

# The Cross-cultural Pragmatics Study and its Implications of the Cultivation of Cultural Awareness

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**Abstract:** Foreign language learners always unknowingly transfer their own culture to the culture of the target language country, causing pragmatic transfer in communication, and even causing pragmatic failures, leading to communication failure. This phenomenon gives a good inspiration to foreign language teaching. In addition to training students' foreign language skills, foreign language teaching must also guide students to become familiar with the culture of communicating objects and encourage students to form a correct view of culture, so as to effectively train students' cross-cultural pragmatic competence to develop students' intercultural communication skills.

## 1. Introduction

The term "intercultural communication" is commonly used to refer to the communication between people of any two different languages and cultural backgrounds. People of different cultural backgrounds often produce failures, conflicts and misunderstandings or fail to achieve the intended purpose of communication. This is related to the pronunciation, grammar, and vocabulary of non-native speakers, but more importantly, it is because the two sides lack understanding of each other's differences in cultural background, values, and social norms. These differences are often manifested in Speech act and language usage rules. In cross-cultural communication, people often take for granted the criteria of their own culture and social norms as the standard for interpreting and evaluating the behavior of others. This is the phenomenon that scholars call pragmatic transfer. In practice, this kind of migration often leads to pragmatic failures. Pragmatic failure is a deep-level error in cross-cultural communication, and it is more damaging to cross-cultural communication than language errors [1]. As Thomas put it, in verbal communication, the speaker has linguistic errors such as pronunciation, wording, or structural errors. He is most likely to be considered "speaking badly" and has poor language skills. However, if the pragmatic principles are not used to deal with discourse, and there are pragmatic failures, he may be considered behaving badly, even insincere, deceptive or ill-intentioned, and there is a problem with the quality of the behavior. [1]. Understanding the causes of pragmatic failures and understanding the impact of pragmatic migration are the keys to improving the pragmatic competence of the communicators. Therefore, this paper intends to analyze the causes and manifestations of pragmatic transfer and pragmatic failures through the explanation of pragmatic transfer and pragmatic failures, and discusses how to deal with pragmatic failures and the development of pragmatic competence in intercultural communication in foreign language teaching.

## 2. Analysis of Pragmatic Failure in Cross-cultural Communication

The language of the "pragmatic language error" is not the same as the language used by the target speaker as a native speaker. It incorrectly applies an expression to the target language. For example: (1). Chinese student: Mr. White, you are so pale, are you sick? English teacher: Well. . . Yes. I have got a bad cold for several days. Chinese student: Well, you should go to a clinic and see the doctor as soon as possible. English teacher: Er...what do you mean? From the dialogue between Chinese students and English teachers, we can see that English teachers do not understand what Chinese students mean by the second sentence. This is because the second sentence spoken by Chinese students applies the Chinese way of thinking. In Chinese, "Let a patient see a doctor right

away” expresses concern and consideration for the patient. However, in English, there is no corresponding statement. He will think that you have violated his privacy. According to the British and American people's way of thinking, in this scenario, Chinese students only need to say "I am sorry to hear that." (2). A: Thank you B: It is my duty to do so. This is a foreign teacher's gratitude to a Chinese student and Chinese students' thanks for the dialogue. But the Chinese student's answer It is my duty to do so (this is what I should do) is for the appropriate language behavior in the Chinese language environment, is a kind of answer that shows modesty. The answers that the foreign teachers expect according to their cultural background are just like "It's my pleasure." "You are welcome." "Don't mention it." He may think that the word "duty" deviates from the rules of communication, and that he has other intentions. Therefore, he was very surprised at the answers of Chinese students. From the above example, we can see that people who learn foreign languages always bring the language rules and expression habits of their mother tongue into foreign language learning. This phenomenon is linguistically called language transfer. Language migration is divided into positive migration and negative migration. When foreign language learners use the target language, they are affected by the mother tongue and native language culture and apply the language of the mother tongue. As a result, they interfere with English learning and thus cause pragmatic failures. This is the negative transfer of mother tongue to second language acquisition. In the cross-cultural communication between Chinese students and English and Americans, many pragmatic failures are caused by the negative transfer of their mother tongue. Therefore, in classroom teaching, teachers should pay attention to training students' ability to use English thinking, and gradually reduce the tendency of translation in language input and output. At the same time, teachers should consciously compare the various aspects of English and Chinese pronunciation, words, sentences, and usage, and help students to avoid pragmatic failures caused by the negative transfer of Chinese and improve their pragmatic competence. Improve the efficiency of cross-cultural communication.

