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Invited lecture series on L2 pragmatics (2020): Lecture 4

Shuai Li
Georgia State University, sli12@gsu.edu

Research on L2 pragmatic routines

Shuai Li

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Outline

- Session 1: Pragmatic routines & survey of relevant L2 pragmatics research.
- Session 2: An empirical study on pragmatic routine development in L2 Chinese.

Formulaic language

- Examples:
  - *How are you?*
  - *As far as I am concerned…*
  - *据我所知…*
  - *认识你很高兴!*
  - *就…而言…*

- Formulaic language: "**a sequence**, continuous or discontinuous, of words or other elements, which is, or appears to be, **prefabricated**: that is, **stored and retrieved whole from** memory at the time of use, rather than being subject to generation or analysis by the language grammar.“ (Wary, 2008).

Pragmatic routines

- Examples:
  - *认识你很高兴！ or 很高兴认识你!*
  - *哪里哪里。*
  - *好久不见!*
  - *吃了吗?*
  - *请留步。*
  - *请问…怎么走?*

- Characteristics of pragmatic routines:
  - Fixed or semi-fixed syntactic strings.
  - Stored in mind as a holistic unit.
  - Frequent occurrence in a given speech community.
  - **Tied to particular communicative situations; being the preferred way of saying among native speakers.**

Pragmatic routines

- The last feature helps differentiate pragmatic routines from other related categories of formulaic language in Chinese, such as:
  - 成语
  - 谚语
  - 惯用语
  - “句型”，*之所以…是因为…; 不是…就是…*

Pragmatic routines

- Relevant terms in L2 pragmatics research.
  - Formula/formulae: this term is used as an umbrella term.
  - Conventional expressions: this term highlights the social aspect of the construct., i.e., the preferred form(s) of native speakers in a specific context.
  - Situation-bound utterances (SBUs). This term emphasizes the connection between a form(s) and its applicable communicative context.
  - Despite the nuances, these terms are often used interchangeably to refer to the same construct - pragmatic routines.

Why pragmatic routines?

Realize recurrent communicative needs, quick and reliable in a given speech community.

(把这几个菜) 打包 vs.

(把这几个菜) 装到塑料盒子里带走.

Embody societal knowledge that members of a specific community share.

我再看看吧 / 再说吧.

Easier to remember and faster to produce because they are readily available from long-term memory – enhance accuracy and fluency.

Why pragmatic routines?

- L2 learners do not always demonstrate native-like use of routines. Idiosyncratic patterns of production are common, e.g.,

  Scenario: Responding to a shop assistant “How can I help you today?”

  Target: “I’m just looking.”

  L2: “I just look.”; “I’ll just looking.”; “Just I am looking.”

  Scenario: Leaving a friend’s home.

  Target: 走了。 L2: 再见!

  Scenario: before hanging up a phone call with one’s friend.

  Target: {就/先} 这样 L2: 再见!

Identify/verify pragmatic routines

- Researchers used to rely on native speakers' intuitions and instructors' teaching experiences to identify pragmatic routines for research.

- Recently, researchers have sought to empirically identify pragmatic routines from various sources, e.g.,
  - Corpora of authentic conversations.
  - Field notes.
  - TV reality shows.
  - Graffiti dialogues.
  - Diary accounts.
  - Soliciting NS responses (e.g., through DCTs).
  - Textbooks, dictionaries.
  - Learner reports during study abroad.

Identify/verify pragmatic routines

- Verify pragmatic routines: to establish conventionality by checking frequency of occurrence.

- Method #1: checking frequency of occurrence in an appropriate corpus.
  - Criterion: 10-40 occurrences per million words (Biber et al. 1999).
  - Possible corpora:
    - The Spoken Chinese Corpus of Situated Discourse (SCCSD).
    - The Lancaster Los Angeles Spoken Chinese Corpus (LLSCC).
    - Centre for Chinese Linguistics Corpus (Peking University).
    - Guojia Yuwei Yuliaoku 'The State Language Commission Corpus'.
    - BLCU Chinese Corpus.
    - The Academia Sinica corpus (Version 3).
    - Lancaster Corpus of Mandarin Chinese.
    - UCLA Corpus of Written Chinese.

Identify/verify pragmatic routines

- Method #2: checking native speakers' production frequency; 50% cut-off criterion (Bardovi-Harlig 2009).

- An example: Taguchi, Li & Xiao (2013).
  - Step 1: Consulted reference books; conducted observations and took field notes.
  - Step 2: Created 39 candidate situations.
  - Step 3: Created Chinese native speaker questionnaire (39 situations); each situation was followed by 2 questions:
    - (1) What would you say in that situation?
    - (2) Do you think this situation happens regularly? Y / N

Identify/verify pragmatic routines

- An example: Taguchi, Li & Xiao (2013). (Continued).
  - Step 4: Administered the questionnaire to 38 native speakers of Chinese in China.
  - Step 5: Analyzed native speaker data.
    - (1) Frequency of situation occurrence: 50% cut-off.
    - (2) Core formulaic expressions: 50% cut-off. (Bardovi-Harlig, 2009).

