

lack direction and not necessarily help to readjust teaching methods when required. The book's underpinning lies in the above-mentioned questioning process practitioners should focus on before deciding to test their students. The activities included to facilitate this are designed in such a way that teachers have at their fingertips an easily accessible compendium which will provide them with useful advice on how to implement meaningful assessment in the classroom.

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A Handbook for Exploratory Action Research

Richard Smith and Paula Rebolledo
British Council, 2018
115 pages
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A Handbook for Exploratory Action Research is an impressive resource for any teacher who finds the thought of 'academic' research overwhelming or daunting. This handbook is a 'grassroots'

approach to research, born from a project developed for secondary teachers in Chile in conjunction with the British Council and the Chilean Ministry of Education. It uses the real-life classroom successes and challenges experienced by the teachers involved in this 'Champion Teachers Action Research Project', guiding the reader through the steps of exploratory action research. The aim is to help teachers develop professionally by first having them reflect on authentic classroom experiences ('explore') and then using this information as the basis for creating a research project ('action').

Written in an informal style, this book is well structured, effectively guiding and inspiring the reader via a series of tasks to develop their own action research project. The table of contents essentially outlines the process of exploratory action research, starting with a reflection on what goes on in the classroom and continuing through the process to the final chapter, which discusses ways to disseminate research. Colours, illustrations and a large font make this an easy and appealing read, with many additional online sources referenced throughout for those wanting further information.

All in all, I consider this handbook my best find of the year. Its concise and practical approach to classroom research is useful for any teacher wanting to improve their teaching skills, and would be ideal for anyone wishing to do some 'kind of' research but not knowing where to start. As the authors state in the introduction, 'We have deliberately aimed for as non-academic an approach as possible to reflect the idea that teacher-research is *by* teachers and *for* teachers and their students, not needing to adhere to relatively dry or 'academic' norms of presentation or to standards of rigour which are imposed from the

outside.' The result is an excellent, easy-to-use practical handbook for teachers at all levels.

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Second Language Pragmatics

Naoko Taguchi and Carsten Roever
Oxford University Press, 2017
336 pages
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This book is one of the latest in the excellent Oxford Applied Linguistics series, which draws on current research in the disciplines underpinning language teaching and so provides a strong theoretical base for our practice. This

volume comprises a comprehensive overview of interlanguage pragmatics, which 'has evolved as the field that investigates L2 learners' ability to comprehend and perform pragmatic functions in a target language and how that ability develops over time' (p. 5).

For scholars new to the field, the opening chapter situates the area of second language pragmatics within its broader context, distinguishing cross-cultural, intercultural and interlanguage pragmatics. This is complemented by a broad-based overview of the disciplinary domain and history in Chapter 2. Given that second language pragmatics is an interdisciplinary field involving the relationship between second language acquisition research and general pragmatics, this chapter provides an introduction to some key elements, including speech acts and implicature, politeness in context and conversation analysis.

The book's central focus is an exploration of how second language learners acquire the ability to use language appropriately according to the participants and social settings; besides teaching and learning, it is also concerned with how this ability can be researched and assessed. Chapters 3 and 4 cover, respectively, theoretical models of pragmatics learning and development, and research methods in L2 pragmatics, while the following two chapters focus on what learners have in common in terms of their pragmatic development and the individual characteristics that differentiate learners. A survey of the varying contexts for pragmatic development is followed by a chapter on teaching and assessing L2 pragmatics. Apart from summarising recent research findings, the authors conclude with a consideration of gaps in the current literature in order to propose directions for future research.

This volume is designed to be useful to researchers, teachers, teacher trainers and postgraduate students. As a thorough introduction to the field, it serves as an excellent starting point, and for readers wishing to explore further there is a comprehensive list of references spanning 36 pages.

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