

## Discourse Completion Task Dct Assessment

We have recently seen a broadening of pragmatics to new areas and to the study of more than one language. This is illustrated by the present volume on Contrastive Pragmatics which brings together a number of articles originally presented at the 10th International Pragmatics Conference in Göteborg in 2007. The contributions deal with pragmatic phenomena such as speech acts, discourse markers and modality in different language pairs using theoretical approaches such as politeness theory, Conversation Analysis, Appraisal Theory, grammaticalization and cultural textology. Also discourse practices and genres may differ across cultures as illustrated by the study of TV news shows in different countries. Contrastive pragmatics also includes the comparative study of pragmatic phenomena from a foreign language perspective, a new area with implications for language teaching and intercultural communication. The contributions to this volume were originally published in *Languages in Contrast* 9:1 (2009). The *Yearbook of Corpus Linguistics and Pragmatics* 2013 discusses current methodological debates on the synergy of Corpus Linguistics and Pragmatics research. The volume presents insightful pragmatic analyses of corpora in new technological domains and devotes some chapters to the pragmatic description of spoken corpora from various theoretical traditions. The *Yearbook of Corpus Linguistics and Pragmatics* series will give readers insight into how pragmatics can be used to explain real corpus data, and, in addition, how corpora can explain pragmatic intuitions, and from there, develop and refine theory. Corpus Linguistics can offer a meticulous methodology based on mathematics and statistics, while Pragmatics is characterized by its efforts to interpret intended meaning in real language. This yearbook offers a platform to scholars who combine both research methodologies to present rigorous and interdisciplinary findings about language in real use.

This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language. The CEFR has become influential in building a shared understanding of performance levels for foreign language learners. However, there is a considerable gap between the broad descriptions of levels provided, which covers a range of languages and learning contexts, and the level of detail required for applications such as syllabus or test design, which this volume addresses. With its combination of theoretical insights and practical advice, this is a useful work for academics, policy-makers, curriculum designers, textbook writers, postgraduate students and examination board staff.

The first book-length collection of studies on the assessment of pragmatic competencies in a second or foreign language. Grounded in theoretical perspectives on communicative and interactional competencies, it examines the reception and production of speech acts through a variety of assessment methods and quantitative and qualitative analyses.

In a series of studies specially written for this volume, *Studying Speaking to Inform Second Language Learning* offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy. The volume offers an interweaving of discourse perspectives: speech acts, speech events, interactional analysis, pragmatics, and conversational analysis.

The *Routledge Handbook of Instructed Second Language Acquisition* is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: (1) provide a review of current literature and discussions of cutting edge issues; (2) share the authors' understanding of, and approaches to, the issues; and (3) provide direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching. .

The *Continuum Companion to Research Methods in Applied Linguistics* is designed to be the essential one-volume resource for students. The book includes: \* qualitative and quantitative methods \* research techniques and approaches \* ethical considerations \* sample studies \* a glossary of key terms \* resources for students As well as covering a range of methodological issues it looks at numerous areas in depth, including researching gender and language, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this will be the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.

This book provides an engaging introduction to cross-cultural pragmatics. It is essential reading for both academics and students in pragmatics, applied linguistics, language teaching and translation studies. It offers a corpus-based and empirically-derived framework which allows language use to be systematically contrasted across linguacultures.

This book presents a collection of pioneering papers reflecting current methods in prosody research with a focus on Romance languages. The rapid expansion of the field of prosody research in the last decades has given rise to a proliferation of methods that has left little room for the critical assessment of these methods. The aim of this volume is to bridge this gap by embracing original contributions, in which experts in the field assess, reflect, and discuss different methods of data gathering and analysis. The book might thus be of interest to scholars and established researchers as well as to students and young academics who wish to explore the topic of prosody, an expanding and promising area of study.

