

Grounded Literacies in a Transnational WAC/WID Ecology: A Korean-U.S. Study, by Jay Jordan. University Press of Colorado, 2022. 118 pp.

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Transnational WAC/WID movements in U.S. higher education advocate for more inclusive writing policies and pedagogies that incorporate linguistic and cultural diversity and localized knowledge and practices into global perspectives (Hall and Horner). This growing awareness toward plurality in transnational WAC/WID methods is exemplified by Zawacki and Cox's dictum: "Think globally. Research locally. Teach consciously" (12). Jay Jordan's *Grounded Literacies in a Transnational WAC/WID Ecology: A Korean-U.S. Study* adds a more nuanced discussion to this conversation through analysis of the WAC/WID movement in Korean higher education, which is still in its beginning and lacks institutional and programmatic support. Jordan's lived experience as a participant in this transnational WAC/WID movement serves as an insightful guide for writing teachers, scholars, administrators, and/or those taking on intersecting roles in a similar context.

The seven chapters in Jordan's three-year, cross-campus longitudinal study delve into the situatedness of Second Language (L2) academic literacy practices. The first three chapters provide a background understanding to the study context and design. Chapter 1 traces the history of English education in Korea by juxtaposing conflicting perceptions and ambivalent attitudes toward English language ideologies in Korean society—manifested by the labels *guknaepa* (those who learn English domestically) versus *haewaepa* (those who learn overseas) (19). The next chapter takes the reader to a vivid scene at the University of Utah Asia Campus—from the start-up campus' inception to the daily operation of programs and curricula, all of which are entangled with their local culture and major stakeholders. Chapter 3 evinces Jordan's thoughtfully crafted qualitative method that yields rich and thick descriptions of the "transnational experiments" (20). The most notable are students' anxieties and struggles relating to the varying demands of academic literacy practices, their coping strategies and resistance toward certain practices (e.g., extemporaneous speech) to promote a self-image of perfection, and their evolving L2 literacy identities in the transnational space over time.

Chapter 4 frames embeddedness as the "sensitizing concept" of the study and thereby gives readers a glimpse of "transnational complexities" from participants' viewpoints (59). Jordan argues that, despite the challenge of a "double shift" in FYW and WAC/WID, students tap their prior educational experiences and cultural repertoires to orient themselves to new academic and professional discourses and conventions in two different disciplines (42).

Readers will see that sensitivity to the local context and student population helps faculty members revise and innovate their curriculum and pedagogy to deal with a complex interplay of student needs and disciplinary goals.

Chapter 5 concentrates on “instances of coping” observed in students’ academic language and literacy practice and on faculty members’ adaptive teaching that reflects the complex interconnection of ecology, network, and negotiation in this cross-border education site (62). Jordan’s narrative depicts how students construct and negotiate their subject positions to resist certain academic demands of faculty members as well as to create interactional opportunities to access authentic linguistic resources in the transnational space (Norton-Pierce; Pavlenko, “Access”). On one hand, the students’ actions (e.g., frequenting professors’ office hours or finding employment in the psychology lab) are understood as an attempt to establish “intersubjectivity with the speakers of target language” (Pavlenko, *The Bilingual Mind* 303), a gesture to gain legitimacy in the target language community (Wenger). On the other hand, Alice’s transformation from an L2 learner to an L2 user—or “star English teacher”(78)—upon graduation indicates that the social meaning of the English language in Korean society is viewed as symbolic capital promising educational opportunities and economic viability (Bourdieu). Similar to the previous chapter, the great takeaway from the practitioners’ perspective is the faculty’s sensitivity and responsiveness toward students’ emergent academic needs in the new ecological context. Faculty members constantly negotiate their expectations by crafting a space for scaffolding students’ learning and socialization into a new educational culture and discourse community.

The following chapter highlights the ramifications of transnational education in reference to Korea’s linguistic internationalization effort through a case study of one student (David) with a hybrid identity (half-Korean and half-American). The narrative illustrates how David’s English language proficiency and his home- and school-based literacy practice enhance both his language tutor role among students in the Asia Campus and also his relatively smooth socialization into the academic discourse community. By contrast, the study also illuminates that David’s identity—one living in a bilingual and bicultural world—is often in conflict with the dominant perceptions of him by people in the target society. They see him as a model minority in the transnational space—a seemingly American student (*haewaeppa*) with highly proficient English skills at the Asia Campus but a high-performing Korean student at the U.S.-based campus. The strength of this chapter is in vivid observations and careful reflections of the transnational education scene and the depiction of students’ multiple identities in flux. It offers valuable pedagogical implications to practitioners involved in cross-border education: how to weigh expectations

of the home campus and host country with the realities of local conditions and particularities of student backgrounds.

The final chapter draws inspiration from pedagogical and administrative perspectives and centers on the “ways of transfer” (101) observed in both students and faculty members in earlier chapters. Jordan maintains that, in the transnational educational context, students and faculty alike should be able to repurpose and reapply their prior knowledge and practices from previous contexts into a new disciplinary and social context by navigating both linguistic and cultural differences and the constraints and affordances of the available resources on site (100-01). Readers will also appreciate Jordan’s advocacy for a “transnational administrative effort to recruit and develop writing-focused faculty” locally and internationally, even though there are various (un)predictable administrative challenges surrounding transnational campus operation at an early stage (103). Based on the claim that literacy development and teaching involve the “whole world” (106), the book concludes with an invitation to scholars, teachers, and administrators who interact with international and multilingual students to consider the idea of “[cultivating] sensitivities to writing and to writing’s surrounds” (105) to achieve higher education’s internationalization goals.

One of the greatest values of this book is that it situates writing research in a transnational site and presents fresh, rich, and vibrant insights about L2 literacy practices. It examines linguistic, educational, cultural, ideological, material, disciplinary, and administrative complexities involving various stakeholders within the cross-border educational context. Further work on broadening the ownership of English to L2 users who possess multicompetence—the knowledge of more than one language in the same mind—will eventually benefit the entire institutional community and the host country (Cook). Understanding the “foundational awareness of literacy’s particular complexity” (102), as shown in instances of participants’ struggles, requires a much deeper understanding of language and disciplinary socialization processes from the perspective of L2 users who both belong to more than one discrete or conflicting discourse community and also need to internalize the values, norms, and interests of the target community by becoming an insider (Canagarajah 151).

Continued work is also needed to examine ways to facilitate students’ disciplinary socialization processes by empowering them to take advantage of discursive situations as a resource for their original voice (Canagarajah 169). Anyone who has been working in a similar context to Jordan’s description would support his advocacy for cross-institutional efforts to align curriculum and course goals and coordinate courses across programs, departments, and campuses (102). As higher education’s transnational partnership under internationalization continues, this book will continue to invite diverse audiences

who work in a similar context to generate discursive practices about teaching and researching writing, planning and administration of writing intensive (WI) courses and programs, as well as ongoing faculty training, mentoring, and exchange in cross-border educational sites.

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