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Academic Literacy and Discourse Socialization of Seven Multilinguals in a Research Seminar Course in a Japanese University

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ACADEMIC LITERACY AND DISCOURSE SOCIALIZATION OF SEVEN

MULTILINGUALS IN A RESEARCH SEMINAR COURSE IN A JAPANESE UNIVERSITY

A Dissertation

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Doctor of Philosophy

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Title: Academic Literacy and Discourse Socialization of Seven Multilinguals in a Research
      Seminar Course in a Japanese University

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This study examines academic literacy socialization and the construction of academic identities by seven multilingual students in a mandatory research seminar course in a Japanese university. The main purpose of this research is to explore how the students attempt to engage in the development of academic literacy using the English scholarly texts and construct their academic identities.

In order to explore academic discourse socialization and identity construction of the research participants, a qualitative case study approach was utilized. In this study, the primary data, the participants' weekly journals, were crystallized by using additional data from multiple sources such as: students' literacy autobiographies in English, final positionality narratives, course blog posts, individual interviews, and a form focus group interview.

The seven multilinguals began to negotiate the meanings of the English disciplinary discourses adopting their own strategies at the initial stage of the semester. Through various experiences of examining the academic discourses, socializing with peers had a beneficial influence upon the development of academic literacy. Especially, mutual interactions with peers inside and outside the classroom contributed to a deeper understanding of the disciplinary discourses and facilitated active participation in the discourse community. Although initiation into the specialized community brought about peripheral participation and a power imbalance,

interactions guided by more capable peers advocated the importance of the shared value of the professional knowledge.

Academic identities were co-constructed by serving various roles to peers and gaining the sense of belonging to the discourse community. To cultivate the expertise in academics became advantageous to the construction of academic identities; however the lack of knowledge and limited interactions remained focused on becoming the English language learners.

The findings obtained from the cases of each participant have a critical impact and shed light on the studies of academic literacy and discourse socialization in different contexts. This study discusses implications for teaching of and research on academic literacy socialization in various learning settings.

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CHAPTER ONE

INTRODUCTION

Academic literacy has been identified as learners' abilities on multiple levels necessary for the achievement of engaging in the specialized communities (Canagarajah, 2002; Hyland, 2009; Hyland & Hamp-Lyons, 2002; Leung, 2010). Studies of academic literacy have explored the curriculum, discourse, and pedagogy from different points of view in all educational disciplines in higher education. As such, research on academic literacy has been frequently discussed as a vital underpinning for critical language education.

In applied linguistics and second language (L2) studies, academic literacy has been discussed through the social and cultural perspectives of L2 learners (Casanave & Li, 2008; Duff, 2007b, 2010b; Duff & Hornberger, 2010; Leki, 2007; Morita, 2000, 2004) as academic literacy and its socialization process requires learners to possess "an understanding of and ability to use appropriate disciplinary discourse" (Blue, 2010b, p. 2). This understanding leads to an awareness of learners' complexities of negotiating the academic discourses in the specific context.

Historically, empirical studies of academic literacy mainly emphasized academic language proficiencies such as reading and writing, especially those of writing, to satisfy the requirements for teacher instruction and for disciplinary discourse in a specialized field (Braine, 2002; Johns, 1997; Swales, 1990). For instance, according to Swales and Feak (1994), academic writing requires students to acquire a better understanding of the standard patterns of discourse that conform to the rhetorical expectations of the audiences in their disciplinary communities.

Other inquiries of academic linguistic skills focused primarily on L2 learners' struggles to improve their academic reading and writing (Casanave, 2002, 2003; Casanave & Li, 2008; Leki,

2007). Research indicates that L2 learners resisted adopting the disciplinary discourse as aspects of their own cultural identities (e.g., learning history, background, assumptions, and values), which hampered the progress of their L2 academic literacy (Braine, 1999; Casanave, 2002; Leki, 2003; Liu & You, 2008; Waterstone, 2008). In addition, some autobiographical narratives on literacy exhibit difficulties in understanding the scholarly texts and in English writing proficiency (Belcher & Connor, 2001; Connor, 1999; Fox, 1994; Fujieda, 2010), as well as the various processes that initiate language learners and even scholars into the academic discourse communities (Casanave & Vandrick, 2003). Thus, the empirical studies of academic literacy emphasize the level of the learners' academic linguistic skills in the disciplinary area.

However, the current focus on L2 academic literacy has shifted the focus of research from the development of linguistic abilities to an involvement with socialization into disciplinary communities (Duff, 2010a, 2010b; Duranti, Ochs, & Schieffelin, 2014; Gee, 2011; Seloni, 2012). Specifically, the focal point of academic literacy research is how learners engage in accelerating the active interactions, sharing knowledge, and conducting joint work with experienced members in specific communities. Recent studies of academic literacy have examined how students have become socialized into the discourses of their disciplines rather than focusing on the development of their academic linguistic abilities, such as reading and writing (Duff, 2014; Duff & Hornberger, 2010; Leung, 2010; Morita & Kobayashi, 2010). The rationale for exploring academic socialization is that academic literacy is deeply involved in the interactions encompassing the process of academic socialization within a specific community. Thus, the opportunity for more dynamic interactions with proficient members in the disciplinary community secures the progress of academic literacy development.

In addition, L2 learners attempt to build their academic identities while also engaging in the development of their academic literacy in order to join specific disciplinary communities (Casanave & Li, 2008; Henkel, 2000; Morita, 2009). Through communities of practice, L2 learners negotiate their positioning and the discursive processes of academic identity construction when they are initiated into their target disciplinary communities (Casanave, 2002; Lave & Wenger, 1991; Norton, 2000; Wenger, 1998).

As a tangible way to develop the previous research on academic literacy, inquiries into academic literacy conducted using qualitative methodology have become more common in the field of applied linguistics and L2 studies (Duff, 2010a; Kouritzin, Piquemal, & Norman, 2009; Morita, 2004, 2009; Leki, 2003, 2007). The emerging trend of academic literacy highlights the processes, practices, and experiences of academic socialization and the discourse of students in various learning settings. These issues demonstrate a keen insight into the learners' complex inner processes of negotiating academic discourse in disciplinary-specific communities. Specifically, numerous investigations of academic literacy have revealed the types of challenges that learners confront as they struggle with issues of enculturation into a specialized community (Barnawi, 2009; Canagarajah, 2002; Casanave, 2003; Casanave & Li, 2008). Other studies have shown how learners have navigated texts and negotiated meanings in specialized discourse patterns (Leki, 2003, 2007; Liu & You, 2008). Another investigation demonstrates how students have established their identities as academic readers and writers by describing their dynamic experiences, which have been largely influenced by sociocultural contexts (Cox, Jordan, Ortmeier-Hooper, & Schwartz, 2010; Fujioka, 2008; Pavlenko, 2001; Waterstone, 2008).

Statement of the Research Problem

Although research on academic literacy has been widely discussed, much of this research has been conducted in L2 graduate or undergraduate students in English-speaking countries. For example, academic literacy covering multilingual learners in diverse contexts around the world has yet to be fully examined. Exploring academic identity construction by English learners in different cultural contexts has received relatively little attention in the past research. Further inquiries are required to consider how English learners, especially newcomers of the academic community, in a particular learning setting, become socialized into academic discourse and communities to promote their academic literacy. Namely, issues of academic literacy have a profound significance in the exploration, as well as interpretation of the way novice learners go through the processes, experiences, and practices of academic literacy and identity formation in situated learning contexts. Such inquiries shed fresh light on the discussions on academic literacy socialization, as Seloni (2012) indicates "the newcomers are often seen as constantly juggling expectations of the disciplines, experiencing a lack of linguistic and cultural capital and making accommodations for the new environments in which they are being immersed" (p. 49).

Research on academic literacy and academic identity construction needs to highlight case descriptions from the viewpoints of individual learners using a naturalistic qualitative approach because academic literacy socialization cannot be objectified or quantified. More research on academic literacy is valuable to better capture students' voices using descriptive accounts, as the criteria for academic literacy development are complex and obscure (Duff, 2010b; Kouritzin, Piquemal, & Norman, 2009; Morita & Kobayashi, 2010).

Research Question for the Study

Through the current academic literacy research, the need for further study of academic literacy of multilingual students in non-traditional L2 classrooms is valuable to suggest the extended research in academic literacy. Thus, I raise the following research question: how do undergraduate multilinguals, enrolled in a mandatory research seminar course, negotiate and become socialized into their academic discourse and construct their academic identities using various English scholarly texts?

This dissertation study focuses primarily on academic literacy socialization and academic identity construction of seven multilinguals at the university level using English scholarly texts in a required research seminar course. The primary purpose of this study is to explore how each participant attempts to engage in academic literacy socialization, as well as to construct an academic identity through inside and outside of the activities, embracing the dynamic and multimodal natures of the learning context. An additional aim is to investigate how I teach academic literacy through socialization as part of my own development as a teacher-scholar.

Purpose of the Study

Supporting and applying the research positionality of a relationship between academic literacy and socialization (Duff, 2010a, 2010b; Seloni, 2012), this study delves into the experiences and practices of academic literacy and identity construction by undergraduate multilinguals in a required research seminar class in a Japanese university. Specifically, the goal of this study is to understand the multilingual learners engaged in negotiating the meanings of English professional articles and interpret how they go through the processes of becoming a member of the discourse community and examining the challenges they encounter during their academic literacy socialization in the situated learning contexts. In addition, this study presents

what pedagogical approaches should be incorporated into teaching academic literacy in undergraduate settings and suggests further studies of academic literacy socialization in various learning settings.

Previous investigations of academic literacy by Japanese L2 learners demonstrate how these students engage in their academic literacy and what aspects influence their academic literacy socialization (Casanave, 1998; Kobayashi, 2003, 2006; Morita, 2000, 2004; Spack, 1997). Grounded in perspectives of sociocultural theory and community of practice, research indicates that effective development of academic literacy involves dynamic and in-depth interactions with community members, while L2 learners negotiate their academic identity construction (Casanave, 2002; Kanno, 2003; Leki, 2007; Morita, 2000, 2009).

Since this study was conducted in a four-year Japanese university, contextualizing the background of English education in Japanese higher education is valuable for the audience to understand the status quo of English teaching of higher education in Japan. Thus, the next section provides an overview of Japanese tertiary education, English education in particular, and illustrates a methodological approach in this study, and concludes with significance of the study.

Context of Japanese English Education in Higher Education

The stagnant academic ability of recently enrolled students has represented a critical problem throughout English instruction in Japanese higher education. Due to bold educational reform, most universities and colleges have attempted to have new students acquire basic English skills by focusing on grammar and reading during the students' first year or before they enter the university as a supplementary class.

