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Invited lecture series on L2 pragmatics (2020): Lecture 6

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Instructed L2 pragmatics learning

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Review and moving forward

Lecture 1: overview & pragmatic competence.

Lectures 2, 3, 4: pragmatic constructs (i.e., speech acts, implicature, pragmatic routines).

Lecture 5: Assessment.

Lecture 6, 7, 8: Factors affecting L2 pragmatics development (i.e., instruction, individual differences, and learning contexts).

Outline

- Session 1:
  - Overview.
  - Aspects of instructed L2 pragmatics learning.
  - Pragmatics teaching in L2 Chinese.

- Session 2:
  - An empirical study on instructed L2 pragmatics learning.

Overview

- L2 pragmatics teaching.
  - Interventional research (the focus for today): Instructed L2 pragmatics learning.
    - Focus on effects of pedagogical intervention.
    - Pragmatics is a planned objective of instruction.

  - Observational research.
    - Focus on classroom processes and availability of learning opportunities.
    - Pragmatics may or may not be a planned learning objective.

  - Teaching materials (e.g., textbook analysis, materials development).

Overview

- Observational research.

  - Focus on teacher-student interactions in the classroom and how learners gradually develop aspects of pragmatic competence.

  - Ohta's (2001) longitudinal case study showed learners' development in Japanese acknowledgement and alignment expressions over one year, suggesting a gradual socialization process as a result of teacher-learner interaction in the classroom..

TABLE 2. EXPRESSIONS OF ACKNOWLEDGMENT AND ALIGNMENT USED FREQUENTLY BY TEACHERS

Acknowledgment		Alignment	
Japanese	English translation	Japanese	English translation
Un, mm	"uh huh"	Soo desu ne	"It is, isn't it"
Hai, ee	"yes"	Ii desu ne	"nice," "great," "good"
Aa soo desu ka	"I see," "Oh really"	____ desu ne	"that's ____ isn't it"
Soo desu ka	"Oh really"		

Overview

- Teaching materials.
  - Ishihara & Cohen (2010).
  - Online resources:
    - Spanish: https://carla.umn.edu/speechacts/sp_pragmatics/for_researchers.html
    - Japanese: http://carla.umn.edu/speechacts/japanese/introtospeects/index.htm
    - Chinese:
      - Dr. Li Yang (Kansas State) https://www.k-state.edu/chinesepragmatics/index.html
      - Dr. Xuehua Xiang (U of Chicago-Illinois): https://sites.google.com/site/calperfilms/home

Teaching and Learning Pragmatics
Where Language and Culture Meet

Noriko Ishihara
Andrew D. Cohen
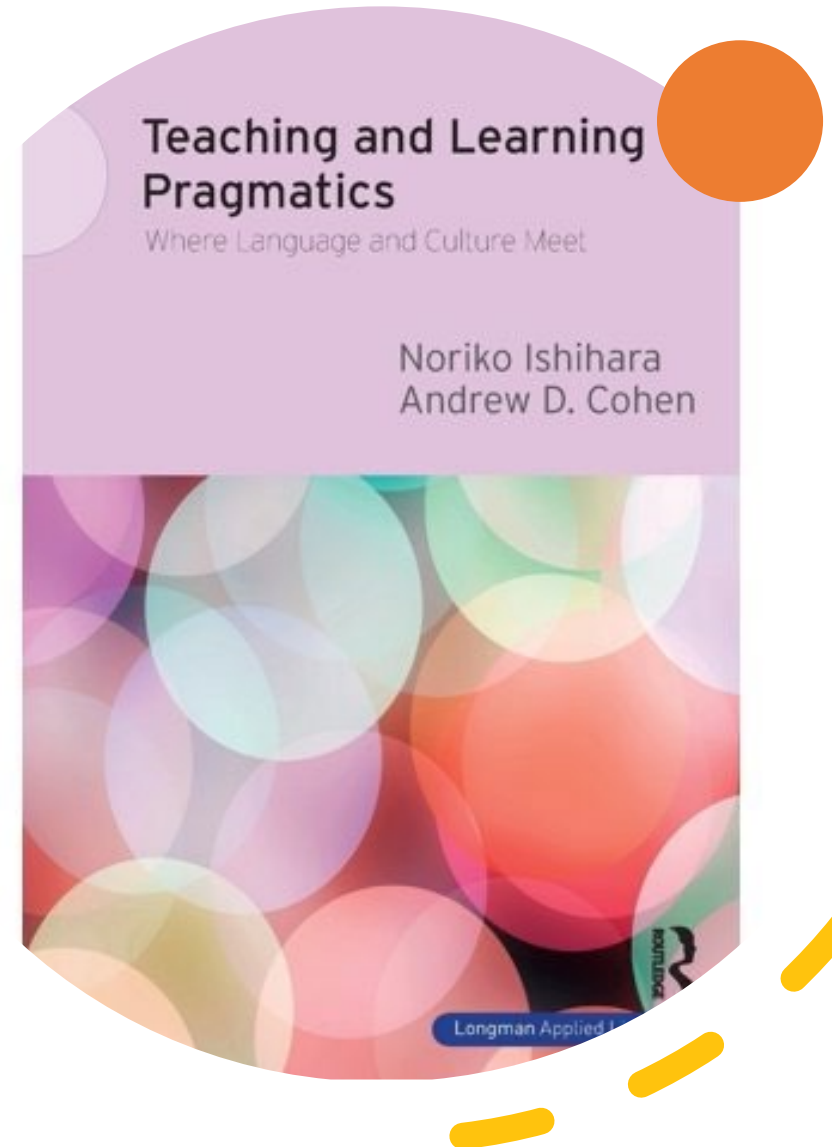
Overview

- Textbook analysis.
  - English:
    - Aksoyalp, Y., & Toprak, T. E. (2015). "Incorporating Pragmatics in English Language Teaching: To What Extent Do EFL Course Books Address Speech Acts?" *International Journal of Applied Linguistics & English Literature* 4(2): 126–133.
    - Alemi, M., Bemani, M., & Roodi, F. (2013). "Pragmatic Investigation in Three Global English Textbooks." *The Internet Journal, Language, Culture, and Society* 36: 1–6.
    - Aribi, I. (2014). "Analysis of The Speech Act of Request in EFL Materials." *International Journal of Learning and Teaching* 6(1):13–29.
    - Ekin, M. T. Y. (2014). "Do Current EFL Course Books Work for The Development of L2 Competence? The Case of Suggestions." *Procedia – Social and Behaviral Sciences* 93:1306–1310.
    - Ji, P. (2007). "Exploring Pragmatic Knowledge in College English Textbooks." *CELEA Journal* 30(5):109–119.
    - Vellenga, H. (2004). "Learning Pragmatics from ESL&EFL Textbooks: How Likely?" *TESL-EJ* 8(2): Retrieved Feb. 5, 2015 from http://tesl-ej.org/ej30/a3.html.