Identify/verify pragmatic routines

Item	Scenario description	Context judgment (N = 38)	Target formulaic expressions*	Freq. of use (N = 38)**
1	**Money withdrawal**: At a bank, you want to withdraw RMB 300. What would you say to the bank teller?	31 (81.58%)	取 **300** (块 钱)。 **Withdraw 300** (MW money).	19 (50.00%)
2	**Take a cab**: You just got in a taxi. You want to go to Tsinghua University. What would you say to the taxi driver?	24 (97.37%)	{去/到} (一下) **{to go/to}** (a bit) 清华大学。 **Qinghua University.**	31 (81.58%)
3	**Bargain**: In a market, you want to buy a T-shirt but you think it's a bit expensive. You want the vendor to lower the price. What would you say to the vendor?	37 (97.37%)	便宜 点儿 (吧/嘛)。 **Cheaper a bit** (PA)	19 (50.00%)

- An example: Taguchi, Li & Xiao (2013). (Continued).

Survey of research findings

TARGET LANGUAGES.

DESCRIPTIVE STUDIES.

EXPLANATORY STUDIES.

Survey of research findings

- Targeted second languages.
  - Predominantly, English.
    - Dr. Kathleen Bardovi-Harlig @ Indiana University – Bloomington.
    - Dr. Carstern Roever @ University of Melbourne.
    - Dr. Naoko Taguchi @ Northern Arizona University.
  - Recently, Chinese.
    - Taguchi, Li & Xiao (2013): developmental patterns during study abroad.
    - Yang (2016): proficiency effects on routine recognition and production.
    - Taguchi, Li, Q., Tang (2017): teaching routines in a game-based environment.
    - Bardovi-Harlig & Su (2018): proficiency effects on routine production; patterns of development.
    - Li, Taguchi & Xiao (forthcoming): to be introduced in Session 2.
  - Japanese, French, German.

Survey of research findings

- Descriptive studies: Recognition/comprehension.

- L2 learners' ability to accurately recognize authentic pragmatic routines and modified versions develop with proficiency (Bardovi-Harlig, 2010) and length of stay (Roever, 2005).
    - Pragmatic recognition task (Bardovi-Harlig & Bastos, 2011).
        - "No problem!" (Audio only):
            - I often hear this
            - I sometimes hear this
            - I never hear this
        - "No problem**s**!" (Audio only):
            - I often hear this
            - I sometimes hear this
            - I never hear this

Survey of research findings

- Descriptive studies: Production.

- L2 learners' ability to produce pragmatic routines develop with proficiency and during study abroad, yet:
    - Generally, underproduction compared with NS baseline.
    - Reflective of interlanguage grammar. E.g., *I'll just looking.* (Dept. store).
    - Idiosyncratic expressions. *我不要贵* (bargain).
    - Rely on lexical cores: (麻烦/请) *让一下* (pass a crowd).
    - Rely on target frame-and-slot structures: *xxx 在哪儿？* (cashier)
        - 老板在哪儿？买东西在哪儿？

Survey of research findings

- Explanatory studies.

  - **Proficiency**: generally, positive influence on recognition and, particularly, production (e.g., Bardovi-Harlig & Su, 2018; Yang, 2016).
  - **Length of stay**: somewhat mixed findings, sometimes confounded with proficiency (e.g., Bardovi-Harlig & Bastos, 2011; Roever, 2011; Taguchi, 2011).
  - **Intensity of interaction / frequency of encounter**: limited empirical findings, but generally positive effect (e.g., Bardovi-Harlig & Bastos, 2011; Taguchi, Li & Xiao, 2013).
  - **Learner agency and identity** can affect whether they choose to conform to the native speaker preferred expressions, and which native speakers' norm to follow (e.g., David, 2007).
  - Focused **instruction** can promote recognition and production (e.g., Bardovi-Harlig & Vallenga, 2012; Bardovi-Harlig, Mossman & Su, 2017).

A sample study: Bardovi-Harlig & Bastos (2011)

- Research question: how do proficiency, length of stay, and intensity of contact influence (1) recognition of L2 routines and (2) production of L2 routines?

- Participants:
  - 122 ESL learners (intermediate-low to advanced-low).
  - 49 native speakers.

A sample study: Bardovi-Harlig & Bastos (2011)

- Instruments:
  - Proficiency: standardized English placement test.
  - Length of stay (in months): questionnaire.
  - Intensity of contact: questionnaire, e.g.,
    - How much time do your think you talk to native speakers?

      A. Never.

      B. 1 hr per week.

      C. 2-4 hrs per week .

      D. 5 hrs or more per week.

A sample study: Bardovi-Harlig & Bastos (2011)

- Pragmatic recognition task.

  "No problem!" (Audio only):

  I often hear this I sometimes hear this I never hear this

  "No problem**s**!" (Audio only):

  I often hear this I sometimes hear this I never hear this

- Pragmatic production task.

  You go to a clothing store and you need to find a new shirt. A salesperson approaches you. You don't want the salesperson's assistance.

  (Audio only): "Can I help you?"

  (Next screen, visual only) You say: _____

A sample study: Bardovi-Harlig & Bastos (2011)

- Findings (based on separate logistic regressions):
  - Pragmatic recognition: only the effects of intensity of interaction were significant.
  - For pragmatic production: both Intensity of interaction and proficiency showed significant effects.
  - No effect at all for length of stay.

