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   Nota di contenuto   Part One: Self-regulation Theory and Key Literature on SRL Strategies -- Chapter1.Introduction -- Chapter2. SRL Strategies and Language Learning Strategies (LLSs) -- Chapter3. SRL Strategies in Writing Contexts -- Chapter4. Theoretical and Conceptual Frameworks -- Part Two: Empirical Evaluation of SRL Strategies and Classroom Instruction in L2 Writing- Chapter5. Research Design and Measurement Development and Validation -- Chapter6. SRL Strategies and Social, Psychological and Linguistic Variables - Chapter7. Phase One --

Sommario/riassunto	This monograph is to investigate practical applications and contributions of self-regulated learning (SRL) to second/foreign language (L2) writing from sociocognitive and sociocultural perspectives. It showcases a comprehensive and updated review of conceptual and methodological issues of SRL and the state-of-the-art research on its applications to L2 learning and teaching. This volume further elaborates the design and results of a large-scale project which conducts observational and intervention studies investigating SRL strategies in L2 writing. This book reveals that a cross-disciplinary understanding of SRL strategies plays a crucial role in advancing theoretical functions of SRL and in extending its applications to L2 education in general, and L2 writing in particular. This book makes significant contributions to developing and validating new conceptual frameworks and tools for evaluating multidimensional structures of SRL strategies and self-efficacy in L2 writing; elucidating the interplay of personal, behavioral, environmental and psychological factors with SRL strategies and writing performance; and presenting an effective self-regulation instructional model for nurturing L2 learners' motivation and confidence to strategize, reflect and succeed in writing. Teng has established herself as one of the prominent scholars in the discussion of self-regulated learning strategies. Her contribution to the fields of L2 writing and strategic learning are undeniable. This monograph is an excellent showing of how her endeavors to bring established theories from educational psychology to applied writing research have progressed over a number of methodologically rigorous studies. It should be required reading for anyone with an interest in cultivating strategic writers not only in the Chinese context but worldwide. Nathan Thomas, UCL Institute of Education .