Book Review: Chamot, A. U. and Harris, V. (Eds.) (2019). *Learning Strategy Instruction in the Language Classroom: Issues and Implementation.* **Bristol: Multilingual Matters. 328 pages. ISBN-13: 978-1-78892-339-2**

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Language learning strategies, "the techniques or devices which a learner may use to acquire knowledge" (Rubin, 1975, p. 43) or more pertinently "complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts" (Oxford, 2017, p. 48), have been widely researched and discussed for more than forty years since the mid-1970s. Shifting the focus to language learner from language teacher, from language teaching methodology to language learning styles, and from transfer of information to construction of knowledge as the fulcra of language learning process are qualities which brought language learning strategies into high vogue. The language learner no longer was viewed as an inert and passive meaning-apprehending receptacle devoid of creative agency; rather, language learner was viewed as an active and meaning-giving individual who is endowed with creative agency for envisioning and generating a course of actions to achieve his/her language using and learning objectives. Thus, language learner's capacity to perform intentional and goal-oriented actions regarding how to initiate, guide, and sustain language learning process and how to attain high language proficiency received considerable attention in the extant research literature. The great swell of academic interest in language learning strategies reached its sharp crescendo in the 1980s and early 1990s (e.g., O'Malley & Chamot, 1990; Cohen, 1998). However, just as is the case with every fashionable and sloganized concept and research stream, popularity of language learning strategies, after experiencing a period of mainstreaming into the language education and second language acquisition discourses, dwindled through the ensuing decades. Judging by the current published research output and new studies, recently language learning strategies and attendant intervention and instructional studies are re-emerging in the field of applied linguistics and second language acquisition. More specifically, scrutinizing the pedagogic and interventionist dimensions of learning strategy instruction and the pedagogical implementation of a gamut of learning strategies in the language learning milieu such as language classroom are gradually gaining new momentum. One may argue that the interventionist studies of the language learning strategies are given short shrift compared with descriptive studies largely due to the recalcitrant nature of studying structure and function of learning strategies that in turn mainly stems from the difficulty of identification of the

introspective mental processes and mechanisms impinging on learning strategies use and development.

As an edited volume by Chamot and Harris, *Learning Strategy Instruction in the Language Classroom: Issues and Implementation* situates itself firmly in the context of language learning strategy instruction while endeavoring to address the lacunas that have hindered the field. More particularly, the book*,* as its title manifestly shows, is written to shed new light on some pivotal questions about, and the underlying axioms of, language learning strategies that facilitate the processual trajectory of learning a language and instruction of a wide range of language learning strategies with a honed focus on explicating theoretical, methodological, and pedagogical considerations. Purporting to strike a balance between two pillars of language strategy instructions, namely learners and teachers, the editors of the volume and its contributors show great acuity in exposing and discussing the dialectical relationality that holds between them. Since the editors assert that there is paucity of knowledge about how to teach learning strategies, the book is riveted on teaching learners the know-how of learning languages that could form an essential bedrock to their relational and psychocultural agency in appropriating a diverse array of individualized or contextual affordances to achieve their purposes and desired goals. The book not only invigorates explicit and integrated teaching of language learning strategies but also is a timely contribution to the knowledge base on theoretical issues and key implications that will benefit both language teacher educators and researchers.

The edited volume consists of seventeen chapters preambled by an introduction and concluded with an afterward that two editors of the volume, Anna Uhl Chamot and Vee Harris who have done extensive research into this area, one from the US and the other from the UK, have penned. The authors have dedicated the book to one of the co-editors, namely, Dr Anna Chamot who has added a posthumous work to her impressive repertoire of publications. The book is organized in four parts. Part 1 and 2 of the book entitled 'Issues: Models and Context' and 'Issues: Less Studied and Less Taught Groups of Strategies' respectively deal with theoretical perspectives and conceptual underpinnings of language learning strategy instruction whereas Part 3 'Implementation: The Learner' and 4 'Implementation: The Teachers' address the rough and tumble of practice and pedagogical implications. In keeping with the original purposes for the book, the individual 17 chapters of the book which scrutinize the multidimensional nature of individual learner differences and tendencies in terms of language learning strategy use and instruction are engagingly written and provide supporting evidence for the authors' claims and arguments.

