

## Series Foreword

When we, the series editors, first began to envision this series, we knew immediately that it should include a book on the implications of technology for teaching and learning composition in an additional (or any) language. We soon discovered, however, that finding someone willing and able to accept the challenge of writing such a book was no easy task. We should not have been surprised. Considering how increasingly expansive, varied, and fraught technology-as-topic is, it presents a daunting, rapidly moving target for any would-be commentator. It morphs itself faster than most of us are able to write. For Joel Bloch, however, the challenge of this topic seems to have been a large part of its charm, a view resulting, one might speculate, from his extensive personal engagement as a teacher and researcher with second language writing classroom innovations utilizing technology.

The fast-paced nature of technological change, as Bloch has observed (this volume), is exactly the reason why teachers of writing need a book that will encourage and support their exploration and evaluation of the role of technology, or **technologies**, in the writing classroom. Neither a techno-optimist who views technology as the solution to all our writing pedagogy problems nor a pessimist persuaded of the inevitable dangers posed by technology to literacy learning, Bloch is a techno-realist who sees the growing presence of technology in academia and elsewhere as calling for an informed, critical, and reasoned approach to understanding its impact on and place in the writing classroom. Grounded in applied linguistics research and composition theory and practice, Bloch is able to bring a hands-on, intellectually engaged perspective to his topic—from the theoretical underpinnings of

and ongoing debates over technologically enhanced writing and writing pedagogy to the potential “enhancements” themselves (e.g., networking, hypertextuality, computer-mediated discourse, concordancing). Whether new or long-accustomed to considerations of the pedagogical use (or misuse) of technology, readers are likely to find much that is thought- and action-provoking in Bloch’s discussion of numerous applications and implications of evolving technologies and literacies that are changing, or at the very least challenging, the way we think about, teach, and enact composing.

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