  - Chinese:
    - Li, S. (2016). Pragmatics information in selected Business Chinese (BC) textbooks in the U.S. *Chinese as A Second Language: The Journal of the Chinese Language Teachers' Association*, USA, *51*(2), 191–217.

Aspects of instructed L2 pragmatics learning

Teachability.

- First study: House & Kasper (1981).
- Learners' L2 pragmatic performance improved after instruction.
- Instructed learners outperform uninstructed counterparts.

Theory-driven intervention.

- Explicit vs. implicit instruction / The Noticing Hypothesis (predominant focus).
- Skill acquisition theories.
- Sociocultural theories.
- Collaborative dialogues.

Technology mediated instruction.

- Data-driven instruction.
- Virtual learning platforms.

| 1981 – mid 1990s | Late 1990s – present | Mid-2000s – present |

Aspects of instructed L2 pragmatics learning

- Why instructed L2 pragmatics learning?
  - Pragmatic competence is an important component of L2 proficiency (e.g., Bachman & Palmer, 1996; Canale & Swain, 1980).
  - Higher level of general linguistic proficiency does not guarantee a corresponding level of pragmatic competence (Bardovi-Harlig, 2001; Kasper & Rose, 2002).
  - Learning pragmatics can be a challenging task involving coordinated understanding of the connections among linguistics forms, functions, and contextual constraints; e.g., "I was wondering if….".
  - Adult learners already have a fully developed pragmatics system – L1 transfer.
  - Pragmatics has yet to be fully integrated into L2 curricula.

Aspects of instructed L2 pragmatics learning

- Recent review articles.
  - Taguchi, N. (2015). Instructed pragmatics at a glance: Where instructional studies were, are, and should be going. State-of-the-art article. *Language Teaching*, *48,* 1–50. **(58 studies).**
  - Plonsky, L., & Zhuang, J. (2019). A meta-analysis of second language pragmatics instruction. In N. Taguchi (Ed.), *Routledge handbook of SLA and pragmatics* (pp. 287-307). New York, NY: Routledge. **(50 studies).**

- Topics.
  - Targeted pragmatic features.
  - Instructional approaches (i.e., explicit and implicit instruction).
  - Timing of instruction.

Targeted pragmatic features

- Speech acts: about 50% in Taguchi's (2015) narrative review.
  - Form-function-context mappings.
  - A rare effort to connect classroom instruction and real-world interaction: Riddiford & Holmes (2015) focused on teaching English refusals, and collected data from a learner's workplace interaction to evaluate instructional effects.

Targeted pragmatic features

- Pragmatic routines. Second most widely taught pragmatic feature (Taguchi, 2015).
  - Study by Bardovi-Harlig, Mossman & Vellenga (2015).
    - Focused on English routines for expressing agreement, disagreement (e.g., "Yeah, but..."), other clarification (e.g., "You are saying..."), and self-clarification.
    - Identified target routines from ESL textbooks and previous studies; checked frequency in the Michigan Corpus of Academic Spoken English.
    - Results: Instructed learners improved on all types of pragmatic routines (pre-/post-tests), while the uninstructed learners did not improve; the size of gain differed across routine types; interestingly, learners also increased their production of very direct, uninstructed routines (e.g., "I disagree").
    - Implication: Instruction may also need to include negative evidence.

Targeted pragmatic features

- Implicature / pragmatic comprehension: A small number of studies (e.g., Bouton, 1999; Kubota, 1995).
  - Bouton's (1999) study focused on L2 English, he taught:
    - Idiosyncratic implicatures: Relevance, minimal requirement, scalar.
    - Formulaic implicatures: Pope questions, indirect criticisms, irony, sequence implicature.
    - Results: limited instructional effects on idiosyncratic implicature (relatively high pre-test score), but strong instructional effects on formulaic implicature.
    - Conclusions: idiosyncratic implicature is easy to learn but hard to teach; formulaic implicature is hard to learn but easy to teach.

Targeted pragmatic features

- Additional pragmatic features:
  - Address terms in French (van Campernolle, 2011).
  - Epistemic stance expressions in English writing (Fordyce, 2014).
  - Hedging in English writing (Wisnoff, 2000).
  - Interactional skills: small talk in French (Liddicoat & Crozet, 2001).
  - Sequential organizations informed by CA (conversation analysis) (Barraja-Rohan, 2011), e.g., opening, closing, turn-taking, adjacency pairs.

Instructional approaches

- (Comparative) effects of explicit and implicit instruction.
  - Informed by research on Instructed Second Language Acquisition (ISLA). Esp. Norris & Ortega's (2000) meta-analysis on instructional effects in SLA.
  - Topics within L2 pragmatics research:
    - Effects of different operationalizations of explicit instruction.
    - Effects of different operationalizations of implicit instruction.
    - Relative effectiveness of explicit vs. implicit instruction.

Instructional approaches

- Explicit instruction in L2 pragmatics.
  - Designed for intentional learning; raise learners' awareness of targeted pragmatic features.
  - Operationalized as the explicit provision of metapragmatic information to learners.
    - Metapragmatic information: pragmalinguistic forms/functions and sociopragmatic rules, e.g., I was wonder if… is associated with high-imposition requests; when being presented with a gift (or an invitation), Chinese people sometimes engage in ritual refusals.
  - Instructional techniques.
    - Metapragmatic explanation.
    - Awareness raising.
    - Can be deductive or inductive.

Instructional approaches

- Explicit instruction techniques: An example Nguyen et al. (2012) .
  - Focused on teaching English criticisms to Vietnamese learners.
  - Awareness raising + metapragmatic information + practice/feedback; deductive approach.
    (1) Consciousness-raising (e.g. identifying criticizing strategies and recognizing directness levels).
    (2) Meta-pragmatic explanation.
    (3) Follow-up class discussion of sociopragmatic and pragmalinguistic aspects of giving constructive criticism in both L1 and L2.
    (4) Productive activities through role plays (recorded for Step 5 below).
    (5) Reflection on output and working to improve it.
    (6) Explicit correction of both pragmatic and grammatical errors in both teacher-fronted and pair-work activities.

Instructional approaches

- Implicit instruction in L2 pragmatics.
  - Designed for learning without awareness of what is being learned (but adult learners inevitably would have some level of awareness of the learning targets).

  - Operationalized as instruction that does not provide metapragmatic information to learners.

