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Shuai Li
Georgia State University, sli12@gsu.edu

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LEARNING CONTEXTS & L2 PRAGMATIC DEVELOPMENT

SHUAI LI

OCTOBER – DECEMBER 2020

OUTLINE

- Session 1:

  - Survey of pragmatic development in multiple learning contexts: study abroad, virtual, and workplace.

  - Main reference:

    - Taguchi, N. & Roever, C. (2017). *Second language pragmatics* (Chapter 7. Contexts for pragmatic development). Oxford University Press.

- Session 2:

  - An empirical study pragmatic development in L2 Chinese during study abroad.

Study abroad (SA) context.

Virtual context.

Workplace context.

STUDY ABROAD (SA) CONTEXT

- Study abroad: Pre-scheduled, educational, temporary stay in the country where the target language is spoken.

- Research on SLA during study abroad.
  - A seminal book in 1995 edited by Dr. Freed at Carnegie Mellon University.
  - 2004 special issue of SSLA.
  - Dedicated journal: [Frontiers: the interdisciplinary journal of study abroad](#).

SECOND LANGUAGE ACQUISITION IN A STUDY ABROAD CONTEXT

Edited by
Barbara F. Freed

STUDIES IN BILINGUALISM 9
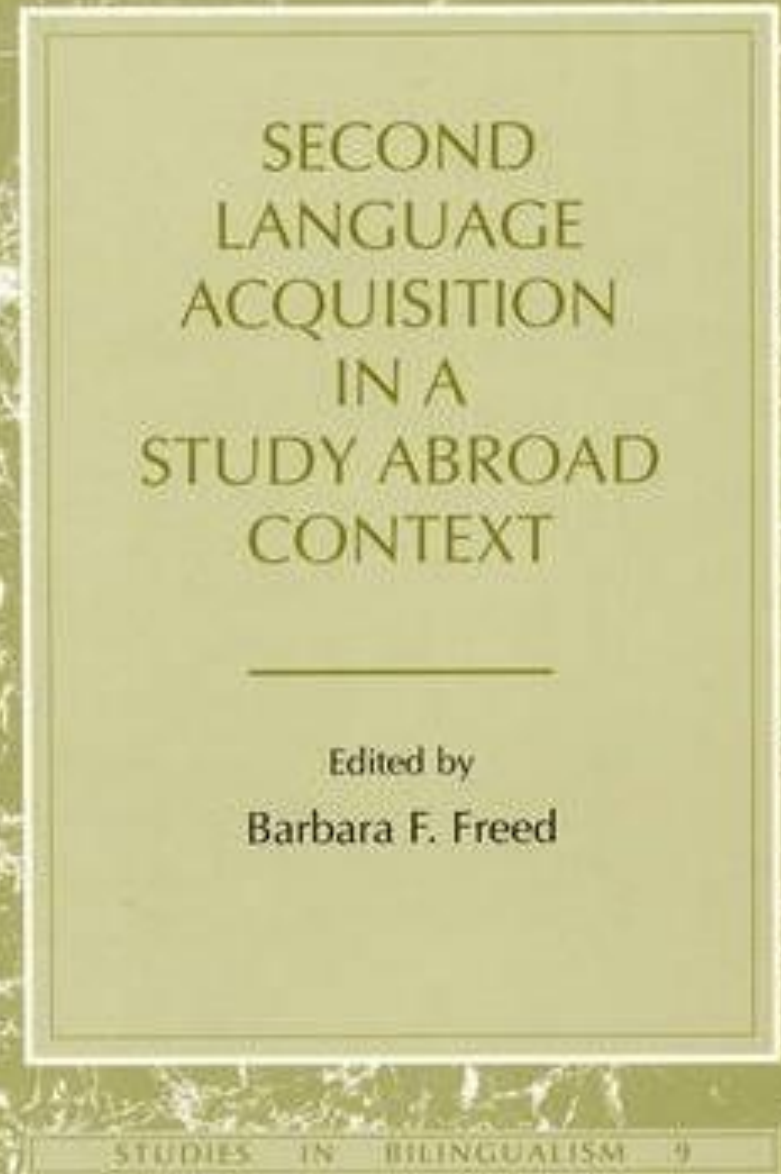
SA CONTEXT & L2 PRAGMATIC DEVELOPMENT

- Why the SA context matters? Some assumptions:
  - Potentially rich, authentic, and varied linguistic and cultural input.
  - Potentially abundant opportunities to engage in interactions in the target language: modeling and feedback.
  - Real-life consequences of linguistic practices.

- To what extent the SA context matters?
  - Pragmatic development does occur during study abroad, but with considerable variations across pragmatic features and individual learner characteristics (Taguchi & Roever, 2017; Xiao, 2015).

SA CONTEXT & L2 PRAGMATIC DEVELOPMENT

- How do researchers investigate the effects of SA context?

  - **"Black box" approach**: focus on the SA context (or SA experience) holistically as a categorial, independent variable; can be comparative (cross-sectional) or non-comparative (longitudinal); quantitative.

  - **Context factor approach**: focus on the effects of specific variables afforded by the SA context (e.g., intensity of interaction, length of stay, amount of interaction, etc.); sometimes may also introduce relevant individual difference variables (e.g., intercultural competence, proficiency).

  - **Case study approach**: focus on individual learners, with in-depth analysis of individual-context interactions; qualitative.

THE BLACK BOX APPROACH

- Comparative (cross-sectional):

  - The SA context is treated as a categorical variable to be compared with other contexts of learning, typically the at-home (AH) context.

  - Goal is to understand whether the SA context is more advantageous for facilitating pragmatic development than other contexts.

THE BLACK BOX APPROACH

- Comparative (cross-sectional):

  - Bardovi-Harlig & Dornyei (1998); Schauer (2006):

    - Compared pragmatic judgment of the relative severity of pragmatic vs. grammatical errors.

    - ESL learners considered pragmatic error more serious than grammatical errors; pattern reversed for EFL learners.

    - But Niezgoda & Roever (2001) reported an opposite pattern, possibly due to differences in proficiency and motivation.

7. *Teacher* Anna, it's your turn to give your talk.

! I can't do it today, but I will do it next week.

Was the last part appropriate/correct?

☐   ☐
Yes   No

If there was a problem, how bad do you think it was?

Not bad   Very

____:____:____:____:____:____:

at all   bad

THE BLACK BOX APPROACH

- Comparative (cross-sectional):

    - Inconsistencies in findings as reported in the previous studies suggest a need to control extraneous variables.

    - To this end, an exemplary study by Taguchi (2008).
        - Tracked Japanese EFL and ESL learner's implicature comprehension ability in accuracy and speed.
        - Controlled extraneous variables, e.g., amount of instruction in respective learning contexts.
        - Both groups gained in accuracy and speed over time.
        - ESL group gained more in speed than in accuracy; and EFL gained more in accuracy than in speed.

THE BLACK BOX APPROACH

- Non-comparative (longitudinal):
  - The SA context is treated as an environment in which pragmatics changes are hypothesized to occur.

  - Goal is to uncover the pragmatic developmental patterns during SA over time; hence typically descriptive in nature.

  - Focus on a variety of pragmatic features (e.g., speech acts, routines, expressing mitigations), and different dimensions of pragmatic performance (e.g., accuracy, appropriateness, speed, fluency).

THE BLACK BOX APPROACH

- Non-comparative (longitudinal):
  - A sample study by S. Li (2014).
    - Focused on oral request production by American learners of Chinese over one semester in Beijing.
    - Learners divided by initial linguistic proficiency (based on placement test scores): intermediate and advanced.
    - Analyses focused on appropriateness scores (ratings), pragmalinguistic forms, planning times, and speech rates.
    - The 2 groups made comparable gains in ratings, neither gained in planning time, only the advanced group gained in speech rates. Learners' choice of pragmalinguistic forms remained non-native-like, e.g., predominant preference for "可以…?" over "能…?" even after one semester abroad.
    - An interesting consideration: timing for study abroad.

