

ตัวอย่าง

To date, **only a small number of studies have examined** input-based methods of teaching L2 pragmatics. For this reason, there is **no clear indication in the literature** as to what type of input-based task involving pragmalinguistic-sociopragmatic connections is most effective in teaching L2 pragmatics. Moreover, **no studies have compared** the effectiveness of structured input tasks with and without explicit information for L2 pragmatics. **To address these gaps**, the following research question is investigated in this study.

What are the relative effects of three different input tasks including (1) structured input with explicit information, (2) problem-solving, and (3) structured input without explicit information on the development of Japanese learners' pragmatic proficiency in English?