This book analyzes compliments and compliment responses in naturally occurring talk-in-interaction in German. Using Conversation Analytic methodology, it views complimenting and responding to compliments as social actions which are co-produced and negotiated among interactants. This study is the first to analyze the entire complimenting sequence within the larger interactional context, thereby demonstrating the interconnectedness of sequence organization, turn-design, and (varying) function(s) of a turn. In this regard, the present study makes a novel contribution to the study of talk-in-interaction beyond German. The book adds to existing work on interaction and grammar by closely analyzing the functions of linguistic resources used to design compliment turns and compliment responses. Here, the study extends previous Conversation Analytic work on person reference by including an analysis of inanimate object reference. Lastly, the book discusses the use and function of various particles and demonstrates how speaker alignments and misalignments are accomplished through various grammatical forms.

With clear guides and specific examples, this book makes methodology accessible to those working within L2 interaction and task research.

A comprehensive and up-to-date textbook that brings applied linguistics alive while preparing students for the field with hands-on practice.

The Longitudinal investigation which provides the basic material for this book consists of a corpus of requests, offers and refusals of offers elicited from Irish learners of German over a ten-month study abroad period using production questionnaires and a variety of metapragmatic instruments.

Opening the 9-volume-series Handbooks of Pragmatics, this handbook provides a comprehensive overview of the foundations of pragmatics. It covers the central theories as well as concepts and topics characteristic of mainstream pragmatics, i.e. the most widespread approach to the ways and means of using language in authentic social contexts. The articles provide both state of the art reviews and critical evaluations of research in pragmatics. Topics are thus not only considered within their scholarly context but are also critically evaluated from current perspectives.

Bringing together a comprehensive collection of newly-commissioned articles, this Handbook covers the most recent developments across a range of sub-fields relevant to the study of second language Spanish. Provides a unique and much-needed collection of new research in this subject, compiled and written by experts in the field Offers a critical account of the most current, ground-breaking developments across key fields, each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches, alongside a variety of entries within such areas as the sound system, morphosyntax, individual and social factors, and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

The Routledge Handbook of Pragmatics provides a state-of-the-art overview of the wide breadth of research in pragmatics. An introductory section outlines a brief history, the main issues and key approaches and perspectives in the field, followed by a thought-provoking introductory chapter on interdisciplinarity by Jacob L. Mey. A further thirty-eight chapters cover both traditional and newer areas of pragmatic research, divided into four sections: Methods and modalities Established fields Pragmatics across disciplines Applications of pragmatic research in today's world. With accessible, refreshing descriptions and discussions, and with a look towards future directions, this Handbook is an essential resource for advanced undergraduates, postgraduates and researchers in pragmatics within English language and linguistics and communication studies.

Speech acts are an important and integral part of day-to-day life in all languages. In language acquisition, the need to teach speech acts in a target language has been demonstrated in studies conducted in the field of interlanguage pragmatics which indicate that the performance of speech acts may differ considerably from culture to culture, thus creating communication difficulties in cross-cultural encounters. Considering these concerns, the aim of this volume is two-fold: to deal with those theoretical approaches that inform the process of learning speech acts in particular contextual and cultural settings; and, secondly, to present a variety of methodological proposals, grounded on research-based ideas, for the teaching of the major speech acts in second/foreign language classrooms. This volume is a valuable theoretical and practical resource not only for researchers, teachers and students interested in speech act learning/teaching but also for textbook writers wishing to have an informed opinion on the pedagogical implications derived from research on speech act performance.

