

Li Wei and Melissa G. Moyer, eds. 2008: *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell, pp. xvii+403. ISBN: 978-1-4051-7900-3(Paperback); 978-1-4051-2607-6 (Hardcover)

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Research in the Sociology of Language since the 1960s has demonstrated that if there is a phenomenon which is common to nearly all the countries in the world, that is multilingualism. In fact, what is difficult is to locate a genuinely *monolingual* country. Statistically, there are 193 countries and over 6,000 different languages. This sociolinguistic field of research has been focussing on speech communities and languages as social institutions, trying to find solutions where both, speech communities and languages, are not completely identified. Different case studies have been surveyed presenting the 'know-what', and theory has emerged from data during the last decades (see Albert and Obler 1978; Apel and Muysken 1987; Auer 1984, 1998; Baker 1996; Bhatia and Ritchie 2004; Cenoz and Genesee 2001; De Houwer 1990; Extra and Yagmur 2004; Fabbro 1990; Fishman 1976; Fishman, Cooper and Newman 1971; Hamers and Blanc 2000; Hyltenstam and Obler 1989; Kroll and De Groot 2004; Lanza 1997; Paradis 2004; Rodríguez-Yanez, Suárez and Ramallo 2004; Romaine 1989; Spolsky and Cooper 1978; Swain and Cummins 1986; Turell 2001; Wei 2000, among many others).

The book under review, however, innovatively concentrates on the 'know-how', i.e. this is specifically a guide to research methods in bilingualism and multilingualism, enabling students and researchers to carry out a research project by themselves. For this reason, it is aimed at "advanced undergraduates and postgraduate students as well as new researchers in a variety of disciplines, especially in linguistics, psychology, speech and language pathology, sociology, anthropology, and education" (xvi). The Guide covers a wide range of research topics, key concepts and approaches, methods and tools for collecting and analysing data, and includes extremely valuable information on research resources, conference presentation, and journal publication. In fact, the volume has been awarded the 2009 annual BAAL prize, which is offered by the British Association for Applied Linguistics for an outstanding book in the field of Applied Linguistics.

The book focuses on code-switching phenomena, disregarding other aspects of multilingualism such as language planning, diglossia or language loyalty, which are more the concern of the sociology of language. Together with the List of Figures, List of Tables, Notes on Contributors, the Acknowledgements, Preface, the References and Index sections, the book contains 22 chapters, moving from the broad theoretical and methodological frameworks of bi/multilingualism to practical aspects of research in the area. The vigorous development of the field is brilliantly illustrated in this book theoretically, methodologically and practically.

The book is divided into three parts. In Part I (Researching Bilingualism and Multilingualism) the two chapters complementarily provide us with the state-of-the-art in the field from theoretical, methodological and phenomenological perspectives. As Li Wei points out in 'Research Perspectives on Bilingualism and Multilingualism', extensive research on bilingualism and multilingualism over the past decades has provided us with a more nuanced picture of the human language faculty and also of the human mind. Nevertheless, the future of the area "requires a more comprehensive framework that transcends the narrow scope of disciplinary research" (16), moving forward to a transdisciplinary field. On the other hand, in 'Research as Practice: Linking Theory, Method, and Data', Melissa Moyer underlines the related nature of question, theory, method, and data for research in this discipline and its interdisciplinary essence: "The study of bi/multilingualism covers various disciplinary approaches and methodological traditions that assume quite distinct views of the world, and of the very nature of the research enterprise" (18).

In Part II (Procedures, Methods, and Tools), with 17 chapters, different leading experts and practitioners in the field deal with procedures, methods and tools for data collection as well as analysis. Most of them are structured with an Introduction, Sections, Section Summaries and Further Reading and Resources. In 'Types and Sources of Bilingual Data', Jacomine Nortier discusses some of the most usual sources of bilingual data and methods of collection: census, sample surveys, questionnaires, observations, matched-guise tests, spontaneous and semi-spontaneous conversations, elicited information in experimental settings, and written sources (books, song lyrics and the Internet). Although the list is not exhaustive, as the author admits (51), it is extremely useful for students of bilingualism and multilingualism. The chapter emphasizes the idea that there is no one single best way of collecting data, i.e. there are different types of data which can be used for different purposes, but each type of data collection has its own advantages and disadvantages.

In 'Bilingual Speech Data: Criteria for Classification', Penelope Gardner-Chloros reviews the different criteria used for classifying and analyzing bilingual speech data, from the transfer of individual words to complex code-switching. The classification and analysis of bilingual data is also considered from the perspective of micro- and macro-linguistic subdisciplines (grammatical, sociolinguistic and pragmatic approaches). The author underlines the idea that the type of bilingual data produced is highly affected by the type of bilinguality involved, and holds that "research on bilingual speech would gain by being as interdisciplinary as possible" (72). This chapter is complementary to others such as 10, 11, 14 and 16.

