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Introduction. Kathleen Bardovi-Harlig and Rebecca Mahan-Taylor. Awareness. 1. In the Mood: Introducing Pragmatic Awareness at Low Levels. Edit H. Kontra. 2. Politeness is More than "Please" Anne M. Howard. 3. Speakers and Task Type: Increasing Awareness of Factors in Speech Act Production. Sigrun Biesenbach-Lucas. 4. Greetings with a Difference

Teaching Pragmatics - Indiana University

Introduction to Teaching Pragmatics T ... Kathleen Bardovi-Harlig and Rebecca Mahan-Taylor
Indiana University United States 03-0107 ETF_37_43 9/5/03 11:11 AM Page 37. Why teach pragmatics in language classes? We advocate teaching pragmatics because, quite simply, observation of language learners

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Introduction Kathleen Bardovi-Harlig Rebecca Mahan-Taylor Teaching Pragmatics explores the teaching of pragmatics through lessons and activities created by teachers of English as a second and foreign language. Page 4/23. Access Free Introduction Kathleen Bardovi Harlig Rebecca Mahan Taylor

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Bardovi-Harlig, K. (2019). Invitations as request-for-service mitigators in academic discourse. *Journal of Pragmatics*, 139, 64-78. Bardovi-Harlig, K. (2018). Formulaicity and context in second language pragmatics. In L. Pickering & V. Evans (Eds.), *Language in the Context of Communication*:

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Studies in Honor of Andrea Tyler (pp. 193-211 ...

Kathleen Bardovi-Harlig | Department of Second Language ...

Introduction One of the challenges of second language acquisition is learning the pragmatics of the target language. Pragmatics encompasses the knowledge of how to say what to whom in what contexts (Bardovi-Harlig, 2013). This includes both speech acts and pragmatic routines.

The effect of corpus-based instruction on pragmatic routines

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Kathleen Bardovi-Harlig and David Stringer, Department of Second Language Studies, Indiana University, Memorial Hall 315, 1021 E. Third St, Bloomington, IN 47405, USA. Email: bardovi@indiana.edu; ds6@indiana.edu 641725 SLR 010.1177/0267658316641725 Second Language Research Bardovi-Harlig and Stringer research-article 2016 Special Issue Article

L2 acquisition of formulaic language

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PS LINGUISTICS FOR EFL TEACHERS (Dr. Spitz)----. 2001a. Using a small corpus to obtain data for teaching a genre.Small corpus studies and ELT, ed. by Ghadessy Mohsen; Alex Henry; and Robert L. Roseberry, 93ff. Amsterdam: Benjamins.----. 2001b. A narrow-angled corpus analysis of the move and strategies of the genre:

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Bardovi-Harlig, Kathleen. Discussion of the role of pragmatics research in language teaching looks at the role such research should play in the language classroom, and the role of researcher, teacher, and teacher educator in making that connection. It is noted that pragmatics research has discovered a number of differences in the ways in which ...

ERIC - ED400702 - Pragmatics and Language Teaching ...

She holds a PhD in English Linguistics from Leuphana University Lüneburg, an MA in TESL from Kent State University, Ohio/USA, and an MA in English and Applied Linguistics from TU Dresden. She has

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taught ESL/EFL, linguistics and teacher training courses in Germany and the USA.

News from the pragmatics classroom: Contrasting the ...

Kathleen Bardovi-Harlig*, Heidi E. Vellenga Department of Second Language Studies, Memorial Hall 315, 1021 E. Third Street, Indiana University, Bloomington, IN 47405, United States Received 18 May 2011; revised 21 October 2011; accepted 2 January 2012 Abstract

The effect of instruction on conventional expressions in ...

Chapter 1. Introduction: The Nature of Theories. Bill VanPatten, Jessica Williams, Gregory D. Keating and Stefanie Wulff. Chapter 2. Linguistic Theory, Universal Grammar, and Second Language Acquisition. Lydia White. Chapter 3. One Functional Approach to L2 Acquisition: The Concept-Orientated Approach. Kathleen Bardovi-Harlig. Chapter 4.

Theories in Second Language Acquisition: An Introduction ...

The work of organizing this volume began in the fall of 1998. Peter Ohlin, of Oxford University Press (OUP), contacted me to indicate his interest in organizing The Handbook of Applied Linguistics. The suggestion was of interest to me— after all, I had been the editor of the Annual Review of Applied Linguistics from 1980 to 1991 and had continued on the editorial board through 2000 (Kaplan ...

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