

1. Record Nr.	UNINA9910452065603321
Titolo	L2 writing development [[electronic resource]] : multiple perspectives / / edited by Rosa M. Manchon
Pubbl/distr/stampa	Berlin, : De Gruyter Mouton, 2012
ISBN	1-280-57104-7 9786613600646 1-934078-30-1
Descrizione fisica	1 online resource (268 p.)
Collana	Trends in applied linguistics, , 1868-6362 ; ; 6
Altri autori (Persone)	ManchonRosa M
Disciplina	411 418.0071
Soggetti	Second language acquisition Language and languages - Study and teaching Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Foreword -- Contributors -- Chapter 1. Multiple perspectives in the study of L2 writing development: An introduction / Manchón, Rosa M. -- Chapter 2. Foreign language writing development from a dynamic usage based perspective / Verspoor, Marjolijn / Smiskova, Hana -- Chapter 3 Writing across languages in a bilingual context: A Dynamic Systems Theory approach / De Angelis, Gessica / Jessner, Ulrike -- Chapter 4. Feedback and writing development through collaboration: A socio- cultural approach / Wigglesworth, Gillian / Storch, Neomy -- Chapter 5. Understanding L2 writing development from a multicompetence perspective: Dynamic repertoires of knowledge and text construction / Kobayashi, Hiroe / Rinnert, Carol -- Chapter 6. Goal theory and second-language writing development, two ways / Cumming, Alister -- Chapter 7. A rhetorical genre theory perspective on L2 writing development / Tardy, Christine M. -- Chapter 8. Conceptualizing FL writing development in collegiate settings: A genre-based systemic functional linguistic approach / Byrnes, Heidi -- Chapter 9. Investigating L2 writing development from multiple perspectives: Issues

in theory and research / Norris, John M. / Manchón, Rosa M. --
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Sommario/riassunto

The aim of this pioneering volume is to advance our understanding of written language learning in instructed SLA by offering a collection of empirical studies in which the contribution of diverse theoretical perspectives to our understanding of L2 writing development will be explored. As such, the book represents a further attempt to situate written language learning at the core of applied linguistics research, in general, and SLA research, in particular, hence attempting to redress the oral bias of theoretical and empirical work in these fields. It adds a further building block onto recent TESOL initiatives aimed at understanding "development" in second and foreign language learning. Continuity from one chapter to another is provided by adherence to a consistent chapter model. The volume will be of great interest to academics in the disciplines of second/foreign language acquisition (SLA) and second/foreign language (L2) writing.