The chapter 'Selecting Individuals, Groups, and Sites', by Elizabeth Lanza, focuses on the complexity of the process of selection of informants (individuals or groups) and site (home, school, work, etc.) for data collection. Given that data are not collected in a social vacuum, how the researcher affects the research process is also considered: the researcher's competence in the languages involved as well as his or her socio-demographic characteristics, disciplinary background, ideology, attitudes towards multilingualism, and his or her peripheral/nuclear position in the community (insider/outsider) will play a part

in the research design (including the selection of individuals, groups, and sites). The author also deals with some ethical considerations concerning how the researcher treats the informants selected, how s/he collects data, and what s/he or she does with the results. An appendix with a sample of Consent Form is included.

In 'Study Design: Cross-sectional, Longitudinal, Case, and Group', Zhu Hua and Annabelle David deal with study design from the perspective of experimental psychology and review the key characteristics of the duration of the study (cross-sectional/longitudinal) and the number of informants to be included (case/group), highlighting both advantages and disadvantages. An appendix with an overview of cross-sectional, longitudinal, case and group studies is included.

In 'Laboratory Designs and Paradigms: Words, Sounds, and Sentences', Judith F. Kroll, Chip Gerfen and Paola E. Dussias review the three most representative areas of research activity in experimental psycholinguistics. This is done from the perspective of the laboratory methods (visual lexical decision, eye tracking, picture-word stroop, sound production, sound perception, sound imaging, self-paced reading, eye movement and event-related potentials) used to investigate the way in which bilinguals recognise words, understand and produce speech, and process sentences in each of their languages. Because cognitive science aims to identify universal properties of thought, "researchers have come to see that studies of bilingual cognition provide critical evidence regarding the principles that constrain or permit interaction across cognitive systems" (108). Simultaneously, the development of a set of neurolinguistically based set of laboratory tools to investigate language performance "has enabled a new experimental approach to bilingualism that is informed by studies of cognitive processing and brain function, in addition to the linguistic approaches that have traditionally characterized bilingual research" (108).

In chapter 'Imaging Technologies', Jubin Abutalebi and Pasquale Anthony Della Rosa describe the two main neurolinguistic approaches to bilingualism (electromagnetic and hemodynamic), with which we can attempt to characterize the neural architecture of the bilingual brain, its activity and functioning. The authors underline the fact that language is a most complex function, encompassing many processes such as the recognition and articulation of speech sounds, the comprehension and production of speech itself, and the use of language in pragmatically appropriate ways. In recent years, functional neuro-imaging has contributed to the development of our ability to study the neural basis of language with the use of techniques that provide measurements of the brain activity. The authors also include a section on how to construct, carry out, analyze and interpret a functional neuro-imaging experiment, and an illustration of the use of the functional magnetic resonance imaging (fMRI) technique in a study on bilingualism.

In 'Interviews and Questionnaires', Eva Codó reviews in-depth the main characteristics of interviews and questionnaires as data collection techniques for studies on multilingualism and the ways in which they can efficiently be employed in this field of research. These research tools can provide us with an overview of the language situation of a given population, given that they are useful for collecting biographical information on individuals and/or communities and quantifiable data on their

language abilities, practices, and attitudes; i.e. to get an idea of who, when and where the different languages are spoken and of attitudes towards them. This chapter is complementary to others such as 3 and 4.

The chapter 'Recording Audio and Video', by Ignasi Clemente, presents the advantages that audio and video recording offers researchers studying bilingual phenomena. Given that the production and usage of recorded data is complex, the resources provided in this chapter deal with considerations when planning to record data (digital/analogical recording, video/audio recording), information on purchasing equipment (video and audio recorders, microphones, tapes or computer digital laboratories), practical mechanisms of recording (deciding when and how to record, and obtainment of informed consent), and suggestions for managing post-recording activities (manipulating data for analysis: preparing for transcription). This chapter is complementary to others such as 4, 11, 14 and 16.

In 'Transcription', Maria Teresa Turell and Melissa G. Moyer introduce fundamental considerations for the transcription of multilingual data, providing the novice researcher with the background needed to transcribe and tackle the analysis of data in this field. Given that there is no single, unique, correct method of transcription, its choice will depend on the research question and hypotheses set out at the beginning of a project. The authors suggest that to make a reliable transcription of multilingual texts, transcribers must have sufficient knowledge of the languages involved. Also, in order to make the transcription of texts consistent, transcribers must be clearly instructed in the right transcription convention. An important principle to take seriously into account during the process of transcription has to do with accountability: "it is as important to be able to identify when a specific variable under analysis occurs [...] and the context in which they occur, as it is to identify when those variables or phenomena do not occur" (212). This chapter is complementary to others such as 4, 10, 14 and 16.

