[MOBI] Pragmatic Competence In The EFL Classroom An Investigation Of The Level Of Pragmatic Competence Among Norwegian EFL Students At The VG1 Level

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The Development of Pragmatic Competence in an EFL Context - Thomas Hill 1997 This skewed pragmatic development was attributed to the lack of linguistic means, an instructional effect from the teaching of English in Japanese schools, and the influence of the native language, i.e., pragmatic transfer. On the basis of the results, the study finishes with some recommendations for the teaching of pragmatic competence in the EFL context.

Assessing Pragmatic Competence in the Japanese EFL Context - Pino Cutrone 2014-09-26 With a focus on intercultural communication between Japanese and Americans, this book describes how differing listening styles and conversational behaviours across cultures can negatively influence intercultural communication. Responding to the many calls for studies examining the teachability of listener responses in the language classroom, the author investigates whether listener responses would be a suitable target for instruction in the EFL/ESL classroom, and, if so, what instructional methods are best suited to teaching this elusive aspect of pragmatic competence. By addressing these issues, this book provides exciting and novel insights into various aspects of applied linguistics. By supplementing language data and questionnaires with retrospective and longitudinal research techniques, the author is able to present a much richer description and deeper understanding of how and why participants used listener responses in the manner they did. With the findings supporting an explicit approach to teaching listener responses, this book provides language practitioners with a direction in which to move forward. Beyond this practical application, this study sheds new light into such theoretical debates as the role of consciousness in language teaching (the Explicit vs. Implicit debate), the universality of Grice’s theory of conversation and the potentially differing
conceptualisations of politeness across cultures.

**Pragmatic Competence in the EFL Classroom**
Silje Brubæk 2014-08-12
This work investigates Norwegian EFL students in their first year of high school and their level of pragmatic competence in English as well as their relationship to politeness and their ability to demonstrate politeness in English in various contexts. Pragmatic competence and to be able to adapt ones language to the contextual demands is emphasizes as important skills to develop in the English subject curriculum. However, little attention has been given to pragmatic competence in the Norwegian EFL classroom, and this investigation therefore is one of the few contributions to this field in Norway.

**Interlanguage Pragmatic Competence of EFL Learners in China’s University**
Xu Lan 2019-12-01
中介语语用能力对英语学习者口语交际具有至关重要的作用。《Interlanguage Pragmatic Competence of EFL Learners》以贵州省四所本科院校的英语专业大学生为研究对象,采用立意抽样和随机抽样相结合的抽样方法,基于英语中介语语用能力测试和半结构化访谈收集数据。在此基础上,采用描述性统计数据描述学生的英语中介语语用能力,采用单因素方差分析和Post-hoc Scheffe测试方法分析汉族学生和少数民族学生、不同性别学生及不同英语水平学生在英语中介语语用能力上的差异;并分析了差异产生的原因。以期充实中介语语用能力测试研究文献,并为促进中国英语学习者中介语语用能力提高尽到绵薄之力。

**An Investigation Into the Comprehensive Development of L2 Pragmatic Competence in the EFL Classroom**
Daniel A. Wilson 2017

**Inductive or Deductive?**
Karen Glaser 2014-10-17
This book presents a longitudinal, quasi-experimental classroom study into the effects of inductive and deductive instruction on the acquisition of pragmatic competence in adult English-as-a-Foreign-Language learners. Set within the explicit teaching paradigm, it presents the first systematic analysis of the contrast between inductive and deductive teaching methods in instructional pragmatics. Two learner groups were taught about disagreement and
offer refusal, and their pragmatic skills were...

Pragmatic Competence and Foreign Language Teaching-Alicia Martínez Flor 2003
This volume includes eleven chapters written by well-known specialists in foreign language teaching and interlanguage pragmatics: K. Bardovi-Harlig, D. Boxer, C. Clennell and S. Nichols, A. Cohen, M. A. Dufon, J. House, H. Kobayashi and C. Rinnert, A.J. Meier, M. P. Safont, P. Salazar, and A. Trosborg. The authors bring together both theoretical and empirical studies dealing with pragmatic competence and its teachability: they review the latest studies carried out in the field, examine issues of developmental pragmatics in the classroom, describe various projects and analyses of different pragmatic aspects, provide evidence of the benefits of explicit teaching of pragmatics, and suggest interesting activities to develop learners' pragmatic knowledge.