The concept of "pragmatic transfer" was first proposed by Uriel Weinreich in 1953, which means a disturbing phenomenon. Kasper and Blum-Kulka have studied and discussed pragmatic migration in their book "Interlanguage Pragmatics". According to Kasper and Blum-Kulka, pragmatic transfer can be defined as "the acquisition of new pragmatic knowledge and cross-cultural knowledge as the learner has existing pragmatic knowledge similar to or different from the pragmatic knowledge of the target language during the learning process. The phenomenon of the impact of communication has an impact on the phenomenon. [2] The pragmatic knowledge here refers to the behavior and politeness of speech acts. According to the impact of migration on new pragmatics and cross-cultural communication, pragmatic transfer is usually divided into two types: positive transfer and negative transfer. When the structure of the target language and the mother tongue is similar, it can often promote the learning of the target language, that is, the existing pragmatic knowledge influences the acquisition of new pragmatic knowledge and the promotion of cross-cultural communication. Use migration". For example, I am a teacher (I am a teacher). The main structure of English and Chinese is the main-line-table, so when learning English, students can use the similar Chinese structure to promote English learning. This phenomenon is a positive pragmatic migration. In contrast, when the target language and the mother tongue differ significantly, the mother tongue hinders or interferes with the learning of the target language, that is, the existing pragmatic knowledge interferes with the acquisition of new pragmatic knowledge and the intercultural communication. called "negative pragmatic migration." For example, one day Chinese student A encountered a foreign traveler and asked: "Excuse me. Could you tell me how to get to the Forbidden City?", A did not understand him, and asked him: "What?". Obviously, "What?" was transferred from the Chinese student A's mother tongue in the past because "What?" is used in Chinese to ask speakers to repeat what they have said, and the proper English expression is "Pardon?". This phenomenon is negative language migration. This kind of pragmatic negative transfer phenomenon is difficult to overcome in cross-cultural communication, mainly because the communication culture is implicit in the language system (and non-verbal communication), reflecting a nation's values, non-standards, and social habits. mental state and way of thinking are

closely related to language understanding and language use. In short, because the rules of language use vary from culture to culture. The standard norms of a culture can only be explained in its own specific conditions. That is to say, it is impossible to describe a particular culture with different cultural standards [3]. Otherwise, it will inevitably cause pragmatic mistakes and lead to communication failure.

### **3. Inspiration from Cultivation of Pragmatic and Cultural Awareness**

Pragmatic competence refers to: "the listener's ability to understand the context and the ability to understand other people's intentions and intentions based on this, and to express his meaning and intention accurately [4]". From the above examples and analysis of pragmatic failures, we feel that the emergence of pragmatic failures is related to the cultivation of pragmatic competence in our teaching. The development of pragmatic competence is more difficult than the teaching of language knowledge and the training of language skills. First of all, because we are learning a foreign language in a non-natural foreign language environment, the second is that the pragmatic competence needs to be based on language knowledge and skills. It is also necessary to understand the sociocultural, customs, lifestyles, and so on of the country in which the language is learned, and to understand the objects of communication. The specific factors include social and psychological, familiar with communication content and occasions, and so on. Therefore, in order to cultivate pragmatic competence, the following points should be paid attention to in English teaching: 1. Both language ability and pragmatic competence should be emphasized, and students' comprehensive abilities in foreign language should be improved. For many years, foreign language teaching in our country has always used language knowledge as the center of teaching. The accuracy of language is regarded as the goal of pursuing, while neglecting the cultivation of students' language aptitude, resulting in low pragmatic competence and frequent pragmatic failures. Studies have shown that the pragmatic competence of foreign language learners does not naturally increase with the improvement of students' English language ability. Moreover, the greater the students' language ability, the greater the harm caused by their pragmatic failures. Therefore, foreign language teachers should change their concepts, fully recognize the necessity of improving students' pragmatic competence, penetrate cultural knowledge and pragmatic knowledge into foreign language teaching, strengthen students' cross-cultural pragmatic awareness, and enable students to fully understand cross-cultural communication. Cultural differences and negative pragmatic migration in China help them improve their pragmatic competence and reduce pragmatic failures while improving their language skills.

The accumulation of linguistic knowledge is indispensable, but it is by no means the ultimate goal of learning a language. To acquire linguistic knowledge, one must not rely too much on books and out of the context of language use. Context refers to the context in which the language is used. It mainly includes the context, the occasion and topic of communication, the identity and status of the communicating parties, the social and cultural background, and the different knowledge and experience of both parties. The context restricts the choice of language units, the expression and understanding of meaning. Context is associated with certain communication occasions. The formal degree, social and cultural characteristics of communication occasions have systematic and regular restrictions on language expression. Because context directly affects people's correct understanding and use of language, foreign language teaching must emphasize the role of context in cultivating students' pragmatic competence. Teachers should teach students to put the vocabulary and grammar knowledge they have learned into specific communication situations for examination. They are required to consciously use their acquired linguistic knowledge to engage in appropriate communication and improve their pragmatic competence [5]. The colorful second classroom activity is a useful supplement to classroom teaching content. Schools can use rich resources to create an environment for students to learn English. For example, they can take full advantage of the advantages of foreign teachers, carry out activities in English Culture Week, English Corner, and provide special lectures. Use multimedia to watch movies or videos, set up viewing tasks, observe under what circumstances English native speakers express apology, gratitude, and request, use what

sentence patterns, what means, and how to respond to each other, so that students can stay in the real language environment. , Combining social pragmatics and pragmatic linguistics, and finding links between linguistic forms, pragmatic functions, social environments, and cultural meanings, and gaining relevant information needed to develop their own pragmatic abilities. Cross-cultural pragmatics to reduce pragmatic failures and achieve successful communication.

#### **4. Conclusion**

The effectiveness of cross-cultural communication depends not only on good foreign language proficiency, but also on the cross-cultural pragmatic competence of communicators. In our increasingly frequent cross-cultural communication, pragmatic failures are unavoidable due to the lack of sensitivity to cultural differences and unconscious pragmatic transfer. In order to avoid such problems as much as possible, foreign language teaching must not only train students' foreign language skills, but also guide students to become familiar with the culture of communicating objects and encourage students to form a correct culture, so as to effectively train students' cross-cultural pragmatics. Ability to develop students' intercultural communicative competence.

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