The purpose of this workbook is to provide students with practice in analyzing second language data. For the student of second language learning, "hands-on" experience with actual data is essential in understanding the processes involved in learning a second language. Working through exemplars of the kinds of interlanguages that learners do and do not create brings about a clearer understanding of the principles underlying these interlanguages, as well as the universal principles of language learning (those that are independent of particular languages and interlanguages). The goal in this workbook is to present data organized in such a way that by working through pedagogically presented data-sets, students are led to a discovery and understanding of theoretical and/or methodological issues. In addition, they acquire the ability to interpret data and to begin to draw conclusions from them. The authors intend that students should go from the data to a conclusion that includes a 3-part statement: \*what else you should want to know about these data; \*why this, specifically, and not something else; and \*how one can empirically research what you want to find out. This sequence of questions forces students to constantly keep in mind the important question of falsification: What kind of data would it take to falsify the particular conclusions the students come to? As with the earlier edition of this workbook (Sorace, Gass, & Selinker), two audiocassettes provide language samples for use in the exercises. These cassettes and the teacher's manual are offered free of charge on adoption of the workbook for classroom use; a three-part set (workbook/manual/tapes) is also available.

Research Methods in Intercultural Communication A Practical Guide John Wiley & Sons

The challenges that EFL learners, teachers and teacher educators are facing today have increased considerably with the comparatively new role of English as the lingua franca of the modern world. For both learners and teachers, responding to these new demands involves mastering a broader set of communication skills and a wider range of competencies in English, L2 pragmatic competence being only one of them, albeit an extremely significant one. With this in mind, Politeness through the Prism of Requests, Apologies and Refusals explores various aspects of Serbian EFL learners' (future EFL teachers') pragmatic knowledge and metapragmatic awareness, both as elements of their communicative competence and as tools they can use to support their own students' L2 pragmatic development. In addition to examining the language strategies they resort to in different communicative contexts and the reasoning behind their speech act strategy choice, this book also investigates the use of intonation to express and interpret pragmatic meanings. As one of the first steps towards assembling the complex jigsaw puzzle representing the pragmatic competence of Serbian learners of English, the book will be of considerable interest to researchers investigating aspects of L2 pragmatics in the speech of EFL learners, especially those with Slavic L1 backgrounds. Additionally, in offering an

insight into the numerous challenges that future language professionals, including EFL teachers, face in the process of mastering L2 speech acts, the book will also be relevant to university EFL lecturers and teacher trainers.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

This book investigates the notion of Speech Act from a cross-cultural perspective. The starting point for this book is the assumption that speech acts are realized from culture to culture in different ways and that these differences may result in communication difficulties that range from the humorous to the serious. Importantly, a recurring theme in this volume has to do with the need to verify the form, the function and the constraining variables of speech acts as a prerequisite for dealing with them in the classroom. The book deals with three major areas of Speech Act research: 1) Methodological Issues, 2) Speech Acts in a second language, and 3) Applications. In the first section authors discuss general issues of methodology and present data in an effort to detail the efficacy of different methodologies. Research clearly shows the effect of methodology on the results. This section is followed by a discussion of specific speech acts, including speech acts and strategy use that have as their goal the creation and maintenance of solidarity (i.e. greetings, compliments, apologies) and speech acts that involve face-threatening acts (i.e. complaints, favor-asking, suggestions). In the final section, authors consider applications of speech act research within the context of advertising and business relationships.

This collection of papers is designed to establish variational pragmatics. This new field is situated at the interface of pragmatics and dialectology and aims at systematically investigating the effect of macro-social pragmatic variation on language in action. As such, it challenges the widespread assumption in the area of pragmatics that language communities are homogeneous and also addresses the current research gap in sociolinguistics for variation on the pragmatic level. The introductory chapter establishes the rationale for studying variational pragmatics as a separate field of inquiry, systematically sketches the broader theoretical framework and presents a framework for further analysis. The papers which follow are located within this framework. They present empirical variational pragmatic research focusing on regional varieties of pluricentric languages. Speech acts and other discourse phenomena are addressed and analysed in a number of regional varieties of Dutch, English, French, German and Spanish. The seminal nature of this volume, its empirical orientation and the extensive bibliography make this book of interest to both researchers and students in pragmatics and sociolinguistics.

The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention.