Pragmatic Competence-Naoko Taguchi 2009-09-04 In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them
honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

Assessing EFL Learners' Pragmatic Competence-Disa Evawani Lestari 2015

Exploring the Pragmatic Competence of EFL

Learners in the Production and Judgement of Formal Written Requests-Kwai Peng Siu 2008 This study sets out to examine the pragmatic competence of Cantonese adult learners of English possessing different levels of proficiency when performing the speech act of requesting for a formal purpose in writing. Pragmatic judgment - one of the two aspects of pragmatic competence - was examined by studying the most proficient group (i.e., native Cantonese-speaking EFL teachers at university), whereas pragmatic performance - the other aspect of pragmatic competence - was examined by studying the two weaker groups (i.e., university students at two language proficient levels). Both pragmatic judgment and pragmatic performance were examined by investigating the same four dependent variables (i.e., politeness, directness, formality and amount of information). Teacher data, collected through a Pragmatic Judgment Questionnaire completed and returned by sixteen EFL teachers (eight native Cantonese speakers and eight native English speakers) and by means of individual interviews, were analyzed
quantitatively for responses to twelve questions and qualitatively for responses to an additional two questions. Student data, consisting of both experimental and authentic letters and e-mails, were analyzed quantitatively. -- Main research findings suggest: *It is possible for very proficient NNSs of English, (i.e., the EFL teachers in this study), to achieve native-like pragmatic judgments in most aspects, except for their views on several pragmatic considerations (i.e., "unnaturally polite" expressions, usefulness of "negative" words, supportive moves not to be used and writing plans preferred). *As the English proficiency of L2 learners improves from Grade E to Grade A/B (as determined by the Hong Kong A-level Examinations in the subject "Use of English"), their pragmatic performance shows improvement. -- For pedagogical reasons, a qualitative analysis was conducted for Questions 1 and 2 in order to generate examples of "unnaturally polite"/ "polite" / "impolite" expressions and to provide examples of inappropriate supportive moves in relation to three writing topics.

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Effects and Implications of Pragmatic Competence for Enhancing EFL University Students Written Performance—Barham Sattar Abdulrahman 2012-12-11 The book “Effects and Implications of Pragmatic Competence for Enhancing EFL University Students’ Written Performance” highlights the effects and implications of the Kurd EFL students’ lack of pragmatic competence on their written performance. It includes with the written performance of the students at the recognition level and the production level, and relies on the results achieved from its instruments: the students’ test, the students’ questionnaire, and the lecturers’ questionnaire. Depending on the results obtained from the tools, the study tries to identify and find out the sources of errors in the written performance of the Kurd EFL university students. The book hypothesizes that the inadequacy of the students’ written performance could be attributed to the curricula and/or the students’ dependence on the grammatical
aspects of the foreign language neglecting the pragmatic and the socio-cultural dimensions. This gives turn to state that the students’ written performance is better at the recognition level than the production due to the negative interference of their mother tongue. The book concludes that Kurd EFL learners at the university level face serious difficulties when writing in English. The inappropriateness of their written performance can be attributed to the negative effects of their first language, lack of contact with English native speakers and culture as well as the limited opportunities to have been in English speaking communities. Therefore, for enhancing EFL university students’ written performance, it is recommended that they should be introduced to the English culture through adding ‘pragmatics’ and ‘English Culture’ as two separate subject matters to the curricula, and to arrange summer courses for the students in English speaking countries, UK and US in particular.

**Investigating Pragmatics in Foreign Language Learning, Teaching and Testing**

Dr. Eva Alcón Soler 2008-07-18 The book focuses on investigating pragmatic learning, teaching and testing in foreign language contexts. The volume brings together research that investigates these three areas in different formal language learning settings. The number and variety of languages involved both as the first language (e.g. English, Finnish, Iranian, Spanish, Japanese) as well as the target foreign language (e.g. English, French, German, Indonesian, Korean, Spanish) makes the volume specially attractive for language educators in different sociocultural foreign language contexts. Additionally, the different approaches adopted by the researchers participating in this volume, such as information processing, sociocultural, language socialization, computer-mediated or conversation analysis should be of interest to graduate students and researchers working in the area of second language acquisition.
Acquisition in Interlanguage Pragmatics
Anne Barron 2003 The Longitudinal investigation which provides the basic material for this book consists of a corpus of requests, offers and refusals of offers elicited from Irish learners of German over a ten-month study abroad period using production questionnaires and a variety of metapragmatic instruments.

