Most research in interlanguage pragmatics has centered on speech acts, comprehension of implicature, conventional expressions, deixis, and linguistic politeness (cf. Bardovi-Harlig 2010; Félix-Brasdefer & Koike 2014). In this talk I look at the effects of learning context on the production and perception of speech act sequences and impoliteness events in intercultural encounters. Learners’ responses to impoliteness events reflect their ability to perceive and assess impolite behavior based on previous experience (or cognitive frames). I adopt a pragmatic-discursive approach to examine the effects of exposure to the target culture on learners’ pragmatic competence, considering at home and study abroad contexts. I also examine the effect of social variables previously shown to influence development (i.e. length of residence, social contact, intensity of interaction). In particular, I focus on how components of intercultural competence may affect learners’ pragmatic competence. I will showcase learner data at the production and perception levels, and conclude with methodological and pedagogical implications for improving our understanding of pragmatic competence in second and foreign language contexts.