  - Instructional techniques aiming at drawing learners' attention to instructional targets.
    - Input-enhancement (larger and bold font, underline, highlight).
    - Recast.
    - Input flood.

Instructional approaches

- Implicit instruction techniques – Recast.
  - An example by Fukuya & Zhang (2002) on teaching English requests.

  - Scenario: You as a graduate student asked Prof. Aston to borrow his book. You have never spoken to him before).

    - Learner: " … I want you to let me borrow the book."
    - Teacher: "I want you to ↗ You said? ↗ I was wondering if you could let me borrow the book. Sí ↗"

Pragmatic appropriateness		Linguistic accuracy	
		Correct form	**Incorrect form**
	Correct usage	Type I: Ignore it (No recast).	Type II: Recast only the linguistic forms of request conventions.
	Incorrect usage	Type III: Recast it by using one of the four target request conventions.	Type IV: Recast it by using one of the four target request conventions.

Instructional approaches

- Implicit instruction techniques – degrees of implicitness.

- An example by Takahashi (2001, 2005) on teaching English requests.
    - Form Comparison (FC) condition: learners produced their own requests, compared their productions with native speakers' requests, and described the differences.
    - Form Search (FS) condition: learners received request samples produced by native and non-native speakers and searched for distinctly native expressions.
    - Learners in the FC condition reported more noticing of request-making forms than learners in the FS condition.

Instructional approaches

- Comparing explicit and implicit instructions.

- Schmidt's Noticing Hypothesis (1990, 1993, 2010).
  - Attention converts input to intake, leading to subsequent learning.
  - **Noticing:** a lower level of awareness, which refers to 'conscious registration of attended specific instances of language' (Schmidt, 2010, p. 725) (e.g., noticing an English request utterance "I was wondering if… " in a situation where a large favor is being asked).
  - **Understanding:** a higher level of awareness and entails generalizations across instances (e.g., realizing that using the English bi-clausal structure is appropriate for request-making in high-imposition situations).
  - The strong version: noticing is a necessary and sufficient condition for L2 learning to occur.
  - The weak version: While it is possible to learn without attention (e.g., implicit statistical learning), more attention leads to more learning.

Instructional approaches

- Based on Schmidt's Noticing Hypothesis, explicit instruction should be more effective than implicit instruction.
- Meta-analysis results generally confirmed this trend (Jeon & Kaya, 2005; Plonsky & Zhuang, 2019; Taguchi, 2015).
- But, limited evidence suggests that:
  - The effects of implicit instruction can be more durable.
  - Implicit instruction sometimes can be as effective as explicit instruction.
  - Mediating factors, e.g., individual differences in cognitive abilities, instructional modality, etc.
- Implication:
  - More useful to discuss specific operatioanlizations of explicit and implicit instruction and examine why they are effective or ineffective.

Timing of instruction

- When to introduce different aspects of pragmatics to the language curriculum?

- L2 proficiency:
  - Elementary level: students can learn simple speech acts (e.g., greetings) and pragmatic routines; implicature may be a bit challenging.
  - (Broadly defined) intermediate level: students can learn almost all aspects of pragmatics.
  - Advanced level: little research so far; maybe norms of interaction, sociopragmatics.

Teaching L2 Chinese pragmatics

- Started relatively late, first study being Winke & Teng (2010).

- Located 19 empirical studies published till 2020 (summer), in Chinese or in English.

- Commendable contributions to L2 pragmatics instruction in general.
  - Effects of instruction combined with study abroad context.
  - Web-based pragmatics instruction.
  - Role of individual difference in mediating instructional effects.
  - Application of the skill acquisition theory to pragmatics instruction.

Teaching L2 Chinese pragmatics

- Effects of instruction combined with study abroad context.
  - Winke & Teng (2010): 8 weekly instruction during study abroad in China significantly improved speech act production and cross-cultural awareness.
  - Wang & Haleko (2019): 2 pre-departure instructional sessions on pragmatic routines were well-received among leaners; learners particularly benefited from the sociopragmatic rules underlying pragmatic routine use in China.
  - Implications:
    - Most instructional studies were conducted in a foreign language environment to understand the "pure" effects of intervention.
    - In reality, it is worth exploring the effects of instruction during study abroad, since instruction should be able to raise learners' pragmatic awareness, thus enabling them to better notice and understand targeted pragmatic features.

Teaching L2 Chinese pragmatics

- Web-based pragmatics instruction/practice.
  - Effects of learner self-access website. Yang (2016, 2017): Over a 5–week self-learning period, higher proficiency group gained more than lower proficiency group.

  - Effects of computer-mediated communication (CMC) (Q. Li, 2019; Q. Li, Taguchi, & Tang, 2018; Tang, 2019): Targeted modal verbs (e.g., 能) and sentence final particles (e.g., 吧). Generally, CMC combined with some kind of explicit instruction achieved better results than CMC alone; oral CMC was more effective than written CMC.

  - Effects of virtual "gaming" environment (Taguchi, Q. Li & Tang, 2017; Tang & Taguchi, 2020). Designed a series of daily communication scenarios (e.g., bargaining) to teach pragmatic routines; introduced gaming features (e.g., points, feedback, cues). Generally, learners improved after playing the game; however, some learners felt the activity as more instructional than playful (thus introducing more game-like features to engage learners is important).

Teaching L2 Chinese pragmatics

- Role of individual difference factors.
  - Effects of cognitive factors in mediating explicit instruction (S. Li, 2017): Examined whether and how working memory, grammatical sensitivity, and rote memorization ability influenced pragmatics learning under two different instructional conditions (i.e., input-based, and output-based).

  - Effects of pragmatics learning strategy instruction (Taguchi, Tang & Maa, 2019): 2 weeks of strategy instruction enabled learners to notice the targeted pragmatic features (opening and closing expressions) in their daily interactions; the different types of strategies were utilized with different frequencies.

Teaching L2 Chinese pragmatics

- Application of the skill acquisition theory to pragmatics instruction (S. Li, 2012; S. Li, 2013; S. Li & Taguchi, 2014).
  - Attempted to design instructional programs based on the skill acquisition theory (Anderson, 1993; DeKeyser, 2007).
  - Specifically focused on the effects of modality of practice, and amount of practice.
  - S. Li & Taguchi (2014) to be introduced in detail during Session 2.

Let's take a short break

- Last two lectures:

- 第7讲、学习者个体差异因素与二语语用习得：北京时间12月5日晚8:00–10:00pm

- 第8讲、学习环境与二语语用习得：北京时间12月12日晚8:00–10:00pm

Session 2:
An instructional study on L2 Chinese pragmatics.

Li, S., & Taguchi, N. (2014). The effects of practice modality on the development of pragmatic performance in L2 Chinese. *The Modern Language Journal*, *98*(3), 794–812.

