

Series Foreword

Approximately a decade and a dozen books ago, our series was launched with the publication of Dana Ferris's *Treatment of Error in Second Language Student Writing*. It is difficult to imagine a more auspicious start for a series. As soon as it appeared in print, *Treatment of Error* found an eager and extensive audience and, since then, has continued to appeal to a wide readership. Those who have read the first edition, perhaps repeatedly as have many of us who view it as a trusted guide to addressing multilingual writers' language use issues and to teaching others how to do so, should be more than pleased to see Ferris's updated and expanded second edition, enhanced by insights from recent developments in areas such as second language acquisition and corpus linguistics. Readers for whom the second edition is their first experience with this book—whether novice or seasoned teachers, specializing in the teaching and learning of language, or just interested in helping language learners produce more reader-friendly texts—will likely find in this highly accessible, practitioner-oriented resource the type of guidance that they are seeking and are unlikely to find elsewhere.

No specific prior training is needed to benefit from the research- and theory-informed journey Ferris takes us on through the challenging terrain of responding to error. Far from downplaying the challenge, Ferris heightens our appreciation of the complexity of the undertaking—helping learners' take control of the syntactic, morphological, and lexical dimensions of their texts—while at the same providing us with a highly persuasive rationale for accepting this responsibility and an impressive toolkit of approaches for facilitating our students' progress. The goal of this book is not, as a facile interpreta-

tion of the title *Treatment of Error* might lead one to believe, simply to make us more efficient and effective correctors of our students' grammar. The goal is instead to enable us to better scaffold our students' growing independence as language analysts and self-editors, and ultimately as producers of second language texts that speak for them and to readers in the ways that they, as authors, want them to. Ferris's expertise in this area—responding to the linguistic needs of multilingual writers—and her understanding of the needs of those who teach them make the goal of second language learner (and writer) autonomy seem eminently achievable.

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