

# On the Application of Network Information Platform in the Cultivation of College English Pragmatic Competence

Donglin Xu

Eurasia University Xi'an Shaanxi 710065, China

**Keywords:** Internet Information Platform; College English; Pragmatic Competence; Training Strategies

**Abstract:** The purpose of College English teaching is to cultivate people with different cultural backgrounds to communicate with each other. Therefore, College English teaching must pay attention to the cultivation of pragmatic competence. This paper first summarizes the network information platform and English pragmatic competence, then explores the factors that affect English pragmatic competence and the importance of improving students' pragmatic competence, and finally explores the strategies of Cultivating College English Pragmatic Competence Based on the network information platform for reference.

## Preface

For a long time, the foreign language teaching mode in China has been Book + chalk + blackboard. Teachers often adopt the cramming teaching method. As soon as they enter the classroom, they begin to explain the words, phrases, and give examples. Then they explain the text, analyze the structure of the article, and focus on explaining the grammar and some long sentences and difficult sentences, without really taking the students as the main body. With the implementation of the new curriculum reform, the education department pays more and more attention to the cultivation of students' comprehensive quality and ability. Therefore, in College English teaching, teachers should also fully recognize the existing problems in the current teaching and improve the importance of English pragmatic ability, so as to pay attention to the cultivation of students' pragmatic ability in the process of English teaching, so that students can use English flexibly and improve the quality of English teaching and students' comprehensive quality.

## 1 Factors Affecting Pragmatic Competence

In the process of teaching, there are many factors that affect the development of students' pragmatic competence. First, social environment. It is mainly divided into two aspects: the influence of social environment on people's emotional factors and social cognition, and the influence of social environment on students' learning environment. In the process of learning, the social environment will affect students' individual characteristics through various factors. At the same time, under different learning environments, students' learning effects and learning tasks will also change greatly. In China, Chinese belongs to the mother tongue. Most students have very few opportunities to contact and use English in their daily learning process. In this case, the language environment is insufficient. After learning and mastering a certain amount of English knowledge, it is difficult to apply it to life practice. Over time, students' English pragmatic ability will be greatly limited and affected. Second, foreign language teaching. With the implementation of the new curriculum reform, the education department pays more and more attention to the cultivation of students' pragmatic competence. In order to make up for the lack of language environment, many schools begin to implement bilingual teaching, expecting to better train students' pragmatic ability through bilingual environment. From the whole point of view, bilingual teaching can play a certain role. Through bilingual teaching, students' pragmatic ability can be greatly improved. At the same time, through bilingual teaching, students will have a deeper understanding of English words and sentences, grammar rules, etc. in the process of learning and discussion. Through feedback, teachers

can improve students' language use ability. However, bilingual teaching is not popular at present. Although many schools are aware of the necessity of cultivating students' pragmatic competence, they have not made in-depth study and taken corresponding measures. Although bilingual teaching has been implemented in some schools, the teaching is only formal and superficial, and the teaching effect is relatively poor, which is not conducive to the development and improvement of students' pragmatic ability. Therefore, in order to improve the pragmatic competence of College English, schools and teachers need to pay more attention to the relevant strategies and precautions.

## 2 The Importance of Improving the Pragmatic Competence of College English

After using the network information platform, students can have a more relaxed, free and real learning environment, better express their views, and discuss and communicate with real objects. In the real language environment, students' pragmatic ability and English knowledge level can also be greatly improved. In addition, there are abundant teaching resources on the Internet platform. Through the network information platform, we can realize the sharing of teaching resources, solve the problem of lack of teaching resources and interaction ability, and carry out more authentic, autonomous and flexible English teaching activities for students. Secondly, it provides a flexible way of communication for English learning. In English teaching, communication is an important way to cultivate students' pragmatic ability. Through communication, students will have a clearer understanding of English grammar structure and language application rules. However, in traditional teaching, due to the limitations of teaching conditions, the communication between teachers and students, students and students is very limited, so it is difficult for students to really master English pragmatic ability and skills. After using the network information platform, the teaching is more interactive and targeted. Through various network information platforms, the communication between teachers and students can be better realized. At the same time, teachers can also use the way of group cooperative learning to let students complete a learning task together through communication and discussion, and improve students' learning efficiency and teaching effect through collective wisdom.