THE BLACK BOX APPROACH

- A summary.
  - The comparative approach: a relatively coarse evaluation of the holistic role of SA in pragmatic development.
    - Positive effects explained by the hypothesized/assumed learning opportunities afforded by the SA context.
    - Negative/neutral effects explained by potential extraneous factors (e.g., proficiency, motivation).

  - The non-comparative approach: descriptive, not interpretative.
    - Often unable to address why certain changes take place during study abroad.

THE CONTEXT FACTOR APPROACH

- Issues of the black-box approach prompted researchers to conduct fine-grained research to understand what factors afforded by the SA context can influence pragmatic learning.

- Hence the context factor approach.
  - Sample context factors: Intensity/amount of L2 contact, frequency of encountering specific communicative scenarios (e.g., for routines), length of stay.
  - Meanwhile, researchers may introduce additional individual difference factors (e.g., proficiency, intercultural competence) to gain a fuller picture of the interaction between learner characteristics and context factors (e.g., Bardovi-Harlig & Bastos, 2011; Taguchi, Li, Xiao, 2013; Taguchi, Xiao & Li, 2016).

THE CONTEXT FACTOR APPROACH

- A sample study (Taguchi, Xiao & Li, 2016) to be introduced in detail in Session 2.

- Collective/tentative findings regarding the role of context factors.
  - Intensity (and amount) of L2 social contact usually can influence pragmatic development (Bardovi-Harlig & Bastos, 2011; Taguchi et al., 2013).
  - Findings about length of stay remained inconsistent (Bardovi-Harlig & Bastos, 2011; Roever, Wang & Brophy, 2014; Ren, 2019), especially additional context/individual variables were included.

THE CASE STUDY APPROACH

- The study abroad context is not a monolithic construct; it entails a myriad of social practices in specific settings, offering different learning opportunities. E.g., service encounters (Shiverly, 2013), home stay setting (Kinginger, 2008), campus dorm setting (Diao, 2016), academic advising sessions (Bardovi-Harlig & Hartford, 1993).

- L2 development during study abroad thus involves complex interactions between individual learners and the various contextual affordances.

- The goal of the case study approach is to uncover such complexities through in-depth case analyses.

THE CASE STUDY APPROACH

- Samples studies in L2 Chinese.
  - Jin (2015).
    - Focused on the pragmatic awareness of Chinese compliments among 2 American learners of a summer study abroad program in Shanghai. 1 heritage speaker and 1 (white) non-heritage speaker.
    - They developed different understandings of the complimenting speech act due to their unique experiences. E.g., Being insincere vs. multiple considerations (e.g., face considerations).
      - The (white) non-heritage speaker received a lot of compliments from local people, which constitute the primary source of learning.
      - The heritage speaker's learning relied on making compliments and evaluate local people's reactions, as well as his active search for native speaker norms through consultations and readings.
    - Takeaway: the SA context cannot be assumed to have the same effect on different learners.

THE CASE STUDY APPROACH

- Samples studies in L2 Chinese.
  - Diao (2016).
    - 2 American learners (1 male, 1 female) in Shanghai, living with Chinese roommates on campus.
    - Target feature: sentence-final particles (SFPs) for indexing gender (e.g., 啊、嘛、耶、啦).
    - The learners were gradually socialized through dorm conversations to use, or not to use, such SFPs. The female student learned to sound like a "cute girl"; whereas the male student learned to avoid the SFPs so as to not sound like a "gay" or "like a woman".
    - Linguistic policing (e.g., correction, affective responses), which occurred regularly in the dorm conversations, played a critical role in the language socialization processes.

THE SA CONTEXT

- Summary:

  - The effects of SA context on L2 pragmatic development cannot be simply assumed; there are often considerable variations across individuals and pragmatic features.

  - Need more fine-grained studies to uncover the complex learner-construct-context interactions.

    - Case study approach: tracking multiple pragmatic features and multiple learners?

    - Context factor approach: introducing additional context factors (e.g., social network, type and quality of L2 contact) and individual learner factors (e.g., motivation, identity, etc.).

THE VIRTUAL CONTEXTS

- Computer-mediated communication (CMC): tools that enable learners to interact with other learners/users, synchronously or asynchronously.
  - Emails, text messages, online chats, blogs, social networking, video-conferencing platforms (e.g., Zoom, WebEx, Skype, etc.)

- Online games.
  - A variety of genres (e.g., adventure, war/combat) and configures (e.g., solo, multiplayer, massively multiplayer).
  - L2 teaching and learning through digital games.

THE VIRTUAL CONTEXTS

- Computer mediated communication (CMC).

  - L2 pragmatics research on CMC started by focusing on asynchronous communication (email) and has increasingly focused on synchronous communication.

  - Advantages: Naturalistic communication with real-life consequences.

THE VIRTUAL CONTEXTS

- Computer mediated communication (CMC).

  - A pioneering study (Belz & Kinginger, 2003).

    - 11 American learners of German (4th semester) in the U.S., 14 German learners of English in Germany.

    - Target pragmatic feature: T/V pronouns in L2 German. Given the relationship between the two learner groups, T pronouns should be used.

    - 2-month CMC (chatting, e-mails) exchanging personal information and ideas of assigned readings, etc.

    - The online communication constituted a (learner) corpus for data analysis.

THE VIRTUAL CONTEXTS

- Computer mediated communication (CMC).

  - A pioneer study (Belz & Kinginger, 2003).

    - Even though the German NSs initiated communication with only T forms, the L2 German learners started out with inappropriate use of V forms,.

    - All L2 German learners received unsolicited, explicit peer assistance (PA) during CMC. E.g., (originally in German) →

    - Most learners shifted to T forms after peer assistance (PA).

'When you write in German, I understand you very well, Tom. However, there are a few little things that you could improve. When you write to me, you can say "DU" to me. So better: "Ich möchte eine Frage an Dich [you—T] stellen." You only say "SIE" or "Ihnen" when you speak in a polite way to people like your lecturer, or people who are not your mate.'

- 3 developmental profiles emerged: abrupt development, gradual development, persistent variation, suggesting individual learner differences.

Development of the T of solidarity in telecollaboration

Name	T uses before PA	V uses before PA	V/T+V before PA	% V before PA	T uses after PA	V uses after PA	V/T+V after PA	% V after PA
				Abrupt development				
Bill	7	1	1/8	13	15	0	0/15	0
Kerry	27	3	3/30	10	20	0	0/20	0
Olivia	3	1	1/4	25	19	0	0/19	0
Tom	10	4	4/14	29	25	0	0/25	0
Martin	6	3	3/9	33	26	0	0/26	0
				Gradual development				
Mark	17	2	2/19	11	16	1	1/17	6
Cheryl	4	9	9/13	69	12	1	1/13	8
Michelle	1	2	2/3	66	7	2	2/9	22
Mick	2	3	3/5	60	45	5	5/50	10
Kyle	0	4	4/4	100	16	7	7/23	30
				Persistent variation				
Irene	18	10	10/28	36	14	15	15/29	52

THE VIRTUAL CONTEXTS

- Computer mediated communication (CMC).

  - Belz and Kinginger (2003) demonstrated that CMC can offer opportunities for learning pragmatics.

  - Researchers later designed data-driven instructional programs to teach pragmatics through CMC (Belz, 2005).

    - Procedures: (1) learners engage in CMC; (2) researchers analyze the CMC data to identify pragmatic features to be taught; (3) implement (explicit) instruction; (4) learners continue to engage in CMC to evaluate instructional effects.

    - A study on L2 Chinese by Dr. Q. Li.

      - Li, Q. (2019). L2 Chinese learners' pragmatic developmental patterns in data-driven instruction and computer-mediated communication (CMC): A case of Chinese sentence final particle *ne*. *Applied Pragmatics*, *1*(2), 154-183.

