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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Frontmatter -- Introduction -- Table of Contents -- Notes for a Multilingual and Multimodal Functional Discourse Grammar -- Actions as Sources of Gestures -- Argument Structure Shift for German Dynamic Verbs gehen and kommen in Situated and Embodied Communication -- Proxemics of Greetings and Farewells in Spanish and German -- Gestures and Lexical Access Problems in German as Second Language -- Analysing German Teachers' Identities through Multimodal and Multilingual Use -- Co-Constructions in Multilingual Settings -- Deictic Strategies as Expression of Identity -- Use of Connectives and Argumentation in Catalan Parliamentary Debate -- Language Attitudes and Identity Construction -- Crossing and Blurring the Language Borders -- "Yes we can! – Sí se puede!" -- Global English and Multilingual Luxembourg -- Index
Sommario/riassunto	The way speakers in multilingual contexts develop own varieties in their interactions sheds light on code switching and multimodal dynamic co-constructions of grammar in use. This volume explores the

intersection of multimodality and language use of multilingual speakers. Firstly, theoretical frames are discussed and empirical studies involving Catalan, German and Spanish as L1, L2 or FL are presented interconnecting verbal and gestural modalities into grammar description or exploring actions as sources for gestures, which may nonverbally represent the argument in German dynamic motion verbs. Other chapters focus on positionings in interviews, lexical access searches or proxemics in greetings and farewells. The contributions secondly focus on verbal features of language use in multilingual contexts related to self-representation and co-construction of identity through code-switching, deixis or argumentative reasoning in different communicative events based on multilingual data of languages including Croatian, English, Italian, Brazilian-Portuguese and Polish. The findings call for a reviewed conception of grammar description with implications also for the conceptualization of deixis, for L2/foreign language acquisition and language teaching policies.
