

Contents

Acknowledgements.....	vii
Preface	ix
Abbreviations	xxvii

Part I	1
--------------	---

A Pragmatic Perspective.....	3
------------------------------	---

1 Linguistic pragmatics.....	5
1.1 Background.....	5
1.2 Communicative competence	7
1.2.1 Linguistic background	7
1.2.2 The components of communicative competence.....	9
1.3 Communicative functions	13
1.3.1 A classification of illocutionary acts	14
1.3.1.1 Representatives.....	14
1.3.1.2 Directives	14
1.3.1.3 Commissives.....	15
1.3.1.4 Expressives.....	15
1.3.1.5 Declarations	16
1.4 The decomposition of a speech act	16
1.4.1 Locutions, illocutions, and perlocutions.....	16
1.4.2 Criticism of Searle's theory of illocutionary acts.....	18
1.4.3 Communicative/interactive purpose.....	21
1.4.4 Towards an interactional framework of illocutionary acts.....	22
1.5 Theories of verbal politeness.....	24
1.5.1 The notion of face.....	25
1.5.2 Criticism of Brown and Levinson's theory.....	28
1.5.3 Politeness and illocutionary functions.....	29
1.5.4 Temporal and personal deixis.....	32

1.6	A discourse model.....	33
1.6.1	Interaction.....	33
1.6.2	Transaction.....	34
1.6.3	Sequence.....	34
1.6.4	Exchange.....	34
1.6.5	Move.....	35
1.6.6	Act.....	35
1.6.7	Adaptation of the model.....	35

2	The pragmatic scope.....	37
2.1	Sociopragmatics.....	37
2.2	Contrastive pragmatics.....	39
2.3	Cultural “ethos”.....	40
2.4	Cultural values reflected in speech acts.....	42
2.4.1	The notion of indirectness as a cultural value.....	42
2.4.2	Objectivism as a cultural value.....	43
2.4.3	Cordiality and curtesy as cultural values.....	44
2.5	Cross-cultural pragmatics.....	45
2.5.1	Same labels, different values: The emic/etic standpoint.....	47
2.6	The contrastive analysis hypothesis.....	50
2.7	The interlanguage hypothesis.....	53
2.8	Interlanguage pragmatics.....	55
2.9	Discourse.....	57

A	Psycholinguistic Perspective.....	59
---	-----------------------------------	----

3	Second language acquisition.....	61
3.1	Background.....	61
3.2	Second language acquisition as an adult.....	62
3.2.1	Neurolinguistic aspects.....	62
3.2.2	Cognitive aspects.....	63
3.2.3	Social and psychological factors.....	64
3.3	Input factors.....	65
3.3.1	Adapted input.....	66
3.3.2	Classroom input.....	67
3.3.3	Input vs. “intake”.....	68
3.4	The role of instruction in L2 acquisition.....	69

3.4.1	The effect of formal instruction on the route of L2 acquisition	70
3.4.1.1	The morpheme studies	70
3.4.1.2	Longitudinal studies	72
3.4.2	The effect of formal instruction on the rate/success of L2 acquisition	74
3.4.3	The absolute effects of formal instruction	75
3.5	The role of input and interaction in L2 acquisition	78

4	Recent approaches to second language acquisition	83
4.1	Knowledge sources	83
4.2	Language systems vs. language behaviour	84
4.3	The non-interface position	85
4.3.1	The acquisition vs. learning hypothesis	86
4.3.2	The monitor hypothesis	86
4.3.3	Criticism of the monitor theory	89
4.4	The interface-position	92
4.4.1	Cognitive code learning theory	92
4.4.1.1	Controlled vs. automatic processing	93
4.4.1.2	Hypothesis formation and hypothesis testing	96
4.4.1.3	Declarative and procedural knowledge	97
4.5	Strengths and weaknesses of the cognitive code learning theory	99
4.6	An integrated approach to L2 acquisition	101
4.6.1	The variability position	102
4.6.2	The complexification hypothesis	104
4.6.3	An integrated model of L2 acquisition	106
4.6.4	Form-focused instruction vs. meaning-focused instruction	107
4.6.4.1	The role of form-focused instruction	108
4.6.4.2	The role of meaning-focused instruction	109
4.6.5	Learning style	110
4.6.6	Ellis's integrated model of instructed L2 acquisition	110

