

Primary Language Instruction from the Perspective of the Cooperative Principle

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Abstract: Generally speaking, our communication needs to communicate with others in good faith. In the process of communication, it is more important to communicate the minds of the listener and the speaker to achieve the purpose of resonance. In primary language instruction, whether teachers and students can communicate successfully determines whether classroom activities and language knowledge can be carried out smoothly. However, due to the limitations of pupils' knowledge level and the stage of learning English at the beginning, the primary school teachers have brought greater pressure. If teachers can make good use of the cooperative principle of pragmatics, students can understand the content taught by teachers, and teachers' teaching work can be carried out smoothly.

Keywords: Cooperative Principle; Primary Language Instruction; Brief and Persuasive; Mind.

1. Introduction

The following analysis will be carried out from the four perspectives of the cooperative principle. The cooperative principle analyzes the human performance in verbal communication in terms of quantity, quality, relation and manner, and objectively describes the conditions that contribute to the success of communication in general. Primary language instruction has its unique characteristics, such as pupils' knowledge background, learning methods, learning attitude and so on. In this way, teachers must grasp the degree in order to communicate successfully with students, otherwise classroom teaching cannot be carried out objectively. Moreover, applying the cooperative principle can make primary school students have interest in learning English.

2. Literature Review

2.1. Features of Primary Language Instruction

First, take students as the main body of teaching and diversify teaching plates. The primary school English textbooks under the new curriculum have added many modules, and the teaching knowledge points have not changed much, but the forms are diversified, the Curriculum textbooks are rich, and are equipped with vivid pictures to make English learning lively. Although knowledge will appear repeatedly, it is not boring and monotonous, and students' interest in learning has been significantly improved.

Second, the teaching methods are innovative and effectively stimulate students' interest in English learning. In terms of teaching content, the new curriculum standard teaching materials are more rich and humanized. In addition to English subject knowledge, they also expand the contents of humanistic knowledge, astronomy and geography and social communication. By learning English, students can not only master a new language, but also better understand the wonderful world and enrich their horizons, which plays an

important role in stimulating students' interest and enthusiasm.

Third, the new curriculum standard teaching materials are mainly compiled by Chinese and foreign language experts. Therefore, in the compilation process, the content of the teaching materials keeps pace with the times and effectively integrates new teaching concepts and advanced teaching methods, which is conducive to students' better understanding and mastering knowledge points, so as to truly achieve learning and use and achieve the goal of English teaching.

2.2. Phenomena of Primary Language Teaching

The new curriculum standard has always advocated the independent development of students, fully reflects the dominant position of students in learning, and should adhere to student-centered. This new teaching concept does play a positive and effective role in cultivating students' innovative ability and practical ability. However, according to the author's many years of teaching experience, there are still some practical problems to be solved in the current primary school English teaching process:

First of all, for primary school students, the English vocabulary is too large, it is difficult for students to master the vocabulary specified in the textbook, and there are many problems in the use of vocabulary. In addition, primary school English reading comprehension requires a large vocabulary, even far beyond the scope of teaching materials.

Second, there are many knowledge points of English grammar, which is difficult to master. English language involves the use of phrases, tenses, voices and other knowledge points, which are difficult for many primary school students to master, and they are confronted with boring exercises every day, which will make students feel bored and tired of learning over time.

Third, there are problems in knowledge mastery and understanding. Because the progress of English curriculum is accelerated and the test content deviates from the teaching materials, English teachers need to constantly supplement and

expand knowledge for students. Students do not have more time to practice, and even many knowledge points are not internalized for the next section of learning, so the learning efficiency is not high.

Last but not least, some students still study for the purpose of coping with the exam and lack interest and enthusiasm in English. Different from other disciplines, English is a language, which can not only rely on written practice, but should be expressed in English, so as to apply the textbook knowledge to real life and apply it.

3. Theories

The Cooperative Principle is useful to language instruction, which can not only make our classroom develop smoothly, but also make the communication between teachers and students smooth. It is composed of four maxims - maxim of quality, maxim of quantity, maxim of relation and maxim of manner. In this essay, I just mainly talk about the usage of the cooperative principle and the non-observance of the maxims in primary language instruction.

4. Main Body

4.1. Use of the Cooperative Principle

There are four principles of cooperation. In language instruction, the application of cooperative principle is everywhere. The content taught by teachers to students and the interaction between teachers and students can reflect the application of cooperative principle.

4.1.1. Comply with the "Maxim of Quality".

This can be reflected in the teacher's teaching content. When teaching students new knowledge, teachers must pay attention to the grasp of maxim of quality. When teaching new knowledge, if a large number of references other than textbooks will distract students' attention and make students unable to grasp the focus of learning. Of course, it is a good way to introduce new knowledge through the content outside the textbook, but we should pay attention to the maxim of quality and not exceed the amount of knowledge required by the textbook. For example, when talking about the topic of "food", students can be led to say the familiar and known food names, so as to increase their vocabulary and knowledge. However, if they spend most of their time on it, it will violate the maxim of quality, because these exceed the amount of information required in the classroom.

