

DEPARTMENT OF
SECOND LANGUAGE STUDIES

✿ English: Second Language Studies ✿

SLS HOME

ADMISSIONS

DEGREES

COURSES

FACULTY

- Abe
- Bardovi-Harlig
- Darcy
- deJong
- Dekydtspotter
- Félix-Brasdefer
- Friedman
- Geeslin
- Hartford
- LeSourd
- Shin
- Sprouse
- Stringer
- Yilmaz

VISITING
SCHOLARS

PUBLICATIONS

ENGLISH
LANGUAGE
INSTRUCTION

CONTACT US

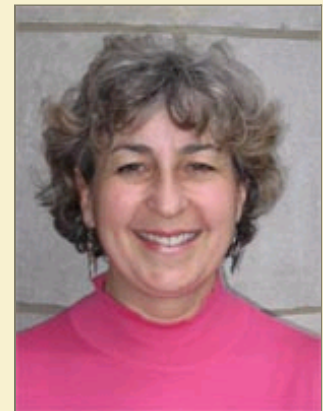
MEET THE FACULTY

Kathleen Bardovi-Harlig

- Professor and Chair, Second Language Studies

Education

- Ph.D. 1983. Linguistics, The University of Chicago, Chicago, Illinois
- M.A. 1978. Linguistics, California State University, Northridge
- B.A. 1976. Linguistics, California State University, Northridge



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PRAGMATICS SURVEY

2011 AAAL

Bardovi-Harlig, K, & Bastos, MT. (2011). *Effects of Intensity of Interaction, Proficiency, and Length of Stay on the Acquisition of Conventional Expressions in L2*

Research Interests

Second language acquisition, second language temporality and tense-mood-aspect systems, interlanguage pragmatics.

Personal Statement

My research interests fall primarily into two main categories; the development of tense-mood-aspect systems in second language and the development of second language discourse and pragmatics. In my early research these seemed to be two distinct tracks, the first grammatical and the second pragmatic. As I continue to work in these areas, however, I have become increasingly aware of how linguistic development interacts with development in interlanguage pragmatics, and how discourse structure (particularly narrative structure) influences tense-aspect use.

My current work expands my research on tense-aspect to include the expression of the future and modality. My investigation of the interrelation of grammar and pragmatics has led to an ongoing study of formulaic sequences in pragmatics.

Courses Recently Taught

- Models of Second Language Acquisition
- Second Language Research Design
- Current Research in SLA
- Seminar in SLA

- Interlanguage Pragmatics Seminar
- Discourse Analysis
- Classroom-Based Research

Books & Edited Volumes

- Bardovi-Harlig, K. (2000). *Tense and aspect in second language acquisition: Form, meaning, and use*. Oxford: Blackwell.
- Bardovi-Harlig, K., & Dörnyei, Z. (Eds.). (2006). *Themes in SLA Research. AILA Review 19*. Amsterdam, The Netherlands: John Benjamins Publishing Company.
- Bardovi-Harlig, K., Félix-Brasdefer, C., & Omar, A. S. (Eds.) (2006). *Pragmatics and Language Learning 11*. Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center.
- Bardovi-Harlig, K., & Hartford, B. (Eds.) (2005). *Interlanguage Pragmatics: Exploring Institutional Talk*. Mahwah, NJ: Erlbaum.
- Bardovi-Harlig, K., & Mahan-Taylor, R. (2003). *Teaching Pragmatics*. Washington, DC: United States Department of State.
- Gass, S. M., Bardovi-Harlig, K., Magnan, S., & Walz, J. (Eds.) (2002). *Pedagogical norms for second and foreign language teaching*. Amsterdam, The Netherlands: John Benjamins Publishing Company.
- Bardovi-Harlig, K., & Hartford, B. S. (Eds.). (1997). *Beyond methods: Components of language*

teacher education. The McGraw-Hill Second Language Professional Series: Directions in Second Language Learning. New York: McGraw Hill.

Bardovi-Harlig, K., & Hartford, B. S. (Eds.). (1995). *Thematic Issue of Studies in Second Language Acquisition*, 17(2). Constructing discourse: Exploring the texts of nonnative speakers.

Selected journal articles and chapters

Tense and Aspect

Barovi-Harlig, K. (in press). Research design: From text to task. In R. Salaberry & L. Comajoan (Eds.) *Research design and methodology in studies on second language tense and aspect*. Berlin: Mouton de Gruyter.

Bardovi-Harlig, K. (2012). After process, then what? A longitudinal investigation of the progressive prototype in L2 English. In E. Labeau (Ed.) *Development of Tense, Aspect and Mood in L1 and L2 (pp. 135-155)*. Amsterdam: Rodopi/Cahiers Chronos.

Wulff, S., Ellis, N. C., Römer, U., Bardovi-Harlig, K., & LeBlanc, C. J. (2009). The acquisition of tense-aspect: Converging evidence from corpora, cognition, and learner constructions. *Modern Language Journal*, 93, 336-369.