An educational reform affecting elementary through high school was proposed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2000. The change of

educational policies, called relaxation education reform[1] (*yutori kyoiku*), accelerated the decline

of fundamental knowledge in all subjects including English. As the instructional hours had been

decreased, teachers tried to complete the coursework following the curricular guidelines without

determining if students had sufficiently comprehended what they were supposed to be learning.

Thus, many students went onto high school and higher education even though they had not

acquired basic scholastic proficiency (Amano & Poole, 2005). This deterioration in the academic

abilities of newly-enrolled university students caused a negative impact on teaching English in

higher education. To solve this problem, most four-year universities and colleges tried to counter

such a regression by providing English remedial education, especially teaching basic grammar

and reading, deemed necessary for learning at the tertiary education level (Mori, 2002).

Furthermore, as communicative language teaching (CLT) proposed by MEXT in 2002,

which focuses on development of oral proficiency, has become mainstream, English education in

Japan attaches little importance to English literacy education. Research on as well as practical

approaches for academic literacy needs to be provided in Japanese higher education to foster the

further development of learners' academic literacy (Japan Association of College English

Teachers Classology[2], 2008).

Traditional English teaching in Japanese secondary schools (junior and senior high

school) emphasized the development of literacy skills, reading and writing, employing grammar-

translation and vocabulary memorization approaches in order to develop a solid base of English

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[1] The purpose of the relaxation education reform was to "shift focus onto building children's ability to learn and think independently and to de-emphasize rote memorization as well as reduce pressure in children's lives" (Terawaki, 2001 cited from Takayama, 2007, p. 423).
[2] Japan Association of College English Teachers (JACET) has established a research section called "Classology" whose purpose is to consider and provide teaching approaches for the enhancement of students' abilities, and share them with teachers in secondary and higher education. The publication of JACET Classology (2008) illustrates various cases of teaching English presented by universities and colleges teachers.

as a foreign language (Yoshida, 2003). It was assumed that this teaching method promoted

adequate instruction for student performance on university entrance exams; however, it actually

became detrimental to fostering students' communication abilities. For instance, students

concentrated on memorizing vocabulary items in textbooks without pronouncing the words.

There was no practice in speaking or understanding English grammatical structures (Baskin &

Shitai, 1996). This grammar-translation instruction, the *yakudoku*[3] approach, became a

generalized manner of teaching English to support student preparation for entrance examinations.

Furthermore, Gorsuch (1998) states that since communication skills were unnecessary in

entrance exams, *yakudoku* instruction was considered an effective means of developing reading

and writing proficiency. As an alternate approach to teaching English as L2, MEXT has

promoted CLT, which focuses on the development of oral proficiency, in the curriculum

guidelines for secondary schools since the early 2000s. In 2003, MEXT advocated this CLT

approach as a concrete English education policy, cultivating Japanese with English abilities as "A

Strategic Plan" (MEXT, 2003). According to MEXT (2003), the vision of this policy aimed to

foster the students' abilities for English communication and to improve the instructional

capabilities of English language teachers. In response to English becoming an international

language, MEXT advocates CLT in order to have students adapt to a globalized society as well as

becoming a person who has a good command of English. Therefore, at the beginning of the

twenty-first century, as TESOL scholarship discussed the issues of the communicative approach,

the government tried to improve English curriculum at the secondary school level with more of

an emphasis on CLT (Seargeant, 2009).

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[3] A grammar-translation approach, *yakudoku*, is a traditional but still popular teaching approach. Students translate Japanese texts into English and English texts into Japanese to improve their reading and writing skills. This instruction is a common way to teach English literacy in Japan.

Although MEXT proposes specific standards of English education in secondary education guidelines in higher education, there is a dearth of English educational principles, as well as ultimate goals. In the English Strategic Plan, MEXT (2003) finally specified the objectives of English education at the university level. The English policy in higher education recommends that college students should be required to attain communicative proficiency in English in order to understand the specialized subjects related to their prospective professions. The Strategic Plan for higher education requires students to draw fully upon the strength of their expertise using English rather than simply fostering English communication abilities in daily life.

Currently, MEXT has put up specific policies on the educational curricula in higher education, called the "Global Human Resource" (Yonezawa, 2014). The main goal of the human resource development is to tackle the global market with intercultural communication skills. MEXT encourages some universities to provide flexible policies and educational systems in order to foster human resources with subsidiaries such as the enhancement of a study abroad program, further acceptance of foreign students, and advanced language and disciplinary courses (exclusive use with English).

English is a part of the foreign language curriculum in Japanese higher education. Most universities provide English classes for students to practice and enhance their language skills. Many universities also provide an additional opportunity to learn the language by offering specialized classes taught in English. Because the CLT approach and the strategic action plan by MEXT (2003) have become mainstream, the curricula of most English classes in higher education strive to have learners promote their speaking and listening proficiencies (Seargeant, 2009). The concept that English communication refers to just conversational abilities has long been held as the norm in Japanese English education. Thus, the focus on teaching English has

now shifted to the other extreme, with oral production privileged over written proficiency since 2003.

However, speaking instruction at the university and college-level still emphasizes unproductive conversational practices that conflict with the goals of English language policy proposed by MEXT (Kikuchi & Browne, 2009; Kuno, 2008). As the current teaching of English in Japan has over-emphasized the approaches for speaking, the importance of academic reading and writing has been downplayed (Fujieda, 2012; Omori, 2010).

As a result, the new policy of teaching English using CLT generates a problem in Japanese higher education. Most students have limited English skills, especially incoming students who generally have a limited ability to read and write in English. However, students have chances to develop an academic literacy in their disciplines using English or mediated by Japanese. Hence, there is an urgent need to discuss the study of academic literacy as well as practical approaches to teaching it in Japanese tertiary education since inquiries into how college students acquire their academic literacies have yet to be examined.

Research Approach for This Study

Theoretical Framework

In this study, I utilized a qualitative research method with a case study. To employ qualitative approaches, it is necessary to validate the use of qualitative methods in several research paradigms (Guba & Lincoln, 1994, 2005). A research theoretical framework, constructivism, serves as a key element to pursue some epistemological questions of knowledge construction among human beings. Constructivism affirms that humans' thoughts, concepts, and reality occur in association with social interactions and agency of language (Guba & Lincoln, 2004). Therefore, the research paradigm of constructivism in qualitative research is a legitimate

method to interpret the meaning of phenomena gained from our life experience (Lincoln, Lynham, & Guba, 2011).

This present study draws on perspectives of sociocultural theory and community of practice to provide a theoretical framework for academic literacy and socialization. The notion of sociocultural theory is fundamentally concerned with Vygotsky's (1978) standpoint of culture and society and conceives learning as a commitment to social participation and interactions (Lantolf, 2000; Vygotsky, 1978). One of Vygotsky's theoretical issues indicates that the extent to which learners become involved in activities with others has a large impact on learners' cognitive development. Namely, the more learners interact with capable peers, the more they expand their "zone of proximal development" which is the social and mental region within the learner where knowledge acquisition takes place (Vygotsky, 1978).

Many scholars underscore the importance of incorporating sociocultural theory and perspective into L2 studies (Johnson, 2009; Johnson & Golombek, 2011; Lantolf & Poehner, 2014). Johnson (2009) articulates that human learning is through dynamic social activity distributed by people, with tools and artifacts. The dynamic interactions with peers and teachers enable learners to become more aware of the role of language, which is a tool to share experiences and knowledge and to foster the development of learning. The sociocultural viewpoint changes teachers' attitudes of thinking about teacher learning, language, and language teaching.

Central to sociocultural theory is the socialization process found in community of practice (CoP) (Lave & Wenger, 1991; Wenger, 1998). CoP is a group of people who promote a collaborative process to share their expertise in a mutual field (Wenger, 1998). CoP has frequently been associated with workplace environments, attributing this concept to social

situations outside the realm of education. However, CoP is relevant to educational theories and language socialization as a way to "relate development to access and participation that is situated within a particular sociohistorical context" (Deckert & Vickers, 2011, p. 74). As Lave and Wenger (1991) point out, learners can benefit greatly from dynamic social practices as well as interactions with community members through CoP.

Incorporating the CoP framework into research will help to contextualize how the learners in a research seminar class negotiate and are socialized into academic literacy and academic identities (Wenger, 1998). As the framework of CoP plays a pivotal role in explaining learners' socialization and engagement in the community, I call attention to the importance of CoP and how it has a significant influence on the research seminar students' academic literacy socialization and on their academic identity construction.

Methodological Approach

The primary objective of this research is to explore the phenomena of academic literacy socialization and academic identity construction through case descriptions of learners' experiences as perceived through their cultural, contextual, and personal perspectives. This dissertation study highlights cases of the research participants in order to explore the issues of academic literacy socialization and identity formation by concentrating on the students' personal frame of reference. To delineate participants' actual experiences, the case profile is considered an appropriate way to enhance the reader's awareness of students' learning in the context of their academic environment.

Because I conducted research in my own course, *Research Seminar*, in my university, I strived to protect my students' identities by collecting multiple data sources after student grades had been finalized and posted. The collected data were: (a) my students' literacy autobiographies

in English; (b) weekly research seminar journals; (c) a final positionality narrative; (d) course

blog posts on Moodle, (e) in-depth individual interviews, and (f) a form focus group interview.

To analyze the data sources, I first interviewed the participants and translated the

transcripts of the interviews into English in chronological order. I also translated the weekly

journals into English using member checks to confirm whether or not the translations and

interpretations were clear. Then, I coded, categorized, and recombined the data to make this

study consistent. When the transcripts and data were available, I carefully analyzed the data

sources in an inductive way since qualitative methods require data collection and analysis at the

same time (Merriam, 1998; Yin, 2003).

To begin the data analysis, I followed three phases. In the first phase, I reviewed all of the

interview transcriptions, participants' blog comments, and the written documents (e.g., literacy

autobiographies, weekly reflective journals, and positionality narratives). Then, as part of an in-

depth analysis of the texts, I annotated and commented in the margins in order to develop

questions for later individual and a focus group interview.

The second step of the data analysis was to divide the data sources into thematic

categories (Bloomberg & Volpe, 2008; Merriam, 1998; Yin, 2003). I reflected on the comments I

made in the margins of the written documents and made a list to consider to which thematic

categories the participants were assigned. The thematic categories were: (a) multiplicity of

academic literacy practices, (b) construction of disciplinary knowledge through CoP, and (c)

positionality of self.