4.1.2. Abide by the "Maxim of Quantity".

This criterion requires that what teachers say in class should be true and reliable, and teachers should pay attention to the standardization of their own language and the correctness of what they teach. For example, when the teacher describes a person in the picture, the picture is a girl, but the teacher uses "he", which may be the teacher's slip of the tongue, but it still violates maxim of quantity. In addition, when explaining the knowledge points, the example given by the teacher should be as true as possible, so that the students can accept the example from the bottom of their heart and remember the corresponding knowledge points.

4.1.3. Comply with "Maxim of Relation".

Maxim of relation means that what teachers say should be related to the teaching content and the main body of students, which requires teachers to pay attention to their own teaching content. For example, in learning "How was your weekends?" The teacher can let the students learn this topic according to

their weekend situation, so that the content of the whole class is closely related to the teaching content. Let students study according to their weekend situation and connect with the main body of students, which can not only arouse students' interest in learning, but also ensure the learning of this knowledge point.

4.1.4. Comply with the "Maxim of Manner".

In English class, Maxim of manner means that what the teacher says should be clear and organized, which is not easy to cause ambiguity, especially in explaining the knowledge point, if the teacher's content is too vague or disorganized, students can't master this knowledge point. Therefore, teachers should pay attention to their own teaching methods and communication with students in class.

4.2. The function of non-observance of the maxims

Primary school teachers adjust their teaching strategies according to the characteristics of primary school students. It is inevitable to violate the cooperative principle in the teaching process, but sometimes this violation of the cooperative principle has its positive significance and can be suitable for the characteristics of primary school students.

4.2.1. Break the details

First, in terms of maxim of quality, the knowledge taught by teachers is often simple, that is, the amount of information will be less. This is determined by the intelligence level of primary school students and other factors. If teachers do not hesitate to convey everything they know to students without reservation, the result may only make students tired and have rebellious psychology. Therefore, teachers can gradually impart knowledge to students instead of pursuing one step.

Second, in terms of maxim of quantity, sometimes in order to help students remember, teachers make up some of their own associations or even make up in their explanation. It is difficult to say whether it is accurate or valid, but it can help students remember well in practical effect.

Third, in terms of maxim of relation, teachers often say something irrelevant to the subject, sometimes to attract students' attention and sometimes to educate them.

Fourth, in terms of maxim of manner, the conversation between primary school teachers and students is objectively wordy, because teachers need to consider the students' acceptance ability and try to make the problems lively and interesting, which requires some processing and modification, rather than just pursuing brevity and comprehensiveness.

4.2.2. Positive significance of violation

As is known to us all, in primary school English teaching, teachers often violate the cooperative principle to make their communication with students successful. This violation is not to convey special meaning, but to adjust communication strategies considering the characteristics of primary school students. To some extent, this is of positive significance, because teachers can shorten the distance with students, simplify the content taught, and make it easier for students to understand and remember. If teachers make the communication with students as formal as adults, concise and without repetition, it seems too difficult for primary school students. After adjustment, the amount of information provided by teachers in communication will be reduced according to the specific situation, and then gradually increase the amount of information after students accept and fully absorb the knowledge they have learned. In the process

of teaching English, we can use various methods to help students remember. We can make use of their own association or even fiction, and encourage students to give full play to their imagination and association. This "Deviation" of information quality in communication is of practical value to primary school teaching. Repeated emphasis in the course of lectures and seemingly "wordy" explanations are essential for primary school students. They are obviously inferior to adults in consciousness, so they need the supervision of teachers.

4.2.3. How to make good use of the Cooperative Principle

In terms of the amount of information, teachers can speak less in order to reduce the difficulty, but if students accept it quickly, they can expand and increase the content of information in lectures.

In terms of quality, if they know a lot, teachers should guide students to reflect and use the knowledge they have mastered, rather than fabricate other knowledge to assist understanding through their own ability.

In view of the boredom of primary school students when receiving language level knowledge alone, we can actively use image objects and multimedia equipment in teaching to provide accurate information. At the same time, we can also bring the freshness of the outside world into the classroom and arouse primary school students' curiosity about new things to improve the quality of teaching.

In the process of teaching knowledge, although the necessary repetition and slightly "wordy" explanation are helpful for pupils to accept and understand, if they have learned some language points, teachers should stop at enough, otherwise they can only make students have rebellious psychology.

In short, teachers pay great attention to the degree of violation of the cooperative principle, and the degree is determined by the students' acceptance, which requires teachers to pay great attention to the students' response.

5. Conclusion

To sum up, in primary school English teaching, teachers should flexibly adjust teaching strategies according to the characteristics of primary school students, and follow and violate the Cooperative Principle within a certain range. At the same time, teachers need to strictly grasp the problem of

degree, which can not only mobilize students' enthusiasm and interest in learning, but also effectively impart knowledge to them. The most important point is that teachers should be student-centered, teach students according to their aptitude, and adjust the teaching contents and strategies according to the specific situation of students.

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