Background

- Pragmatic competence understood as consisting of knowledge and processing components (Bialystok, 1993; Kasper, 2001; Taguchi, 2012).

- Pragmatic **knowledge**: pragmalinguistics and sociopragmatics; performance accuracy/appropriateness are used to index mastery of pragmatic knowledge.

- **Processing** capacity: executive abilities to efficiently access, integrate, and demonstrate relevant pragmatic knowledge in real-time communication; repeated practice can lead to development of processing capacity; performance fluency (e.g., response speed, speech rate, planning time) are used to index development of processing capacity.

Background

- Empirically, knowledge and processing are distinct component of pragmatic competence, demonstrating different developmental trajectories and being influenced by different cognitive/non-cognitive factors (e.g., Taguchi, 2007, 2012; S. Li, 2014).

- Yet, instructional studies in L2 pragmatics have predominantly focused on pragmatic knowledge; and very few studies have examined whether and how instruction can help develop processing capacity (S. Li, 2012).

Background

- Relative effects of explicit vs. implicit instruction: explicit instruction generally better, but there are some inconsistent findings, esp. when consider instructional modality.

- A review of 15 studies comparing explicit and implicit instructional effects, summarized according to modality of instructional treatment.
  - Output-based: Explicit instruction is more effective than implicit instruction.
  - Input-based: mixed findings; the key is whether input-based instruction can push learning to process targeted features.
  - Dual modalities: mixed findings.

- Implication: need to examine the role of instructional modality.

Background

- S. Li (2012) represented an initial effort to examine the effects of instructional modality (input-based instruction and practices) on the development of pragmatic knowledge and processing capacity in L2 Chinese.

- The skill acquisition theory (Anderson, 1993; DeKeyser, 2007).
  - Declarative and procedural knowledge.

Background

- The skill acquisition theory.
  - Declarative knowledge.
    - Factual knowledge (e.g., the grammatical rule about the third person singular –s in English).
    - Shared across skill domains (e.g., comprehension, production). Practice in one skill domain (e.g., comprehension) can contribute to the declarative knowledge base that benefits another skill domain (e.g., production).
    - Performance drawing on declarative knowledge is often slow and erroneous.
  - Procedural knowledge.
    - Knowledge that encodes behaviors (i.e., consists of condition-action pairs, e.g., if... then...).
    - Performance drawing on procedural knowledge is often faster and more accurate.
    - Not shared across skill domains (e.g., comprehension, production), hence skill-specific. Practice in one skill domain (e.g., comprehension) can NOT contribute to the procedural knowledge that can benefit another skill domain (e.g., production).

Background

- The Skill Acquisition Theory.
  - Acquisition of complex cognitive skills (e.g., language production, language comprehension) starts with the conscious learning of declarative knowledge.
  - At this initial stage of learning, performance will be slow and erroneous.
  - Practice can lead to the development of procedural knowledge, thus increasing performance accuracy and speed.
  - However, the effects of practice is skill-specific when it comes to procedural knowledge development.
  - Hence, there should be a modality effect of practice: input-based practice should benefit the development of procedural knowledge underlying receptive skills (e.g., recognition, comprehension) but not (or less so for) the development of procedural knowledge underlying productive skills (e.g., production), and vice versa.
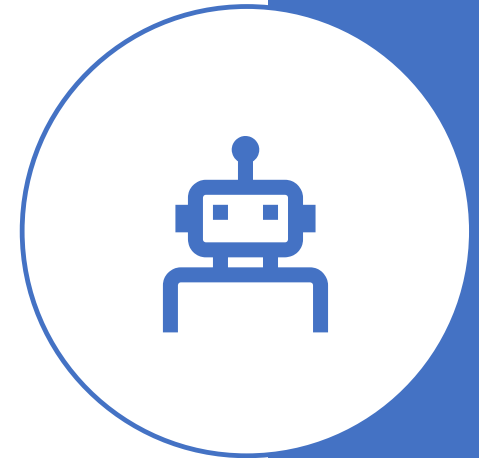
Research question

- How do different modalities of practice (input-based, output-based) influence the development of accuracy and speed in recognizing and producing request-making forms in L2 Chinese?

Method

- Participants
- Target pragmatic features
- Computerized instruction and practice.
- Computerized instruments.
- Procedures.
- Data analysis.

Method

- Participants.
  - 50 American learners of Chinese.
  - Intermediate level proficiency.
  - From six comparable study abroad programs.
  - Randomly assigned to three groups.
    - Input-based training group (n=17).
    - Output-based training group (n=17).
    - Control group (n=15) (originally 16).
  - 49 participants for data analyses.

Method

- Participants.
  - Chinese language proficiency determined by 20 items of the grammar section and 20 items of the listening section of a standardized Chinese test (i.e., The C-Test).

  - Kruskal-Wallis tests on Chinese proficiency:
    - No significant difference across the 6 programs: $\chi 2$ (5, $N = 50$) = 3.87, $p > .05$.
    - No significant difference across the 3 groups: $\chi 2$ (2, $N = 50$) = 1.22, $p > .05$.

Form	Function	Context
1. *(帮忙/帮我)* + Verb + <u>一下</u> + *(Object)* + <u>吧</u> *(bang¹mang² / bang¹wo³)* + verb + *yi²xia⁴* + *(Object)* + <u>ba</u> 2. *(帮我/帮忙)* + 把 + *Object* + Verb + <u>一下吧</u> *(bang¹mang² / bang¹wo³)* + ba³ +*Object* + Verb + *yi²xia⁴ba* **Both are imperative sentences in Chinese.**	Direct request with mitigated tone	Making small requests to good friends
3. <u>您看</u> + *(Subject)* + 能 + Verb + <u>一下</u> + *Object* +吗? *nin²kan⁴* + *(Subject)* + *Neng²* + Verb + *yi²xia⁴* + *Object* + *ma?* 4. <u>您看</u> + *(Subject)* + 能不能 + Verb + <u>一下</u> + *Object?* *nin²kan⁴*+ *(Subject)*+*neng²bu⁴neng²*+Verb + *yi²xia⁴* + *Object?* **Both are interrogative sentences in Chinese.**	Indirect request with mitigated tone	Making big requests to a professor that one knows well

Method

Target pragmatic features.

Computerized instruction and practice

- Meta-pragmatic Instruction (for all groups).
  - One 35-40-minute session.
  - Read instructional materials that explicitly explain the target pragmatic features with examples.
  - Pre- & post- session questionnaires administered to ensure that participants understood the target pragmatic features.

Computerized input-based practice

- 4 sessions, 20-25 minutes each. Each session is organized around 4 different request situations; a total of 8 instances for practicing the target form-function-context mappings.

