Contents

Ack	nowledgements	xii	
Pref	Preface Preface		
	RT ONE ical phrases in language description		
1	The nature and description of lexical phrases	1	
1.1	Introduction	1	
1.2	Competence, performance, and pragmatics 1.2.1 Pragmatics as competence versus pragmatics as performance 1.2.2 The nature of competence 1.2.3 Pragmatic competence 1.2.4 Pragmatic competence and form/function composites	2 3 6 6	
	1.2.5 Conventions of lexical phrase selection 1.2.6 Processing effort	17 19	
1.3	Computer analysis of text 1.3.1 Collocations in computer analysis 1.3.2 Collocations in natural language processing	19 20 22	
1.4	Prefabricated language and language acquisition 1.4.1 Invariable routines and variable patterns 1.4.2 The role of prefabricated language	24 24 25	
2	Formal aspects of lexical phrases	31	
2.1	Introduction	31	
2.2	Prefabricated language and psychological processing 2.2.1 Idioms and clichés 2.2.2 Non-canonical phrases	31 32 33	

	2.2.3 2.2.4	Variability as points on a continuum From less variable to more variable	34 35
2.3	2.3.1	al phrases as variable units Lexical phrases, collocations, and syntax Categories of lexical phrase	36 36 37
2.4		of form and flexibility Indirect speech acts as lexical phrase sentence	47
		builders	47
			48
ener.		Conventionalized sets and basic lexical phrase	49
	2.4.5		49
	2.4.5	Distinctions in variability and lexical phrase types	54
3	Funct	ional aspects of lexical phrases	59
3.1	Introd	luction	59
3.2	Funct	ions of lexical phrases	59
			60
	3.2.2	Necessary topics	63
	3.2.3	Discourse devices	64
	3.2.4	Forms of lexical phrases in functional groups	65
	3.2.5	Lexical phrases in other languages	66
3.3	Lexica	al phrases in conversational discourse	71
			71
	3.3.2	Interconnected functions	72
3.4			74
			75
	3.4.2	The role of discourse devices	75
3.5			76
	3.5.1	Characteristics of discourse devices in spoken	
			77
	3.5.2	Spoken versus written discourse devices	78
3.6	Trans		81
			82
	3.6.2	Characteristics of discourse devices in written	00
	2/2		82
			84
	3.6.4	Detachment	85

4	The organizing function of lexical phrases	90
4.1	Introduction assemble and all all and all and all all all and all all all all all all all all all al	90
4.2	Macro-organizers 4.2.1 The signaling function of macro-organizers in transactional discourse 4.2.2 Double markers	90 91
1.0		93
4.3	Levels of discourse: co-ordination and subordination macro-organizers 4.3.1 Levels and patterns: macro-organizers versus	94
	interactional discourse markers	97
	4.3.2 Category divisions4.3.3 Processing strategies: top-down and bottom-up	102 103
	4.3.4 Textbook models	103
4.4	Micro-organizers	104
	4.4.1 Macro/micro distinctions	105
	4.4.2 Macro/micro forms and functions	106
	4.4.3 Phrase length	107
	4.4.4 Dual functions	108
	RT TWO plications for language teaching	
5	Teaching spoken discourse: conversation	113
5.1	Introduction	113
5.2	Advantages of teaching lexical phrases	114
5.3	Teaching conversation with lexical phrases 5.3.1 How learners learn a language 5.3.2 Why learners learn a language 5.3.3 Teaching activities	116 116 118 118
5.4	Indirect speech acts 5.4.1 Universal functions and language-specific forms 5.4.2 Teaching indirect speech acts	121 124 127
6	Teaching spoken discourse: listening comprehension	131
6.1	Introduction	131
6.2	Lexical phrases in academic lectures 6.2.1 Macro-organizer functions in academic lectures	132 132

	6.2.2 The recognition problem	133
6.3	Styles of academic lectures 6.3.1 Lecture styles and macro-organizer characteristics 6.3.2 Style switching	134 135 140
6.4	The function of macro-organizers in comprehending lectures 6.4.1 Range of functions in lecture discourse: a	142
	comprehension problem 6.4.2 Patterns of frequency in lecture discourse	143 150
6.5	Teaching lexical phrases for the comprehension of lectures	150
	6.5.1 Reading and vocabulary class 6.5.2 Listening comprehension class	151 152
7	Teaching written discourse: reading and writing	157
7.1	Introduction and the same that	157
7.2	Theoretical stances 7.2.1 Written discourse as both process and product 7.2.2 Writers and readers as active participants	157 157 159
7.3	Teaching written discourse 7.3.1 Knowledge of discourse forms 7.3.2 Sentence-based perspective 7.3.3 Process-centered discourse perspective	160 161 161 163
7.4	The structure of three kinds of written discourse 7.4.1 Structure of a formal essay 7.4.2 Structure of an informal letter 7.4.3 Structure of a business letter	164 164 167 168
7.5	Teaching written discourse with lexical phrases	169
8	Conclusions and prospects	174
8.1	Introduction	
8.2	The need for further empirical research	174
8.3	The theoretical nature of lexical phrases: further inquiry 8.3.1 Criteria for defining language patterns 8.3.2 Criteria for defining categories of lexical phrases 8.3.3 Discourse analysis 8.3.4 Lexicography	176 176 178 180 181

8.4 Language acquisition	183
8.5 Teaching	185
Appendix	190
Bibliography	205
Index	213

Contents

xi