Learning Strategy Instruction in the Language Classroom: Issues and Implementation. Anna Uhl Chamot and Vee Harris (eds.) 2019. Bristol: Multilingual Matters. ISBN: 9781788923392, 296 pages

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Language Learning Strategy Instruction (LLSI) has been of immense interest in the field of second language acquisition (Zhang, Thomas, & Qin, 2019). However, despite its sizable research, it is criticized for lack of consistency in theoretical and methodological underpinnings and lack of teacher collaboration with researchers. *Learning Strategy Instruction in the Language Classroom: Issues and Implementation* is a response to this deficit. Its comprehensive coverage of theory, practice and research, together with its pragmatic explorations of the tensions between theories and classroom realities, will definitely convince readers of the potentials of LLSI.

The book begins with a brief introduction to its overall aim, an overview of the main contents in each chapter, and how each chapter fits into four thematic parts. Part I addresses theoretical issues in LLSI, arguing that LLSI need to be adapted according to learner, treatment and outcome related variables in Chapter 1. Approaches to LLSI and learner-related variables in designing LLSI are then discussed from Chapter 2 to Chapter 5. Part I is concluded with what can be learned through LLSI in Chapter 6.

Part II adds one more theoretical issue, focusing on the content of LLSI in terms of three less taught and less studied strategies, including those that will build learners' grammatical competence, critical cultural awareness and target language pragmatics in Chapters 7, 8 and 9.

Shifting from theoretical issues to practical ones, Part III covers pedagogical issues for learner autonomy, exploring how to tailor LLSI to learners' age and learning needs in Chapters 10 and 12 and how to integrate LLSI into textbooks and online learning platforms in Chapters 11 and 13.

Part IV raises a further practical issue by highlighting pedagogical issues for teacher autonomy, including reflection, metacognition and principles and examples in Chapters 14, 15 and 16. Finally, Chapter 17 outlines key areas for future research.

In this book, the authors examine fundamental considerations in LLSI, making the 17
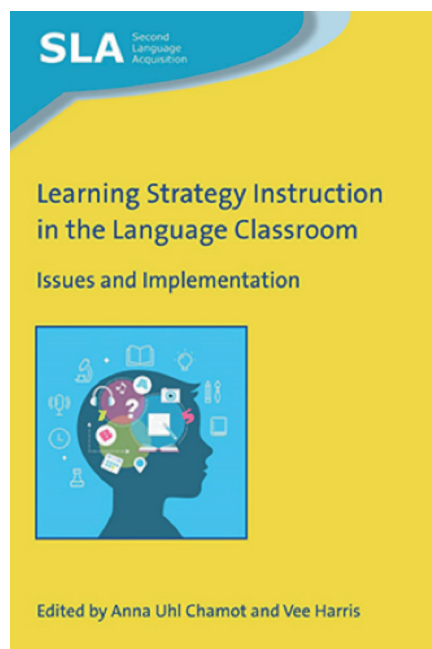
chapters a principled mechanism of LLSI. This effort reflects current concerns about factors influencing the efficacy of LLSI (Rose, Briggs, Boggs, Sergio, & Ivanova-Slavianskaia, 2018). With its approachable presentations of theoretical issues and pedagogical activities, readers can catch the gist of why, what, when and how they can implement LLSI. Researchers can follow the rationales and methodologies in designing interventions, practitioners can use and adapt the approaches, activities and materials in their own contexts, and administrators can take it as a practical reference to develop LLSI literacy in teacher training programs.

In a word, this book is a great success in developing accessible texts for those who are interested in LLSI. It addresses current problems and proposes future agenda as well. Through its comprehensive coverage, it can be seen that LLSI will continue to be a promising field with great potential to enhance teaching and learning in and out of classrooms.

REFERENCES

Rose, H., Briggs, J. G., Boggs, J. A., Sergio, L., & Ivanova-Slavianskaia, N. (2018). A systematic review of language learner strategy research in the face of self-regulation. *System*, 72, 151-163.

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