- For each request situation, participants:
  - Read description of request-making situations in English.
  - Make grammaticality judgment (feedback provided).
  - Make situational judgment (feedback provided).
  - Choose appropriate and accurate request utterances in a dialogue (feedback provided).
  - Listen to the dialogue twice.

Computerized input-based practice

- *Sample Scenario (for both Input-based and Output-based Activities).*

    Li Xiaochen and Wang Ning take the same computer course. The professor of the course sent out an assignment via e-mail but Li Xiaochen lost the e-mail. Wang Ning still has the e-mail, so Li Xiaochen wants to ask Wang Ning to send it to him/her.

- Sample grammaticality judgment task (The English translations were not available to the participants).
    - 给我发一下电子邮件吧。(grammatically correct.)
    - 把电子邮件给我发。(grammatically incorrect.)

Computerized input-based practice

chénlǎoshī jiàn dào nín tài hǎo le
李晓晨： 陈 老师， 见 到 您 太 好 了!

xiǎochén hái méiyǒu huí jiā ya
陈教授： 晓 晨 ， 还 没 有 回 家 呀?

méiyǒune chénlǎoshī bùhǎo yìsi wǒ xiǎng qǐng nín bāng yī gè máng
李晓晨： 没 有 呢。 陈 老师， 不 好 意思， 我 想 请 您 帮 一 个 忙 。

zěn me le
陈教授： 怎 么 了?

wǒ míngtiān zǎoshang děi jiāo lùnwén kěshì wǒ de diànnǎo huài le jīfáng yě guān mén le
李晓晨： 我 明 天 早 上 得 交 论 文，可 是 我 的 电 脑 坏 了。机 房 也 关 门 了。

wǒ yòng yíxià nín de diànnǎo ba   nínkàn wǒ néng bù néng yòngyíxià nín de diànnǎo
(a) 我 用 一下 您 的 电 脑 吧。(b) 您 看 我 能 不 能 用一下 您 的 电 脑?

nínkàn wǒ néng bù néng yòng yíxià nín de diànnǎoma
(c) 您 看 我 能 不 能 用 一 下 您 的 电 脑 吗?

yào yòng duōcháng shíjiān
陈教授： 要 用 多 长 时 间 ?

bàn gè xiǎoshí ba   nínkàn wǒ néng yòng yíxià nín de diànnǎo ma   bǎ nín de diànnǎo gěi wǒ yòng yíxià ba
李晓晨： 半 个 小 时 吧。(a) 您 看 我 能 用 一下 您 的 电 脑 吗? (b) 把 您 的 电 脑 给 我 用 一下 吧。

nínkàn wǒ néng nín de diànnǎo yòng yíxià ma
(c) 您 看 我 能 您 的 电 脑 用 一 下 吗?

méi wèntí
陈教授： 没 问 题

Computerized output-based practice

- 4 sessions, 20-35 minutes each. Each session is organized around the same request situations as in the input-based practice condition; a total of 8 instances for practicing the target form-function-context mappings.

- For each request situation, participants:
  - Read description of request-making situations in English.
  - Do English to Chinese sentence translation by using target forms (feedback provided).
  - Choose the situationally appropriate forms (feedback provided)
  - Make situational judgment.
  - Typing Pinyin to fill the blanks embedded in dialogues by using the target forms (feedback provided).

Computerized output-based group

- *Sample Scenario (for both Input-based and Output-based Activities)*

  Li Xiaochen and Wang Ning take the same computer course. The professor of the course sent out an assignment via e-mail but Li Xiaochen lost the e-mail. Wang Ning still has the e-mail, so Li Xiaochen wants to ask Wang Ning to send it to him/her.

- Sample sentence translation task (The participants were instructed to use both Form 1 and Form 2 as listed in the table to translate the following English request utterances).
  - Send me that e-mail.
  - Send that e-mail to me.

Computerized output-based practice

chénlǎoshī jiàn dào nín tài hǎo le
李晓晨： 陈 老师，见 到 您 太 好 了！

xiǎochén hái méiyǒu huí jiā ya
陈教授： 晓 晨， 还 没 有 回 家 呀？

méiyǒune chénlǎoshī bùhǎo yìsi wǒ xiǎng qǐng nín bāng yī gè máng
李晓晨： 没 有 呢。 陈 老 师，不 好 意思， 我 想 请 您 帮 一 个 忙 。

zěn me le
陈教授： 怎 么 了？

wǒ míngtiān zǎoshang děi jiāo lùnwén kěshì wǒ de diànnǎo huài le jīfáng yě guān mén le
李晓晨： 我 明 天 早 上 得 交 论 文，可 是 我 的 电 脑 坏 了。机 房 也 关 门 了。

yào yòng duōcháng shíjiān
陈教授： 要 用 多 长 时 间 ？

bàn gè xiǎoshí ba
李晓晨： 半 个 小 时 吧。

méi wèntí
陈教授： 没 问 题。

The control group

- Four sessions of reading activities, 20-30 minutes each.

- Reading materials did not contain the instructional targets.

Computerized instruments

- Sample Listening Judgment Task (LJT) item

- Request scenario (visual and aural input).

  Li Xiaochen and Professor Chen are attending an academic conference in another city. Li Xiaochen is going to present tomorrow. Unfortunately, Li Xiaochen's computer broke down. Li Xiaochen knows that Professor Chen brought a computer and would like to borrow it for tomorrow. Li Xiaochen explains the situation and says:

  Request utterance: *Chén lǎo shī, nín kàn wǒ néng yòng nín de diàn nǎo yī xià ma?* (aural input only).

  Options (visual input only).

  A. Pragmatically appropriate and grammatically accurate.

  B. Pragmatically inappropriate and grammatically accurate.

  C. Pragmatically appropriate and grammatically inaccurate.

Computerized instruments

- Listening Judgment Task (LJT).
  - To measure the ability to recognize target request-making forms in different situations.
  - 32 items, 24 target items, 8 distractors.
  - 3 comparable versions.

Measure	Operationalization
1. LJT accuracy	Number of correct judgment of heard request utterances (Score range: 0 - 24).
2. LJT response times	Averaged number of seconds taken to make correct judgments.

Computerized instruments

- Oral Discourse Completion Task (ODCT).
  - To measure the ability to produce target request-making forms in different situations.
  - 22 items, 16 target items, 6 distractors.
  - 3 comparable versions.

Measure	Operationalization
ODCT accuracy	Scores based on a scoring rubric (Score range: 0-80).
ODCT response time	Averaged number of seconds taken to prepare for pragmatically appropriate responses.
ODCT speech rate	Averaged number of Chinese syllables spoken per minute when producing pragmatically appropriate request utterances, excluding false starts, repetitions, partial repetitions, and repairs.

