

Analysis and Application of Context Functions on English Linguistics

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Abstract: This paper first analyses the context functions in English linguistics, and summarizes it from three aspects: contextual stimulating function, subtle influence and restrictive effect. Then explore the application of context functions in English linguistics. Context functions can play an important role in spoken English and various communication activities. In the network language environment, the context tends to a virtual world, and the language fuzzy function in negotiation activities the application can create a relaxed and harmonious negotiation atmosphere and promote a win-win situation for both parties.

1. Introduction

The full development and improvement of linguistic theory provides a solid theoretical foundation for college English teaching, and context as an important linguistic category in language use and function has important reference value and enlightening significance for college English teaching. In college English teaching, how to effectively improve the students' comprehensive ability to use foreign languages, that is, how to input abstract declarative knowledge and how to express the practical use of language, is a concern for foreign language workers and the whole society. With the opening of the university foreign language teaching reform, the exam-oriented education is gradually changing to the application-oriented education system, but the traditional teaching model that emphasizes structure rather than variation and accumulation and application still exists, and the focus of teaching is still concentrated on vocabulary and grammar, semantics and context are marginalized, so that students' ability to use language in different contexts cannot be effectively improved. According to Halliday's system function view, language is no longer a system characterized by rules, but the potential of meaning that can be arbitrarily driven or extracted by language operators based on uncertainty. The purpose of teaching is to enable students to develop their potential and choose the appropriate language according to the context. In the teaching method, fully study the context, use the context and construct the context, and use this to improve students' language ability.

2. Overview of Context Theory

English teaching in China has long paid more attention to training students' test-taking ability, neglecting to cultivate their language application ability, resulting in a considerable number of students who have a lot of knowledge of vocabulary and grammar, but it is difficult to be practically applied in social interactions. Modern English teaching is different from traditional English teaching. Modern English pays more attention to the cultivation of students' language communication ability and advocates that language knowledge should be fully combined with practical communication. The main task of foreign language teaching is to enable students to have strong language communication ability. According to the relevant thinking of systemic functional linguistics, the purpose of English teaching is to develop students "potential". In teaching, teachers should pay attention to the training of students' language skills and the improvement of their communicative ability. According to the "potential" context selects the language that fits the context. The dialogue mode, dialogue tone and dialogue scope factors that are directly related to language communicative behaviour are situational context. Cultural context refers to the behaviour pattern of people in a specific cultural environment, which directly affects the semantic structure

with macro meaning. Situational context is an intuitive embodiment of cultural context and a specific context for language use; cultural context is the entire language environment system and the product of social structure. The two are interdependent and interrelated.

3. Analysis of Context Functions in English Linguistics

Language learning needs to consider the influence of language acquisition mechanisms. Stimulus response is one of the patterns of language acquisition mechanisms. In the process of learning, learners are fully stimulated by language, and they will naturally acquire the language. Correspondingly, if the environment does not give learners sufficient stimulation, it will become difficult to acquire the language. As an English learner, you should actively integrate into the language environment and actively participate in English clubs and English training courses. Under the influence of the collective, they will encourage each other, and the students will improve each other, so that the individual's English thinking ability will improve. For example, in an English training centre, participants are mainly divided into three categories, namely college students, foreign trade workers, and English hobbyists. More than two-thirds of English learners believe that English training courses provide a good context for themselves. It is this sufficient stimulation that enables learners to overcome inferiority complex and timidity, and develop fluently to express their ideas in English from the original situation of being shy and afraid to speak English. The familiar and relaxed English context stimulates and motivates individuals to learn English, thereby effectively improving their English.

People's thoughts and personality will be affected in a subtle way, and these influences come from the outside world. Learners who are exposed to good influences for a long time will be nurtured. For example, in order to help its young people understand Chinese culture and learn Chinese language, the United States has specially set up the "American Chinese Village", which is located on the forest lake in Callaway Township, Minnesota. Here the learners can enjoy the beautiful scenery and beautiful lakes and mountains. American teenagers will come to the "American Chinese Village" to participate in a two-week study during the summer vacation. During this period, the students will live a Chinese-style life. They will eat with chopsticks, sing Chinese songs. Students in the village can only use RMB. The village will regularly create traditional Chinese New Year activities. Almost every student who comes here can experience the joy of the Chinese New Year. Under the influence of such Chinese-style life, American teenagers have been affected by subtle influence, and their own Chinese listening and speaking skills have also improved significantly.

