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*Original Paper*

# On Application of Cooperative Principle in College Oral English Teaching

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## Abstract

American linguist Grice put forward the theory of conversational implicature. The Cooperative Principle is one of the major principles guiding people's language learning and achieving good result. Studying the Cooperative Principle will be helpful for people to improve the skill of English and stimulate their learning interest. Therefore, the Cooperative Principle will make great contribution to oral English learning.

**Keywords:** Oral English teaching, Cooperative Principle

## 1. Introduction

English is becoming an universal language with the earth turning into a small village. With the development of culture and economy, international communication depends much more on English. The significance of English has long been recognized by both Chinese teachers and their students. Therefore, learning English is becoming an irreplaceable part of life in those non-English countries, which heavily depends on teachers' guide.

Cooperative Principle is a theory about people's conversation, which is an important component of pragmatics. CP states that interlocutor exhibits a specialized form of cooperation: they follow maxims of cooperation or deliberately break them to imply information (conversational implicature).

## 2. The Contribution of Cooperation

The cooperative learning has some good effects on English learning.

Firstly, cooperative learning is convenient to check the effect of learning and stimulate students' motivation of study. When teachers finished one lesson or one unite, teachers can not know the learning result of students comprehensively. Then the cooperation between students can check each other and reflect the learning result timely. And cooperative learning must be based on individual learning, if there is no individual learning, there will be no cooperative learning. Let students think questions independently before cooperative learning, then communicate with each other and solve the problem together. This method is very useful to improve students' ability of English learning.

Secondly, the cooperative learning can develop students' cooperative sense and team spirit. In cooperative learning, every group has its own learning objective so members of each group is a community of interests. That is to say, the group can make success only if each member does a good job. Consequently, students would set up collective consciousness.

Thirdly, cooperative learning can make good use of positive factors and improve the learning efficiency. It is very common to see that the learning condition of each student is different in English learning process. The cooperative learning changed the teacher-centered phenomenon in class and motivate the participation of students. Students communicate with each other when they meet difficulties and learn some useful things from their classmates. Besides, the cooperative learning can make students to solve small problems by themselves and even make contribute to explaining the difficult things. Eventually, the learning efficiency of all students is made a great progress.

Practice has proved that cooperative learning has positive influence on the study of language. As a

result, we should make full use of the advantages of cooperative learning to cultivate the students' language skill to provide more practice chance and dig their learning potential.

### **3. The Application of Cooperative Principle in Oral English learning**

#### *3.1 The Application of Quantity Maxim in Spoken English Content Design*

It is the requirement of quantity maxim to offer necessary information and not to provide empty information. Therefore the core of Quantity maxim is providing necessary information. The content of spoken English should be designed properly.

For the oral English teaching, the content of class should be organized reasonably and properly in order to adapt to the specific topic or teaching purpose. On one hand, if the teaching content and conversational practice which is involved in class exceed the actual need, students would feel tired and have no motivation to practice these activities. Then the result of this teaching pattern will not good. On the other hand, if the content of teaching is not sufficient to fulfill students' requirement, students would not get enough knowledge and practice efficiently. Beyond all question, the result of this learning pattern would not ideal. Therefore, in order to improve students' oral skill and achieve good result, teachers should make a suitable learning plan to meet the need of students.

Cognitive competence of college students has stepped into maturity stage. And the breadth and depth of their mind has reached another level. Therefore, students should draw up a reasonable study plan according to their real ability. These students whose competence of oral English is strong can make a larger amount of study plan and higher requirement. On the contrary, students who do not have good oral skill can reduce the learning task and set a proper goal so that to improve their competence.

All in all, with the requirement of Quantity Maxim, the designation of the content of oral learning should focus on learning requirement and the ability of acceptance of students. Then the result of oral English in actual learning will become better and better.

#### *3.2 The Application of Quality Maxim in Communicational Situation Design*

The definition of quality maxim is trying to make your contribution on what is true. That means do not say what you lack adequate evidence or what you think is false. Because the maxim of quality emphasizes the reality, so we should create conversational situations which are closed to real world and correct mistakes timely.

The process of oral English is the process of communication. And the purpose of oral English learning is to make students open their mouth and exchange ideas with people. As a result, spoken English learning should lay stress on the effectiveness of communicational activities and create real conversational situation in class. Students can take the way of role-play, topic discussion and group debate which can provide enough opportunity to practice oral English in real atmosphere. The content of oral exercise must close to daily life, such as shopping, dating, apply for a post or media events, sport events which can take place regularly in life. In these activities, students could imagine the role they are and act accordingly, then increase their ability gradually.

Out of class, students should seize every opportunity to practice oral English. We can communicate with roommates in English when we are in dormitory or take part in some activities which provide the chance to communicate with foreigners such as English corner. In spare time, we can also watch English movies and enjoy English songs and we can learn new words and authentic expression from them. All of these exercises will provide us opportunity to enlarge our English knowledge and improve our oral skill.

