

A Study of Applying the Theory of Neo-Gricean Conversational Implicature to English Reading Class

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Abstract: According to the 2018 English Curriculum Standards, in the process of English teaching, students should not only develop their language ability, but also pay attention to their application of knowledge. As an important link in English teaching, reading plays a key role in developing students' core literacy. Through literature search and investigation, it is found that in the current English reading class, teachers still focus on the application of students' grammar knowledge, but ignore the improvement of students' culture, consciousness, thinking, quality and other aspects. Moreover, in the teaching process of reading class, sometimes students cannot understand the real intention behind the questions asked by teachers. Therefore, classroom questions needs to be improved. Through the observation and interview of teachers' questioning in class, this paper tries to understand the problems existing in teachers' questioning in English reading teaching at present, and puts forward corresponding solutions. I hope it will be helpful to improve the efficiency of reading teaching in the future.

Keywords: Neo-Gricean Conversational Implicature; English Reading; Classroom Questioning; Core Competence

1. Introduction

As one of the main links of language input, English reading plays an important role in high school English teaching. The process of reading is the cognitive process of language. Reading helps to consolidate and expand vocabulary, enrich language knowledge and improve the ability to use language. In this paper, the present situation and methods of high school English reading teaching from 2010 to 2021 are discussed comprehensively to explore how to improve teaching efficiency under the guidance of the new conversational implicature theory. The Theory of Neo-Gricean Conversational Implicature puts forward three principles of language learning from the aspects of "speaker criterion" and "hearer inference" : quantity principle, information principle and mode principle(Grice,1975). This theory can be applied to the communicative activities in English reading teaching. In the process of English reading teaching, due to the differences between teachers' questioning strategies and the discourse background mastered by students, English reading teaching faces great challenges and difficulties. In the actual reading teaching, most students only pay attention to the literal meaning of the reading material and fail to understand the meaning of the teacher's questions, which leads to the misunderstanding of the real intention of the teacher's questions. The application of the Theory of Neo-Gricean Conversational Implicature can help students to infer the true intention of teachers, which can bridge the gap between teachers and students in English teaching. Based on the Theory of Neo-Gricean Conversational Implicature , teachers can design situational teaching activities that meet students' needs by understanding students' existing knowledge and cultural level and integrating authentic teaching resources. This can not only improve students' reading level, but also truly reflect the student-centered, pay attention to the cultivation of students' comprehensive language ability. In short, the purpose of this paper is to use this theory for reference and help teachers' questioning strategies in reading class. Through the guidance of this theory, teachers can improve the efficiency of communicative activities in reading class and help students to flexibly use and master more knowledge and skills.

2. Problems existing in teachers' questioning strategies

According to the English Curriculum Standards for Ordinary High Schools, the core competences of English subjects can be roughly summarized into four aspects: language ability, cultural consciousness, learning ability and thinking quality(Ministry of Education, 2018). Generally speaking, there are four dimensions of the core competences of the English subject: Firstly, language ability refers to the ability to understand and express meaning in listening, speaking, reading, reading and writing in a social situation, as well as the language awareness and language sense formed in the process of learning and using language. Secondly, cultural awareness refers to the understanding of Chinese and foreign cultures and the identification of excellent culture. It is the cross-cultural cognition, attitude and

value orientation expressed by students in the context of globalization. At the same time, in the process of English teaching, helping students to establish a correct outlook on life and values is vitally important. Furthermore, the quality of thinking refers to the ability and level shown in logic, criticism, creativity and so on. The process of cultivating students' thinking quality is to help students objectively analyze things and help them to think creatively and solve problems. Finally, learning ability refers to students' awareness and ability to actively apply and adjust English learning strategies, broaden English learning channels, and strive to improve English learning efficiency.

Therefore, the main purpose of this survey is to understand and analyze the current situation of questioning in junior high school English reading class, and strive to find the misunderstandings of questioning in junior high school English reading class and make further analysis on the basis of classifying and summarizing the problems, and finally find the corresponding countermeasures to solve the problems.

From the analysis of questionnaires and classroom observations, we can see that there are several problems in the way of questioning in English reading class. First of all, the classroom questioning atmosphere is tense. Classroom observation found that some teachers like to ask questions in a serious tone, but their expressions are not gentle enough, which will easily cause tension in the classroom atmosphere and psychological pressure on students. Secondly, they are not good at using intuitive teaching aids to give prompts. For junior high school students, intuitive education can help them understand and master things. In addition, some teachers say the meaning between the lines, students can not understand well, so teachers need to change a way to let students understand the problem.

3. The effective measures of improving the questioning strategies

There are some effective ways to improve the questioning skills in junior high school English reading class. Firstly, creating a relaxed classroom atmosphere. When students learn in a happy mood, their memory will be more concentrated, their thinking will be more active, and they will receive information faster. Teachers should ask questions to students in a relaxed and friendly tone, or ask questions to students with a smile, so as to create a relaxed and harmonious classroom atmosphere, so that students will naturally feel no pressure, and will actively participate in the classroom questions.

Secondly, the questions should be combined with the actual level of students, after a class, the classroom is basically closed questions and recall questions, such questions are generally relatively simple for students, students can generally answer, but not conducive to the development of students' thinking, it seems that the classroom atmosphere is very active, but can not check the real level of students. Nor does it do much to improve students' understanding. Teachers should give full consideration to the real level of students when asking questions, and the questions should be from easy to difficult, so as to not only check the learning situation of students, but also stimulate their thinking. In addition, teachers should also improve the way of asking questions, avoid using a single way of asking questions, and combine multiple ways of asking questions with effective ways of asking questions.

Finally, teachers should pay attention to the accuracy and conciseness of questions when asking questions. And they should be good at using intuitive teaching aids to prompt and reflect on whether their questions have been clearly understood by students. In short, teachers' questions should follow the three principles of the New Glassianism.

4. Conclusion

By applying Neo-Gricean Conversational Implicature, the author finds that questioning strategy plays an important role in English reading classroom. Teachers should be good at using the Neo-Gricean Conversational Implicature to put forward simple and clear questions to help improve teachers' teaching level and students' reading level.

English reading comprehension includes not only understanding the literal meaning of words, but also grasping the real intention of the speaker through the literal surface meaning. In the process of decoding the language, the ability to actually use the language becomes the focus. Therefore, this theory has important significance and enlightenment for English reading classroom questioning. Through Levinson's Three Principles, the following are some enlightenments of Neo-Gricean Conversational Implicature for teachers' classroom questioning.

Firstly, through the principle of quantity, teachers should be familiar with the content of the textbook and provide as much information as possible to guide students to understand the content of the text. Students should trust that the information provided by the teacher is the best information they know, and expand their thinking while understanding the content of the text, and develop their ability to use the knowledge comprehensively. Secondly, through the principle of information, the questions put forward by teachers in English reading class should be as simple and clear as possible to ensure that students can understand them, meet the communicative objectives and complete the teaching objectives. Finally, through the mode principle, teachers should not deliberately use difficult expressions.

Teachers should focus on cultivating students' reading comprehension ability in English reading teaching, including helping students understand the text content, be able to analyze, reason, judge and summarize, and cultivate their cultural awareness.

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