Bardovi-Harlig, K. (2005). The future of desire: Lexical futures and modality in L2 English future expression.

In L. Dekydtspotter & R. Sprouse (Eds.), *7th generative approaches to second language acquisition*, (pp. 1-12). Somerville, MA: Cascadilla Proceedings Project.

Bardovi-Harlig, K. (2005). Tracking the elusive imperfect in adult second language acquisition: Refining the hunt. In P. Kempchinsky & R. Slabakova (Eds.), *Aspectual inquiries* (pp. 397-419). Dordrecht: Kluwer.

Bardovi-Harlig, K. (2004). Monopolizing the future: How the go-future breaks into will's territory and what it tells us about SLA. *EuroSLA Yearbook*, 4, 177-201. Amsterdam: Benjamins.

Bardovi-Harlig, K. (2004). The emergence of grammaticalized future expression in longitudinal production data. In M. Overstreet, S. Rott, B. VanPatten, & J. Williams (Eds.) *Form and meaning in second language acquisition* (pp. 115-137). Mahwah, NJ: Erlbaum.

Bardovi-Harlig, K. (2002). Analyzing aspect. In R. Salaberry & Y. Shirai (Eds.), *Tense-aspect morphology in L2 acquisition* (pp. 129-154). Amsterdam: John Benjamins.

Bardovi-Harlig, K. (2002). A New Starting Point? Investigating Formulaic Use and Input. *Studies in Second Language Acquisition*, 24, 189-198.

Bardovi-Harlig, K. (1999a). From morpheme studies to

temporal semantics: Tense-aspect research in SLA. State of the art article. *Studies in Second Language Acquisition*, 21(3), 341-382.

Bardovi-Harlig, K. (1998). Narrative structure and lexical aspect: Conspiring factors in second language acquisition of tense-aspect morphology. *Studies in Second Language Acquisition*, 20, 471-508.

Bardovi-Harlig, K. (1997a). Another piece of the puzzle: The emergence of the present perfect. *Language Learning*, 47, 375-422.

L2 pragmatics

Bardovi-Harlig, K., & Bastos, M.-T. (2011). Proficiency, length of stay, and intensity of interaction and the acquisition of conventional expressions in L2 pragmatics. *Intercultural Pragmatics* 8, 347-384.

Bardovi-Harlig, K. (2010). Exploring the pragmatics of interlanguage pragmatics: Definition by design. In A. Trosborg (Ed.) *Pragmatics across languages and cultures (Vol. 7 of Handbook of pragmatics)*; pp. 219-259). Berlin : Mouton de Gruyter.

Bardovi-Harlig, K. (2010). Revised for second edition. Pragmatics and second language acquisition. In R. Kaplan (Ed.), *The Handbook of Applied Linguistics* (pp. 232-243). Oxford: Oxford University Press. [see original, Bardovi-Harlig, K. (2001c)] Bardovi-Harlig, K. (2010). Recognition of conventional expressions in L2 pragmatics. In G. Kasper, H. t.

Nguyen, D. R. Yoshimi, & J. K. Yoshioka (Eds.),
Pragmatics and language learning (Vol. 12)
(pp.141-162). Honolulu: University of Hawai'i,
National Foreign Language Resource Center.

Bardovi-Harlig, K. (2009) Conventional expressions as a
pragmalinguistic resource: Recognition and
production of conventional expressions in L2
pragmatics. *Language Learning, 59*, 755-795.

Bardovi-Harlig, K. (in press). Recognition of formulaic
sequences in L2 pragmatics. In G. Kasper, D.
Yoshimi, H. Nguyen, & J. Yoshioka (Eds.),
Pragmatics and Language Learning, Vol. 12, pp.
xxx-xxx). Honolulu: University of Hawai'i,

Bardovi-Harlig, K. (2008). Recognition and production of
formulas in L2 pragmatics. In Z-H. Han (Ed.),
Understanding Second Language Process (pp.
205-222). Clevedon, UK: Multilingual Matters.

Bardovi-Harlig, K. (2006). On the role of formulas in the
acquisition of L2 pragmatics. Bardovi-Harlig, K.,
Félix-Brasdefer, C., & Omar, A. S. (Eds.),
Pragmatics and Language Learning. Vol. 11, pp. 1-
28). Honolulu: University of Hawai'i, National
Foreign Language Resource Center.

Bardovi-Harlig, K. (in press). Recognition and production
of formulas in L2 pragmatics. *Second language
processing and instruction: Broadening the scope
of inquiry*. In Zhao Hong Han (Ed.) Cascadilla Press.

Bardovi-Harlig, K., & Hartford, B. S. (2005). Institutional discourse and interlanguage pragmatics (Chapter 1, pp. 7-36) and Practical considerations (Chapter 8, pp. 201-221). In K. Bardovi-Harlig and B. S. Hartford (Eds.), *Interlanguage pragmatics: Exploring institutional talk*. Mahwah, NJ: Erlbaum.