The editors provide a brief and anodyne introduction principally seeking to remind us that language learning strategies and their instruction are not only by any means absent from contemporary language learning and teaching landscape but also have recently gained new ascendancy. The impetus for this book thus stems directly from five questions in relation to language learning strategies that the editors and the contributors set out to address. These questions are about design of the intervention, nature of language learning strategy instruction, identifying new cognitive and

metacognitive strategies and exploring how to teach them, implementation of language learning strategy instruction in terms of the learners, and lastly how to engage and enrich pre- and in-service teacher education courses with language learning strategy instruction. Further, a brief conspectus of a monolith model of language learning strategy instruction, viz. *Cognitive Academic Language Learning Approach* (see also Chamot and O'Malley, 1996) that many chapters of book have invoked is offered in order to eschew repetition of the model across the chapters.

Part 1, "*Issues: Models and Contexts*", consists of six chapters. Luke Plonsky, in Chapter 1, "*Language Learning Strategy Instruction: Recent Research and Future Directions*", sets out to furnish the readers with a systematic review of language learning strategies instruction drawing upon 77 individual quantitatively oriented studies while trying to show the conditions, contexts, and target groups which are more amenable to benefit from explicit instruction of language learning strategies and attentive instructional procedures. The meta-analysis demonstrates that context, educational level, age, setting, number and type of learning strategies taught, language proficiency level, treatment length, and outcome variable play a role in the effectiveness of language learning strategy instruction. Plonsky concludes that language learning strategy instruction is yet to provide irrefragable and conclusive answers to the practical and theoretical questions concerning language learning strategy instruction. Hence, exploring the implications of language learning strategy instruction for furthering our understanding of theory and practice is quite imperative, and its results will be most beneficial.

Peter Yongqi Gu, in Chapter 2, "*Approaches to Learning Strategy Instruction*", starts by introducing seminal approaches to teaching language learning strategies to both second and first language learners. Delineating upon the nature of strategic competence which originally is proposed by Canale and Swain (1980), Gu synoptically discusses the purposes of strategic language learning. He further underscores the importance of declarative, procedural and conditional knowledge of strategies coupled with agentive intentionality that arguably are required for effective strategy use by language learners. His argument leads to two broad-brush conclusions: first, learners should acquire strategic competence and try out, and reflect upon, different strategies to solve their language-related learning problems; second, explicit, embedded, and context-specific strategy instruction is more effective than implicit, detached, and de-contextualized strategy instruction that is offered piecemeal.

Vee Harris, in Chapter 3, "*Diversity and Integration in Language Learning Strategy Instruction*", given the paucity of research on the effects of learners' sociocultural and socioeconomic umwelt on developing and using strategies (e.g., see Oxford & Schramm, 2007), seeks to investigate how diversity of the school-age learners' backgrounds in terms of social class, gender, and bilingual/monolingual status fashion language learning strategy instruction. Further, Harris purports to intertwine two models of strategy instruction, namely, top-down (i.e. Cognitive Academic Language Learning Approach) and bottom-up (i.e., Strategic Content Learning) approaches arguing that such an integrated ensemble provides an adequate

depiction of the ramifications of the students' superdiverse backgrounds on language learning strategies instruction and use.

De Coyle, in Chapter 4, "*Designing Strategic Classrooms: Self-assessment in Enabling Self-regulated Learning*", with a view to the dearth of literature on self-assessment within the purview of self-regulated learning trajectory, aims to examine how, when vested with the power of autonomy and agency, learners creatively can draw upon environmental affordances to calibrate, develop, monitor, and assess incrementally not only their own learning path and behaviors but also to regulate the environment within which they act and react. It is concluded that strategic learning spaces, dialogic episodes and task design are three fundamental interrelated areas for casting light on self-monitoring and self-assessment within a holistic approach to self-regulated learning that Coyle advocates.