In addition, the improvement of College English pragmatic competence has a direct impact on CET-4 and CET-6. According to my investigation on the pragmatic competence of freshmen and the requirements of CET-4 and CET-6, it is found that the corresponding pragmatic competence requirements of CET-4 and CET-6 are as follows:

**Table 1. Pragmatic Competence Requirements of CET-4 and CET-6**

CET-4	(1) Be able to understand the language materials of various topics (including general professional topics), grasp the key points and their logical relations, analyze, judge and evaluate the opinions, attitudes and implied meanings in the materials.
	(2) Be able to participate in discussions on various topics in a familiar academic or work exchange, effectively transmit information, compare and evaluate different opinions, express opinions, and express coherently, appropriately and smoothly, meeting the requirements of relevant stylistic norms and styles.
CET-6	(1) Be able to understand the language materials of general topics in different occasions, grasp the main idea, grasp the key points, clarify the facts, opinions and details, and understand the intentions and attitudes of others.
	(2) Be able to communicate, discuss and negotiate on learning, work and other topics in more familiar occasions, express opinions and attitudes, describe, explain or elaborate on general topics effectively, and express accurately, coherently and appropriately.

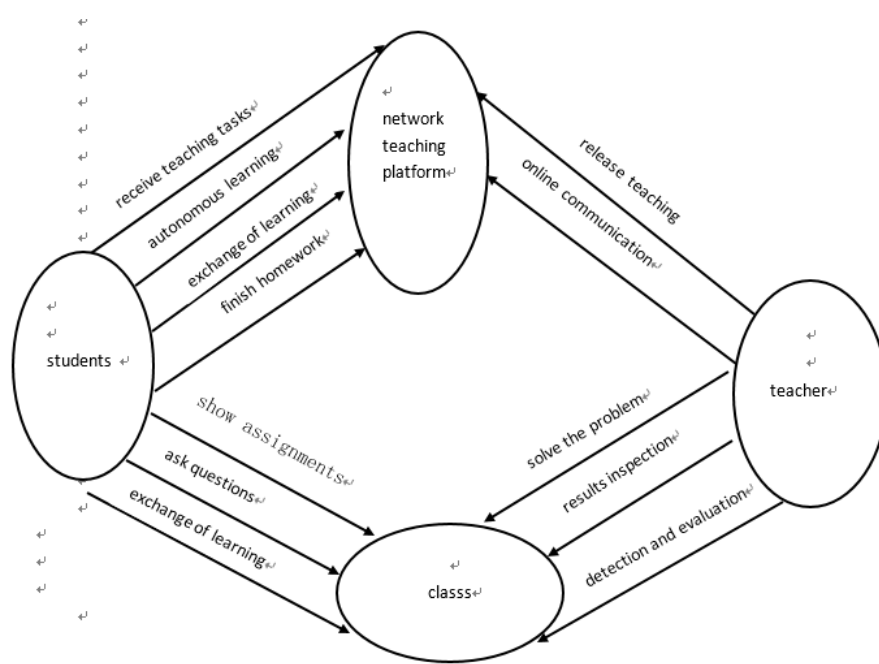
### 3. Strategies for the Cultivation of College English Pragmatic Competence Based On the Network Information Platform

#### 3.1 Explore the Network Resources of Pragmatic Competence Teaching

Teaching resources include teaching PPT, micro courses recorded by teachers, and teaching videos. Teachers look for video resources consistent with teaching content in high-quality open education resources (such as Harvard, Yale open courses, Khan college courses, China National Excellent Courses, university open courses, etc.). The open network education resources enable students to contact the latest teaching contents of international excellent teachers, but may not be completely consistent with the curriculum objectives and contents. Therefore, teachers need to guide learning purposefully. Teachers can record teaching videos and micro lessons by themselves, which can be consistent with the set teaching objectives and teaching contents, and can also record multiple local versions according to the differences of students. When making teaching video, teachers should consider the visual effect, emphasize the key points of the theme, design the interactive strategy of the structure, and also consider the time that students can insist on watching and "break" the knowledge. In addition, the excellent learning achievements of previous students, such as composition, PPT in class, learning summary and reflection, are placed on the teaching platform, which greatly promotes the enthusiasm of students in learning.

#### 3.2 Developing the Teaching of English Pragmatic Competence On The Basis Of Network Information Platform

First of all, teachers publish online teaching tasks and learning resources on the teaching platform. Students log in to the teaching platform for independent learning before class. Through communication with peers and teachers, they can independently complete assignments or cooperate with team members, and collectively complete the preparation for the presentation of classroom learning results. In the classroom, teachers answer students' questions through interactive communication, feed back relevant information of students in self-study, and evaluate and supplement the learning results displayed by students. After that, the individual students and groups cooperate to explore and complete the knowledge internalization. Teachers record the practice process of curriculum teaching fully and reflect on it in time to improve teaching behavior at any time. In the whole process of teaching implementation, students are the main body of learning, and the role of teachers is to guide students' learning. The course implementation process is shown in the figure 1.



