

ISSN 1799-2591

Theory and Practice in Language Studies, Vol. 7, No. 7, pp. 563-569, July 2017

DOI: <http://dx.doi.org/10.17507/tpls.0707.10>

Application of Cooperative Principle and Politeness Principle in Class Question-answer Process

Lulu Liu

Shanxi Normal University, Linfen, China

Abstract—Question-answer method of teaching is one of the common ways of classroom interaction and it is also a bridge of communication and cooperation between teachers and students. Teachers can check and know students' understanding of the knowledge and guide students to think of problems activity by asking questions. The paper is justified by correlational theories of Cooperative Principle and Politeness Principle. Research method of literature is conducted. That is, teachers should pay attention to the way and method of asking questions in class question-answer process, who express to euphemism and accurate as soon as possible and give affirmation and encouragement for students answer to improve the amount of language output. The teachers should be skillful in using of the major principles of Cooperative Principle and Politeness Principle in the English Classroom quiz. These theories not only help to establish a harmonious teacher-students relationship, but also improve the effect of classroom teaching.

Index Terms—class question-answer, Cooperative Principle, English, Politeness Principle

I. INTRODUCTION

Cooperative Principle and Politeness Principle are the most important theories in the field of pragmatics. Both of the two principles have attracted the researcher's attention. Grace put forward the theory of "Cooperative Principle" in the late 1960s who was a famous American philosopher Linguists. Leech proposed the theory of "Politeness Principle in 1983". The linguists have made outstanding contributions to linguistic, especially in the skills. In theory, it develops pragmatics research. In practice, it is helpful for people's communication and cooperation. Class question-answer method of classroom interaction is one of common ways and it is also a bridge of communication or cooperation between teachers and students. But the application of these theories in the English class question-answer is relatively scarce view of this situation. So this article researches on the knowledge about Cooperative Principle and Politeness Principle, from which analyzes the class question-answer between teachers and students. Cooperative Principle and Politeness Principle are complementary and can be supplied each other perfectly. The essay hopes to rich the related theory of pragmatics in linguistics, on the other hand, the article expects to establish a harmonious teacher-students relationship and improve the effect of classroom teaching.

The paper explores the interactive essence of Cooperative Principle and Politeness Principle in actual use, and provides good cases in point. It is from these experiences to inspire teachers and students to observe relative concepts of Cooperative Principle and Politeness Principle. In addition, as an initiator of knowledge, teachers should apply these theories to English class question-answer for effective teaching, and improve teaching efficiency and quality; teachers could make students to obtain more knowledge and get more comprehensive development as soon as possible in a relaxed and happy environment. Eventually it is helpful to form a good relationship between teachers and students.

II. LITERATURE REVIEW

Scholars at home and abroad have done a research on Cooperative Principle and Politeness Principle. It enriches and develops the category of linguistics. But the application of these theories in the English class question-answer is relatively scarce view of this situation. Consequently, it left the space to further explore of this article.

A. Previous Research at Home

Domestic scholars have inherited and developed the Cooperative Principle and Politeness Principle. In 1987, Liu Runqing introduced Leech's Politeness Principle and maxims detailedly in the article of *About Leech's Politeness Principle*. Levinson proposed *three principles of conversational implicature*, which is the core of the new Grice's theory of conversational implicature. Suo Zhenyu Put forward *the principle of appropriateness* as the general principle of conversation, which is considered that the principle of politeness is a relevant criterion of the principle of appropriateness. He Ziran showed that the Politeness Principle is the complementary theory with Cooperative Principle.

B. Previous Research Abroad

In 1973, the scholar named Rabin Lakoff who studied Politeness Principles in the early. The article of *The logic of*

Politeness; or, minding your P's and Q's, in which he combined Politeness Principle with Cooperative Principle. The philosopher H. Paul Grice of American systematically illustrated the conversational implication. He put forward the theory of "Cooperative Principle" in order to ensure the conversation went on smoothly and reach the mutual understanding, mutual cooperate in the course of conversation. This theory of Grice aroused so many people researched on the conversational implication. The theory of "Politeness Principle" was proposed by Geoffrey Leech of Linguists, who made a beneficial supplement to the principle of cooperation.

