Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners
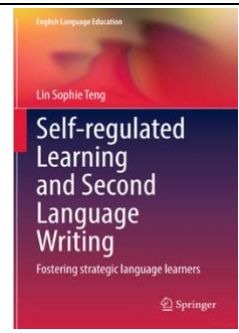
Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners		
Author:	Sophie Teng (2022)	
Publisher:	Springer	
Pages	**ISBN-13**	**Price**
Pp. xx + 221	978-3-030-99519-5 (hardcover)	109.99 EUR

Over the past 40 years, experts in the field of educational psychology have conducted extensive research on self-regulated learning (SRL) as a learning theory. The theory of SRL refers to a learner's ability to understand and control their learning environment through goal setting, self-monitoring, self-instruction, and self-reinforcement in order to succeed in their studies (Schraw et al., 2006). Teachers who understand the application of self-regulated learning strategies may help their students gain important insight for transferring knowledge, skills, and abilities from one field to another. Furthermore, it helps the students prepare for lifelong learning and become autonomous learners. In her recent book *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners*, Lin Sophie Teng explains the principles of using SRL theory in language learning, specifically through the application of SRL to students in a second language (L2) writing class. The book offers valuable knowledge for teachers to understand how to foster integrated strategies of SRL and language learning strategies in all of their students to succeed in language learning.

This book contains nine chapters organized into three sections. This book is arranged systematically to make it easier for readers to understand the content of each section of this book. Following the introductory chapter, part 1 deals with theory behind SRL, part 2 explores

individual differences and SRL strategies in L2 writing, and part 3 targets the instruction of self-regulation strategies in L2 writing classrooms.

Part 1 reviews SRL theory, models, and recent research on SRL strategies in the context of writing. Chapter 2 emphasizes that the process of evaluating learning strategies is far from complete and needs to be addressed in relation to specific learning contexts. For example, instruments which were originally developed for first language (L1) or L2 learners in general learning contexts cannot be directly applied to EFL writing contexts, nor can the data be considered reliable enough to provide insight into specific writing issues. Chapter 3 shows that observational studies have asserted that motivational beliefs and self-efficacy impact writing strategies and academic outcomes. However, self-efficacy scales must be adapted to the activity domains and must assess the multifaceted ways in which efficacy beliefs operate within the chosen activity domains. Part 1 ends by highlighting the synergy of sociocognitive theory as a conceptual framework to guide the exploration of social, psychological, and environmental differences in the use of SRL strategies, and as an interpretive lens to justify instruction in self-regulation strategy intervention.

Part 2 presents an extensive description of the relationship between multi-dimensional SRL strategies and individual differences in terms of social, psychological, and linguistic factors in L2 writing. Chapter 5 discusses the self-regulated learning questionnaire and second-language writer self-efficacy scale as reliable and valid tools to be used in L2 writing. Furthermore, in Chapter 6, cross-sectional research was used to examine how SRL strategies relate to social (age and gender), psychological (motivational beliefs and self-efficacy), and linguistic (writing proficiency) factors in L2 writing. It reveals that motivational beliefs and self-efficacy offer the motivational base for students' effective engagement in academic learning, and thus the development of strategic writers needs the combined contribution of the SRL strategy and motivational variables.

Part 3 discusses a mixed-methods, quasi-experimental study to examine the effectiveness of self-regulation strategy instruction in improving students' L2 writing proficiency. Chapter 7 and Chapter 8 discuss the findings of the study quantitatively and qualitatively. Based on quantitative data collected from writing tests and self-report questionnaires, it shows that the students in the experimental group became more active in using a system of SRL strategies (e.g., metacognitive strategies, social behaviour strategies and motivational regulation strategies) and had higher levels of perceived writing self-efficacy and motivational beliefs than those in the control group. In addition, it demonstrates that self-regulation strategy instruction successfully helps the students actively use various SRL strategies, develop high motivation and positive self-efficacy, and improve writing performance. Finally, part 3 ends by explaining that integrating SRL principles into L2 writing studies is important to improve students' L2 writing performance in the class based on the data and analysis given in the previous chapters.

This book offers many benefits for teachers, researchers, and educational stakeholders, especially in the context of L2 education. One of the many benefits that this book provides is the use of language that is easily understood by readers, especially teachers, so that they can apply the contents of this book in their class. Furthermore, it provides empirical evidence for teachers that implementing SRL strategies in their writing classes may improve their students' performance. Next, the explanation of each research step is methodologically organized so that it makes it easier for future researchers to apply this design to their research. Last but not least,

it offers a basic principle for educational stakeholders to design language curricula by integrating SRL theory to develop self-regulatory capacities in L2 learning. Integration with curricula can be beneficial given that the SRL instructional model is effective for maintaining L2 students' motivation to succeed in L2 writing (Bai et al., 2021).

Despite the many benefits offered from this book, it has some minor drawbacks that need attention. First, this book only focuses on one main topic, namely SRL in L2 writing. The discussion on SRL seems repetitive, as concepts of SRL in L2 writing are explained repeatedly. The empirical case studies included in this book only represent the Chinese context. However, the results of this study suggest that SRL strategies may be important to improve students' L2 writing skills in broader contexts. Last but not least, the author used convenience sampling in her study despite its limitations in representing the broader population of learners.

Despite its minor drawbacks, *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners* is highly recommended for teachers, future researchers, and educational stakeholders. It offers comprehensive insights related to the theory and practice of SRL strategies in L2 writing. It can inspire teachers to apply SRL strategies in their classes to improve students' performance and motivation (Chen et al., 2018). For future researchers, this book can be a basic principle to investigate the use of SRL theory in L2 education contexts, not only writing but also speaking, listening, and reading. Additionally, for educational stakeholders, it can be used as one of sources in designing and improving L2 curricula.

To Cite this Review

Ifadloh, N, Nufus, Z., & Haura, R. (2023). [Review of the book *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners, by* Lin Sophie Teng]. *Teaching English as a Second Language Electronic Journal (TESL-EJ), 27* (2). https://doi.org/10.55593/ej.27106r1

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Acknowledgment

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