Looking at the title of this book, the first thing that came to my mind was the deductive and inductive method of teaching grammar. During my own experience in the English Department at Herat University, Afghanistan, besides the four language skills, we offered various courses, including literature, linguistics, teaching methodology, and translation. I used to implement the deductive method of pragmatic competence in my courses by providing students with various examples. In some cases, I used to write a few different sentences on the board to help my students compare the sentences and negotiate meanings. I believe the deductive teaching method of some major aspects of pragmatics might be a good idea for students who will go to English-dominant countries (i.e., the United States, Australia). However, what if our students never go to such a country? Will that deductive instruction of pragmatic competence be useful for them if they go (for instance) to India? I am posing this question since English spoken in Afghanistan has its own specific pragmatic conditions, which could be different from other contexts.

English language learners in contexts of English as a foreign language (EFL) demonstrate significant differences in comprehending specific speech acts from those who learn English as their first language. Similarly, EFL learners may vary from context to context. For example, the semantic of the lexeme cool in general is a degree of temperature, and the word is used with that meaning in Afghanistan. As an English language teacher,
if I explicitly teach *cool* meaning *OK, impressive, or excellent*, what benefits will this have for those low–proficiency-level students who will never visit target cultures? With the book under review, I believe learners who speak English as an additional language will acquire pragmatic competence once their language proficiency develops. In my view, pragmatics could be incorporated in both traditional and communicative classrooms; however, the purpose of learning English and the learners’ proficiency level could play an important role in the method of pragmatic competence instruction. Reading this book has inspired me to replicate this study in the Afghanistan context, and investigate the impact of the deductive and inductive methods of instruction on Afghan English learners’ acquisition of pragmatic competence.

The acquisition of pragmatic competence in both a foreign or a second language (F/SL) is not merely about learning new words or expressions for terms learners were using in their first language; it requires learning a new system of social meanings and the techniques to convey these social meanings effectively. Therefore, learning F/SL not only deals with lexical and morphological issues but also deals with conceptual issues. This book, which is an empirical study, is a revised version of Glaser’s (2014) PhD dissertation. It aims at analyzing the two teaching approaches, deductive and inductive, in EFL learners’ pragmatic acquisition, particularly the acquisition of the two dispreferred speech acts *disagreement* and *refusal*, as these approaches were used at a German university.

The book is divided into seven chapters. At the beginning of the book, Glaser provides various lists: of figures, of tables, of appendices, and of abbreviations in order to help the reader gain a better grasp of the information in the book. In the first chapter (“Introduction”), the author provides the main content and goal of the book. She specifically aims at presenting the scope, the context for the main study, and the direction of the work, and thoroughly explains the organization of the book.

In Chapter 2, the author provides a sound review of the literature on the development of pragmatic competence. This chapter is specifically devoted to learners’ perspectives in acquiring pragmatic competence and the instructors’ perspectives...
on pragmatic acquisition. In the third chapter, the focus of attention turns to speech act research, particularly the two dispreferred speech acts of disagreement and refusal.

Chapter 4 presents the methodology and research design of the study. Glaser clearly explains the research questions in detail and has provided the rationale for each. Forty-nine EFL learner participants, 25 in the inductive and 24 in the deductive group, participated in this study. In addition, two types of American English native speaker participants, 61 who completed discourse completion tasks (DCTs) and five who functioned as confederate interlocutors in the role plays, contributed to this study. Overall, the methodological setup has many virtues, including its quasi-experimental and longitudinal designs, the instructional treatment, the participants, and the data analysis procedures.

The results and discussion of the study are presented in Chapter 5. The author does a wonderful job of clearly addressing the three research questions—namely, the effectiveness of the instructional approach, the relationship between lexicogrammatical and pragmatic competence, and the learner’s perspectives on the pragmatic instruction. The results on the possible differences in the effectiveness of deductive and inductive teaching approaches show a parallel development in the two learner groups. Interestingly, the instruction’s focus on mitigation and face, according to the results, seems to have been more beneficial for the refusal speech act than for the disagreement speech act, because the native speakers seemed to be more direct or less mitigated in disagreements than refusals. The findings reveal fourteen instances of the superiority of the inductive approach, compared to merely five for the deductive approach. Generally, the study shows an advantage of the inductive over the deductive design, which is in line with scarce findings from second language acquisition (SLA) areas such as grammar and vocabulary, but also in line with learner-centered instruction.

With regard to the relationship between lexicogrammatical and pragmatic competence, the results show that a greater lexicogrammatical proficiency positively affects pragmatic proficiency, particularly among advanced, pragmatically uninstructed learners. For example, learners with high proficiency levels can easily understand the difference between these two versions of apology: I
am sorry and I am totally devastated. Could you possibly forgive me? In both of these sentences, the speakers apologize; however, a very different attitude and social relationship are indexed in each. The author carefully asserts that, although lexicogrammatical proficiency affects pragmatic proficiency, explicit instruction is a more crucial factor in developing pragmatic competence, particularly in learners with a low proficiency level. The author has done a great job in addressing the differences between the inductive and deductive learner groups, despite the fact that the responses are highly similar. The findings show that the learners perceived the pragmatic instruction as interesting and relevant with regard to their personal communication and general speaking skills. Chapter 6 discusses implications for the pragmatics of language classroom and teacher observations obtained from the study, and Chapter 7 describes the main conclusions, methodological limitations, and suggestions for future research.

The book also includes learners’ suggestions for future pragmatic courses. However, one might question the role of translation in acquisition of pragmatic competence, given that the study is conducted in an EFL context. In some EFL contexts, like Afghanistan, English language programs offer translation courses. Which method of pragmatics instruction would be suitable for such a situation?

The book is timely, very well researched, and presents the materials precisely. Glaser’s continuous summary of each chapter makes the book accessible; reader-friendly; and interesting to researchers, English language teachers, and anyone who is interested in enhancing their knowledge in the fields of TESOL and applied linguistics. Glaser has produced a valuable and carefully written book that compares the deductive and inductive teaching approaches in acquiring pragmatics competence in an EFL context. Taken as a whole, the book provides a wealth of information and theory and contributes to the development of interlanguage pragmatics (ILP) competence.

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