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**PRAGMÁTICA:**  
**POR QUE USAR MEIOS AUDIOVISUAIS EM CONTEXTOS DE APRENDIZAGEM  
DE SEGUNDA LÍNGUA E DE LÍNGUAS ESTRANGEIRAS?**

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**PRAGMATICS:**  
**WHY USE AUDIOVISUAL INPUT IN SECOND AND FOREIGN LANGUAGE LEARNING  
CONTEXTS?**

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**PRAGMÁTICA:**  
**¿POR QUÉ UTILIZAR INPUT AUDIOVISUAL EN CONTEXTOS DE APRENDIZAJE DE SEGUNDAS  
LENGUAS Y LENGUAS EXTRANJERAS?**

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Manuel Rodríguez Peñarroja<sup>1</sup>

**RESUMO**

O ensino e o aprendizado da pragmática em contextos de aprendizagem de segunda língua e de línguas estrangeiras tem sido tradicionalmente reduzidos a amostras de diálogos descontextualizados e imagens estáticas dos livros de curso sem quase nenhum efeito sobre a competência comunicativa dos alunos. Este artigo delinea a lógica do ensino da pragmática devido à sua importância essencial conforme estabelecido em diferentes paradigmas de proficiência linguística, por exemplo, o CEFR. Portanto, a atenção está centrada no uso de materiais audiovisuais como uma rica fonte de insumos utilizada para esse fim. Levando isto em consideração, uma revisão dos estudos que avaliam a validade da linguagem utilizada nos gêneros audiovisuais é fornecida. Além disso, é apresentada uma visão geral de sua aplicabilidade e efeitos como parte dos currículos de educação geral e no ensino de línguas estrangeiras e de segunda língua. Os resultados dos estudos analisados sugerem efeitos globalmente vantajosos ao usar este tipo de materiais para diferentes objetivos didáticos e mais especificamente com objetivos de aquisição pragmática.

**PALAVRAS-CHAVE:** Aquisição de pragmática. Materiais audiovisuais. Gêneros de TV e filmes. Ensino de segunda língua e de línguas estrangeiras.

**ABSTRACT**

The teaching and acquisition of pragmatics in second and foreign language learning contexts has been traditionally reduced to coursebooks' decontextualized dialogue samples and static images with almost no effects on learners' communicative competence. This paper outlines a rationale on the teaching of pragmatics since it has become of essential importance as specified in different language proficiency paradigms i.e. the CEFR. Thus, attention is centered on the use of audiovisual materials as a rich input source used for that aim. With this in mind, a review of studies appraising the validity of language used in audiovisual genres is provided. In addition, an overview of its applicability and effects as part of the general education curricula and in second and foreign language instruction is presented. Results from the studies reviewed reported overall advantageous

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<sup>1</sup> The author holds a PhD in Discourse analysis. Theory and applications in the use and acquisition of the English language from the Univesitat Jaume I. He us adjunct lecturer in the department of English Studies at Universitat Jaume I and Universitat de València.



outcomes when using this type of input for different instructional aims and more specifically with pragmatics' acquisition purposes.

**KEYWORDS:** Pragmatics acquisition. Audiovisual input. TV genres and films. Second and foreign language instruction.

#### RESUMEN

Como norma general, la enseñanza y adquisición de la pragmática en contextos de aprendizaje de segundas lenguas y lenguas extranjeras se ha reducido a diálogos descontextualizados e imágenes estáticas en los libros de texto. Los efectos de este tipo de input en la adquisición de la pragmática como parte de la competencia comunicativa del alumnado han sido limitados. En consecuencia, este artículo presenta diferentes argumentos para instruir a los estudiantes en la pragmática de segundas lenguas y lenguas extranjeras debido a su importancia ya corroborada por diferentes paradigmas de referencia que estructuran los niveles de competencia en lenguas i.e. MCERL. Asimismo, se plantea el uso de materiales audiovisuales como una fuente de información sustancial para la adquisición de la pragmática. En este artículo se lleva a cabo una revisión de estudios que validan el uso del lenguaje en varios géneros audiovisuales así como su aplicabilidad y efectos en el aprendizaje en general y en la instrucción en segundas lenguas y lenguas extranjeras en particular. Los resultados de los estudios sugieren que el uso de input audiovisual ha generado resultados positivos con diferentes objetivos de aprendizaje y más específicamente en la adquisición de la pragmática.

