



Acquisition in Interlanguage Pragmatics

Anne Barron

Table of contents

List of tables	IX
List of figures	XIII
Abbreviations	XV
Acknowledgements	XVII
CHAPTER 1	
Introduction	1
CHAPTER 2	
A pragmatic approach	7
2.1 Pragmatics — The broad picture	7
2.2 Pragmatic competence	8
2.2.1 Communicative competence	8
2.2.2 Pragmatic competence — A working definition	10
2.3 Speech acts	11
2.3.1 Speech acts — From philosophy to linguistics	11
2.3.2 The speech act in empirical research	13
2.4 Politeness theories	14
2.4.1 Conversational-maxim view	15
2.4.2 Face-saving view	17
2.4.3 Conversational-contract view	20
2.5 A discourse perspective	20
2.5.1 Discourse analysis — The hypernym	21
2.5.2 An integrative model of discourse	21
2.6 Pragmatics across cultures	23
2.6.1 Contrastive pragmatics	23
2.6.2 Cross-cultural pragmatics	23
2.6.2.1 Culture	24
2.6.2.2 Universality vs. culture-specificity	25
2.6.3 Interlanguage pragmatics	26

- 2.6.3.1 Pragmatic failure at the cultural crossroads 28
- 2.6.3.2 Developmental research in interlanguage pragmatics 29

CHAPTER 3

Acquisitional issues in learner pragmatics 35

- 3.1 Interlanguage — A componential characterisation 35
 - 3.1.1 The L1 influence 36
 - 3.1.2 Pragmatic overgeneralisation 40
 - 3.1.3 Teaching-induced errors 41
- 3.2 Questions of development in learner pragmatics 43
 - 3.2.1 Theoretical approaches to L2 pragmatic acquisition 44
 - 3.2.2 Grammatical competence — A prerequisite? 45
 - 3.2.3 The road to L2 pragmatic competence 48
- 3.3 External factors — Input 55
 - 3.3.1 Learner-specific input 56
 - 3.3.2 Input and learning context 57
 - 3.3.2.1 The study abroad context 57
 - 3.3.2.2 Pragmatic input in a second language context 70
- 3.4 Individual differences 73
 - 3.4.1 How rude can you get? — Culture shock in L2-land 73
 - 3.4.2 The L2 pragmatic norm — An appropriate option? 75

CHAPTER 4

Experimental design 79

- 4.1 Research instruments 79
 - 4.1.1 Triangulation of data 80
 - 4.1.1.1 Production questionnaires 83
 - 4.1.1.2 Pre- and post-year abroad questionnaires 103
 - 4.1.1.3 Retrospective interviews 104
 - 4.1.2 Data collection 110
- 4.2 Informants 116
 - 4.2.1 Learner informants 116
 - 4.2.2 Native speaker informants 120
- 4.3 Investigated speech acts 121
 - 4.3.1 Requests 122
 - 4.3.2 Offers 123
 - 4.3.3 Refusals of offers 127
- 4.4 Evaluating the data 130
 - 4.4.1 Focus of analysis 130
 - 4.4.1.1 Discourse structure 131
 - 4.4.1.2 Pragmatic routines 136

4.4.1.3	Internal modification	140
4.4.2	Procedures of data analysis	153
CHAPTER 5		
A pragmatic analysis		155
5.1	Discourse structure	155
5.2	Pragmatic routines	167
5.2.1	Cases of non-equivalence	167
5.2.2	Cases of partial equivalence	174
5.2.2.1	Differences of semantic content	174
5.2.2.2	Differences of illocutionary potential	182
5.2.2.3	Differences in situations of use	186
5.2.3	Pragmatic routines — Concluding discussion	193
5.3	Internal modification	199
5.3.1	Syntactic downgraders	199
5.3.1.1	Syntactic downgrading levels	199
5.3.1.2	Syntactic downgrader complexity	206
5.3.2	Lexical & phrasal downgraders	214
5.3.2.1	Lexical & phrasal downgrading levels	215
5.3.2.2	Lexical & phrasal downgrading types	219
CHAPTER 6		
Conclusion		237
6.1	Summary of findings	237
6.2	Limitations of study	251
6.3	Practical research implications	254
6.4	Directions for future research	264
Notes		267
References		285
Appendix		321
Name index		385
Subject index		391