An Empirical Perspective.....	113
5 Classroom interaction.....	115
5.1 Communicative competence as a teaching/learning objective.....	115
5.2 Investigating frontal teaching vs. small group interaction	116
5.3 The findings of full class discussions	117
5.3.1 Learning potential.....	117
5.3.2 Discourse potential.....	119
5.3.3 Sociolinguistic potential	120
5.4 The findings of the group discussions.....	122
5.4.1 Learning potential.....	122
5.4.2 Discourse potential.....	123
5.4.3 Sociolinguistic potential	125
5.5 Concluding the findings	126
5.6 The generality of the findings.....	128
5.6.1 The poor quantity/quality of classroom interaction.....	129
5.6.2 Advantages/disadvantages of small group interaction.....	130
6 Experimental design	133
6.1 Goal	133
6.2 Informant population	136
6.2.1 Choice of educational levels	136
6.2.2 Instructional background	137
6.2.3 Age, sex, and socio-economic background.....	139
6.2.4 Native speakers.....	140
6.3 Method.....	141
6.3.1 Choice of testing procedure.....	141
6.3.2 Role playing vs. role enactment.....	144
6.4 The data	145
6.4.1 The testing instrument.....	145
6.4.2 Social parameters	147
6.4.2.1 Dominance and social distance.....	147
6.4.2.2 Degree of imposition.....	149
6.5 Elicitation procedure	150

6.6	Scoring.....	150
6.7	Observer's paradox	150
Part II.....		153
An Empirical Approach I.....		155
7	Discourse strategies in interactions between non-native and native speakers of English.....	157
7.1	Background.....	157
7.2	Experimental design.....	158
7.3	Educational vs. non-educational discourse.....	159
7.4	Exchange structure in non-educational discourse.....	162
7.5	Classes of moves and acts in non-educational discourse	165
7.5.1	I-Moves.....	166
7.5.1.1	Framing and focusing acts.....	166
7.5.1.2	Ritual acts.....	166
7.5.1.3	Topic-carrying acts	170
7.5.2	R-moves.....	168
7.5.3	R/I-moves.....	169
7.5.4	F-Moves.....	170
7.5.5	F/I-moves	171
7.6	Exemplification of moves and exchange structures occurring in the data.....	172
7.7	Non-native vs. native speaker performance	177
7.7.1	Discourse acts.....	179
7.7.1.1	Discourse acts related to communicative function.....	180
7.7.1.2	Discourse acts related to interlocutor	182
7.8	Concluding remarks	183
8	The communicative act of requesting.....	187
8.1	The speech act request.....	187
8.1.1	The request as an impositive act.....	187
8.1.2	The request as a face-threatening act	188
8.1.3	The request as distinguished from other impositive speech acts.....	188
8.2	Assignment of illocutionary force.....	189

8.2.1	Mood.....	190
8.2.2	Performative verbs.....	190
8.2.3	“Felicity conditions”.....	191
8.2.4	Requests with no explicit requestive illocutionary force.....	192
8.3	Request strategies.....	192
8.3.1	Indirect requests - Cat. I.....	192
8.3.1.1	Reasonableness.....	194
8.3.1.2	Availability.....	195
8.3.1.3	Obviousness	195
8.4	Conventionally indirect requests	197
8.4.1	Questioning hearer's ability/willingness - Str. 2	197
8.4.1.1	Ability.....	198
8.4.1.2	Willingness.....	199
8.4.2	Statements of ability and willingness.....	200
8.4.3	Suggestory formulae - Str. 3	201
8.5	Speaker-based conditions - Cat. III.....	201
8.5.1	Statements of speaker's wishes and desires - Str. 4	201
8.5.2	Statements of speaker's needs and demands - Str. 5.....	202
8.6	Direct requests - Cat. IV.....	202
8.6.1	Statements of obligation and necessity - Str. 6.....	202
8.6.2	Performatives - Str. 7.....	203
8.6.3	Imperatives - Str. 8.....	204
8.7	Summary and discussion	204
8.8	Internal modification.....	209
8.8.1	Syntactic downgraders.....	209
8.8.2	Lexical/phrasal downgraders.....	212
8.8.3	Upgraders	214
8.9	External modification.....	215
8.10	Experimental design.....	219
→ 8.10.1	Request situations.....	219
8.10.2	Scoring	220
9	Request strategies in non-native and native speakers of English	223
9.1	Total number of strategies	223

