

WAC and Second Language Writers: Research towards Linguistically and Culturally Inclusive Programs and Practices, edited by Terry Myers Zawacki and Michelle Cox. Anderson and Fort Collins: Parlor and WAC Clearinghouse, 2014. 482 pp.

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This book is part of the Parlor Press *Perspectives on Writing Series* edited by Susan H. McLeod and Rich Rice and jointly published with the WAC Clearinghouse. Given the backgrounds and reputations of the collection's editors and contributors and its placement in a book series edited by one of the founders of the writing across the curriculum/writing in the disciplines (WAC/WID) movement, it is difficult to imagine a collective effort that could promise greater credibility or authority, salience or significance for WAC/WID and second language writing (SLW) scholars who are seeking effective ways to work together for the benefit of multilingual students. The outcome of their effort has delivered on that promise.

An outgrowth of an earlier collaboration between its two editors, who coedited a special issue of *Across the Disciplines* on "WAC and Second Language Writing: Cross-field Research, Theory, and Program Development," this collection builds on arguments for the need for WAC/WID work to be informed by SLW scholarship, given issues raised by the presence of L2 writers in writing-intensive courses. The benefits of scholarship at this intersection work in the opposition direction as well, with SLW pedagogies being informed by insights from decades of work in WAC programs and research on writing in the disciplines. Contributors to the collection represent a range of institutional types, from community colleges to research universities, located in the U.S. and abroad. While providing summaries of the eighteen chapters would be impractical for me in the space of this review, the foreword, editors' introduction, and afterword do this work of summarizing particularly well.

Jonathan Hall's "Foreword: Multilinguality Across the Curriculum" sets the project in a professional context, explaining that the collection continues the argument advanced in the journal's special issue—"the concerns of multilingual writers are not in any way peripheral to or unusual in the way that our profession will evolve, but rather are rapidly assuming a central position in the discussion of the future of WAC" (5)—and applies it to the stakeholders and participants of contemporary WAC programs. Hall observes that the issue of the relation between WAC and multilingual writing was raised in the 1990s by SLW scholars such as Paul Kei Matsuda, Ann Johns, and Ilona Leki, but only recently have WAC scholars been taking the initiative to study this relationship. Hall locates the issues addressed in the contents of the collec-

tion, as well as other work at the intersection of SLW and WAC/WID, along three axes: “local and global, student experience and faculty expectations, and traditional WAC pedagogy for all students and differentiated instruction for multilingual learners” (6). He notes that these issues and tensions are always inherent in WAC/WID work, but they take on new significance in “the age of the multilingual majority” (6). Regarding the local/global axis, Hall observes that WAC has always been locally situated in specific institutional contexts and that “in today’s interconnected world, the relation between the global and the local takes on added complexity as well as urgency” (6). On the persistent issue of assessment, where the desire to value student experience and adherence to a standard of performance can clash for many faculty, he articulates: “How can we insist on complexity, critical thinking, and subtle attention to the nuances of language while also opening ourselves up to new insights that may arise from translanguaging processes in student writing?” (9). Hall calls for “new methods, models, and technologies,” but acknowledges that changing WAC/WID faculty members’ pedagogies may be more challenging than changing faculty attitudes about multilinguality (11). His work to relate the project to central concerns of the WAC community and to articulate the stakes for the future of WAC/WID make the foreword an invaluable entry point for readers.

Following Hall’s foreword, the editors’ introduction explains that their overarching goal for the collection is to expand WAC research and practice to “include and ‘embrace’ . . . the differing perspectives, educational experiences, and written voices of second language writers” (16). Cox and Zawacki do not simply survey the landscape of existing, relevant WAC/WID and L2 scholarship, they also make arguments for how it might be shaped to meet future needs. They explain that while the chapters that comprise the collection are focused on research, they also wanted the collection to offer “a wealth of pedagogical, curricular, and programmatic practices” and a “range of perspectives and institutional locations” and, with the aid of the references at the end of each chapter, “an abundance of resources for further research and practice” (16). Cox and Zawacki identify familiar landmarks for readers by articulating three central principles that ground work in WAC/WID: (1) student writers’ and teachers’ goals for writing require a range of approaches to writing and teaching; (2) writing varies across contexts and differences must be respected and taught; (3) WAC programs’ emphasis on writing can help to transform an institution’s culture of teaching and learning.

