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differentially distributed - cognitive structures; 3. Semantics and pragmatics; 4. "Culture" as shared differentially distributed pragmatic knowledge; 5. The requirements of flexibility; 6. The role culture plays in regard to society and social living; 7. The role social groups play in culture; 8. Our social universe is made up of a multiplicity of overlapping social groups
9. Prototype-extension: the basis of the application of shared concepts to the experienced and imagined world
10. Some cultural knowledge systems - shared differentially distributed cognitive structures; 11. Flexibility and variability; 12. Some practical implications for analysis; Conclusion; References; Appendix; Pragmatic variation and cultural models; 1. Introduction; 2. A framework for studying pragmatic variation; 3. Method; 3.1 Research instrument; 3.2 Population; 3.3 Analysis; 4. Results; 4.1 Sociopragmatic similarities; 4.2 Pragmalinguistic similarities
4.3 Pragmalinguistic differences
4.4 Sociopragmatic differences; 5. Discussion; 5.1 Status of findings; 5.2 Towards an explanation; 5.3 Cultural scripts; 5.4 Cultural models; 6. Conclusion; Acknowledgements; References; Cognitive Sociolinguistics in L2-variety dictionaries of English; 1. Introduction; 2. The usage-based approach to dictionary making; 3. Conceptual information in learners' dictionaries of English and 'the cultural dictionary'; 4. L2- and other variety dictionaries of English; 5. Cognitive-sociolinguistic principles for L2-dictionaries (of English) and their applications
6. Conclusion

Sommario/riassunto

With the notable exception of the application of the metonymy model to explain stereotyping (Kristiansen, 2001), sociolinguistic language attitudes research has typically focused exclusively on explicit attitudes toward foreign accents without providing a cognitive model to explain how such attitudes are formed. At the same time, researchers in other fields have proposed the use of specific cognitive processing models such as the Elaboration Likelihood Model (Petty & Cacioppo, 1986) to explain the cognitive processes underlying reactions to foreign-accented speakers, without isolating foreign