THE VIRTUAL CONTEXTS

- Online games.

  - Started in late 2000's by Dr. Julie Sykes (U of Oregon).

  - The researcher developed a virtual game space specifically for teaching Spanish requests and apologies (Sykes, 2009, 2013).

  - Pragmatics practices were embedded as tasks, and outcome measures such as DCTs were used to assess instructional effects.
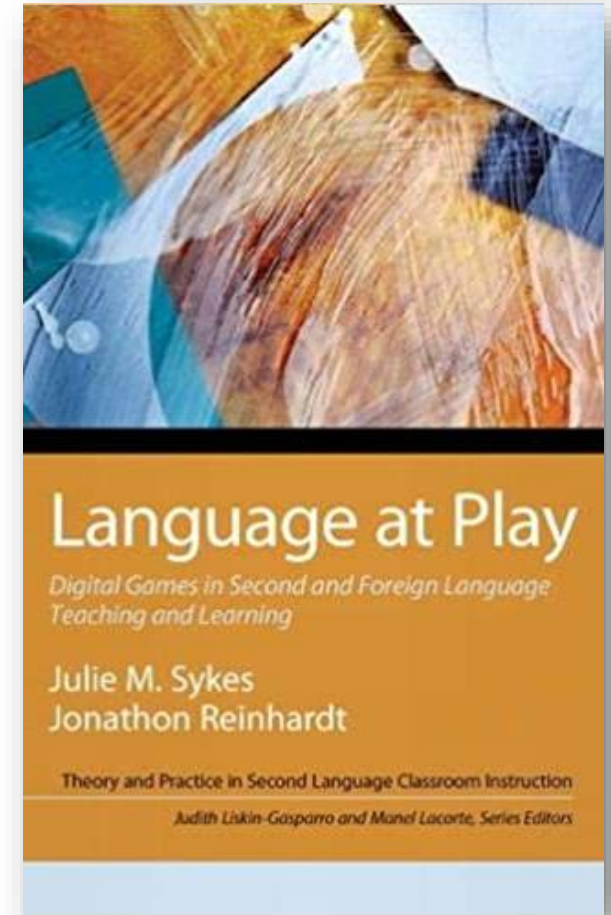
THE VIRTUAL CONTEXTS

- Learning L2 Chinese pragmatics through online games.
  - Dr. X. Tang's pioneering works.
  - The online game environment: **Questaurant.**

  https://www.youtube.com/watch?v=wv-2tphZEsM

Learning Chinese formulaic expressions in a scenario-based interactive environment   24   2017
N Taguchi, Q Li, X Tang
Foreign Language Annals 50 (4), 641-660

The effects of task modality on L2 Chinese learners' pragmatic development: Computer-   11   2019
mediated written chat vs. face-to-face oral chat
X Tang
System 80, 48-59

Use of Technology for Learning Second Language Pragmatics.   3   2019
X Tang
Applied Language Learning 29, 52-72

Pragmatic development via CMC-based data-driven instruction: Chinese sentence final   2   2018
particles
Q Li, N Taguchi, X Tang, A Herraiz-Martínez, A Sánchez-Hernández
InA. Sanchez & A. Herraiz Martinez (Eds.), Learning second language …

Designing and Using a Scenario-Based Digital Game to Teach Chinese Formulaic   1   2020
Expressions.
X Tang, N Taguchi
Calico Journal 37 (1)

Learning how to learn pragmatics: Application of self-directed strategies to pragmatics   1   2019
learning in L2 Chinese and Japanese
N Taguchi, X Tang, J Maa
East Asian Pragmatics 4 (1), 11-36

Transparent Language for Learning Chinese   1   2018
X Tang
calico journal 35 (3), 324-332

Task-based interactional sequences in different modalities: A comparison between computer-   2020
mediated written chat and face-to-face oral chat
X Tang
Applied Pragmatics 2 (2), 174-198

THE WORKPLACE CONTEXT

- Why the workplace context?

  - Practical consideration: International migration, the workplace becomes increasingly multi-cultural, e.g., in the developed world, some Chinese cities.

  - Theoretical consideration: L2 pragmatics research has predominantly focused on the illocutionary effect (i.e., speaker intentions), but it is equally important to consider the perlocutionary effect (i.e., the effects of what the speaker says on the part of the listener).

  - Methodological consideration: issues regarding a lack of authenticity and real-world consequences in data collection.

THE WORKPLACE CONTEXT

- Workplace pragmatic needs (Yates & Major, 2015):
  - Understanding indirect communication, being social & informal, being flexible with pragmatic norms.

- Workplace tasks (Timpe-Laughlin, Wain, & Schmidgall, 2015):
  - Emails, reports, proposals, telephoning, phone messaging, small talk, discussions, presentations.

THE WORKPLACE CONTEXT

- A representative study by D. Li (2000).
  - Context: a 20-week immigrant job-training program on office skills.
  - Examined L2 language socialization process of request-making in English by 1 Chinese immigrant woman (Ming) in the U.S.
  - Ming obtained a college degree in Chinese, gained work experience in China, came to the U.S. in mid-1990s.
  - Documented shift from (Chinese) indirect to (American) direct styles of making requests in order to request for a reasonable workload, to request for respect from peer workers, request for a reasonable workspace.

THE WORKPLACE CONTEXT

- A representative study by D. Li (2000).
  - Request for reasonable workload.

1 M: But here ... at the beginning I had a little trouble to talk. The people [co-workers] always encourage me, 'Don't be afraid to talk! It's nothing wrong. If you feel there is something, talk!' ... The co-workers ... because you know, they talk so much. Sometimes I just don't know why you guy, I mean the people who live in the American a long time, *they talk so free! And so – confident.* They just talk so much. Just talk, talk, talk, and then ... I mean the way they talk about their job they really show their opinion. They really, *they really show that what they want.* ... Yeah. That's what I'm gonna do. I WANT you to do THIS.' And then the other say: 'Well, I cannot do this. Let's figure out.' or something like this. Yeah, sometimes it looks like argue but it's good for the work.

2 D: So you didn't do that, you didn't say it at the beginning?

3 M: *No, anything they gave me, I took.* And then finally my supervisor, he, he can see (that I was exhausted) and say that 'Relax!' ... But I am scared to ask him, you know maybe he will think that I am not competent. But later on I know I have confidence to myself. *I have the right to tell the truth.* And I know if I say something, and they don't like it, they cannot do anything to me because I am a good worker. *So I start to show my opinion.* (Interview, 6/17/97, author's emphasis)

THE WORKPLACE CONTEXT

- A representative study by D. Li (2000).

  - Request for reasonable workload.

I just say, 'well, right now recently, we get too much work. And we did try very hard. The truth is, we cannot, even we try our best, we still cannot finish the work. So we feel that the filing group right now people we have is not enough to handle, so we need more people. So we needs your help. Hopefully you can give us some actions.' (Interview, 6/17/97)

THE WORKPLACE CONTEXT

- Pragmatics instruction for workplace (Louw, Derwing, & Abbott, 2010).
  - Focused on teaching job interview skills in English.
  - 3 Chinese immigrant engineers seeking jobs in Canada.
  - Expert recruiters evaluated instructional effectiveness.

- Current project with Dr. Zhongqi Shi (Columbia Univ.)
  - Context: a "study abroad (6 weeks) + internship (4 week)" program in Shanghai.
  - Focus of analysis: internship interviews (2 instructional sessions, followed by real interviews at internship companies).

LEARNING CONTEXTS – SUMMARY

- Study abroad.
  - Received most research attention; needs to investigate the intricate context-individual-construct interactions through quantitative and qualitative studies.

- Virtual.
  - An emerging area of research that holds great potentials.

- Workplace.
  - Highly limited amount of research; bears tremendous practical implications.

