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Nota di contenuto	Discourse Markers in Native and Non-native English Discourse -- Editorial page -- Title page -- LCC data -- Table of contents -- Acknowledgements -- List of tables -- List of figures -- Abbreviations -- 1. Introduction -- 1.1. Discourse markers and second language acquisition -- 1.2. Discourse markers in the literature -- 1.2.1. Terminology -- 1.2.2. Properties of discourse markers -- 1.2.3. Functions of discourse markers -- 1.2.4. Material for analysis -- 1.2.5. Core meaning vs. multiple functions -- 1.2.6. Native vs. non-native English -- 1.3. Second language acquisition, applied linguistics, and discourse markers -- 1.3.1. Second versus foreign language -- 1.3.2. Applied linguistics and SLA -- 1.3.3. Communicative competence -- 1.3.4. Research in interlanguage pragmatics -- 1.3.5. Speech acts and parallel corpora -- 1.3.6. Gambits -- 1.4. The present study -- 1.4.1. Basic assumption of the present study: Multifunctionality -- 1.4.2. Basic approach to data material: Corpus-driven or bottom-up -- 1.4.3. Selection and definition of discourse markers -- 1.4.4. Methodology --

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## Sommario/riassunto

While discourse markers have been examined in some detail, little is known about their usage by non-native speakers. This book provides valuable insights into the functions of four discourse markers (so, well, you know and like) in native and non-native English discourse, adding to both discourse marker literature and to studies in the pragmatics of learner language. It presents a thorough analysis on the basis of a substantial parallel corpus of spoken language. In this corpus, American students who are native speakers of English and German non-native speakers of English retell and discuss a silent movie. Each of the main chapters of the book is dedicated to one discourse marker, giving a detailed analysis of the functions this discourse marker fulfills in the corpus and a quantitative comparison between the two speaker groups. The book also develops a two-level model of discourse marker functions comprising a textual and an interactional level.

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