

CALL FOR PAPERS

Study Day: Rethinking Listening Instruction: Developing Pragmatic Competence in EFL Classrooms

Date: 27.10.2026 | Venue: Salle de Soutenance Bloc 3000 A | Organizer: DEPENEL Laboratory

Study Day President: Prof. ZARAL Salah Eddine | Laboratory Director: Prof. HADDAOUI Soumla | Coordinator: Dr. FELLAHI Sarra

RATIONALE & BACKGROUND

In English as a Foreign Language (EFL) classrooms, listening comprehension serves as the primary channel through which learners receive authentic language input (Rost, 2016). However, traditional listening instruction frequently prioritizes testing basic vocabulary, grammar, and surface-level factual recall rather than actively teaching listening processing skills or pragmatic strategies (Ling & Kettle, 2011). As a result, essential social and pragmatic aspects of communication—such as understanding speaker intentions, politeness strategies, prosodic cues, and indirect conversational implicatures—are routinely neglected in daily classroom instruction (Barron, 2016).

Because of this instructional gap, students may understand individual words when listening, yet still struggle to interpret how to respond appropriately during real-life oral interactions (Garcia, 2004; Mokoro, 2024). Learners frequently encounter severe difficulties with key conversation mechanics, such as managing turn-taking, formulating indirect requests, or expressing polite disagreement, which leads to hesitant, stilted, or pragmatically inappropriate spoken output (Al-Seghayer, 2024).

To bridge this gap between understanding spoken language and communicating effectively, listening instruction must be rethought as a foundation for developing oral pragmatic competence. By structuring pre-, while-, and post-listening tasks that explicitly link comprehension to active spoken responses (Field, 2019; Martínez-Flor & Usó-Juan, 2020), and by incorporating authentic audio-visual materials such as TV series clips, movies, and podcasts (Alsmari, 2024; Omar & Razi, 2022), educators can help students move beyond passive listening toward confident, socially appropriate language use. We invite original contributions addressing how listening instruction can bridge the gap between receptive decoding and socially appropriate spoken interaction.

STUDY DAY OBJECTIVES

- Help EFL students develop pragmatic competence through targeted, strategy-based listening instruction.
- Promote explicit instruction in pragmalinguistic forms and sociopragmatic norms using authentic oral input.
- Examine pedagogical and contextual approaches to integrating pragmatic listening into language curricula.



THEMATIC AXES

- Axis 1** Reconceptualizing Listening: From Literal Decoding to Pragmatic Processing
- Axis 2** Explicit Instruction: Speech Acts & Pragmatic Forms via Spoken Input
- Axis 3** Authentic Multimodal Media: Tech-Enhanced Pragmatic Learning
- Axis 4** Curriculum Integration: Evaluating Coursebooks and Pragmatic Listening Integration
- Axis 5** Teacher Cognition & Growth: Beliefs and Professional Development In Pragmatic Listening

IMPORTANT DATES & SUBMISSION SPECIFICATIONS

Milestone / Event	Date
Abstract Submission Deadline	18.10.2026
Notification of Acceptance	20.10.2026
Full Paper Submission	24.10.2026
Study Day Event	27.10.2026

Abstract Requirements: Word file (.docx), written in English, 250–300 words, including 4 to 6 keywords. Include author full name, institutional affiliation, academic rank/title, email address, and phone number.

Full Paper Requirements: Word file (.docx), written in English, max 10 pages (12pt Times New Roman, double-spaced). Include author full name, affiliation, rank/title, and email address.

Abstract & Paper Submissions Email: labo.depenel@univ-setif2.dz

Mandatory Email Subject Line Format: Study day-DEPENEL- Participant's full name

COMMITTEES

Scientific Committee

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