Future research directions

- The construct:
  - Pragmatic routines for computer/Internet-based communication.
  - The role of prosody in pragmatic routine recognition and production.

- Methodological:
  - Variations within native speakers / NSs' norms (sample size).
  - 50% cut-off, what about non-dominant expressions? An issue taken up in Session 2.

- Instruction and material development:
  - When and how to teach pragmatic routines?
  - Textbook analyses and development.

Let’s take a short break.

Will be back soon.

Session 2:
Effects of proficiency on pragmatic routine development in L2 Chinese during study abroad

Li, S., Taguchi, N., & Xiao, F. (in press). Effects of proficiency on the development of pragmatic routine production in L2 Chinese. In F. Xiao (Ed.), *Second Language Chinese Development: A Longitudinal Perspective*. Lexington.

Outline

Background / literature review

Method

Results / discussions

Limitations / implications

Identifying pragmatic routines

- **Dominant pragmatic routines (DR)**

  50% cut-off (Bardovi-Harlig, 2009): An expression produced by at least 50% of a native speaker sample.

- Problem with is approach?

  What about an expression produced by, say, 45% or 35% of a native speaker sample?

- Perhaps there is a need to research **non-dominant pragmatic routines (NDR).**

Factors influencing pragmatic routine development

- Intensity of interaction (e.g., Bardovi-Harlig & Bastos, 2011)
- Study abroad experience (e.g., Roever, 2012)
- Exposure to target routine-use situations (e.g., Taguchi et al., 2013)
- Linguistic proficiency (e.g., Bardovi-Harlig, 2010)
- Affect/attitude/identity (e.g., Davis, 2007; Sánchez-Hernández, 2018)

Effects of proficiency: Cross-sectional studies

- Overall a positive effect of proficiency on pragmatic routine performance, although:
  - Mixed findings regarding the effects of proficiency on the receptive knowledge of pragmatic routines (Bardovi-Harlig, 2010; Gong & Jiang, 2017; Roever, 2012).
  - When both recognition and production of pragmatic routines were examined, proficiency was found to influence production but less so on recognition (Bardovi-Harlig & Bastos, 2011; Yang, 2016).
  - Preliminary evidence suggests that the effects of proficiency on routine production may be mediated by the linguistic characteristics of targeted routines (Taguchi, 2013).

Effects of proficiency: Longitudinal studies

- Mostly conducted in a study abroad context.
- All reported notable development in recognition or production of pragmatic routines (e.g., Alcón-Soler & Sánchez-Hernández, 2017; Sánchez-Hernández, 2018; Taguchi et al. 2013).
- Proficiency was not a targeted independent variable in longitudinal studies until very recently. Initial evidence indicates that proficiency does not affect the trajectories of pragmatic routine development during study abroad (Alcón-Soler & Sánchez-Hernández, 2017; Sánchez-Hernández, 2018).

Cross-sectional vs. longitudinal findings

- Cross-sectional studies: Leaning towards a positive role of proficiency in enhanced production of pragmatic routines.
- Longitudinal studies: Suggesting little effect of proficiency on the developmental trajectories of pragmatic routines.
- What's next?
  - A study with combined longitudinal and cross-sectional design.
  - Expanding the targets of analysis to include dominant and non-dominant routines.

Research question

- Does proficiency affect the development of pragmatic routine production in L2 Chinese during study abroad?

