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Research Article

Improvement Validity of Modern Chinese Reading Teaching Based on Pragmatics

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Abstract

In view of the problems in the combination process of pragmatics theory with modern Chinese course teaching, such as narrow application and lack of systematic evaluation indicator, this study explores the improvement validity of modern Chinese reading teaching based on pragmatics. First of all, this study analyzes the application of pragmatics theory in modern Chinese reading teaching, and then investigates the status quo of pragmatics in senior high school combined with the field research. At the same time, it optimizes the Chinese reading teaching model based on pragmatics and sets up the relevant evaluation indicators. Finally, it clarifies the validity of pragmatics in modern Chinese reading teaching. The results show that the improvement of Chinese reading teaching based on pragmatics can improve the effectiveness of Chinese reading teaching and enhance students' interest and sensitivity in spoken and written language.

Keywords

Pragmatics • Chinese Teaching • Chinese Reading • Interest

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Pragmatics, as an emerging subject in the 1970s, has been applied in practice for many years, and has made great achievements in the process of combining with Chinese teaching. In the process of Chinese teaching, with the help of the relevant elements contained in pragmatics, a dynamic and diversified analysis of the relevant language structure and functions in the process of Chinese teaching is realized, which contributes to the improvement of students' interest in learning Chinese (He, 2008). The research based on many cases of Chinese teaching in senior high school shows that, in the course of Chinese teaching in senior high school, the application of pragmatics theory for auxiliary teaching plays a positive role in both students' reading comprehension ability and students' daily writing ability (Ma, 2005; Zheng, 2007). However, it should be pointed out that in the practical application of pragmatic competence, the concrete application of pragmatic competence should be based on concrete speech practice, which requires teachers to study and understand the relevant theories of pragmatics in the process of Chinese teaching so as to get rid of the traditional static language form and semantic teaching. Students' speech practice should be fitted in the actual teaching process and Chinese teaching activities should be carried out (Ai, 2003; Marica, 2014).

In the process of traditional Chinese teaching, there are some problems such as low efficiency of Chinese reading teaching, narrow application of pragmatics theory and lack of systematic evaluation indicators. Therefore, this study explores the improvement validity of modern Chinese reading teaching based on pragmatics. First of all, this study analyzes the application of pragmatics theory in modern Chinese reading teaching, and then investigates the status quo of pragmatics in senior high school combined with the field research. At the same time, it optimizes the Chinese reading teaching model based on pragmatics and sets up the relevant evaluation indicators. Finally, it clarifies the validity of pragmatics in modern Chinese reading teaching.

Application of Pragmatics Theory in Modern Chinese Reading Teaching

As an important carrier of human civilization, reading has universal characteristics in people's daily life. However, compared with people's daily reading, reading produced in the course of Chinese course has certain particularity. As an important part of the development process of Chinese course, modern Chinese reading teaching has the following characteristics:

First of all, it is different from the diversified main body of general reading. The main body of Chinese reading in the process of Chinese teaching is only students. The students are restricted by their individual life experience and cognitive ability, so they lack mature ability of independent analysis and understanding in the process of reading. Besides, in terms of the content setting for students' reading, it is usually determined according to the specific content of the Chinese course and the arrangement of the teaching materials so that students are usually limited by the reading contents when they are reading, which restricts the development of students' reading scope.

Secondly, as another important feature of modern Chinese reading teaching, the Chinese teaching materials used in the course of Chinese course have a very important influence on students' Chinese reading teaching.

Because of the limitation of Chinese teaching materials, the reading materials used in the course of Chinese reading teaching generally are generally characterized by educational demonstration and cultural classics. However, the ultimate goal of these reading materials in modern Chinese reading teaching is to improve the students' cultural quality and cultivate their reading ability while realizing the edification of the students' soul.

Based on the above analysis, we can find out the important parts of modern Chinese reading teaching. The reading subjects represented by the students and the reading objects represented by the Chinese teaching materials constitute the important parts of the reading activities. Relative to the students and teaching materials, Chinese teachers play a guiding and auxiliary role in the process of reading activities.