Procedures

Day	Input group	Output group	Control group
Day 1	Meta-pragmatic session Pretest Chinese test	Meta-pragmatic session Pretest Chinese test	Meta-pragmatic session Pretest Chinese test
Day 2	Input practice 1	Output practice 1	Reading 1
Day 3	Input practice 2	Output practice 2	Reading 2
Day 4	Input practice 3	Output practice 3	Reading 3
Day 5	Input practice 4 Posttest	Output practice 4 Posttest	Reading 4 Posttest
2 weeks later	Delayed posttest	Delayed posttest	Delayed posttest

Statistical procedures

Due to small sample size, we used non-parametric statistical procedures.

Within-group comparisons (pre-/post-/delayed posttests): Friedman tests for each measure, followed by Wilcoxon tests when needed, alpha level adjusted to .016.

Between-group comparisons (input, output, control): Kruskal-Wallis tests for each measures, followed by Man-Whitney U tests when needed, alpha level adjusted to .016.
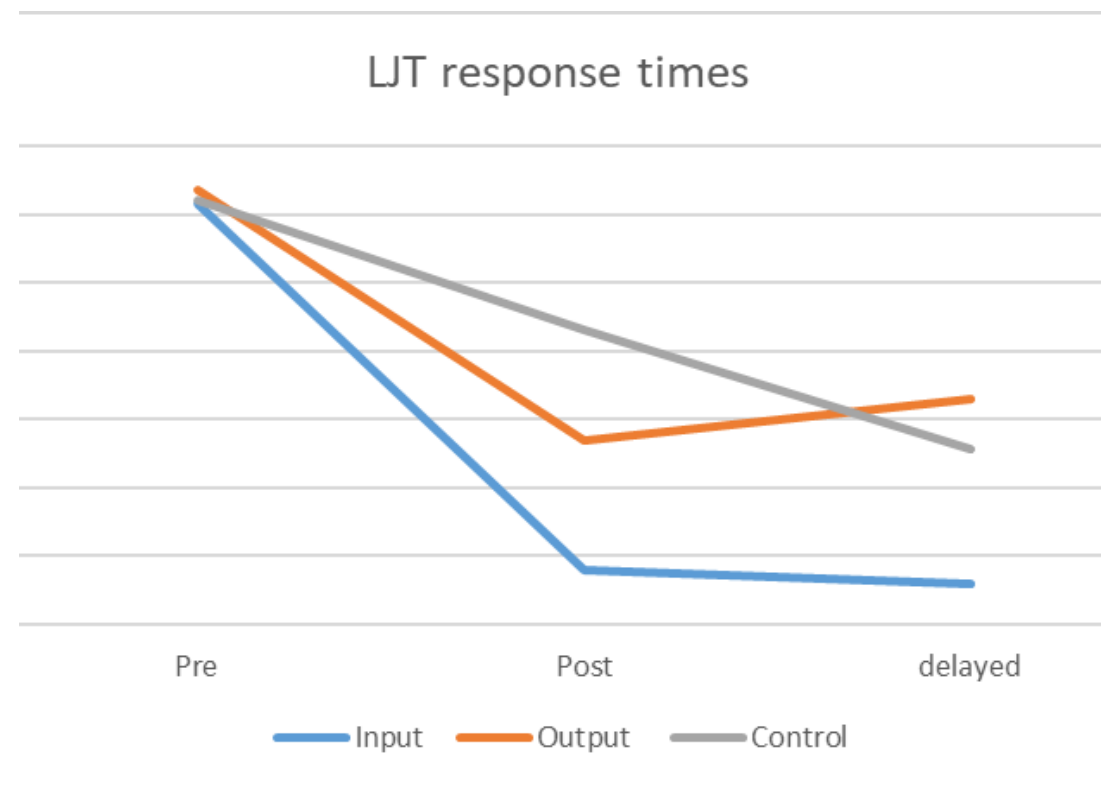
Results: LJT accuracy

LJT accuracy
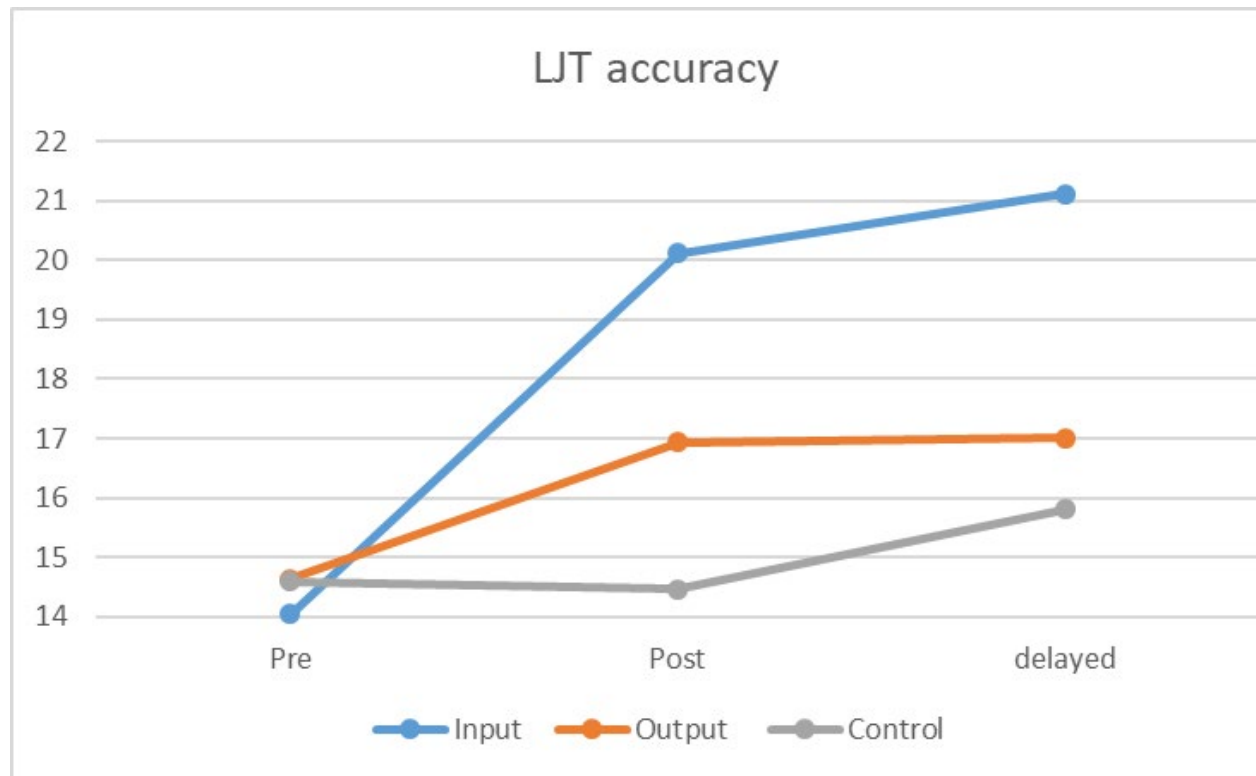
- Within-group:
  - Input: significant increase, gains maintained.
  - Output: No significance increase.
  - Control: No significance increase.

