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Sommario/riassunto	Little exposure and few opportunities for practice are two main drawbacks for learners in instructional contexts. These problems are intensified when dealing with face-threatening acts such as refusals, as learners are not fully capable of expressing their meanings and miscommunication is a likely by-product. The present volume aims at exploring factors and production of refusals in different instructional settings by means of ten original papers which address key questions dealing with the speech act of refusals. The relevance of the volume lies in the individual contributions which embrace innovative perspectives on refusals in order to provide an excellent contribution to this field of enquiry. The book is an obligatory reading for researchers and students interested in the field of interlanguage pragmatics, who will benefit from the range of educational contexts in which refusals are investigated.