From the perspective of pragmatics, it is necessary to realize the analysis and structure of spoken and written language through reading in the process of reading teaching so as to explore the deep meaning of literary works and the author's actual intention in the process of writing. Only in this way can we explore the artistic charm of literary works to the maximum extent. However, in this process, the students' reading through works can not only enhance their own appreciation ability to spoken and written language, but make them receive nourishment and edification from many aspects of knowledge. The aim of modern Chinese reading teaching based on pragmatics is exactly what is advocated under the background of new teaching reform. Reading teaching needs to guide students to actively explore the content and emotion of literary works in order to achieve their own emotional edification and ideological enlightenment.

Survey and Design of Chinese Reading Teaching Model Based on Pragmatics

Survey of Chinese Reading Teaching Model Based on Pragmatics

In order to better understand the influence of the teaching model based on pragmatics on the improvement of modern Chinese reading teaching in the process of Chinese teaching, this study will adopt the field survey model with high school students as the research sample to explore the influence results. To ensure the validity of the survey results and the diversity of the student sample, this study selects four senior high schools, 16 classes, and 320 students to conduct a questionnaire survey. The contents of the specific questionnaires mainly include the following three aspects:

First of all, the survey aims at the students' understanding of the concept of "Chinese reading", as well as the understanding and cognition of the relevant contents of Chinese reading. The second is the learning situation of the sample students in the process of Chinese reading, including the learning state, the understanding of the teacher's teaching methods, and the related functions of the course. Thirdly, in view of the actual effect of Chinese teachers in the development of Chinese reading teaching, some suggestions based on the sample students' own learning effect are provided.

Table 1
Students' Understanding and Cognition of the Concept of "Chinese Reading"

Research contents	Survey results		
	Very understanding (9.7%)	Know a little bit (78.7%)	Do not understand (11.6%)
Understanding the Concept of "Chinese Reading"			

From the survey results in Table 1, we can find that the sample students have a weak understanding and cognition of Chinese reading and need to be further improved. In particular, for many sample students, they often take the concept and specific characteristics of Chinese reading as a course and lack corresponding understanding of its specific concept and meaning. From the results, it can be seen that the students who have a clear understanding of the concept and meaning of Chinese reading account for 10% of the total sample, and most of the students are in a state of “knowing a little”.

However, it should be pointed out that the sample students cover different grades in this survey, but the understanding of “Chinese reading” in the survey results does not change significantly with the increase of grades, which also shows that in the current teaching model, students still regard “Chinese reading” as a simple teaching course to a large extent, they do not have enough exploration and understanding of its specific content and meaning.

Through the survey results in Table 2, we can see that in the course of Chinese reading, students lack sufficient interest in learning Chinese reading. Besides, in the learning model, most of them adopt classroom teaching. Specifically, students lack sufficient interest in learning in the learning process of Chinese reading, resulting in the poor effect of Chinese reading course. According to the survey data, nearly half of the students in the Chinese reading class are in a passive state and seldom think actively, and even about 20% of the students distract and sleep in the classroom.

In addition, in view of the current teaching model, many students hope to set up a more independent learning model in the process of Chinese reading, and consciously construct the problem situation and the type of inquiry-based homework through the teacher in the course of learning so as to improve their interest in Chinese reading.

Table 2
Current Situation of Chinese Reading Course Learning

Research contents	Survey results			
Classroom state	Passive listening (45.7%)	Active thinking (21.4%)	Often distracted (20.7%)	Do other things (13.2%)
The Source of Impression on Chinese Reading Course	Perceptions of Teachers (5.7%)	Is the learning content interesting (44.3%)	teaching model (23.7%)	Is it good for college entrance examination? (26.3%)
Hope Teachers Take Ways in Teaching	Teacher led (25.5%)	The teacher asked and the students answered. (8.2%)	panel discussion (35.4%)	Student Autonomy and Teacher Assistance (31.9%)
Hope to learn	Learn about Chinese reading (7.8%)	Related to college entrance examination (37.8%)	Mastering reading skills (29.5%)	Improve the ability to use (24.9%)
Type Selection of Course Assignments	Thinking after class (11.2%)	Test paper (13.7%)	Inquiry class (48.9%)	Indifferent (26.2%)

Learning content is the important influence factor in the development of Chinese reading teaching. Relative to classroom teaching, students more look forward to reading in the life, and enhance their Chinese reading

ability by this way. The survey shows that more than 60% of students show that the contents of the text and the contents of the course have an important influence on the learning effect.