- Between-group:
  - Pre: input = output = control.
  - Post: Input > output = control.
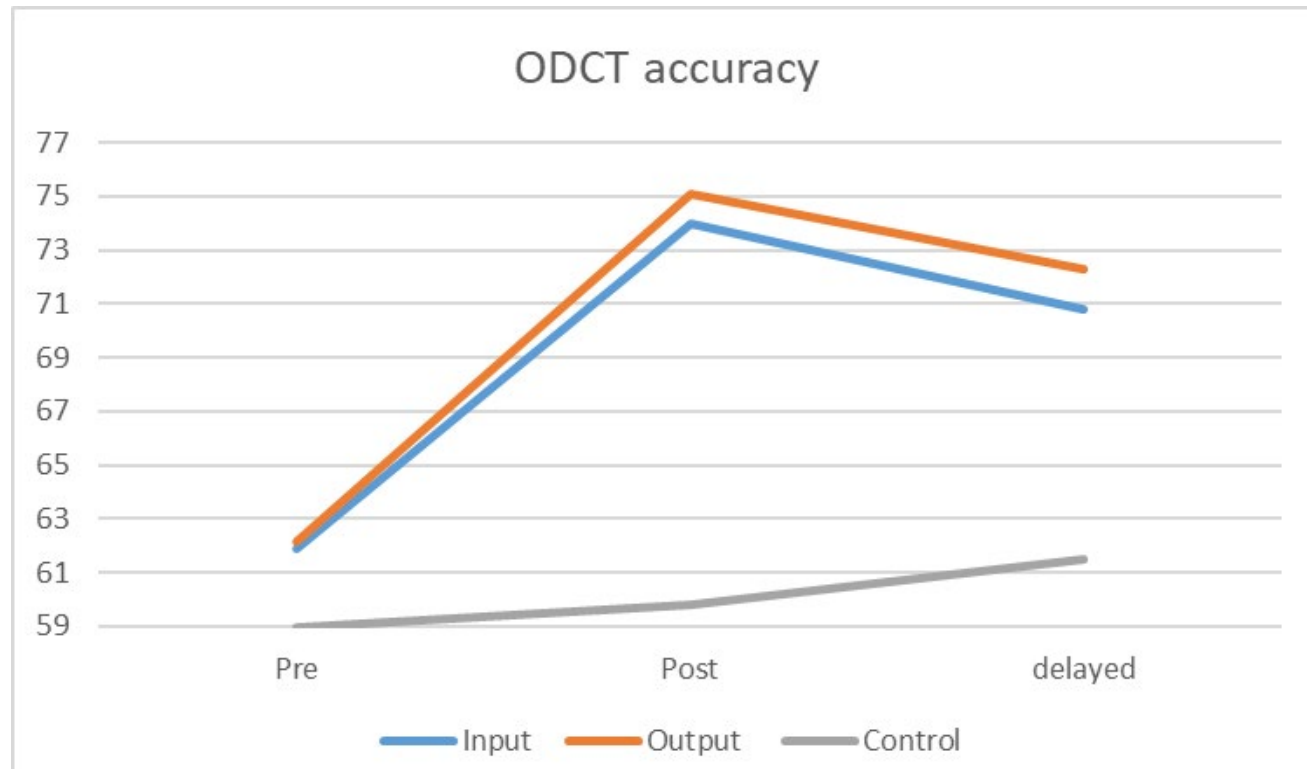 - Delayed: Input > output = control.

Results: LJT response times

- Within-group:
  - Input: significant decrease, gains maintained.
  - Output: No significance decrease.
  - Control: No significance decrease.

- Between-group:
  - Pre: input = output = control.
  - Post: input = output = control.
  - Delayed: input = output = control.

LJT response times

Pre — Post — delayed

Input — Output — Control

Summary of LJT results

- Input-based practice:
    - clearly effective in enhancing recognition accuracy.
    - Limited effects on enhancing recognition speed.

- Output-based practice:
    - limited effectiveness in enhancing recognition accuracy.
    - no effect in enhancing recognition speed.

- Observation: Input-based practice showed a modality effect, esp. on recognition accuracy, and less so on recognition speed.
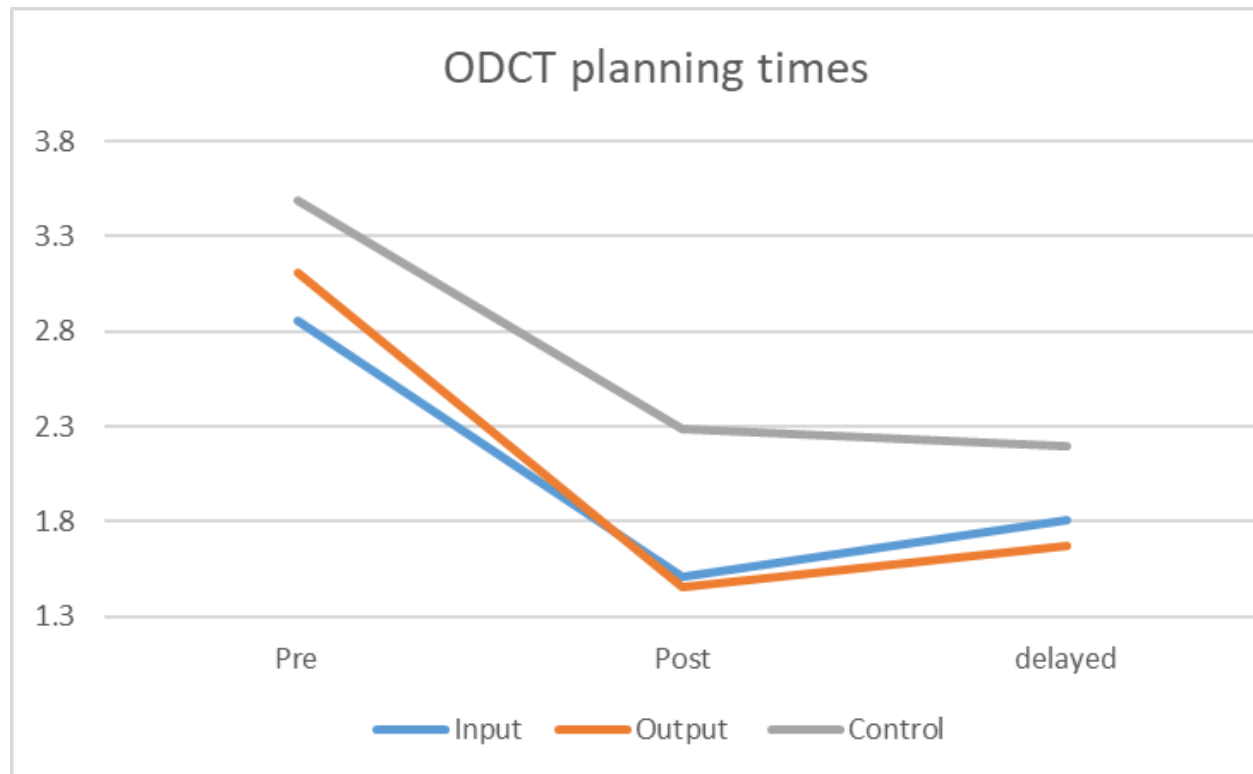
Results: ODCT accuracy

