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KEY=KATHLEEN - ANTONY HARRELL

FORUM

A JOURNAL FOR THE TEACHER OF ENGLISH OUTSIDE THE UNITED STATES

PRAGMATICS ACROSS LANGUAGES AND CULTURES

Walter de Gruyter **This handbook provides a comprehensive overview, as well as breaking new ground, in a versatile and fast growing field. It contains four sections: Contrastive, Cross-cultural and Intercultural Pragmatics, Interlanguage Pragmatics, Teaching and Testing of Second/Foreign Language Pragmatics, and Pragmatics in Corporate Culture Communication, covering a wide range of topics, from speech acts and politeness issues to Lingua Franca and Corporate Crises Communication. The approach is theoretical, methodological as well as applied, with a focus on authentic, interactional data. All articles are written by renowned leading specialists, who provide in-depth, up-to-date overviews, and view new directions and visions for future research.**

ENGLISH TEACHING FORUM

INSTRUCTIONAL WRITING IN ENGLISH

STUDIES IN HONOUR OF RISTO HILTUNEN

John Benjamins Publishing **The history of English writing is, to a considerable extent, the history of instructional writing in English. This volume is the first collection of papers to focus on instructional writing throughout the history of the language. Spanning a millennium of English texts, the materials studied represent procedural and behavioural discourse in a variety of genres. The primary texts, from AElfric s homilies to medieval cooking recipes to seventeenth-century American conduct literature to present-day language textbooks, display a variety of linguistic devices typical of instruction. The materials nonetheless differ with respect to the explicitness of their instructive purpose. Bringing together a broad range of instructional writing from the Old, Middle and Modern English periods, this collection celebrates the sixtieth birthday of Risto Hiltunen, who has successfully combined discourse-linguistic approaches with the history of English in his research, and inspired the colleagues and former students contributing to this volume."**

LANGUAGE IN USE

COGNITIVE AND DISCOURSE PERSPECTIVES ON LANGUAGE AND LANGUAGE LEARNING

Georgetown University Press **Language in Use creatively brings together, for the first time, perspectives from cognitive linguistics, language acquisition, discourse analysis, and linguistic anthropology. The physical distance between nations and continents, and the boundaries between different theories and subfields within linguistics have made it difficult to recognize the possibilities of how research from each of these fields can challenge, inform, and enrich the others. This book aims to make those boundaries more transparent and encourages more collaborative research. The unifying theme is studying how language is used in context and explores how language is shaped by the nature of human cognition and social-cultural activity. Language in Use examines language processing and first language learning and illuminates the insights that discourse and usage-based models provide in issues of second language learning. Using a diverse array of methodologies, it examines how speakers employ various discourse-level resources to structure interaction and create meaning. Finally, it addresses issues of language use and creation of social**

identity. Unique in approach and wide-ranging in application, the contributions in this volume place emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity—making it an invaluable addition to the library of anyone interested in cutting-edge linguistics.

LEARNING HOW TO REQUEST IN AN INSTRUCTED LANGUAGE LEARNING CONTEXT

Peter Lang Interlanguage Pragmatics (ILP) is a field of growing interest. Focussing on the speech act of requesting, the volume provides information about opportunities for pragmatic learning and how pragmatics can be integrated into instructional foreign language learning contexts. In addition, the research reported here provides methodological insights for those interested in investigating ILP from a second language acquisition perspective. The reader will also encounter some research issues worth examining in relation to pragmatic language learning. Topics include the use of assessment instruments in measuring learners' perception and production of different pragmatic issues, the long-term effects of instruction, and the effectiveness of different teaching approaches.

THEORETICAL APPROACHES TO DIALOGUE ANALYSIS

SELECTED PAPERS FROM THE IADA CHICAGO 2004 CONFERENCE

Walter de Gruyter In April 2004, a group of international scholars convened in Chicago, Illinois for a workshop of the International Association for Dialogue Analysis. The selected papers from the workshop which are included in this volume represent a breadth of theoretical and methodological perspectives. Together, the variety of perspectives adds to a deeper understanding of the complex nature of dialogic interaction. The volume is intended for scholars and students in the field, offering a view of dialogue analysis from its more traditional origins to contemporary trends in discourse studies.