They argue that these principles must be extended to include three sets of “awarenesses and practices” around which they organize their review of relevant L2 literature for WAC/WID scholars (17): (1) respecting differences in Englishes, including World Englishes, dialects of English, varieties of English, and interlanguage; (2) constructing curricula in ways that allow multilingual

students to draw on their cross-linguistic and cross-cultural resources in order to be as successful as L1 students; and (3) promoting an academic writing culture that values difference as a resource rather than identifying assimilation to Western culture and command of standard written English as the goal. They use these same three “WAC/L2 writing-inclusive principles” to organize the eighteen chapters of the collection into three sections, one focused on students as writers, one on institutional contexts, and one on program-level practices.

The editors close their introduction with two more sets of three. They identify three distinct contexts for future WAC/L2 research work: (1) increasing populations of U.S. resident L2 writers; (2) increasing numbers of international L2 students on U.S. campuses; and (3) increasing globalization of U.S. colleges and universities through establishing branch campuses and forming partnerships with higher education institutions abroad. They then offer three sets of suggestions for research corresponding to their organizational categories: (1) research on “L2 students’ experiences,” (2) research on “faculty perceptions and teaching practices around L2 writing,” and (3) research “related to a focus on courses, curriculum, and programs” (34-35).

Finally, Chris Thaiss’ afterword invokes an audience of WAC/WID program faculty across the disciplines. Opening with a brief reverie in which he reflects on what he observes from his window in northern California after finishing an email to a fellow researcher in Greece, Thaiss notes how little we worry, in such exchanges, about the “fine points of our discourses—nuances of parallel construction, commas, ‘who or whom?’—because if these delicacies of verbal etiquette really bothered us, we’d be driven so crazy by the unpredictability of individual readers’ tastes across this busy world that we’d never have the courage to put our messages out there” (465). Starting from this observation about our “multiple communications within simultaneous contexts in our increasingly global consciousness” (466), Thaiss discusses the contribution the collection makes to building an argument against a singular focus on error and expecting or attempting to teach student writers native-speaker fluency. Echoing contributors to the collection, Thaiss contrasts the “difference as deficit,” “difference as accommodation,” and “difference as resource” models for conceptualizing work with multilingual writers and synthesizes recommendations for “difference as resource” teaching practices from multiple chapters in the collection. Here and elsewhere in his afterword he deftly synthesizes the research findings and arguments of the collection’s individual chapters and sets them in the context of the goals and concerns of WAC/WID programs and faculty. His essay will serve as an excellent resource for WAC/WID faculty across the disciplines who want an introduction to research and theory that will inform their work with multilingual writers.

This collection can serve as a handbook of approaches to research on multilingual writing across the curriculum and in the disciplines, given the range of research approaches including surveys, focus groups, textual analysis, analysis of institutional data, and mixed methods that are represented. The inclusion of methodological discussions and careful accounts of research methods help to insure that readers from a range of epistemological orientations and disciplinary backgrounds will be able to appreciate the validity of the research presented. The collection is an obvious choice for graduate seminars in WAC/WID and SLW, especially given that the Parlor Press/WAC Clearinghouse *Perspectives on Writing Series* is available in both low-cost print and free digital forms. (These arrangements also allow for longer books, such as this one, which is nearly twice the length of many collections in the field.) Many of the chapters could also serve as readings for WAC/WID faculty workshops focused on working with multilingual student writers. *WAC and Second Language Writers* can become a guidebook for collaborations between WAC and SLW professionals.

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Works Cited

- Zawacki, Terry Myers, and Michelle Cox. "Introduction to WAC and Second Language Writing." *WAC and Second Language Writing: Cross-field Research, Theory, and Program Development*. Spec. issue of *Across the Disciplines* 8.4 (2011): n. pag. Web. 22 February 2016. <<http://wac.colostate.edu/atd/ell/zawacki-cox.cfm>>.
- Zawacki, Terry Myers, and Michelle Cox, eds. *WAC and Second Language Writing: Cross-field Research, Theory, and Program Development*. Spec. issue of *Across the Disciplines* 8.4 (2011): n. pag. Web. 22 February 2016. <<http://wac.colostate.edu/atd/ell/index.cfm>>.