ODCT accuracy

- Within-group:
  - Input: significant increase, gains maintained.
  - Output: significant increase, gains maintained.
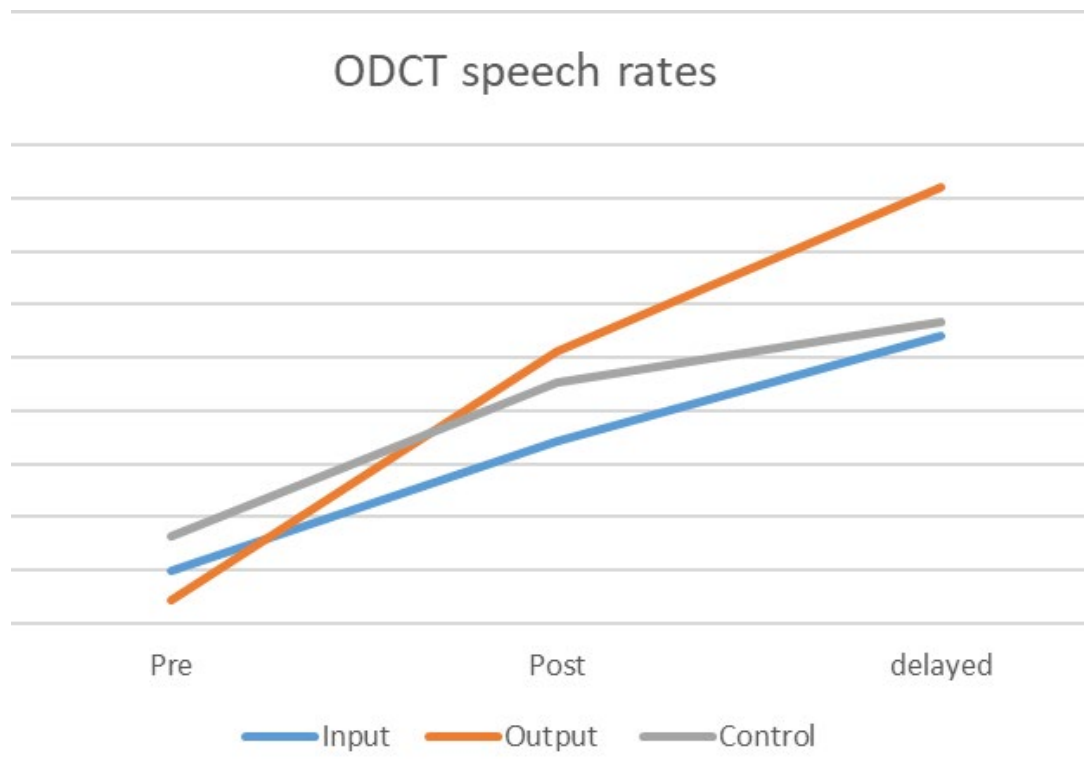 - Control: No significance increase.

- Between-group:
  - Pre: input = output = control.
  - Post: output = input > control.
  - **Delayed: output > control; input = control.**

Results: ODCT planning times

ODCT planning times

- Within-group:
  - Input: No significant decrease.
  - Output: significant decrease, gains maintained.
  - Control: No significance decrease.

- Between group:
  - Pre: input = output = control.
  - Post: input = output = control.
  - Delayed: input = output = control.

Results: ODCT speech rates

- Within-group:
  - Input: significant increase (pre / delayed).
  - Output: significant increase (pre / post), additional gain (post / delayed).
  - Control: significant increase (pre / post), gains maintained.

- Between group:
  - No difference among the groups at any time.

Summary of ODCT results

- Input-based practice:
  - Effective in enhancing production accuracy, yet effects not durable.
  - No effect on enhancing production speed.

- Output-based practice:
  - Clearly effective in enhancing production accuracy, effects durable.
  - Limited effects on enhancing production speed.

- Implication: Output-based practice showed a modality effect, esp. on production accuracy, and less so on production speed.

🔍 Overall discussion

- Observation #1: Regardless of practice modality, the accuracy measures showed stronger effects of practice than the speed measures.
  - The accuracy measures index pragmatic knowledge, which is declarative in nature.
  - The speed measures index processing capacity, which can be considered as procedural in nature.
  - The relatively small amount of practice (i.e., 8 instances of practicing the target form-function-context mappings) was probably not sufficient to promote fully developed procedural knowledge (hence limited effects of practice on performance speed), but these practices helped strengthen and refine the declarative knowledge (hence the stronger effects of practice on performance accuracy).

Overall discussion

- Observation #2: The development of pragmatic knowledge (indexed by accuracy measures) benefited from practice regardless of modality type, yet the development of processing ability (indexed by speed measures) seemed to benefit only from modality-specific practice.
  - Declarative knowledge is shared across skill domains (i.e., practice modalities in this study), hence it can be developed/refined through both types of practice.
  - Procedural knowledge is skill-specific (i.e., modality-specific in this study), hence it requires modality-specific practice to develop.

Limitations & future research

- Small amount of practice in this study.
  - What would be the appropriate amount of practice of developing processing capacity?
  - Do different pragmatic features (e.g., different speech acts, routines) entail differential amount of practice for developing processing capacity?

- All practice conditions are explicit.
  - Will there be any modality effect under implicit instructional conditions?

Thanks, and keep in touch: sli12@gsu.edu

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