III. COOPERATIVE PRINCIPLE AND ITS APPLICATION IN CLASS QUESTION-ANSWER PROCESS

Cooperative Principle plays an important role in Pragmatic Linguistic. Especially the four maxims are the essential criteria that speakers and hearers need to obey. In the modern society, more and more people pay more attention to the education. They hope their children get more knowledge in the limited time. In this condition, it is imperative to use Cooperative Principle in class question-answer process.

A. Cooperative Principle Theory

The concept of the Cooperative Principle was introduced by philosopher H. Paul Grice in his article "Logic and Conversation" in Harvard University. He proposes that participants in a conversation obey a general Cooperative Principle (CP), which is expected to be in force whenever a conversation unfolds: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." Grice thinks that in all language communications, there is a sense of privacy between speaker and hearer that the two parties should obey. In order to guarantee the dialogue can be carried out smoothly and ensure that the task can be completed effectively, both sides of speakers ought to observe this principle. Grice views pragmatic interpretation as heavily relying on inferential processes: the hearer is able to hypothesize about the Speaker's meaning, based on the meaning of the sentence uttered, on background or contextual assumptions and, last but not least, on general communicative principles which speakers are expected to observe. In addition, "Cooperative Principle includes four maxims "the maxim of quantity, the maxim of quality, the maxim of relation, the maxim of manner" (Liu Runqing, 2014, p.154). It is very easy to meet misunderstandings if you violate one of these maxims. So it is crucial to observe the Cooperative Principle in order to achieve interaction and communication between teachers and students.

B. Cooperative Principle and Question-answer in English Class

English teachers' language is used in the specific context of English classroom. The teachers' question not only can meet the interchange between teachers and students but reflect the teachers' teaching skills and teaching ideas. On the one hand the teachers' questions provide an important source of language input for students to learn language. On the other hand this is a good opportunity for students to output language. Thus, question-answer from teachers and students is good for classroom atmosphere and communication between teachers and students. What's more, question-answer process in classroom is of great significant and urgency on urging learners to use language. In order to realize this purpose, the amount of teachers' questions must be abundant but superfluous; the teachers' questions should be interrelated with the text; the key points should be given by teachers; teachers' questioning language should be concise, vivid but obscure translation. Only by doing so can teachers guide the students participate in classroom thinking actively, answering questions energetically in class and exercise their ability of understanding language comprehensively. Students' learning status can be reflected and pragmatic competence to be exercised and cultivated.

1. The Maxim of Quantity and Class Question-answer

The maxim of quantity refers to "try to make your contribution as information as is required for the current purpose of the exchange, do not make your contribution more informative than is required" (Liu Runqing, 2014, p.154). It asks teachers to put forward the problems that must be closely related with the text. In addition, to maintain a proper amount of teacher talk and let the students fully participate in the classroom quiz. The teachers not only need to consider the form of a question, the language of a question and the type of an organization. Teachers should make a certain expectation to this question that students give the answers. What's more, it is necessary to emphasize the point of the application is the purpose. This kind of question can help students to deepen understanding of the text. At the same time, it can improve students' language output.

After explaining the article of *The Importance of Computer*, teachers can ask a question like this "How do you understand a person who doesn't know computer is a modern illiterate?" This question is to expand the content of the text and examine the understanding of the text by students. Simultaneously, it can cultivate students' communicative competence. On the flip side, the question of teachers cannot be too simple or too difficult, but the question is raised should arouse students' thinking and promote the success of communication between teachers and students. There is a key that teachers can make use of a flexible way of asking question in order to reduce the difficulty of questions and promote students' language output.