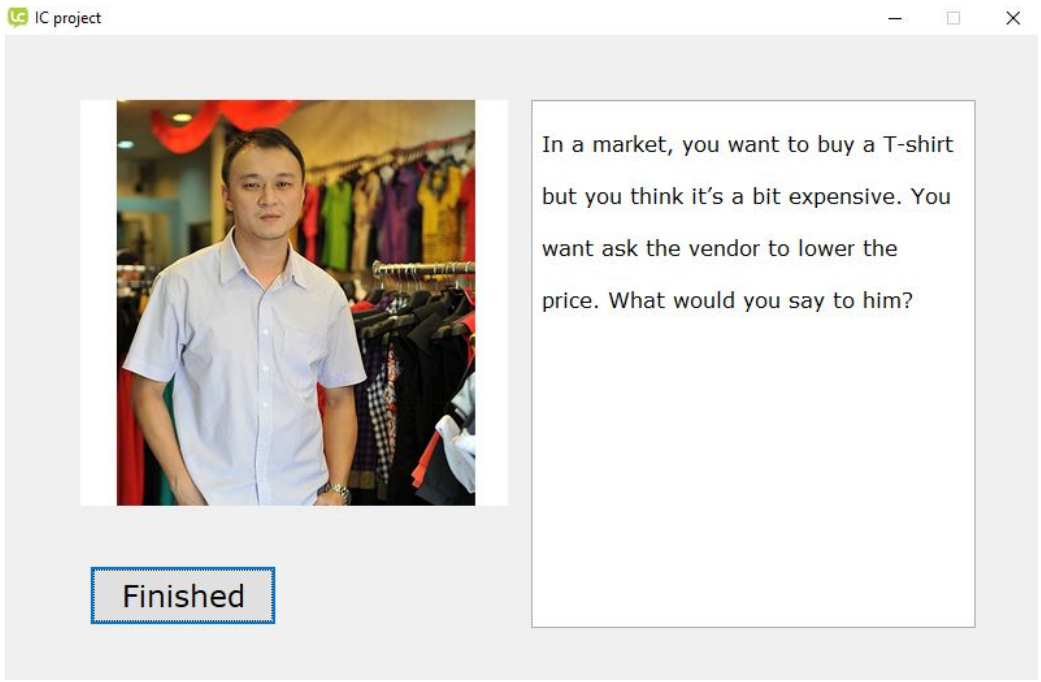
Method

- 109 college-level American learners of Chinese (60 males, 49 females, mean age = 20.39 years, *SD* = 0.86).
- Enrolled in a 15-week study abroad program in Beijing.
- Prior to studying abroad, received 1 to 7 years of formal instruction on Chinese (mean = 2.1 years).
- All lived on campus and were encouraged to use as much Chinese as possible.
- Curriculum did not specifically cover pragmatic routines.

Chinese proficiency

- Placement test: New HSK Level 4 + Intermediate HSKK (range: 0-400)
- Lower-proficiency (LP) group: Mean test score 186.27 (*SD* = 25.24)
- Higher-proficiency (HP) group: Mean test score 270.44 (*SD* = 32.31)
- LP vs. HP: $t(107) = -15.16$, $p < .001$.

Computerized Oral Discourse Completion Test with Visual Aid (*k*=12)



12 scenarios, from Taguchi, Li & Xiao (2013)

- #1 Bank: At a bank, you want to withdraw RMB 300. What would you say to the bank teller?
- #2 Bargain: In a market, you want to buy a T-shirt, but you think it's a bit expensive. You want the vendor to lower the price. What would you say to the vendor?
- #3 Bus: A bus is coming to a bus stop where you are waiting. You want to go to Beijing University, but you are not sure whether the bus stops there. How would you ask the bus driver?
- #4 Cashier: At a department store, you want to know where the cashier is. How would you ask the shop assistant?
- #5 Department store: In a department store, a shop assistant asks whether you would like to buy anything. You do not intend to buy anything. How would you respond?
- #6 Empty seat: It is very crowded in the McDonald's. You see several people sitting around a table. However, there is still one empty chair next to the table. You want to sit there. What would you say to the people sitting around that table?
- #7 End a phone call: You and your friend are talking on the phone. It seems that you both have said all you want to say. How would you end the phone call?
- #8 Hat: In a department store, you want to buy a hat but want to try it on first. What would you say to the shop assistant?
- #9 Pass a crowd: You are walking in the street. A person is standing in your way, but you want to pass by. What would you say to that person?
- #10 Post office: At a local post office, you want to send a parcel. What would you say to the clerk?
- #11 Restaurant: In a restaurant, you want to take the leftovers with you. What would you say to the waiter/waitress?
- #12 Wrong phone call: When you answer your phone, you found the person on the other end dialed your number by mistake. What would you say?

Data analysis: rating & linguistic analysis

- Rating: Based on a 6-point holistic rating scale assessing:
  - Clarity of communicative function (i.e., the extent to which the intended communicative function is realized).
  - Form target-likeness (i.e., the extent to which an expression conforms to intended target routines).
  - Grammaticality (i.e., the extent to which an expression is free of syntactic and/or lexical errors).

- 2 native Chinese raters:
  - Joint rating of 3% data
  - Interrater reliability: r = .92

Score	Description
6 Excellent	• Communicative function fully realized • Form conforms to the native-like expression as judged by the native speaker rater
5 Very good	• Communicative function mostly realized • Form slightly different from the target expression (i.e., containing minor syntactic/lexical errors and/or a few extra linguistic elements that do not obscure the meaning of the utterance) as judged by the native speaker rater
4 Good	• Communicative function somewhat realized • Form somewhat non-native-like (i.e., non-typical way of saying) • May contain no, almost no, or minor syntactic/lexical errors
3 Fair	• Communicative function somewhat realized • Form clearly non-native-like, sometimes with notable syntactic and/or lexical errors (i.e., code switching, key lexical items) that clearly obscure the intended meaning
2 Poor	• Communicative function not realized • Expression incomprehensible (due to serious phonological, syntactic/lexical error) OR • Expression totally irrelevant to a given scenario (expression in this case may contain no, almost no, or some syntactic/lexical error) OR • Expression is too limited for judgment
1 Cannot evaluate	• No response (opt out)

Rating data analysis

- Due to violations to the normality assumption for most subsets of the data, we employed non-parametric statistical procedures (i.e., Wilcoxon tests, Mann Whitney U tests).

- Within-group comparisons:
  - Pre- and posttests comparisons for the LP and HP groups, firstly based on the average ratings for all 12 scenarios (the α level was set at .05), and secondly based on the ratings for each of the 12 scenarios (with 12 pairs of comparisons, the α level was set at .004 after the Bonferroni correction).

- Between-group comparisons:
  - Between-group comparisons were made for pretest and posttest ratings, firstly based on the averaged ratings of all 12 scenarios (the α level was set at .05), and secondly based the ratings for each of the 12 scenarios (the α level was set at .004 after the Bonferroni correction).