Chinese EFL Learners' Pragmatic Competence in Requests-Vincent Xian Wang 2006

Exploring Taiwanese EFL Learners Pragmatic Competence in the Production of Formal Written Request Via E-mail-曾嘉悌 2011

Politeness through the Prism of Requests, Apologies and Refusals-Milica Savić 2014-03-25 The challenges that EFL learners, teachers and teacher educators are facing today have increased considerably with the comparatively new role of English as the lingua franca of the modern world. For both learners and teachers, responding to these new demands involves mastering a broader set of communication skills and a wider range of competencies in English, L2 pragmatic competence being only one of them, albeit an extremely significant one. With this in mind, Politeness through the Prism of Requests, Apologies and Refusals explores various aspects of Serbian EFL learners’ (future EFL teachers’) pragmatic knowledge and metapragmatic awareness, both as elements of their communicative competence and as tools they can use to support their own students’ L2 pragmatic development. In addition to examining the language strategies they resort to in different communicative contexts and the reasoning behind their speech act strategy choice, this book also investigates the use of intonation to express and interpret pragmatic meanings. As one of the first steps towards assembling the complex jigsaw puzzle representing the
pragmatic competence of Serbian learners of English, the book will be of considerable interest to researchers investigating aspects of L2 pragmatics in the speech of EFL learners, especially those with Slavic L1 backgrounds. Additionally, in offering an insight into the numerous challenges that future language professionals, including EFL teachers, face in the process of mastering L2 speech acts, the book will also be relevant to university EFL lecturers and teacher trainers.

**Pragmatic Competence In Efl Context**-Hatime Ciftci 2015 However, each party made their choices relying on the interactional goals they wished to accomplish through the use of suggestion forms. Finally, both the international instructors and their Turkish EFL students attended to different types of relational work that contributed to the successful and problematic aspects of office hour interactions, and that were mostly connected to suggestions.

**The Challenges and Benefits of Teaching Pragmatic Competence**-Faeza Salih 2016-02-23

**Using a Pragmatic Awareness Approach to Promote Pragmatic Competence in ESL/EFL Classrooms**-Shih-Yun Weng 2001

**Differences in the Pragmatic Competence of Saudi EFL and ESL Learners**-Muhammed Altheeby 2018

**Pragmatic Competence**-Naoko Taguchi 2009 In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions such as: What does it mean to become pragmatically competent in a second language (L2)? This book explores these key issues in Japanese as a second/foreign
19 Chinese EFL teachers who had never been to an English speaking country served as the comparison group. Twenty English native speakers were also recruited to provide native norms for the pragmatics assessment measures. Three research questions were addressed in this study. First, I examined what kind of interactive exposure was accessible to the study abroad teachers, and investigated what types of interactive activities might contribute to pragmatics learning. Second, I examined whether study-abroad teachers demonstrated approximation to native speaker norms with regard to requesting through two tests: a written discourse completion task (WDCT) and an appropriateness judgment task (AJT). Finally, I explored whether the study-abroad experience had increased teachers' confidence in teaching English pragmatics. The data analysis of the study-abroad teachers' logs showed that they were engaged in a much wider variety of English interactive activities than the at-home teachers. They also demonstrated a more significant growth in pragmalinguistic and sociopragmatic
awareness in certain situations, but failed to acquire a full range of the native-like forms. Compared with native English speakers, the Chinese teachers used similar external modifiers, but less variety in request formulae and internal modification. They did not appear to realize that some strategies and formulae are context-based and scenario-specific. However, their confidence in teaching pragmatics was enhanced. The findings show that social interaction, cultural values, pragmatic transfer, social role, and living arrangement are factors affecting L2 pragmatic acquisition in a study-abroad context. The results also reveal that it is difficult for adult L2 learners to develop native-like pragmatic competence in a naturalistic setting, due to a lack of sufficient target language exposure, corrective feedback, and explicit pragmatic instruction.

**Pragmatic Transfer and Development** - Wei Li 2018-03-15 Email has become a ubiquitous medium of communication. It is used amongst people from the same speech community, but also between people from different language and cultural backgrounds. When people communicate, they tend to follow rules of speaking in their native language, termed by scholars as pragmatic transfer, which may cause misunderstandings and lead to cross-cultural communication breakdown. This book examines pragmatic transfer by Chinese learners of English at different proficiency levels when writing email requests and refusals. To meet the need for developmental research in L2 pragmatics, it also explores whether pragmatic transfer increases or decreases as language proficiency improves. This book will appeal to researchers and students in interlanguage and intercultural pragmatics, second language acquisition, English as a second/foreign language, and intercultural communication.

