

***Metacognition in Language Learning and Teaching.*** Åsta Haukås, Camilla Bjørke, and Magne Dypedahl (eds.) (2018). Abingdon: Routledge, ISBN: 978-11-3863-338-4, 269 páginas

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It has been noted that metacognition plays a crucial role in successful language learning and teaching, thus, the publication of this volume will provide a panoramic vision of metacognition in language learning and teaching, which is likely to shed some light on the studies in second language acquisition, psycholinguistics and multilingualism.

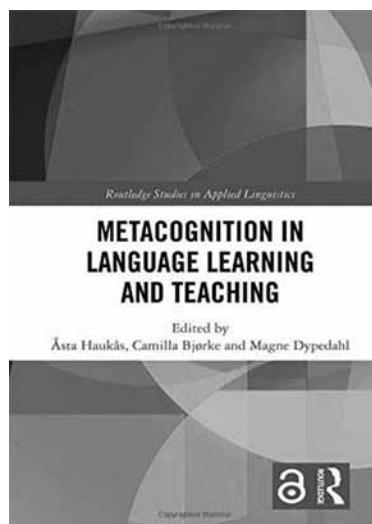
The volume is devoted by a mix of scholars and newcomers worldwide with 13 chapters, resulting in a broad range of intriguing topics and perspectives regarding metacognition in language learning and teaching from different countries and languages. It features an introduction with an overview about how the content of each chapter fits into the three thematic parts.

Part 1 is composed of three chapters that deal with the theoretical discussions of metacognition in language learning and teaching. The topics of this part are the broad definition and methodology of metacognition, the dynamic model of multilingual learners' metalinguistic and cross-linguistic awareness together with the rationales of course design to enhance language learners' development of metacognitive intercultural competence.

On the other hand, both Part 2 and Part 3 mainly focus on the empirical issues of metacognition. Specifically, Part 2, consisting of seven chapters, is devoted to metacognition in language learners. The first two chapters investigate language learners' metalinguistic awareness with the use of automated translation tools and corpus data, whereas another three chapters explore the metacognition in writing, since language learners have sufficient time to reflect on writing and the writing product compared with speaking and listening. Similarly, the next two chapters examine language learners' use of communication strategies and metacognitive awareness, along with the metacognitive reflection on educational experiences for those with immigrant backgrounds.

The remaining two chapters in Part 3 address different aspects of metacognition in language teachers. The first chapter examines the significant effects of blogging for metacognition in two teacher students from teacher trainees' perspectives. Whereas the participants in the second chapter are experienced teachers who use metacognition to achieve better understanding in their knowledge, emotions and teaching experiences.

This book is insightful to take the field forward in terms of the theoretical, empirical and methodological contributions. Theoretically, it clarifies the scope, definition of metacognition and the correlation of metacognition with multilingual and intercultural settings. Meanwhile,



it furthers the current understanding of metacognition with the sound empirical evidences. Importantly, there exist a number of studies that seek for a diverse set of methodological approaches, such as blogging, corpus, automated translation tools, classroom interventions and interviews, etc. Taken together, this innovative collection will be the much-needed wealthy source for language learners, teachers, teaching practitioners and scholars in the fields of applied linguistics, psycholinguistics and bilingualism.