The last phase was to review the evidence uncovering the thematic categories found in

the second stage. Then, I combined the raw data of individual cases to the categories

demonstrated in the second phase (Mertens, 2010; Stake, 2010). Since a qualitative method

requires recursive and inductive processes, I analyzed the data in the three stages to make this present study consistent.

Significance of the Study

Studies of the academic literacies of L2 students identify meaningful results, revealing that numerous psychological and behavioral processes are deeply involved in acquiring academic literacy proficiency (Casanave, 2002; Casanave & Li, 2008; Duff, 2014; Leki, 2007; Morita, 2000, 2004). L2 learners who have socially and culturally different backgrounds need to coexist with other members in discourse communities and classes. Researchers differ as to why L2 learners develop the way they do and what constitutes an educational or social background (e.g., Barnawi, 2009; Casanave & Li, 2008; Kanno, 2003; Leki, 2007; Morita, 2004).

While research on academic literacy by L2 students has held center stage in the area of L2 acquisition and education, little is known about the academic literacy of various types of learners in different learning settings. Thus, this research focuses primarily on undergraduate multilingual students, joining a mandatory research seminar course in a Japanese university, where multilingual learners explore a specialized field, L2 writing, with English scholarly articles. Although English is generalized as a Foreign Language (EFL) in Japanese educational contexts, learners with multicultural backgrounds attend Japanese universities and colleges. As the population of foreign residents in Japan increases, multilingualization and internationalization have progressed in higher education (Gottlieb, 2012). The default notion that Japan is an EFL context in which learners possess a nearly identical background in language learning experiences needs to be challenged. Rather, Japanese university settings entail complex as well as fluid contextual elements, including language background, educational history, prior knowledge, and ideology.

Therefore, the importance of this present study is to achieve in-depth understanding of insiders' views of academic literacy and discourse socialization in a local course context, highlighting each case description of the research participants. All novices join the discourse community as newcomers to gain the membership by examining various English scholarly articles. They try to engage with the reading assignments, shuttling between their first language (L1) and the target or other languages, while examining the complex academic discourses due to "the multiple languages (i.e., more than two) and varied sequences (e.g. L1→L2→L3→L1) involved in language learning" (Duff, 2014, p. 565). The newcomers are involved in socializing into the discourse community, encountering challenges of understanding the scholarly texts, problems of interplay between peers, and conflicts with their prior learning experiences. Exploring the cases of academic literacy socialization of multilingual students in a research seminar course brings a unique perspective to issues of academic literacy. This present study using a case study method helps take a close look at the participants' discursive and multidirectional ways of discourse socialization and construction of academic identity through CoP.

In addition, exploring this line of inquiry in my dissertation may provide useful insight into approaches for teaching academic literacy to students who come from similar backgrounds. It may also contribute to applied research in L2 education in the realm of discourse socialization and academic literacy. Morita (2009) suggests several implications for teaching that demand an expectation of classroom approaches for language socialization in various contexts, offering valuable insight to classroom practices to facilitate learners' socialization processes. For instance, teachers need to offer students a wide range of attractive opportunities in order to exert a reciprocal influence on their academic literacy socialization, so that students can "see academic

socialization as a dynamic and creative process" (Morita, 2009, p. 457) in the classroom. Teachers should serve as intermediaries, helping students socialize into the class, even as teachers themselves participate in the socialization process (Haneda, 2006). If teachers are confronted with complications regarding learning situations such as classroom size, institutional policy, or students' characteristics, they have the potential to incorporate online discussions (e.g., course blogging) into activities that can take place outside of the classroom.

Thus, examining the disciplinary discourses of undergraduate multilinguals offers a new insight into the processes and practices of academic literacy socialization and academic identity construction in L2 studies scholarship.

Organization of the Remaining Chapters

Including this introductory chapter, the research described in this dissertation is organized into six chapters. As the rationale for conducting my present study, Chapter Two discusses the gaps in the current empirical studies of academic literacy and academic identity construction. The chapter begins with a definition of academic literacy as it is dealt with in this dissertation study. The chapter reviews the issues of academic literacy: academic literacy and language focus, academic literacy and socialization, and applications of academic literacy studies. Then, as this study is grounded in sociocultural theory, I provide an outline of the theory as well as the concept of communities of practice. I review investigations of academic literacy and academic identity formation based on the concept of a community of practice.

Chapter Three illustrates the methodologies used to collect and analyze the data sources. First, I discuss the issues of constructivism as a research framework in order to advocate the importance of qualitative methods. Next, I describe the use of the case study as a methodological tool to conduct this present study. Then, I show the data collection, data sources, and data

analysis procedures, after research design and settings are presented. This chapter closes with a discussion of trustworthiness and ethical considerations.

In Chapter Four, I document the cases of academic literacy socialization and academic identity construction by the seven multilingual research participants. Each case illustrates the participants' processes, experiences, and practices of academic literacy both inside and outside the classroom using specific coding categories discussed in Chapter Three.

Chapter Five shows my interpretation and analysis of the case rendition of the research participants as a cross-case analysis based on the emergent themes from each case, covering the previous studies of academic literacy socialization and academic identity construction.

Finally, Chapter Six includes a full summary of this dissertation and proposes implications for further research, as well as the teaching of academic literacy, to gain further insight into the issues of academic literacy in university-level settings. This chapter concludes with an epilogue which depicts future visions of my research seminar course based on the findings in this study from my positionality of teacher-researcher-scholar.

CHAPTER TWO

LITERATURE REVIEW

The present study focuses primarily on academic literacy socialization and academic identity construction of seven undergraduate multilinguals in a mandatory research seminar course in a Japanese university. While there has been considerable research on academic literacy and academic identity construction, much of the work has been conducted in English-speaking domains geared towards second language (L2) learners. Since inquiries into academic literacy acquisition and identity construction in non-English speaking settings are very limited, a gap exists between the research conducted of L2 learners and that of multilingual learners around the world. Whereas the way L2 learners are socialized into their academic literacy and disciplinary discourse has been widely investigated, studies targeting multilinguals in various contexts have yet to be examined fully. Further studies of academic literacy and academic identity formation in different learning contexts are required in order to narrow the current gap in the research on academic literacy. Thus, the fundamental goal of this study is to explore as well as interpret the experiences and practices of academic literacy socialization and academic identity construction of undergraduate-level multilinguals in a research seminar course in a Japanese university.

This chapter highlights the major issues of academic literacy and academic identity construction described in previous studies to support the research questions and goals of my dissertation study. In this section, I highlight the empirical research on academic literacy development and the construction of academic identity. In addition, I describe perspectives of sociocultural theory and community of practice to provide a theoretical framework for academic literacy and socialization research. Specifically, I begin with giving the definition of academic literacy followed in this study and examine the issues of academic literacy. Next, I define the

meaning of academic identity and investigate past studies of academic identity construction. Then, sociocultural theory and community of practice are discussed in order to illustrate how the conceptual framework of a community of practice has influenced academic literacy and identity formation as key elements of my research framework. The final section concludes with a detailed explanation of the present study, pinpointing the previous research problems of academic literacy and academic identity formation.

Research on Academic Literacy Development

Definition of Academic Literacy

Academic literacy is more than a matter of general linguistic ability, such as reading and writing. Rather, academic literacy entails discursive processes, negotiations, and experiences in the target discourse community promoting co-constructed knowledge as well as dynamic interactions with others (Blue, 2010a; Duff, 2014). Thus, academic literacy development can be defined as academic literacy socialization that mediates mutual interactions with others "who provide novices explicit and (or) implicit mentoring or evidence about normative, appropriate uses of the language, and of the worldviews, ideologies, values, and identities of community members" (Duff, 2010b, p. 172). More studies of academic literacy are required to broaden the scope of the research, including emphasizing the academic literacy socialization of individual learners in various educational contexts. Furthermore, Seloni (2012) suggests that academic literacy socialization needs to take a close look at learners' participation beyond the classes because it includes "understanding the social and discursive practices that take place among various actors as they act and react to each other in other learning spaces" (Seloni, 2012, p. 58).

The study of academic literacy in L2 learners has emerged an important issue in the field of applied linguistics and L2 studies. In the past, research into academic literacy emphasized the

pedagogical approaches to English academic discourse in order to develop L2 learners' English academic linguistic ability, especially their writing skills (Belcher & Braine, 1995; Bizzell, 1992; Elbow, 1991). In the past, research on academic literacy emphasized how to teach academic writing in English to suit the needs of a specialized discourse (Swales, 1990). However, as the population of multilingual learners in diverse classroom settings has continued to grow, inquiries into academic literacy have shifted from the acquisition of academic writing to socialization into the specialized academic discourse (Canagarajah, 2006; Duff, 2010b, 2014; Hyland, 2009, 2012; Morita & Kobayashi, 2010; Preece, 2010).

L2 academic literacy development has been discussed as a process in specialized communities beyond the development of basic reading and writing (Blue, 2010a; Duff, 2007b, 2010a, 2010b, 2014; Duff & Hornberger, 2010; Hyland & Hamp-Lyons, 2002). Most studies demonstrate that L2 learners, in their attempts to interact with the disciplinary discourse, had more challenges negotiating meaning, and experienced interference from the discourse patterns of their native languages (Casanave, 2002, 2008; Casanave & Li, 2008; Leki, 2007; Liu & You, 2008; Michael-Luna & Canagarajah, 2007; Morita, 2000). The major findings obtained from current research in L2 academic literacy confirm that social interaction with members of the discourse community has a substantial influence on L2 students' academic literacy development (Barnawi, 2009; Casanave & Li, 2008; Leki, 2007; Morita, 2004). Moreover, such a socialization pattern cultivates learners' agency which leads to their initiation in the disciplinary discourse and encourages academic identity construction (Casanave, 2002, 2008; Kobayashi, 2003; Morita, 2009).

Inquiries into academic literacy need to delve into the relationship between socialization processes and engagement in academic literacy. As such, the term academic literacy in this study

refers to explicit descriptions of learners becoming socialized into the disciplinary-specific discourse from the learners' perspectives; it is also important to examine the way students engage in negotiating meaning with the discourse, and what experiences and practices of academic literacy they do inside as well as outside the classroom.

From the next section, I review the literature of academic literacy in order to clarify the significance of this dissertation study according to the definition of academic literacy.

Review of Academic Literacy Studies

Academic Literacy and Language Focus

According to Braine (2002), studies of academic literacy in the early 1990s mainly handled the investigations to what extent writing assignments were implemented in both undergraduate and graduate classes in the U.S. in order to develop students' writing abilities. As the earlier issues of academic literacy indicated, written work figured prominently in students' performance evaluations in discipline-specific courses (Canseco & Byrd, 1989; Jenkins, Jordan, & Weiland, 1993).