LET'S TAKE A
SHORT BREAK

SESSION 2

- An empirical study:

- Taguchi, N., Xiao, F. & Li, S. (2016). Development of pragmatic knowledge in L2 Chinese: Effects of intercultural competence and social contact on speech act production in a study abroad context. *The Modern Language Journal*, 100(4), 775–796.

OUTLINE

- Background

- Method

- Results & Discussions

- Implications

BACKGROUND

- This study belongs to the context factor approach of study abroad research (Session #1).

- Overarching goal:
  - To explore relationship between intercultural competence (an individual difference factor), social contact (a context factor), and pragmatic competence.

BACKGROUND

- Why social contact?
  - The study abroad (SA) context can potentially provide abundant learning opportunities through various social activities.

  - Different types social activities may differentially affect L2 development.
    - Interactive social activities, e.g., talking to local native speakers.
    - Non-interactive, e.g., reading books, watching TV.

  - In L2 pragmatics research, amount of social contact has been found to contribute to pragmatic development (e.g., Bardovi-Harlig & Bastos; Taguchi, Li & Xiao, 2013).

BACKGROUND

- What is intercultural competence (IC)?
  - Some models of IC.
    - Byram (1997): flexibility and openness, knowledge of self and others, skills of interpreting and relating, skills of discovery and interaction, and cultural awareness.
    - Fantini (2006): personal traits, abilities, and language proficiency.
    - Kelly & Meyers (1995): flexibility/openness, emotional resilience, autonomy, perceptual acuity (i.e., ability to pay attention to verbal and nonverbal cues in communication).

  - Commonality across the models: IC refers to specific personal qualities, attitudes, knowledge, and skills that help individuals interact effectively while engaging with cultural differences.

BACKGROUND

- Yet, current models of IC have not clearly stipulated the relationship between IC and aspects of communicative language competence (e.g., pragmatic competence).

- The connection between IC and pragmatic competence is plausible, because both emphasize the importance of adaptability.

  - A few studies have explored the relationship between the two (Taguchi, 2015; Rafieyan, Behnammohammadian, & Orang, 2015).

RESEARCH QUESTION

- Putting things together.
  - Pragmatic competence (as a component of communicative language competence).
  - Social contact.
  - Intercultural competence.

- Do intercultural competence and the amount of social contact affect the development of speech act production?

METHOD

- Participants:
    - 109 American learners of Chinese (49 females, 60males; age range: 19–23).
    - 15-week study abroad program in Beijing.
    - HSK-Level 4 test + HSKK-Intermediate.
        - Group mean: 228.7 (SD = 51.2; range:122.5 to 337.5).
    - All lived on campus dorms.

METHOD

- Oral discourse completion test (ODCT) (k=24).

  - For assessing speech acts and pragmatic routines.

  - Speech acts: requests (k=4), refusals (k=4), compliment responses (k=4).

  - Pragmatic routines (k=12).
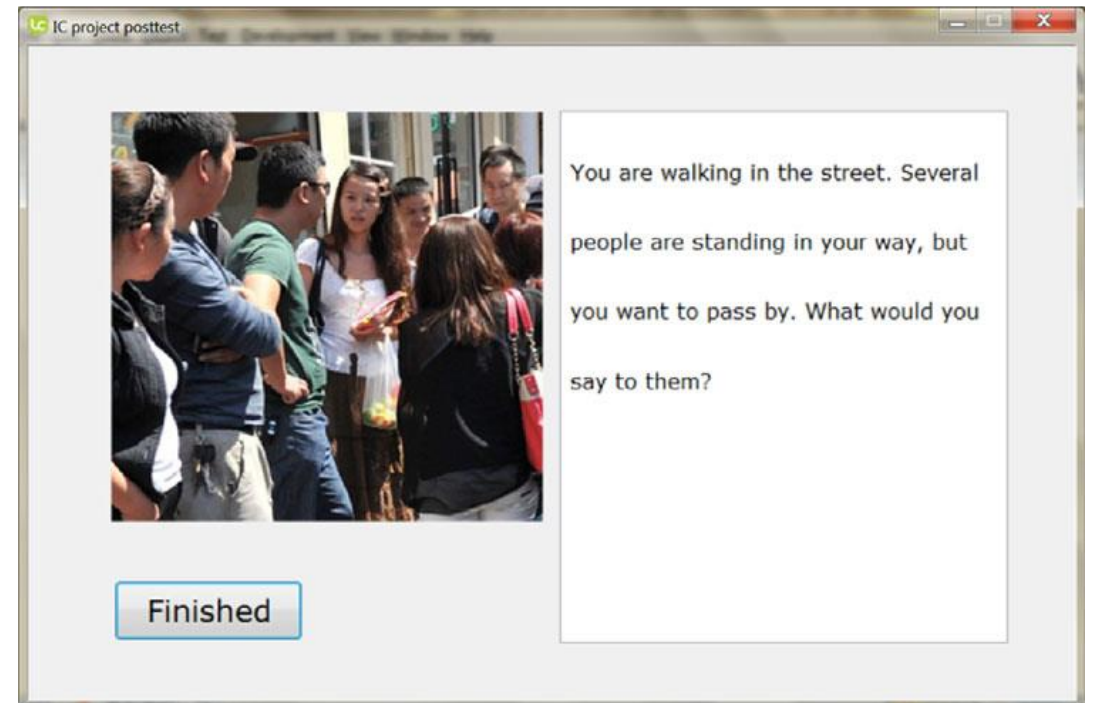
METHOD

- Self-report social contact questionnaire:
  - To measure intensity of language use in different social activities.
  - Two types of social activities:
    - Interactive (e.g., communicating with Chinese friends).
    - Noninteractive (e.g., watching Chinese TV).
  - Learners reported the number of hours spent on these activities based on their reflection of a typical week.

Directions: Please indicate the amount of time you spend using <u>Chinese</u> in the following social activities according to your own experience in China. Please think of a typical week when responding to the questions.

Interactive contact	Hours per week
(1) Communicating with instructors outside the class	_____
(2) Communicating with Chinese friends	_____

Noninteractive contact	
(1) Listening to radio and music	_____
(2) Watching TV, films, and stream videos	_____

METHOD

- Self-report social contact questionnaire (SCQ) (k=14, Cronbach's α = .77).

  - Pilot study:

    - 21 learners reported typical activities, merged to form an item pool, 50% cut-off for selecting items.

    - Items given to 20 learners for additional analysis.

METHOD

- Cross-Cultural Adaptability Inventory (CCAI) (Kelley & Meyers, 1995) (k=50, Cronbach's α = .89).
  - For assessing intercultural competence.
  - All Likert scale questions.
  - Four dimensions:
    - **Emotional resilience**: the extent to which a person can regulate emotions in a new environment and deal with the setbacks coming from cross-cultural experiences (e.g., I have ways to deal with the stress of new situations).
    - **Flexibility/openness**: being open to different ideas and people (e.g., When I meet people who are different from me, I expect to like them).
    - **Perceptual acuity**: attentiveness to verbal and nonverbal behavior in communication (e.g., I try to understand people's thoughts and feelings when I talk to them).
    - **Personal autonomy**: a sense of identity and the ability to maintain personal values and beliefs (e.g., I feel free to maintain my personal values even among those who do not share them).

METHOD

- Procedures:
  - Pretest and Posttest at beginning and towards the end of the semester-long study abroad period.
  - ODCT (Day 1), SCQ & CCAI (Day 2).

METHOD

- Scoring of ODCT data: a 6-point holistic rating scale tapping appropriateness of expressions, clarity of communicative function, and grammaticality (refer to the study introduced in Lecture #5).

- Statistical procedure: Latent Growth Curve Modeling (LGM).

  - To reveal group-level structure, i.e., direct and indirect effects of intercultural competence and social contact on pragmatic development.

