

TABLE OF CONTENTS

List of Illustrations	viii
List of Figures.....	ix
List of Tables.....	x

Introduction	xii
<i>The Editors</i>	

Chapter One.....	1
Social Cognition and Second Language Learning	
<i>Victoria Escandell-Vidal</i>	

Part I: Cognitive Issues on L2 Teaching

Chapter Two	42
Cross-Cultural Differences in Conceptualization and their Application in L2 Instruction	
<i>Alberto Hijazo-Gascón</i>	

Chapter Three	60
Immigration and Conceptual Metaphors: A Critical Approach to Ideological Representation	
<i>María D. López Maestre</i>	

Chapter Four	87
Understanding and Overcoming Pragmatic Failure when Interpreting Phatic Utterances	
<i>Manuel Padilla Cruz</i>	

Part II: Teaching Languages across Cultures

Chapter Five	110
The Acquisition of Pragmatic Competence from a Strategic Perspective: Apology, A Case in Point	
<i>Abdelhadi Bellachhab</i>	

Chapter Six	128
Learning how to Promise: A Didactic Approach to the Teaching of Speech Acts <i>Carmen Maíz Arévalo</i>	
Chapter Seven.....	141
The Interlanguage of Complaints by Catalan Learners of English <i>María Sabaté i Dalmau</i>	
Chapter Eight.....	165
Learner Strategies in L2 Pragmatics: The Case of Spanish Compliment Responses <i>Bryant Smith</i>	
Chapter Nine.....	181
Modality is more than Modal Verbs: A Pragmatic Approach to the Teaching of Adverbial Modality <i>Carmen Maíz Arévalo and Jorge Arús Hita</i>	
Part III: Intercultural Aspects of Communication	
Chapter Ten	198
Intercultural Pragmatics in Academic Curriculum – A Hard Nut to Crack? <i>Beata Karpińska-Musiał</i>	
Chapter Eleven	221
Stereotypes of Communicative Styles: Japanese Indirectness, Ambiguity and Vagueness <i>Barbara Pizziconi</i>	
Chapter Twelve	255
On Intercultural Disagreement: Interaction and Inertia <i>Albin Wagener</i>	
Part IV: Teaching Languages for Academic and Specific Purposes	
Chapter Thirteen.....	280
Pragmatic Markers in Academic Discourse: The Cases of <i>well</i> and the Spanish Counterparts <i>bien</i> and <i>bueno</i> <i>Begoña Bellés-Fortuño and Inmaculada Fortanet-Gómez</i>	

Chapter Fourteen	305
Between the Academy and the Front Page: The Double Discourses of Political Communications Research <i>Ruth Breeze</i>	
Chapter Fifteen	321
Pragmatics and ESP Teaching: Politeness in English-Spanish Business Correspondence <i>M^a Sol Velasco Sacristán</i>	
Chapter Sixteen	337
Advances in Intercultural Communication Research and Training based on Computer Simulation of Real Business Settings <i>Victoria Guillén-Nieto, Pedro Pernías-Peco, Chelo Vargas-Sierra and Judith Williams-Jellyman</i>	
Chapter Seventeen	362
The Anecdote as Humorous Narrative: Structural and Socio-cultural Features of Anecdotes written by Native and Non-native Writers of English <i>Laura Hidalgo Downing</i>	
Part V: Other Methodological Issues on Pragmatics Teaching	
Chapter Eighteen	388
Is it possible to Formalize Pragmatics? Implications for Computer Assisted Language Learning <i>Gemma Bel-Enguix and M. Dolores Jiménez-López</i>	
Chapter Nineteen	408
Implications of Dual-process Theories to Working Memory Capacity and L2 Speech Production and Acquisition <i>Kyria Finardi</i>	
Chapter Twenty	427
The Transmission Model of Aducation: A Cognitive Approach <i>Graciela Nuez Placeres, María Clara Petersen and Juani Guerra</i>	
Contributors	445
Editors	450
Index	451