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Sommario/riassunto	This book investigates Chinese secondary EFL learners' meaning-making abilities in English L2 writing by adopting theoretical frameworks used in systemic functional linguistics (SFL). It offers a comprehensive guide to Chinese high school students' use of lexico-grammatical resources in L2 English writing for frontline L2 writing teachers, TESOL practitioners, pre-service teachers, and all professionals engaged in researching and teaching L2 writing. In particular, the book seeks to fill the current gaps in secondary school L2 writing research in the Asian context.