Ernesto Macaro, in Chapter 5, "*Language Learner Strategies and Individual Differences*", argues that language learning strategies instruction research and practice should be cognizant of individual differences which are shown to interact with, and contribute to, the success of second language learners when informed and deliberate interventions on the use of learning strategies are staged. Self-efficacy theory (i.e., domain-specific perception of one's ability to carry out a web of specific concrete actions that are quintessential for bringing about specific desired outcomes) (see Bandura, 1978) and attribution theory (i.e., causal perception and ascription of an outcome, either success or failure, to an action and attribution of future-oriented goal-seeking behaviors and consequences to self-inference of cause by an actor) (see Weiner, 2010) are invoked to show that formative teacher-assessment should be riveted on the processual trajectory of second language learners' learning experience rather than on the actualized products of language learning knowledge.

Marcella Menegale, in Chapter 6, "*Learning Strategy Instruction in Content and Language Integrated Programs*", addresses a gap that, the author claims, exists in terms of interlinking Content and Language Integrated Learning (CLIL) and language learning strategies. Putting it in more specific way, this chapter reporting a small-scale study which is part of a five-year longitudinal research project delves into the relationship between students' attitudes and perspectives regarding instruction of social and affective strategies, cognitive strategies, and metacognitive strategies in two Italian secondary school CLIL classes. It is reported that CLIL learning environment has contributed positively to fostering and development of CLIL students' learning strategies, expansion of their subjective autonomy, and to a lesser extent to transferability of the learning strategies to other subject areas.

Part 2, "*Issues: Less Studied and Less Taught Groups of Strategies*", is comprised of three chapters which, unlike the chapters of Part 1 that deal with the theoretical issues pertaining to various frameworks and models of language learning strategy instruction, dwells on three under-researched yet teachable groups of learning strategies that are potentiated with pedagogical values for second language learners to benefit from. In Chapter 7, "*Grammar Learning Strategies Instruction in the Foreign Language Classroom: The Case of Students in Degree Programs in*

English", Miroslaw Pawlak presents eight tentative and general principles of, and implementation suggestions for, grammar learning strategies instruction that will help construct grammatical competence of university students who are studying English as their major in an EFL setting. In Chapter 8, "*Language Learning Strategy Instruction for Critical Cultural Awareness*", Anna Chamot and Vee Harris attempt to study teaching of strategies of critical cultural awareness as one aspect of (socio-, inter-) cultural competence and how language learners could benefit from learning and deploying strategies that give them deeper insights into their own native culture but also exposes them to other cultural flows, artefacts, and practices. In Chapter 9, "*Strategy Instruction for Learning and Performing Target Language Pragmatic*", Andrew Cohen deals with strategies for learning and performing target language pragmatics. Whether or not one holds to his demarcation of pragmatics strategies as "the comprehension and production of language when the underlying sociocultural intentions are not necessarily straightforward" (p. 142), there are enough empirically validated facts to argue that pragmatics strategies need to be taught explicitly by virtue of tasks which raise students' awareness of the strategies and help them practice various strategies to communicate appropriately in the real-world.

Part 3, "*Implementation: The Learners*", consists of four chapters which serve to shift the focus of attention away from theoretical and conceptual questions to questions concerning practical applications and usages and, more importantly, how to translate the theoretical underpinnings and frameworks into pedagogical activities and imperative interventions. Pamela Gunning, Joanna White, and Christine Busque in Chapter 10, "*Designing Effective Strategy Instruction: Approaches and Materials for Young Language Learners*", set out to introduce a framework that they have developed over four years working with young language learners in Quebec, Canada. Gunning *et al.* foreground the importance of designing and planning of strategy instructions with scrupulous rigor given the fact that age factor is considered a critical pivot point in language strategy instruction. They divide the practice phase of teaching language learning strategies into interrelated yet distinct steps and focus on progressive and scaffolded awareness-raising, modelling, practice (both guided and independent), reflection, autonomous use, and transfer stages. Angeliki Psaltou-Joycey in Chapter 11, "*Guidelines and Materials for Integrating Language Learning Strategy Instruction into the Language Lesson*", is concerned with incorporating explicit and integrated language learning strategy instruction activities into EFL textbooks and classroom materials with reference to state primary and lower secondary schools in Greece. Anna Chamot in Chapter 12, "*Differentiation in Language Learning Strategy Instruction*" - published posthumously as is - discusses about accommodating similarities and differences of students in terms of readiness, learning profiles, and interests in the classroom community inasmuch as students' diverse learning processes are supported. To this end, she puts forward a metacognitive model of differentiated language learning strategy instruction in which awareness and directing of students' own thought processes (i.e., metacognitive knowledge) in terms of content (i.e., what is taught), process (i.e., how is learned), and product/assessment (i.e., what is learned) are coupled with, and geared to, language learning strategies instruction. Finally, Jill Robbins in the concluding chapter of Part 3, "*Teaching Language Learning Strategies*

