

TABLE OF CONTENTS

Abstract	i
Acknowledgments	v
List of tables	xiii
List of figures	xvii
Abbreviations	xix
CHAPTER 1: INTRODUCTION	1
1.1. Context of problem	1
1.2. A statement of the problem to be investigated	2
1.3. Delimitations and limitations of the study	5
1.4. Definition of terms	5
1.4.1. Pragmatics, interlanguage pragmatics, and pragmatic competence	5
1.4.2. Pragmatic transfer	6
1.4.3. The speech acts of criticizing and responding to criticism	7
1.4.4. Realization strategies, semantic formulas, and modifiers of criticisms and responses to criticism	7
1.5. Organization of the book	8
CHAPTER 2: THEORETICAL FRAMEWORKS OF THE STUDY	11
2.1. Theory of speech acts	11
2.1.1. Basic concepts	11
2.1.2. The speech acts of criticizing and responding to criticism	15
2.2. Theories of politeness	20
2.2.1. Conversational-maxims	20
2.2.2. Face-saving	22
2.2.3. Social norms	24
2.2.4. Conversational-contracts	26
2.3. Pragmatic transfer	27
2.3.1. Transfer in second language acquisition	27
2.3.2. Transfer in interlanguage pragmatics	30
2.3.3. Pragmatic transferability	36
2.3.4. Summary	43

2.4. Pragmatic development	44
2.4.1. Non-native speakers' use of speech acts	44
2.4.2. Developmental patterns in interlanguage pragmatics	46
2.4.3. The role of input in L2 pragmatic development	50
2.4.3.1. Learning contexts and L2 pragmatic development	50
2.4.3.2. Instruction and L2 pragmatic development	53
2.4.4. Summary	58
CHAPTER 3: METHODOLOGY	67
3.1. Introduction	67
3.1.1. A review of the methodologies used in previous studies	67
3.1.2. The method of the present study	74
3.2. The study	75
3.2.1. Participants and sampling	75
3.2.2. Data collection instruments	79
3.2.2.1. The peer-feedback task	80
3.2.2.2. The written questionnaire	81
3.2.2.3. The retrospective interview	83
3.2.3. Procedures	85
3.3. Data analysis	90
3.3.1. Transcription	90
3.3.2. Coding	93
3.3.2.1. Criticisms and responses to criticism	93
3.3.2.2. The retrospective interview	99
3.3.3. Analytical procedures	100
3.3.3.1. Criticisms and responses to criticism	103
3.3.3.2. The retrospective interview	104
3.4. Summary	105
CHAPTER 4: LEARNERS' USE OF CRITICISMS AND RESPONSES TO CRITICISM	106
4.1. Results	106
4.1.1. Sociopragmatic aspects	108
4.1.1.1. Sociopragmatic aspects of criticisms	108
4.1.1.1.1. Criticism strategies	108
4.1.1.1.2. Criticism modifiers	109

4.1.1.2. Sociopragmatic aspects of responses to criticism	111
4.1.1.2.1. Strategies of responses to criticism	111
4.1.1.2.2. Modifiers of responses to criticism	113
4.1.2. Pragmalinguistic aspects	113
4.1.2.1. Pragmalinguistic aspects of criticisms	113
4.1.2.1.1. Criticism formulas	113
4.1.2.1.2. Amount of talk	116
4.1.2.1.3. Actual wording in criticism formula realizations	116
4.1.2.1.4. Choice of modifiers	119
4.1.2.1.5. Actual wording in criticism modifier realizations	121
4.1.2.2. Pragmalinguistic aspects of responses to criticism	124
4.1.2.2.1. Formulas of responses to criticism	124
4.1.2.2.2. Amount of talk	127
4.1.2.2.3. Actual wording in the realizations of formulas of responses to criticism	128
4.1.3. Summary of findings	131
4.2. Discussion	133
4.2.1. Learners' sociopragmatic competence in the L2	133
4.2.2. Learners' pragmalinguistic competence in the L2	136
4.2.3. Concluding remarks	137
CHAPTER 5: L2 PRAGMATIC DEVELOPMENT IN THE LEARNERS' USE OF CRITICISMS AND RESPONSES TO CRITICISM	141
5.1. Results	141
5.1.1. Sociopragmatic aspects	142
5.1.1.1. Sociopragmatic aspects of criticisms	142
5.1.1.1.1. Criticism strategies	142
5.1.1.1.2. Criticism modifiers	143
5.1.1.2. Sociopragmatic aspects of responses to criticism	146
5.1.1.2.1. Strategies of responses to criticism	146
5.1.1.2.2. Modifiers of responses to criticism	147
5.1.2. Pragmalinguistic aspects	148
5.1.2.1. Pragmalinguistic aspects of criticisms	148
5.1.2.1.1. Criticism formulas	148
5.1.2.1.2. Amount of talk in criticism realizations	149