Besides, linguistics Du Lei says, "People can not learn language without any mistakes" (Xu yuanna, 2024). Making mistake is unavoidable in the process of language acquisition. So teachers should correct students' communicational mistakes and false statement without interrupt their normal communication in class. Similarly, students should treat their mistakes which occur in the learning process correctly instead of neglect these errors. In order to keep the quality of language learning, when students find problems in their study, they should work hard to correct them in time. When they meet some problems which they can not solve by themselves, they can ask teachers' guide and classmates'

help.

Creating communicative situations close to reality and correcting errors timely can not only keep the quality of students' learning and practice, but also can increase students' knowledge and information. Ultimately, we can enhance the competence of oral English gradually.

### *3.3 The Application of Relation Maxim in Layout Oral Activities*

To be relevant is the heart of relation maxim. Therefore, when apply this maxim in oral English learning, it requires oral activities should connect with learning theme, students' knowledge level and communicational intention.

The relevance between learning content and topic can be implemented step by step. According to the relevance, in the real learning process we can divide the study job into different parts which closely associate to the theme of learning. In the class, when doing the every conversational topic teachers should give a set of keywords around the topic then make students think some related information. At the same time, students should figure out some related words and sentence patterns which have learned in the past. Then, organize sentences which can express their ideas with all these learned information. At the same time, we should learn certain amount of related new things to enlarge our knowledge. Finally, join all these information into conversation to communicate.

Besides, the knowledge accumulation and conversational intention are also significant in oral activities' designation. When oral English activities are designed by us, we should make students' knowledge accumulation as standard. Students can not get ideal improvement if the difficulty of the learning topic surpasses or under the level of the storage of their knowledge. Therefore, teachers should select appropriate teaching material according to students' real competence and students should choose reasonable oral practice and activities base on their knowledge. Similarly, if students' practices are connected to their communicative intention, they will make outstanding job. Otherwise, they will get frustration and just slight over the practice.

So, apply the maxim of relation in oral English learning which connects to the learning topic, students' knowledge storage and communicational intention will bring good effect on oral English learning.

### *3.4 The Application of Manner Maxim in Class Style*

From teachers' guiding words to the instruction of students' activities, even the multimedia courseware should be concise, clear and avoid ambiguous. In oral class, the content and style of the class which are too complicated or circuitous can prevent students from gaining information directly. Teachers should listen and observe carefully, keep the attitude of sensitive, tolerant and passion all the time. Meanwhile, keep a good balance between the participation of teacher and students to carry out oral English learning successfully.

For students, they should do their best to match up teacher's teaching procedure actively in order to guarantee the class runs orderly. In class, they should observe discipline and do not make some actions which can disrupt the order of the class. Besides, students should avoid words like "maybe, perhaps, likely and about" or hyponyms, superordinate which may produce ambiguity in conversation. For examples, when you ask an English guest "Would you like some meat?" He will not know how to answer the question, because "meat" is the general name of all kinds of meat. Therefore, if there is more than one kind of meat, the guest would not know how to answer. Furthermore, they should submit themselves to the direction of teacher to insure the task accomplish successfully. When students and teachers cooperate with each other very well, the result of oral English teaching would achieve wonderful result.

As a result, apply the maxim of manner in class style will keep the class organized, clear and make the competence of oral English improve greatly

## **4. Conclusion**

With the guide of the Grice's Cooperative Principle, this paper makes great contribution to the English language learning, especially the study of oral English. Because of the development of culture and economy, international communication depends much more on English language. So English learning

becomes more and more important. But oral English is always the difficult part of English learning. Traditional oral English learning puts much emphasis on linguistic form but neglects the importance of practice and cooperation. For this reason, although students made quite a great effort, but they can not speak efficiently when they met with specific situation. The Cooperative Principle plays an important role in changing this phenomenon. It gives us some useful guidance and suggestion in the designation of oral English learning and gets good result.

It is apparently that Cooperative Principle has great significance in oral English learning. In class, using cooperative principle properly can change traditional teaching pattern and create an active and harmonious classroom atmosphere. Then teachers and students have more interaction in class, teachers can know the problems which exist in students' learning process and correct them timely. Similarly, students can increase their learning interest and confidence in the process of cooperation. Therefore, the learning result of students in class and their oral English competence will be improved greatly and quickly.

Besides, Cooperative principle can also make students learn cooperation in their study. Therefore, they can exchange ideas with each other and learn useful knowledge and skill from other people in the process of cooperative learning. Cooperative learning can also make students realize the significance of cooperation and team spirit in their study. So students make good use of the advantages of cooperative principle can make progress out of class.

Cooperative Principle is an important component of pragmatics. The principles and maxims of it are about people's conversation. Cooperative Principle can neatly explain the literary meaning and the implication of conversation. Therefore, apply Cooperative Principle in spoken English learning can be conducive to develop students' oral ability, which is viewed as the ultimate goal of oral English learning. Then the competence and confidence of students can improve gradually.

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