

BOOK REVIEW

Title	Doing Applied Linguistics: A guide for students
Authors	Nicholas Groom and Jeanette Littlemore
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Reviewer	CHIRASIRI KASEMSIN VIVEKMETAKORN

As an applied linguistics teacher, I've been looking for a student-friendly textbook to walk my students through the field. There have been times students asked how applied linguistics is similar or different from TESOL or TEFL, whether it is a sub-field of linguistics, and what applied linguists do. This book serves this purpose. The authors have done a wonderful job of addressing these pertinent questions.

Doing Applied Linguistics is a highly accessible textbook for readers who do not have background knowledge of the subject and who do not intend to complete a degree in it. It is designed to be a graduate student companion book and includes an overview of the history of applied linguistics and approaches to applied linguistics research. The eleven chapters of the book are based on the authors' extensive experience in teaching and doing research in applied linguistics. The content encourages readers to engage in reading further and developing their understanding of research strands. References to seminal work in fields related to the development of applied linguistics are listed in the appendices—a short reading list for applied linguistics beginners.

The book can be divided into three parts, progressing from broad perspectives on applied linguistics to specific research methodology and analyses. The authors frame the book by showing the reader “real-world problems in which language is a central issue” (Brumfit, 1995: 27) and explaining how applied linguists investigate problems.

The first part (chapters one to four) addresses fundamental questions about definitions of applied linguistics, the scope of applied linguistic research, and studying applied linguistics. Unlike several other handbooks or guidebooks, the definition section presented in *Doing Applied Linguistics* is not terminology-laden; defining applied linguistics is not a straightforward task, but the authors' discussion of a few oft-cited definitions is accessible. To illustrate what the definitions have in common, the authors explain the research agenda of applied linguistics since its inception, which mainly relates to second and foreign language pedagogy, and they introduce the reader to more research topics.

The second part gives an insight into the research methodology commonly used in applied linguistics. Chapters five to seven explain what qualitative and quantitative data are and how they are collected. Key concepts in both paradigms are effectively illustrated by material from recent PhD dissertations and research studies.

The third and final part expounds approaches to analyzing texts and corpora. In chapter nine, the main tenets of discourse analysis, conversation analysis, and systematic-functional linguistics are elucidated. Examples are taken from both written and spoken texts. The authors offer appraisals of a variety of approaches, identifying some of the methodological problems and limitations inherent in each. Chapter ten introduces the reader to corpus analysis methods and how these can be used to bridge some of the methodological gaps in the text analysis approaches discussed in the previous chapter.

Doing Applied Linguistics, as the title suggests, is fundamentally a practical guide for MA level students. The authors draw on a wide range of research and address both theoretical and practical questions in applied linguistics. This book is highly recommended as required reading before orientation or as a companion throughout the first semester of an MA program in the field.

REFERENCE

Brumfit, C. J. (1995). Teacher professionalism and research. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 27-41). Oxford, England: Oxford University Press.

REVIEWER

Chirasiri Kasemsin Vivekmetakorn currently teaches English at the School of Liberal Arts, Sukhothai Thammathirat Open University. She holds a B.A. in English from Chulalongkorn University, an M.Phil in Linguistics from the University of Cambridge, and a Ph.D. in Language Education from the University of Leeds.
chirasiri.viv@stou.ac.th