**Interlanguage Pragmatics** - Kathleen Bardovi-Harlig 2016-01-08 This volume brings conversational analysis into the study of second language pragmatics as an analytic paradigm. A
well-regarded team of researchers addresses a difficult area for the interlanguage pragmatics research community—the balance between experimental method and the use of conversational data. Institutional talk provides authentic and consequential talk. The goal of the book is to demonstrate how the investigation of institutional talk balances the researcher's need for comparable and replicable interactions with the need to observe authentic outcomes. The chapters present empirical studies based on quantitative and qualitative analyses, which are carefully illustrated by the real-world variables that each institution controls. The chapters span a range of institutions, including the university writing center, hotels, secondary schools, and employment offices. The variables examined include the traditional ILP variables, such as status, directness, and social distance, as well as new concepts like trust, authority, equality and discourse style.

Making Requests by Chinese EFL Learners—

Vincent X. Wang 2011 Requests, a speech act people frequently use to perform everyday social interactions, have attracted particular attention in Politeness theories, pragmatics, and second language acquisition. This book looks at request behaviours in a significant EFL population—Chinese speaking learners of English. It will draw on recent literature, such as politeness theories and cognitive models for interlanguage pragmatics development, as well as placing special emphasis on situational context and formulaic language to provide a more fine-grained investigation. A range of request scenarios has been specifically designed for this project, from common service encounters to highly face-threatening situations such as borrowing money and asking a favour of a police officer. Our findings on Chinese-style pragmatic behaviours and patterns of pragmatic development will be of value to cross-cultural pragmatics researchers, TESOL professionals, and university students with an interest in this area of study.
The Implications regarding the Effects of explicit an implicit Instruction on linguistic pragmatic Development for vietnamese EFL Students - Chien Duong 2018-05-24

Essay from the year 2018 in the subject English Language and Literature Studies - Other, grade: 12, University of Newcastle, language: English, abstract: In recent years, a considerable scholarly literature has accumulated regarding the most effective techniques for EFL students to develop what is termed, 'pragmatic linguistic competency'. Because the concept of 'pragmatic linguistic competency' represents a notion that is somewhat obscurely defined as 'the capacity to use English language appropriately in spontaneous speaking contexts', the latitude for ambivalent interpretation is more common than we believe it should be. Part of our purpose in this paper is to relieve at least some of the resultant ambiguity surrounding this definition by reconceptualising it in the context of the current pedagogic debate which differentiates two EFL approaches to pragmatic linguistic competency. Both heuristic approaches have come to feature prominently within this framework. These techniques or approaches have become known as ‘explicit’ and ‘implicit’ instructional pedagogies. We argue that the explicit pragmatic language acquisition process signifies learning environments in which the learner is introduced to a range of explicitly relevant rules. These rules are reckoned to be interpretively foundational to the form of linguistic constructions required, in the sense that these rules function as a coherent combinatory set. On the other hand, the heuristic of implicit pedagogy “makes no overt reference to rules or forms” (Doughty, 2007, p.265), but only to forms of speech that depend upon rule-governed pragmatics, whose logical structures are to be discovered as students manipulate them, more or less skillfully, during their actual
participatory contributions to the conversational exchange. Our objective in this paper will be concerned to diminish the ambivalence which characterises the interpretation of pragmatic linguistic competency by providing a more comprehensive and coherent conceptual scheme for its linguistic deployment.

**Task-Based Approaches to Teaching and Assessing Pragmatics** - Naoko Taguchi

2018-08-15 This volume is the first book-length attempt to bring together the fields of task-based language teaching (TBLT) and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT. The TBLT-pragmatics connection is illustrated in a variety of constructs (e.g., speech acts, honorifics, genres, interactional features), methods (e.g., quantitative, quasi-experimental, conversation analysis), and topics (e.g., instructed SLA, heritage language learning, technology-enhanced teaching, assessment, and discursive pragmatics). Chapters in this volume collectively demonstrate how the two fields can together advance the current practice of teaching language for socially-situated, real-world communicative needs.