This book investigates request strategies in Mandarin Chinese and Korean, and is one of the first attempts to address cross-cultural strategies employed in the speech act of requests in two non-Western languages. The data, drawn from role-plays and naturally recorded conversations, complement each other in terms of exhaustiveness and authenticity. This study explores the similarities and differences of the request patterns that emerged in the Chinese and Korean data, and the intricate relation between request strategies and social factors (such as power and distance). The findings raise questions about the influence of methodology on data, and the applicability of so called universals to East Asian languages. They also offer new insights into generally held ideas of directness and requesting behaviours in Chinese and Korean, and the problems of cross-cultural and cross-linguistic communication. This research is suggestive for the disciplines of cross-cultural pragmatics, cross-cultural communication, contrastive linguistics, applied linguistics and discourse analysis.

This volume includes eleven chapters written by well-known specialists in foreign language teaching and interlanguage pragmatics: K. Bardovi-Harlig, D. Boxer, C. Clennell and S. Nichols, A. Cohen, M. A. Dufon, J. House, H. Kobayashi and C. Rinnert, A.J. Meier, M. P. Safont, P. Salazar, and A. Trosborg. The authors bring together both theoretical and empirical studies dealing with pragmatic competence and its teachability: they review the latest studies carried out in the field, examine issues of developmental pragmatics in the classroom, describe various projects and analyses of different pragmatic aspects, provide evidence of the benefits of explicit teaching of pragmatics, and suggest interesting activities to develop learners' pragmatic knowledge.

Although the study of cross-cultural pragmatics has gained importance in applied linguistics, there are no standard forms of assessment that might make research comparable

across studies and languages. The present volume describes the process through which six forms of cross-cultural assessment were developed for second language learners of English. The models may be used for second language learners of other languages. The six forms of assessment involve two forms each of indirect discourse completion tests, oral language production, and self-assessment. The procedures involve the assessment of requests, apologies, and refusals.

Research Methods in Intercultural Communication introduces and contextualizes the most important methodological issues in the field for upper-level undergraduate and graduate students. Examples of these issues are which paradigms and how to research multilingually, interculturally and ethnically. Provides the first dedicated and most comprehensive volume on research methods in intercultural communication research in the last 30 years Explains new and emerging methods, as well as more established ones. These include: Matched Guise Technique, Discourse Completion Task, Critical Incident Technique, Critical Discourse Analysis, Ethnography, Virtual Ethnography, Corpus Analysis, Multimodality, Conversation Analysis, Narrative Analysis, Questionnaire and Interview. Assists readers in determining the most suitable method for various research questions, conceptualizing the research process, interpreting results, and drawing conclusions Supports students from start to finish with key terms, suggestions for further reading, research summaries, and sound guidance from experienced scholars and researchers

This book provides an accessible treatment of the issues surrounding the assessment of language learners' grammatical abilities.

The book aims to provide a bridge between two applied linguistics subfields, namely those of interlanguage pragmatics and third language acquisition. It examines the production and identification of request acts formulas on the part of bilingual learners of English in the Valencian Community (Spain). Previous to the empirical study itself, we present an overview of the theoretical background and the sociolinguistic context where the experiment was conducted.

English in Europe is not one but many, and substantial differences in the way people from different countries communicate using it may cause misunderstandings. This book shows that, through research into the pragmatic behaviour of non-native speakers of English from across Europe, it is possible to uncover the core-the shared strategies. This common pragmatic linguistic behaviour is proposed as the basis for a reference guide for those who wish to successfully communicate in English in Europe. The study reported on in this book is based on the analysis of the speech act of apologizing as realized by 466 respondents from 8 European countries, all proficient users of English involved in teacher-training programmes. The results Provide a basis for practical teaching and in-class research.

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research.

The book focuses on investigating pragmatic learning, teaching and testing in foreign language contexts. The volume brings together research that investigates these three areas in different formal language learning settings and focuses on different foreign languages. The book should be of interest to graduate students and researchers working in the area of second language acquisition.

