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Pragmatics in Language Teaching. From Research to Practice (henceforth PiLT) belongs to a book series called *Research and Resources in Language Teaching*, aimed at integrating recent research in language teaching and learning with innovative classroom practice. All the books in the series follow a cyclical organisational principle, divided into four parts. Part I focuses on current research on the topic and outlines its implications for classroom practice. Part II proposes practical activities based on research results. Part III contains methodological suggestions for the implementation of the activities in syllabi and their integration in different teaching contexts, and Part IV sets forth proposals for classroom research. PiLT ends with a glossary, a section of references and an index that includes subjects and authors.

PiLT's Part I, "From research to implications" (pp. 1-20) is divided into two sections. Section 1, "An Introduction to Pragmatics", starts with a definition of this discipline as speaker's meaning in context, based on Yule (1996) and Crystal (1997), followed by a brief historical introduction focused on contrastive and cross-cultural pragmatics as well as interlanguage pragmatics. After some considerations on culture, society and context, (im)politeness is introduced, leaning mainly on Leech (2014) and Brown and Levinson's (1987) notions of positive face, negative face and face-threatening acts. The section ends with an informal analysis of various pragmatic phenomena in an excerpt of a 2009 comedy film. Section 2, "Pragmatics in second language learning and teaching", begins with a reflection on the difficulty involved in acquiring L2 pragmatics, evidenced by interlanguage pragmatics research. The next subsections provide an overview of L2 research on requests, a fruitful topic in this area. A useful table is also provided, with sample realisations, graded according to formality, of other speech act

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types in which pragmatics plays a key role: agreeing / disagreeing, apologising, giving opinion, greetings, showing interest, suggestions and thanking. The section ends with an overview of approaches to teaching pragmatics, and a final summary.

Part II, “From implications to application”, occupies more than half of the book (pp. 20-88). It includes 37 activities aimed at teaching pragmatics, all accompanied by instructions about the aim, level, time, preparation, focus and procedure. The activities are organised into five sections. Section A is aimed at raising pragmatic awareness, including pragmatic elements of exchanges and moves as well as cultural differences. Section B concerns the exploitation of texts and materials with rich pragmatic input, including scenes of films as well as simple everyday texts such as car stickers, notes found on the fridge and voicemail. Section C is geared at learners’ elicitation of pragmatic input, focusing on moves such as topic changing, expressing interest or interrupting politely, and on the influence of register and relation to the addressee in elicitation. Section D provides students with opportunities to use pragmatics in social media, including hashtags, emojis, mobile texting and vaguebooking. Some activities in this section might well have included preparatory questions geared at bilingual and multilingual learners, in order to prompt them to reflect on their experience about crosslinguistic or cross-cultural differences in the use of these media. Section E proposes activities in which English is used as an international language, concentrating on awareness of intercultural and cross-cultural communication and of the risk of cultural miscommunication.

Part III, “From application to implementation” (pp. 89-105), aims to help teachers in the choice of pragmatic activities of the kinds displayed in Part II for their courses, considering the students’ needs and features of different teaching contexts. Some tests for assessing pragmatic awareness are proposed, such as discourse completion tests, role plays and pragmatic grids. The issue of naturalness plays a prominent role in two respects: first, a disadvantage of the kinds of tests mentioned above is pointed out, namely that students could say what they are expected to say instead of what they would naturally say; secondly, explicit teaching of pragmatic devices may lead to an artificial use in tests. In particular, the authors cite a personal communication reporting feedback from a Cambridge examiner, who advised to stop teaching stock answers to students (p. 90). However, this reviewer considers it worthwhile to raise pragmatic awareness through the explicit teaching of suitable expressions for different contexts, even at the expense of unnatural abuse of some of them. The high number of studies that evidence the preferability of explicit instruction over implicit instruction of pragmatics, some of which are cited in PiLT (see, for instance, pp. 17-19), lead to consider that such explicit teaching provides the scaffolding for future improvement of pragmatic adequacy in more advanced interlanguage stages.

Part IV, “From implementation to research” (106-115), encourages teachers to undertake action research on teaching pragmatics and provides suggestions for study designs, including discourse completion tests and role plays as possible bases for such research. A number of suitable topics for further investigation are proposed, such as intercultural contexts, resources and materials other than textbooks or the effects of pragmatic instruction on primary school students. The authors are clear in providing different avenues for classroom research, including mention or brief discussion of key references in the area. Although this part is succinct compared to the rest of the book, room should have been made for Rose and Kasper (2001), a pioneering edited volume solely devoted to classroom research on interlanguage pragmatics.

