

## Series Foreword

In our foreword to the first edition of *Connecting Reading and Writing in Second Language Writing Instruction*, we noted that there were several reasons why we felt the need for a book on reading and writing connections in our series. The reasons for publishing a book such as this strike us as even more compelling and numerous now than a decade ago. While some have referred to our current era as the “late age of print” (Striphas, 2009), literacy today, including writing in response to reading, and reading in response to writing, may actually play a larger role in our now very wired lives than it ever did before. Though much of our literate practice, often involving social media, may seem far from academic, the boundary between the academic and non-academic appears more and more fuzzy, especially as we better understand the role that self-sponsored, out-of-school reading and writing may play in learners’ acquisition of literacy (Yi, 2010). Not only have we come to realize that out-of-school literacy can support in-school literacy, but that what we are preparing multilingual writers for is not just how to meet academic literacy expectations. They will also need to function as literate world citizens who, more likely than not, participate in public discourse in interactive digital forums that invariably connect reading and writing (Bloch, 2008; Hafner, Chik, & Jones, 2013).

Alan Hirvela’s new edition of this volume exhibits all of the characteristics that made the first one of value to novices and seasoned practitioners alike who are interested in learning more about reading-writing pedagogy. As earlier, Hirvela deftly links theory, research, and practice in prose that is highly accessible and engaging. Readers will probably be especially appreciative of the increased attention to source-

based writing, or reading-to-write, in this new edition, as well as the addition of chapters on integrated reading-writing assessment and skill, strategy, and knowledge transfer, a topic too seldom addressed in the second language reading-writing context. What readers may be still more appreciative of, as no doubt were those who read the first edition, is the depth, as well as breadth, of engagement with his subject that Hirvela, a highly experienced language/literacy classroom practitioner, prolific researcher, and long-time teacher-educator, brings to his writing about reading-writing connections. Those not yet explicitly fostering such connections in their own classrooms will most likely be inspired to do so after reading this book; those who already are will find more reasons and new ways to forge those connections.

### References

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- Yi, Y. (2010). Adolescent multilingual writers' transitions across in- and out-of-school writing contexts. *Journal of Second Language Writing*, 19, 17–32.

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