

Editorial

The current number of BELT – Brazilian English Language Teaching Journal – is composed of six articles, one book review and one classroom activity.

We are proud to present this special edition of Pragmatics Applied to the Acquisition of English as an Additional Language, with contributions from graduate students and researchers. This special edition arises from an internal workshop and a series of research meetings between 2013 and 2014 at the Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), and represents an important resource for those interested in applying pragmatic theory to teaching methodologies and evaluating educational materials. Moreover, the articles contained in this edition raise a variety of issues that may be addressed in future research.

Cristiane Ruzicki Corsetti introduces this special edition with her article “Strategy-based listening and pragmatic comprehension”, in which the author presents a methodological approach informed by Speech Act Theory (Searle 1979) and conversational implicatures (Grice 1975). When applied to learners in preparation for an International English Language Testing System (IELTS), Corsetti observed that her proposed methodology was capable of addressing a variety of issues involved in pragmatic comprehension, within the scope of improved student listening skills.

In another study on listening by learners of English as a second language, Letícia Presotto presents the article “Pragmatics in the ESL classroom: its importance in listening skills. With a slightly different theoretical focus, the author appeals to Grice’s implicatures as well as Sperber and Wilson’s Relevance Theory (1995), applied to an investigation into how the listening portion of the Test of English as a Foreign Language (TOEFL) involves the need for inferential capabilities on the part of the test taker.

Bruna Milano Schepers discusses the possibility of applying pragmatic theories to foreign language teaching in her article “Teaching Pragmatics: (im)politeness in an EFL classroom”. Brown and Levinson’s (1987) Politeness Theory form the foundation of the study, in which the author evaluates a dialogue taken from the sitcom *The Big Bang Theory* to demonstrate the linguistic elements involved in understanding (im)politeness, as well as raise awareness regarding possible sociocultural differences.

Considering national guidelines developed to standardize the curricula used in the public school system as well as the educational materials used, Paulo Ott Tavares presents an analysis according to Speech Act Theory focused on evaluating foreign language textbooks suggested by the Ministry of Education (MEC). The article entitled “Pragmatics in EFL teaching: how speech acts are addressed in a Brazilian textbook series” assesses the potential of pragmatic theory to enrich the tasks of these textbooks.

In the article “Politeness theory applied to the teaching of the Imperative Mood in English as a Foreign Language classes: a textbook analysis”, Makeli Aldrovandi also analyzes foreign language

textbooks suggested by MEC, though appealing to Politeness Theory. The author highlights the qualities of the types of tasks addressed in the materials and touches upon improvements that can be made when considering pragmatic aspects of communication.

Rafael Marcos Tort Peixoto analyzes examples of when there is a gap between what is said and what is meant in British English, in the article “The Truth Behind British Politeness”, taking into consideration a third category of what is understood by non-native speakers of English. The author uses a chart published in a British newspaper which illustrates these gaps and, based on a pragmatic theory of irony, investigates possible misunderstandings that may arise.

Lucilene Ongaratto Ramos presents a book review of “Integration of theory and practice in CLIL”, which brings together a series of studies on the methodology known as *Content and Language Integrated Learning* (CLIL), organized by esteemed professors from the University of Navarra (Spain). Ramos highlights the importance of the CLIL methodology on a global level while touching upon potential challenges with respect to a possible implementation in the Brazilian context.

In addition to her article, author Makeli Aldrovandi contributes a classroom activity to this edition, entitled “Getting Engaged in America”. Also motivated by the National Curricular Parameters, the activity focuses on addressing specific grammar structures in real contexts of use. In this case, the context used is an episode of the sitcom Friends to review the simple past tense.

Finally, we are pleased to introduce the first of a series of interviews with renowned linguists from around the world who bring their international expertise and experience within the scope of the theme of the respective edition. In the current edition, we gratefully present a discussion with Professor Anne O’Keeffe, senior lecturer at Mary Immaculate College at the University of Limerick and director of the Inter-Varietal Applied Corpus Studies (IVACS) Research Center. Professor O’Keeffe was kind enough to meet with us at the IVACS Conference at Newcastle University (UK) this year to talk about recent trends in research in the area of pragmatics and the importance of pragmatics in the language learning classroom.

We would like to compliment all of the authors and especially Professor O’Keeffe who have contributed to this special edition. We hope you will enjoy reading the articles and watching the interview that compose this issue and that, through its contents, further debates can be encouraged in the area of pragmatics and teaching.

Cristina Becker Lopes Perna

Karina Veronica Molsing

Yadhurany dos Santos Ramos

Editors