4. Application of Context Functions in English Linguistics

As the name implies, the application of language is to use sentences and words, while the application of context function is to apply certain objects and contexts in the world outside the language. The application context function reflects people's outline of the world experience grid. In essence, it is also a theory that language is applied to language. Carrying out English language research activities is the most obvious case of contextual use. Defining the relationship between English context and oral English research activities requires context. This is a prerequisite for omitting conversational language elements. The speaker needs to consider the listener's cultural background, language habits, social status, temperament and age. The speaker must have different expressions in different situations, not only to pay attention to the occasion but also to contact the context. In the process of studying context and grammar, no matter which type of grammar rule is restricted by a specific context, and contacting the context can effectively correct errors and avoid misunderstandings. To understand reading in a specific context, not only should we pay attention to the multiple meanings of the words, but also the meaning behind the words. In addition, we must also consider the background of the article and the meaning of rhetoric. The type of and the background of article will also affect the interpretation of the language.

Applied context is to use the English context to carry out various activities, these activities cover

academic research, teaching design, daily communication and other aspects. The application context is to better promote learners to understand English language knowledge. Language institutions need to provide learners with a good communication atmosphere. The results of the study show that when expressing in English, people are worried that their views will not be accepted, and they will also worry that others are too busy to answer their own questions. When people face a questioning situation from others, if they give a negative reaction, it is very likely to seriously hurt the enthusiasm of language learners. With these issues in mind, the staff of language institutions should actively respond to learners' "help" behaviour. In the observation and research of oral teaching, linguists found that a good atmosphere of oral communication is the basis of the study. Therefore, in the process of carrying out research work, language researchers should create a harmonious oral environment by asking each other questions. During this period, speaking experts have many opportunities to create questions for each other to fully mobilize the enthusiasm of each researcher to participate actively. Guiding each other between the two sides of the communication can promote oral communication activities. In a learning environment with a strong oral communication environment, the learner's oral progress will be 25 times higher than normal.

Social cognitive theory involves the function of individuals and the function of the external environment. The learner's abilities include social language ability, cognitive ability, and language behaviour. These three are inseparable wholes, and the social environment provides assistance for the formation of these abilities. With the rapid development of modern social network technology, people can know everything about the world at home. The separation of time and space is the biggest characteristic of the network learning environment. Each learner is independent of each other. With the support of various information technologies, dialogue and cooperation are conducted in real time or non-real time. English learners should actively link to some well-known English learning websites at home and abroad to obtain rich network resources. The network English context derived from the new era is also the English context that English language learners need to fully appreciate and actively integrate into. In the future, the virtual world technology will gradually mature, and the network English language environment will also move from the traditional graphic two-dimensional network environment to the three-dimensional virtual environment. The realistic mobile virtual community has a high degree of openness. Create a language learning environment in an interactive virtual space. English learners are highly involved, and their enthusiasm and creativity will be highly stimulated, prompting learners to acquire language knowledge.

In the negotiating activities, both parties must produce negotiating behaviour. Only a good cooperative relationship can achieve a win-win situation for both parties. Business negotiation activities often have confrontational tensions. Under such a tense atmosphere, it will adversely affect both parties to the negotiation. It is precisely because of this that both parties should pay attention to avoid this situation. The cultures of different countries are quite different, and the way of thinking formed under this condition is also different. The most obvious is that the views of various countries in terms of economic values are not only inconsistent, but also conflicting and contradictory. This also makes negotiation more difficult and complicated. If an overly straightforward expression is used in the negotiation work, a clear expression is likely to offend the other party, and the resulting communication effect is also very unsatisfactory. This is because the other party feels that his own attitude is tough and his tone is rigid. And the vague and polite expression can achieve better communication effect. The implicit language expression can create a harmonious and pleasant negotiation atmosphere. For example, in a certain negotiation activity, both parties used vague language to communicate in the work of price negotiation. The expression of Party A is: I am afraid it is hard for us to make the price higher. The purpose is to complain to the other party that the price is too high. Party B's answer is: Well. I understand and I hope we could have other chances to cooperate with you in future. Such expressions not only politely decide the other party's price reduction requirements, but also reserve space for future cooperation.

5. Conclusion

The infinity of the world's knowledge and communicative environment contradicts the time and situational limitations of the educational environment. In foreign language teaching, in order to train students to become talents with strong foreign language communication skills, they should be taught the ability to communicate appropriately in the ever-changing context. Therefore, it is necessary to master contextual knowledge in college English teaching and apply contextual teaching. First, learn the context, so that students are familiar with and understand the relevant knowledge of the context. For example, let students listen to foreign language broadcasts and read books about differences in culture and language use. Context can also be taught as a knowledge in the classroom. Secondly, construct the context actively and effectively in teaching, including using various objects in the classroom to establish the context place, guiding students to establish the situational context in which speech events occur in the mind and activating the relevant language in the mind environment model. Third, changing the context, including expanding the scope of the situation, changing the structure, tone, medium, etc. of the speech act, thereby cultivating students' ability to use language in different contexts. Finally, strengthen the context and increase students' sensitivity to the context.

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