

Technology-mediated, task-based pragmatics instruction  
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Abstract

With the recognition that pragmatics, like grammar and vocabulary, should be addressed explicitly in second language (L2) pedagogy, research in teaching pragmatics has grown rapidly over the last four decades (Taguchi & Roever, 2017; Tatsuki, 2019). However, the practice of materials development in pragmatics has rarely been task-based. In this presentation, I argue that theoretical frameworks and principals derived from task-based language teaching (TBLT) (Bygate, 2015; Ellis, 2017; Long, 2015) can advance the current practice by offering insights into the design of meaningful, goal-oriented tasks that reflect real-world language use in pragmatics. I also argue that the task design and implementation process can be facilitated in technology-mediated environments. My presentation has three sections. In the first section, I will discuss why pragmatics matters in L2 learning and present recent understandings of the theoretical construct of pragmatic competence. Then, I will move to illustrate the connection between pragmatics and TBLT and discuss the benefits of integrating theories, methods, and practices of these two fields. Finally, I will present recent research attempts in merging technology-mediated TBLT and pragmatics in two specific areas—game-based learning and virtual reality applications.

References

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Bio: Naoko Taguchi is Professor in the Modern Languages Department at Carnegie Mellon University, where she teaches graduate-level courses in second language acquisition and undergraduate-level courses in Japanese language and culture. Her research interests include pragmatics, intercultural competence, technology assisted learning, and English-medium education. Her recent books include *The Routledge Handbook of SLA and Pragmatics* (Routledge, 2019), *Second Language Pragmatics: From Theory to Research* (with Jonathan Culpeper and Alison Mackey; Routledge, 2018), *Second Language Pragmatics* (with Carsten Roever; Oxford University Press, 2017), and *Developing Interactional Competence in a Japanese Study Abroad Context* (2015, Multilingual Matters). She is the co-editor of a new journal, *Applied Pragmatics* (John Benjamins).