**PALABRAS CLAVE:** Adquisición de la pragmática. Input audiovisual. Géneros televisivos y películas. Instrucción en segundas lenguas y lenguas extranjeras.

## Introduction

Pragmatics' teaching and acquisition as a part of the communicative competence paradigm (Alcón, 1999; Usó-Juan & Martínez-Flor, 2008) has been proved to be an attainable goal by English as a Second or Foreign Language (ESL and EFL, henceforth) learners and teachers in spite of the misleading role of teaching materials such as coursebooks. One of the main questions which pragmatics' teachability and acquisition should address is whether students can be taught how to linguistically behave in different situations in second and foreign language contexts. Inasmuch as this objective may seem ambitious a priori, already carried out studies have suggested that SL/FL learners can be instructed on the different linguistic forms and strategies available to convey meaning, i.e. pragmalinguistics. Moreover, they should be able to decide how to express themselves according to contextual requirements, individual factors and situation demands, i.e. sociopragmatics. Even the fact that the pragmalinguistics and sociopragmatics' scope is beyond teaching linguistic behaviour, Tateyama (2019) suggests that language learners will benefit from sociopragmatic awareness and pragmalinguistic's acquisition as the resources to have access to and reflect from when in a SL/FL context.

As noted by Tatsuki (2019, p. 323) the main problem resides in coursebooks since these "still remain as the most widely used resources for language teaching". Nevertheless, they lack pragmatic aspects as their design mainly focuses on students' proficiency needs. Thus,



teachers need to adapt content and bring different materials to class so as to supplement textbooks when teaching pragmatics. Due to this intricacy, the aim of the present work is to provide rationale for the use of audiovisual (AV) input with teaching pragmatics' aspects purposes in addition to more traditional coursebook instruction.

Hereafter, a rationale on the use and effects of AV input provision is presented. Then, a focus on AV materials as a pragmatic input source is discussed. Next, studies aimed at the teaching of general curricular needs and different pragmatic aspects relying on AV input are reviewed. Last, some of the advantages found and the applicability of this input source in SL/FL contexts are described followed by recommendations for future research on the impact of AV input with teaching pragmatic competence aims.

### **Pragmatics' Input Provision**

In broad terms, the three main input sources that learners are exposed to in class are teacher talk, other learners and materials (Jianda, 2006; LoCastro, 2003; Martínez-Flor & Usó-Juan, 2010). As regards these input sources, some studies have suggested their inadequacy if the aim is the teaching of pragmatic competence. Firstly, SL/FL teachers' efforts as pragmatic input providers have been thought to be insufficient due to the use of directive and descriptive sentences while teaching, their reluctance to teach pragmatic aspects in class because of a lack of Native Speaker (NS) intuition, and the inadequacy of instructional materials and methods designed with that aim (Jianda, 2006). Secondly, peers input as role-play pairs practice or as feedback providers may be inaccurate since they may have achieved similar overall language proficiency. Last, the use and role of ESL\EFL teaching coursebooks have received wide criticism as well. Even the fact that pragmatics has a place in this type of materials, some coursebooks have been overtly criticised because of the lack and even inappropriate provision of pragmatic input (Bardovi-Harlig, 2017; Tomlinson & Masuhara, 2017). Accordingly, a number of studies focusing on pragmatics' representation in written textbooks designed with SL/FL teaching purposes have found that: (i) Speech Acts (SAs, henceforth) samples provided misrepresent real language use (Basturkmen, Loewen, & Ellis, 2004; Gilmore, 2004; Kakiuchi, 2005; Salazar, 2008; Usó-Juan, 2008; Zangoei & Derakhshan, 2014); (ii) SAs realisations do not reflect reality in most cases (Boxer, 1993; LoCastro, 2003); (iii) SAs are presented as incomplete or simplified routines (Grant & Starks, 2001); (iv) vocabulary and topics are introduced to support grammar units and not pragmatic information (Abrams, 2014; Eisenclas, 2011); (v) real life situations cannot be simulated by textbooks (Derakhshan & Zangoei, 2014; Vellenga 2004); (vi) explicitly developed pragmatic materials are "impoverished in terms of characters, their relationships and motivations, even



the language” (Washburn, 2001, p. 22).

