

Part I

CLIC: The Concept and Its Cultivation

Overview

This part consists of three closely related chapters, Chaps. 2, 3 and 4. It aims to present a conceptual and methodological basis for Part II, in which an empirical study on lexical inferencing pedagogy will be presented. The three chapters in this part together introduce the concept of CLIC and justify the necessity to cultivate it through pedagogical intervention. More specifically, Chap. 2 presents the origin of the concept of *CLIC*, which was developed due to the need for a “pragmatic turn” in fostering L2 learners’ ability to infer meanings of unfamiliar words in reading on the basis of a critique of the basically linguistic assumptions of lexical meaning underlying current practice in L2 lexical inferencing instruction. In Chap. 3, through close examination of CLIC, relationships are established among three hitherto unrelated areas of research in L2 teaching and learning, that is, *incidental vocabulary acquisition* (IVA), *reading comprehension* (RC) *ability* and vocabulary *learning autonomy*. Chapter 4 elaborates on an instructional model to cultivate L2 learners’ contextual lexical inferencing competence. Instructional procedures are specified for (1) enhancing L2 learners’ awareness of the pragmatic nature

of lexical meanings in context, (2) selecting strategies for using contextual clues to infer meanings of unfamiliar words and (3) assessing the outcomes of contextual lexical inferencing (CLI), together with learners' confidence about the correctness of the meanings they have inferred using contextual clues.