When teachers ask an open-ended question, such as "As college student, what will you do in your English study?" For this question, students are hard to answer comprehensively owing to the short time. In this condition, teachers should regulate the way of asking questions timely and reduce the difficulty to the current level by using General

questions or Alternative questions like “Do you have trouble in reading? Do you find inefficiency to do exercise? So can you give us some advice on how to improve reading skills? And how do you overcome your listening problems? Do you think it is important to master some listening skills? What kind of listening skills do you know? ”

From the students’ perspective, in order to make the learners’ status can be reflected in classroom. The teachers should remind students follow the maxim of quantity in answering questions. That’s to say, the answer to the question only contain information of the certain question but not exceeding this scope. Therefore, every student should understand question accurately and highly summarized their answer. If things go on like this, the students’ understanding and expression abilities must be improved significantly.

2. The Maxim of Quality and Class Question-answer

The maxim of quality refers to “make your contribution one that is true, do not say what you believe to be false, do not say that for which you lack adequate evidence” (Liu Runqing, 2014, p.154). It is a fundamental of a teacher is occupied in teaching. Consequently, the question that teacher asks in classroom should be well-founded, don’t present what you believe to be false or present which you lack adequate evidence. In addition, positive feedback is the motivation for students to keep on working hard, but negative feedback enables students daunted at the sight of questions and no longer participated in the classroom questions, which can’t let students achieve the purpose of communication. Teachers should provide good quality feedback accurately for the students’ answer. Because teachers’ feedback is the cornerstone of the students’ development in study. “OK! You may be right. Don’t be too sad! Your efforts will be rewarded. You almost hit the point, but can you give more supplements? It doesn’t matter, you will do better next time, won’t you? ” The teachers’ answers or comments like these not only stimulate students’ enthusiasm for learning but also make students have truly gained by participating. In the terms of students, teachers required students do not use false words or lack of evidence of discourse. Otherwise, the dialogue is a failure because it can’t promote the progress of classroom teaching goes well.

3. The Maxim of Relation and Class Question-answer

The maxim of relation refers to the conversation between the speaker and the hearer is closely related to the topic in a specific context. Only by doing so, can make dialogue smoothly and achieve its coherence. Hence from the teacher perspective, teachers’ question is very much about knowledge appeared in the lesson or including teaching content. If teachers say something beyond the classroom or say many unrelated words, it will not only violate the maxim of relation but also violate the maxim of quantity indirectly. Whether teachers’ questions or students’ answers, it must be relevant, not a powerful and unconstrained style for fear that reduce the quality of classroom teaching. Teachers ought to ask many questions that are related to students, such as students experiences, interests and hobbies, etc. Teachers select materials of questions should be about the topic that the students are families with or interested in. It can either increase students’ interest of studying and improve teaching quality or strengthen the consciousness of participating in the class. When a teacher is about to teach an essay, named “*An Unforgettable Teacher*”, the questions of classroom lead-in as follows:

Example 1:

Teacher: Hello! Everyone! All of you look very tired. So what was your last class?

Student: P.E

Teacher: So I guess you did a lot of exercise and become exhausted. Yes? Cheer up, please!

Teacher: Who is your P.E teacher?

Student: Miss. Liu.

Teacher: Oh! I know her. When I was a senior middle school student, my P.E teacher was very strict and he was a strong man. You know, I am not good at sports. Therefore, i did not like my P.E teacher. However, after I am a teacher, I think he was an excellent teacher. Are there any teachers who you will never forget, and why? What do you think of him or her?

Student: ...Strict but very kind, conscientious, humorous, considerate, knowledgeable...

Teacher: So, today we will come to study “Unforgettable teacher”

The teacher observes that students are tired in class. Firstly, she finds the cause of exhaustion of students. Then turns students’ attention from exhaustion to class by asking questions, which related to students studies. It promotes students to actively participate in classroom discussion and improve the teaching effect.

