Table of contents

Acknowledgement VII

Series editors' preface IX

CHAPTER 1
Task-based approaches to teaching and assessing pragmatics: An overview 1
Naoko Taguchi & YouJin Kim

Part I. Teaching pragmatics through tasks: The role of metapragmatic discussion

CHAPTER 2
Learning of Korean honorifics through collaborative tasks: Comparing heritage and foreign language learners 27
Minkyung Kim, Hakyoon Lee & YouJin Kim

CHAPTER 3
Effects of task supported language teaching on learners' use and knowledge of email request mitigators 55
Eva Alcón-Soler

CHAPTER 4
Task complexity effects on interaction during a collaborative persuasive writing task: A conversation analytic perspective 83
María Pía Gomez-Laich & Naoko Taguchi

Part II. Using tasks to elicit pragmatics language use

CHAPTER 5
Task modality effects on Spanish learners' interlanguage pragmatic development 113
Derek Reagan & Caroline Payant

CHAPTER 6
Developing pragmatic competence through tasks in EFL contexts: Does proficiency play a role? 137
Mayya Levkina

CHAPTER 7
Independently measuring cognitive complexity in task design for interlanguage pragmatics development 159
Roger Gilabert & Júlia Barón

CHAPTER 8
Pragmatics, tasks, and technology: A synergy 191
Marta González-Lloret & Lourdes Ortega

Part III. Task-based assessment of pragmatics

CHAPTER 9
Task design and validity evidence for assessment of L2 pragmatics in interaction 217
Soo Jung Youn

CHAPTER 10
The effects of task type and L2 proficiency on discourse appropriacy in oral task performance 247
Monika Ekiert, Sofia Lampropoulou, Andrea Révész & Eivind Torgersen

CHAPTER 11
Assessing functional adequacy of L2 performance in a task-based approach 265
Folkert Kuiken & Ineke Vedder

CHAPTER 12
Pragmatics in task-based language assessment: Opportunities and challenges 287
Veronika Timpe-Laughlin

Bio notes 305

Index 311