show that bilingual twins do not maintain a common phonological system for both languages due to their shared genes and environment (Ingram, Dubasik, Liceras, & Fernández Fuertes) and that older bilinguals are more accurate and faster in inhibitory control tests than monolinguals, suggesting that bilingualism can counteract age-based deficits (Finger, Billig, & Scholl).

This volume represents various theoretical postures on how languages are learned and what place instruction plays in different areas of language acquisition. The versatile and compelling nature of the book will capture the interest of a broad audience. Researchers and graduate students will find this book a treasured resource on implicit and explicit learning. Language practitioners in search of a practical guide to make classes more effective will enjoy reading about the most recent findings from empirical studies presented in an accessible and engaging manner. All audiences will benefit from the extensive use of examples and concrete studies to illustrate the models' arguments. Finally, a volume that straddles the domains of psycholinguistics and L2 pedagogy to investigate implicit and explicit learning in SLA could not be better timed or more welcome, considering the fact that cognitive accounts of SLA are gaining ground, and more L2 researchers are turning to psychology in search of theories and assessment techniques to better understand how people process foreign languages.

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RESEARCH METHODS IN SECOND LANGUAGE ACQUISITION: A PRACTICAL GUIDE. *Alison Mackey and Susan M. Gass (Eds.).* Oxford: Blackwell, 2011. Pp. 326.

A practical guide to research design and methodology in the field of SLA, this volume is thorough and up to date and will prove a valuable resource for many early-stage researchers. The authors assume little prior knowledge and start with the basics, rendering the book particularly useful for MA and PhD students.

Part 1 deals with data types. In chapter 2, Granger focuses on learner corpus research (LCR). Placing LCR between corpus linguistics and SLA, Granger emphasizes its enormous potential and provides an overview of how, and why, learner corpora are used. In chapter 3, Ionin covers methods used in generative SLA research, with a focus on learners' interlanguage grammar. Describing the key methodologies—that is, grammaticality judgment and interpretation tasks—Ionin makes a number of important methodological recommendations (e.g., use of fillers, item randomization, use of a control group). Chapter 4 (Loewen & Philp) deals with instructed SLA and covers general research methods used to investigate the nature of instruction in language learning. Although they offer some useful insights (e.g., the importance of piloting), certain suggestions in their how-to section seem somewhat too obvious and, perhaps, unnecessary (e.g., the placement of the camera affects what data are recorded).

Chapter 5 (Dörnyei & Csizér) focuses on the topic of survey studies in SLA. The key aspects covered in the chapter are designing a survey, analyzing survey data, and reporting survey results. In chapter 6, Duff describes how to carry out case study research. As she demonstrates, case studies seek depth rather than breadth and are able to uncover larger processes in an accessible, immediate, and personal manner. In chapter 7, McDonough and Trofimovich introduce psycholinguistic methodologies in the study of language processing. A range of tasks is described, including some common ones (e.g., self-paced reading) and some less common ones (e.g., sentence preamble). On the downside, one particularly useful methodology—eye tracking—is not mentioned. Chapter 8 (Polio) deals with second language (L2) writing. She provides examples of empirical studies, focusing on ways to collect and analyze data (e.g., text analysis and process analysis) in light of L2 development. In chapter 9 on L2 reading, Koda describes reading as a psycholinguistic process that consists of decoding, text-based building, and message construction. The chapter's focus is on dual-language constraints and their impact on L2 decoding. Although the chapter is informative, it offers little practical advice and seems to have less of a how-to theme, compared to other chapters. In the final chapter of Part 1, Friedman introduces the reader to qualitative research, covering key steps in qualitative inquiry, such as methods for data collection (e.g., observations, elicited data) and analysis (e.g., content analysis, discourse analysis), urging the researcher not to be tempted to read more into the data than the data can support.

Part 2 deals with data coding, analysis, and replication. Chapter 11 (Révész) covers the basic steps in data coding and emphasizes the importance of validity and reliability as well as highlighting the error-prone nature of data coding and offering guidance on how to reduce such errors. Chapter 12 (Baralt) complements chapters 10 and 11, as it explains how to code qualitative data using NVivo. Given that qualitative data comprise various data formats (e.g., text, video, audio), it is critical to use software that allows the researcher to manage, store, and analyze the data in a systematic and holistic manner. Chapter 13 (Larson-Hall) will undoubtedly be appreciated given its focus on the most commonly used inferential statistical tests (one-way ANOVAs, correlation, t tests, and χ^2). It is, however, somewhat unfortunate that the chapter does not talk about repeated-measures ANOVAs. Chapter 14 (Plonsky & Oswald) covers the practical aspects of meta-analysis in the context of qualitative reviews in SLA research—namely, the importance of its ability to answer questions that cannot be answered in a single study (e.g., What is the overall effect of corrective feedback on L2 learning?) and its ability to synthesize SLA research in a systematic way. Finally, chapter 15 (Abbuhl) focuses on a crucial—albeit somewhat ignored—topic: research replication. Abbuhl defines the types of replication (i.e., exact, approximate, and conceptual) and argues that only when replications are conducted can we have confidence in the generalizability of the results.

Each of the 15 chapters is comprehensive and accessible, and together they are bound to provide a thorough practical guide for students as they engage in various research projects. The volume will also prove to be a useful reference book for anyone teaching research methods in the context of SLA.

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