Canseco and Byrd (1989) examined 55 syllabi from 48 courses offered in a graduate business program of a university located in the southern United States. The results demonstrated that writing tasks with strict instructions played a crucial role in the classes. The authors argue that students attempted to concentrate on the written work in order to meet instructor demands since the writing tasks were heavily involved in the assessment of the course. In addition, the importance of academic literacy highly stressed acquisition of writing proficiency to recognize as well as fulfill the demands of the genres in the specific discipline (Johns, 1997; Swales, 1990; Swales & Feak, 1994). For instance, Swales and Feak (1994) stress that academic writing

requires particular discourse patterns to better fit the rhetorical expectations in the English academic contexts.

Schneider and Fujishima (1995) examined the academic writing development of one Chinese student in the U.S. Even though the participant (Zhang) made progress in writing in English, several factors came into play in terms of academic writing proficiency. For instance, Zhang was unable to express himself well in English, a demotivation towards tackling the target culture, and few interests in interacting with his fellow classmates outside the classroom. Looking at the early approach for academic literacy study, its primary objective was to "assist learners in developing their academic communicative competence by means of explaining disciplinary practices, expectations, and discourses" (Morita & Kobayashi, 2010, p. 244).

As for other cases of academic literacy, several researchers have conducted thorough investigations of academic literacy acquisition by L2 learners (Crosby, 2009; Kobayashi, 2003; Leki, 2007; Liu, 2008; Liu & You, 2008; Seloni, 2008b). These researchers reflect the growing importance of academic literacy studies whose inquiries focus on academic literacy difficulties, discourse socialization, and academic identity construction in the field of L2 scholarship. Such studies indicate that the concept of academic literacy development is deeply intertwined with the socialization processes of a given community as well as the academic practices of oral and written discourse following the manner of the discipline (Casanave & Li, 2008; Leki, 2007; Seloni, 2008b).

To cite one case, L2 students, in an attempt to become competent language learners, engaged in academic literacy role-plays or "writing games," as Casanave (2002) terms, that bore the social and political elements of the specialized field. Especially, novice learners, being initiated in the disciplinary discourse, are faced with new challenges in academic writing. The

learners must confront the dilemmas of acquiring the written discourse: how to blend their cultural backgrounds into the academic discourse; or whether to shift the rhetorical patterns of their L1 writing in order to suit the situated academic purposes and expectations in the L2. Through the complex game plays, learners attempted to reconstruct their academic identities and positionalities, all the while struggling with difficulties in building academic knowledge and literacy, in order to situate themselves in the professional community. Such processes lead learners to adjust to and enculturate themselves into the academic community so that they can be adept at reading and writing in the particular academic field (Casanave & Li, 2008; Leki, 2007; Liu, 2008).

Liu (2008) examined the way Taiwanese EFL undergraduate learners were initiated into the academic written discourse and how they incorporated the structures into their writing. The novice academic writers tried to seek a way to position themselves in their academic environment while practicing writing tasks. One participant persisted in his own beliefs during his objective writing assignment. Even though the participant at first devalued the features of English academic writing, he came to understand the characteristics of the academic written structures through his work on the writing tasks. Liu maintains that academic writing for writers in EFL settings is a negotiation act because the writers must negotiate the content of the writing task, the learners themselves, the audience, and the contexts.

Moreover, other inquiries into academic literacy highlight the difficulty that multicultural learners (e.g., L2 and Generation 1.5[4]) experience in understanding and developing proficiency in academic reading and writing (Casanave, 2002, 2008; Casanave & Li, 2008; Crosby, 2009;

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[4] The term of Generation 1.5 learners often refers to immigrant learners who grew up as well as were educated both in their home country and in the U.S. secondary school in part (Harklau, Losey, & Siegal, 1999; Roberge, Siegal, & Harklau, 2009).

Leki, 2003; Riazantseva, 2012). It is undeniable that developing academic literacy challenges language learners with numerous complexities and difficulties beyond basic practices of literacy. The learners' cultural contexts, values, and assumptions, influence their academic literacy development and often impede learners from acquiring a better understanding of the target discourse conventions.

For instance, Leki's (2003) longitudinal study illustrated a Chinese ESL undergraduate's struggle to develop writing and oral proficiency in her specialized community (nursing). The inquiry reveals that the research participant, Yang, had difficulties in developing her writing in the specialized area due to the technical terms. The significance of this study is that the development of academic literacy in the target language causes undue hardship on learner performance even if students possess substantial background knowledge in their first language.

Similar research conducted by Crosby (2009) indicates challenges and difficulties of two generation 1.5 students in a freshman writing class. The research participants, Andrew and Tiffany, stated that they were beset with difficulties understanding the specialized lexicons found in academic texts. In addition, because of her lack of the prior knowledge Tiffany became reluctant to read in English. She strove to conceptualize her daily reading assignments and had difficulties in understanding them thoroughly. With respect to writing difficulties, the participants revealed a contrasting view. Andrew made grammar the overriding priority, which facilitated the process of editing. On the other hand, Tiffany put her writing struggles into the perspective of content generation: topic selection, reference reading, and logical writing.

Riazantseva's (2012) study focusing on academic literacy (mainly writing in English) by generation 1.5 students obtains an analogous result to Crosby's. Three research participants who speak Russian encouraged their progress of English academic reading skills by engaging in

frequent interactions with native speakers, although their writing performance still exemplified problems. The findings also showed that "behaviors, attitudes, strategies and skills interacted to create unique conditions that led to these students' success" (p. 191) in the context of higher education.

The research conducted by Crosby (2009), Leki (2003), and Riazantseva (2012) clearly indicates that L2 and generation 1.5 learners carry out various processes for developing academic literacy, struggling with the difficulties of understanding terminology and conforming to the conventions and expected structures of the specialized field. However, these results show that the students' inner factors, such as cultural and affective components, rather than their language competence encumber their academic reading and writing performance. In Crosby's study in particular, the negative manner in which Tiffany used to tackle assignments represents her resistance to adjusting to the academic discourse. Moreover Yang, the participant in Leki's inquiry, encounters a conflict between the embedded rhetorical and academic norms of her L1 and those of the target language when writing within the discipline in the L2.

Academic Literacy and Socialization

In the previous section, I illustrated several inquiries into academic literacy highlighting academic linguistic skills and learners' difficulties in understanding academic literacy. In this section, issues of academic literacy and discourse socialization are discussed.

Current research within the domain of academic literacy underscores the necessity for a broader range of inquiries that stress the multiple and complex inner dimensions of language learners (Casanave, 2008; Casanave & Li, 2008; Ferenz, 2005; Leki, 2007; Seloni, 2012). Leki's (2007) collection of longitudinal studies illustrates the challenges of academic writing faced by four L2 learners in different academic disciplines. The L2 writers attempted to negotiate the

academic discourses while overcoming cultural conflicts in their L1 writing. Leki addresses that

the L2 learners came to be initiated into their target communities through writing processes and

practices of the communities. Leki also maintains that students gained membership through

dynamic interactions with community members, which Leki describes as a "socioacademic"

approach.

Another approach is to consider how relationships with academic members (i.e., a social

network) have an impact on the development of students' academic literacies. For example,

Ferenz (2005) investigated how social networks influence the growth of academic literacy in

EFL graduate students. Specifically, Ferenz indicated what relationships the students established

to enrich their understanding of academic literacy practices and how these constructed

relationships had an effect on their acquisition of academic literacy. The results indicate that

composition with fellow members in the disciplinary field served as one of the social networks

that promoted the students' academic literacy proficiency.

Likewise, Casanave and Li (2008) highlight the academic community socialization of L2

graduate students in English-speaking countries and their relationships with faculty members.

The issues in Casanave and Li's publication present the difficulties, practices, and experiences of

L2 graduate students being socialized into academic communities, while focusing on the

meaning of participation in academia. Casanave and Li underscore the value of exploring the

process of enculturation into such communities from the perspective of the cultural backgrounds

of the individual students. Moreover, Casanave (2008) reflects on the challenges and difficulties

with which she was confronted, as she learned to participate in the unique communities and

differing cultures of her graduate school. Her reflective analysis of her academic literacy

(reading and writing) recounts that participating in the communities had been the most

challenging obstacle due to her difficulties in understanding the jargon used in the textbooks, even though she was a graduate student and English speaker. Casanave claims that the goal of participation in the community is to become socialized into the specialized community, to establish a rapport with fellow students and faculty members (e.g., mentor-mentee), and to develop the literacy skills required in the discipline. As learners go through multiple processes and complexities to join their academic fields, Casanave also stresses that reflective study of both L1 and L2 learners is necessary to boost a mutual understanding of the academic socialization process.

Several researchers have proposed some research implications for examining academic discourse, which foster the emergent issues of academic literacy socialization (Duff, 2010a, 2010b, 2014; Kouritzin, Piquemal, & Norman, 2009; Morita & Kobayashi, 2010; Preece, 2010; Seloni, 2008b). While inquiries into academic literacy have been conducted for quite some time, research in the field of L2 studies using qualitative methods focusing on academic literacy and discourse socialization have only begun to flourished in the last decade (Casanave, 2002; Casanave & Li, 2008; Ferenz, 2005; Kanno, 2003; Leki, 2003, 2007; Morita, 2000, 2004, 2009).

Furthermore, research into issues of academic discourse and literacy has attached an importance to language socialization, enculturation into academic communities, socialization into oral/written discourses, and other implications related to language socialization (Duff, 2010a, 2010b, 2014; Duff & Hornberger, 2010; Duranti, Ochs, & Schieffelin, 2014; Watson-Gegeo, 2004). The reasons include the dearth of research in past studies into the complex negotiation processes of academic discourse from the learners' viewpoints. Namely, to solidify an understanding of literacy practices engaging in academic discourse and literacy, such inquiries necessitate a naturalistic approach (case study or ethnography) based on the contexts (e.g.,

curricula, policies) and learners' attitudes, tensions, and struggles (Duff, 2007b, 2010c; Kouritzin, Piquemal, & Norman, 2009). For instance, Watson-Gegeo (2004) adopts an explanatory analysis to contextualize learners' backgrounds, "thick explanation," which "takes into account all relevant and theoretically salient micro- and macro-contextual influences that stand in a systematic relationship to the behavior or events" (Watson-Gegeo, 1992, p. 54 cited from Watson-Gegeo, 2004). Moreover, Duff (2014) stresses that research on academic literacy should take into account the relationship between academic socialization and learners' sociocultural aspects as a micro-level analysis of academic socialization. Hence, studies of academic literacy have shifted from the vision of academic linguistic development to a deeper analysis of socialization in academic discourse.