As a consequence of the criticism towards written materials, the effects of using AV media as a source of pragmatic input have been studied (Abrams, 2014; Derakhshan & Zangoei, 2014; Eisenclas, 2011; Salazar, 2008). Researchers concluded that some AV sources may well be used as a resource to supplement coursebooks’ content with teaching pragmatics objectives since learners can be presented with conversations simulating real-life situations and interactants. Everyday interactions and common expressions including a wide number of speech acts (SAs) realisations with specific communicative purposes can be studied. Additionally, a more active learning approach may be fostered since most learners have access to Subscription Video on Demand (SVOD) such as Amazon, Netflix and HBO (Wayne, 2018) and find watching series entertaining. Then, the main objective when using AV input with pragmatics’ learning purposes is to promote awareness on “sociocultural conventions and norms of language use” (Taguchi, 2019 p. 1).

### **How does AV input work?**

Many attempts have been made with the purpose of unveiling the effects this type of input has on students (Baltova, 1994; Canning-Wilson, 2000; Bird & Williams, 2002; Gardner, 2008; Gruba, 2004; J.M. Marshall, 2002; S. Mashall, 2007). As the input students are exposed to contains both aural and visual information, the load of information is richer if compared to the traditional input provision, for instance aural listening activities. Thus, how does the brain work with this information? First of all, J. M. Marshall (2002) described three different theories which imply the activation of emotional states that might lead input to become intake. The arousal theory entails the activation of emotional factors and behaviour when messages are seen as audiovisually communicated. The short-term gratification theory relies on motivational and emotional components such as enthusiasm and concentration which are thought to be promoted when video is used. The last theory which describes creativity, imagination and learning-promoted achievement was termed "interest simulation theory". S. Marshall (2007) supported the idea that active learning may foster students’ cognitive processing and promote learning by monitoring and comprehending not only aural but visual input as well. Secondly, Gardner’s (2008) theory identified the existence of eight discrete intelligences, i.e. linguistic, logical-mathematical, spatial, musical, body-kinaesthetic, intrapersonal, interpersonal and naturalistic, and suggested the advantageous effects of using AV materials since multidisciplinary learning may take place when aural and visual stimuli are provided. Last, Silverman (2006) developed on three learning styles, those of visual-spatial, auditory-sequential, and tactile-kinaesthetic as people perceive information visually,



auditorily, and through touch. Thus, the use of AV sources can foster students' conceptual visualization and spatial location which could imply a sequential step-by-step learning process while they watch, listen, think, and process words.

As implied in the theories above, AV input activates emotional states, fosters multidisciplinary learning and activates different cognitive domains. However, what are the effects in learners' brains? Baltova's (1994) study centered on the provision of different types of input, namely visual stimuli without sound, sound without video, and complete AV stimuli. The findings suggested that complete AV input was found easier to understand and aimed at maintaining attention and enhancing comprehension, whereas only auditory input was reported as more difficult to follow and less attention-getting. Herron et al. (1995) also found improvement in comprehension when using AV stimuli for picture description. The results from the research carried out by Ryan (1998) implied the activation of learners' cognitive domains and an increase in motivation when learners were exposed to language use and meaning visualization (Canning-Wilson, 2000). In like manner, Mayer (2009) advocated for the activation of cognitive processes and promotion of active learning when narration was accompanied by visuals and animations in contrast to only sound. Seo (2002) studied the effects of AV and only aural input provision on listening comprehension. The findings reported students' activation of metacognitive and top-down cognitive processing strategies by which linguistic knowledge becomes more accessible under exposure to complete AV stimuli conditions. Gruba (2004) found learners' increase in comprehension when using digital video in multimedia instruction contexts. On balance, the attention-getting nature and motivational role of AV materials if well selected might aid at the development of cognitive processes and domains which can lead to the activation of top-down processing strategies for a wider understanding of AV input in contrast to only aural or visual information provision.

