

Preface to the Second Edition

As those familiar with the first (2004) edition of this book will probably recognize pretty quickly, this new edition differs significantly from its predecessor. This is primarily due to the dynamic nature of the field of reading-writing connections and partly the result of my own evolving thoughts on the topic.

When I wrote the first edition, it was necessary to try to convince many people in the second language (L2) writing community that it was worth making connections between reading and writing in the writing classroom. That was the thrust of much of the work in this area in the 1990s and the early part of this century. That initial period has ended, and, a decade or so later, we find ourselves in a rather different environment. As Hedgcock and Ferris (2009, p. 188) say of the current environment, “Few would argue against the view that reading and writing are inextricably connected.” As such, this new edition focuses much more on explaining various dimensions of those connections and offering an updated look at how they can be implemented in L2 writing instruction. Of particular note is the field’s current emphasis on source-based writing, which relies on, and develops, connections between reading and writing. This strong interest in and orientation toward source-text use is seen in recent special issues of the *Journal of Second Language Writing* with a theme of “Textual Appropriation and Source Use in L2 Writing” (guest edited by Charlene Polio and Ling Shi, 2012a) and the *Journal of English for Academic Purposes* on the theme of “Source Use in L2 Academic Writing” (guest edited by Diane Pecorari and Philip Shaw, 2013). There has also been considerable interest in the domain of doctoral dissertation research (e.g., Du, 2013; Fang, 2012; Heeney, 2015; Wolfersberger, 2007; Zhang,

2012; Zhao, 2015, to name a few), as well as numerous journal articles, book chapters, and some books.

One of the major changes I have made is to shorten the first chapter, which offers an overview of reading-writing connections. One reason is that some of the material that appeared in that chapter had become dated and is no longer useful in the way it was in 2004. The other reason is that some of the topics originally covered in that chapter have been relocated in line with a reorganization of the book that reflects changes that have taken place in the field.

As part of this reorganization, I've removed the chapter on reader-response theory that appeared in the first edition. I'm still a believer in reader-response theory and think the chapter made contributions, but it seems to me now to be a less important topic to address. However, the topic is not ignored in this second edition; it's simply subsumed inside other work that appears.

An additional major change is a combining of two chapters that appeared in the first edition: the chapters on writing to read and reading to write. Those remain extremely important dimensions of reading-writing connections, but over the past ten years we've seen a significant emphasis on source-based writing, which in turn places primary emphasis on reading to write. Thus, while writing to read is an important component of reading-writing connections, I felt it should receive less space in this edition in favor of concentrating on reading to write. As such, I elected to address both of those topics in the same chapter, with *source-based writing* serving as a kind of umbrella term that encompasses both of those directions in which reading-writing connections can occur.

To account for changes that have taken place since 2004, I've added two chapters, one on transfer and the other on assessment. At the time of the writing of the first edition, literature on transfer in the context of writing was limited, and the idea that the connections that occur between reading and writing involve transfer processes was not one that reading-writing connections scholars were addressing in a meaningful way. Nor is the transfer dimension a common part of the current

reading-writing connections literature. However, there has been growing interest in transfer and L2 writing, and that has opened the door to a link with reading-writing connections, which, as I argue in Chapter 3, depends on transfer. Hence, an important contribution of the new edition is an argument for accounting for transfer elements in teaching and researching reading-writing connections. With regards to assessment, this, too, was not a topic receiving much attention in the field at the time the first edition was written. In a sense, that is not surprising, as writing and reading skills were still being assessed separately. However, today we find that integrated assessment, including reading and writing (and speaking), is a common practice, especially in the highly influential Test of English as a Foreign Language (TOEFL®), which shifted to the integrated approach in 2005. Then, too, if we are asking students to connect reading and writing in the writing classroom, it stands to reason that we should discuss ways of assessing their efforts at the same time that we can provide ourselves with more information about how they're handling those connections.

This new edition, then, constitutes far more than some tweaking and updating of the first edition. While important material from the first edition that helps frame the foundations of reading-writing connections remains, this new edition is intended to broaden the horizons of our awareness of such connections. In that regard, it holds much that will be new and useful to readers of the first edition and will continue to serve as an introduction to reading-writing connections for those just becoming interested in and familiar with those connections.

Where this new edition most closely resembles the first edition is in its dual mission of providing both new and experienced teachers of writing with a solid grounding in the theoretical foundations and pedagogical possibilities associated with reading-writing connections. At the same time, I hope the theoretical work and the research described in this edition will prove helpful to those interested in empirical explorations of reading-writing connections, as there is still much to be learned about the topic. Ultimately, I see this book as providing resources of various kinds for those wishing to

pursue reading-writing connections: summaries of beliefs underlying those connections, ideas about teaching them in the writing classroom, and information about the work others have conducted in developing this rich and dynamic domain of L2 writing.

Acknowledgments

As with the first edition of this book, there are many people I'd like to thank for their help and support in the completion of this project.

I'd like to start by expressing my appreciation for my wonderful group of doctoral student advisees who have tackled reading-writing connections in one way or another since I wrote the 2004 edition of this book. Their excellent work has helped keep me in close contact with developments concerning reading-writing connections and has given me a great deal of productive food for thought as I've watched them research and write their dissertations. Mentoring them during their dissertation experiences has certainly increased my knowledge and understanding of this very important domain of L2 writing research and pedagogy.

I'd also like to express my deep appreciation to Diane Belcher and Jun Liu, editors of the Michigan Series on Teaching Multilingual Writers, for granting me the opportunity to revisit and revise my earlier book on this topic. The experience has been both a challenging and a meaningful one as I've engaged not the just the original version of the book itself but also the version of myself who created it. Producing this new version has been an interesting way of seeing how much I've changed in connection with the topic. I'm especially grateful to Diane, as it was working with her in the ESL Composition Program at Ohio State in the 1990s that pushed me to take a much deeper look at issues I'd been wrestling with for some time as well as the scholarship related to those issues. We created and co-taught a graduate seminar on reading-writing connections and engaged the topic in the development of undergraduate L2 writing courses in the composition

program, and these were extremely valuable experiences for me in locating myself within this topic. This book (either edition) wouldn't exist without them.

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Finally, I'd like to express my love and gratitude to my wife, Soonei, and my family, for their encouragement and support, and to the wonderful friends who have made my life so much richer.