Linguistic analysis

Details to be discussed in results section.

Results: Rating

- Pre-post comparisons: Overall ratings based on 12 scenarios.

Group	Pretest		Posttest		Pretest vs. posttest comparisons
	Mean	SD	Mean	SD	
LP (*n* = 54)	3.50	0.75	4.36	0.55	$Z = -6.22$, $p < .001$, $\eta^2 = .73$*
HP (*n* = 55)	4.35	0.64	4.98	0.44	$Z = -5.52$, $p < .001$, $\eta^2 = .56$*

Pre-post comparisons: Individual scenarios by group

- LP group: significant improvement in 10 of 12 scenarios.
- HP group: significant improvement in 6 of 12 scenarios.

Overlaps and differences

- 6 scenarios: both groups showed significant gains (Scenarios #2, #5, #7, #8, #11, #12).
- 1 scenario: where neither group improved (Scenario #3).
- 4 scenarios: only the LP group gained (Scenario #1, #4, #6, #10).
- 1 scenario: only the HP group gained (i.e., Scenario #9).

- Between-group comparisons: Overall ratings based on 12 scenarios.

TIME	LP VS. HP COMPARISON
Pretest	$Z = -5.62$, $p < .001$, $\eta^2 = .60$*
Posttest	$Z = -5.57$, $p < .001$, $\eta^2 = .57$*

- Between group comparisons for individual scenarios at pre- and posttests:
  - 4 scenarios: HP group maintained their advantage over the LP group over time (Scenarios #4, #5, #11, #12).
  - 4 scenarios: no significant difference between the two groups at any time (i.e., Scenarios #1, #2, #3, #7).
  - 3 scenarios: HP group outperformed the LP group at pretest but lost the edge through posttest (Scenarios #6, #8, #10).
  - 1 scenario: no difference was found at pretest, but the HP group outperformed the LP group at posttest (Scenario #9).

Rating results: Summary & Discussion

- Within-group comparisons:

LP and HP groups both showed significant improvement over time, but the magnitude of improvement was lager for the LP group than for the HP group.

Post-hoc analysis comparing overall gain scores:

LP > HP (Z= –1.99, p = .047)

- Explanation:

Ceiling effect for the HP group (pretest mean: 4.35)

cf. LP group (pretest mean: 3.50)

The need for improving oral production was presumably more urgent for the LP group than for the HP group.

Rating results: Summary & Discussion (continued)

- Between-group comparisons:

Overall ratings: HP group outperformed LP group throughout entire study abroad period, confirming a positive effect of proficiency on routine production (e.g., Bardovi-Harlig & Bastos, 2011; Yang, 2016).

Individual scenario ratings: HP group outperformed LP group over time in 4 scenarios; HP group did not show any advantage in another 4 scenarios; HP group's initial edge disappeared over time in 3 scenarios; HP group outperformed LP group only at the end in 1 scenario.

→ Effects of proficiency on pragmatic routine production are likely to depend on the specific scenarios.

Linguistics analysis

- Purpose: Compare patterns of change across the two proficiency groups by simultaneously tracking the production of dominant pragmatic routines (DR), non-dominant pragmatic routines (NDR), and interlanguage expressions (IE).

- 4 steps involved:
  - Identifying dominant (DR) and non-dominant routines (NDR) in NS data.
  - Identifying interlanguage expressions (IE) in learner data.
  - Characterizing pathways of change for each targeted expression.
  - Summarizing patterns of change for each scenario and for each learner group based on the individual pathways of change.

Step 1

- Identifying dominant and non-dominant routines in the NS (*N*=39) data collected by Taguchi, Li & Xiao (2013).
  - Dominant routines (DR): 50% cut-off.
  - Non-dominant routines (NDR): 2nd most frequently produced expression(s) in a given scenario whose production frequency substantially surpass the remaining expressions.

- Scenario #9 (pass a crowd).

  1 dominant (61%)

  {麻烦/请} {让一下/让一让/过一下}

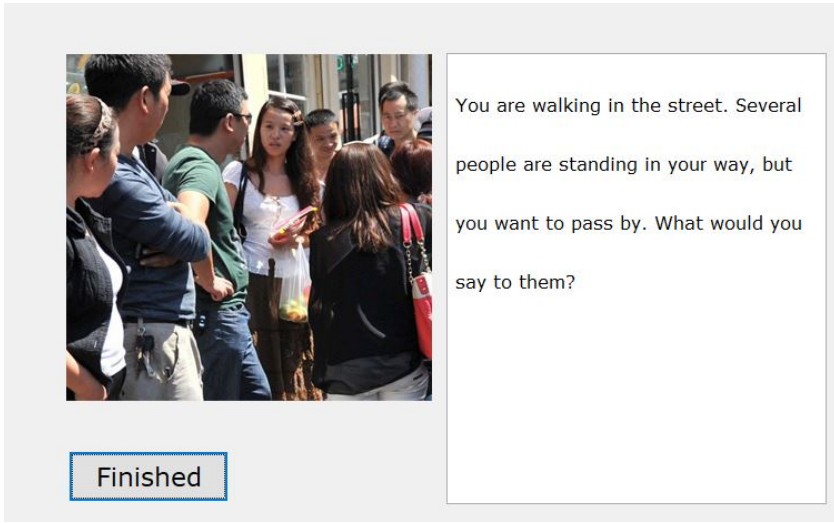
  {trouble / please} {yield a bit / yield a yield / pass a bit}

