

Table of contents

 <https://doi.org/10.1075/pbns.186.toc>

Pages v–viii of

**Information Highlighting in Advanced Learner English:
The syntax–pragmatics interface in second language
acquisition**

Marcus Callies

[Pragmatics & Beyond New Series, 186] 2009. xviii, 293 pp.

© John Benjamins Publishing Company

This electronic file may not be altered in any way. For any reuse of this material written permission should be obtained from the publishers or through the Copyright Clearance Center (for USA: www.copyright.com).

For further information, please contact rights@benjamins.nl or consult our website at benjamins.com/rights

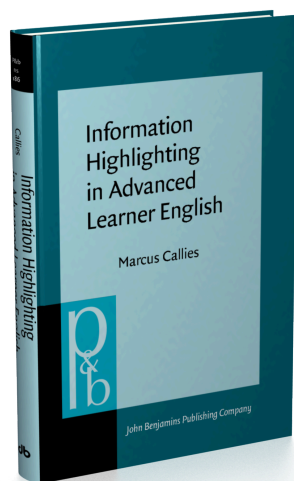


Table of contents

Abbreviations	IX
List of tables	XI
List of figures	XV
Preface	XVII
CHAPTER 1	
Introduction	1
CHAPTER 2	
Information highlighting in English	9
2.1 General functional principles of discourse organization	10
2.1.1 Major concepts of information structure	13
2.1.1.1 Sentence position and information status	13
2.1.1.2 Syntactic weight	17
2.1.1.3 Topic and focus	19
2.1.1.4 Cases of emphasis: Intensification and contrast	21
2.2 Means of information highlighting in English	24
2.2.1 Lexico-grammatical means	24
2.2.1.1 Emphatic <i>do</i>	24
2.2.1.2 Focus particles	26
2.2.1.3 Pragmatic markers	29
2.2.2 Focus constructions	31
2.2.2.1 Inversion	32
2.2.2.2 Preposing	36
2.2.2.3 Clefts	40
2.2.2.4 Extraposition	47
2.2.2.5 Frequency and register variation	51
2.2.2.6 The markedness of focus constructions	53
CHAPTER 3	
Information structure and information highlighting in English and German	59
3.1 Basic word order in English and German and its impact on information structure	59

3.2	Focusing devices in English and German	66
3.2.1	Topicalization vs. preposing	66
3.2.2	Inversion	68
3.2.3	Clefts	69
3.2.4	Lexico-grammatical means	77
3.2.5	Summary	77
CHAPTER 4		
	Pragmatics and information highlighting in SLA research	79
4.1	Pragmatics in SLA	79
4.1.1	The syntax-pragmatics interface in language acquisition	85
4.2	Information structure and focusing devices in SLA research	89
4.2.1	Information structure in early and advanced SLA	89
4.2.2	Lexical intensifiers and focus particles	96
4.2.3	Pragmatic markers	99
4.2.4	Focus constructions	100
4.2.5	Summary	104
4.3	Language universals, markedness and crosslinguistic influence in SLA	106
4.3.1	Language universals, language typology and SLA: Universal Grammar vs. the functional-typological approach	106
4.3.2	Typological markedness and its interplay with crosslinguistic influence	108
4.4	Research hypotheses	111
CHAPTER 5		
	Research design	115
5.1	Assessing L2 proficiency: Defining the advanced learner	115
5.2	Research instruments	117
5.2.1	Experimental study	118
5.2.1.1	Production: Discourse completion	120
5.2.1.2	Metapragmatic assessment: Pragmalinguistic judgments	123
5.2.1.3	Introspection: Retrospective interviews	126
5.2.2	Learner-corpus study	127
5.3	Procedures of data analysis	129
5.3.1	Experimental data	129
5.3.2	Corpus data	133
CHAPTER 6		
	Experimental study	135
6.1	Elicited production	135
6.1.1	Native speakers vs. learners	135

6.1.1.1	Syntactic means	141	
6.1.1.2	Lexico-grammatical means	145	
6.1.2	Learners' L1 vs. L2	147	
6.1.2.1	Syntactic means	151	
6.1.2.2	Lexico-grammatical means	156	
6.2	Metapragmatic assessment	158	
6.3	Introspection	164	
6.4	Summary	177	
CHAPTER 7			
	Learner-corpus study		181
7.1	Syntactic means	181	
7.1.1	Clefts	181	
7.1.2	Preposing	194	
7.1.3	Inversion	195	
7.1.4	Extraposition	198	
7.1.5	<i>There</i> -sentences: Existentials and presentationals	201	
7.2	Lexico-grammatical means	202	
7.3	Summary	204	
CHAPTER 8			
	Discussion and conclusion		207
8.1	Interpretation of findings	207	
8.2	Methodological problems and limitations of the study	213	
8.3	Pedagogical implications	215	
8.4	Suggestions for further research	219	
	References		221
	Appendices		237
	Appendix 1. Story used for the elicitation tasks	237	
	Appendix 2. Elicitation questionnaire – English version	247	
	Appendix 3. Elicitation questionnaire – German version	261	
	Appendix 4. Contingency tables	278	
	Appendix 5. Individual use of focusing devices by native speakers and learners (experimental study)	281	
	Appendix 6. Rankings for individual test items, native speakers vs. learners (assessment questionnaire, English version)	283	
	Index		291

