McKinley and Rose's edited volume is a collection of contributions by scholars from a range of contexts, providing insider accounts of both the challenges of conducting applied linguistics research and strategies for overcoming these. As someone who supervises postgraduate students in the fields of TESOL and applied linguistics, I hear a great many concerns about their research projects that this useful book would help to assuage. For example, students often believe that struggling with aspects of their study means that they must be doing something wrong; a notion that Casanave explicitly disabuses in Chapter 22, in which she describes her own attempts to have her writing accepted by journals. Similarly, students may fear that their project is doomed to failure because they have encountered the very kind of problems outlined in this excellent book. One of the book's particular strengths is that it provides a 'warts and all' insight into the real-life problems that even experienced scholars run into when conducting research, and it reassures novice researchers that such struggles are part of the nature of the beast, rather than signs of incompetence.

The book is divided into 23 chapters spread over five sections, four of which deal with problems that can occur at different stages of a research project. These are presented along broadly chronological lines, reflecting the key stages of a research project. The first section addresses issues that can crop up when planning research, and subsequent sections deal with problems with data collection, analysis and, finally, reporting the research. There is also a middle section on researching vulnerable groups. Most chapters are structured in a similar way, beginning with a description, based on the author's own experience, of conducting or attempting to publish research, followed by an outline of a problem encountered, an account of how this was overcome, and a section on implications for other researchers.

The volume is aimed at students and novice researchers, although some chapters may be more suitable for early career academics and those who supervise postgraduate students, than for student researchers themselves. For example, many student researchers worry about low participant response rates, and Averil Coxhead's chapter deals with this very issue. However, the case study she describes is a relatively large, funded project, and the solutions she offers, while insightful in their own right, may be less feasible for research students. These include hiring research assistants and drawing on networks of contacts to create a snowball effect. Likewise, the chapter on doing collaborative research, led by Bommarito, describes how a research supervisor developed a set of collaborative projects with his students, but novice researchers may lack the contacts and cultural capital to facilitate such endeavours. A useful addition to the book would be a chapter focusing on how novice researchers could approach others to initiate collaborations. Nevertheless the book will be extremely useful to early career researchers looking to establish a research trajectory.

I found that many of the issues described in the book were resonated with my own experience on a recent project I worked on. For example, several chapters deal with issues that can arise when conducting longitudinal research. These reflected my own experience of a two-year study that involved repeated interviews with a very busy set of participants. In Chapter 7, Corinne A. Seals provides a reflexive account of how she dealt with participant attrition in her study of multilingual identities in heritage language learning. Those conducting ethnographically-oriented research would find this and Chapter 11 by Lorna Carson useful, while Aek Phakiti considers issues more relevant to those working on quantitative longitudinal studies.

As a qualitative researcher, I found Jessica G. Briggs' chapter on grappling with originality in qualitative research helpful. Briggs offers invaluable insights into how to handle unpredictable data that does not neatly fit with existing accounts of theory. The chapter shares many merits with Gao's in the same volume in that it provides a detailed insider account of the researcher's methodological decision making processes when doing data analysis, and shows how theorisation can

make a crucial contribution to the originality of a research project. Judging what is a reasonable level of originality and contribution to knowledge is not easy and takes experience, so this chapter would also make invaluable reading for postgraduate students, many of whom struggle with these aspects of their research.

Many of the chapters touch on more than one research dilemma. For example, Lorna Carson's chapter on researching refugee learners, which is placed within the volume's section on researching vulnerable groups, addresses ethical issues as well as the difficulties of conducting longitudinal studies. Ryuko Kubota's chapter, which focuses on making difficult research decisions and is therefore placed within Part 1 of the book on responding to problems in the research planning stage, also deals with ethical issues around working with marginalised groups, and the challenges of getting access to data. Kubota's chapter tackles a topic seldom covered in literature on research methods, yet a common problem and crucial part of research, particularly for younger researchers trying to carve out their niche and seek funding opportunities.

For doctoral students and early career researchers, who are under pressure to publish in an increasingly competitive environment, the final section of the book will be of particular interest. I found Xuesong Gao's chapter on dealing with criticism when publishing qualitative research especially compelling for its inclusion of comments he had received from journal reviewers and honest discussion of how he responded to these. Paltridge (2017) has described peer reviews as an occluded genre, and although rejections and negative reviews are undoubtedly more common these days than praise and acceptance, it is rare that one has the opportunity to read reviews other than one's own. It is extremely useful to see not only the reviewers' comments themselves, but also how the author re-shaped his articles in response to them. Gao's chapter also provides valuable advice on writing about qualitative data analysis, something that student writers often struggle with. The importance of showing one's workings is something I often remind my students about, but this sort of guidance is not typically found in traditional books on research methods and published articles

seldom give a comprehensive account of how qualitative data were analysed so that student writers might emulate this. Gao's chapter makes a vital contribution in demonstrating how to write about analytical decisions and procedures.

Useful tips for getting published are also included in the afterword by Andrew D. Cohen, and in Brian Paltridge's chapter, where he describes the process of turning a dissertation into a publication. The section warning against predatory publishers is particularly germane here.

McKinley and Rose's book makes a unique and valuable contribution to the literature on research methodology in applied linguistics and education because it offers a rare glimpse 'behind the curtain' at the real dilemmas researchers face and yet manage to overcome. Published research articles tend to give minimal information about methodological decisions and procedures. Rather, they focus on outcomes and present a polished and rather sanitised version of research process, as if researchers always knew exactly what to do and simply proceeded in a linear and orderly fashion. The reality, of course, is somewhat messier, and no matter how well one plans, unexpected problems can still occur along the way. These are challenges that even experienced researchers face, and they are important for novice researchers to know about. However, there has been a relative dearth of literature that paints an honest picture of the messy realities of conducting research with human participants. Even research methods books aimed at students tend to present a rather idealised version of what happens in research projects.

I enjoyed the contributors' honest and reflexive accounts of how they tackled dilemmas encountered at each of the key stages of a project. The contributors do not shy away from describing their setbacks and doubts, and the book is all the stronger for this. Another important contribution of this volume is that it does not suggest that all problems can be avoided through rigorous planning, but instead acknowledges that things sometimes go wrong no matter how experienced or meticulous the researcher. It offers realistic solutions to unanticipated problems that might occur at all stages of a research project,

including less-often discussed issues such as how to select projects, how to stake a claim to originality and how to report contentious findings.

Particularly in an environment in which academics' career prospects are increasingly tied to the evaluation of their research outputs, researchers may avoid talking about problems and 'failures' in their research for fear of jeopardising their publication chances, this book is a breath of fresh air. It acts as a reminder that we should welcome obstacles and, as Rumi put it, "invite them in" for they may become learning opportunities, sent to guide us. In short, McKinley and Rose's book is highly recommended for academics themselves as well as for the students they supervise.

References

Paltridge, B. (2017). *The Discourse of Peer Review: Reviewing Submissions to Academic Journals.* London: Palgrave Macmillan.