  2 non-dominant (29%; 26%)

  不好意思 sorry

  借过 excuse me

  4 other expressions (below 5%)



Step 1 (continued)

Step 1 (continued)

- 12 scenarios generated 76 expressions, including:

  12 dominant routines (DRs): Mean frequency: 60% (range: 50-82%)

  10 non-dominant routines (NDRs): Mean frequency: 38% (range 26-47%)

Step 2

- Identifying interlanguage expressions (IE) in learner (N=109) data.
- Expressions produced by at least 20% of the LP or HP learners at either pretest or posttest (Taguchi, Li & Xiao, 2013).
- 3 Types of interlanguage expressions (IE):
  - (1) Target lexical core (TL): An expression containing a core lexical item of a target dominant pragmatic routine, e.g., Scenario #9 (Crowd)

    Target dominant pragmatic routine:

    {麻烦/请} {让一下/让一让/过一下}

    {trouble / please} {yield a bit / yield a yield / pass a bit}

    Target lexical core (TL):

    让一下 {yield a bit}

Step 2 (continued)

- (2) Target frame-and-slot structure (TFS): An expression following the same syntactic structure as a target dominant pragmatic routine but with non-native choice of words (e.g., verbs, nouns), e.g., Scenario #4 (Cashier)

  Dominant pragmatic routine:
  {收银台/款台}在哪儿?
  {money-receiving counter / payment counter} is in where?

  Target frame-and-slot structure (TFS):
  老板在哪儿?
  Boss is in where?

Step 2 (continued)

- (3) Idiosyncratic expressions (IE): An expression not belonging to the above two types and is:

  A. Only found in the learner data, e.g., Scenario #5 (Shopping)

  (我)不{要/想}买 (I) no {want / want} buy *

  (*Not found in NS data)

  B. Found in the native speaker data, but with very low production ratio e.g., Scenario #2 (Bargain)

  太贵(了) Too expensive (tone intensifier)

  (NS production ratio: 5.26%)

Step 2 (continued)

- Summary: 3 types of interlanguage expressions:
  - Target lexical core (TL).
  - Target frame-and-slot structure (TFS).
  - Idiosyncratic expressions (IE).
  - A total of 24 interlanguage expressions identified in learner data.

- A total of 46 routines/expressions identified for analysis:
  - 12 dominant routines (DR).
  - 10 non-dominant routines (NDR).
  - 24 interlanguage expressions.

Step 3

- Characterizing **pathways of change** for each routine/expression.

Scenario	Expressions *	Group	Pretest Frequency (%)	Posttest Frequency (%)	Change Frequency (%)
#12 Wrong phone call	(您/你) 打错了 (You (honorific) / you) dialed wrong PA (DR, 57.89%)	LP (n = 54)	1 (2%)	8 (15%)	7 (13%)
		HP (n = 55)	12 (22%)	19 (35%)	7 (13%)
	不好意思 Sorry (NDR, 34.21%)	LP (n = 54)	0 (0%)	7 (13%)	7 (13%)
		HP (n = 55)	5 (9%)	14 (25%)	9 (16%)
	对不起 my apologies (IE-1)	LP (n = 54)	22 (41%)	21 (39%)	-1 (-2%)
		HP (n = 55)	25 (45%)	21 (38%)	-4 (-7%)
	我觉得+ clause I feel + clause (IE-2)	LP (n = 54)	4 (7%)	18 (33%)	14 (26%)
		HP (n = 55)	18 (32%)	32 (58%)	14 (25%)

Step 3 (continued)

- Range of pre-/post change in absolute values: 0.00% and 38.89%.
  - How to determine meaningful changes?
  - Calculated percentage changes for all 46 expressions for both proficiency groups → a total of 92 values.
  - Converted the 92 values into absolute values and determined the median: 9.09% - A conservative approach.
  - 9.09% was used as the cut-off for identifying meaningful changes.
    Pre-/post change within the range of -9.09% ~ 9.09%: stabilization (=)
    Pre-/post change larger than 9.09%: increase (↑)
    Pre-/post change less than -9.09%: decrease (↓)

Step 3 (continued)

Scenario	Expressions *	Group	Pretest Frequency (%)	Posttest Frequency (%)	Change Frequency (%)	Pathways of change
#12 wrong phone call	(您/你) 打错了 (You (honorific) / you) dialed wrong PA (DR, 57.89%)	LP (n = 54)	1 (2%)	8 (15%)	**7 (13%)**	**Increase ↑**
		HP (n = 55)	12 (22%)	19 (35%)	**7 (13%)**	**Increase ↑**
	不好意思 Sorry (NDR, 34.21%)	LP (n = 54)	0 (0%)	7 (13%)	**7 (13%)**	**Increase ↑**
		HP (n = 55)	5 (9%)	14 (25%)	**9 (16%)**	**Increase ↑**
	对不起 my apologies (IE-1)	LP (n = 54)	22 (41%)	21 (39%)	**-1 (-2%)**	**Stabilization =**
		HP (n = 55)	25 (45%)	21 (38%)	**-4 (-7%)**	**Stabilization =**
	我觉得+ clause I feel + clause (IE-2)	LP (n = 54)	4 (7%)	18 (33%)	**14 (26%)**	**Increase ↑**
		HP (n = 55)	18 (32%)	32 (58%)	**14 (25%)**	**Increase ↑**

Step 4

- Summarizing **patterns of change** for each scenario and for each group based on the individual pathways of development.