4. The Maxim of Manner and Class Question-answer

The maxim of manner refers to “avoid obscurity of expression, avoid ambiguity, Be brief, be orderly” (Liu Runqing, 2014, p.154). In people’s daily conversation, communication between the two sides or one side can express some extended meanings with vague, ambiguous or lengthy discourse to realize interpersonal communication. But in class, when teachers asking a question should be strictly follow the principles in order to ensure that the students understand the meaning. In classroom questioning teachers should notice the way that the question was framed, that’s to guide students’ thinking and joining activities actively by using accurate or clear questions. That will avoid the use of obscure and ambiguous expression or words. There are many ways to communicate for teachers and students. The language dialogue is just one of them. Besides, body language and sign language are also the common ways between teachers and students. Teachers should make full use of these vivid symbols to promote the classroom atmosphere becomes more active. Compared with language dialogue, this pattern can save more time. Teachers in order to avoid an embarrassing

situation of interrupting students, they can use the act of smiling to express appreciation. In addition, they can nod their heads, adopt “OK” of the sign language. After these actions, teachers could say “I love your stories, would you like to tell me more after class”, in this way, it not only maintains the students’ self-esteem and self-confidence but also effectively prevent the infinite divergence of his lengthy answers. The students’ answers should also try to use clear and rational words to answer questions.

IV. POLITENESS PRINCIPLE AND ITS APPLICATION IN CLASS QUESTION-ANSWER PROCESS

“CP explains how conversational implication is given rise to but it does not tell us why people do not say directly what they mean” (Liu Runqing, 2014, p.157). So Politeness Principle is the complement of Cooperative Principle. In most cases, people do not say directly what they mean. But make full use of means or strategies to achieve various purposes. Such as maintain harmonious social relations in conversation. Thus Politeness Principle is used in class question-answer process that is a good way to establish a harmonious relationship between teachers and students.

A. *Politeness Principle Theory*

A famous British scholar named Leech, who puts forward the Politeness Principle on the basis of the principle of cooperation in 1983. Besides cooperation, most interactions are governed by politeness, that is to say, the one is considered a “polite social behavior” within a certain culture. Politeness Principle is another pragmatic principle, which is the complement of Cooperative Principle. Leech defines the polite form as well as establishes and maintains the friendship. It includes six maxims. “Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, Sympathy Maxim” (Liu Runqing, 2014, p.158). Leech’s Politeness Principle asks speaker gives benefits to hearer as much as possible and try to make himself at a disadvantage. Thus in order to make communication smoothly and let the other side feel respect and get good feelings from the speaker, Politeness Principle’s work in class question-answer can’t be ignored.

B. *Politeness Principle and Class Question-answer*

Language is a basic tool in daily communication for students. In China, English is regarded as a foreign language. Students’ language acquisition is closely related to the outcome of classroom teaching. Because of lacking natural environment for English learning, English classroom teaching and activities become main resource for language learners. In English classroom teaching, successful communication is derived from the cooperation of teachers and students. That means teachers need to make full use of classroom time and create a harmonious surrounding for their students. Then, students can be enlightened to learn English better. So the communication of the two sides should pay more attention to the stress of politeness in language communication. That is to say, in the same conditions, as far as possible to reduce not polite expressions and maximize the faith expression. To realize effective teacher-student relationship in regular training classes. Teachers should reasonably use Politeness Principle to reduce students’ anxiety and friction with students or to increase the confidence of students, which will achieve the purpose of effective teaching.

1. **Tact Maxim and Class Question-answer**

Tact maxim refers to “minimize cost to other, maximize benefit to other” (Liu Runqing, 2014, p.158). In question-answer from teachers and students of language communication, teachers are in the leading position with initiative, but students in a passive position. It is easy to cause the students to feel inferiority, nervous or shy. So as to improve the efficiency of communication between teachers and students, students should follow the tact maxim. On the other hand, because the teachers’ expression is not clear and the use of language is not accurate will cause gross misunderstanding or distortion of the question accordingly influence students’ answer. By way of avoiding it happened, teachers should put students in the center of interest as well as use appropriate and accurate language to ask question and establish an equal communication environment for teachers and students. As far as possible to make the students in communication of teacher-student interactions receive more accurate information. So that students can get benefit from the question as much as possible.

