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FIONA COPLAND and ANGELA CREESE, with FRANCES ROCK and SARA SHAW, *Linguistic Ethnography: Collecting, Analysing and Presenting Data*. London: SAGE, 2015. 280pp. ISBN: 9781446257371 (hbk) £75.00; 9781446257388 (pbk) £26.99

*Linguistic Ethnography* offers an introduction to the field, with a focus on practical issues of carrying out a research project. The authors address their book to a wide audience of readers: ethnographers wishing to incorporate linguistic analyses into their research, linguists seeking to add ethnographic depth to their work, as well as those who already have experience in linguistic ethnography. The book targets also those who are new to qualitative research.

The book is divided in three parts. Firstly, the authors offer an introduction to linguistic ethnography, tracing its roots back to the fields of linguistics, anthropology and sociology through the works of Dell Hymes, John Gumperz, Erving Goffman and Frederick Erickson, and leading to the establishment of the Linguistic Ethnography Forum within the British Association of Applied Linguistics 15 years ago. In the first part the authors also discuss various sources of data, such as participant observation, interviews, recordings of spoken interaction as well as written texts. The second part forms the core of the book in the form of four case studies demonstrating applications of linguistic ethnography. The book closes with a number of practical considerations, such as issues of ethics, transcription and presenting research findings in a variety of formats and for different audiences.

One of the major strengths of the book is its interdisciplinary approach and the focus on practicalities of research exemplified in the case studies. In the first case study Angela Creese provides an account of her research into young people's use of language in complementary schools. Working in a multilingual team of researchers, Creese discusses the methodological challenges and gives an insight into the practice of managing fieldnotes among a number of researchers. The second case study is presented by Fiona Copland who, having previously worked as a teacher trainer, reports on her research project which looked at feedback conferences following teaching practice, which forms part of a course leading to a qualification in teaching English to speakers of other languages. Copland's contribution is followed by Frances Rock's description of her research in police custody, where she investigated how rights are communicated to people who are detained. However, Rock also looked at the policing setting as a workplace. The final case study, presented by Sara Shaw, describes the process of research she undertook following her experience of working in a health think tank, which led her first of all to conduct an autoethnographic single case study focussing on the ways in which think tanks shape health policy. Shaw describes how her project later evolved into a collective case study, involving a number of researchers and organisations.

All case studies are well structured and offer information about the research context as well as the design, including ethical considerations, followed by a detailed description of data collection and analysis. Step-by-step accounts of how analyses were undertaken are particularly useful. All four case studies authors display a great deal of reflexivity as they tackle issues of positionality and sharing data with research participants.

Where the book succeeds most is in demystifying research processes, which are usually hidden when research findings are reported. The case studies are far from being tidy methodological accounts, with clear designs, easy access to data and smooth analyses. On the contrary, the authors share their doubts and decisions they needed to make when carrying out research, which research methods manuals often lack. In addition, the book is written in an engaging and easy to read fashion. Research vignettes, which open and close the book, as well as extracts from fieldnotes throughout the case studies, make the research stories come to life and aid the reader to relate to the research experience. The book delivers on its promise to provide an introduction to collecting, analysing and presenting data. It will serve well anyone

embarking on a qualitative research project, whether language is at the centre of research interest or not.