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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.