Example 2:

A: Will you answer my question?

B: Would you answer my question?

C: Could you possibly answer my question?

The politeness of above sentences presents the increasing trend. From the students’ point of view, when the teacher asks questions more politely, and more students like answering the teachers’ questions and participating in class activities. It will eliminate students’ tension and decrease the absolute dominant of the teachers in the teacher-student communication, so as to ensure the smooth progress of the interaction.

Example 3:

A: Could you have a try? I will help you.

B: Don’t worry. It doesn’t matter even you make a mistake.

C: Just to be brave. Don’t worry about making mistakes. No one laugh at you.

There is large space for students to think by words like these. The students will not be too embarrassed even if they

give a wrong answer.

2. Generosity Maxim and Class Question-answer

Generosity maxim refers to “minimize benefit to self and maximize cost to self” (Liu Runqing, 2014, p.158). Generosity maxim is particularly important especially this theory is manifest above all in the wait-time link of classroom questioning. The length of time that teacher waits for the students to answer, which is beneficial to teaching. Rowe, American psychologist point out in the classroom where he observed that teachers waiting time is less than two seconds when a student is assigned to answer question. If there seconds later the students can't answer, the teacher is about to intervene. He emphasized that when teacher does have the patient to wait for the time of students answer question to extend during three and five seconds or even longer. There are more and more students would like to involve in the classroom. So if teachers use the maxim of generosity of Politeness Principle in waiting for the answer. Increasing the cost of spending time let the student have full time and the space to carry out independent thinking. This will not be a waste of valuable time in the classroom, but prompt students to really think about the problem. Eventually it will cultivate an ability of processing information and foster the students' good study quality. At the same time, the quality of the students to answer the questions is improved. Besides, teachers' image and authority not depend on blowing her horn, but in a well-grounded way to establish. So when students should have mastered the knowledge, teachers might as well say “Well, perhaps it is my error, I didn't emphasize that in the previous class.” On the other hand, Teachers usually use apologetic words to express their generosity.

Example 4:

T: I am sorry to interrupt you. But we have to continue our class now.

S: Well. That is all right.

In the above example, the teacher uses phrases like “I am sorry” to reduce the possibility of threatening students' negative face. Those sentences give students enough room to respond. Students will not feel offended if their teacher uses proper words to explain their interruption.

3. Approbation Maxim and Class Question-answer

Approbation maxim refers to “minimize dispraise of other, maximize praise of other” (Liu Runqing, 2014, p.158). Students have the desire to be appreciated by teachers. Teachers should use the approbation maxim properly, especially they feedback to the students in classroom questioning. Teachers should try their best to make appreciation and encouragement to students' advantages, progress and achievement. Such as “Great! Thank you very much, you did an extraordinary job.” These words not only meet the students' demand of obtaining identified but encourage students to participate in classroom and achieve effective communication between teachers and students. When students give a wrong answer, teachers should also use this maxim and minimize students' derogation like “You have made much progress, but I think you can do it better if you.....” The students will accept the teachers' words pleasantly, because the teacher fully respects the students, which points out the shorting of student and raises hopes of them. Students are impossible to answer all teachers' questions. It concludes that students need to study how to reject politely. During this period, students couldn't damage teachers' face and influence the teaching enthusiasm and progress.

Example 5:

A: Sorry, I can't.

B: I don't think i can handle it.

C: I'm not sure about my answer, but I will try my best.

A has not enough space to show and maximize dispraise of teachers' feelings. From B to C, the euphemism of rejecting becomes much higher, so the sentence of C protects teachers' face.