9.2	Classification of request strategies according to directness levels	224
9.2.1	Overall performance.....	224
9.2.2	Relative distribution of the four major categories of request strategies.....	224
9.3	Indirect strategies - Cat. I hints.....	228
9.3.1	Hints and “hints”.....	228
9.4	Hearer-based conditions - Cat. II preparatory	234
9.5	Speaker-based conditions - Cat. III sincerity.....	237
9.6	Direct requests - Cat. IV.....	240
9.6.1	Statement of obligation - Str. 6.....	241
9.6.2	Performatives - Str. 7.....	241
9.6.3	Imperatives and elliptical phrases - Str. 8.....	242
10	Modificational patterns	245
10.1	Internal modification.....	245
10.2	Syntactic downgraders.....	247
10.2.1	The use of questions.....	247
10.2.2	Tense	248
10.2.3	Negation	249
10.2.4	Tag questions.....	251
10.2.5	Embedding	252
10.2.6	Conditional clauses.....	252
10.2.7	The use of the <i>ing</i> -form	255
10.2.8	The use of modals.....	256
10.3	Lexical/phrasal downgraders.....	256
10.3.1	The use of politeness markers.....	257
10.3.2	The use of consultative devices.....	259
10.3.3	The use of downtoners	260
10.3.4	The use of understating and hedging.....	260
10.3.5	The use of hesitators.....	261
10.3.6	The use of interpersonal markers.....	263
10.4	Upgraders.....	264
10.5	The use of modification in supportive moves.....	266
10.6	External modification.....	266
10.6.1	Preparators.....	269
10.6.2	Disarmers and sweeteners	272
10.6.3	Supportive reasons	273
10.6.4	Cost minimizing and promise of a reward.....	275

10.7	Dominance and social distance	276
10.7.1	The choice of request strategy relative to the parameters of dominance and social distance.....	276
10.7.2	The use of downgraders relative to the parameters of dominance and social distance.....	280
10.7.3	The use of supportive moves relative to the parameters of dominance and social distance.....	280
11	Summary and discussion.....	283
11.1	Request strategies.....	283
11.2	Requests in L1 acquisition studies.....	287
11.2.1	“Hints” in L1 acquisition.....	287
11.3	Requests in related L2 studies	289
11.3.1	A comparison of request strategies	289
11.4	A comparison of internal modification	293
11.5	A comparison of external modification.....	299
11.6	Concluding the findings	304
Part III.....		307
An Empirical Approach II.....		309
12	The communicative act of complaining.....	311
12.1	The speech act complaint.....	311
12.1.1	The complaint as an abusive act.....	311
12.1.2	The complaint as a face-threatening act.....	312
12.1.3	The non-politeness of complaints.....	312
12.1.4	Mitigating devices	313
12.2	Directness levels of complaints.....	314
12.2.1	Assignment of illocutionary force	314
12.3	Complaint strategies.....	315
12.3.1	No explicit reproach - Cat. I.....	316
12.3.2	Expression of annoyance or disapproval - Cat. II.....	316
12.3.3	Accusations - Cat. III.....	317
12.3.4	Blaming - Cat. IV.....	318
12.4	Directive acts	320
12.4.1	Request for repair.....	320

12.4.2	Threat	321
12.4.3	Request for forbearance	322
12.5	Complaint perspective.....	322
12.5.1	Focalizing reference to the complainer (Speaker-perspective - <i>I</i>)	323
12.5.2	Defocalizing reference to the complainer (Speaker-perspective - <i>we</i>).....	323
12.5.3	Focalizing reference to the complaine (Hearer-perspective - <i>you</i>).....	325
12.5.4	Defocalizing reference to the complaine (Hearer-perspective - <i>it</i>).....	325
12.6	Internal modification.....	327
12.6.1	Downgraders.....	328
12.6.2	Upgraders	328
12.7	External modification.....	329
12.7.1	Supportive moves.....	329
12.8	Experimental design.....	333
12.8.1	Complaint situations.....	333
12.8.2	Scoring	334
13	Complaint strategies in non-native and native speakers of English	337
13.1	Total number of strategies	337
13.2	Complaint strategies.....	339
13.2.1	No explicit reproach.....	339
13.2.2	Expression of annoyance and disapproval.....	341
13.2.3	Accusations - Cat. III.....	345
13.2.4	Blaming - Cat. IV.....	346
13.3	Relative frequency of distribution of complaint strategies.....	348
13.4	Directive acts	350
13.5	Complaint perspective.....	351
13.5.1	Focalizing reference to the complainer.....	351
13.5.2	Defocalizing reference to the complainer.....	351
13.5.3	Focalizing reference to the complaine.....	354
13.5.4	Defocalizing reference to the complaine.....	354
13.5.5	Relative distribution of referential categories	355
13.6	Internal modification.....	358
13.7	External modification.....	361

