Vol.7, No. 2 July 2007

- LIFTING SILENT VOICES THROUGH THE USE OF NARRATIVE IN EFL WRITING CLASSROOM
  Nurgahmy T Zacharias

- INCORPORATING CULTURE OF ENGLISH-SPEAKING COUNTRIES INTO ENGLISH EDUCATION: A CASE STUDY IN TAIWAN
  Dylan Sung and Pei-Wen Chen

- IMPLEMENTING SECOND LIFE IN EDUCATION AND LANGUAGE LEARNING
  Anne Indrayanti Timotius

- DETERMINING THE NATURAL CONTENT IN ENGLISH LANGUAGE TEACHING IN INDONESIA
  Wemmy Prayoga

- PEDAGOGICAL IMPLICATIONS OF FINDINGS ABOUT PRAGMATIC AND DISCOURSE TRANSFER FOR L2 LEARNERS AND TEACHERS
  Gioo Quynh Tran

- READINGS THAT HELP STUDENTS READ THE WORLD
  Erv RP FanggidaE

- COLLOCATIONS AND TRANSLATION ERRORS MADE BY INDONESIAN LEARNERS OF ENGLISH
  Antonina Anggraini Setiawinata

- JIGSAW TECHNIQUE IN READING CLASS OF YOUNG LEARNERS: REVEALING STUDENTS' INTERACTION
  Siti Mina Tamah
PEDAGOGICAL IMPLICATIONS OF FINDINGS ABOUT PRAGMATIC AND DISCOURSE TRANSFER FOR L2 LEARNERS AND TEACHERS

Giao Quynh Tran
The University of Melbourne
gtranmt@gmail.com

Abstract

Pragmatic and discourse transfer herein refers to the influence of the first language (L1) and culture on second language (L2) performance. In my previous research (Tran, 2004c, 2006a), I found a number of conditions of pragmatic and discourse transfer, which are factors necessary for pragmatic and discourse transfer to take place. In this paper, I will discuss several pedagogical implications of findings about conditions of pragmatic and discourse transfer for L2 learners and teachers.

Key words: pragmatics, discourse transfer, cross-cultural interaction.