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

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Research on L2 pragmatic routines

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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.

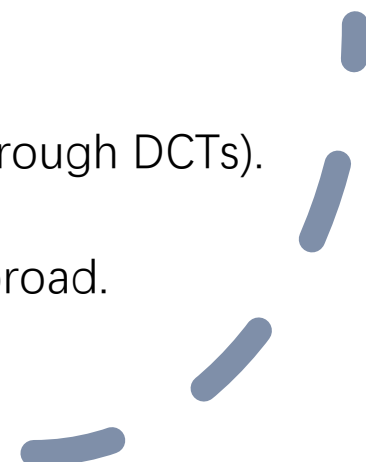
Target: 走了。 L2: 再见!

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 problems!” (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 you 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 problems!” (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 ($k=12$)

IC project



In a market, you want to buy a T-shirt but you think it's a bit expensive. You want ask the vendor to lower the price. What would you say to him?

Finished

The image shows a man in a light blue short-sleeved button-down shirt standing in a clothing store. He is looking directly at the camera. In the background, there are racks of various colored clothes and a red balloon. The entire scene is presented within a window titled 'IC project' with standard window controls (minimize, maximize, close) in the top right corner.

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	<ul style="list-style-type: none">• Communicative function fully realized• Form conforms to the native-like expression as judged by the native speaker rater
5 Very good	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 (<i>n</i> = 54)	3.50	0.75	4.36	0.55	$Z = -6.22, p < .001, \eta^2 = .73^*$
HP (<i>n</i> = 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 larger 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%)



You are walking in the street. Several people are standing in your way, but you want to pass by. What would you say to them?

Finished

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

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Lecture series schedule

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- 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 with 二语语用习得

北京时间12月12日8:00– 10:00pm