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0521008581 - Pragmatics in Language Teaching
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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press
The Edinburgh Building, Cambridge CB2 2RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org
Information on this title: www.cambridge.org/9780521803793

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First published 2001

A catalogue record for this publication is available from the British Library

Library of Congress Cataloguing in Publication data

Rose, Kenneth R.
Pragmatics in language teaching/Kenneth R. Rose, Gabriele Kasper.
p. cm. – (Cambridge applied linguistics)
Includes bibliographical references and index.
ISBN 0-521-80379-9 – ISBN 0-521-00858-1 (pb.)
1. Pragmatics 2. Language and languages – Study and teaching. I. Kasper, Gabriele. II. Title. III. Cambridge applied linguistics series.

P99.4.P72 R67 2001
306.44–dc21 00-068088

ISBN-13 978-0-521-80379-3 hardback
ISBN-10 0-521-80379-9 hardback

ISBN-13 978-0-521-00858-7 paperback
ISBN-10 0-521-00858-1 paperback

Transferred to digital printing 2006

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Series editors' preface

Compared with phonology, morphology, and syntax, second language pragmatics, like second language vocabulary, was a relatively neglected area of second language acquisition and applied linguistics until about 15 years ago, but it has seen a veritable explosion of work of late. That work has been both theoretical and empirical, and sometimes difficult even for educated outsiders to come to grips with, in part because it has frequently crossed traditional boundaries of second language acquisition and use. Some researchers have concentrated on unearthing what Hymes once referred to as those "rules of use without which rules of grammar would be useless," some (rather fewer) have focused on how those rules are acquired (or not), and some have attempted to address both aspects. Recently, as this volume demonstrates, the domain has grown to include both the teaching and the testing of second language pragmatics, and has involved additional research cultures and knowledge bases.

Two pioneers and internationally acknowledged experts in this field are Kenneth Rose and Gabriele Kasper. Each has published extensive original empirical research on interlanguage and crosscultural pragmatics, each has written authoritative reviews of the pragmatics literature, each has helped focus the research agenda, each has contributed to our understanding of appropriate qualitative and quantitative research methods for the work at hand, each has taught numerous courses and seminars and supervised graduate student research on pragmatics, and each has lectured on these subjects around the world. Their vast and diverse experience is readily apparent in the lucid and authoritative overview with which they begin this volume, as well as in their subsequent individual contributions.

Unlike any other books on the topic to date, *Pragmatics in Language Teaching* focuses on two crucial, yet still relatively unexplored dimensions of L2 pragmatics: teachability and assessment. Professors Rose and Kasper have assembled a set of truly intriguing studies by some of the leading researchers at work on these issues today. The result is a

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welcome addition to the Cambridge Applied Linguistics Series, a volume that should be invaluable to researchers, language teachers, language testers, and students of pragmatics everywhere.

Michael H. Long
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To our knowledge, this is the first edited volume devoted solely to classroom research on interlanguage pragmatics, and as such is situated at the interface of second language acquisition, pragmatics, and educational research. The chapters in this collection address a range of issues in the learning of pragmatics and discourse in classroom contexts – both second and foreign language – from a diversity of approaches to teaching and research. Coverage is provided not only for various options in instruction but also for the assessment of pragmatic proficiency, a heretofore largely neglected area. It is our hope that the work reported in this collection will inspire others to further explore issues raised here in their own research, thus guaranteeing that this will not be the last book on this topic.

We would like to extend our sincere appreciation first and foremost to our contributors for undertaking the research reported here, agreeing to include it in our collection, and following through in such a timely and professional manner at each stage of the process. Thanks also to the series editors for their support, two anonymous reviewers for their helpful comments, as well as everyone else we had the pleasure of working with at Cambridge University Press, including Olive Collen, production editor. And a special thanks to David Thorstad, whose expert handling of our multilingual manuscript was nothing short of amazing.

Kenneth R. Rose
Gabriele Kasper

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