The concept of discourse socialization within academic literacy studies emerges from early research on academic literacy. As Braine (2002) describes, past studies of academic literacy were conducted in English-medium settings and emphasized writing activities, exploring the effect the contextual factors, such as the institute, course policies, assignments, teachers, and learners, had on such activities (e.g., Canseco & Byrd, 1989; Schneider & Fujishima, 1995). Braine advocates the importance of an in-depth investigation of academic literacy that contains more vivid voices of how non-native English learners in diverse learning contexts are initiated into the discourse community. As there are scant studies of academic literacy which highlights cases descriptions of language learners, documenting their experiences of socialization into the particular communities is especially important; construction of knowledge from the academic texts, and negotiation of meaning with other members. Research on academic literacy that accurately illustrates learners' cases provides a rich understanding of the individual's explicit processes of discourse socialization into the target community.

Morita and Kobayashi (2010) discuss the emerging issues of academic discourse socialization in higher education of English language learners in diverse disciplines. Morita and Kobayashi reviewed three points of theoretical and pedagogical approaches in current studies of L2 academic socialization: academic language knowledge and skills; the way students become socialized; and critical views on discourse and literacy. As the authors argue, there is a challenge to how the results of academic discourse socialization should be evaluated. To respond to the challenge, research on academic literacy socialization needs to reflect students' voices, exploring clear descriptions of learners' discourse socialization in order to lay the groundwork for future academic literacy study in the area of L2 studies.

Applications of Academic Literacy Studies: On-line Academic Discourse

Although various issues of academic literacy have been conducted, studies of academic discourse facilitated as well as mediated by on-line environments have been conceived as a new type of research on academic literacy (Duff, 2010b; Seloni, 2008a; Uzuner, 2007, 2008; Warschauer, 2002). Additional research on academic discourse and literacy is necessary to examine the way learners and even teachers participate in oral and written discourse in on-line communities.

The diffusion of technology has exerted a noticeable impact on educational environments and has provided teachers with an ideal opportunity to promote the use of technology in their classrooms. According to Lam (2010), students have had a great deal of collaborative work (e.g., discussions, written assignments, and projects) within digital communities in different academic settings. Uzuner (2007) provides the pedagogical approach to constructing educationally meaningful interactions in on-line discussions. In order to achieve constructive as well as productive outcomes of learning on-line, Uzuner argues that teachers need to clarify the

assessment standards for students' posting content on-line (i.e., using rubric-based evaluations) and help students facilitate their meta-linguistic awareness, assigning a conversation analysis task early in the semester (i.e., a consciousness-building task).

Recently, in recognition of the wide variety of social network services, scholars in academic literacy education have focused their attention on incorporating Facebook (FB) in the classroom (Baran, 2010; Freishtat & Sandlin, 2010). In one case of utilizing FB as a teaching artifact, Baran's (2010) study found a positive effect on students' assignments and activities outside of class. Interaction between students as well as with their teacher became more dynamic on FB as students came to negotiate with their peers and teacher and to receive their teacher's suggestions regarding writing work (e.g., papers and posting on comments) produced outside the classroom.

Thus, educational approaches relying on computers have become "the norm rather than the exception" (Duff, 2010b, p. 184). The aims of exploring students' on-line discourses are to find out what role on-line interactions play among learners and how students participate in various types of network sites such as blogging and chatting. Researchers can investigate changes in learner behavior as a way to examine how computer-mediated activities influence the learners' academic literacy development and discourse socialization. Researchers can enrich their understanding of learners' intertextuality and textual identities through online discussions (Lam, 2010; Seloni, 2008a; Uzuner, 2007; Warschauer, 2002).

Findings of the Previous Studies of Academic Literacy

To recapitulate, investigations of L2 academic literacy raise several key issues. First, studies of academic literacy development are required to realize the importance of learners' socialization processes in the target community. Most previous studies of academic literacy

highlighted academic linguistic development, especially that of writing (Belcher & Braine, 1995; Johns, 1997; Swales, 1990; Swales & Feak, 1994). These issues paid little attention to illustrating how individuals engaged in learning to write in order to become members in their academic communities.

Second, in light of the implications for academic literacy socialization, research into how students use their unique literacy backgrounds to navigate academic diverse settings is valuable. As various contextual factors (e.g., learners' institutions, language learning histories, and personalities) influence the process of academic literacy (Duff, 2014; Casanave & Li, 2008; Leki, 2007; Zappa-Hollman, 2007; Seloni, 2012), further studies of academic literacy should place greater emphasis on multilingual students beyond the L2 learning domains. The experiences, actions, and attitudes towards academic literacy constitute students' personal frame of reference and can provide further insight into explorations of academic literacy in different academic settings.

Finally, research on academic literacy needs to explore learners' negotiations of identity, while students are being socialized into the specialized field. Research has a close relationship with academic identity construction. Learners negotiate their positionalities and sense of self within their disciplinary area. Inquiries into academic literacy should inquire into the way learners undergo the process acquire academic literacy while demonstrating the trajectory of academic identity formation (Casanave, 2002).

Thus, next section defines the concept of academic identity and illustrates inquiries into academic identity construction in various situated learning settings.

Concepts of Academic Identity Construction

Definition of Academic Identity Construction

Academic identity distinguishes "ways of being in those sites which are constituted as being part of the academic" (Clegg, 2008, p. 329) and varies according to the community of practice because identity is defined as being fluid (Deckert & Vickers, 2011; Norton, 1997, 2000; Wenger, 1998). The central concept of academic identity construction underscores the relevance of shared experience in a joint enterprise, with an emphasis on forging a mutual relationship with experts in the community (Kogan, 2000; Lave & Wenger, 1991; Wenger, 1998). As Jacoby and Ochs (1995) point out, academic identity is conceived as a collaborative activity through dynamic interactions with others. The deeper engagement with community members is conducive to constructing learners' academic identities while encouraging awareness of academic expectations and being academic personhood (Ohata & Fukao, 2014).

From the standpoint of most scholarship, academic identity is formed by the extent to which an individual participates in the community and interacts with its members. Hence, students' academic identities are conceived as being "embedded in the communities of primary importance to them" (Henkel, 2000, p. 251). In this dissertation study, academic identity is defined as positioning which moves from being peripheral to constructing an expert identity through achieving access to discourse communities with dynamic interactions with peers.

Studies of Academic Identity Construction

Underlying the notions of academic identity, inquiries have identified what aspects influence its construction. Some studies reveal that the educational discipline is a key role in the development of a student's academic identity (Becher & Trowler, 2001; Henkel, 2000; Jawitz, 2009; Kogan, 2000; Neumann, 2001; Reveles & Brown, 2008). The discipline is perceived as

being part of the specialized community, which encourages student engagement and a sense of identity within the realm of higher education. The discipline sets the stage for academic identity formation, by providing a foundation of knowledge and values, leading to an increased sense of academic identity.

Other researchers claim that research on identity needs to reflect the social contexts, from a viewpoint of poststructualism which takes into account multiple layers of the contextual factors (Block, 2006; Mendoza-Denton, 2008; Norton & McKinney, 2011). Block (2006) discusses the poststructualistic analysis of identity as an emerging approach, which assumes that identity is ongoing, self-conscious, and socially constructed. Block argues that the poststructualistic approach for identity formation needs additional perspectives to emphasize the fluidity and fragmentation of identity. According to Block, construction of identity involves various social aspects, but also comprises complex psychological processes including: management of self, anxiety, adaptation to the environment, or self-realization. Since identity is discursive, the framework to analyze identity is varied.

Norton and McKinney (2011) discuss broader aspects of identity (e.g., motivation and investment, imagined communities, and imagined identity) as well as several theoretical standpoints (poststructualist theory and sociocultural theory) which are significantly relevant to identity construction. The authors assert that language learning involves identity construction through numerous complex social processes. The tenets of poststructualism offer an effect means to explore how learners form academic identities and make meaning of academic literacy within the learning community. Norton and McKinney suggest that studies of general concepts of identity are necessary to examine the relationship between identity construction and community of practice.

Construction of Academic Identity of L2 Learners

Most studies of academic identity construction focus primarily on exploring learners' practices in a specialized field and emphasize the disciplinary discourse (Casanave & Li, 2008; Jawitz, 2009; Park, 2009; Reveles & Brown, 2008). Researchers have investigated how new members in the discipline construct their identities as they enter the community and negotiate their academic literacies (Hirvela & Belcher, 2001; Leki, 2003; Morita, 2000, 2004; Pavlenko, 2001). Some researchers point out the necessity of exploring learners' ambivalent identities or "clashes of identity" owing to their complex backgrounds (Blackledge & Pavlenko, 2001; Block, 2006; Cox, Jordan, Ortmeier-Hooper, & Schwartz, 2010; Norton, 2000). Cox et al. (2010) claim that issues of L2 writers' identities have been somewhat underestimated because there is a bias that L2 writers' identities are stable or fixed. Exploring the identity construction of language learners has profound significance as L2 writers actually negotiate target discourses to match the expectations in the specific discourse communities, while struggling with the mismatch of their written structures in their L1. These complexities are part of the process of identity construction or negotiation as L2 writers. Thus, further discussions of L2 writers' (learners') identities are required as a reinvention part of the understanding of the critical perspectives in L2 research scholarship. The concept of academic identity defines how language learners establish their positioning in the academic community.

Liu and You (2008) examined the way Taiwanese and American college students were initiated into their specialized discourses. The results suggested that the learners' traditional rhetorical patterns largely impacted their attempts to acquire the discourses of their respective disciplines. The research participants underwent varying degrees of academic literacy development; dynamic interactions with their teachers and the discourses in the particular fields.

Similarly, Barnawi's (2009) year-long inquiry of two newcomers from Saudi Arabia who enrolled in a MATESOL program in the U.S. investigated the students' negotiation and construction of their academic identities through classroom community practices. The study revealed that they had difficulty in negotiating their academic competences and identities which inhibited their ability to fully participate in their disciplinary communities.

Morita (2009) examined a Japanese doctoral student's sense of agency in negotiating the processes of disciplinary discourse socialization and identity construction, drawing on the perspectives of social constructivism. The research participant, a student named Kota, displayed discursive processes of academic discourse socialization, both inside and outside the classroom. Although Kota's efforts to become socialized into his academic community yielded complicated results, he managed to cope with adversity using his strategies (e.g., more interactions inside and outside of the classrooms). Moreover, Morita indicates that socialization processes make big differences in language, culture, and gender.