RAISING A LEFT-BRAIN CHILD IN A RIGHT-BRAIN WORLD

STRATEGIES FOR HELPING BRIGHT, QUIRKY, SOCIALLY AWKWARD CHILDREN TO THRIVE AT HOME AND AT SCHOOL

Shambhala Publications **Does your child:** • Have impressive intellectual abilities but seem puzzled by ordinary

interactions with other children? • Have deep, all-absorbing interests or seemingly encyclopedic knowledge of certain subjects? • Bring home mediocre report cards, or seem disengaged at school, despite his or her obvious intelligence? If you answered "yes" to these questions, this book is for you. Author Katharine Beals uses the term "left-brain" to describe a type of child whose talents and inclinations lean heavily toward the logical, linear, analytical, and introverted side of the human psyche, as opposed to the "right brain," a term often associated with our emotional, holistic, intuitive, and extroverted side. Drawing on her research and interviews with parents and children, Beals helps parents to discover if they are raising a left-brain child, and she offers practical strategies for nurturing and supporting this type of child at school and at home. Beals also advises parents in how best to advocate for their children in today's schools, which can be baffled by and unsupportive of left-brain learning styles.

PRAGMATIC COMPETENCE AND RELEVANCE

John Benjamins Publishing Company **This book probes into under-researched issues in L2 pragmatics. Firstly, pragmatic competence, pragmatic awareness and metapragmatic awareness are re-defined and clearly distinguished on theoretical grounds. Secondly, pragmatic competence and its manifestations are evaluated on empirical grounds by distinct criteria and validated testing measures. More importantly, genuine pragmatic inference is elicited in contexts of online interpretation where figurative speech plays a central role. Genre-specific discourse which occurs in editorials and news reports serves as a natural testbed for examining the role of advanced mind-reading abilities in developing pragmatic competence. Sperber and Wilson's relevance theory accommodates the findings of empirical assessment and yields new insights in the cognitive procedures activated during interpretation. The comprehensive theoretical and methodological treatment of pragmatic competence makes this book of interest to researchers and students in pragmatics, L2 theory and applications, genre studies, and to those concerned with the cognitive underpinnings of communication in L2.**

NEW DIRECTIONS IN SECOND LANGUAGE PRAGMATICS

Walter de Gruyter GmbH & Co KG **New Directions in Second Language Pragmatics brings together varying perspectives in second language (L2) pragmatics to show both historical developments in the field, while also looking towards the future, including theoretical, empirical, and implementation perspectives. This volume is divided in four sections: teaching and learning speech acts, assessing pragmatic competence, analyzing discourses in digital contexts, and**

current issues in L2 pragmatics. The chapters focus on various aspects related to the learning, teaching, and assessing of L2 pragmatics and cover a range of learning environments. The authors address current topics in L2 pragmatics such as: speech acts from a discursive perspective; pragmatics instruction in the foreign language classroom and during study abroad; assessment of pragmatic competence; research methods used to collect pragmatics data; pragmatics in computer-mediated contexts; the role of implicit and explicit knowledge; discourse markers as a resource for interaction; and the framework of translingual practice. Taken together, the chapters in this volume foreground innovations and new directions in the field of L2 pragmatics while, at the same time, ground their work in the existing literature. Consequently, this volume both highlights where the field of L2 pragmatics has been and offers cutting-edge insights into where it is going in the future.

