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Nota di contenuto	Frontmatter -- Contents -- Introduction: Developing contrastive pragmatics -- Section 1: Intercultural Pragmatics and Discourse Markers -- A conceptual basis for intercultural pragmatics and world-wide understanding -- Sociocultural conceptualizations: Schemas and metaphorical transfer as metalinguistic learning strategies for French learners of German -- An investigation into the pragmatics of grammar: Cultural scripts in contrast -- Argumentation patterns in different languages: An analysis of metadiscourse markers in English and Spanish texts -- The management of global cultural diversity in ELT materials -- Section 2: Interlanguage Pragmatics: Strategies and Identity in the Foreign Language Classroom -- Reframing one's experience: Face, identity and roles in L2 argumentative discourse -- Indirect complaint in the language classroom: Cross-cultural contrasts between French and Japanese students of English -- "We make such a mishmash": Bilingual language usage in classroom peer group talk -- Pragmatics of humor in the foreign language classroom: Learning (with)

humor -- Section 3: Development of Pragmatic Competence in Foreign Language Learning: Focus on "Requests" -- Interlanguage requests: A contrastive study -- Development of requests: A study on Turkish learners of English -- Perceived pragmatic transferability of L1 request strategies by Persian learners of English -- Dutch English requests: A study of request performance by Dutch learners of English -- Contrasting requests in Inner Circle Englishes: A study in variational pragmatics -- Getting better in getting what you want: Language learners' pragmatic development in requests during study abroad sojourns -- Backmatter

Sommario/riassunto

The present volume is a collection of papers on Contrastive Pragmatics, involving research on interlanguage and cross-cultural perspectives with a focus on second language acquisition contexts. The subdiscipline of pragmatics is seen from a multilingual and multicultural perspective thus contributing to an emerging field of study, i.e. intercultural pragmatics which can be made fruitful to second language teaching/learning and contrastive analysis. The book is an important contribution to general linguistics, pragmatics, cross-cultural communication, second language acquisition, as well as min
