Book Review
Projects in Linguistics and Language Studies: A Practical Guide to Researching Language. Third edition. Wray, A. & Bloomer, A., London: Hodder Education, 2012, xii+ 315 pp.

Reviewed by

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Projects in Linguistics and Language Studies provides basic knowledge about many aspects of linguistics, ranging from psycholinguistics, first-language acquisition and development, second language acquisition, sociolinguistics, historical linguistics to conversation analysis (CA) and some other linguistics-related issues. The book begins with an introductory chapter (Chapter 1) giving an overview on doing a research project: which area to choose, how to plan and manage time, where to find resources, what to do as a researcher, and what to consider when setting up data-based research. The authors have divided the book into four parts: Part I—*Areas of study and project ideas* (Chapters 2-11), Part II—*Techniques for collecting data* (Chapters 12-16), Part III—*Tools for data analysis* (Chapters 17-20), and Part IV—*Presenting your work* (Chapters 21-24).

This book uses clear language, which makes it easy for readers to understand the concepts in each chapter. Key terms in bold font allow the audience to find further information in the index, the glossary or other resources. Although the authors state that the book should be most useful for undergraduates who are taking linguistics or language studies as part of their degree program, this book might, in fact, be useful for people from other areas of study who are also interested in linguistics. Many technical linguistic terms are used, but they are explained, although not in great detail. However, key pieces of work in each area of study are summarized and further references are given. Therefore, those who have a keen interest in any particular topic or area of study can do further reading on their own. The book contains 359 ideas for doing linguistic research projects from Chapter 2 to Chapter 11. These 10 chapters (Chapter 2 to Chapter 11) contain different numbers of projects. Chapter 9, *Accents and dialects of English*, contains the lowest number (19 projects). On the other hand, Chapter 4, *Second-language acquisition,* has over 70 projects. The chapters in this book can be read separately, although readers might have a better understanding if they have read previous chapters. However, it is not necessary to read them in order. For example, if a reader has limited time or has only an interest in statistics, s/he can directly go to Chapter 20, *Statistics and your project*, without reading previous chapters.

Apart from presenting key terms and summarizing key ideas from the scholarly literature, the book contains necessary information that young researchers need to know before conducting a research project, especially Part IV, *Presenting your work*

(Chapters 21-24). This part includes important issues that a junior researcher might overlook, such as (in Chapter 21) the necessity and purpose of referencing and how to organize a reference list. The book suggests using the Harvard system conventions for referencing a research project in linguistics: "the Harvard system refers to works by their author(s) and date in the text with full references at the end, alphabetically by author surname" (p.237). Some examples of both in-text and full references using the Harvard system conventions are given as well. In addition, the authors also mention the Humane referencing system in which "a superscript number in the text points the reader to a footnote or endnote containing the reference information" (p. 245). In recent years, the Harvard system has been widely used in both the sciences (including the social sciences) and the arts and has become more popular than the Humane system. The latter, however, was used extensively in the past and might still be used in some kinds of literature but is rarely seen in recent books and journals.

In addition to the topic of referencing, other chapters (Chapter 22-24) in Part IV include fundamental aspects that a researcher should pay attention to, especially the issue of plagiarism or the use of someone else's work without acknowledgement as well as getting someone else to do the work on one's behalf (Chapter 22). Some tips about writing good academic papers and giving a good oral presentations are given in Chapters 23 and 24, respectively.

Because the book is primarily aimed at undergraduate students or young researchers, many suggested project ideas are not innovative. In general, the projects usually ask readers to compare the results of the suggested projects to existing theories or the research results found by renowned scholars. For example, Project 11: "The Brown and McNeill (1966) tip-of-the-tongue experiment is reasonably easy to replicate. You may want to modify it in various ways. Reading their account may give you ideas for an experiment of a different design that elicits the same phenomenon" (p.25). In general, it is suggested that readers replicate an experiment already carried out by a previous scholar rather than doing in-depth research, and expected results are often included as part of the idea. For instance, Project 18: "Replicate the experiment reported by Kaufer et al. (1986), in which writers were asked to think aloud as they composed text and the location of their pauses was noted. It was found that experienced writers operated in larger units than inexperienced ones" (p.26).

Although this book contains many useful research projects, some might be culture-specific and might make it difficult for those who live outside the United Kingdom or do not have enough knowledge of British culture to follow the suggestions or fully understand the ideas. Take Project 98 as an example: "The Dearing Report recommended that all 7-11-year-olds in England must have the opportunity to learn a foreign language by 2010. Investigate, either directly or via media and other reports, the extent to which this proposal has become a reality, and the issues arising from it. If you have access to a school that is offering a foreign language to that age group, study the approach taken and assess its efficacy. How do the expectations of the

teachers match up to what is known about children's inherent ability to learn languages effectively?" (p.57).

In addition to these specific cultural issues, some projects involve acquiring data from participants who cannot be easily found in everyday life. It would therefore not be practical for readers to undertake certain projects, because the number of research participants might not be sufficient. For example Project 95 says, "Interview a group of polyglots and childhood bilinguals. Are their experiences of interference between the languages (in retrieving words, say) the same or different? Use your findings to construct a model of how the different people might store their languages in the brain and access them. Compare your models with those described by Li Wei (2006a: 2-6)" (p. 56).

Overall, this book is worth reading for not only undergraduate students taking linguistic modules but also people who are interested in linguistics. It provides good background knowledge of various areas of linguistics as well as suggests ideas for research projects. As the book is intended as an introductory book in linguistics, it does not provide detailed information about any particular topic. Nevertheless, a long list of references is given for readers to do further readings on their own in case that they have developed an interest in specific areas of study.