

L2 Pragmatic Competence in Chinese EFL Routines

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Pragmatic routines have long been considered essential tools for second/foreign language (L2) learners' pragmatic competence and language use (Taguchi & Roever, 2017). However, the current literature is largely confined to the recognition, comprehension, and production of formulaic routines without considering the role of task modality in learners' cognitive processing of such chunks (Roever, 2012). To fill this gap, in this monograph entitled "L2 Pragmatic Competence in Chinese EFL Routines", Wang takes a cross-sectional approach to study L2 pragmatic routines of Chinese learners in light of pragmatic multimodality and the socio-cognitive perspective. In doing so, the author scrutinizes the mediating role of proficiency and study abroad experience in different aspects of pragmatic routines' competence. This resource expands the scope of research on L2 pragmatic routines by integrating multidimensional pragmatic modalities into the study of routines as core constructs of pragmatic competence. It helps English as a foreign language (EFL) learners, teachers, researchers, and teacher trainers to actively focus on the promotion of L2 pragmatic routines. Moreover, this monograph presents some theories and practices that EFL educators may draw on to increase learners' reception and production of routines in EFL contexts.

In terms of structure, the book comprises seven chapters pertaining to different sections of a holistic study, namely the introduction, literature review, theoretical foundation, research methodology, results, discussion, and conclusion. In the first and shortest Chapter, Wang provides a laconic account of the research background, rationale, objectives, questions, theoretical and practical significance of studying L2 pragmatic routines. In the second Chapter, the author tries to connect theories and perspectives to guide the study. In particular, he presents a global view of pragmatic routines and their definitions, classifications, and development in relation to acquisitional theories, context knowledge theory, and the socio-cognitive approach. In the third Chapter, the author explicates the theoretical backgrounds further using pertinent empirical studies that are presented in chronological order. He first touches upon some preliminary studies that elucidated the conceptualization, features, and categorization of routines in L2 education and pragmatics. Then shifts toward research on the interplay of language proficiency, study abroad experience, and L2 pragmatic competence of routines.



Afterward, the methodological approaches and steps taken to collect data are fully described in the fourth Chapter. Since research methodology in L2 pragmatic studies has long been a challenge, Wang eloquently explains six sub-sections considering (1) the participants, (2) instrumentation, (3) data collection (4) data analysis, (5) inter-rater reliability and (6) ethical issues in this holistic study. The quantitative results of each research question across different task modalities are then presented in the fifth Chapter. More specifically, the author presents the findings in four sub-sections of contextualized production, contextualized recognition, decontextualized comprehension, and decontextualized perception of pragmatic routines. The study shows that proficiency level and study abroad experiences affected Chinese EFL learners' mastery of pragmatic routines across task modalities. In the sixth Chapter, as the longest Chapter, the author discusses the findings of each research question. The Chapter begins by discussing the overall trend in each task modality, followed by explaining the influence of proficiency and study abroad experience on different dimensions of routine competence. After that, he extensively reviews and elaborates on EFL learners' specific pragmatic performances and related cognitive processes. As the last Chapter, the author presents a consolidation and recap of the results of the study. It also enumerates the implications of this study for teaching and learning L2 pragmatic routines followed by the limitations and future directions for research.

Overall, this illuminating monograph enjoys some advantages making it recommendable and praiseworthy. First, it integrates different theoretical perspectives beneath L2 pragmatic competence and presents a multidimensional picture of pragmatic routines. Second, it utilizes a novel instrument (i.e., the computer-animated elicitation task) to collect authentic oral data instead of "coached" responses. Third, the book adds a new line of research to L2 pragmatics by highlighting multimodality and socio-cognitive approach to pragmatic routines. The book is also meritorious for drawing on empirical data to support its interpretations and propositions. The next merit of this resource is its use of a smooth, laconic, and simple writing style allowing readers to grasp the author's intentions easily.

Notwithstanding these advantages, this monograph suffers from some limitations and drawbacks, as well. Firstly, it is unfortunate that the book exclusively rests on a single-context L2 learners. It would have been more insightful if the voices of students from other countries had been included in the study. This mere focus on China limits the generalizability of the findings. Secondly, this book lacks information about other aspects of L2 pragmatic routines including their teachability, dynamism, and representations across different age groups, genders, and proficiency levels. This might be because of its being an extract of a thesis or dissertation, which entails following a single, unified line. The third demerit of the book is that the author has listed some theoretical foundations, but did not clearly mention upon which model he has built the interpretations and findings. Moreover, in the discussion section, the obtained findings are not fully explained and discussed in relation to such theoretical foundations. Likewise, it would have been a good idea to add a glossary of important terms and abbreviations at the end of the book.

Regardless of these downsides, this monograph expands the theoretical and practical aspects of L2 pragmatic routines in EFL contexts by integrating the multidimensionality and multimodality of such chunks under the influence of studying abroad experiences and proficiency levels. It also goes a step ahead of current textbooks on L2 pragmatics by fo-

cusing on a less addressed topic (pragmatic routines) and using a new instrument to collect authentic data. Most of the current books on L2 pragmatics are theoretical, but this source is a mix of theories, principles, methodologies, and practices related to routines. It is hence momentous for EFL teachers, learners, teacher educators, researchers, and materials developers by informing them of the significance, practice, and outcome of capitalizing on L2 learners' pragmatic routines in EFL settings.

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