THANKING FORMULAE IN ENGLISH

EXPLORATIONS ACROSS VARIETIES AND GENRES

John Benjamins Publishing In the present study the use of thanking formulae is examined across different genres and varieties of English. Data is taken from the British National Corpus and the Wellington Corpus of Spoken New Zealand English. Employing a form-to-function mapping, thanking formulae are not only analysed quantitatively, but also qualitatively accounting for local contexts and genre. Additionally, the status of thanking formulae is examined in the most prominent models of politeness, and the interpersonal relation amongst the interlocutors is investigated. The first part is devoted to a variational analysis, which is supplemented by a genre perspective in the second part. The findings of the study contribute new insights to research on thanking (formulae), politeness, variational pragmatics and media discourse.

PRAGMATICS IN LANGUAGE TEACHING

Cambridge University Press Pragmatics in Language Teaching examines the acquisition of language use in social contexts in second and foreign language classrooms. Included are 2 state-of-the-art survey chapters, and 11 chapters reporting the results of empirical research. The empirical studies cover three areas: incidental acquisition of pragmatics in instructed contexts, the effects of instruction in pragmatics, and the assessment of pragmatics ability. The studies address a number of areas in pragmatics, from speech acts and discourse markers to conversational routines and address terms, and represent a range of target languages and contexts in the United States, Asia, and Europe.

LINGUISTICS AND LANGUAGE BEHAVIOR ABSTRACTS

LLBA.

CURRENT TRENDS IN THE DEVELOPMENT AND TEACHING OF THE FOUR LANGUAGE SKILLS

Walter de Gruyter **Current Trends in the Development and Teaching of the four Language Skills** builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill. Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context.

PRAGMATICS AND LANGUAGE LEARNING

Natl Foreign Lg Resource Ctr **Pragmatics & Language Learning Volume 12** examines the organization of second language and multilingual speakers' talk and pragmatic knowledge across a range of naturalistic and experimental activities. Based on data collected on Danish, English, Hawai'i Creole, Indonesian, and Japanese as target languages, the contributions explore the nexus of pragmatic knowledge, interaction, and L2 learning outside and inside of educational settings.

CONTRASTIVE PRAGMATICS

John Benjamins Publishing We have recently seen a broadening of pragmatics to new areas and to the study of more than one language. This is illustrated by the present volume on Contrastive Pragmatics which brings together a number of articles originally presented at the 10th International Pragmatics Conference in Göteborg in 2007. The contributions deal with pragmatic phenomena such as speech acts, discourse markers and modality in different language pairs using theoretical approaches such as politeness theory, Conversation Analysis, Appraisal Theory, grammaticalization and cultural textology. Also discourse practices and genres may differ across cultures as illustrated by the study of TV news shows in different countries. Contrastive pragmatics also includes the comparative study of pragmatic phenomena from a foreign language perspective, a new area with implications for language teaching and intercultural communication. The contributions to this volume were originally published in *Languages in Contrast* 9:1 (2009).

APPROACHES TO SPECIALISED DISCOURSE IN HIGHER EDUCATION AND PROFESSIONAL CONTEXTS

Cambridge Scholars Publishing *Approaches to Specialised Discourse in Higher Education and Professional Contexts* brings together a number of studies by various authors in the common field of languages for specific purposes (LSP). This area faces a major challenging need to work with both specialised content and language, a complex combination which can be discouraging to many a language teacher from a traditional philological background. In the introduction to this volume, Dr. Martin Hewings asks how these teachers, as mere onlookers on specialist areas in higher education and the professions, are successfully to teach students communication skills. The answer is most probably contained in no single approach or scope, but rather in a multiple probing of methods aimed at the empirical observation and analysis of language use in the specific contexts in which they are housed. The studies presented herein illustrate such a multi-fold scenario, analysing and sharing significant findings on discourse across academic disciplines and professional areas. The authors not only evince the importance of the various methodologies adopted, but also, in their role as teachers and researchers, demonstrate the significance of working as integrated members in the fields they teach. Clearly reflected in this volume is the natural adaptation of LSP research, pushing beyond theory, to filter into classroom developments and professional interactions. The fact that these papers have been selected from the fourth conference by the European Association of Languages for Specific Purposes (AELFE), held in Spain (October, 2005), indicates that the LSP community tends to look into the blend of practice and research as a key exponent for successful learning integration. Because the linguist is also the LSP practitioner, or vice versa, the enquiries that

conduct these chapters are commonly addressed, either implicitly or openly, by students and teachers alike. For readers who would like to learn or know more about communicative strategies and methodological approaches in different specialisms, this book may be a valuable resource.