Using Technology", demonstrates ways in which an almost infinite pool of multimedia online resources and interactions can be drawn upon to teach language learning strategies in the classroom to tech-savvy learners. In order to illustrate how language learning strategies can be integrated into online language courses, she presents two programs (i.e., *Let's Learn English* and *American Stories*) which are developed by the Voice of America (VOA) to teach English to ESL/EFL learners.

In Part 4, "*Implementation: The Teachers*", the focus is centered on teachers' reflective engagement with use of language learning strategies, how to teach them effectively and how to nurture strategy development in students. On this score, fours chapters in this part address selective aspects of a gap in the language teacher education literature: providing pre- and in-service language teachers with needed education and guidance about strategy use and teaching. Christina Gkonou and Rebecca Oxford in Chapter 14, "*Teacher Education: Formative Assessment, Reflection and Affective Strategy Instruction*", focus on a diverse set of practices which could inform and make manifest to teachers how to discover, associate, and reflect upon their subliminal or articulated beliefs and ideas vis-a-vis a panoply of their actual classroom practices when it comes to language learning strategies instruction. The authors discuss how 'reflection-on-action' (i.e., after-the-fact reflection) and 'reflection-in-action' (i.e., processual reflection) - two expedients by which teachers can find out about their own teaching practice- could be invoked to inform and germinate their future lesson plans. Further, 'reflection-for-action' (i.e., systematic, evidential, and data-driven reflection) is argued to be conducive to effective assessment of students' language learning strategy use and language attainment; correspondingly, it furnishes teachers with systematic data to reconsider their teaching practices. Finally, due to subjective nature of human affect, it is contended, not only teachers face challenges in assessing affective strategies of learners but also learners themselves run into a variety of difficulties when they try to regulate their emotions by dint of appropriate strategies in order to improve their language proficiency. Joan Rubin and Claudia Acero Rios in Chapter 15, "*Empowering Teachers to Promote Learner Self-management*", introduce two key strategies by means of which teachers could most profitably invest their time and energy in teaching students how to improve self-management skills. Problem-identification and problem-solution strategy coupled with SMART (i.e., Specific, Measurable, Achievable, Relevant, Time-Based) goal setting, the authors argue, are two pivotal and interrelated metacognitive strategies for integrating learner self-management techniques into lesson planning. In Chapter 16, "*Teacher Education for Language Learning Strategy Instruction: Approaches and Activities*", Anna Chamot *et al.* share a rich array of experiences about language learning strategy instruction in pre- and in-service courses and workshops. Six teacher educators in this extensive chapter try to distill a parsimonious set of principles from their independent teacher education practices and experiences that are gained from a range of different countries. Christine Goh in Chapter 17, "*What We Still Need to Learn about Language Learning Strategies Instruction: Research Directions and Designs*", takes upon herself the unenviable task of forging an overarching synthesis of issues and research questions that are raised in each chapter of the book. She further presents additional examples from the extant literature on language learning strategy

instruction to chart new avenues of inquiry for future investigation. Operationalizing the construct of learner strategies which is based on but not constituted of empirical data, Goh contends, not only "will guide instructional approaches and methods" (p. 263) but also is useful in facilitating comparison and harmonization of the results of language learning strategy instruction research and uncovering new knowledge. It is concluded that "the teachers are grounded in good conceptual understanding about learning strategies and strong beliefs and pedagogical skills" (p. 274) is important for nurturing incrementally strategic learners of language while thinking and enacting within the pale of the theory of metacognition.

