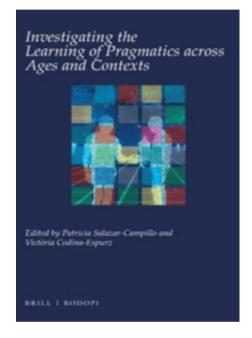***Investigating the Learning of Pragmatics across Ages and Contexts***. Salazar-Campillo, P. and Codina-Espurz, V. (2019). Leiden: Brill, 260 pages, ISBN: 978-9-004-40785-5.

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The development of pragmatic competence in different settings has been examined for some years now as shown by relevant research included in the special issue of *System* edited by Alcón-Soler and Yates (2015) and Taguchi (2015), for example. Following this line of research, the selected papers in the present book comprise three parts devoted to formal instruction contexts (Part I), study abroad contexts (Part II) and online contexts (Part III). In this sense, the first four chapters in Part I address research on both pragmatic instruction and development in an array of different instructional contexts, ranging from pre-school classrooms, mainstream education in high schools to Content and Language Integrated Learning (CLIL) settings.

Part II consists of two chapters that explore whether the study abroad context plays a role on production of hedges and recognition of pragmatic routines. The first study comes to the conclusion that this specific environment does not affect production of hedges because students continued using the ones they had previously learned in formal instruction. However, as attested by the second study in Part II, study abroad seems to impact positively on recognition of pragmatic routines. Designers of students' mobility programs should take these findings into consideration, due to the fact that a mere increase in interaction and exposure to the target language may not guarantee pragmatic development, especially when other factors (i.e., individual features) also play an important role.

The growing interest in online communication exchanges is reflected in the two studies included in Part III. On the one hand, current several digital media and online platforms used by adolescent learners are analysed to ascertain how these learners modify request use. On the other hand, the second study focuses on requests in three different languages in emails sent by university students to their professors. This section opens the spectrum of how pragmatic performance is present in daily online communication, a fact that reveals the authors' effort to carry out research which takes into account studies on pragmatic production and current online interaction.

The closing chapter stands by its own since it deals with the concept of moves and suggests a proposal to define and recognise them. This concluding chapter represents an ambitious effort and a breakthrough in the literature. Researchers interested in discourse analysis are provided with a powerful tool to categorise moves beyond mere intuition, taking into account that moves are complex entities, which are sometimes hard to detect and/or identify.

The editors have collected a series of studies that make the volume a timely contribution to the field of interlanguage pragmatics. This collection of studies aims at furthering research on the learning of pragmatics by learners of various age groups in different learning contexts. On that account, the volume offers recent insights on how pragmatic features develop in distinct language learning environments by analysing both elicited and naturally-occurring data, a fact that may open new lines of research.

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