4. Modesty Maxim and Class Question-answer

Modesty maxim refers to “minimize praise of self and maximize dispraise of self” (Liu Runqing, 2014, p.158). From the teachers' social role and students to see, teachers are more, students are less on acknowledge; teachers are more developed persons but students are not on intelligence; teachers with deep experience but students with less on social experience. So compared with the students, teachers have obvious advantages who should obey the maxim of modesty during the classroom questioning, that's minimize praise of oneself and maximize dispraise of oneself, especially when teachers guide students to answer questions, she or he should not use their own merits of the knowledge, intelligence and experience to boast, but should inspire or induce students to answer the questions patiently. When the students couldn't answer the questions or give the wrong answer, in this case, teachers should try to exaggerate the derogatory, and take all the responsibility of students did not master what they have learned on themselves. Teachers can say “well perhaps it is my fault I didn't emphasize that in the previous class”. This will show the teacher's humility and tolerance as well as make students face retained and protect students' learning initiative skillful. Teachers try to be a modest person will not be undignified, but on the contrary, it is helpful to establish a harmonious relationship between teachers and students to ensure the normal process of asking questions. When students become quizzers, they should make full use of the Politeness Principles to ask questions. The teacher will not get angry because they don't understand the meaning, but is willing to help the students to solve problems.

Example 6:

A: I don't understand it and want you to explain it again?

B: could you help me with this question?

C: I am a little silly. Could you please explain it again?

A, B and C are all the ways of asking questions. A is too direct and give the teacher's feeling of being on top. The students should have lay low for a while and kept open-minded in study instead of the tone of command required. B adopts method of questioning. But C is very polite, because the student protects the teacher's fame by maximize dispraise and admitting, not to show off themselves.

5. Agreement Maxim and Class Question-answer

Agreement Maxim refers to "minimize disagreement between self and other and maximize agreement between self and other" (Liu Runqing, 2014, p.158). Pragmatic studies indicate that when the position of the parties exchanged are alike and have the unity of interest. The requirement and instructions are made by one party, it will be more likely to be accepted by the other party. But during the process of communication in the process of classroom questioning, it is inevitable to produce some difference of opinions. So teachers should try to shorten the distance between teachers and students through language, and let them feel that teacher is one of them by overusing these words: "us", "we" to express.

Example 7:

A: "Let's settle the problem together, then",

B: "We will have a discussion now"

C: "Maybe you are right. I will check it out and tell you later".

By this way can make all students participate in class discussion and create active classroom atmosphere. If the response from the other direction like "I'm your teacher. No matter what you say i am right. Just remember this!" If the answer can like this will lead students to feel upside and disappointed. There is another example, students may bring forward professional ideas when they did translation exercise. Teachers should listen patiently and encourage them to say it. After they express their views, teachers had better correct properly, but not simply deny them without any explanations. Maybe teachers can say "I think it's better to translate this sentence in this way because...Do you agree with me?"

These words make the students into the further thinking more quickly. Meanwhile, increasing communications as well as mutual question, the teachers should encourage students to speak out freely and air his or her views. As long as it makes sense, the teacher should approve naturally, but importune students' answer is exactly alike with the standard definition. Teachers apply the agreement maxim in the question and answer session of class. This can not only reflect the respect for the students but stimulate the curiosity and creativity of students. Furthermore, making full use of this maxim can enhance the students' confidence and promote effective communication between teachers and students.

6. Sympathy Maxim and Class Question-answer

Sympathy maxim refers to "minimize antipathy between self and other and maximize sympathy between self and other" (Liu Runqing, 2014, p.158). Canfield & Welles indicate that the confidence is under the protective and encouraging conditions, the cognitive activity of learning is the most efficient. "Emotion is the booster that can maintain learning motivation, the obstacles will inevitably lead to the stagnation of learning". (Wang Chuming, 2001, p125). Thus teachers should use maxim of sympathy in the inquiry process to establish a good teacher-student relationship, create relaxed classroom environment and help students to eliminate the negative emotions. When the teachers asked questions, they should take into account all the difficulty of the problem whether match with students' individual level. It will make the poor students experience a sense of happiness and success, eliminate anxiety and inferiority feelings. Ultimately it is to cultivate positive attitudes. Teachers should smile and listen carefully, provide proper tips as well as try not to correct the mistakes in the process of students' speech. It is also a way to avoid anxiety.