It would be a vain undertaking to do justice to this volume in terms of making a compendious analysis of all chapters; however, I would offer a brief discussion of two assertions which are made by Macaro in Chapter 5 where the individual differences are foregrounded in connection with language learning strategies instruction. First, attribution (i.e., the causal explanation one seeks to account for events) as one of the theoretical constructs related to motivation (Weiner, 1985), Macaro maintains, along with self-efficacy (i.e., perceived competence to succeed in a specific task) are examples of individual differences that interact with language learning strategy or what he calls 'strategic behavior' over time. What he fails to argue convincingly in his espousal of self-efficacy and attribution in relation to achievement motivation is how and why attribution theory is ontologically commensurable, if at all, with self-efficacy theory to dissuade some skeptical readers like me from concluding that their claimed relationship is sanctioned simply by the author's intuition. More specifically, attribution theory posits the locus of control of a learner in terms of success or failure in achievement-related events to be either internal to the learner or external to the learner, whereas self-efficacy theory-being anchored in situated social practices or contextualistic philosophical paradigm- subscribes to factors within the environment (external to a learner) as the locus of control (see Karimi-Aghdam, 2016a for an exposition of contextualistic worldview). In other words, self-efficacy theory asserts that external affordances and reward contingencies in concert with purposive and agentic actions of human being could regulate intrinsic motivation, enhance competence, cope with specific and changing contextual perturbations, enable courses of action, and finally yield desired effects and end states (see Bandura,1986). Moreover, perceived stability (stable–unstable) of causal ascriptions concerning negative outcome (failure) or positive outcome (success) is one of the tripartite dimensions of attribution theory, and thereby impacts proleptic achievement goals and expectancies (Weiner, 1985), whereas "perceived self-efficacy influences *choice of behavioral settings*" (Bandura, 1978, p. 141, emphasis added) while enjoying both directive (i.e., causing actions to take a particular direction) and motive (i.e., initiating and providing a motive for actions) causal influence on human behavior.

Second contention that needs to be entertained is that Macaro, following Dörnyei and Otto (1998), is convinced that "motivation, of which self-efficacy and attribution are an integral part, is temporal and dynamic" (p. 77). In the same vein, it is not difficult to see that Macaro by approvingly discussing 'growth mindset' and focusing on process, underwrites probing ever-flowing stream of change of language

learning strategies over time. Thus conceived, he allows himself to conclude that motivation for learning a second language can be affected by centering a teacher's time and effort on the ongoing process of learning a language, not its actualized product as such. The process-oriented perspective of motivation, spearheaded primarily by Dörnyei and his associates (e.g., Dörnyei & Otto, 1998; Dörnyei & Ushioda, 2013), in congruity with dynamic systems theory holds that a learner's motivation is not a stable *being*, but rather is a fluent *becoming* which ceaselessly undergoes a certain degree of incremental and transformational changes over time. At issue is how dynamicity and, I would add, complexity of language learning strategy use and, by the same token, language learning as an interconnected and time-dependent holistic system could be captured and explained by mechanistic-atomistic understanding of science which hitherto has held sway over language learning studies and language strategy instruction research. If one subscribes to a dynamic and complex systems approach that considers language learning "a dynamic, time-irreversible and developmental system which emerges out of a time-evolving and infinite iterative process" (Karimi-Aghdam, 2016b, p. 59), then examining quantitative-incremental changes of strategic behaviors and self-efficacy beliefs in the same fashion that Macaro implicitly favors in his chapter while necessary is not sufficient (see Oxford, 2017 for discussion of complexity theory in relation to language learning strategy). On this note, I would maintain that to provide an adequate depiction of developmental trajectory of those constructs such as language learning motivation and strategic behavior systems which display self-organizational, unpredictable, and non-linear properties over time, we need to account for time-locked emergence of novel qualitative changes too.

Overall, the volume should stimulate thinking on various aspects of language learning strategy and is a welcome addition to recent attempts to suggest emendations to implementation of language learning strategy instruction in a wide spectrum of educational contexts. All chapters are generally well-written and lucid making valuable contributions to the field, a few issues raised in this review notwithstanding. In my opinion, it will appeal mainly to language learning strategy researchers and teacher educators and, to a lesser extent, students of language education and in-service teachers of languages who want not only to better understand the variety of theoretical and methodological perspectives that undergird language learning strategy use and instruction but also need to see how theory and practice can be coalesced into an integrated ensemble to inform language classroom practices.

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