Scenario	Group	DR	NDR-1	NDR-2	TFS-1	TFS-2	TL	IE-1	IE-2	Pattern
#1 Bank	LP (n = 54)	=	↑					↓	=	A
	HP (n = 55)	=	↑					=	=	A
#2 Bargain	LP (n = 54)	↑	=				↑	=		A, B
	HP (n = 55)	=	=				↑	=		B
#3 Bus	LP (n = 54)	=	=		=					C
	HP (n = 55)	=	=		=					C
#4 Cashier	LP (n = 54)	=	=		↓			↑	↑	D
	HP (n = 55)	=	=		↓			=	↑	D
#5 Shopping	LP (n = 54)	↑					↑	↓		A, B
	HP (n = 55)	=					↑	↓		B
#6 Seat	LP (n = 54)	=	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	=	A
#7 Phone call	LP (n = 54)	=	=					↑	=	D
	HP (n = 55)	=	=					↑	=	D
#8 Hat	LP (n = 54)	↑			=	=				A
	HP (n = 55)	↑			↓	=				A
#9 Crowd	LP (n = 54)	=	↑	=			↑	↓		A, B
	HP (n = 55)	=	=	↑			↑	↓		A, B
#10 Post office	LP (n = 54)	↑	↑		=			↑		A, D
	HP (n = 55)	=	↑		=			↑		A, D
#11 Restaurant	LP (n = 54)	=					↑	↑		B, D
	HP (n = 55)	↑					↑	=		A, B
#12 Wrong phone call	LP (n = 54)	↑	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	↑	A, D

Step 4 (continued)

- 4 patterns of change

  Pattern A: Development toward NS's norms, which is characterized by increased production of dominant and/or non-dominant routines (e.g., HP group Scenario #6).

Scenario	Group	DR	NDR-1	NDR-2	TFS-1	TFS-2	TL	IE-1	IE-2	Pattern
#1 Bank	LP (n = 54)	=	↑					↓	=	A
	HP (n = 55)	=	↑					=	=	A
#2 Bargain	LP (n = 54)	↑	=				↑	=		A, B
	HP (n = 55)	=	=				↑	=		B
#3 Bus	LP (n = 54)	=	=		=					C
	HP (n = 55)	=	=		=					C
#4 Cashier	LP (n = 54)	=	=		↓			↑	↑	D
	HP (n = 55)	=	=		↓			=	↑	D
#5 Shopping	LP (n = 54)	↑					↑	↓		A, B
	HP (n = 55)	=					↑	↓		B
#6 Seat	LP (n = 54)	=	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	=	A
#7 Phone call	LP (n = 54)	=	=					↑	=	D
	HP (n = 55)	=	=					↑	=	D
#8 Hat	LP (n = 54)	↑			=	=				A
	HP (n = 55)	↑			↓	=				A
#9 Crowd	LP (n = 54)	=	↑	=			↑	↓		A, B
	HP (n = 55)	=	=	↑			↑	↓		A, B
#10 Post office	LP (n = 54)	↑	↑		=			↑		A, D
	HP (n = 55)	=	↑		=			↑		A, D
#11 Restaurant	LP (n = 54)	=					↑	↑		B, D
	HP (n = 55)	↑					↑	=		A, B
#12 Wrong phone call	LP (n = 54)	↑	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	↑	A, D

Step 4 (continued)

Pattern B: Development toward target lexical cores (e.g., Scenario #2).

Scenario	Group	DR	NDR-1	NDR-2	TFS-1	TFS-2	TL	IE-1	IE-2	Pattern
#1 Bank	LP (n = 54)	=	↑					↓	=	A
	HP (n = 55)	=	↑					=	=	A
#2 Bargain	LP (n = 54)	↑	=				↑	=		A, B
	HP (n = 55)	=	=				↑	=		B
#3 Bus	LP (n = 54)	=	=		=					C
	HP (n = 55)	=	=		=					C
#4 Cashier	LP (n = 54)	=	=		↓			↑	↑	D
	HP (n = 55)	=	=		↓			=	↑	D
#5 Shopping	LP (n = 54)	↑					↑	↓		A, B
	HP (n = 55)	=					↑	↓		B
#6 Seat	LP (n = 54)	=	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	=	A
#7 Phone call	LP (n = 54)	=	=					↑	=	D
	HP (n = 55)	=	=					↑	=	D
#8 Hat	LP (n = 54)	↑			=	=				A
	HP (n = 55)	↑			↓	=				A
#9 Crowd	LP (n = 54)	=	↑	=			↑	↓		A, B
	HP (n = 55)	=	=	↑			↑	↓		A, B
#10 Post office	LP (n = 54)	↑	↑		=			↑		A, D
	HP (n = 55)	=	↑		=			↑		A, D
#11 Restaurant	LP (n = 54)	=					↑	↑		B, D
	HP (n = 55)	↑					↑	=		A, B
#12 Wrong phone call	LP (n = 54)	↑	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	↑	A, D

Step 4 (continued)

Pattern C: Full stabilization across all the pragmatic expressions under investigation for a particular scenario (e.g., Scenario #3).

