

Intercultural Language Use and Language Learning

Edited by

Eva Alcón Soler
*Universitat Jaume I,
Spain*

and

Maria Pilar Safont Jordà
*Universitat Jaume I,
Spain*

Contents

Acknowledgements	vii
Introduction	1
<i>Eva Alcón Soler and Maria Pilar Safont Jordà</i>	
1. What Is an ‘Intercultural Speaker’?	7
<i>Juliane House</i>	
2. Linguistic Unity and Cultural Diversity in Europe: Implications for Research on English Language and Learning	23
<i>Eva Alcón Soler</i>	
3. Rethinking the Role of Communicative Competence in Language Teaching	41
<i>Marianne Celce-Murcia</i>	
4. Dealing with Intercultural Communicative Competence in the Foreign Language Classroom	59
<i>Maria José Coperías Aguilar</i>	
5. A Role for English as Lingua Franca in the Foreign Language Classroom?	79
<i>Anne Ifè</i>	
6. Writing-to-learn in Instructed Language Learning Contexts	101
<i>Rosa M. Manchón and Julio Roca de Larios</i>	
7. The Acquisition of Pragmatic Competence and Multilingualism in Foreign Language Contexts	123
<i>Jasone Cenoz</i>	
8. Interindividual Variation in Self-perceived Oral Proficiency of English L2 Users	141
<i>Jean Marc Dewaele</i>	

9. Pragmatic Production of Third Language Learners: A Focus on Request External Modification Items <i>Maria Pilar Safont Jordà</i>	167
10. North Korean Schools in Japan: An Observation of Quasi-Native Heritage Language Use in Teaching English as a Third Language <i>Robert J. Fouser</i>	191
11. Examining Mitigation in Requests: A Focus on Transcripts in ELT Coursebooks <i>Patricia Salazar Campillo</i>	207
12. The Presentation and Practice of the Communicative Act of Requesting in Textbooks: Focusing on Modifiers <i>Esther Usó-Juan</i>	223
13. Analysing Request Modification Devices in Films: Implications for Pragmatic Learning in Instructed Foreign Language Contexts <i>Alicia Martínez-Flor</i>	245
Index	281