Review of "Research Methods in Language Teaching and Learning: A Practical Guide"

Title	Research Methods in Language Teaching and Learning: A Practical Guide
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Given that familiarity with various research methods is deemed necessary (Plonsky & Gurzynski-Weiss, 2014) and in line with the burgeoning interest in transparency, open science, and methodological reform (Liu et al., 2022), both producers and consumers of research are encouraged to gain a grasp of rigorous research. Hence any attempt to keep the stakeholders at the forefront of applied linguistics (AL), like the present book, is rewarding. Employing a novel way of hearing the voice of researchers in a critical self-reflective way, Kenan Dikilitaş and Kate Mastruserio Reynolds in their edited volume, Research Methods in Language Teaching and Learning: A Practical Guide, answer the imperative need of various researchers who encounter different challenges while choosing a particular research method for their study. The contributor(s) of each chapter, through a "situated-research narrative" (Dikilitaş & Reynolds, 2022, p. 1), self-reflect one of their already published works by providing a thorough explanation of all their decisions and their follow-up reasoning in conducting and finalizing their studies on the purview of AL. All the authors narrate their own specific stories of getting their studies prepared and published. These stories are permanently doomed to be ignored in the published versions of the original studies.

Notes on contributors is one of the time-saving sections of the book, which not only familiarizes the potential readers with the author(s) of each chapter but also shows the contribution of a diverse set of countries that in itself adds to the attributes of the volume. The book encompasses 18 chapters, among which qualitative research paradigm forms the base of chapters 1 to 10, chapters 11 to 16 rely primarily on quantitative and mixed-methods research, and the building block of chapters 17 and 18 is the systematic review approach.

Chapter 1 best represents the stages Mark Wyatt went through in conducting a case study. The author shares with his readers how and in what context the topic emerged and grew. The experiences the author recounts are invaluable as he discusses his challenges and difficulties and the way he found a solution. In most research books, we read the formal report; however, here the reader is engaged in down-to-earth questions that obsess any researcher.

In chapter 2, Graham Hall justifies using ethnography and ethnographic diaries by referring to the exploratory nature of this method whose primary purpose is to unpack the taken-for-granted things in language classroom. Despite giving weight to the importance of ethnographic diaries and its scarcity in the AL field, he cautions that the method should be accompanied with other tools to induce more reliable findings.

Mehmet Sercan Uztosun underscores grounded theory as a framework to generate theories based on the data investigated (chapter 3). The researcher elaborates on terms like triangulation and data saturation. He provides ample insight and empirical evidence regarding his research on speaking.

In chapter 4, Vahid Bahrami, Mehrdad Hosseini, and Mahmood Reza Atai share with the readers their doubts, uncertainties, and successes at various phases of the study that led to a seminal publication in 2019. Why choose a narrative inquiry (NI), how to analyze the data, and a thorough account of the strategies they implemented to find the target journal for publication are explicated. The authors recommend providing training and familiarizing both teachers and learners with this research methodology.

In chapter 5, Kayi-Aydar casts light on Rom Harre's positioning theory, the learners' positions determining their learning and use. The study is the result of extensive reading to write an inclusive literature review, a laborious task of data collection and analysis. Finally, she discusses the obstacles on the way of conducting this type of research and the ethical considerations and limitations.

Faridah Pawan presents the story of a case study conducted in the US in 2003 and focuses on the enhancement of teacher learning through online medium (chapter 6). And Chaoran Wang reflected on ethnographic research about holding synchronous hybrid English classes in rural China in 2019. Written in a dialogic tone, the chapter provides an insider perspective on undertaking a case study.

In chapter 7, Ari Sherris contends that, due to its dynamicity, ethnography is "unfinalizable." Working in indigenous contexts, he articulately expresses that "Ethnography requires more listening to Ghanaians and finding ways to bring forward their viewpoints" (p. 107). The unequalled details and the two sample reports in the write-up section greatly help the novice researchers. The reader is finally urged to reflect on the chapter by writing and audio or video reporting, hallmark of ethnography.

Chapter 8 focuses on action research (AR), whose building blocks, Dag Husebø believes, are context sensitivity and open-endedness. Through a flashback, he discusses the challenges he underwent and directs keen researchers' attention to the guiding principles of this approach, how community of practice theory was used in AR, and how Nvivo facilitated the transcription and coding process. Finally, he accentuates the significance of ethical considerations in AR.

Employing the interactional sociolinguistics approach and relational work framework, Hatime Çiftçi adopts suggestion-response episodes as the unit of analysis and records the interactions between the three international instructors and thirty-four students at two foundational universities in northwest Türkiye (chapter 9). She provided thick descriptions and thorough analyses to disseminate the results and provides some explicit guidelines to perform a discourse analysis.