CONTROVERSIES IN APPLIED LINGUISTICS

OUP Oxford This book brings together a number of high-profile exchanges on controversial issues between scholars of opposing positions reacting to each other in print. It engages the reader in a critical evaluation of the points at issue.

STRUCTURE AND IMPROVISATION IN CREATIVE TEACHING

Cambridge University Press With an increasing emphasis on creativity and innovation in the twenty-first century, teachers need to be creative professionals just as students must learn to be creative. And yet, schools are institutions with many important structures and guidelines that teachers must follow. Effective creative teaching strikes a delicate balance between structure and improvisation. The authors draw on studies of jazz, theater improvisation and dance improvisation to demonstrate that the most creative performers work within similar structures and guidelines. By looking to these creative genres, the book provides practical advice for teachers who wish to become more creative professionals.

NEW DIRECTIONS IN SECOND LANGUAGE PRAGMATICS

Walter de Gruyter GmbH & Co KG **New Directions in Second Language Pragmatics** brings together varying perspectives in second language (L2) pragmatics to show both historical developments in the field, while also looking towards the future, including theoretical, empirical, and implementation perspectives. This volume is divided in four sections: teaching and learning speech acts, assessing pragmatic competence, analyzing discourses in digital contexts, and current issues in L2 pragmatics. The chapters focus on various aspects related to the learning, teaching, and assessing of L2 pragmatics and cover a range of learning environments. The authors address current topics in L2 pragmatics such as: speech acts from a discursive perspective; pragmatics instruction in the foreign language classroom and during study abroad; assessment of pragmatic competence; research methods used to collect pragmatics data; pragmatics in computer-mediated contexts; the role of implicit and explicit knowledge; discourse markers as a resource for interaction; and the framework of translingual practice. Taken together, the chapters in this volume

foreground innovations and new directions in the field of L2 pragmatics while, at the same time, ground their work in the existing literature. Consequently, this volume both highlights where the field of L2 pragmatics has been and offers cutting-edge insights into where it is going in the future.

ELECTRONIC DISCOURSE IN LANGUAGE LEARNING AND LANGUAGE TEACHING

John Benjamins Publishing **New technologies are constantly transforming traditional notions of language use and literacy in online communication environments. While previous research has provided a foundation for understanding the use of new technologies in instructed second language environments, few studies have investigated new literacies and electronic discourse beyond the classroom setting. This volume seeks to address this gap by providing corpus-based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat, discussion forums, blogs, and podcasts. Several chapters also examine the assessment and integration of new literacies. This volume will serve as a valuable resource for researchers, teachers, and students interested in exploring electronic discourse and new literacies in language learning and teaching.**

THE CAMBRIDGE HANDBOOK OF SPANISH LINGUISTICS

Cambridge University Press **A state-of-the-art, in-depth survey of the topics, approaches and theories in Spanish linguistics today. The language is researched from a number of different perspectives. This Handbook surveys the major advances and findings, with a special focus on recent accomplishments in the field. It provides an accurate and complete overview of research, as well as facilitating future directions. It encourages the reader to make connections between chapters and units, and promotes cross-theoretical dialogue. The contributions are by a wide range of specialists, writing on topics including corpus linguistics, phonology and phonetics, morphosyntax, pragmatics, the role of the speaker and speech context, language acquisition and grammaticalization. This is a must-have volume for researchers looking to contextualize their own research and for students seeking a one-stop resource on Spanish linguistics.**

PRAGMATICS OF CHINESE AS NATIVE AND TARGET LANGUAGE

Natl Foreign Lg Resource Ctr

BILINGUALISM

BASIC PRINCIPLES

Multilingual Matters This revised edition of a major textbook provides an introduction to the queries that arise in connection with bilingualism and the effect it has on the personality. It underlines the normality of speaking and using more than one language and aims to dispel many myths and fears. It should interest all types of reader - parents, educators and policy makers, as well as language specialists.