Throughout its pages, PiLT shows an implicit strong concern for accessibility and user-friendliness, which has a positive side and a negative side, the first clearly outweighing the second. On the positive side, PiLT will hopefully attract a high number of readers, which will contribute to an increased presence of pragmatics in ELT curricula; on the negative side, this concern for accessibility is probably the reason for the relatively limited theoretical contents on pragmatics, more of which could have been beneficial for teachers’ understanding how language – and pragmatics in particular – functions. To start with, the concept and scope of pragmatics are treated in a reductionist fashion. On the one hand, PiLT only covers part of the lin-

guistic phenomena falling within the area of pragmatics: the activities by and large concentrate on speech acts, indirectness and politeness. This restriction is justified, since the phenomena selected are those that most lend themselves to implementation in the EFL / ESL classroom. However, Part I could well have specified that pragmatics also encompasses other phenomena frequently included in introductions to pragmatics, such as the use of reference, deixis or pre-supposition in context (Levinson, 1983; Grundy, 2008; Birner, 2013), which pose few specific problems for ESL / EFL learners, thus being less suitable for implementation except for some academic learning contexts. On the other hand, PiLT highlights the pragmatic role of obvious linguistic devices for uttering messages attuned to interlocutors and context, but does not explicitly address the dimension of pragmatics as a pervasive feature of all naturally-occurring stretches of language, i.e. what Verschueren (1999) calls ‘pragmatic perspective’; however, this dimension is implicitly acknowledged through activities that address the influence of context on the choice of linguistic expressions in factual writing, such as Activities C2 and C3 (pp. 58-61).

The concern with accessibility is also the likely reason for the reduced glossary, which occupies one page and a half. Some well-known linguistic terms – recurrent in subjects and curricula on pragmatics in BA degrees all over the world – are absent; their inclusion in Part I and in the glossary would have enabled readers to understand pragmatics in greater depth. This is the case of Grice’s four maxims (Quality, Quantity, Relation, Manner), conversational implicature – replaced in PiLT with ‘implicit meaning’ – and flouting. On p. 22, the activities included in Section B are said to help students identify “pragmatic violations”, but flouting and violation are different kinds of failure to observe the maxims (Thomas, 1995: 64-74): floutings are blatant and aim at enriching communication, while violations are surreptitious and aim at misleading the addressee. Concerning politeness, PiLT provides no explicit definition of Brown and Levinson’s (1987: 68-71) superstrategies –bald on-record, redressive on-record, off-record–, which would have facilitated the distinction between degrees of indirectness in elicitations of FTAs. Similarly, no definition is found of Searle’s (1976) basic types of speech acts (representatives / assertions, expressives, directives, commissives, declarations, with the possible addition of questions as directives demanding information). This classification could have enriched the description of some activities: for example, in the description for Activities A.3.a. and A.3.b. (pp. 32-24), the teacher’s procedure could have specified that the speech acts in the left column of the tables are always indirect directives and those in the right column are indirect refusals to comply with these directives.

In other cases, the definitions are not precise. (Im)politeness is defined citing an early page of Leech (2014: 3) as “a form of communicative behaviour found generally in languages and among human cultures; indeed it has been claimed as a universal phenomenon of human society”. In the cited reference, the quoted stretch is aimed at providing a first approximation to (im)politeness but not as a definition. In fact, the cited words fail to specify what politeness actually is and would also be valid for other linguistic phenomena such as metaphor, irony or topic management, to name only a few. Still in the domain of politeness, the statement on p. 8 that “according to Brown and Levinson’s theory, FTAs should always be avoided, if successful communication is desired” may lead to confusion. FTAs are inevitably part and parcel of social interaction, as PiLT itself acknowledges by devoting substantial space and effort to tackle the thorny issue of teaching how to elicit FTAs with an adequate degree of smoothness. Another case in point is the term ‘culture’, whose entry in the glossary (p. 117) reads: “In the study of pragmatics, we refer to culture as the social norms and behaviours agreed by a particular community”. This definition, which corresponds to “little c culture”, is indeed of outmost importance in pragmatics, but it may confuse those readers who associate the word ‘culture’ with the “big C” culture, which pertains to the most visible manifestations of a culture such as major works of art, literature or music. For the sake of clarity, the difference between the two kinds of culture should have been explicit. As for requests, both the use of the term throughout the pages and the glossary definition as “[a] directive speech act that is used when somebody asks anoth-

er person to do something” (p. 118) show that, in PiLT, this term covers all kinds of directive speech acts. The word ‘directive’ would have been preferable as an umbrella term; in much of the literature, the term ‘request’ is associated with a concrete subtype of directives characterised as proposals for the addressee to do an action that benefits the speaker – thus differing from the subtype ‘advice’ – in contexts where the authority of the speaker over the addressee is weak or non-existent – thus differing from the subtype ‘command’ (Searle 1976: 3, 5-6, 12, 17).

Despite the aforementioned shortcomings, PiLT should be considered as a high-quality book, which provides teachers of English with first-class resources to get familiarised with pragmatics, implement the proposed activities and increment the body of classroom research on pragmatics. The adaptability for different learning contexts according to factors such as proficiency levels, age and interests, and the thoughtful inclusion of modern modes of communication in the materials besides traditional ones, lead to predict a widespread readership, thus contributing to raising consciousness that pragmatics should definitely play a major role in ELT curricula.

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