The exhaustive descriptions of the steps Olcay Sert takes are quite eye-opening to novice researchers, in particular (chapter 9). This reflection is mainly addressing "a single case analysis of a (micro)longitudinal learning project" (p. 147). The study follows the noble aim of linking theory and practice, addressing the theoretical and methodological gaps, and offering a "multimodal analysis" of a local EFL classroom in Türkiye. Conversation analysis research reports, Sert believes, do not easily yield themselves to the orthodox principles of report writing. The author's concern for literature review and paper dissemination makes the chapter still of more service to early-career researchers.

Chapter 11 focuses on blending corpus-based methods with interviews in L2 writing studies

within a sequential mixed-methods design. Paucity of research on the use of meta-discourse markers in writing in first language and L2 English motivated Duygu Çandarlı to perform this cross-linguistic study. Data collection and data analysis using corpus tools have been precisely delineated. She concludes the chapter with the benefit of applying sequential mixed-methods design in second language writing research, including online genres.

Jason Anderson and Amy Lightfoot in chapter 12 examine the translingual practices in English language classrooms in India. They share all the steps and particulars regarding survey research in an exploratory approach, including item development, pre-piloting, piloting, and distributing the questionnaire. Moreover, the researchers unraveled the opportunities, challenges as well as the constraints involved.

Andrea B. Hellman recounts her embarrassment as a novice researcher in identifying mixed methods research (MMR) in different articles appearing in top-tier journals (chapter 13). Her formulaic mantra for drafting the MMR manuscript is to refer to the original source of APA. Notably, she spent so many years reviewing the literature to gain the orientation on the acquisition of vocabulary. She elaborates and justifies any decision she makes to conduct an MMR. And she reasonably maintains that "In no way is it (MMR) a casual mixing of different research techniques or a variety of instruments" (p.212).

Avid researchers can learn about carrying out research in the domain of correlational analysis in fine points in chapter 14. Zeynep Köylü stays unbiased by highlighting both the merits and demerits of this approach. While warning future researchers of the low publication warranty of such studies, she recommends supplementing correlational analysis with additional analyses to overcome the issue. In the same vein, she provides such suggestions as bootstrapping with confidence intervals for the situations when the results are insignificant. Her step-by-step explication of collecting and analyzing the data is worthwhile for junior researchers.

Chapter 15 is a well-developed explanatory report of the phases of Hilal Peker's doctoral dissertation. She introduces structural equation modeling (SEM) as a second-generation technique of multivariate analysis, including Partial Least Squares Structural Equation Modeling (PLS – SEM) and Covariance-based Structural Equation Modeling (CB – SEM). She has constructed a new model based on PLS – SEM. The data analysis section includes complicated statistical discussions, difficult for a non-expert to perceive.

Chapter 16 is a report from a team of six experts, Rafael Lara-Alecio, Beverly J. Irby, Fuhui Tong, Cindy Guerrero, Kara L. Sutton-Jones, and Nahed Abdelrahman, on a four-year longitudinal study. The Realistic, Impactful, Generalizable, Operational, and Relevant (forming the RIGOR acronym) features comprehensively define the criteria they work with. How the project benefited different levels of stakeholders and how the team members found the cohort project are revealing. The insightful guidelines to conduct a large-scale project and the "Questions for Reflection" in this chapter are so practical and enlightening for any grant writing attempt.

Chapter 17 addresses some important "methodological issues" in conducting systematic reviews. Tamara Kalandadze introduces two systematic reviews on language and communication in autism spectrum disorder (ASD). The author expounds her approach and the key steps to systematic reviews. Moreover, the title of the chapter (Quantitative Systematic Reviews: A Lived Experience) justifies the writer's narrative tone to share her lived experiences and common concerns. The readers will thus learn about the ups and downs the researcher has faced in conducting the studies. The author's great encouragement of teamwork throughout the process is exemplary.

Chapter 18 starts with an elaboration on Maria Iosifina Avgousti and Stella K. Hadjistassou's expertise in technology. After justifying the critical demand for Intercultural Communicative Competence in successful interaction between learners, they narrate their convoluted path towards conducting a qualitative systematic review with all the specifics. The authors introduce EPPI - Reviewer 4, an online software tool for conducting systematic reviews.

On a final note, this book is unique in that it offers an in-depth retrospective account of scholars' challenges, concerns, and research stories. Unlike other research books that primarily deal with either merely instructing a research method or applying a specific method in a study, each chapter

of the current reflective volume familiarizes the researchers with the potential hazards encountered by the authors as well as the practical solutions they present. The book, however, is not comprehensive in terms of the coverage of research methods that could be included. In taking great strides, other similar books might cover the remaining research methods.

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