BEYOND METHODS: COMPONENTS OF LANGUAGE TEACHER EDUCATION

McGraw-Hill Humanities/Social Sciences/Languages In ten chapters, **Beyond Methods** introduces language teachers, teacher educators, and curriculum developers to the latest research findings in linguistics and second language acquisition, while offering a theoretical basis for making decisions about such things as methods, syllabus design, and assessment. Written for novice and experienced teachers alike, **Beyond Methods** is intended for courses on the teaching of any language as well as for courses in applied linguistics. Thought-provoking questions and suggested readings guide readers in their exploration of the topics.

APPLYING CONVERSATION ANALYSIS

Springer This book explores the relationship between conversation analysis and applied linguistics, demonstrating how the analysis of institutional talk can contribute to professional practice. With a foreword by Paul Drew, the core of the collection deals with topics as diverse as speech therapy and retailing; radio journalism and cross-cultural training.

TEACHING AND LEARNING PRAGMATICS

WHERE LANGUAGE AND CULTURE MEET

Routledge An understanding of sociocultural context is crucial in second language learning - yet developing this awareness often poses a real challenge to the typical language learner. This book is a practical language teachers' guide that focuses on how to teach socially and culturally appropriate language for effective communication. Moving beyond a purely theoretical approach to pragmatics, the volume offers practical advice to teachers, with hands-on

classroom tasks included in every chapter. Readers will be able to:

- Identify possible causes of learner errors and choices in cross-cultural communication
- Understand second language acquisition theories that support their classroom practices
- Develop a pragmatics-focused instructional component, classroom-based assessments, and curricula
- Help learners to become more strategic about their learning and performance of speech acts
- Incorporate technology into their approach to teaching pragmatics

This book aims to close the gap between what research in pragmatics has found and how language is generally taught today. It will be of interest to all language teachers, graduate students in language teaching and linguistics, teacher educators, and developers of materials for teaching language.

EBOOK: THE GOOD RESEARCH GUIDE: FOR SMALL-SCALE SOCIAL RESEARCH PROJECTS

McGraw-Hill Education (UK) This bestselling introductory book offers practical and straightforward guidance on the basics of social research, ideal for anyone who needs to conduct small-scale research projects as part of their undergraduate, postgraduate or professional studies. The book provides:

- A clear, straightforward introduction to data collection methods and data analysis
- Jargon-free coverage of the key issues
- Checklists to guide good practice

The sixth edition has been extensively updated and includes features such as:

- A new chapter on the Life Course Perspective
- A new chapter on Literature Reviews
- New material on the Delphi Technique
- An updated and expanded chapter on the analysis of Quantitative Data
- New examples and illustrations throughout

The Good Research Guide, 6th edition is a valuable resource for anyone conducting social research including those in applied areas such as business studies, health studies, nursing, education, social work, policy studies, marketing, media studies and criminology.

"Denscombe's The Good Research Guide, now in its 6th edition, continues to be one of the leading books in the field. It covers the topics a student or practitioner doing a research project needs to know from project design, theoretical underpinnings of research, data collection and analysis to writing up your research. Its accessible and practical approach means that it is an excellent resource for those new to undertaking independent research." Liam Foster, Senior Lecturer in Social Policy and Social Work, Sheffield University, UK

"Martyn Denscombe's text continues to remain core reading for those undertaking small pieces of research and those who need to gain a firm grounding in the principles of research theory and practice. From deciding on a research approach to the process of writing up, this finely balanced edition offers a comprehensive and detailed guide to the research cycle. Pragmatic, and with the needs of the researcher always in mind, it makes social science research accessible, undaunting, and, what's more, a completely possible, stimulating, and enjoyable endeavour." Yunis Alam, Faculty of Social Sciences, University of

