

1. Record Nr.	UNINA9910779051503321
Autore	Taguchi Naoko <1967->
Titolo	Context, individual differences and pragmatic competence [[electronic resource] /] / Naoko Taguchi
Pubbl/distr/stampa	Bristol ; ; Buffalo, : Multilingual Matters, c2012
ISBN	1-84769-611-2 1-280-12090-8 9786613524768 1-84769-610-4
Descrizione fisica	1 online resource (316 p.)
Collana	Second language acquisition ; ; [62]
Disciplina	428.0071/052
Soggetti	English language - Study and teaching - Japan Pragmatics Communicative competence
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Preface -- 1. Context, Individual Differences and Pragmatic Development: An Introduction -- 2. Longitudinal Studies in Interlanguage Pragmatics -- 3. Theoretical Framework, Research Questions and Methodology of the Study -- 4. Patterns and Rate of Pragmatic Development -- 5. Individual Differences in Pragmatic Development -- 6. Summary and Conclusion -- Appendix A: Language Contact Profile (LCP) -- Appendix B: Descriptive Statistics of LCP Results -- Appendix C: Pragmatic Listening Test (PLT) Items -- Appendix D: Pragmatic Speaking Test (PST) Situational Scenarios -- Appendix E: Evaluation of Speech Acts: Grammar Rating Scale -- Appendix F: Evaluation of Speech Acts: Appropriateness Rating Scale -- Appendix G: Grammar Test for Target Pragmalinguistic Features -- Appendix H: Coding Frameworks for Speech Act Expressions -- References -- Index
Sommario/riassunto	Pragmatic competence plays a key role in the era of globalization where communication across cultural boundaries is an everyday phenomenon. The ability to use language in a socially appropriate manner is critical, as lack of it may lead to cross-cultural miscommunication or cultural

stereotyping. This book describes second language learners' development of pragmatic competence. It proposes an original theoretical framework combining a pragmatics and psycholinguistics approach, and uses a variety of research instruments, both quantitative and qualitative, to describe pragmatic development over one year. Situated in a bilingual university in Japan, the study reveals patterns of change across different pragmatic abilities among Japanese learners of English. The book offers implications for SLA theories, the teaching and assessment of pragmatic competence, and intercultural communication.

---