### **Rationale for the use of AV materials in SL/FL contexts**

Having described some of the effects when AV input exposure takes place, attention will now be centered on the advantageous uses of AV sources when used as a pragmatic source of input. Thus, it is first necessary to tackle the challenges faced by SL/FL students and teachers when addressing pragmatics' acquisition. As mentioned by Derakhshan and Zangoei (2014), there is a lack of (i) varied and naturally occurring input in SL/FL contexts as the number of native speakers is limited, (ii) pragmatic salience in the available input is scarce since textbooks neither focus on pragmatic input, nor achieve pragmatic adequacy, (iii) awareness about the linguistic forms, norms and limits is not fostered, (iv) direct or explicit feedback about norm-violation in real and natural contexts is not usually provided as little attention is



paid to pragmatic language use.

Given these drawbacks and the status of pragmatics as one of the communicative language competences to be fostered, the Council of Europe (2018, p. 138) considers its acquisition of crucial importance. As this particular competence entails users' language use, it is directly connected with discourse, functional and design competences. Throughout them, the aspects of flexibility, turntaking, thematic development, coherence, cohesion, prepositional precision and spoken fluency are classified and described according to the proficiency levels to be attained by language learners (Council of Europe, 2018, pp. 138-144). The Council of Europe latest revision in 2018 also includes the use of TV and film as AV reception activities and strategies and provides a taxonomy for AV materials' use with different requirements at different learning stages (Council of Europe, 2018, p. 66), what has been coined as multimodal literacy (Camiciottoli & Bonsignori, 2015; Walsh, 2010).

Several studies have assessed the use of AV materials with the objective of teaching pragmatics since aural and visual information provision when using AV sources may aid in the understanding of sociopragmatic aspects in context while widening the repertoire of pragmalinguistic resources.

### *Sociopragmatic Aspects*

One of the differentiating aspects of AV input is the context provided to students since AV sources offer participants' information as well as social, situational and cultural background cues. Participants' information includes characters' image, personality traits, clothing, and paralinguistic information, i.e. gestures, body language, gaze, etc. Furthermore, stress and intonation in interactants' words may provide affective clues (Zangoei & Derakhshan, 2014). Social factors such as status, social distance, power, rights and obligations, and the degree of imposition (Brown & Levinson, 1987) within specific illocutions can also be studied. In addition, contextual information can be accessed in order to focus on different pragmatic aspects (Alcón 2005; Derakhshan & Zangoei, 2014; Martínez-Flor, 2008) which may lead learners to familiarize with the target culture (DuFon, 2002). On balance, the use of AV sources such as TV series and films can contribute in students' pragmatic awareness and acquisition as these provide the context of linguistic production, the context of interaction and the relationships among interactants as well.



### *Pragmalinguistic Aspects*

Some of the pragmalinguistic aspects that can be observed and studied when using AV input comprise a wide variety of SAs, interactional patterns, sequences, adjacency pairs, and turn-taking processes in conversation. Focusing on SAs as well as direct and indirect strategies, conversational routines and the use of modification devices can be accessed. The use of language, even when previously scripted, has been proved similar to everyday language use (Abrams, 2014). Furthermore, as there is a wide variety of audiovisually-produced contexts, the usefulness of this input source could be of relevance for different English for Specific Purposes (ESP) subjects.

### **Research on AV resources**

Several studies have been carried out in order to test the effects of using AV sources with different purposes. Below, we present two main differentiated types of studies, those termed educational video and those designed under non-educational basis. On the one hand, educational video encompasses studies that use of AV input specifically designed with educational purposes in combination with other resources such as coursebooks. On the other hand, non-educational studies comprise the implementation of different AV genres, i.e. films and TV series, with different teaching and learning purposes, not previously designed with these aims.

