

عنوان مقاله:

noticing in implicit pragmatic input

محل انتشار:

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تعداد صفحات اصل مقاله: 15

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خلاصه مقاله:

This study explored EFL learners' pragmalinguistic awareness in processing implicit pragmatic input. Theoretical, empirical, and practical interest in pragmatic competence and development for the second language (L2) learners has resulted in a large body of literature on teaching L2 implicit pragmatic input. This body of literature has diverged into two major domains: (a) a group of experimental studies directly testing the efficacy of various instructional methods in implicit pragmatic input learning and (b) research that explores optimal instructional practice and resources for pragmatic development in formal classroom settings. This article reviews the literature in these two domains and aims at providing a collective view of the available options for implicit pragmatic input teaching and the ways that pragmatic development can best be promoted in the classroom. In the area of instructional intervention, this article reviews studies under the common theoretical second language acquisition paradigms of explicit versus implicit instruction, input processing instruction, and skill acquisition and practice. In the area of classroom practice and resources, three domains of research and pedagogical practices are reviewed: material development and teacher education, learner strategies and autonomous learning, and incidental implicit pragmatic input learning in the classroom. Finally, this article discusses unique challenges and opportunities that have been embraced by pragmatics teaching in the current era of poststructuralism and multiculturalism

کلمات کلیدی:

.Attention; Noticing; Pragmatic input, features

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<https://civilica.com/doc/1770955>

