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**Language learning strategies and individual learner characteristics: Situating strategy use in diverse contexts, Rebecca L. Oxford, Carmen M. Amerstorfer (Eds.). Bloomsbury, London (2018). pp.xxxiv+317.**

While language learning strategies (LLS) have long been investigated (Rose, Briggs, Boggs, Sergio, & Ivanova-Slavianskaia, 2018), the area has been challenged for its lack of theoretical foundations, its limitation to the predominance of single Likert-scale questionnaire-based research, and its inapplicability into different language teaching milieus. To help the readers “not only understand, but also investigate and teach strategies” (Ryan, p.xxi), Rebecca Oxford and Carmen Amerstorfer co-edited this volume. It redefines LLS from theoretical perspectives, clarifies the roles of self-regulation in LLS, presents multiple methods-based research, and offers research-based examples of strategy instruction.

My interest in LLS dates back to the year 2002 when I was an MA student of Applied Linguistics. Over the past 16 years, I have carried out many empirical studies on LLS, published several papers, and conducted some trials on strategy instruction in my teaching. I kept up to date with the progress of LLS research, hoping to find answers to the questions that concern me in the current “turns” of applied linguistics (the dynamic turn, Dörnyei & Ushioda, 2009; and the ecological turn, Larsen-Freeman, 2018). What theories can inform research on LLS? What new methods can we develop in the field of LLS? Are there updated examples of strategy instruction that we can follow? This volume is very helpful in pursuing the answers to such questions.

Language learning strategy research has been criticized in terms of the inadequacy of its theoretical orientation. Dörnyei (2005) proposed replacing strategy with self-regulation, prompting a debate on whether “to replace or not”. Rose et al. (2018) took a complementary view towards the relationship between self-regulation and LLS, suggesting that the two factors may go hand in hand. The current volume confirms the latter argument. To be specific, the editors redefine LLS by taking self-regulation as one of its key components. They also include several empirical studies in this book to “explain the linkage between self-regulation and language learning strategy” (p. xxv–xxvi). For example, in Chapter 3 Griffiths investigates the strategy use of good language learners, and finds that they are good at self-regulating their own learning using different strategies. In Chapter 4 Gkonou reports a narrative inquiry into Greek EFL learners as they cope with their learning anxieties via self-regulated emotional strategies. In Chapter 6 Amerstorfer examines students’ use of self-regulated strategies in a four-week cooperative learning course.

In addition to these attempts to make LLS more theoretical, the editors also stress the centering of strategies in situated contexts. Under the dynamic and ecological turns of applied linguistics, L2 learning is regarded as a complex, interactive process in different ecosystems, rather than a static state in a general sense. Therefore, strategies should be examined in a situated milieu with a considerations of learners’ cultural background. The editors offer two views to examine LLS, namely the person-in-context relational view, and Bronfenbrenner’s ecological view. They share the commonalities of situating learners in different systems with more consideration of synchronic factors (such as peers, families, schools, and teachers) and diachronic factors (such as personal history of language learning). To summarize, the book clearly provides the answers to my first question: self-regulation will be a key theory in studying LLS, and the relational and ecological views are utilized to explore strategies in situated contexts.

In reading numerous studies on LLS, I noticed a predominant use of questionnaire/survey-based quantitative approaches. This is clearly indicated in Chapter 5, where Mizumoto and Takeuchi find a steady increase of quantitative research in LLS from 1971 to 2000, as well as a significant increase from 2001 to 2015. However, in the new “turns” era, this predominance may be replaced by an emphasis on multiple methods. Mixed methods and qualitative methods should be used to examine the complexities in strategies. There is some evidence of this approach reported in this volume; for example, Gkonou utilized data from both diaries and interviews to investigate students’ emotional self-regulated strategies. Amerstorfer used a mixed-methods questionnaire and interview approach to examine students’ self-regulation in cooperative English learning. Also, Pawlak conducted a task-questionnaire-interview sequential study to investigate students’ use of pronunciation strategies.

In addition to these studies, the editors also invited Mizumoto and Takeuchi to introduce a new method, Decision Tree Analysis (DTA). This is helpful to deal with both categorical and interval data, and is useful when studying strategy use in

situated contexts. More cultural factors can be taken into account when DTA is utilized in strategy research. The editors also mention some new methods favored by the current complex-dynamic turn, such as the idiodynamic method for examining the fluctuation of strategies over a particular timescale, and retrodictive qualitative modeling which may be used for constructing a historical profile of strategy use for students. In response to criticisms of the domination of Likert-scale self-reporting in strategy research, the editors structure the chapters according to diversified research methods. Such an arrangement implies that there is still room for conventional methods such as quantitative-based surveys, but also that new methods have emerged to serve future LLS studies.

What I most appreciate in this volume lies in the chapters introducing new examples of strategy instruction, which serve as evidence to support Mercer's positive comments: "[...] this book also impressively manages to keep the discussions connected to practice" (p.iii). In recent years, a number of works have discussed the principles of designing, implementing, and assessing strategy instruction, but new studies in this complex dynamic turn are rare. In the first chapter of this book, based on complexity theory, the editors propose a strategy awareness raising program called AIMS (Amazing IMages of Strategies), which has been implemented in the United States and Austria. They first introduce the guidelines in AIMS, present the assessment tools for the program, and then discuss studies in these two countries. In the second chapter, Cohen, describes in detail his updated guidance for strategy instruction, ranging from preparing materials and courses and the application of new technology application to ways of evaluating strategy instruction and the roles of teachers.

In the final part of the book, Chamot and Turner report their own processes for running strategy instruction in Chapters 10 and 12 respectively. They list the steps for carrying out instruction and offer instruments to evaluate the effectiveness of their strategy instruction programs. Their studies go a long way towards meeting the guidelines suggested by Cohen in Chapter 2. All these studies clear up the doubts concerning the inapplicability of strategy instruction in language teaching, update the reader's understanding of strategy instruction based on new theories (e.g. complexity theory), and offer examples for readers to use in their own teaching practice in the future.

To sum up, I believe the book will form a seminal reference in terms of its contributions to LLS research in the current "turns" era. That is, it offers a definition of LLS with theoretical considerations, and brings new insights into the treatment of self-regulation and strategy. Also, it highlights the situated analysis of LLS, and champions contextual/ecological views in future research.

The teachers, trainers, and teacher educators who read this book will certainly learn more about how to use strategy instruction in their classroom teaching and training. Meanwhile, researchers will obtain information about well-designed studies for reference in planning their own research.

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***New technologies and language learning, Li Li. Palgrave, London (2017). xi + 253 pp.***

The integration of new technologies into language teaching has been a significant but relatively unchallenged focus for educational practitioners and researchers alike over the past decades. I have been researching the role of digital technology in