

# Contents

Chapter 1.	Introduction to Second Language Pragmatic Development . . . . .	1
Chapter 2.	Theories of Second Language Pragmatic Development . . . . .	13
	Descriptive Studies . . . . .	14
	Theories and Constructs . . . . .	16
	The Acculturation Model . . . . .	16
	Cognitive Processing . . . . .	20
	Sociocultural Theory . . . . .	32
	Language Socialization . . . . .	42
	Interactional Competence as Goal and Process . . . . .	55
	Explaining Pragmatic Development . . . . .	58
	Chapter Summary . . . . .	61
Chapter 3.	Approaches to Developmental Pragmatics Research . . . . .	63
	Methodological Resources From Across the Social Sciences . . . . .	64
	Developmental Research Designs . . . . .	75
	Spoken Interaction . . . . .	79
	Authentic Discourse . . . . .	80
	Elicited Conversation . . . . .	84
	Role Play . . . . .	86
	Questionnaires . . . . .	89
	Discourse Completion Tasks . . . . .	90
	Multiple-Choice Questions . . . . .	96
	Scaled-Response Questionnaires . . . . .	100
	Oral and Written Self-Report . . . . .	103
	Interviews . . . . .	103
	Think-Aloud Protocols . . . . .	107
	Diaries . . . . .	112
	Chapter Summary . . . . .	116
Chapter 4.	Developmental Patterns in Second Language Pragmatics . . . . .	117
	Pragmatic Comprehension . . . . .	118

Pragmatic and Discourse Ability . . . . .	125
Speech Acts . . . . .	134
Requests . . . . .	135
Other Speech Acts . . . . .	147
Pragmatic Transfer and Development . . . . .	153
Chapter Summary . . . . .	157
<b>Chapter 5. The Development of Pragmatics and Grammar . . . . .</b>	<b>159</b>
Reopening the Research Agenda . . . . .	160
Pragmatics Precedes Grammar . . . . .	163
The Universal Pragmatics Principle . . . . .	163
Functional-Linguistic Theories of Second Language Acquisition . . . . .	167
Evidence for the Primacy of Pragmatics . . . . .	168
Grammar Precedes Pragmatics . . . . .	174
Grammatical Knowledge Does Not Enable Pragmalinguistic Use . . . . .	175
Grammatical Knowledge Enables Non-Target-Like Pragmalinguistic Use . . . . .	180
Grammatical and Pragmalinguistic Knowledge Enable Non-Target-Like Sociopragmatic Use . . . . .	182
Pragmatics and Grammar in Developmental Perspective . . . . .	185
Chapter Summary . . . . .	189
<b>Chapter 6. Learning Context and Learning Opportunities . . . . .</b>	<b>191</b>
Length of Residence as a Factor in Pragmatic Development: The Longer the Better? . . . . .	192
Input and Interaction in Noninstructional Settings . . . . .	197
Ordinary Discourse . . . . .	197
Institutional Discourse . . . . .	205
Input in Instructional Settings . . . . .	208
Comparing L2 Pragmatic Learning in Foreign and Second Language Settings . . . . .	217
Pragmatic Development at Home and Abroad . . . . .	220
Appraising the Influence of the Learning Environment . . . . .	230
Chapter Summary . . . . .	234

<b>Chapter 7.</b>	<b>The Role of Instruction in Learning Second Language Pragmatics . . . . .</b>	<b>237</b>
Research on Instructed Second Language Acquisition . . . . .	238	
Learning Targets . . . . .	240	
Learner Characteristics and Learning Contexts . . . . .	243	
Research Issues and Findings . . . . .	248	
Teachability . . . . .	250	
Instruction Versus Exposure . . . . .	255	
Different Teaching Approaches . . . . .	259	
Design Issues in Research on Instruction on Pragmatics . . . . .	269	
Chapter Summary . . . . .	273	
<b>Chapter 8.</b>	<b>Individual Differences in L2 Pragmatic Development . . . . .</b>	<b>275</b>
A Framework for ID Research . . . . .	276	
Age . . . . .	278	
Gender . . . . .	280	
Motivation . . . . .	283	
Social and Psychological Distance . . . . .	288	
Beyond IDs: Social Identity in Learning L2 Pragmatics . . . . .	292	
Chapter Summary . . . . .	302	
<b>Chapter 9.</b>	<b>Epilogue . . . . .</b>	<b>305</b>
<b>References . . . . .</b>	<b>313</b>	
<b>Index . . . . .</b>	<b>341</b>	