Studies by Barnawi (2009), Liu and You (2008), and Morita (2009) illustrate that initiations into academic discourse communities lead to an increase in academic literacy and academic identity construction. Even though the research participants in Barnawi's (2009) study invested their energies into the participants coming to immerse themselves into the academic communities. Moreover, the students recognized how to overcome difficulties in blending into their academic surroundings and in interacting with members of their particular fields. Similarly, in Ferenz's (2005) study, as the EFL graduates managed to create environments that fostered more interaction with their peers, they were able to create a "social network" that generated more opportunities for success in their academic literacy development and identity construction as well. Then, Liu and You (2008) indicate that Taiwanese students experienced some problems

accepting the new discourse patterns. However, negotiating the disciplinary discourse with the mutual academic members (i.e., peers and faculty) plays a key role in identity construction and initiation into the specialized discourse. Such dynamic collaboration with others in their communities of practice, and their negotiations of meaning in the specialized discourse patterns encourages learners to (re)shape their identities in the specific field.

To meet the expected discourse patterns, L2 learners attempt to negotiate their identities through multiple processes of engaging in the communities. It is an undeniable fact that learners have numerous complexities and difficulties in developing academic identity. The cultural contexts of L2 learners (e.g., their values and assumptions) influence the development of their academic identity. Moreover, how academic identity configuration depends mainly on acquiring academic literacy as well as enriching learners' understandings of the discourse conventions in their field of study. The complex identity negotiation that L2 learners engage in is a significant process in constructing and reinventing their identities (Cox et al, 2010). The involved interactions of discourse with the members in the specific community provide students an opportunity to create new identities as academic learners.

Narrative Approach for Academic Identity

Researchers have frequently relied on a narrative methodology to investigate issues of identity construction in academic settings. Scholars' rationale for using narratives is that story telling offers an opportunity to better understand our own identities as well as the identities of others (Belcher & Connor, 2001; Casanave & Vandrick, 2003; Fujieda, 2010; Kanno, 2003; Park, 2009, 2011, 2012; Pavlenko, 2001, 2007). As a wide range of narratives, including linguistic autobiography, language and teaching experiences, and journals, have become accepted resources for inquiry in applied linguistics, Pavlenko (2007) stresses that autobiographies should

be conceived as constructive and comprehensive analyses to articulate the sociocultural and sociopolitical contexts in which the writing was produced.

Waterstone (2008) sheds light on the identity issue in a study of one ESL learner who appropriated academic discourse while struggling with the difficulties of adapting to academic literacy practices. The research showed that the participant, Susan, became reluctant to label herself as a nonnative speaker of English even though she achieved the participation in the academic discourse. Struggling with her conflicting senses of identity, Susan successfully gained academic written discourse through responses to the instructor's suggestions and by raising more awareness of the English written discourse.

Furthermore, narrative writing allows for reconstruction and negotiation of identity reflecting the values developed through the author's lived experiences. In his autobiographical narrative, Fujieda (2010) presents his identity clashes in academic writing while pursuing a Master of Arts degree in an American graduate program. His narrative illustrates the affective struggles he encountered in developing proficiency in academic writing in English. He describes the tremendous difficulties he had to overcome in order to meet the expectations of the academic discourse community. His narrative documents how he adjusted his identity to better fit the accepted rhetorical mode of academic written discourse. By critically exploring Fujieda's L2 writing, the narrative approach allows him to raise awareness that his characteristics of writing in English have features in common with Japanese rhetorical traditions (i.e., showing the typical norms of formal Japanese writing, such as being complicated, ambiguous, and writer-oriented).

Park (2011) explored the way adult English language learners (ELLs) formed as well as reconstructed their identities through writing autobiographical narratives of their linguistic and cultural experiences. The adult ELLs reinvented their identities integrating their acquisition of

English, investment, and identities. This experience provided the ELLs with multiple stories describing their cultural and linguistic diversity and the impact on their emerging and shifting identities. Park claims that autobiographical writing projects provide a space for students to reexamine their own language goal achievement and identities in the situated contexts. For teachers, autobiographies promote a better awareness of their identities as language teachers.

A case study by Hirvela and Belcher (2001) reveals the successful outcomes of three Latino doctoral students, as well as their construction of voices and identities through the use of story-telling. These students were proficient writers in both their L1 and L2, but the specified academic writing tasks heightened two students' resistance to writing in English. This resistance was attributed to the fact that their L1 writing experiences conflicted with the process of writing in their L2. In the end, they successfully developed their academic identities through the construction of their voices, deepening their understanding of the structures of writing in English.

Due to the differences of discourse patterns and embedded cultural mentality, L2 learners struggle to improve their academic reading and writing performance. The issues of negotiating academic identity formation demonstrate that L2 learners try to evolve a range of adaptations in the academic discourse community.

Teachers' Role of Academic Identity Formation

Other inquiries demonstrate that teachers' roles have significant impact on learners' academic identity development (Jawitz, 2009; Kirkup, 2010). Students can cultivate their academic identities when teachers negotiate and intervene in academic practices (i.e., through discussions and reading academic texts). In addition, teachers shared their own varied journeys

and the feelings of empowerment they experienced from constructing their own academic identities through their experiences in teaching.

Jawitz (2009) examined how new teachers in higher education in South Africa showed their trajectories of academic identity construction in higher education. Drawn from the sociocultural perspective of CoP, the results revealed that new faculty members displayed various trajectories and went through a dynamic process to form their academic identities. Through a case study, the author developed the opinion that new teachers with few teaching experiences in academic settings have the potential to create new trajectories of academic identity.

Kirkup's (2010) small-scale study examined how using blogging in professional academic practices played a role for teaching in university settings and contributed to the development of academic identity. The author interviewed teachers, researchers, and scholars who had their own blogs to explore how blogging was beneficial to academic teaching practices. The results indicated that incorporating blogging into teaching had substantial merit in academic work. Most teachers, researchers, and scholars responded favorably to blogging as a fresh way to construct academic identities in the current digital age. Although using blogging in the classroom includes several political elements for teaching (e.g., institution, policy, teaching environment), Kirkup's study clearly found that blogging is an emerging academic practice. Blogging creates a significant intellectual identity and serves as a way to promote a new genre of scholarly writing for teachers (e.g., Uzuner, 2008).

Moreover, Reveles and Brown (2008) note that focusing on academic identity as a way to navigate the development of scientific discourse is a valuable resource for cultivating a sense of agency in students' academic identity formation. The findings of Reveles and Brown's study

indicate that more interactions with students using scientific texts were conducive to the process of building academic identity construction. Reveles and Brown acknowledge the importance of research on the way oral as well as written discourses help learners facilitate the process of academic identity construction.

As shown above, the role of the teacher is essential for academic identity construction. Further discussions on what academic practices influence academic identity construction and on the significance of teachers' roles in the classroom are necessary.

Theoretical and Conceptual Framework

Discussions on academic literacy and academic identity construction shown above affirm the importance of sociocultural paradigms and the connection between humans and social world. Delving into the emerging topic of academic literacy and academic identity formation is essential to put forward a sociocultural perspective (Duff, 2010b; Duff & Hornburger, 2010; Leki, 2007; Morita, 2004). In this section, I describe the idea of sociocultural theory and a conceptual framework of community of practice reflected in this study. Then, I try to see the way in which community of practice induces an effect on academic literacy and academic identity construction as well.

Research on academic literacy needs to "concern itself with the contextual (institutional and political) forces that underlie literacy practices; and acknowledge that through literacy events individuals co-construct their multiple identities" (Zappa-Hollman, 2007, p. 23). Studies of academic literacy indicate that learners actually socialize into a specific discourse community and promote their sense of socialization through the literacy practices with diverse members of the community to expand academic literacy. Such a socialization process, or community of practice (CoP) as Lave and Wenger (1991) argue, contributes greatly to academic literacy

growth. This process also enables learners to construct their academic identities through the numerous complexities and struggles in the literacy practices of their chosen discipline. Therefore, research on the socialization processes of language learners through the perspective of a CoP has enormous significance in critically analyzing how these viewpoints involve academic literacy development.

I now turn to further discussions of the issues of CoP by explaining the contours of sociocultural theory. The next section represents several cases illustrating the effects of CoP on academic literacy and academic identity construction.

Sociocultural Theory

Sociocultural theory has a major impact on the understanding of language learning development (Lantolf, 2000; Lantolf & Poehner, 2008; Turuk, 2008; Vygotsky, 1978). Recently, sociocultural theory has been adapted to issues in applied linguistics and L2 education (Johnson, 2009; Lantolf & Poehner, 2014). The framework of sociocultural theory is fundamentally connected with Vygotsky's (1978) perspectives. One of Vygotsky's theories suggests that learners' cognitive development depends upon how much they engage in activities as social members. As the model of "zone of proximal development" suggests, the more interactions learners have with capable peers, the more they develop (Vygotsky, 1978). Therefore, language learning and socialization "[entails] a process of gaining competence and membership in a discourse community" (Morita, 2004, p. 576).

Central to sociocultural theory is the socialization process of CoP (Lave & Wenger, 1991; Wenger, 1998). The framework of CoP derives important benefits from how learners become involved in the social practices and dynamic interactions with the proficient community members. Through facilitating the active participation in the given community, learners attempt

to become socialized themselves into the specific communities, shaping their academic identities through going through numerous psychological complexities. From such a process, newcomers especially are filled with a sense of power and tension, while they are serving their apprenticeship in the particular community (Casanave, 2002). Thus, to give due consideration to individuals' viewpoints, CoP model contributes greatly to deepening an understanding of the complex processes and realities of academic literacy and academic discourse socialization by highlighting individuals' frame of reference.

Community of Practice

The framework of community of practice (CoP) is essential for examining the how learners develop their language within a given setting. Research on language socialization generates an epistemological paradigm as a way to look at the relationship between the development and participation in a specific sociohistorical context (Duff, 2014; Watson-Gegeo, 2004; Leki, 2007). Serving as a framework for socialization process, CoP provides a powerful underpinning for academic literacy socialization. Moreover, such a conceptual framework helps explain processes of academic literacy practices because CoP fulfills a function of intellectual inquiry in situated learning. The dynamic participation in a given community facilitates further development of expertise, as well as increasing participants' degrees of self-awareness (Lave & Wenger, 1991).

