

## Preface to the Second Edition

I have been extremely grateful for the positive response to *Treatment of Error* and was excited to undertake the challenge of a new edition. Research on written corrective feedback in L2 writing and in second language acquisition has proliferated over the last decade, and an update on the literature about what continues to be a controversial subject was badly needed. Beyond simply updating the literature, though, this second edition afforded me the opportunity to further explore topics I myself have wrestled with as a scholar, researcher, teacher, and teacher educator—the growing diversity in what we call “L2 writers,” the blurring boundaries between “native” and “non-native” speakers of English, the influence of genre studies and corpus linguistics on our approaches to teaching writing, and the need to move beyond “error” to “second language development” in how we approach students and their texts.

In this second edition, I have made the following changes and additions:

- Updated the literature in all chapters, especially Chapters 1–2, and substantially reordered and added to the material in those opening chapters
- Wrote an entirely new chapter (6) on academic language development
- Added a postscript on how to integrate the error treatment/language development suggestions in Chapters 4–6 into a writing class syllabus
- With an eye to the book’s potential use in pedagogy courses or teacher development workshops, added discussion/analysis questions to the end of each chapter, along with a concise list of suggested further readings.

Other changes in the book are slightly less global and perhaps more subtle. For instance, I rearranged sections and added headings in some chapters to make them flow better. Also, in order to retain the book's original (popular) characteristic of being good "airplane reading," in most cases I have limited the number of in-text citations and added some key references to chapter endnotes instead. Finally, I have broadened my original conception of the audience for this book; in the first edition, I envisioned primarily, even exclusively, ESL teachers of writing courses, reading-writing courses, or integrated language skills courses that include writing. In this edition, bearing in mind the blurring of disciplinary divisions between "L1 composition" and "L2 composition," I have tried to also address the knowledge base and concerns of writing/composition instructors who were not trained primarily as ESL teachers but who nonetheless find themselves working with L2 writers in their classes. The changes that ensued were small but consistent throughout the book, for instance, speaking of "teachers of L2 writers" instead of "L2 writing teachers." I hope that this broadened vision will make the book more readily accessible to non-TESOL audiences who might be interested in the subject matter.

I should add some acknowledgments to those I made in the preface to the first edition. I have changed institutions, so I should add my thanks to my colleagues in the University Writing Program (my home department) at the University of California, Davis, as well as my own students, from whom I learn new things all the time. I am especially grateful for the ongoing encouragement and support of my editor at the University of Michigan Press, Kelly Sippell. I also want to mention my new (since the publication of the first edition) friend John Bitchener of AUT University in Auckland, New Zealand, and esteemed colleagues/friends who have been *Treatment of Error* fans, Deborah Crusan of Wright State University and Keith Folse of the University of Central Florida. I would also like to thank the co-researchers (current and former graduate students) who have worked with me most recently on new primary research on this topic: Jeffrey Brown, Hsiang (Sean) Liu, Manuel Senna, and Aparna Sinha. Finally,

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