Bradford, UK "The Good Research Guide provides a comprehensive view of the complex strategies and approaches of conducting social research, explained in simple terms. Relevant examples and check lists provided in each section not only helps to gain better understanding but also reflect on one's own research. This book has tremendously helped me to gain knowledge and understanding of complex research strategies. It will provide clear guidance and direction for students and researchers in their research journey to achieve success." Deborah Ebenezer, Research Student "I think the book has a very good précis of areas relevant to the title. It outlines very well in a logical order the elements pertinent to 'social research'. Each chapter is relatively comprehensive and deals with subject material that is important, in a language that is accessible throughout. It does what it says on the tin and provides practical information and guidance as a 'how to' text' for those needing help with this type of research project. In particular I think the checklists are an excellent chapter ending to help plan and bring into sharp focus what is needed for any particular approach. The within chapter examples are excellent and help to further inform the reader what the author is trying to convey. Chapter links help further embed concepts and show how the various research elements may be associated. Overall an excellent introductory text that embodies a no-nonsense approach to a subject that can be at times complex. By breaking down topic areas and giving simple examples the subject is eminently accessible to the reader. Well done!" Stephen Pearson, Senior Lecturer in Human and Applied Physiology, School of Health Sciences, University of Salford, UK "This new edition provides comprehensive guidance to those undertaking small-scale social research projects including dissertations in business and management and the social sciences and I would recommend its use for all those new to research and also to refresh the thinking of those with prior research experience. Part 1 addresses a range of strategies for social research including surveys, sampling, case studies, experiments, ethnography, the life course perspective, grounded theory, action research, phenomenology, systematic review and mixed methods. There are few texts which address research strategies in such a comprehensive manner. The text develops in Part 2 by providing clear guidance on the selection and use of appropriate methods of data collection such as questionnaires, interviews, observation and documentary analysis, taking into account the aims and objective of the research project. Part 4 considers both quantitative and qualitative data analysis with Part 4 providing essential information on research ethics, the reporting of research and on the conduct and presentation of the literature review essential to all research projects. I have no hesitation in commending this text for use by undergraduate and post-graduate students as well as those undertaking research projects independent of an academic programme." Dr. Bobby Mackie, Senior Lecturer, School of Business and Enterprise, University of the West of Scotland, UK

PERSPECTIVES

SOCIOLINGUISTICS AND TESOL

Newbury House Publishers

WRITING GENRES

SIU Press Examines genre and its educational purposes from a variety of perspectives. The text is not limited to literary genres or to ideas of genres as formal conventions; it provides a theoretical definition of genre as rhetorical, dynamic and flexible, ideological and constraining, to an examination of the role of genres in different communities.

MULTILINGUALISM AND APPLIED COMPARATIVE LINGUISTICS (VOLUME II)

Cambridge Scholars Publishing In February 2006 the first international conference on Multilingualism and Applied Comparative Linguistics (MACL) was held in Brussels, Belgium. The aim of the MACL conference was to bring together scholars from various branches of applied linguistics with a shared interest in cross-linguistic and cross-cultural communication. The conference thus fostered an exchange of knowledge and expertise among researchers from various disciplines, including educational linguistics, cultural linguistics, terminography, translation studies and studies of specialised languages. The present book is the second of two volumes containing a selection from the approximately 120 papers that were presented at that three-day event. The book comprises five chapters, reflecting different research perspectives on cross-linguistic and cross-cultural communication. The first chapter covers research articles on metaphors and planned languages. The second chapter comprises articles dealing with language attitudes, language proficiency and language practices in cross-linguistic and cross-cultural, communicative contexts. Chapter three features articles in the field of discourse-analysis research. In the fourth chapter research is presented that pertains to terminology and specialised languages. Finally, chapter five deals with translation studies.

