Situating Language Learning Strategy Use: Present Issues and Future Trends. *Zoe Gavriilidou & Lydia Mitits (Eds.) (2021). Bristol: Multilingual Matters, 376 pages, ISBN: 978-1-78892-671-3.*

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DOI: 10.30827/portalin.vi38.23915
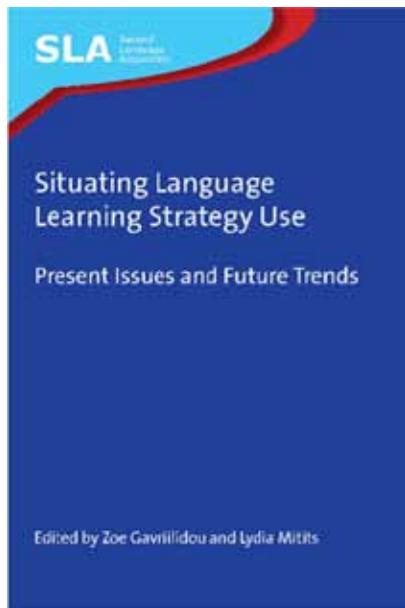
   More than 45 years of research on language learning strategy (LLS) have established its fundamental role in second language acquisition (Chamot & Harris, 2019). However, there are still many unsolved issues in the field. With a practical orientation, *Situating Language Learning Strategy Use: Present Issues and Future Trends* addresses crucial questions in relation to LLS investigation and instruction. Its innovative and critical treatment of LLS with a variety of perspectives reflects current concerns in the field and opens new areas for future research.

   The book consists of four parts. Part I highlights current theoretical issues of LLS, including refining strategy categorizations and micro-inspection of a given strategy in Chapter 1 and developing strategic and self-regulated learners in Chapter 2.

   Part II presents empirical research on speaking strategy and vocabulary learning strategy in multiple contexts. Chapter 3 examines adult ESP learners' use of speaking strategy in their performance of speaking tasks and the impact of gender on their strategy use. Chapter 4, based on critical analysis of previous surveys, reports the instrumentation process of a

vocabulary learning strategy survey designed for adult Swedish L2 learners. Chapter 5 explores EFL learners' approaches to learning vocabulary as reflected in their narrative frames. Chapter 6 compares the impacts of L1 and L2 spoken at home on young Greek L2 learners' vocabulary knowledge in a bilingual context. Chapter 7 discusses age differences in strategic meaning construal of particle verbs for young ESL learners.

While Part II contributes to LLS literature by presenting more reliable and innovative research approaches, Part III situates LLS in complex contextual features and deals with less explored learner individual characteristics. Chapter 8 demonstrates the dynamic interplay of EFL learners, LLS instruction, curriculum, textbooks, and teachers within Greek educational context. Chapter 9 identifies strategies used by Greek EAP learners in video-mediated integrated writing tasks. Chapter 10 explores language learning strategies used by Russian students learning Greek as a foreign language and the links between strategy use and learner's motivation, proficiency, years of study, and academic level. Chapter 11 examines the impact of school type (public mainstream & dual-immersion minority schools) on multilingual EFL learners' strategy use and their motivational orientation.

Shifting from LLS investigation to instruction, Part IV is pedagogically oriented and provides the impetus for teachers to develop their actions. It targets less explored aspects in LLS instruction, including morphological segmentation in Chapter 12, learning autonomy in Chapter 13, video games and critical thinking in Chapter 14, and digital supportive feedback in vocabulary learning in Chapter 15.

This book is an excellent resource for those interested in LLS. Readers might be impressed by its innovative empirical observations, specifications of instructional procedures, practical pedagogical suggestions, and approachable research prospects. With current research efforts and potential research agendas in LLS as covered in this book, LLS will continue to be a thriving field.

REFERENCE

Chamot, A. U. & Harris, V. (Eds.) (2019). *Learning Strategy Instruction in the Language Classroom: Issues and Implementation*. Bristol: Multilingual Matters.