  - LGM automatically considers "time" as an independent variable.

METHOD

- Statistical procedure: Latent Growth Curve Modeling (LGM).

  - 2 latent (independent) variables:

    - Social contact: 2 indicators (interactive, non-interactive).

    - Intercultural competence: 4 indicators (emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy).

  - Software: Lavaan package in the R system.

RESULTS

CHANGES IN PRAGMATIC PRODUCTION BASED ON RATING.

	Pretest	Posttest	t test
Overall	93.5	107.7	p < .01** Cohen's d = 1.3
Speech acts	46.4	51.7	p < .01** Cohen's d = .7
Routines	47.1	56.0	p < .01** Cohen's d = 1.1

**p<.01.

RESULTS

CHANGES IN SOCIAL CONTACT.

	Pretest	Posttest	t test
Interactive	9.7	14.6	p < .01 **
Non-interactive	5.7	6.7	p = .15

**p<.01.

RESULTS

CHANGES IN INTERCULTURAL COMPETENCE.

	Pretest	Posttest	t test
Emotional Resilience	85.5	87.8	t = −4.13, p < .01 **
Flexibility/Openness	71.0	71.9	t = −1.73, p = .09
Perceptual Acuity	49.3	50.6	t = −3.84, p < .01 **
Personal Autonomy	34.2	35.3	t = 4.29, p < .01 **
Total	240.0	245.6	t = −4.46, p <.01 **

**p<.01.

R E S U L T

- 6 Hypothesized models based on 2 independent variables (i.e., social contact, intercultural competence) and 1 dependent variable (pragmatic production).

- See next 6 slides for the hypothesized models.

| Model #	Conditions
1	Direct effects of intercultural competence only.
2	Direct Effects of social contact only.
3	Direct effects of intercultural competence and social contact.
4	Direct effects of intercultural competence, and indirect effects of social contact through intercultural competence.
5	Direct effects of social contact, and indirect effects of intercultural competence through social contact.
6 (base)	Unrestricted direct and indirect effects of social contact and intercultural competence.
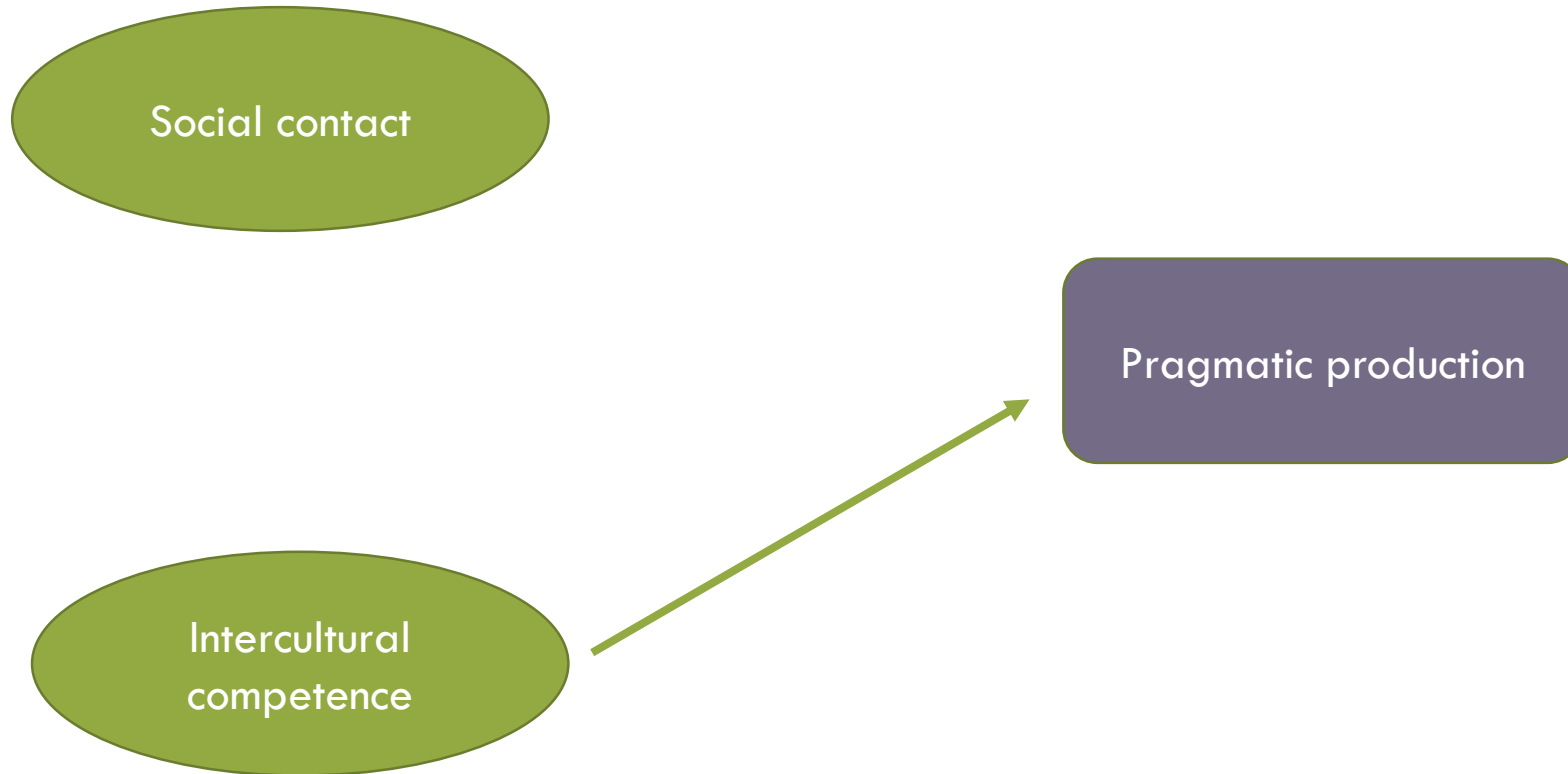
Model #2
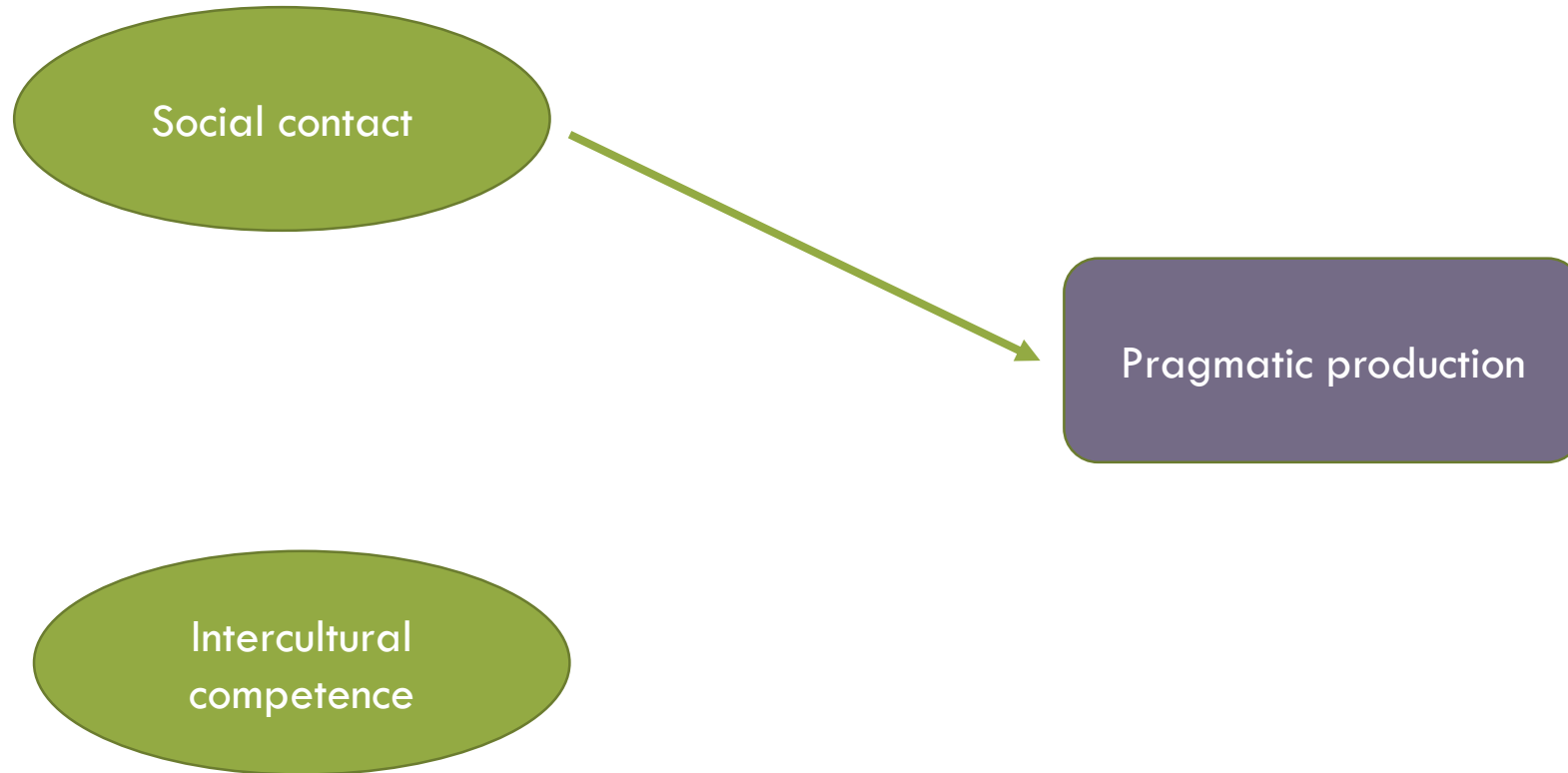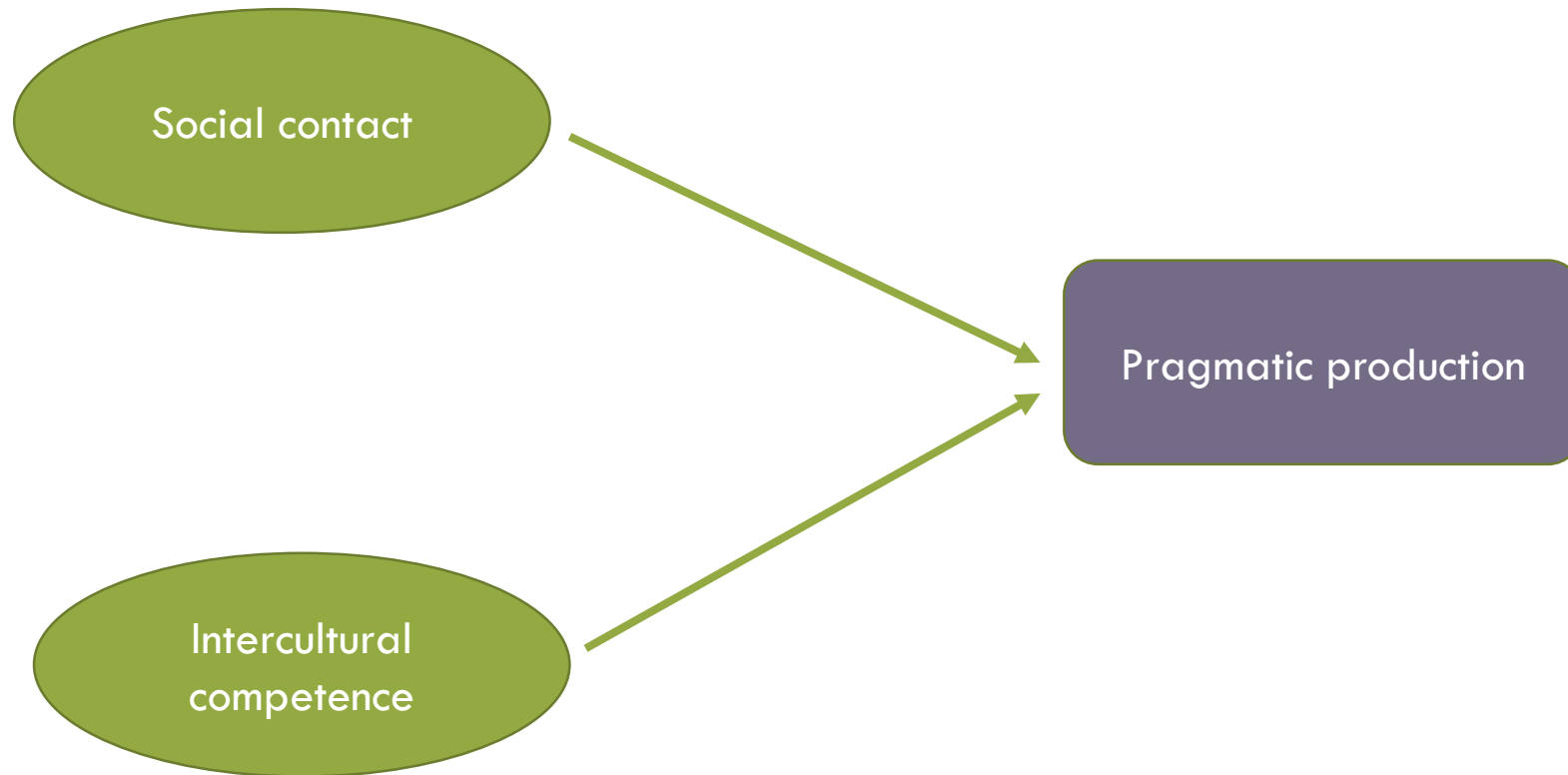
Model #3

