

Nonnative English-Speaking Teachers of U.S. College Composition: Exploring Identities and Negotiating Difference, edited by Mariya Tseptsura and Todd Ruecker, University Press of Colorado, 2024. 234 pp.

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As part of the International Exchanges on the Study of Writing series, the AWAC Clearinghouse and University Press of Colorado published *Nonnative English-Speaking Teachers of U.S. College Composition: Exploring Identities and Negotiating Difference (NETUCCEIN)*, edited by Mariya Tseptsura and Todd Ruecker in 2024. It features chapters written by twenty-two authors who use English as an additional language. Contributors hail from different countries around the globe but all have been researching and teaching in the fields of composition, pedagogy, rhetoric, and culture at various U.S. colleges and universities. In chapter one, Tseptsura and Rucker argue that although the U.S. academy's diversity of graduate students, graduate teaching assistants, and global scholars fosters multilingual and equitable approaches to teaching and scholarship in the U.S., writing studies as a field has not acknowledged the pedagogical approaches of nonnative English-speaking instructors of first-year composition courses in any substantial scholarly format in U.S. academic journals and books. Therefore, U.S. secondary institutions may inadvertently marginalize international scholars who teach college composition courses. Hence, the objective of *NETUCCEIN* is to amplify the often-unheard voices of nonnative English-speaking teachers (NNESTs) and begin a scholarly conversation around them to promote linguistic and cultural diversities. In light of this rhetorical concern, the twelve chapters of *NETUCCEIN* investigate 1) how NNESTs carve out their own identity as college composition instructors and 2) how their job status plays a role in their interaction with native and nonnative English-speaking students in the U.S.

The collection's chapters two, three, four, five, six, and seven elaborate on the importance of establishing the NNEST identity in first-year writing classrooms, the work of writing program administration, and composition studies. Specifically, in chapter two, "Constructing a Professional Identity: Nonnative English-Speaking Teachers in First-Year Writing Courses," Marcela Hebbard argues that NNESTs in the United States should align their "multiple rich subjectivities" (39) with the "cultural expectations of the profession" (24). Hence, she emphasizes the need to include NNESTs' diverse perspectives in scholarly research and classroom teaching. In chapter three, "Multilingual Writing Teacher Identities and Institutional Ecologies: A Collaborative Narrative Inquiry," Su Yin Khor et al. analyze how writing program administrators can

utilize NNESTs' knowledge to establish multilingual spaces and create diverse teaching resource materials at their institutions. In comparison, in chapter four, "Dismantling Racial Microaggression: Translingual, Nonnative Identities as Pedagogical Resources," Nabila Hijazi asks educational institutions to promote "anti-racist and social justice pedagogical practices" and acknowledge heterogenous identities to encourage NNESTs to find room for themselves as important resources (76). In chapter five, "Cultural Adaptation and Building Authority as a NNEST: A Reflective Study," Tseptsura reflects on her own teaching career, and posits that racism in academia undermines NNESTs' rhetorical flexibility and confidence as writing instructors. Likewise, while teaching at West Virginia State University, Lan Wang-Hiles faced students' vitriolic comments, such as "A good teacher, but too bad she is Chinese," and "She does not speak English well" (115), as referenced in chapter seven titled "Native English-Speaking Students' Perceptions of a Nonnative English-Speaking Writing Teacher, Teaching Effectiveness, and Language Performance." To dig deep into students' thoughts about her NNEST status and teaching effectiveness, Wang-Hiles conducted five individual interviews with three male and two female undergraduates as a follow-up to two surveys. After analyzing the data, she found that most students held a "favorable attitude" (128) toward her pedagogic style and convention, but some had concerns about her lack of Standard American English. To help students bust the linguistic myth, she opines that writing programs should encourage their first-year writing students to accept, respect, and legitimize linguistic and cultural differences for students' growth and development in research and education. Similarly, in chapter six, "What Authority I Have?": Analyzing Legitimation Codes of English Composition ITAs," Aleksandra Kasztalska and Michael Maune establish that having a NNEST as a writing instructor is an opportunity for students to develop global viewpoints and "see these teachers of writing as legitimate" (111). Therefore, chapters two through seven not only explore the collection's theme of acknowledging NNESTs' multilingual and multicultural perspectives but also demonstrate how these perspectives enrich classroom pedagogy, research areas, and administration.

