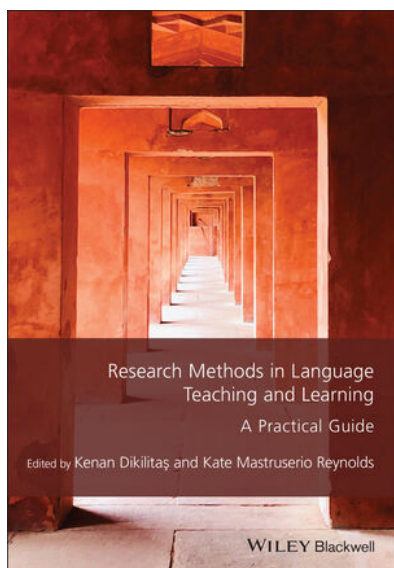


BOOK REVIEW



Title:	Research Methods in Language Teaching and Learning: A Practical Guide
Authors:	Kenan Dikilitaş, Kate Mastruserio Reynolds
Publisher:	Wiley-Blackwell
Year:	2022
No. of pages:	384
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Reviewers:	Mark Bedoya Ulla, <i>Walailak University, Thailand</i>

Doing research is considered one of the best professional development activities that inform classroom teaching practice (Ulla, 2022). For language teachers, having a practical research handbook that can guide them in doing research on language teaching and learning is crucial not only to develop in the profession but also to have a research-informed pedagogy.

“Research Methods in Language Teaching and Learning: A Practical Guide,” edited by Kenan Dikilitaş and Kate Mastruserio Reynolds, presents a collective narrative of researchers’ experiences in doing research in applied linguistics using various research methods from their unique research contexts. The book, composed of 18 chapters, is not a typical research handbook that prescribes ways and methods to do research in applied linguistics. The book’s uniqueness is shown in how each chapter is presented using a “critical self-reflective voice of researchers” (Dikilitaş & Reynolds, 2022, p. 4) that provides insights to other language teacher-researchers across the globe. The first ten chapters introduces the qualitative research paradigm, while chapters 11 to 16 present quantitative and mixed-methods research in language teaching and learning. The last two chapters deal with the systematic review approach to research.

Chapter 1 uses a case study method to explore language teachers’ self-efficacy beliefs. While the researcher recounted how he became interested in investigating this topic, he was able to justify his methodological choice for a qualitative case study after learning that quantitative methodology dominated teachers’ self-efficacy research.

Chapter 2 presents an ethnographic approach to researching language classrooms. The researcher utilized ethnographic diaries, highlighting that a classroom is a social place where a teacher and the learners form a learning community. Other language teacher-researchers would surely find diaries an appropriate tool since they allowed participants to reflect on their own experiences.

Chapter 3 is grounded theory research investigating some practical and effective classroom practices to improve EFL students' speaking skills. The researcher walked us through the choice of the method, designing research questions for the study, getting ethical approval, and collecting and analyzing data, which could be useful for language teachers when doing classroom research.

Chapter 4 offers narrative inquiry as a research method in applied linguistics. By telling their own stories on how they became interested in doing narrative inquiry, the researchers provided a research-informed practice, specifically designing a narrative study that other language researchers could reflect on and learn from their experience.

Chapter 5 describes how the researcher used positioning analysis as a theoretical and analytic framework for classroom research for her dissertation. She illuminates understanding and practices involving challenges when doing positioning analysis for large-scale classroom-based research by telling us her story on her dissertation research journey.

Chapter 6 presents the experiences of the researchers doing research in online and hybrid classrooms. By using a conversational style, they interactively engaged in decision-making that gave an insider's perspective on how they navigated the terrain of doing research with online and hybrid classrooms as research sites.

Chapter 7 offers a different approach to ethnography and heuristic of the heart inquiry, focusing on learners' emotional and intellectual lived experiences. The researcher brings to light some issues in ethnographic research, such as positionality, reflexivity, participation, and observation which can be considered by other language researchers doing ethnographic research.

Chapter 8 highlights some methodological issues that are common in action research. By sharing his story about conducting action research in teacher education, that researcher contributes to understanding action research and shows potential ways to address the methodological issues of action research.

Chapters 9 and 10 feature the two qualitative research methodologies in second or foreign language teaching and learning: discourse analysis and conversation analysis. Recounting and reflecting on their stories and how these research methodologies were used in their contexts, including some of their potential issues, the researchers provided an insight that has implications for future language researchers who may employ discourse analysis and conversation analysis in their research.

Chapter 11 introduces the sequential mixed-methods approach to studying second language writing by combining corpus-based methods and interviews. The researcher claimed that such a method is rarely used in L2 research. Through her reflection, she presented some strengths and weaknesses of the method and how future language researchers may proceed with their studies using such a research design in their contexts.

Chapter 12 examines the exploratory survey research using a survey questionnaire to examine the translanguaging practices in the classroom teaching and learning environment. The researchers justified why they used a survey questionnaire and how they developed it, highlighting its need in their context.

Chapters 13 and 14 share stories of two researchers from different teaching and learning contexts and how they used mixed-methods design to explore vocabulary acquisition and correlational analysis to investigate language proficiency in a study abroad program. In their narratives, the researchers shared the process of conducting their studies using their chosen research methods, emphasizing why they needed to use such research methods. They were also able to give reflective takeaways informing language researchers interested in using any of these research approaches in their research contexts.

Chapters 15 and 16 tell stories from researchers who employed quantitative research methodologies in conducting a non-experimental design and large-scale longitudinal research, respectively. In these chapters, not only do readers are given a first-hand experience and some relevant information in conducting research utilizing partial least squares structural equation modeling and a longitudinal large-scale randomized controlled trial study, but also some suggestions, limitations, and implications for future research.

The last two chapters, 17 and 18, narrate how researchers conducted their systematic reviews while highlighting and discussing some challenges and possibilities to improve the quality of reviews among MA and PhD students and other language researchers.

Overall, this edited handbook offers a unique way of presenting research ideas and methods. It is reflective and personal since it is based on the research experiences among researchers in applied linguistics. Although I found the book limited as regards other research methods in applied linguistics research, I am happy to recommend it to graduate students and other applied linguistics researchers and scholars. I am looking forward to its 2nd edition, which would include other research stories from other researchers using other research methods not yet included in the current edition.

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