

Preface to the Second Edition

There have been a number of major developments in second language (L2) writing and peer response teaching and research since the publication of the first volume of this book in 2002. Two of these, in particular, are worth mentioning as they have motivated the substantive revisions we have made to the Second Edition of *Peer Response in Second Language Writing Classrooms*.

The first of these is the increased interest in the use of computer-assisted language learning (CALL) and, specifically, computer-mediated communication (CMC) for L2 pedagogy, particularly after the emergence of Web 2.0 technologies in the mid-2000s. These technologies have had a significant impact on how L2 writing and peer response are being researched and taught. In the Second Edition of *Peer Response in Second Language Writing Classrooms* we examine the use of both asynchronous and synchronous CMC for L2 peer response, including a detailed look at the benefits and drawbacks of a range of CMC technologies, including wikis, blogs, Facebook, and email.

The second major development—influenced no doubt by the unparalleled access today's teachers and researchers have to information through the internet—is the accessibility and visibility of research on L2 peer response from a wide range of regions and countries across the globe. In making revisions to the content of the Second Edition of *Peer Response in Second Language Writing Classrooms*, we draw on research findings from a range of countries and cultures including China, Korea, Hong Kong, Taiwan, Japan, Vietnam, Thailand, Saudi Arabia,

Iran, Lebanon, Turkey, and Egypt, among others. Incorporating voices and research from across the globe greatly enriches and expands the body of research on peer response, and offers some evidence that peer response is becoming a norm in L2 writing classrooms around the world.

The Second Edition of this book offers insights from a careful synthesis of the research, and draws on real life experiences of both authors in teaching peer response at different proficiency, age, and experience levels, and with a range of modes. By incorporating research on CMC for peer response, and particularly the use of Web 2.0 technologies, the Second Edition has been revised for the next generation of L2 writing classrooms.

Jun Liu

Jette G. Hansen Edwards

Copyright (c) 2018, University of Michigan. All rights reserved.