Example 8:

Student: I am sorry, I could not work it out.

Teacher1: Of course, you are so stupid.

Teacher2: that's OK, this question is difficult itself. And most students cannot work it out. You have made a perfectly done.

From the above example, we can see that when the student couldn't answer the question, the teacher not criticize or ridicule, but find reasons to forgive the student and protect his pride from hurt. So, a teacher should be more patient and give encouragement and comfort to reduce the students' frustration, protect students' self-esteem, establish harmony environment between teachers and students. Finally it will achieve the purpose of effective classroom communication.

Example 9:

T: Who would like to answer this question? Is there any volunteer?

S: (Silence)

T: OK. It might be a little difficult for you. We will discuss it together.

When teachers want someone to answer his question, he uses words "would like". When his students do not cooperate with him, he applies words "it might be". Those phrases reveal the teacher's less desire to compel the students to answer the question.

V. CONCLUSION

Above all, classroom quiz is a common way of students and teachers to interact. We understand the theory of Cooperative Principle and Politeness Principle are how and when to be observed. The purpose of foreign language teaching is to communicate. English classroom interaction between teachers and students is a kind of language communication activities and is also a good opportunity for the students' language practice. However, the classroom questioning plays the key part, and as the main way to realize the successful communication between teachers and students. In this regard, in order to let students master more knowledge and skills, teachers must appropriate application of the Politeness Principle and Cooperative Principle. Teachers should pay attention to the way and method of asking questions. Especially, in class question-answer process teachers should use normative language and words to construct sentences according to students' ability of receptivity and students' academic performance. Teachers' expression must be euphemism and accurate as soon as possible and give affirmation and encouragement for students answer to improve the amount of language output of students' language.

However, the study of the application of Cooperative Principle and Politeness Principle in class question-answer process is still at its early stage, it remains to be further in-depth. Meanwhile, it is easy to find that the pragmatics has a great application value in teaching field. It not only creates an euphonious learning atmosphere and strengthens the students' self-confidence. It also has a great significant in promoting the relationship goes well and improving the effect of classroom teaching. Thus we should pay attention to combine with concrete practical activities, and carry out the effective teaching to improve the class activities smoothly.

ACKNOWLEDGEMENTS

First and foremost, my supervisor shall receive my most sincere gratitude because that her persistent encouragement and inspiring ideas have done me a great favor. Without her enlightenment and support, this paper can't have been completed so satisfactorily.

Secondly, my special thanks should also be paid to my professor who taught me how to arrange a paper correctly in the class. If not for Professor sincere guidance, I even would not know how to start a paper.

Lastly, I shall appreciate my families who support me unconditionally and encourage me all the time and my friends who help me to collect relevant materials. I'm indebted to all these people assisting me.

REFERENCES

- [1] Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- [2] He Yanqiu. (2005). Application of Cooperative Principle in English Class Question-answer Process. *The application of science and technology*, (Vol. 6), 16-25.
- [3] Leech. G (1983). *Principles of Pragmatics*. London: Longman.
- [4] Liu Runqing. (2006). *The Cooperative Principles*. New Linguistics Course. Beijing: Foreign Language Teaching and Research Press.
- [5] Liu Runqing. (2014). *New Linguistics Course*. Beijing: Foreign Language Teaching and Research Press.
- [6] Levinson S.C. (1987). *Pragmatics*. England: Cambridge University Press.

Lulu Liu was born in Linfen, China in 1992. She is studying for her Master's degree in linguistics from Shanxi Normal University, China in 2017.

She is currently a student in the school of Shanxi Normal University. Her research interests include pragmatics and social linguistics.