Furthermore, to address pedagogical challenges, various chapters within this book (by Wen Xin, Xin Chen, Melinda Reichelt, Anastasiia Kryzhanivska and Tetyana Bychkovska) emphasize collaborative works among faculty, students, and writing center administrators. For example, in chapter eight, "A Corpus Study on Written Comments by Nonnative English-Speaking and Native English-Speaking Teachers of First-Year Writing," Xin emphasizes the importance of collaboration. After analyzing "56 samples of written comments on students' graded papers" (141) provided by both Native English-Speaking Teachers (NESTs) and NNESTs, Xin argues that frequent conversations and

material exchanges among cross-cultural colleagues improve their feedback methods and help them recognize and accept differences in their feedback. In chapter ten, Chen's "Identity and Professional Development of First-Year NNEST Teachers: Two Case Studies" urges NNESTs to collaborate and build "a positive and productive learning community for all" (190). In chapter eleven, Reichelt's "NNESTs, Teacher Education, Language Diversity, and Equality" suggests first-year writing directors give equal voice to NNESTs and NESTs and tap into their expertise as a valuable source of information to "provide quality teacher education" (204). In chapter twelve, "Building Confidence as NNESTs of Writing through Pre-service Training and Professional Development," Kryzhanivska and Bychkovska note that if NNESTs assume roles in writing program administration and engage in mentorship collaborations, they will find more opportunities "to develop their skills to enter a writing classroom with confidence" (224). Chapters eight, ten, eleven, and twelve inspire NNESTs to develop their pedagogical adaptability through cooperation and collaborative projects with their NEST colleagues. If NESTs and NNESTs work in unison, the field of writing studies may benefit from greater diversity, equitability, and inclusivity.

This book also offers specific insights into NNESTs' struggles while constructing their own identity as first-year writing instructors in the U.S. Many of them face struggles with their teaching approaches, while others encounter cultural shock in a new educational system. For example, in chapter nine, "(Re)framing Uncertainty as Opportunity: A Study of International Teaching Assistants in Writing Classrooms Across the Curriculum," Tamara Mae Roose et al. focus on the problems and encumbrances faced by international teaching assistants in their roles as writing instructors and investigate the strategies these instructors employ to deal with those challenges. I agree with Roose et al. that, in many cases, international scholars of writing studies struggle to establish their own voice in scholarly settings. Amidst all these hurdles, I appreciate the writers of this book for braving their way past all types of traumas and stereotypes in their respective professional careers and making names for themselves. As an international graduate student of color, I had some hesitation about my use of English in my pedagogic approach. Thankfully, after reading *NETUCCEIN*, I feel more confident in the belief that language is not the only determiner for being a skillful writing instructor.

In conclusion, *NETUCCEIN* is an inspiring book for scholars, instructors, administrators, and students from diverse linguistic backgrounds. This book may help them become more receptive to an appreciation of the diverse linguistic resources and cultural groups. Furthermore, it may foster collaborative opportunities among composition teachers. After reading the collection, international scholars may find innumerable ways to develop their scholar-

ship and teaching practices in the U.S. and feel confident of their own color, ethnicity, and international academic background. Specifically, *NETUCCEIN* provides knowledge about American course syllabi and pedagogical practices to NNESTs unfamiliar with them before they arrive in America. This book not only helps them quickly understand how to navigate the new system of writing instruction in America but also boosts their confidence, which NEST colleagues may have dented by questioning their skills. With the genres and conventions shared in the book, NNESTs can establish their translingual identity with assurance and confidence. Hence, I urge rhetoric and composition scholars, regardless of their background, to read *NETUCCEIN* and engage in scholarly discussions about the academic potential and challenges faced by NNESTs. This engagement should promote diversity, inclusivity, and equity while uniting to combat racism in academia through not only words but also tangible actions, such as developing inclusive curricula, advocating for policies that elevate marginalized voices, and increasing opportunities for academic growth and development for all.

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