entertainment genre of Japanese television can be seen to contribute to the development of Japanese speakers of English, by modeling *yuuki* (courage), *jigyakui* (self-effacement), *genki* (enthusiasm), and competence as personality traits that favor the successful use of English.

The final chapter is dedicated to an in-depth analysis of the visual display of English in modern Japan. The author extends the previous studies by survey-ing attitudes toward such language display, and how citizens perceive the widespread use of English in the public sphere. To this end, the chapter ex-plores interpretations of the status and function of visual and public English use by interviewing nine informants who reflect a diversity of geographical location, age, and gender.

Their perceptions and rationalizations regarding the existence of English language text within the social landscape are recorded. Using a combined folk linguistics and language ideologies approach, this chapter aims to show that such language use is not solely a means of relaying ideational meaning to a non-Japanese-speaking sector of the public, but it has a localized symbolic value that draws on the conceptual status and implications of English as a global language.

Despite the problematic nature of the core concepts of the triad, 'English', 'Japan', and 'Globalization', this book attempts to offer a critical analysis and reflective thinking of what is understood by these terms, and how the concept of Japan and of Japanese culture is constructed in contemporary debates and discourses. As the chapters illuminate the unique aspects of English use in Japan and redress the unwarranted assumptions and overgeneralizations about English use in the Asian context, readers who are interested in EIL and want to be further informed may find this book particularly inspiring.

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Graeme Porte (ed.): REPLICATION RESEARCH IN APPLIED LINGUISTICS. Cambridge University Press, 2012.

Replication research is a repetition, exact or approximate, of another study with the aim to test reliability and generalizability of its findings (the extent to which the findings can be generalized to other populations). Replication research is a common and, indeed, an essential practice in many disciplines. To date, however, this practice has been overlooked and, for most part, disre-garded in Applied Linguistics and second language acquisition (SLA). This edited volume does a great job attempting to fill this gap. The first of its

kind, it brings together the theory and practice, the hows and whys, behind conducting replication research in SLA. Why is replication research important? What kind of studies should be replicated? What are the different types of replication studies? How to conduct and report on a replication study? These and other questions are addressed in the volume.

The Introduction by Porte outlines the general aims and objectives of the volume and provides the reader with the definitions of some of the core concepts (what *is* replication research and what it is *not*). The volume consists of three parts. Part One builds up a case for the importance of replication research in Applied Linguistics and SLA. In Chapter 1, Mackey starts with an overview of replication in SLA, focusing, among other things, on the interdisciplinary nature of the field, replication research categorization, the reasons for the lack of replication research in SLA, and potential difficulties associated with conducting replication research. One recommendation given by Mackey in light of her acknowledgement of the interdisciplinary nature of SLA is that new methodologies and techniques from the neighbouring disciplines, such as psycholinguistics and neurolinguistics [eye-tracking and event-related brain potentials (ERPs)], should be used to measure the original constructs in *new* ways [for a similar view, see Siyanova-Chanturia (2013)].

The aim of Chapter 2 by Polio is to provide a historical perspective on the role of replication in Applied Linguistics, by focusing on 24 studies published between 1990 and 2009. In her analysis of each of these studies, Polio focuses on the type of replication conducted, research questions addressed, changes made to the replication study relative to the original one, and the nature of the results reported (same or different). From the overview provided, it is clear that each study has been painstakingly analyzed, classified, and described. Some of these studies aimed at improving the original experimental design and eliminating small problems, while others were designed to test generalizability of the results. Akin to Mackey (this volume), Polio, too, raises the issue of employing more sensitive measures in replication studies while keeping the other variables the same.

In Chapter 3, Nassaji looks at statistical significance testing in the context of result generalizability. He focuses on common misconceptions (e.g. statistically significant means important) and reviews a number of problems associated with significance testing (e.g. the arbitrariness of the significance level). Nassaji further offers some recommendations as to how certain limitations can be overcome (e.g. reporting the effect size and confidence intervals). The chapter's main point is that replication is the *only* way to determine generalizability. Some readers, however, may find the stance adopted by Nassaji somewhat extreme [also noted by Brown (this volume)]. For example, the author argues that statistical significance cannot provide *any* information about generalizability of results. Indeed, relying solely on statistical significance (the *p* value) may be problematic. But, there *are* solutions to many of the issues raised by Nassaji. For example, one might wish to provide the effect size together with the *p* value (which Nassaji himself recommends), or use

Bonferroni correction for multiple comparisons (which Nassaji appears to be sceptical about), or, conduct and report analysis by subjects as well as by items (which is not covered in the chapter). Lastly, there are newer approaches to data analysis, such as, mixed-effects modelling, which do not have many of the problems associated with the more conventional ANOVAs and *t*-tests (Baayen *et al.* 2008). The chapter would have benefited from covering these newer ways of data analysis.

Chapter 4 by Plonsky focuses on replication, meta-analysis, and generalizability. Plonsky points out the relationship between replication and meta-analysis—the tools used to reach greater precision of findings—and their ability to address the issue of generalizability. The overarching aim of meta-analysis, it is argued, is to consolidate data collected across a number of studies and variables related to a given research question in order to determine the extent of the relationships in question. Plonsky further proposes an instrument for assessing the research and reporting practices of L2 meta-analyses. The items included in this instrument are questions, drawn from several sources, designed to assess the quality of each of the sections of a meta-analysis [literature review (does the review address a focused and clearly defined question?), methods (were effect sizes/missing data/outliers dealt with appropriately?), results and discussion (does the review add new knowledge about the construct of interest?)]. It is not clear, however, whether this instrument has been tested or used successfully before.

