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	Sommario/riassunto	This book addresses some of the most fundamental questions that can be asked about target language (TL) acquisition in the classroom context, namely1. What is negotiated interaction?2. What are the main discourse functions of negotiated interaction?3. How frequent is negotiated interaction in TL classrooms, and does this frequency vary by proficiency level?4. To what extent does the initiation of negotiation overlap with the negotiation of power in such a setting of unequal-