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Nota di contenuto	Task-Based Language Learning - Insights from and for L2 Writing; Editorial page; Title page; LCC data; Table of contents; List of contributors; Series editors' preface to Volume 7; 1. Task-based language learning; Why this book?; From writing to TBLT; From tasks to writing; New directions for tasks and writing; Expanding the TBLT research agenda: Implications for theory and research; An overview of the book; Conclusion; Part I. Tenets, methods, and findings in task-oriented theory and research: The case of writing; 2. The internal dimension of tasks Task and writing: Necessary reconsiderations Task learning in writing: Problem-solving and the interaction between task factors and learner factors; Writing as problem-solving; The interplay between task factors and learner factors; Task learning in TBLT research: The interaction between task factors and learner factors; Final remarks: Moving forward; 3. Reframing task performance; Background: Defining task-based writing; Task-based writing and language learner strategies; Language learner strategies; Linguistic knowledge; The writing study;

Methodology; Findings; Stuart; Vanessa

Summary of the case studies
Limitations; Conclusion; 4. Theorizing language development at the intersection of 'task' and L2 writing; Introduction; Viewing writing and TBLT under the optic of meaning-making in texts; Setting the stage for embracing meaning-making with a textual focus; Tracing the link between complexity and meaning-making: The case of writing; Tracing the link between complexity and meaning-making: The case of TBLT research; Embracing a task-based literacy of textual meaning-making; Affirming the educational perspective of TBLT and writing

Realizing educational interests: Translating a functional theory of language into curriculum
Repositioning complexity in TBLT and writing by invoking the multicompetent learner; Toward a developmental approach to complexity; Language learning as increasing the complexity of acts of meaning-making; Pathways toward complexity in curricula; Conclusion; Part II. Empirical findings; 5. Task repetition and L2 writing development; Introduction; Previous research on task repetition; Task repetition from a dynamic systems perspective; Methods; Context and participants; Task and task conditions
Data analyses
Results; Effects of specific task repetitions; Effects of task-type repetitions: Group-level analysis; Effects of task-type repetition: Individual-level analysis; Discussion; Conclusion; Acknowledgment; References; Appendix A; Appendix B; 6. Planning and production in computer-mediated communication (CMC) writing; Introduction; Computer-mediated communication (CMC); Planning and task-based language teaching (TBLT); CMC and TBLT; Research question; Method; Participants; The task; Anchor 158; Procedure; Data collection; Coding; Results; Discussion; Conclusion
Appendix A. Information Sheet

Sommario/riassunto

This closing chapter aims to assess the contribution of the book to TBLT theory and research and to put forward directions for advancing TBLT constructs and research agendas. We consider the volume's overall contribution to the TBLT field to lie in linking the psycholinguistic with the textual, meaning-making nature of writing and in presenting theoretical and methodological refinements along with empirical advances that reflect that orientation. We have organized the details of that contribution as well as the suggestions for future research directions along four closely inter-related foci, n
