.He believed that speech act was a kind of“non-verbal form of subject”,while non-speech act was a kind of“Subaudition”.He believes that in human communication,non-sound language forms are often more easily understood and accepted than verbal language.In the process of listening comprehension,only when the speaker’s speech has certain semantic content can it be understood.Therefore,in

the process of listening comprehension,“Subaudition”is one of the important sources of information.Wesleyan(1989)believes that“Subaudition”can be divided into two categories:one is non-sound form of subject other than spoken language;The other category is non-sound forms of subject language other than spoken language.Students will encounter various problems in the process of listening comprehension,which will affect their understanding of listening materials.Therefore,teachers need to pay attention to students’understanding for the“Subaudition”.

### **3. Pronunciation,Intonation and Listening Comprehension**

According to the theory of“Subaudition”,listeners do not simply receive the information,but process and organize the information in their minds,and integrate the input information through their own existing knowledge structure,so as to make judgments and reasoning on new linguistic phenomena.In the process of listening comprehension,the listener not only needs to perceive and understand the spoken language information,but also needs to transform the spoken language information into auditory information,so as to realize the understanding of the listening content.According to the principle of fluency,the language expression in listening materials must be presented in the form of pronunciation,intonation,etc.In the process of listening,the listener should not only hear clearly the content of the speech signal,but also focus on the pronunciation and intonation,so as to form an understanding of the meaning.In addition,the process of listening comprehension is a process of continuous meaning construction,and the listeners will have corresponding responses when they have questions about the content of the discourse.Therefore,pronunciation and intonation play an important role in listening comprehension.

As an important part of language,pronunciation and intonation can directly affect the listener’s understanding of the meaning of words.Therefore,teachers should adjust teaching methods and teaching means according to the actual situation of students to improve students’listening ability.

### **4. The Selection of Listening Materials**

The choice of listening materials is very important for students to understand the discourse.Choosing suitable listening materials can not only help students understand the words better,but also cultivate students’language awareness and sense.However,different listening materials all can pose certain difficulties for students.Therefore,teachers should choose appropriate listening materials for students according to their actual level,learning style and interests.Specifically,teachers should choose listening materials according to the following principles:Firstly,teachers should choose listening materials for students that meet their level.For example,for lower grade students,listening materials should be based on simple dialogues and short dialogues,which can reduce the difficulty of listening comprehension.For senior students,they can choose some listening materials with relatively complex content and more new words.Secondly,teachers should choose appropriate listening materials according to their own teaching goals and students’needs.For example,for first-year English majors,they are in the primary stage of English language learning,so they can choose listening materials that are related to their major,have relatively simple content,and have fewer new words.For example,the north students prefer to use standard English for conversation,while the south students prefer to use dialects for oral communication.

### **5. Teaching Methods and Means**

According to the theory of“Subaudition”,in the learning process of language is not a simple process of input and output of speech signals,but a process of continuous meaning construction.According to the theory of“Subaudition”,teachers can adopt a variety of teaching methods and means to help students better understand the listening content.Firstly,teachers can adopt a variety of teaching methods and means in class,such as questioning,role playing,group cooperative learning and so on.Secondly,teachers can arouse students’listening interest by playing music or audio.Thirdly,teachers can also train students’listening comprehension ability by asking them to repeat the listening content.

The teaching methods and means used in the process of listening teaching should be determined according to the course content,teaching objects and teaching objectives.If the teaching is new or the students with poor language foundation,the teacher should use more speech signal input and output to guide the students to understand the listening content.If the students are taught with a good language foundation,the teacher can explain more relevant cultural background knowledge in class.Teachers can also help students better understand the listening content by explaining the background knowledge involved in the listening material.

### **6. Conclusion**

The application of illocutionary act theory in college English listening teaching provides us with a new perspective and

method. Through in-depth study of illocutionary act theory, we can better understand the relationship between pronunciation and intonation and listening comprehension, so as to choose more appropriate listening materials and methods. This kind of application cannot only improve students' listening skills, but also help them better understand and use English. However, we will continue to explore the wider application of illocutionary act theory in college English listening teaching. For example, we can examine how illocutionary act theory can be combined with other language theories to provide a more comprehensive listening teaching method. We can also study how illocutionary act theory can be applied in other types of English teaching, such as speaking and writing teaching.

In the future, we will continue to explore the application of illocutionary act theory in college English listening teaching. We will focus on the following points: studying how illocutionary act theory can be combined with other language theories to provide a more comprehensive listening teaching methods, studying how to apply illocutionary act theory to other types of English teaching, such as speaking and writing teaching, focusing on the latest research and development of illocutionary act theory, in order to provide us with new ideas and enlightenment. Through the above research and exploration, we hope to provide more theoretical support and practical reference for the application of illocutionary act theory in college English listening teaching.

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