Lave and Wenger (1991) characterized a participatory form of CoP as legitimate peripheral participation (LPP). In this format, learners contribute greatly to the maintenance of participation in the specific community by playing various roles, as well as interacting with the members in the same community. Learners, especially newcomers, in a CoP participate "at the edges" of the community, fulfilling simple tasks at first and becoming more integrated into the

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community over time. Consequently, they acquire more community-specific skills and move from being peripheral or novice members of the community to gaining experienced and possibly becoming experts.

Because LPP promotes a cognitive apprenticeship, the concept of CoP surpasses the boundaries of traditional learning systems where, essentially, learning was mainly conceived as a way of deriving new knowledge from sources (e.g., books). Sfard (1998) likens this type of learning to an "acquisition metaphor," referring that learning is an action of knowledge capture. Meanwhile, the act of learning elicits the involvement of social interactions with other members of the community, as "agent, activity, and the world mutually constitute each other" (Lave & Wenger, 1991, p. 33). This notion of learning forms the essence of human agency in constructing knowledge, which Sfard terms a "participation metaphor". Thus, CoP fulfills a crucial role in further understanding the way learning is encouraged through the sharing of knowledge and the way knowledge is co-constructed within a specific community.

Given the social perspective on practices in a specific community, learning in a CoP does not necessarily mean that the individual uniformly or quickly gains specialized knowledge and skills. Rather, learning is the sort of experience acquired through entering a particular community and from "a person's evolving ability to participate in the defining and conventional practices of specialized communities" (Casanave, 2008, p. 16).

The conception of a CoP creates an environment conducive to facilitating the progress of academic literacy when learners become involved in interactions with other more capable community members. To illustrate with an example from this present study, students in a mandatory research seminar course have occasions to collaborate with peers in the classroom. Through the joint activity, the learners can garner further knowledge with a more capable peer in

a mentor-mentee relationship. Furthermore, the research seminar students learn a large amount of their disciplinary content through the intermediary of their L1 in specialized courses (e.g., Linguistics, Literature). The use of the L1 helps learners accelerate their efforts to generate valuable interactions inside or even outside the classroom.

All the participants in the research seminar course are newcomers of the specialized discourse community. As Watson-Gegeo (2004) points out, LPP is a sort of social activity of CoP, shifting from "beginning as a legitimate (recognized) participation on the edges (periphery) of the activity, and moving through a series of increasingly expert roles as learners' skills develop" (p. 341). In this study, it is valuable to showcase the process of each seminar student as they transition from peripheral learner to becoming an expert through participating in various activities in the community. Therefore, the sociocultural perspective of CoP provides an essential framework for this dissertation study.

Influence of CoP on Academic Literacy

Some researchers have aimed to apply communities of practice into L2 classes in order to articulate how such communities provide a platform for facilitating academic literacy practices and processes (Kanno, 2003; Liu & You, 2008; Morita, 2004, 2009). For instance, Kanno (2003) conducted a longitudinal study that explored the identity negotiation of bilingual, as well as bicultural, Japanese returnees. Kanno found that the returnees successfully combined two languages (e.g., Japanese and English) within their culture, even though they had to readjust their identities in order to adapt to the societies or communities in the two countries.

Morita (2004) investigated oral discourse in academic classrooms through the use of case studies. Morita's study sought to explore how new L2 Japanese students in a Master of Arts program in Canada were socialized into their academic communities. Morita collected data from

six female graduate students inside and outside classrooms (classroom discussions, interviews, weekly reports) grounded in the framework of CoP. The researcher focused on how each student negotiated her feelings of competency, sense of self, and identity as a member of the classroom. Her study revealed that most of the learners showed a similarly constructed identity: they saw themselves as incompetent and unintelligent at the initial stage of the classroom discussions. The results also indicated the complex processes shaping the students' participation and knowledge acquisition, by cultivating their sense of agency as well as through interaction with others, drawing on the learners' cultural aspects (e.g., silence, resistance, learning styles).

Another scope of CoP underlying situated learning gives a lively description of how learners are initiated into a certain scholarly community and as being members of the larger specialized field. A reflective account by Fujioka (2008) illustrated some of the challenges she faced writing her doctoral dissertation, including changes of committee members and to her dissertation topic. Her narrative exhibits how the power relationship between herself and committee members strongly influenced her writing practices. Her voice of dissertation work also shows her building of positionality in the academia, going through her dissertation community of practice.

Cheng (2013) investigated how collaborative learning between a non-native research participant (Lee) and her English-speaking peers affected her academic writing performance. The study revealed that Lee promoted her better understanding of the specialized knowledge even though the native speakers maintained their power balance. Cheng discovered that power inequality has less negative impact on joint work of writing. Rather, interactions between non-native and native speakers in the discourse community serve as a foundation for academic literacy development.

Even though communities of practice provide tangible benefits, not all classes can incorporate such a framework (Haneda, 2006). To apply CoP into classroom, it is important to consider how much of an impact a CoP can have on learning processes because "not all peripheral participants may be judged to be legitimate and, conversely, some (legitimate) participants are more central and powerful than others" (Haneda, 2006, p. 813). The members of a given community need to balance various values and interests because the power balance in a relationship (e.g., novice-expert, mentor-mentee) makes a strong contribution to the learning process.

The framework of CoP is a key element of academic literacy socialization since academic literacy development is closely intertwined with social interactions in the given communities. While learners are socialized into the community, they negotiate their process of identities to become proficient members of the particular field. Learners also demonstrate multiple trajectories of their identity construction through CoP (Henkel, 2000; Jawitz, 2009; Norton, 2000; Wenger, 1998).

The next section examines several studies of academic identity that underscore the importance of the relationship between CoP and academic identity formation.

Influence of CoP on Academic Identity Construction

Research on academic identities emphasized the context where identity formation can be related (Reveles & Brown, 2008; Wenger, 1998). Most studies exploring the process of academic identity construction make extensive use of situated learning theory as well as a sociocultural perspective within a CoP framework (Casanave, 2002; Casanave & Li, 2008; Chen, 2010; Kanno, 2003; Lave & Wenger, 1991; Leki, 2007; Wenger, 1998). Novice learners serve their apprenticeship in the particular community as they filled with power relationship, tension, or

conflict. They come to realize that identity formation is a continual process as they learn to engage in different practices. Through experience in various patterns of practice, novice learners develop their academic identities and "envision themselves on different possible trajectories" (Casanave, 2002, p. 23). The sociocultural framework of CoP enables learners to construct their academic identities through numerous complexities of relationships, skills, and factual knowledge and engaged participation in the community. Situated learning proposes that knowledge is shared within a CoP. Wenger (1998) claims that participation within a CoP is a "source of identity" (p. 56) and contributes greatly to transforming newcomers' identities while raising their awareness of the benefits of belonging to a CoP.

Previous studies demonstrate that the formation of students' academic identities is established through academic CoPs (Casanave, 2002; Casanave & Li, 2008; Chen, 2010; Kanno, 2003; Wenger, 1998). As Chen (2010) addresses, CoP is a principal tool in "unveiling the complexity and contexts. Critically analyzing its components and characteristics appears to be beneficial in mapping power relations and understanding identity negotiation within a particular context and across different contexts" (p. 177). Chen (2010) investigated how one Chinese student (Evan) in a local American elementary school formed and negotiated his identity in school and what factors had influence on developing his literacy. Chen's ethnographic study was conducted in three different communities (English-focus mainstream classroom, math class, and English class) in school, finding that Evan constructed his identity through power negotiations with teachers and interactions with his peers in each community. Chen concludes that power relations are a vital element in creating identities, as Evan's behavior was clearly different in each community. In the mainstream class, Evan cooperated with the teacher, successfully

interacting with his classroom teachers and peers; while he expressed some resistance in English class because of a discordance with the teacher.

Honing in on Academic Literacy Socialization in This Study

This dissertation study delves into how undergraduate multilinguals in a research seminar course in a Japanese university go through the processes of negotiating the meaning of various English scholarly texts, what practices of academic literacy they engage, and what challenges they may encounter acquiring their academic literacy in the local context. This type of exploration of academic literacy is discourses of literacies (Preece, 2010) or literacies (Hyland, 2009; 2012). Preece (2010) clarifies her opinion on discourses of literacies, stating:

> There are multiple and multilingual literacy practices. These practices are located at local, rather than universal, level and are fluid. Learners are positioned as having more or less expertise in a variety of literacy practices, including varying levels of expertise in the academic literacy practices of their discipline. Important here is a recognition of the language repertoires and literacy practices that students bring with them into HE (higher education) and the need to assist students in developing awareness of what is appropriate to the settings. (pp. 33-34)

By revisiting the previous studies of academic literacy and academic identity construction, academic literacy socialization provides a new insight into the issues of language and literacy socialization. However, past inquiries into academic literacy have missed a few components.

First, most studies of academic literacy, discourse socialization, and academic identity formation placed an emphasis on the L2 undergraduate or graduate learners in the classroom in the English-speaking contexts such as in the U.S. or Canada (Morita & Kobayashi, 2010). Even

though research on academic literacy has flourished in the area of applied linguistics as well as L2 education studies, prior investigations have cast a light on how L2 undergraduate or graduate students became socialized into the academic discourse and how they went through the processes and practices in the given communities. Whereas inquiries into academic literacy by L2 students in English-speaking countries have been more prominent, inquiries into academic literacy and academic identity construction covering undergraduate learners in various contexts, especially in Asian countries, are almost nonexistent (Braine, 2002).

English language classrooms in most Asian contexts have been characterized EFL in which students try to develop their language skills and performance. However, this notion is overflowing with misconceptions or biases regarding learning and teaching academic literacy. English classes in various EFL settings at the undergraduate level not only emphasize the skill-oriented development but also provide a wide variety of courses designed to strengthen student expertise. Moreover, the notion that students' backgrounds in EFL settings are similar is not entirely true. For example, in Japanese higher education, with the spread of multilingualism, multilinguals with unique cultural backgrounds are enrolled in universities and colleges (Gottlieb, 2012). Scholars have discussed the theoretical and practical level of learning as well as teaching English in the situated EFL contexts (Block, 2003; Hüttner, Mehlmauer-Larcher, Reichl, & Schiftner, 2012a; Kumaravadivelu, 2011; Muller, Herder, Adamson, & Brown, 2012). As such, research on academic literacy and academic identity construction in different contexts leads to promoting further development of teacher education, renovating teaching methodology and encouraging teachers to be "professionals constructing theory and theorizing their practice" (Hüttner, Mehlmauer-Larcher, Reichl, & Schiftner, 2012b, p. xiv) in a particular teaching environment.

