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THEORY AND PRACTICE

BARDOVI–HARLIG, KATHLEEN, CÉSAR FÉLIX–BRASDEFER, & ALWIYA S. OMAR. (Eds.). *Pragmatics and Language Learning*. Volume 11. Mānoa, HI: University of Hawai'i Press, 2006. Pp. xiv, 407. $30.00, paper. ISBN 978–0–8248–3137–0.

This volume is an outstanding contribution to the field of interlanguage pragmatics (ILP). The 13 chapters span five main themes: research methodologies and calls for new directions for inquiry, developmental studies, speech act studies, conversation analytic (CA) framework studies, and the teaching of pragmatics. Many chapters cross into multiple areas, lending a cohesiveness to the volume. In addition, a variety of languages are represented: English as a foreign and second language (EFL/ESL), Spanish, German, Japanese, and Kiswahili. Clear prose and a thick description of research design combine to produce a volume that is a rich addition to the library of any applied linguist.

Calls for new directions for inquiry, which include a reconceptualization of approach to data analysis in the field, are provided by Bardovi-Harlig and Kasper. Bardovi-Harlig's chapter opens the work with a review of research on a much neglected area of pragmatic inquiry, that of formula use. In her chapter she clarifies the term *formula*, a muddy concept due to its use in a variety of fields, and provides a taxonomy of the use of formulas in second language (L2) acquisition. She calls for longitudinal studies of individual learners in order to uncover developmental tendencies in pragmatics.

Kasper examines speech act theory-based research, stating that interlanguage pragmatics research has tended to criticize methodology at the expense of theory. She argues for the application of CA theory to speech act realizations. She compares the theoretical grounding of speech act theory and its roots in rationalist theory against CA in terms of action, meaning, and context. She ends by noting that CA helps us uncover "actions that are part of members' interactional competence but not of their metapragmatic awareness" (p. 305).

Two chapters investigate interaction using a conversation analytic framework: Houck and Fuji's and Ishida's. Houck and Fuji examine the use of delay in interaction as a way to communicate pragmatic information. Participants compared opinions about an article assigned to them as homework. Delay was found to be a resource employed by both native speakers (NSs) and non-native speakers (NNSs) when disagreeing with one another's opinions. Ishida employed CA to explore the microgenesis of modal particles in Japanese. Data were collected by taping the interaction between a Japanese NS and a Japanese NNS engaged in a decision-making task. Ishida details how the use of the particles *ne* and *jaa* indicated agreement with the hearer's decision and how the NNS was able to adapt and shift her strategy over the course of the conversation.

Work in developmental pragmatics (Schauer, Martínez-Flor, and Vyatkina & Belz) consistently shows improvement by learners over time in the area of pragmatic competence. Schauer's

examination of ESL and EFL learners' development of awareness of pragmatic violations revealed that, after a 9-month stay in England, learners improved both their pragmatic awareness as well as their productive pragmatic competence in the area of Internal and External Modifier use, outperforming EFL learners in their home countries. Martínez-Flor examined explicit and implicit treatments on learner confidence with pragmatic formulas in the L2. EFL students were exposed to six 2-hour training sessions on the use of suggestions; some received explicit training (which included metapragmatic awareness-raising activities), whereas others received implicit training. Both the implicit and explicit training types were successful in raising learners' confidence levels; she attributes this unusual finding for implicit instruction to the combination of recasts and input enhancement that were used in the treatment. Finally, Vyatkina and Belz found that the use of a stair-stepped intervention of explicit instruction on modal particles resulted in significant uptake of those forms by students in a fourth-semester telecollaborative German class at a U.S. institution. Using corpus data of the students who were themselves involved in the project, Vyatkina and Belz created customized lessons to demonstrate the proper use of the particles. Their microgenetic analysis was able to pinpoint the moments when such uptake occurred, further arguing for the use of explicit pragmatic teaching in the classroom.

The next two studies investigated the teaching of pragmatics. Pearson investigated the effects of preinstruction and explicit versus implicit treatments. Findings indicate that learners perceived the speech act lesson units less than enthusiastically; however, this finding may have resulted from the choice of material, given that the video used was the one that came with their textbook. In light of her results, Pearson recommends using a variety of authentic materials that are integrated into the regular curriculum. Like Pearson, Félix-Brasdefer provides a plan for the integration of pragmatics instruction into the classroom, but his approach combines conversation analysis (CA) with pragmatics instruction. His approach is unique in that it explores CA as a pedagogical tool; he advocates a three-part lesson in which awareness is raised and then CA is used as a teaching tool to develop awareness and explore L2 pragmatic discourse features, followed by communicative practice and feedback. He provides a set of online resources that practitioners can access to help in their teaching of pragmatic features.

The final group of studies focuses on speech acts. In Biesenbach-Lucas's study, computer-mediated communication (in the form of emails between students and their professor) is examined to determine whether differences in levels of directness exist between NS and NNSs of English. Through the analysis of naturalistic, student-initiated email messages received over the course of a semester, Biesenbach-Lucas found that the level of directness varied according to differences in communicative goal.

Nickels investigates setting, which she defines as "the social milieu of the interaction" (p. 255), incorporating alternative settings, such as a beauty salon, in addition to academic ones, such as the registrar's office, to determine whether learners would perform differently. She found that setting had a significant effect: In nonacademic settings, learners demonstrated greater use of head act conditionals, understaters, intensifiers, and terms such as *please*. Interestingly, in academic settings, incidences of complaints increased.

Omar's discourse completion test (DCT) data of native Kiswahili speakers from Zanzibar and Mainland Tanzania were compared with those of Kiswahili learners in the United States. Learner role-play data also were collected. Omar found that her learners' acquisition sequence entailed three stages: (a) the use of highly context-dependent phrasing; (b) formulaic usage of unanalyzed formulas; and (c) the unpacking of formulas, or productive language use, characterized by a shift to conventional indirectness.

The final chapter in the volume, Keshararz, Eslami, and Ghahraman's pragmatic transfer of refusals study of Persian learners of English, involved a dialogue completion DCT. Results support the positive correlation hypothesis of Takahashi and Beebe (1987), which states that lower level learners are less likely to show transfer because of their paucity of linguistic resources.

This volume provides a significant contribution to contemporary ILP research. In particular, the chapters by Bardovi-Harlig, Kasper, Vyatkina and Belz, Félix-Brasdefer, and Ishida are exceptionally clear and readable. Vyatkina and Belz's description of their task creation is helpful from both theoretical and methodological standpoints. Although Nickels's and Pearson's studies contribute insightful results, their study designs are so complex that it would have been useful to have a chart detailing the different treatments and groupings. Overall, the volume is outstanding and demonstrates the pertinence of ILP within applied linguistics.

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