### *Educational AV Input*

Cruse (2006) compiled and described studies using educational video and its effects in early literacy development. Rockman et al. (1996) researched the effects of watching *Bill Nye the Science Guy* in class and at home. Overall results showed students' better and more accurate provision of scientific explanations. Linebarger (2000) studied the use of *Between the Lions* educational video with nursery school children. Findings reported that the children exposed to this AV source developed literacy skills and reading ability earlier than those who were instructed within a more traditional approach. Similarly, Prince, Grace, Linebarger, Atkinson, and Huffman (2002) found reading skills' earlier development in low-income children, those in rural areas and those who speak English as their SL when using *Between the Lions*. Fisch's (2003) study focused on the ability to solve mathematical problems (i.e. problem-solving skills' development) when using *Cyberchase*. Centering attention to children's academic and cognitive development, Fisch (2005) argued that readiness and other academic skills were better performed by pre-schoolers after a period watching *Sesame Street*. Likewise, secondary



school students got better qualifications after watching the same educational video for a longer time (Anderson, Rourke, Garrison & Archer, 2001; Hudson, Detmer, & Brown, 1995). The U.S. Department of Education What Works Clearinghouse (WWC intervention report, 2006) found overall positive effects in language learning when using *Arthur* educational videos.

### *Non-educational AV input*

Concerning AV resources which have not been explicitly designed with educational aims, research has been carried out in order to ascertain how students can benefit from the use of video with different purposes. In the forthcoming subsections a distinction is made between films and TV genres due to their differentiating factors, i.e. length, characters and plot.

### *Films*

Research on films as an AV genre on its own has mainly focused on validating language use by comparing fictional dialogue and quotidian language use (Kite & Tatsuki, 2005; Martínez-Flor, 2008; Rose, 1997, 2001). Rose (1997, 2001) analysed compliments and pragmalinguistic aspects such as syntactic patterns, topics, and strategies in 46 American films and the Manes and Wolfson's (1981) language corpus. Results revealed similarities in the language used in films and the corpus. In the same vein, pragmalinguistic similarities were described in Kite and Tatsuki's (2005) research on apologies in films and real conversations. Martínez-Flor (2008) also reported correspondence of internal and external request modification devices in 10 films and everyday language use.

Apart from testing language use in films, other studies have used films with teaching purposes (Abrams, 2014; Ryan, 1998). Ryan's (1998) study dealt with students' motivation when using films in the Target Language (TL). One of the principles the author emphasized was the selection of the film to work with in class since it must fit students' preferences and institutional constraints as well. Outcomes revealed an increase in motivation when practicing listening and speaking skills in addition to working with input sources other than coursebooks. More recently, Abrams' (2014) research focused on interlanguage pragmatics' (ILP) aspects, those of comparing SL learners' performance to NSs' norms, and the analysis of learners' pragmatic skills when provided with different types of input, i.e. textbook and film fragments. Results indicated that the treatment group exposed to AV input reported an earlier linkage between pragmalinguistic and sociopragmatic aspects. Post-test metapragmatic information was also provided on directness and indirectness confirming then an increase in awareness and knowledge about language use, politeness needs and context requirements.

### TV series

Research on TV series has also been twofold, since some studies have focused on the validity of the language used (Grant & Starks, 2001; Fernández-Guerra, 2008, Rodríguez-Peñarroja, 2020) while others have implemented the use of these input sources for the teaching of pragmatic aspects (Alcón, 2005; Birjandi & Derakhshan, 2014; Moradkhan & Jalayer, 2010). Grant and Starks' (2001) study analysed conversational closings in coursebooks and the *Shortland Street* soap opera, concluding that more appropriate and richer pragmalinguistic and sociopragmatic information was provided to students when using the series. These findings need to be interpreted with caution as the authors also noticed that everyday language performance errors such as stuttering, malapropisms and incomplete sentences were not present. Fernández-Guerra (2008) compared the SA of requests as occurring in the TV series *Felicity*, *Young Americans*, *Sweet Valley High* and *Friends* with the Michigan Corpus of American English (MICASE). Results revealed that the language used in the series reflected “more similarities than divergences” (Fernández-Guerra, 2008, p. 122) when compared to real language use in the corpus. Rodríguez-Peñarroja's (2020) research analysed the SAs of apologies, complaints, refusals, requests and suggestions from previously developed taxonomies in the British sitcom *How not to live your life* and the drama *Life on Mars*. The findings reported similarities between the SAs used in the TV series and those suggested in the taxonomies. In addition, a clear influence of sociopragmatic aspects i.e. politeness needs and context, has been found in pragmalinguistic forms i.e. SAs realisations. Likewise, the presence of turn-taking dynamics, conversational sequences and adjacency pairs in the data analysed reinforces the similarities between the TV series language use and its close-to-real nature.

