

REVIEWS AND BOOK NOTES

Dawn Archer, Karin Aijmer and Anne Wichmann, *Pragmatics. An Advanced Resource Book for Students*, Routledge Applied Linguistics Series, 2012, 328 pp. ISBN 978-0-415-49787-9 Price: U.K., £ 95.00 (Hardcover), £ 26.99 (Paperback).

Reviewed by RODICA ALBU

The new volume of *Pragmatics* is a recent addition to the *Routledge Applied Linguistics* series and is conceived, just like the other books included in this series, as an “advanced resource book for students” and researchers. It follows the three-section pattern imposed by the editors (Christopher N. Candlin and Ronald Carter) for all the volumes in the series.

In its twelve chapters, Section A introduces the key terms and concepts of pragmatics and several relevant topics: the origins of pragmatics, research methods (with insistence on data types and corpus pragmatics), the semantics-pragmatics interface (meaning, reference, deixis, presupposition), as well as pragmatics and discourse, and specific subjects such as speech acts, implicature, pragmatic markers, (im)politeness, prosody and gesture, pragmatics and power (the courtroom, police interaction, political interviews and doctor-patient communication). The historical and the cross-cultural perspectives are also included. Each chapter is concluded with a succinct “summary and looking ahead” paragraph. The section as a whole is conceived for a reader that has gone beyond the basics of pragmatics. However, the very clear way in which key topics, approaches and contributions are introduced turns it into a useful guide for beginners as well.

The chapters of section B, called “Extension”, follow the structure of Section A and include selected readings, many of which are seminal for the respective topics. For example, the chapter on implicature includes texts by Grice (1989), Leech (1981) and Wilson (2010), whereas cross-cultural pragmatics is illustrated with texts by Wierzbicka (2003), Thomas (1983) and Argyle (1988). The texts are presented in a logical chain helping the reader understand how ideas evolved from one author to another and from one period to another. These connections are made transparent in the paragraphs the author inserts at the beginning of each chapter and before each selected excerpt. For instance, Wilson’s article on relevance theory written for *The pragmatics encyclopedia* edited by L. Cummings (2010) is prefaced by a paragraph that, in a nutshell, both connects and contrasts Grice’s Cooperative Principle and Sperber and Wilson’s relevance theory: “We have discussed earlier how relevance

theorists have replaced Grice's CP and its attendant maxims with two Principles of Relevance (see Unit B5.1 above and also Unit A5.3). Wilson outlines these principles in some detail for you." (p. 182)

Naturally, there are many other texts that would have been worth including. To give just one example, I would personally have liked to find an excerpt from Charles Fillmore's exemplary *Santa Cruz Lectures on Deixis* (1971). Yet one can easily imagine the effort of making decisions about including or excluding an author or an excerpt within the Procustean limits of a textbook. Another difficult task that the authors took upon themselves and accomplished in an exemplary manner is that of accompanying each text with ... tasks which often represent suggestions for personal exploration rather than questions requiring definite answers in the manner of school books. Each chapter of this section is also accompanied by suggestions for further reading and very brief "looking ahead" paragraphs that help the student connect the units in this part to those in Parts A and C.

Section C, "Exploration", offers samples of the practical ways in which certain research topic can be tackled. There are suggestions for choosing, transcribing and annotating a dataset, of how to explore routinized speech acts, study pragmatic markers or deal with facework and im/politeness using corpora. Thus the guidance with regard to data collection, analysis, annotation and interpretation initiated in Unit A2 (Research methods in pragmatics) is continued in a most practical way in Unit C2 and reinforced by the texts included in B2. It is worth mentioning that this guidance is based on the successful experience all of the three authors have in dealing with Corpus Linguistics. The authors also sketch possible ways of dealing with such aspects as the organization of discourse structure in telephone openings and endings, prosody and paralinguistic elements such as gestures and mimicry, occasionally evaluating the research to date and thus giving the reader suggestions for further exploration.

The seemingly jigsaw-puzzle-like structure of the book is far from confusing the reader; on the contrary, it attractively combines the linear, sequential approach with the hypertext type of logic that the present-day student is so familiar with. A large list of references completes a complex and generous textbook that is very likely to provoke and inspire the new generation of specialists in pragmatics.