5.1.2.1.3. Actual wording in criticism formula realizations	150
5.1.2.1.4. Choice of modifiers	154
5.1.2.2. Pragmalinguistic aspects of responses to criticism	158
5.1.2.2.1. Formulas of responses to criticism	158
5.1.2.2.2. Amount of talk in the realizations of responses to criticism	160
5.1.2.2.3. Actual wording in the realizations of formulas of responses to criticism	161
5.1.2.2.4. Actual wording in the realizations of modifiers of responses to criticism	163
5.1.3. Summary of findings	165
5.2. Discussion	166
5.2.1. L2 sociopragmatic development in the learners' use of criticisms and responses to criticism	167
5.2.2. L2 pragmalinguistic development in the learners' use of criticisms and responses to criticism	170
5.2.3. Concluding remarks	174
CHAPTER 6: PRAGMATIC TRANSFER IN THE LEARNERS' USE OF CRITICISMS AND RESPONSES TO CRITICISM	176
6.1. Results	176
6.1.1. Sociopragmatic transfer	178
6.1.1.1. Sociopragmatic transfer in the learners' criticisms	178
6.1.1.1.1. Criticism strategies	178
6.1.1.1.2. Criticism modifiers	179
6.1.1.1.3. Proficiency effects	180
6.1.1.2. Sociopragmatic transfer in the learners' responses to criticism	182
6.1.1.2.1. Strategies of responses to criticism	182
6.1.1.2.2. Proficiency effects	183
6.1.2. Pragmalinguistic transfer	184
6.1.2.1. Pragmalinguistic transfer in the learners' criticisms	184
6.1.2.1.1. Criticism formulas	184
6.1.2.1.2. Internal modifiers to criticisms	186
6.1.2.1.3. Actual wording in criticism realizations	188
6.1.2.1.4. Proficiency effects	189
6.1.2.2. Pragmalinguistic transfer in the learners' responses to criticism	189

6.1.2.2.1. Formulas of responses to criticism	189
6.1.2.2.2. Actual wording in the realizations of responses to criticism	191
6.1.2.2.3. Proficiency effects	192
6.1.3. Summary of findings	192
6.2. Discussion	194
6.2.1. Sociopragmatic transfer in the learners' use of criticisms and responses to criticism	194
6.2.2. Pragmalinguistic transfer in the learners' use of criticisms and responses to criticism	196
6.2.3. Concluding remarks	199
CHAPTER 7: INFLUENTIAL FACTORS IN LEARNING TO CRITICIZE AND RESPOND TO CRITICISM IN THE L2	203
7.1. Results	204
7.1.1. Reported influences on the learners' choice of the realization strategies and formulas of criticism and responses to criticisms	204
7.1.1.1. L2 pragmatic knowledge	205
7.1.1.1.1. Considerations of politeness	205
7.1.1.1.2. Perceptions of L2 culture	206
7.1.1.1.3. Need for explicitness	207
7.1.1.1.4. Overgeneralization	208
7.1.1.2. L1 influence	208
7.1.1.2.1. Transfer and translation	208
7.1.1.2.2. Perception of L1-L2 proximity	209
7.1.1.3. Processing difficulties	210
7.1.1.3.1. Focus on message clarity	210
7.1.1.3.2. Automatization	211
7.1.1.4. Learning experience	212
7.1.1.4.1. Textbooks	212
7.1.1.4.2. Instruction	213
7.1.1.4.3. Teacher-talk	214
7.1.1.4.4. Peers	215
7.1.1.4.5. Media	216
7.1.2. An analysis of the interview data according to proficiency groups	216
7.1.3. Summary of findings	219

7.2. Discussion	220
7.2.1. What does triangulation of the data reveal about factors influencing the learners' choice of strategies when criticizing and responding to criticism?	221
7.2.1.1. L2 pragmatic knowledge	221
7.2.1.2. Pragmatic transfer	223
7.2.1.3. Processing issues	224
7.2.1.4. Instruction, textbooks, and classroom discourse	227
7.2.2. What does triangulation of the data reveal about pragmatic development in the learners' use of criticisms and responses to criticism?	228
7.2.2.1. Evidence of L2 pragmatic development from a triangulation of data	228
7.2.2.2. Pragmatic transfer and proficiency	229
7.2.2.3. Grammatical constraints on pragmatic development	230
7.2.3. Concluding remarks	232
CHAPTER 8: SUMMARY AND CONCLUSION	234
8.1. Summary of findings	234
8.1.1. Research Question 1	235
8.1.2. Research Question 2	236
8.1.3. Research Question 3	238
8.1.4. Research Question 4	240
8.2. Implications	242
8.2.1. Methodological implications	242
8.2.2. Theoretical implications	243
8.2.3. Pedagogical implications	244
8.3. Limitations of the study	246
8.3.1. Data collection instruments	246
8.3.2. Choice of participants	248
8.3.3. Study design	249
8.4. Suggestions for further research	250
Notes	251
Appendix	255
References	277