**The Contribution of Interactive Book Reading to the Development of Pragmatic Competence of Young EFL Learners** - Dae Jin Kim 1998

**Speech ACT Knowledge Among Moroccan EFL Learners at the University** - Karim El Hiani

2015-02-16 Over the past few decades, it has been recognized that pragmatic competence is a fundamental element for an adequate mastery of foreign languages. Knowledge of speech acts in EFL contexts has been one of the primary concerns of a number of researchers in the field of interlanguage pragmatics. This book brings serious issues on the surface in terms of investigating EFL learners' production of speech acts. In this respect, Moroccan context is
considered as a fertile ground to make valuable studies in this area because of the outstanding status of English language especially at the university level. As a result, the book addresses profoundly the critical issue of pragmatic transfer and its impact on learners' communicative competence. Undoubtedly, this book provides credible insights for learners, teachers, and curriculum designers; It is inspiring as it critically pushes the reader to ask significant questions regarding EFL learners' pragmatic competence. In addition, it is an illuminating window to develop new research projects.

**Interlanguage Pragmatic Competence**-Anna Szczepaniak-Kozak 2018

**Interlanguage Request Modification**-Maria Economidou-Kogetsidis 2012 This is the first edited volume dedicated specifically to interlanguage request modification. It is a collection of empirical studies carried out by an international array of scholars which provides insights for researchers, graduate students and language teachers on patterns of interlanguage request modification in a range of research contexts and linguistic/cultural settings. The research in this volume takes the reader from a consideration of interlanguage request modification in naturally-occurring e-mail data, through to elicited data from e-DCT questionnaires on cyber-consultations, to the interactive oral discourse of requests in open role-plays. As a whole, the contributions incorporate research with learners from a range of proficiency levels and from diverse linguistic/cultural backgrounds while the chapters individually examine developmental aspects of interlanguage request modification, requests in electronic contexts, comparative learner/native speaker requests, and instructional effects on mitigation. The book will undoubtedly become an important reference for researchers and teachers not only in the field of pragmatics but also in second language
acquisition, language teaching, (socio-)linguistics and discourse analysis.

**Teaching and Learning the English Language from a Discourse Perspective**
María José Esteve 2005
This book will be of interest to educators, students and scholars working in the field of language as discourse as well as foreign language acquisition.

**The Effectiveness of the Consciousness-raising Technique in Promoting Pragmatic Competence**
Randa Anwar Halim 2000
Research has underscored the need to develop pragmatic competence in learners of English as a Second Language (ESL). ESL learners have the convenience of living within a target community (native speakers) to both model themselves after and practice with. However, in English as a Foreign Language (EFL) settings, this is not the case ... this cross-sectional quasi-experimental study investigated the effectiveness of the technique of Pragmatic Consciousness-Raising (PCR) for raising the learner's awareness to pragmatic appropriateness and inappropriateness and for incorporating pragmatics in the EFL classroom ...
proficiency levels were asked to respond in English to 24 different situations that called for the speech acts of request and apology. Results showed three important aspects. The first finding suggested that basic adult learners possess a pragmatic knowledge in their L1 that allows them to focus on the intended meaning and, in most cases, to assemble an utterance that conveys a pragmatic intention and satisfies the communicative demands of a social situation. The second finding revealed that there are two essential conditions to communicate a linguistic action: the knowledge of the relevant linguistic rules and the knowledge of how to use them appropriately and effectively in a specific context. The findings further suggested that advanced learners possess the grammatical knowledge to produce an illocutionary act, but they need to learn the specific L2 pragmatic conventions that enable them to know when to use these grammatical forms and under which circumstances.

Relative Effects of Oral Corrective Feedback Combined with Explicit Instruction on EFL Learners' Pragmatic Competence-Thi Hanh Pham 2018 Abstract: "While the positive impact of oral corrective feedback (OCF) in language acquisition has been confirmed, limited research has been conducted on the effectiveness of OCF on learners' pragmatic development (Lyster, Saito, & Sato, 2013). It has also been suggested that many factors such as instructional context and choice of linguistic targets impact CF effectiveness (Ellis, 2008). More research is needed to identify the interaction of CF and instruction type on learners' pragmatic acquisition. To address the gap, this study investigated the effects of four OCF types, namely recast, clarification request, explicit correction, and metalinguistic clue, on the acquisition of English requests by low intermediate Vietnamese EFL learners (n=122) in the university foreign language (EFL) classroom who were given explicit instruction."