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This book probes into under-researched issues in L2 pragmatics. Firstly, pragmatic competence, pragmatic awareness and metapragmatic awareness are re-defined and clearly distinguished on theoretical grounds. Secondly, pragmatic competence and its manifestations are evaluated on empirical grounds by distinct criteria and validated testing measures. More importantly, genuine pragmatic inference is elicited in contexts of online interpretation where figurative speech plays a central role. Genre-specific discourse which occurs in editorials and news reports serves as a natural testbed for examining the role of advanced mind-reading abilities in developing pragmatic competence. Sperber and Wilson□s relevance theory accommodates the findings of empirical assessment and yields new insights in the cognitive procedures activated during interpretation. The comprehensive theoretical and methodological treatment of pragmatic competence makes this book of interest to researchers and students in pragmatics, L2 theory and applications, genre studies, and to those concerned with the cognitive underpinnings of communication in L2.

The history of English writing is, to a considerable extent, the history of instructional writing in English. This volume is the first collection of papers to focus on instructional writing throughout the history of the language. Spanning a millennium of English texts, the materials studied represent procedural and behavioural discourse in a variety of genres. The primary texts, from AElfric s homilies to medieval cooking recipes to seventeenth-century American conduct literature to present-day language textbooks, display a variety of linguistic devices typical of instruction. The materials nonetheless differ with respect to the explicitness of their instructive purpose. Bringing together a broad range of instructional writing from the Old, Middle and Modern English periods, this collection celebrates the sixtieth birthday of Risto Hiltunen, who has successfully combined discourse-linguistic approaches with the history of English in his research, and inspired the colleagues and former students contributing to this volume."

Interlanguage Pragmatics (ILP) is a field of growing interest. Focussing on the speech act of requesting, the volume provides information about opportunities for pragmatic learning and how pragmatics can be integrated into instructional foreign language learning contexts. In addition, the research reported here provides methodological insights for those interested in investigating ILP from a second language acquisition perspective. The reader will also encounter some research issues worth examining in relation to pragmatic language learning. Topics include the use of assessment instruments in measuring learners' perception and production of different pragmatic issues, the long-term effects of instruction, and the effectiveness of different teaching approaches.

In the present study the use of thanking formulae is examined across different genres and varieties of English. Data is taken from the British National Corpus and the Wellington Corpus of Spoken New Zealand English. Employing a form-to-function mapping, thanking formulae are not only analysed quantitatively, but also qualitatively accounting for local contexts and genre. Additionally, the status of thanking formulae is examined in the most prominent models of politeness, and the interpersonal relation amongst the interlocutors is investigated. The first part is devoted to a variational analysis, which is supplemented by a genre perspective in the second part. The findings of the study contribute new insights to research on thanking (formulae), politeness, variational pragmatics and media discourse.

Discourse is language as it occurs, in any form or context, beyond the speech act. It may be written or spoken, monological or dialogical, but there is always a communicative aim or purpose. The present volume provides systematic orientation in the vast field of studying discourse from a pragmatic perspective. It first gives an overview of a range of approaches developed for the analysis of discourse, including, among others, conversation analysis, systemic-functional analysis, genre analysis, critical discourse analysis, corpus-driven approaches and multimodal analysis. The focus is furthermore on functional units in discourse, such as discourse markers, moves, speech act sequences, discourse phases and silence. The final section of the volume examines discourse types and domains, providing a taxonomy of discourse types and focusing on a range of discourse domains, e.g. classroom discourse, medical discourse, legal discourse, electronic discourse. Each article surveys the current state of the art of the respective topic area while also presenting new research findings.

The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles. Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning. This book both situates and expands on this concept highlighting the interaction of research and pedagogy. The papers collectively illustrate how the concept of pedagogical norm applies to all components of language, including phonology, morphology, syntax, and discourse. The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms. Also included are papers that apply the concept of pedagogical norms in specific contexts (e.g., intonation, morphology) and to specific languages. Finally, pedagogical norms are extended beyond the more traditional areas of grammatical competence to such disparate areas as listening, discourse, and circumlocution.

Measured Language presents studies using forms of measurement and quantitative analysis current in diverse areas of linguistic research from language assessment to language change, from generative linguistics to experimental psycholinguistics, and from longitudinal studies to classroom research. Contributors share the relevance of their perspectives and findings from seemingly disparate theoretical and methodological perspectives to other areas of linguistic inquiry. The range and clarity of the research collected here ensures that even linguists who would not traditionally use quantitative methods will find this volume useful.

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