Generally speaking, there are some problems in Chinese reading teaching, such as monotony of learning content, narrow knowledge of content, lack of practical connection of life, which makes it very important to introduce pragmatic teaching model to improve modern Chinese reading teaching.

Design of Chinese Reading Teaching Model Based on Pragmatics

The first is to aim at the design of teaching objectives. In the process of Chinese teaching, the focus on “pragmatics” is the core in the process of pragmatic teaching objective design. Centering on the core of “pragmatics”, the purpose of teaching is to improve the students’ pragmatic competence through the design of a series of pragmatic teaching models and to cultivate the students’ Chinese core accomplishment. In the process of cultivating students’ core Chinese accomplishment, it is necessary to pay more attention to the students’ knowledge and ability. The main reason is that, knowledge and ability, as the foundation of students’ Chinese core quality, has a strong symbiosis. All abilities are based on the formation of knowledge. At the same time, the ability is the condition of obtaining knowledge. Therefore, knowledge is the same important with the ability in the cultivation process of Chinese core accomplishment.

In addition, it is necessary to cultivate the students’ cognition of the process value when designing the pragmatic teaching model. The core value of the learning process lies in that the students can acquire and construct their own knowledge and ability through the continuous learning process. Thus, there are different knowledge understanding systems and learning evaluation models compared with the traditional teaching model only paying attention to the learning results. In the Chinese reading teaching model based on pragmatics, the students’ pragmatic competence and application quality are often modified and accumulated through continuous speech practice. And in the process of continuous use of pragmatics, students’ cognition to the emotion and the value of works is generally cultivated, thus realizing the construction of the work situation, as well as in-depth thinking and experience to the author’s writing intention and speech way.

The second is the setting of new evaluation indicators. The essence of Chinese teaching lies in the use of spoken and written language, which makes the value core of Chinese teaching lie in improving students’ ability of use under the educational background of continuously developing students’ core accomplishment. On the basis of this, the core Chinese accomplishment of students is constructed. As an important core of the pragmatic teaching model, it is necessary not only to construct teaching objectives around “pragmatics”, but also to set relevant evaluation indicators and evaluation contents around this core. In the process of making specific indicators, it is necessary to pay attention to how to make indexation of students’ ability and accomplishment in the process of learning language besides focusing on the core of “pragmatics”.

Combined with the introduction of the pragmatic objectives and the pragmatic contents of Chinese reading teaching mentioned above, the specific evaluation indicators will be set around the aspects of pragmatic knowledge, competence and accomplishment, as shown in Table 3.

Table 3
Pragmatic Indicators for Learning Evaluation of Modern Chinese Reading Teaching

Evaluation dimension	Evaluating indicator
Pragmatic knowledge	Modern Chinese Style Knowledge
	Modern Chinese Reading Strategy Knowledge
	Modern Chinese Communication Knowledge
Pragmatic competence	Comprehension of Modern Chinese
	Expressive Power of Modern Chinese
	The Practical Power of Using Modern Chinese
Pragmatic literacy	The habit of reading and using modern Chinese (Pragmatic habits)
	Influenced by Emotion and Aesthetics (Pragmatic Aesthetics)
	Change in Values and Behavior
	(Pragmatic Behavior)

As shown in Table 3, in the specific evaluation content setting, it is also necessary to adhere to the multiple requirements of the evaluation subject in addition to reflecting the learning level of the above three aspects. However, a systematic evaluation system which combines quantitative evaluation with qualitative evaluation and final evaluation with formative evaluation is required.

Generally speaking, in the process of evaluating the pragmatic teaching model, it is necessary to focus on improving the students' ability of use and develop the students' Chinese core quality. We need to realize the change of the status quo of Chinese reading teaching and the improvement of teaching efficiency so as to achieve the effect and role of Chinese reading, including inspiring students to cultivate their own thinking ability, construct self-innovation consciousness, and give full play to the practical role of knowledge.

Conclusion

With the constant change of modern teaching model, more teaching models are needed to improve students' interest in learning and cultivate students' independent learning ability. The results of this study show that the improvement of Chinese reading teaching based on pragmatics can improve the effectiveness of Chinese reading teaching and enhance students' interest and sensitivity in spoken and written language. The application of pragmatics will inevitably bring brand-new space for the development of Chinese teaching.

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