KEY ISSUES IN LANGUAGE TEACHING

Cambridge University Press A comprehensive and extensively researched overview of key issues in language teaching today. This essential text for English language teachers surveys a broad range of core topics that are important in understanding contemporary approaches to teaching English as a second or international language, and which form

the content of many professional development courses for language teachers. A wide range of issues is examined, including a consideration of the nature of English in the world, the way the English teaching profession works, the development of teaching methods, the nature of classroom teaching, teaching the four skills, teaching the language system, and elements of a language program.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

AN INTRODUCTION

Routledge David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to 'eavesdrop' on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct, up-close style of the text.

FOREIGN LANGUAGE TEACHERS AND INTERCULTURAL COMPETENCE

AN INTERNATIONAL INVESTIGATION

Multilingual Matters Foreign Language Teachers and Intercultural Communication: An International Investigation reports on a study that focused on teachers' beliefs regarding intercultural competence teaching in foreign language education. Its conclusions are based on data collected in a quantitative comparative study that comprises questionnaire answers received from teachers in seven countries: Belgium, Bulgaria, Poland, Mexico, Greece, Spain and Sweden. It not only creates new knowledge on the variability, and relative consistency, of today's foreign

language teachers' views regarding intercultural competence teaching in a number of countries, but also gives us a picture that is both more concrete and more comprehensive than previously known.

THE EVOLUTION OF PRAGMATIC MARKERS IN ENGLISH

PATHWAYS OF CHANGE

Cambridge University Press **Based on a rich set of historical data, this book traces the development of pragmatic markers in English, from hw't in Old English and whilom in Middle English to whatever and I'm just saying in present-day English. Laurel J. Brinton carefully maps the syntactic origins and development of these forms, and critically examines postulated unilineal pathways, such as from adverb to conjunction to discourse marker, or from main clause to parenthetical. The book sets case studies within a larger examination of the development of pragmatic markers as instances of grammaticalization or pragmaticalization. The characteristics of pragmatic markers - as primarily oral, syntactically optional, sentence-external, grammatically indeterminate elements - are revised in the context of scholarship on pragmatic markers over the last thirty or more years.**

POWER, PEDAGOGY & PRACTICE

Oxford University Press, USA

RESEARCH TRENDS IN INTERCULTURAL PRAGMATICS

Walter de Gruyter **This volume looks at current issues in Intercultural Pragmatics from an applied perspective. The content is organized in three sections that encompass the primary applications of intercultural exchanges: the linguistic and cognitive domain, the social and cultural domain, and the discourse and stylistics domain. The chapters analyze real language situations in English, Russian, Chinese, Portuguese, Spanish, Greek, Filipino or Polish.**

PRAGMATICS OF JAPANESE AS NATIVE AND TARGET LANGUAGE

University of Hawaii Press

SPEECH ACTS ACROSS CULTURES

CHALLENGES TO COMMUNICATION IN A SECOND LANGUAGE

Walter de Gruyter This book investigates the notion of Speech Act from a cross-cultural perspective. The starting point for this book is the assumption that speech acts are realized from culture to culture in different ways and that these differences may result in communication difficulties that range from the humorous to the serious. Importantly, a recurring theme in this volume has to do with the need to verify the form, the function and the constraining variables of speech acts as a prerequisite for dealing with them in the classroom. The book deals with three major areas of Speech Act research: 1) Methodological Issues, 2) Speech Acts in a second language, and 3) Applications. In the first section authors discuss general issues of methodology and present data in an effort to detail the efficacy of different methodologies. Research clearly shows the effect of methodology on the results. This section is followed by a discussion of specific speech acts, including speech acts and strategy use that have as their goal the creation and maintenance of solidarity (i.e. greetings, compliments, apologies) and speech acts that involve face-threatening acts (i.e. complaints, favor-asking, suggestions). In the final section, authors consider applications of speech act research within the context of advertising and business relationships.

WHAT MAKES THINGS FUN TO LEARN?

A STUDY OF INTRINSICALLY MOTIVATING COMPUTER GAMES