13.8	Dominance and social distance	364
13.9	Summary and discussion	369
14	The communicative act of apologizing.....	373
14.1	The speech act apology	373
14.1.1	The apology as a remedial act	374
14.1.2	The apology as a face-saving act	374
14.2	“Felicity conditions”	375
14.3	Apology strategies.....	376
14.3.1	Opting out—Cat. 0.....	378
14.3.2	Evasive strategies - Cat. I.....	379
14.3.3	Indirect apologies.....	379
	14.3.3.1 Acknowledgement of responsibility - Cat. II	379
	14.3.3.2 Explanation or account—Cat. III.....	380
14.3.4	Direct apologies	381
	14.3.4.1 Expression of apology - Cat. IV.....	381
14.3.5	Remedial support	382
	14.3.5.1 Expressing concern for hearer - Str. 5	382
	14.3.5.2 Promise of forbearance - Str. 6.....	383
	14.3.5.3 Offer of repair - Str. 7.....	383
14.4	Strategic disarmers.....	383
	14.4.1 Apologies as strategic disarmers	384
14.5	Internal modification.....	385
14.6	Discussion	386
14.7	Experimental design.....	387
	14.7.1 Apology situations	387
15	Apology strategies in non-native and native speakers of English	389
15.1	Total number of strategies	389
15.2	Opting out - Cat. 0.....	391
15.3	Apology strategies.....	394
	15.3.1 Minimizing the degree of offence - Cat. I.....	395
	15.3.2 Acknowledgement of responsibility - Cat. II.....	397
	15.3.3 Explanation or account - Cat. III.....	398
	15.3.4 Expression of apology - Cat. IV.....	399

15.4	Internal modification.....	399
15.5	Remedial support.....	401
15.5.1	Concern for hearer - Str. 5	402
15.5.2	Promise of forbearance - Str. 6.....	402
15.5.3	Offer of repair - Str. 7.....	402
15.6	Strategic disarmers.....	403
15.7	Dominance and social distance	404
15.8	Concluding remarks	405
16	Concluding the findings.....	411
16.1	Requests, complaints and apologies contrasted.....	412
16.1.1	Sociopragmatic constraints.....	416
16.1.2	Cross-cultural variation.....	419
16.2	Learner performance across groups.....	423
16.2.1	Approximation to native speaker competence on request strategies	423
16.2.2	Failure to produce requestive hints	424
16.2.3	Inappropriate use of complaint and apology strategies	425
16.2.4	From ritualized speech to individualized expressions.....	426
16.2.5	Developmental patterns for internal and external modification	427
16.2.6	Explaining the development.....	428
16.2.6.1	The complexification hypothesis.....	428
16.2.6.2	Similarity/distance between mother tongue and target language	430
16.2.6.3	Training and education	432
Part IV		435
A Pedagogical Approach		437
17	Communicative foreign language teaching.....	439
17.1	Focus on language as communication.....	439
17.2	Some early approaches to communicative FL teaching	441
17.2.1	The notional syllabus: A teaching content solution.....	441

17.2.2	Criticism of the situational syllabus.....	443
17.2.3	Analytic/synthetic teaching strategy.....	443
17.2.4	Criticism of the notional-functional syllabus.....	444
17.3	Methodological approaches.....	449
18	Recent approaches to communicative foreign language teaching.....	455
18.1	The “accuracy”/“fluency” distinction.....	455
18.2	The role of practice in classroom FL teaching.....	461
18.3	An integrated approach to communicative FL teaching.....	462
19	The teaching of communicative functions.....	467
19.1	Role interaction as a means of achieving communicative competence.....	468
19.1.1	Quantity.....	468
19.1.2	Quality.....	468
19.2	The learning potential of role interaction.....	469
19.2.1	Input factors.....	469
19.2.1.1	Personalized input.....	469
19.2.1.2	Attention to meaning.....	469
19.2.1.3	Going beyond what is actually taught.....	470
19.2.2	Interactional factors.....	470
19.2.2.1	Language as social interaction.....	470
19.2.2.2	Experimentation.....	471
19.2.2.3	Negotiation and repair.....	471
19.2.2.4	The output hypothesis.....	472
19.2.2.5	Communicating in real operating conditions.....	473
19.3	The discourse potential of role interaction.....	473
19.4	The sociolinguistic potential of role interaction.....	474
19.5	Critical points.....	475
19.5.1	Error correction and repairwork.....	476
19.6	Motivation.....	479
19.7	Instructional aspects.....	480
19.7.1	The need for (form-focused) instruction.....	481
19.7.2	The need for sociolinguistic input.....	481
19.8	Syllabus design.....	482
19.8.1	The role of a product-based syllabus.....	483

19.8.2	The content of a product-based syllabus.....	484
19.8.3	The role of a process-based syllabus.....	486
19.8.4	Grading of content.....	487
19.9	Using role simulations in the FL-classroom.....	488
19.9.1	The teaching content.....	488
19.9.2	Suggested procedure.....	489
19.9.3	Rounding off.....	492
	Notes.....	495
	References.....	517
	Appendix.....	563
	Index.....	575