Bardovi-Harlig, K., & Salsbury, T. (2004). The organization of turns in the disagreements of L2 learners: A longitudinal perspective. In D. Boxer & A. D. Cohen (Eds.) *Studying speaking to inform second language learning* (pp. 199-227). Clevedon: Multilingual Matters.

Bardovi-Harlig, K. (2001b). Evaluating the empirical evidence: Grounds for instruction in pragmatics? In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 13-32). Cambridge: Cambridge University Press.

Bardovi-Harlig, K. (1999c). The interlanguage of interlanguage pragmatics: A research agenda for acquisitional pragmatics. *Language Learning*, 49, 677-713.

Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic vs. grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32, 233-259. [Winner of the TESOL- Newbury House 1999 Distinguished Research Award]

Attrition

Bardovi-Harlig, K. & Stringer D. (in press). The lexicon in second language attrition: What happens when the cat's got your tongue? Submitted to J. Altarriba and L. Isurin (Eds.), *Memory, Language, Bilingualism: Theoretical and Applied Approaches*. Cambridge: Cambridge University Press.

Bardovi-Harlig, K., & Stringer, D. (2010). Variables in second language attrition: Advancing the state of the art. *Studies in Second Language Acquisition*, 32, 1-45.

Faculty and Student Publications

Bardovi-Harlig, K., Bastos, M. T., Burghardt, B., Chappetto, E., Nickels, E. L., & Rose, M. (2010). The use of conventional expressions and utterance length in L2 pragmatics. In G. Kasper, H.T. Nguyen, D. Yoshimi, & J. Yoshioka (Eds.), *Pragmatics and Language Learning*, (Vol. 12) (pp. 163-186). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Bardovi-Harlig, K., & Nickels, E. L. (2011). *No thanks, I'm full*: Raising awareness of expressions of gratitude and formulaic language. In N.R. Houck & D. Tatsuki (Eds.) *Pragmatics: Teaching natural conversation* (pp.23-40). New York: TESOL.

Bardovi-Harlig, K., Nickels, E., & Rose, M. (2008). The influence of first language and level of development in the use of conventional expressions of thanking, apologizing, and refusing. In M. Bowles, R. Foote, S.

Perpiñán, R. Bhatt (Eds.) *Selected Proceedings of the 2007 Second Language Research Forum* (pp. 113-130). Somerville, MA: Cascadilla Proceedings Project, (also available: <http://www.lingref.com/cpp/slrf/2007/index.html>)

Bardovi-Harlig, K., & Griffin, R. (2005). L2 Pragmatic Awareness: Evidence from the ESL Classroom. *System*, 33, 401-415.

Salsbury, T., & Bardovi-Harlig, K. (2001). "I know your mean, but I don't think so" Disagreements in L2 English. In L. Bouton (Ed.) *Pragmatics and language learning* (Vol. 10)(pp. 131-151). Urbana-Champaign: University of Illinois, Division of English as an International Language.

Salsbury, T., & Bardovi-Harlig, K. (2000). Oppositional talk and the acquisition of modality in L2 English. In B. Swierzbin, F. Morris, M. E. Anderson, C. A. Klee, & E. Tarone (Eds.), *Social and cognitive factors in second language acquisition: Selected proceedings of the 1999 second language research forum* (pp. 57-76). Somerville: Cascadilla Press.

Bardovi-Harlig, K., & Reynolds, D. W. (1995). The role of lexical aspect in the acquisition of tense and aspect. *TESOL Quarterly*, 29, 107-131.

Teaching Pragmatics

Bardovi-Harlig, K. & Vellenga, H.E. (in press). The effect

of instruction on conventional expressions in L2 pragmatics. *System*, 40(1).

Bardovi-Harlig, K. (2011). Assessing familiarity with pragmatic formulas: Planning oral/aural assessment. In N.R. Houck & D. H. Tatsukik (Eds.), *Pragmatics: Teaching natural conversation*. (pp. 7-22). New York: TESOL.

Bardovi-Harlig, K., & Nickels, E. L. (2011). *No thanks, I'm full*: Raising awareness of expressions of gratitude and formulaic language. In N.R. Houck & D.H. Tatsuki (Eds.) *Pragmatics: Teaching natural conversation* (pp. 23-40). New York: TESOL.

Félix-Brasdefer, C., & Bardovi-Harlig, K. (2010). "I'm sorry. Can I think about it?" The Negotiation of refusals in academic and non-academic contexts. In D. H. Tatsuki & N. R. Houck (Eds.), *Pragmatics: Teaching Speech acts*. (pp. 163-180). New York: TESOL.

Service to the Field

- American Association of Applied Linguistics (AAAL) Leadership, 2005-09
- Editor, *Language Learning* 2002-05
- SSLA Editorial Board
- National Foreign Language Resource Center (NFLRC) University of Hawaii 1994-06