Part Two deals with the issue of replication studies in graduate programmes. Chapter 5 by Abbuhl aims to demonstrate how to integrate replication research into Applied Linguistic graduate programmes. The chapter centres around three issues: dispelling misconceptions associated with replication research (e.g. replication research lacks prestige), developing replication-related skills (e.g. how to critically evaluate research), and providing students with adequate opportunities (e.g. granting students access to the data and materials of original studies). In the context of developing replication-related skills, one of the activities recommended (and illustrated) by Abbuhl is to ask students to critically evaluate a piece of fictional (and flawed) research. Given the relative abundance of poorly conducted published studies, it may be more valuable and, indeed, ecologically valid, to ask students to analyze and evaluate a piece of actual research, rather than a fictional one.

Chapter 6 by Fitzpatrick focuses on an established practice of conducting replication research by graduate students at the University of Swansea. The chapter examines the process of selecting, designing, implementing, and interpreting replication studies from the perspective of a novice researcher. Fitzpatrick notes that the replication study is the first piece of research that a graduate student enrolled on the programme undertakes. This is largely attributed to Paul Meara's contribution to the design of the Swansea graduate programme, which positions a replication study at the very foundation of students' initial research experience. One of the benefits of this practice is

that students can follow an established experimental design, using the scaffold of a previously tested methodological framework. Fitzpatrick's contribution is fundamental to the volume in that it demonstrates how replication research can be, and has been, used *successfully* in graduate programmes, setting a potential precedent for other programmes.

Part Three focuses on replication studies in practice. In Chapter 7, Brown suggests appropriate ways of reporting replication studies by addressing a number of questions (e.g. What can be included in any research paper? What kind of information from the original study can be included in the replication report? etc.). Each of the questions is covered in detail. In that, the chapter is very practical as it offers hands-on advice on what, where and how should be included in a replication report. Given its practical focus, the chapter will be of benefit to graduate students planning a replication study as well as instructors teaching research methods. One criticism, however, is that much of the information provided in Brown's two-page long table (typical structure of a replication report) is then repeated in the pages that follow, often word by word, which may seem somewhat redundant.

The volume includes two replication studies. Chapter 8 by Eckerth is a replication of Foster (1998), which deals with the negotiation of meaning by second language learners of English. Eckerth's study is a fine example of how a piece of replication research should be conceived, conducted, and reported. Chapter 9 is a replication of Hulstijn and Laufer (2001) by Rott. This study sought to explore the predictive power of the Involvement Load Index in order to classify and manipulate the effectiveness of vocabulary-learning tasks. In the study, the author follows Brown's (this volume) framework closely in terms of what, where and how is covered in the replication report. Rott's contribution is another good example of a carefully conducted and well-structured replication study, which can be used as a point of reference.

Finally, In Concluding remarks, Porte revisits some of the issues raised in the volume and provides a number of suggestions as to how replication research might be further advanced and endorsed as a worthwhile and needed practice in Applied Linguistics (e.g. raising the status of replication research through journals and professional associations).

The contributions that make up the volume are thorough, lucid, and accessible to a novice in the field. Together, they provide a systematic and practical guide to replication research in Applied Linguistics, in general, and SLA, in particular. This makes the collection especially suited for graduate students as well as more senior researchers. The volume will also prove to be a useful reference book for anyone teaching research methods in Applied Linguistics and wishing to incorporate replication research in their course.

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D. Rose and J. Martin: LEARNING TO WRITE, READING TO LEARN: GENRE, KNOWLEDGE AND PEDAGOGY OF THE SYDNEY SCHOOL. Equinox Publishing, 2012

In the discipline of literacy education, the theory and practice of Sydney School headed by J. R. Martin hold a prominent position and have exerted far-reaching influence around the world. Considering its wide influence, it is quite unthinkable that during the past three decades there has been no publication summarizing the development of the school's theories and practices that have been implemented. This book presents a comprehensive theorization of the school's research work in literacy education.

The structure of the book is straightforward. It includes six chapters, divided into three parts. Part One includes the first chapter that focuses on the general context of the genre-based literacy pedagogy of Sydney School. Part Two includes four chapters that introduce the theories and practices in the three phases of the school's existence. Part Three consists of a single chapter that presents a summary of the school's pedagogy for literacy education.

Chapter 1 is an introduction to the general context of Sydney School's genre-based literacy pedagogy. The term genre was originally used to theorize the types of student writings and is now defined as a staged, goal-oriented social process. The basic principle of Sydney School's literacy teaching philosophy consists in providing learners and teachers with explicit knowledge about the sort of language used in curriculum writing/reading and in teaching–learning interactions. The aim of the genre-based pedagogy is to facilitate a more equitable distribution of knowledge to students, while knowledge here refers to the knowledge of the school curriculum to which reading and writing provide access. Learning in school is explored on the basis of Bernstein's theory