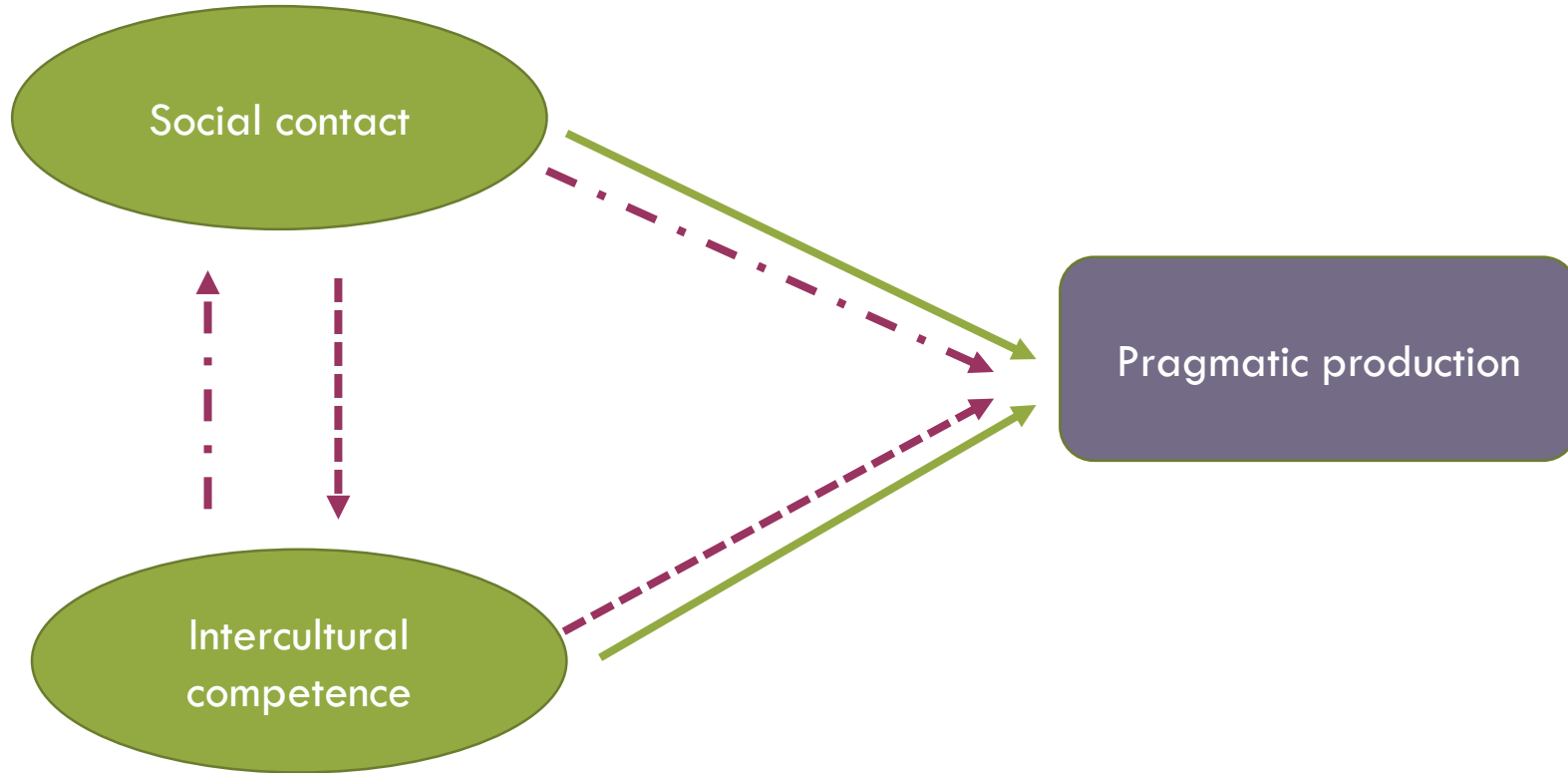Model #4
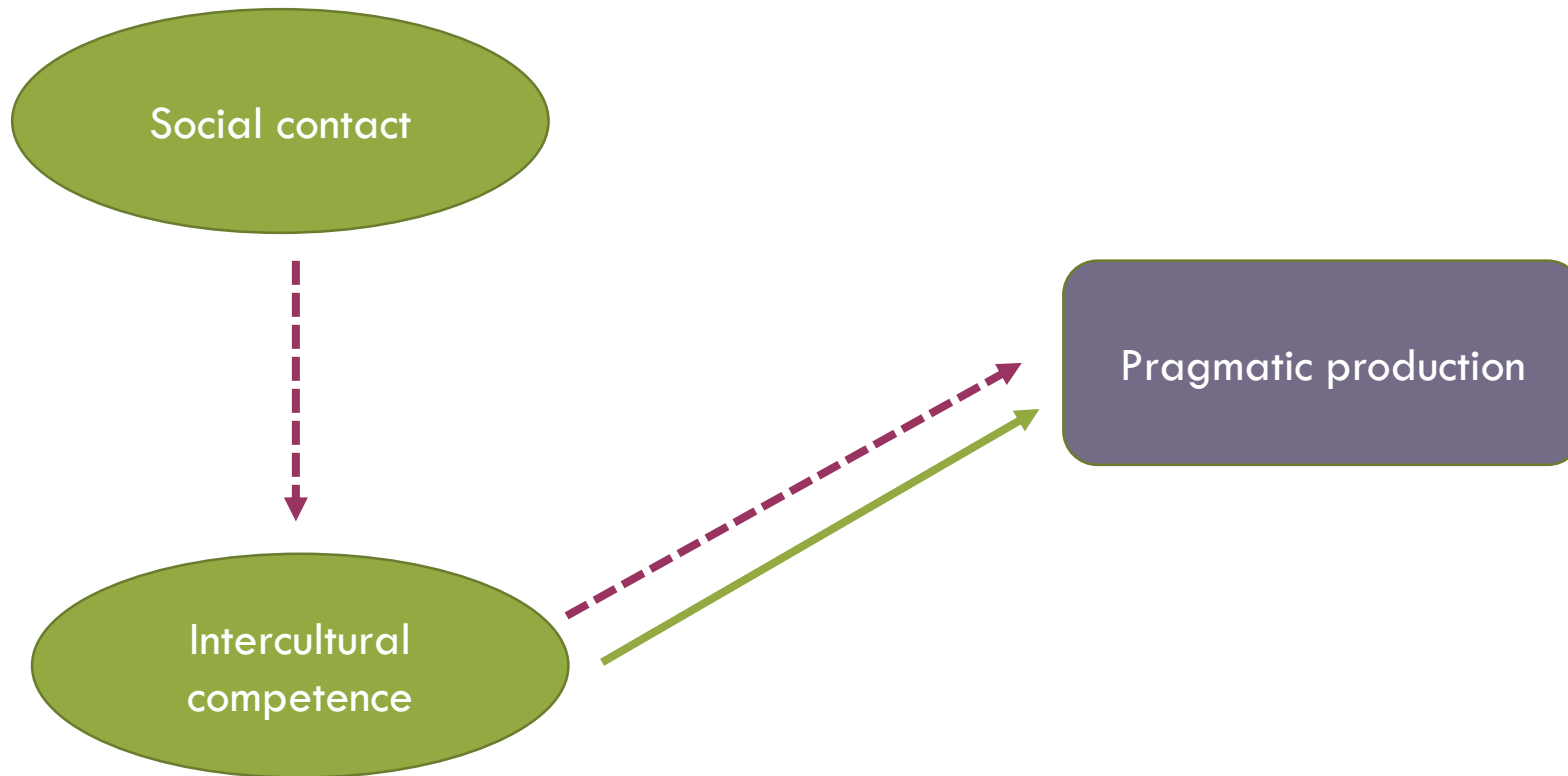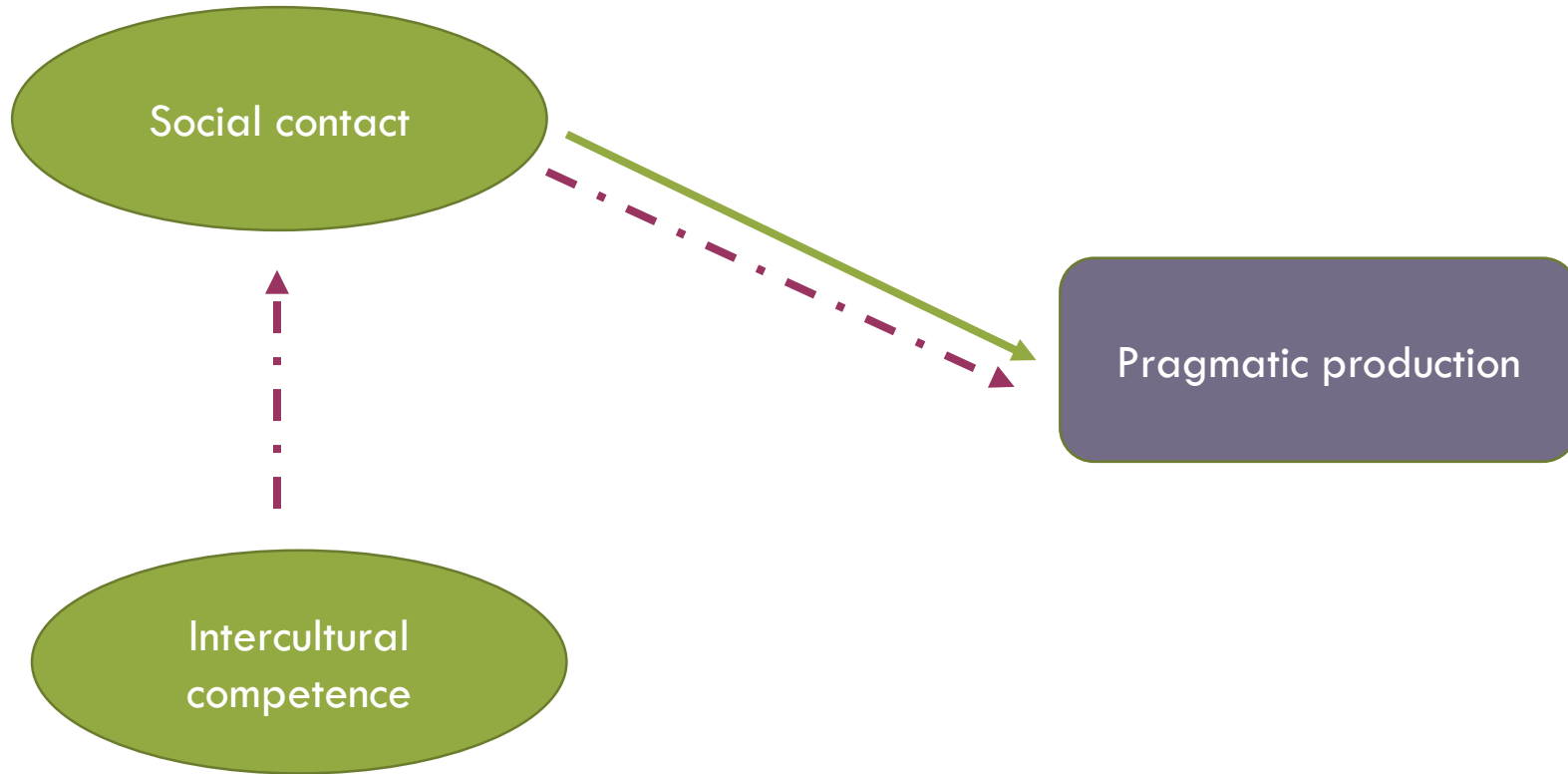
RESULTS

