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Developing pragmatic awareness: closing the conversation

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Abstract

Many commercially available English-language materials do not provide natural, or even pragmatically appropriate, conversational models for learners. This paper argues for increasing the role of pragmatics in

English-language instruction. Classroom teachers can integrate pragmatics into the language curriculum by drawing on natural conversations, students' observations, and incomplete dialogues in textbooks. The paper provides guide-lines for pragmatically-centred lessons, as well as examples of specific activities, using closings in American English to illustrate these examples.

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