supports the theoretical underpinnings he is trying to promote.

Two aspects about the intended audience and usefulness of the book merit additional comment. Although Farrell presents this book as useful for all teacher educators in all teacher education programs, I believe it is particularly useful for L2 teacher educators and less useful for general teacher educators in mainstream settings. This comment should not be taken as a criticism. Most of the examples, vignettes, and reflection opportunities are particularly relevant to language teachers in L2 settings. Its specificity and usefulness for teaching English as a second language (TESOL), bilingual, and other L2 settings should be highlighted as one of its important merits.

Farrell also presents this book as useful for both students enrolled in teacher education programs and for teacher educators and administrators who mentor teachers as part of their daily responsibilities (both mainstream and TESOL ones). I do not believe this book is particularly useful for students enrolled in a mainstream teacher education program. It will be useful for students enrolled in a TESOL certificate program, given that its scope and purpose will help them to reflect on their practice. However, this book is a must for teacher educators and students enrolled in graduate-level programs in all areas of expertise that prepare them to either mentor or supervise teachers in general and L2 teachers in particular.

Although Farrell’s literature review of the area of reflective teaching in the book is not complete or current, and although his proposed framework for Reflecting on Practice and his (re)definition of reflective practice are not groundbreaking, this book is a useful resource for teacher educators, administrators, and student teachers enrolled in L2 programs. It presents complex phenomena in practical and accessible ways. Moreover, the volume provides strategies and examples to promote reflective practices in teacher education programs in general and L2 programs in particular.

DAVID SCHWARZER
Montclair State University


This monograph, revised from the author’s doctoral dissertation, compared inductive and deductive teaching approaches with regard to their effects on learners’ acquisition of disagreement and refusals over one semester in an English as a foreign language learning environment. Recent years have seen a growing body of research that explores the effects of instruction on learners’ competence in interlanguage pragmatics (ILP), and this book contributes to the effective integration of pragmatics into language classrooms.

Grounded in the Noticing Hypothesis, this study addressed three research questions. First, it examined the relative effectiveness of inductive and deductive instruction; second, it explored the relationship between learners’ lexicogrammatical proficiency and pragmatic performance; and third, it solicited learners’ perceptions of and suggestions about the intervention.

This book contributes to existing research in instructed ILP in several respects. First, it contrasts the effects of inductive and deductive instruction within an explicit paradigm (i.e., explicit–inductive vs. explicit–deductive), which has received far less attention in comparison to the contrast of explicit and implicit teaching methods. Second, it combines quantitative with qualitative approaches by employing different types of instruments to address its research questions, such as written discourse completion tasks, role-plays, a course feedback questionnaire, and a reflective essay. In addition, the author used a longitudinal design to explore development of learners’ pragmatic competence during one semester, which furthered current knowledge and understanding of acquisitional pragmatics.

The findings of this study also provide implications for teaching pragmatics in classroom contexts. For example, when addressing the relationship of learners’ lexicogrammatical proficiency and their pragmatic competence, the author concluded that instruction “can give less proficient learners the opportunity to ‘catch up’ with their proficient peers” (p. 461) in terms of their pragmatic performances, which lends further support to the importance of integrating pragmatics instruction into the existing language curriculum.

Second, the author reported positive effects for both inductive and deductive instruction (despite an overall advantage of inductive over deductive) and thus suggested that a mix of both approaches would be beneficial in most teaching contexts. In addition, detailed descriptions of the instructional treatments and clear explanations of each teaching activity are included in the appendices, as well as handouts and teaching materials, which are helpful teaching resources for readers.

Although this book provides useful insights for both researchers and practitioners, some aspects
of its methodological setup could be improved in future endeavors. The absence of a control group (discussed by the author in Chapter 7) makes it hard to ascribe learners’ gains to the effects of the intervention. The lack of a delayed posttest in the design also makes it unclear whether the instruction had lasting effects on learners’ pragmatic competence. Last but not least, although this study addressed the developmental aspects of learners’ pragmatic competence, it employed a pretest–posttest design. It would have been valuable to include a questionnaire or reflective essay during the instruction period to trace learners’ developing perceptions and awareness.

The index lists useful terms selected from the texts. But it was not clear why some of them were included whereas others were not. In addition, the table of contents lists only the chapter titles, rather than the titles of of chapter sections, which inconveniences readers who want to locate a topic quickly.

The volume has been carefully edited; I found only a few errors, none that would cause miscommunication.

Though not without methodological weaknesses, this book illustrates how pragmatics can be effectively integrated into language classrooms. It yields insightful findings to inform both instructed ILP research and practice.

LI YANG
Kansas State University


Second language acquisition (SLA) research has investigated the effects of exposure to input during second language (L2) acquisition and its effect on L2 processing. Han and Rast have compiled a group of empirical studies centering on learners’ exposure to input as measured from a range of methodological and theoretical approaches. This edited volume is suited for researchers interested in input–exposure studies as well as for students in SLA research and theory courses, likely at the graduate level.

This book consists of an introduction, six chapters, and an epilogue. In Chapter 1, readers are presented with a replication study focusing on learners’ first exposure to forms in Norwegian, and it includes an expanded post-treatment questionnaire that was not included in the original study. Chapters 2 and 3 continue the discussion of first exposure, albeit demonstrating methodological differences and target forms, think-aloud protocols with Korean, and grammaticality judgment tasks with inflectional markers in Polish, respectively. Chapter 4 incorporates both initial-stage language learners and low-proficiency learners during lexical processing (with differing levels of transparency) in German. Using eye-tracking technology, Chapter 5 measures morphological transfer and sensitivity to subject–verb agreement violations in beginning-stage learners of Spanish, as well as Spanish and Romanian monolinguals. Finally, Chapter 6 addresses learners’ attention to both form and meaning during exposure to input and reviews the theoretical and methodological approaches to field-related studies.

Each chapter (except Chapter 6, by design) follows a clear and logical sequence of information presentation found in all empirically based articles (i.e., Introduction, Theoretical Framework, Background and Motivation, Method and Design, Results, Discussion, and Conclusion), which makes for an easy-to-follow and predictable read. Organization and range of methodologies are strengths of this compilation of empirical studies, which vary in target forms and research methodologies, and the contributing authors demonstrate sound methodological practices and offer clear findings. Each chapter represents a different methodology and contributes to a mostly well-rounded collection. Considering the potential target audiences, the volume could serve as a central text for a graduate-level L2 processing course or as a supplemental text for a psycholinguistics course. It would also be a valuable resource for students and scholars interested in research design with varying methodologies.

Although the range of methodologies and theoretical foundations is a strength of this edited volume, it also represents a weakness that is addressed in the epilogue. The fundamental issue of processing is viewed differently across the chapters; only in the historical review of processing studies in Chapter 6 is processing considered to be learners’ attention to both form and meaning. Central to any volume on L2 processing is a definition of processing as it applies to all chapters, and this book could benefit from this emphasis. That said, readers may wish to begin with the epilogue and then work through the chapters to get a sense of the most valuable elements of the studies presented, of which there are many. Subsequently, additional readings can be sought to fill in the gaps, a common need with