



Language Learner Strategies

Contexts, Issues and Applications in Second Language Learning and Teaching

Michael James Grenfell & Vee Harris

"In this timely book, the authors offer a wide-ranging view of language learner strategies. They not only provide theoretical insights by relating strategies to evolving methods and principles of language teaching, but they also give fascinating examples of learner strategies projects conducted in classrooms. The book's consideration of the role of context in the deployment of language learner strategies, and its attention to strategies employed by bilingual learners are especially valuable. I'm sure it will be of interest to a range of readers, including teachers, teacher educators and researchers." *Suzanne Graham, Professor of Language and Education, University of Reading, UK*

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Language Learner Strategies combines principles with research and classroom practice, providing a new view of language learning to inform policy and teaching methodology. Divided into three parts, the book draws links between language learning theory in the established research literature, the authors' own empirical studies and the implications for curriculum policy and teacher education.

The book addresses issues that to date have not been fully explored including the strategies of the 12-15 year old age range learning Modern Languages such as French, German, Spanish and Mandarin Chinese. A special focus is given to the sociocultural aspects of learner strategies and their link with psychological contexts in which they are used. The authors explore the cognitive turn in language learner strategy research and the practical teaching approaches it helps to develop. It sets a future agenda for learner strategy research and classroom practice.

Michael James Grenfell has held Chairs at Trinity College, Dublin, Ireland and the University of Southampton where he is now based. He is also Adjunct Professor at the University of Canberra, Australia. He has an extensive background of research on Language and Linguistics, and the work of Pierre Bourdieu. He is the author and editor of several books including: *Modern Languages Across the Curriculum* (2002), *Bourdieu, Language and Linguistics* (2011); *Language, Ethnography and Education* (2012); and *Bourdieu: Key Concepts* (2012).

Vee Harris is a Research Fellow at Goldsmiths College, University of London, UK, having previously led the PGCE Modern Languages course while Senior Lecturer there. Her many publications involve classroom-based studies and she has a special expertise in language learning strategy instruction.

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