CALL FOR PAPERS

Call for papers for a special issue on Technology and Learning L2 Pragmatics

About This Special Issue

Guest Editors: Carl Blyth and Julie Sykes

The field of L2 learning and teaching has historically paid relatively little attention to the cultural values and social norms that guide language production in speech communities. Fortunately, recent second language (L2) pragmatics textbooks such as those by Cohen (2018), Ishihara and Cohen (2010), and McConachy (2017) as well as research monographs such as that by van Compernolle (2014) have begun to shed light on the role of instruction in the development of L2 pragmatic competence. Along similar lines, second language acquisition scholars have recently called for more research concerning the efficacy of materials and methods aimed at increasing L2 pragmatic awareness and competence (Gironzetti & Koike, 2016). In keeping with these trends, this special issue highlights the role of technology in instructional L2 pragmatics. In particular, we seek empirical studies of the impact of technology on the development of both pragmatic awareness and pragmatic competence. For this special issue, L2 pragmatics is not limited to the production and interpretation of oral interaction, but rather to all forms of language understood as social action and situated practice, for example, telephone conversations, online chats, digital social reading, and even the production of complex, multimodal texts such as YouTube videos and commentary.

This special issue is open to any type of technology used to further the enterprise of instructional pragmatics such as the use of video to capture and analyze emergent patterns or the use of digital environments to overcome the social limitations of L2 classrooms (e.g., augmented reality, assistive reality, digital games, social networks, and telecollaborative cultural exchanges). Finally, this issue is not limited to a particular subfield of pragmatics, but is open to any theoretically-grounded approach to L2 pragmatics, for example contrastive pragmatics (the study of the pragmatic differences between two or more languages), intercultural pragmatics (the study of the negotiation of meaning between native and non-native speakers), interlanguage pragmatics (the study of the development of L2 pragmatic competence), and variational pragmatics (the study of how language use varies according to social and dialectal parameters).

Possible topics include, but are not limited to the following:

- Development of L2 pragmatic competence and metapragmatic awareness via technology
- Innovative uses of technology to capture and represent language as situated practice
- Theoretical approaches to instructional pragmatics (e.g., conversation analysis, cultural scripts, politeness theory, sociocultural theory, speech act theory, etc.)
- Technology-mediated methods for teaching L2 pragmatics (e.g., data-driven learning, digital games, digital simulations, and discourse completion tasks)
- Learning strategies for L2 pragmatics
- Approaches to assessing L2 pragmatics

Guidelines for Authors

Articles should be no longer than 8,500 words (including references but not appendices). For specific guidelines, please refer to the *LLT* submission guidelines. Please note that articles containing only descriptions of software or pedagogical procedures without presenting in-depth empirical data and analysis

on language learning processes or pragmatic outcomes will not be considered.

To be considered for this special issue, please send a letter of intent and a 250-word abstract in a Word document by October 1, 2018 to llt@hawaii.edu.

Publication Schedule

October 1, 2018:	Submission deadline for abstracts
October 15, 2018:	Invitation for authors to submit a manuscript
March 1, 2019:	Submission deadline for first draft of manuscripts
December 1, 2019:	Submission deadline for revised manuscripts
February 23, 2020:	Submission deadline for final draft of manuscript
June 1, 2020:	Publication of special issue

For Further Information

Please contact the Managing Editor at llt@hawaii.edu.

References

Cohen, A. D. (2018). *Learning pragmatics from native and nonnative language teachers*. Bristol, UK: Multilingual Matters.

Gironzetti, E., & Koike, D. (2016). Bridging the gap in Spanish instructional pragmatics: From theory to practice. *Journal of Spanish Language Teaching*, *3*(2), 89–98.

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson Longman.

McConachy, T. (2017). *Developing intercultural perspectives on language use: Exploring pragmatics and culture in foreign language learning*. Bristol, UK: Multilingual Matters.

van Compernolle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*. Bristol, UK: Multilingual Matters.