In 'Quantification and Statistics', Natasha Tokowicz and Tessa Warren review the benefits of using a statistical hypothesis-testing approach and provide us with a general overview of some of the most common statistical tools to apply in the study of bilingualism. A wide range of experimental and statistical methods are available to researchers but the most appropriate choice to answer a particular research question will depend on the nature of both the data and the causal relationships to be established.

The chapter 'Data Banks and Corpora', by Ad Backus, is concerned with the corpus-based study of bilingualism. Since the first generation of computer-readable corpora was set up in the 1960s and 1970s, the development of corpus linguistics has been one of the fastest-developing areas in Linguistics. This multidisciplinary field shows how computers can be used to study language through digitalised corpora. The vertiginous growth of this novel field of research has very much to do with the increasing interest among linguists in studying language in use rather than linguistic systems in the abstract. In fact, this computer-aided research is based on real language data rather than on intuitions.

In 'Doing Ethnography', Monica Heller discusses the consequences of doing ethnographies of bilingualism. The ethnographic perspective in bilingual research may help us to discover how people use language, what we believe about language, and why, as aspects of socially constructed reality. This chapter is complementary to others such as 4, 10, 11, 16, 17, 18 and 19.

In 'Social Network Analysis', Xu Daming, Wang Xiaomei and Li Wei review the application of the social network theory to studies of multilingualism. Social networks can be used as an effective way to access speakers and data, since analysis compares individual differences in the degree of integration in relationships that exert normative pressures on their members' behaviour: social networks and the speaker's degree of adherence to them (his/her core/peripheral nature) also considerably affect language choice, language maintenance and language shift as well as language development.

In 'Conversation and Interaction Analysis', Holly R. Cashman provides us with a basic introduction to the methods of carrying out research on bilingual conversational interaction, focussing on two approaches (symbolic and sequential) which seek to understand the social motivations for language choice and code-switching. This chapter is complementary to others such as 4, 10, 11 and 14.

In 'Critical Discourse Analysis', Adrian Blackledge reviews the contribution of Critical Discourse Analysis theory and methodology in researching bilingualism. This approach "enables researchers to make links between the structural and the interactional in studying bilingualism, connecting language ideologies and linguistic practices" (296). This chapter is complementary to others such as 14, 18, and 19.

In 'Narrative Analysis', Aneta Pavlenko shows the multiple possibilities that narrative analysis has in the study of bilingualism. According to the author, narratives "approximate language use in context and thus allow researchers to study language properties that emerge only in connected speech, such as temporal reference or cohesiveness" (311). However, despite being one of the most popular means of data collection in the study of bilingualism, narrative analysis is among the least understood and theorized means of data analysis in the field. This chapter is complementary to others such as 14, 17 and 19.

The chapter entitled 'Media Analysis', by Tony Purvis, explains why analysis of media is useful in cross-cultural and multilingual research context. This is done starting from the assumption that "linguistic and cultural recognition are also tied to the specific ways in which the mass media construct subjects as linguistically or culturally identifiable in the first instance" (326). In the same way, "multilingual subjects are not simply represented in the media but are actually constructed in relation to the media's management of the discourses of language, culture, and identity" (327). This chapter is complementary to others such as 14, 17 and 18.

Part III (Project Ideas, Dissemination, and Resources) contains information and practical advice on how to convert a research idea into a project and how to disseminate research results and conclusions both through conference presentations and journal publications. This part is especially addressed to the novice researcher. In 'Project Ideas', Li Wei and Melissa G. Moyer provide the reader with illustrative research questions on topics such as change, migration conflict and children from four disciplinary perspectives (linguistics, psycholinguistics, sociolinguistics and education) as well as from an interdisciplinary view. In 'Disseminating Research: A Guide to Conference Presentation and Journal Publication', the same authors "offer some practical advice on two main venues of research dissemination –conference presentation and journal publication" (354). This practical advice focuses on aspects such as attending conferences, writing an

abstract, preparing a talk, delivering a presentation, the conference follow-up and journal publication, as the ultimate diffusion of research results. Finally, in 'Resources for Research on Bilingualism and Multilingualism', they provide the researcher working on bilingualism and multilingualism with an exhaustive and extremely useful list of the main resources available: journals, book series, conferences, research tools, websites, electronic mailing lists and other resources.

The book is as readable and enlightening as it is well-documented, formative, informative and thought provoking, written by practitioners in the long-established research area of bilingualism and multilingualism. It will be of great interest to a wide multidisciplinary range of readers (both experts and initiate researchers) in the fields of (socio-) linguistics, psychology, speech and language pathology, sociology, anthropology and education.

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