With reference to its pedagogical application, Alcón's (2005) research reported an increase in sociopragmatic and pragmalinguistic aspects of language when teaching requests under implicit or explicit conditions using the series *Stargate*. Moradkhan and Jalayer (2010) investigated the effect of using audio-taped and video-taped materials from the series *Friends* and *Desperate Housewives* for the teaching of SAs. Students who were exposed to video-taped input outperformed those only exposed to audio-taped stimuli since pragmatic competence was fostered due to AV materials' awareness-raising potential. Similarly, Birjandi and Derakhshan (2014) attempted to provide evidence for the teaching of the SAs of apology, request and refusal using video-driven prompts from the *Flash Forward* and *Stargate* TV series, and the *Annie Hall* film. Participants were divided into four different groups with different instructional aims, i.e. metapragmatic, form-search, role-play and control group. Their findings indicated overall pragmatic ability improvement and the outperformance of the group receiving metapragmatic information over the others.

The usefulness of exposure to other TV genres such as reality shows and documentaries has also been reported as being positive when addressing vocabulary and formulaic sequences (FS) incidental learning (Puimège & Peters, 2019, 2020). The first study was aimed at EFL students' single words and FS incidental learning when exposed to the British reality TV programme *Dragon's Den*. Pre and post-test results revealed incidental learning at form and



meaning recall and form recognition. However, participants' prior lexical proficiency was proved as affecting their positive outcomes. The authors' more recent study exclusively focused on the incidental acquisition of FS. Participants were shown the TV documentary *Uses and Abuses* of Stephen Fry's Planet World on which swearing and euphemisms' role in language are depicted. Findings suggested that FS can be incidentally learnt at form and meaning recall levels. In addition, clear and somehow more obvious form-meaning relationships in FS were learnt with ease.

Conversely, some studies have pointed out the possible disadvantages when using TV genres as a pragmatic's input source (Glaser, 2013; Li, 2012; Mayer, 2009; Kasper & Rose, 2002; Taylor, 2002). Firstly, it was suggested that AV materials lose their authenticity since these have been previously scripted. Secondly, the use of AV materials not designed with teaching purposes may reduce their usefulness with that aim as these could not be as much effective and convenient so as to achieve teaching and learning goals. Thirdly, the similarities between face-to-face everyday interactions were questioned when compared to what we see on the screen. Fourthly, the development of activities and its implementation in the classroom context is time consuming. Last, humans' capacity of processing visual and audible information is limited and can lead to cognitive information overload, attention loss, comprehensibility reduction and low intake rates. Nevertheless, some of the studies presented in the previous sections have already tackled these problems with positive evidences for the use of this type of input aimed at pragmatics teaching and acquisition. Consequently, language validity was confirmed by Abrams (2014), Fernández-Guerra (2008), and Grant and Starks (2001), and cognitive overload when aural and visual stimuli are provided was positively overcome by the use of an advance organiser as an instructional strategy (Li, 2012). Thus, in spite of the criticism towards AV input provision with teaching purposes, it may be assumed that studies on pragmatics' teachability with the use of complete AV input have reported positive results for the number of issues above described.

