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Teng, L.S. (2022). *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners.* Springer Nature.

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The foremost goal of education is to equip students with the skills to become self-regulated learners. Building such learners involves guiding them on how to sustain their learning process by deploying various self-regulated learning (SRL) strategies in the process of acquisition of knowledge (Zimmerman, 2002). To date, most studies as per review of the literature inquire into the implementation of cognitive and metacognitive strategies in L1 reading. But there still are some lacunae with respect to the explicit discussion of SRL-based writing techniques in L2 settings, particularly in the context of EFL. Further, understanding how cognitive, metacognitive, social, and motivational regulation work together in an SRL framework remains an important next step. This is the aim of Teng's book, *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners*. Teng's book is a detailed exploration of self-regulated learning (SRL) in the context of second language (L2) writing. This in-depth work was published in 2022 by Springer Nature. She thoroughly investigates the complex relationship between SRL strategies/techniques and effective L2 writing instructions. By discussing theoretical frameworks, empirical research, and practical

application, she provides a valuable tool for any educator, researcher or industry professional involved in second language acquisition.

Section-wise, Teng's book is divided into three parts: (1) theoretical foundations, (2) empirical studies, and (3) practical applications. This organisation promotes a better understanding of the theoretical basis and the empirical support for SRL and its practical application for language teaching and learning. The first chapter introduces the term "self-regulated learning" (SRL) and the related strategies within the L2 classroom. Beyond its meaning and importance, the chapter investigates the multidimensional structure of SRL strategies, which takes a whole new approach supported by a compelling rationale and design over L2 writing topics on both cross sectional and longitudinal intervention studies.

Part I (Chapters 2-4) begins with a thorough overview not only on the conceptual and methodological characteristics of self-regulated learning but also their implementation in the classroom. Concomitantly, this part of the book critically assesses the empirical literature on SRL strategies and discusses the conceptual and methodological problems encountered when doing research in the SRL field with respect to writing. Drawing on over 40 years of SRL research in the field of educational psychology, Teng further discusses the importance of SRL in educational psychology and its effect on learning outcomes. She draws on established theories from researchers like Zimmerman (2002) to accentuate the cyclical nature of SRL, including phases of forethought, performance, and self-reflection.

In Chapter 2, Teng coordinates SRL principles with language learning strategies (LLSs), contending for their synergistic relationship in improving vital learning in L2 settings (Teng & Zhang, 2016a). This chapter fundamentally surveys different measures used to assess learning strategies, providing a foundational understanding introduced later.

Chapter 3 highlights the use of SRL strategies explicitly in L2 writing settings, featuring their role in further enhancing writing achievement and cultivating proactive students (Teng & Zhang, 2016b). This part likewise addresses the impact of motivation, self-efficacy, and feedback in the SRL process, making way for empirical examinations.

Chapter 4 begins with a socio-cognitive perspective on SRL, emphasising

four critical components: metacognition, motivation, self-efficacy, and feedback loops. It then explores how sociocultural theory is applied to interpret the design and outcomes of self-regulation interventions in writing classrooms.

Part II (Chapters 5-6) presents a series of empirical studies examining the effectiveness of SRL strategies in L2 writing. Chapter 5 discusses the development and validation of self-report questionnaires designed to measure multidimensional SRL strategies and L2 writing self-efficacy. These instruments, such as the Writing Strategies for Self-regulated Learning Questionnaire (WSSRLQ), provide insights into individual differences in SRL application among language learners.

Chapter 6 reports a cross-sectional review exploring how SRL strategies interact with social, psychological, and linguistic variables in L2 writing settings. This study highlights the nuanced connection between individual characteristics and strategic learning approaches, advocating for personalised instructional methods.

Part III (Chapters 7-9) assesses the viable ramifications of SRL strategy instruction through a quasi-experimental design. Chapter 7 surveys the impact of SRL strategy instruction on learners' motivational beliefs, self-efficacy, and writing proficiency. This study employs mixed-method approaches to shed light on the positive outcomes of integrating SRL strategies into L2 writing instruction.

Chapter 8 explores the developmental trajectories of participants engaged in SRL strategy programmes by presenting a qualitative case study. This chapter offers rich narratives of individual experiences, illustrating the transformative potential of SRL interventions in language learning contexts.

Chapter 9 concludes the book by summarising key findings and discussing their theoretical and pedagogical implications. Teng also suggests avenues for future research, emphasising the need for continued exploration of SRL in diverse L2 writing environments.

Teng's monograph is a scholarly endeavour that synthesises theoretical insights with empirical evidence, making a compelling case for the integration of SRL in L2 writing education. The rigorous validation of instruments and meticulous design of empirical studies enhance the credibility of her findings. Notably, the book incorporates both practice-based information and cutting-edge research for applying SRL

theory to L2 learning and teaching, introducing, and validating new conceptual frameworks for evaluating multidimensional structures of SRL strategies and self-efficacy in L2 writing. It also provides accessible tools for researchers, practitioners, and L2 learners to cultivate the awareness of SRL strategies and self-efficacy in L2 writing. Moreover, Teng reveals the dynamic interactions of SRL strategies with social, psychological, and linguistic factors, demonstrating the effectiveness of an SRL instructional model for nurturing L2 learners' motivation and confidence to strategise, reflect, and succeed in writing. Her work offers theoretical and instructional guidance in designing and innovating writing curricula and pedagogy to foster self-regulatory capacity in L2 writing.

While the book is comprehensive, there are areas where it could be further enhanced. For instance, the discussion of SRL strategies in writing could benefit from more diverse cultural and linguistic contexts. Although Teng acknowledges the specific context of EFL teaching in China, a broader examination of SRL across different cultural settings would provide a more global perspective. Moreover, Teng's writing is straightforward and scientific, predominantly using the third person, which can create a sense of distance between the reader and the author. Additionally, while the empirical studies are robust, there is limited discussion on the longterm effects of SRL strategy instruction. Future research could explore the sustainability of SRL interventions and their impact on L2 writing proficiency over extended periods.

Nonetheless, *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners* by Lin Sophie Teng is an asset for teachers, researchers (especially readers new to this area), and professionals keen on improving language learners' writing abilities through SRL methodologies. Teng's in-depth review of SRL theories, combined with practical applications, highlights its ground-breaking potential in language education. This monograph propels theoretical understanding as well as offers viable guidelines for cultivating strategic and self-regulated learners.

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