Scenario	Group	DR	NDR-1	NDR-2	TFS-1	TFS-2	TL	IE-1	IE-2	Pattern
#1 Bank	LP (n = 54)	=	↑					↓	=	A
	HP (n = 55)	=	↑					=	=	A
#2 Bargain	LP (n = 54)	↑	=				↑	=		A, B
	HP (n = 55)	=	=				↑	=		B
#3 Bus	LP (n = 54)	=	=		=					C
	HP (n = 55)	=	=		=					C
#4 Cashier	LP (n = 54)	=	=		↓			↑	↑	D
	HP (n = 55)	=	=		↓			=	↑	D
#5 Shopping	LP (n = 54)	↑					↑	↓		A, B
	HP (n = 55)	=					↑	↓		B
#6 Seat	LP (n = 54)	=	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	=	A
#7 Phone call	LP (n = 54)	=	=					↑	=	D
	HP (n = 55)	=	=					↑	=	D
#8 Hat	LP (n = 54)	↑			=	=				A
	HP (n = 55)	↑			↓	=				A
#9 Crowd	LP (n = 54)	=	↑	=			↑	↓		A, B
	HP (n = 55)	=	=	↑			↑	↓		A, B
#10 Post office	LP (n = 54)	↑	↑		=			↑		A, D
	HP (n = 55)	=	↑		=			↑		A, D
#11 Restaurant	LP (n = 54)	=					↑	↑		B, D
	HP (n = 55)	↑					↑	=		A, B
#12 Wrong phone call	LP (n = 54)	↑	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	↑	A, D

Step 4 (continued)

Pattern D: Change toward idiosyncratic expressions (e.g., LP group Scenario #4).

Scenario	Group	DR	NDR-1	NDR-2	TFS-1	TFS-2	TL	IE-1	IE-2	Pattern
#1 Bank	LP (n = 54)	=	↑					↓	=	A
	HP (n = 55)	=	↑					=	=	A
#2 Bargain	LP (n = 54)	↑	=				↑	=		A, B
	HP (n = 55)	=	=				↑	=		B
#3 Bus	LP (n = 54)	=	=		=					C
	HP (n = 55)	=	=		=					C
#4 Cashier	LP (n = 54)	=	=		↓			↑	↑	D
	HP (n = 55)	=	=		↓			=	↑	D
#5 Shopping	LP (n = 54)	↑					↑	↓		A, B
	HP (n = 55)	=					↑	↓		B
#6 Seat	LP (n = 54)	=	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	=	A
#7 Phone call	LP (n = 54)	=	=					↑	=	D
	HP (n = 55)	=	=					↑	=	D
#8 Hat	LP (n = 54)	↑			=	=				A
	HP (n = 55)	↑			↓	=				A
#9 Crowd	LP (n = 54)	=	↑	=			↑	↓		A, B
	HP (n = 55)	=	=	↑			↑	↓		A, B
#10 Post office	LP (n = 54)	↑	↑		=			↑		A, D
	HP (n = 55)	=	↑		=			↑		A, D
#11 Restaurant	LP (n = 54)	=					↑	↑		B, D
	HP (n = 55)	↑					↑	=		A, B
#12 Wrong phone call	LP (n = 54)	↑	↑					=	↑	A, D
	HP (n = 55)	↑	↑					=	↑	A, D

Patterns of change: LP vs. HP groups

- Both groups showed the same patterns of change in 8 of the 12 scenarios: Scenarios #1, #3, #4, #7, #8, #9, #10, #12.

- For the other 4 scenarios (i.e., Scenarios #2, #5, #6, #11), there was always an overlap between the two groups.

- Summary: The two proficiency groups demonstrated considerable similarities and overlaps in the observed patterns of change across the majority of the 12 scenarios.

  → Proficiency does not necessarily influence patterns of development in routine production during study abroad.

Back to the research question

- Does proficiency affect the development of pragmatic routine production in L2 Chinese during study abroad?

Rating scores:

Overall improvement trajectory: NO

Magnitude of overall improvement: YES

Individual scenarios: Mixed findings

Linguistic analysis:

Patterns of change over time: Leaning towards NO

Limitations & future research

- Need to expand the range of learner linguistic proficiency.
- Need to examine the recognition of pragmatic routines.
- Need to account for the effects of changing linguistic proficiency on changing ability of pragmatic routine production.

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Lecture series schedule

keep in touch:
sli12@gsu.edu

- 第5讲、二语语用学数据收集方法及语用能力测试

  北京时间11月14日8:00– 10:00pm

- 第6讲、二语语用教学研究

  北京时间11月21日8:00– 10:00pm

- 第7讲、学习者个体差异因素与二语语用习得

  北京时间12月5日8:00– 10:00pm

- 第8讲、学习环境与二语语用习得

  北京时间12月12日8:00– 10:00pm