## **ADVANTAGES AND APPLICABILITY OF AV SOURCES**

As regards the use of AV media and its distinctive characteristics, Washburn (2001) emphasized the possibility of viewing and reviewing interactions and its usefulness since speech is represented visually, verbally and non-verbally. Advantageous outcomes were also found when accomplishing listening comprehension activities, fostering translating skills and vocabulary acquisition (Puimège & Peters, 2019; Wagener, 2006). Vandergrift (2007) presented a review of literature on the benefits of using multimedia materials in L2 listening since different language varieties can be accessed at a normal speech rate without being modified for better comprehension goals. In addition, Joseph, Phil, and Baskaran (2011) gave



importance to its stimulating and facilitating role when learning a language and the provision of authentic cultural information. In the same vein, Derakhshan and Zangoei (2014) suggested that AV materials use is thought to enhance sociopragmatic and pragmalinguistic awareness. In addition, AV input has been reported to provide a variety of contexts for addressing different pragmatic aspects of the language (Alcón 2005; Grant & Starks, 2001; Martínez-Flor, 2008).

Focusing on implementation, the use of AV sources allows for different tasks and activities' design to be carried out in class or at home since these can be presented to groups, individuals or for self-study (Bello, 1999; Fazey, 1999). Some of the activities already implemented include (i) awareness-raising tasks with pragmalinguistic and sociopragmatic purposes (Zangoei & Derakhshan, 2014); (ii) listening to authentic materials, as the speech rate is the usual and language varieties are accessible (Vandergrift, 2007); (iii) allowance to practice cultural analysis and linguistic skills (Abrams, 2014; Goldstein, 2010; Kahnke & Stehle, 2011; Sundquist, 2010; Tognozzi, 2010); (iv) role-play practice imitating realistic models (Arthur, 1999); (v) the teaching of direct observation for a posterior pragmalinguistic focus within target language different contexts, i.e. ESP (Bonsignori, 2018); and (vi) the possibility to observe and study interactional politeness (Gass & Houck, 1999) since learning is promoted by critical thinking and reflection (Joseph et al., 2011).

In line with the above mentioned examples, teachers and students may also find the use of this source as beneficial since a raise in motivation and interest development has been reported when using AV sources (Fluitt-Dupuy, 2001; Joseph et al., 2011; Mareschal, 2007; McNulty & Lazarevic, 2012; Mekheime, 2011). Consequently, an increase of self-confidence and the achievement of low anxiety levels were found in students' development of communicative competence since the plots of AV productions are designed to be enjoyed and not on a linguistic proficiency assessment basis (Bello, 1999; Fazey, 1999).

## CONCLUSION

The importance of pragmatic competence acquisition as an essential component of communicative competence and the impoverished ESL/EFL teaching materials with that aim has led researchers to study the effects of AV input addressing pragmatic aspects. As reported in the studies reviewed, AV input sources are thought to be a powerful tool for the teaching of curricular contents and especially pragmatics in the SL/FL learning contexts due to the provision of close to real language samples in fully contextualized interactions. In addition, pragmalinguistic forms, i.e. SAs, and sociopragmatic aspects, i.e. politeness needs, sociolinguistic maxims and context can be better perceived and studied when using a bimodal



representation of language due to its awareness-raising potential. This type of input may also allow for tasks and activities modelling and design based on age, proficiency-level, and specific subject needs, i.e. ESP. Additionally, increasing motivation and interest when using AV sources may lead to critical thinking and metapragmatic reflection if guided discovery questions and metapragmatic questionnaires are designed.

Notwithstanding some studies appraising the drawbacks when using this type of input, future research should concentrate on how students' cognitive abilities are fostered when being exposed to AV input with pragmatic learning purposes tackling awareness, written and oral production. At the same time, further experimental investigations ought to be undertaken as regards cognitive information overload when using AV sources and the effectiveness of using advance organisers and different tasks design to lessen that negative impact. Hence, teachers and instructional material developers may get valuable information on which stimuli are better received and more efficiently processed by students in order to develop new activities and tasks for the teaching and learning of SL/FL language pragmatics, which should unquestionably include the sequencing of AV sources as the advent of multimodality predicts.

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