- Goodness-of-fit of the hypothesized models.

Model #	χ^2	df	RMSEA (CI=.90)	ECVI (CI = .90)	CFI
1	1.14*	3	.034	.43	.90
2	15.37	2	.028	.32	.96
3	29.78	5	.029	.34	.98
4	41.53	4	.016	.21	.98
5	55.05	4	.011	.14	.98
6	38.12	6	.027	.19	.98

Smallest RMESA
Smallest ECVI
highest CFI

Note. RMESA = Root mean square error of approximation (range: 0–1). ECVI = Expected cross-validation index (range: 0–1). CFI = Comparative fit index (range: 0–1). CI = Confidence Interval. *p < .05.

- The finalized model with direct and indirect effects.
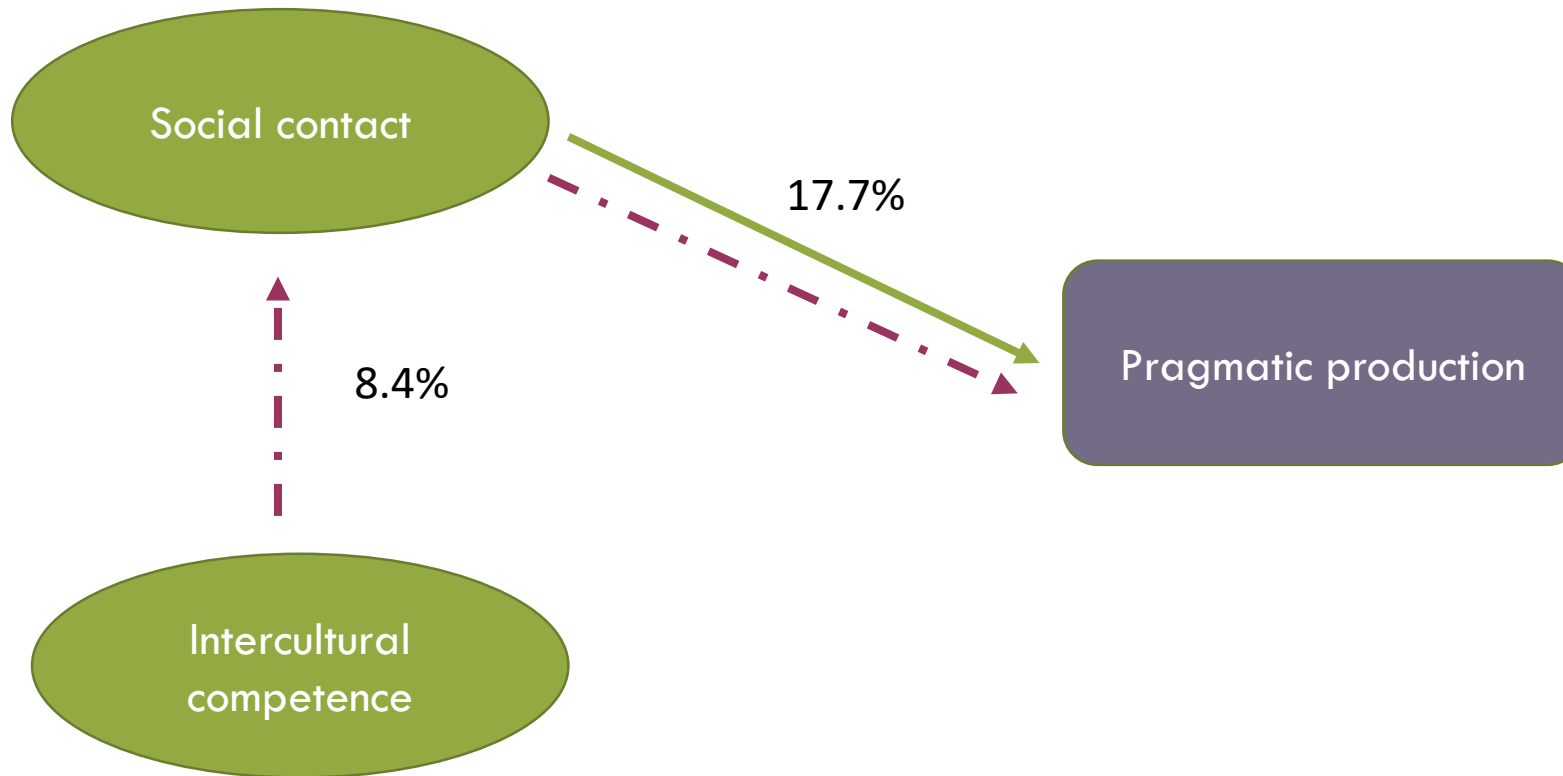
DISCUSSIONS

- Confirmed the importance of social contact in facilitating pragmatic development (e.g., Bardovi–Harlig & Bastos, 2011; Matsumura, 2003).

- This is the first time that social contact, intercultural competence, and pragmatic performance were treated as a time-sensitive variables, i.e., acknowledging the changing nature of these variables.

- The structural relationship between these variables indicate how individual differences factors interact with context factors to jointly influence pragmatic development.
    - The SA context offers potential opportunities for learning, but it is up to the individual learners to access such opportunities; individual differences factors (e.g., IC) play an important role in this process.

LIMITATIONS

- Relatively short observation period, need more data points (e.g., 3-4 data points) over a more extended period of time.

- Need to increase sample size to better examine the effects of individual dimensions of intercultural competence on pragmatic gains.

- Need to expand the construct of pragmatic competence by including implicature comprehension, discursive pragmatic features, etc.

- What about the aftermath of study abroad? (Matsumura, 2007).

- Thank you so much for your interest and time over the last 2 months!

- Keep in touch: sli12@gsu.edu

- Please cite this talk as:
Li, S. (2020. Dec. 12). Learning contexts and L2 pragmatic development (Lecture #8). Beijing Language and Culture University.

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