

SYMPOSIUM: Multilingual Pragmatics. A focus on pragmatic awareness in multilingual instructional settings

Conveners:

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Pragmatic instruction has received a great deal of attention in the last three decades (Kasper and Blum-Kulka, 1993; Bardovi-Harlig, 2013; Taguchi, 2019). Several individual variables have been identified (Alcón, 2018; Sánchez-Hernández and Alcón, 2018, Taguchi, 2012) and the intercultural nature of learners' pragmatic behaviour has been raised (Kecskes, 2014; McConachy, 2019). Nevertheless, the analysis of multilingual learners from a multilingual perspective remains a challenge. Most studies dealing with multilingual pragmatics have considered pragmatic production (Alcón, 2012; Martí and Portolés, 2019; Portolés and Safont, 2016; Safont, 2021) but raising learners' pragmatic awareness is regarded as a fundamental teaching strategy (Halenko and Jones, 2011; Portolés, 2015; Usó-Juan and Martínez-Flor, 2020) that contributes to their pragmatic development. In fact, a number of experimental and exploratory studies show the benefits of instruction for increasing pragmatic awareness (Atabekova et al, 2021; Derakshan and Shakki, 2020; Lin and Wang, 2020; Timpe-Laughlin, Green and Oh, 2021). Within instructional settings, learners' motivation also seems to positively correlate with pragmatic awareness (Zarrinabadi and Rezazadeh, 2022). However, the role that learners' multilingualism, their attitudes to languages or their translingual practices play in increasing their pragmatic awareness deserves further attention. For this reason, we shall devote the present symposium to the analysis of multilingual learners' and teachers' pragmatic awareness and its relationship with multilingual instructional contexts.

On that account, we welcome contributions along these lines so that this panel covers some of the above reported needs. We are particularly interested in studies dealing with the pragmatic awareness of teachers and/or students in multilingual instructional settings and tackling the role of gender, age, sociolinguistic status of the languages involved, school language programs, translingual practices or language attitudes (among other related aspects). The idea is for this panel to elicit fruitful discussion and offer a chance to exchange findings that can help us explain the effect of specific variables on the development of multilingual pragmatic awareness in instructional contexts.

For further information on how to submit your abstract, please visit:
<https://pragmatics.international/page/CfP>

Deadline: **1st November 2022**

Looking forward to receiving your contributions,

Best wishes,

Laura & Pilar