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	Altri autori (Persone)	FogalGary G VerspoorMarjolyn
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	Nota di contenuto	Exploring dynamic developmental trajectories of writing fluency : who benefited from the writing task? / Kyoko Baba -- Coordination of linguistic subsystems as a sign of automatization? / Junping Hou, Hanneke Loerts and Marjolijn H. Verspoor -- The dynamic co-development of linguistic and discourse-semantic complexity in advanced L2 writing / Yu Wang and Shoucun Tao -- Adaptive imitation : formulaicity and the words of others in L2 English academic writing / Susy Macqueen and Ute Knoch -- Profiling the dynamic changes of syntactic complexity in L2 academic writing : a multilevel synchrony method / R. Rosmawati -- Biographical retrodiction for investigating the evolution of learner agency and L2 writing development through study abroad experiences / Ryo Nitta -- The elusive phase shift : capturing changes in L2 writing development and interaction between the cognitive and social ecosystems / Elizabeth Hepford -- Investigating complexity in L2 writing with mixed methods approaches / Alex Gilmore and Gabriela Adela Ganem-Gutierrez -- A critical appraisal of the CDST approach to investigating linguistic complexity in L2 writing development / Bram Bulte and Alex Housen -- Envisioning L2 writing development in CDST under a curricular optic : a proposal / Heidi Byrnes -- Unpacking 'simplex systems' : curricular thinking for L2 writing development / Gary G. Fogal.

Sommario/riassunto   "This volume integrates complex dynamic systems theory (CDST) and
L2 writing scholarship through a collection of in-depth studies and
commentary across a range of writing constructs, learning contexts,
and second and foreign languages. The text is arranged thematically
across four topics: (i) perspectives on complexity, accuracy, and
fluency, (ii) new constructs, approaches, and domains of L2-writing
scholarship, (iii) methodological issues, and finally (iv) curricular
perspectives. This work should appeal to graduate students and
academics interested in expanded discussions on CDST, highlighting its
utility for theorizing and researching language change, and to L2
writing scholars curious about how this fresh approach to researching
L2 development can inform understandings of how L2 writing develops.
As a CDST approach to language change has matured and taken a place
among the dominant epistemologies in the field, students and
researchers of L2 development alike will benefit from this volume"--