**Figure 1.** The Application of Network Teaching Platform in English Pragmatic Teaching

In the traditional teaching mode, most colleges and universities use unified teaching materials. When teachers carry out teaching activities, they are mostly limited to textbooks, which leads to a serious lack of authenticity of teaching content and a relatively high probability of pragmatic failure. For example, in the textbook, the answer to questions such as "do / are / can you...?" is usually "yes, I do / am / can." however, in practice, western countries usually do not use this way to answer; otherwise it is easy to show a reluctant feeling. Therefore, in the process of language teaching, blindly referring to textbooks is not conducive to the exercise and improvement of students' pragmatic ability. In the network information platform, teachers can get more updated teaching materials to make up for the lack of backward teaching materials. At the same time, through multimedia technology, teachers can also combine video, voice, pictures, etc. to create a more real teaching environment, to ensure that students broaden their horizons and improve their pragmatic ability. For example, teachers can apply movie script, life recording, telephone recording, meeting recording, etc. to the teaching process, enrich the teaching content and cultivate students' pragmatic ability through a large number of interesting teaching cases. It's similar to voice of America, all over America, business English, etc.

### **3.3 Cultivate Students' Autonomous Learning Ability Based On Network Information Platform**

With the implementation of the new curriculum reform, the education department pays more and more attention to the cultivation of students' comprehensive quality. The pragmatic ability of students is one of the comprehensive qualities. The cultivation of students' autonomous learning ability can help student's better master English knowledge and skills, and improve their English pragmatic ability. Therefore, it is very important to cultivate students' autonomous learning ability based on network information platform. First of all, teachers should use modern educational technology to stimulate students' interest in learning English. At present, the role of teachers has changed greatly. In this case, teachers should fully consider students' interests and hobbies in teaching design, and use network information technology to cultivate students' independent learning ability. For example, students can be guided to download more English learning materials on the Internet platform to understand the cultural background of western countries, so as to better understand the use of English. Secondly, cultivate students' ability of independent learning. Due to the limited classroom time, it is very important to make full use of extracurricular time in order to improve students' pragmatic ability. Therefore, teachers also need to guide students to use a lot of extra-curricular time to improve their pragmatic competence. For example, teachers can let students find relevant teaching content from the network platform according to their own interests, and then interact with teachers through the network information platform, so as to better exercise and improve their English pragmatic ability.

### **Reference**

- [1] An analysis of the impact of the new income standard on the financial information of enterprises
- [1] Zhou Shutao, Gao Dan, Fu Weiquan, et al. A study on the cultivation of pragmatic competence of College English Majors in the network environment [J]. Rural economy and technology, 2016, 27 (22): 268.
- [2] Liu Yan, Luo Yang. A study on the "flipped classroom" teaching mode of College English based on the platform of ubiquitous learning resources sharing ( J ). Journal of Mudanjiang University, 2016, 25 (7): 172-174.
- [3] Ma Shixian, Huang Yiwen, Teng Xinyun. Investigation and Research on the promotion of College English listening and speaking ability by wechat platform [J]. Modern communication: Academic Edition, 2017, 9 (4): 48-49.
- [4] Li Xueyan, Su Yujie. Research on the training mode of "reading and writing integration" of College English based on the network teaching platform -- Taking Wenzhou University as an

example. Overseas English, 2017, 11 (1): 70-72.

[5] Hao Liquan, Chen Wentie. A study on the cultivation of intercultural communicative competence through intelligent terminals and Internet platforms in College English Teaching [J]. Journal of higher education, 2016, 36 (15): 51-52.

[6] Bining. Strategies for cultivating pragmatic competence of high school students in English Teaching [J]. Basic education forum, 2018, (40): 34-35.

[7] Gu Jin. Reform ideas of College English curriculum design [J]. Shaanxi Education (Higher Education), 2016, (3): 26.

[8] Li Xia. A study on the strategies of cultivating the pragmatic competence of minority college students in English Teaching [J]. Guizhou ethnic studies, 2014, (5): 71-72.

[9] Zhang Yang. The cultivation of students' pragmatic competence in the context of Multimedia Teaching [J]. Journal of Chuzhou University, 2016, (3): 1673-1794.

[10] Zhou Xue. An analysis of the ways to cultivate college students' pragmatic competence [J]. Journal of Jilin radio and Television University, 2016, (2): 47-49.