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The Role of Computer Mediation in the Instruction and Development of L2 Pragmatic Competence

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Abstract:

This article provides a selective review of the role of computer mediation in the instruction and development of second language (L2) or interlanguage pragmatic competence within foreign and second language education. Both researchers and practitioners have noted consistently that several aspects of the teaching and tutored learning of L2 pragmatics have been reported as problematic and/or underexplored in the published knowledge base to date, including the availability and authenticity of instructional materials, the provision of opportunities for the performance and practice of L2 pragmatic competence in meaningful interactions, the relative lack of developmental data documenting the precise (and varied) pathways of L2 pragmatic competence over time, and the efficacy of particular pedagogical interventions in classroom-based L2 pragmatics instruction. The role of computer mediation in each of these underexplored areas is examined with a special emphasis on the teaching and learning of L2 pragmatics in Internet-mediated partnerships and on the use of (learner) corpora in L2 pragmatics instruction and research.

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