This timely reference guide is specifically directed toward the needs of second language researchers, who can expect to gain a clearer understanding of which techniques may be most appropriate and fruitful in given research domains. Data Elicitation for Second and Foreign Language Research is a perfect companion to the same author team's bestselling Second Language Research: Methodology and Design. It is an indispensable text for graduate or advanced-level undergraduate students who are beginning research projects in the fields of applied linguistics, second language acquisition, and TESOL as well as a comprehensive reference for more seasoned researchers.

New Directions in Second Language Pragmatics brings together varying perspectives in second language (L2) pragmatics to show both historical developments in the field, while also looking towards the future, including theoretical, empirical, and implementation perspectives. This volume is divided in four sections: teaching and learning speech acts, assessing pragmatic competence, analyzing discourses in digital contexts, and current issues in L2 pragmatics. The chapters focus on various aspects related to the learning, teaching, and assessing of L2 pragmatics and cover a range of learning environments. The authors address current topics in L2 pragmatics such as: speech acts from a discursive perspective; pragmatics instruction in the foreign language classroom and during study abroad; assessment of pragmatic competence; research methods used to collect pragmatics data; pragmatics in computer-mediated contexts; the role of implicit and explicit knowledge; discourse markers as a resource for interaction; and the framework

of translingual practice. Taken together, the chapters in this volume foreground innovations and new directions in the field of L2 pragmatics while, at the same time, ground their work in the existing literature. Consequently, this volume both highlights where the field of L2 pragmatics has been and offers cutting-edge insights into where it is going in the future.

The Routledge Handbook of Second Language Acquisition brings together fifty leading international figures in the field to produce a state-of-the-art overview of Second Language Acquisition. The Handbook covers a wide range of topics related to Second Language Acquisition: language in context, linguistic, psycholinguistic, and neurolinguistic theories and perspectives, skill learning, individual differences, L2 learning settings, and language assessment. All chapters introduce the reader to the topic, outline the core issues, then explore the pedagogical application of research in the area and possible future development. The Routledge Handbook of Second Language Acquisition is an essential resource for all those studying and researching Second Language Acquisition.

Pragmatic competence plays a key role in the era of globalization where communication across cultural boundaries is an everyday phenomenon. The ability to use language in a socially appropriate manner is critical, as lack of it may lead to cross-cultural miscommunication or cultural stereotyping. This book describes second language learners' development of pragmatic competence. It proposes an original theoretical framework combining a pragmatics and psycholinguistics approach, and uses a variety of research instruments, both quantitative and qualitative, to describe pragmatic development over one year. Situated in a bilingual university in Japan, the study reveals patterns of change across different pragmatic abilities among Japanese learners of English. The book offers implications for SLA theories, the teaching and assessment of pragmatic competence, and intercultural communication.

The way language is acquired and learnt has for long been an intriguing issue in social science. This question has attracted researchers from a variety of disciplines and people from different theoretical persuasion and predilections. The process of second language acquisition is yet another of area that is worthy of investigation, given to the agglomerate of the issues that this process engenders to second language learners (L2, henceforth). Of interest to the present study is the way this process jointly interacts with a number of factors, most important of which is the learner's mother tongue. In this regard, a question of considerable interest is whether or not a learner's first language affects the process of second language acquisition, in such a way that this interference may either help ease or thwart the developmental path of the learning process. Another interesting query concerns the extent of which formal education reduces or helps circumvent this interference. On this view, the present study sets as its research goals the objectives of providing an investigation of the issue of pragmatic transfer from L1 into the Interlanguage of Moroccan learners of English, namely when these learners make requests in English. More specifically, this study will seek to compare the average frequencies of direct and indirect strategies used by both native Moroccan English as a foreign language learners and native speakers of English. Finally, this study will further attempt to explore whether transfer decreases as the study level increases, namely the case of the Moroccan EFL university learners at the first and the third level of university.

[Copyright: cf38c010990ce90b739a2fa7478c1ecf](#)