English classes are formulated and implemented following the unique policies of the country or educational institution. In Japanese institutions of higher education, many English courses were modeled on the concept of English for Academic Purposes (EAP) where students cultivated their linguistic abilities as well as their academic knowledge. In the past, such disciplinary courses were held in a large classroom relying on lecture-style instruction, but these classes recently have been shifted to small classrooms emphasizing collaborative work and interactive tasks, using scholarly texts in Japanese or English. Japanese universities and colleges offer a unique specialized class form offered for undergraduates, called a "research seminar (*zemi*)," in addition to the general specialized classes. The institutions provide students with an extraordinary opportunity to choose one research seminar course that interests them. In these research seminars, students can further explore their preferred professional fields with a professor. Nonetheless, studies of academic literacy as well as socialization into academic discourse targeted for undergraduate multilinguals or even Japanese undergraduate learners have yet to be explored fully. Specifically, these issues have not been investigated in an undergraduate-level research seminar course in Japanese university settings.

Thus, an examination of the academic disciplinary literacy of undergraduate multilinguals offers a new insight into the processes, practices, and even difficulties of academic literacy socialization. Explorations of academic literacy socialization in unique and specific contexts will enable researchers to illuminate how multilinguals are involved in adjusting to the discourse community with discursive socialization processes to develop his or her academic literacy. This new direction in academic literacy studies may even shed additional light upon the understanding of sociocultural dimensions in which learners reach beyond the confines of language learning settings.

Second, although there have been many investigations of academic literacy socialization in general, clear explanations of the individual processes of learners' discourse socialization are much more complex. Namely, through numerous discussions on academic literacy socialization, major concerns have been raised, including how to interpret the results that learners became socialized into the disciplinary literacy and discourse, or how to set the explicit criteria for the disciplinary socialization.

The recent studies of academic literacy and academic discourse socialization have mainly focused on the process of learners' being socialized into a specific discourse as well as on the community negotiating discursive academic identity constructions (Casanave & Li, 2008; Duff, 2010b, 2014; Leki, 2007; Morita, 2000, 2009; Seloni, 2012). The number of academic literacy studies conducted in applied linguistics and L2 studies using qualitative research methods has been growing. Much of the research focuses on the academic literacy practices and academic discourse socialization of L2 learners and demonstrates a keen insight into the learners' complex inner processes of acquiring academic literacy in discipline-specific discourse communities. Specifically, numerous investigations of academic literacy have revealed the challenges of discourse socialization that learners confront as they struggle with issues of enculturation into a specialized community.

Thus, research on academic literacy needs to explore and interpret the way in which learners become socialized into the specialized academic discourse, illustrating learners' lived experiences. Research into academic literacy requires vivid descriptions and interpretations of learners' process, experiences, and practices. It should reflect the students' perspectives and employ a narrative approach as it documents their journeys in the disciplinary community. As Morita and Kobayashi (2010) argue, "very few studies have provided explicit illustration as to

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what L2 students were able to do as a result of their socialization or what kind of development—including linguistic acquisition—occurred over time" (p. 250).

While studies of academic literacy socialization in varied learning settings have been limited, far more have been performed in English-speaking contexts. The aim of my dissertation study is to explore academic literacy socialization of undergraduate multilinguals in a mandatory research seminar course in a Japanese university, embracing the dynamic as well as multimodal natures of the learning context. Thus, I highlight the following research question to explore in my dissertation:

- How do undergraduate multilinguals enrolled in a mandatory research seminar course negotiate and become socialized into their academic discourse and construct their academic identities using various English scholarly texts?

Specifically, this dissertation study delves into how the research seminar students negotiate and construct their academic identities in the mandatory research seminar course and discusses implications for teaching of and research on academic literacy socialization in a different learning environment.

Summary of the Chapter

Although inquiries into the development academic literacy among L2 learners have flourished in language acquisition scholarship, the majority of studies concentrate on L2 learners in English-speaking countries. Scholars have attached little importance to issues related to the academic literacy of English language learners in other academic environments, such as in EFL settings. Studies of literacy acquisition in diverse contexts allow researchers to investigate academic literacy socialization from several vantage points, as sociocultural and sociopolitical aspects can affect language socialization and identity development. Because exploring learner

initiation of academic literacy socialization grounded in the sociocultural framework has become a critical element in applied linguistics and L2 studies (Duff, 2007a; Johnson, 2009), such issues allow for promoting a greater understanding of the personal involvement in disciplinary literacy.

Research on academic literacy with learners in differing contexts has moved to the forefront (Canagarajah, 2002, Duff, 2010b, 2014; Michael-Luna & Canagarajah, 2007). Various investigations of academic literacy socialization stress the necessity of exploring learners' personal frames of reference.

In the next Chapter, I discuss the research method (a qualitative case study approach) and data collection and analysis to conduct this present study. Chapter Three begins with a theoretical framework, constructivism, to demonstrate the importance of adopting the qualitative method. Next, research design and settings are shown to contextualize my university, program, and research participants. Then, I explain the data collection, data sources, and data analysis procedure. Finally, Chapter Three ends with a description of trustworthiness and ethical considerations.

CHAPTER THREE

METHODOLOGICAL APPROACHES

This study delves into the academic literacy socialization and academic identity construction of seven undergraduate-level multilinguals through their experiences and practices encountered while understanding English academic discourse in a mandatory research seminar course.

Grounded in the constructivist paradigm, in this study, I utilized qualitative research methods, in particular case studies, in order to draw attention to the research participants' voices concerning their academic literacy socialization and academic identity construction. The rationale for adopting such an approach is that qualitative research, compared to quantitative research, is a holistic and integrated approach offering penetrating insight in an individual case (Merriam, 1998; Denzin & Lincoln, 2000, 2011; Patton, 2002). Furthermore, unique experiences and individual contexts exploring the inner world of human beings cannot be quantified or objectified. As each participant's experiences are closely intertwined with the uniqueness and quality of the given contexts, human characteristics cannot be measured in numbers. Qualitative methods come in different strengths to understand the intrinsic value of one's essence as well as to provide a frame of reference representing the multifaceted realities of life (Maykut & Morehouse, 1994; Mertens, 2010). Thus, to emphasize the complexity of phenomena found in real situations, it is critical to select qualitative research methods.

This chapter begins with constructivism as a research framework to indicate the significance of employing case studies as a qualitative research methodology in this study. Next, I discuss the design and settings of the current study, including the background of the university, the English program, and a research seminar course. After the sections of the research design and

settings, I give my account of conducting the research for this dissertation study, focusing on my research seminar course as a learner-teacher-researcher positionality narrative. Then, I illustrate the backgrounds of seven research participants who voluntarily agreed to join this study. After that, this chapter presents the statements of data collection methods, the data sources, and the data analysis procedures. The final section illustrates the trustworthiness and ethical considerations concerned in the research processes.

Theoretical Research Framework: Constructivism as Qualitative Study

To employ qualitative research, it is necessary to assess the legitimacy of qualitative methods in various research paradigms (Guba & Lincoln, 1994, 2005). One qualitative research paradigm, constructivism, is an emergent and critical component of qualitative study.

Constructivism raises the epistemological question of how human beings acquire or construct knowledge as well as the way in which reality is constructed (Guba & Lincoln, 1994). According to Holstein and Gubrium (2011), perception and cognition are shaped when one is in the harmony with the environment. In other words, reality itself is constructed by perception through social interactions. Constructivism maintains that since reality is socially constructed, our thoughts, concepts, and memories arise through social interactions and are conceived through the medium of language (Guba & Lincoln, 1994). Such concepts of constructivism comprise post-modern views that underlie the complex nature of how human beings have come to understand what they think they know. Thus, the research paradigm of constructivism is frequently used in order to "understand and interpret through meaning of phenomena (obtained from the joint construction/reconstruction of meaning of lives experience)" (Lincoln, Lynham, & Guba, 2011, p. 106).

Moreover, one tenet of constructivism is that humans do not appreciate the world or the environment per se around themselves (Holstein & Gubrium, 2011). In this regard, human beings understand the world through their knowledge and perceptions, creating meaning in their own way. As the frame of epistemology and knowledge gained through experience is socially and historically relative, each phenomenon potentially will have a different meaning based on the age or location of the individual experiencing them. The perspective that knowledge is socially constructed contributes substantially to undertaking inquiries using qualitative methods in social science (Atkinson, 2011; Duff, 2007a).

Qualitative Approach

Qualitative research methods are selected in response to a situation or as an occasion may demand, although these methods still employ formalized approaches, such as surveys and interviews (Mertens, 2010; Stake, 2010). Qualitative research does not quantitatively process the gained data in an attempt to perform a statistical analysis. Rather, a qualitative approach focuses on the underlying meaning of the data through insightful interpretation (Merriam, 1998). Thus, qualitative research involves more naturalistic, inductive, or reciprocal ways so that researchers "study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2000, p. 3).

To employ a qualitative approach in a study has several advantages. One of the most crucial benefits of qualitative research is the ability to conduct in-depth investigations of phenomena. As the approach explores a few participants' experiences intensively, rather than a superficial examination of the experiences of a large number of people, researchers can investigate more closely and arrive at a deeper understanding of the participants' experiences and phenomena (Maykut & Morehouse, 1994; Mertens, 2010; Stake, 2010). Whereas quantitative

methods analyze data based on the responses from cursory or limited resources, such as questionnaires, qualitative methods gather factual information from participants expressing multifaceted views concerning the research agenda. These methods help us to put the participants' events into perspective. Moreover, through their subjective and valuable awareness, researchers can ascertain the real cause of the issue being investigated (Toma, 2000). Qualitative research can be conducted via the process of asking in turn as well as backward in time such as through face-to-face interviews as well as analysis of historical data. Qualitative approaches dynamically contribute to understanding the process of change and the causal sequence of the participants' experiences (Denzin & Lincoln, 2000, 2005, 2011; Merriam, 1998).

Another advantage of using qualitative methods is that qualitative research impacts the researchers' positionality. Qualitative research requires a personal involvement with research participants. From this view, researchers need to act as a "subjective researcher" who gives thoughtful consideration to their own values, as Toma (2000) points out, "subjective researchers cannot separate themselves from the phenomena and people they study" (p. 178). Thus, researchers' positionality in a qualitative study is significant for interpreting the one's realities and to become "a participant with the subject in the search for meaning" (Toma, 2000, p. 178).

Such an approach promotes the researchers' solid association with the participants as well as to make the collected data enhance the cogency of the interpretation. To reveal qualitative researcher positionality, researchers need to make the collected data sources qualitatively better to describe the research participants' lived experiences and realities. To do this, researchers need to develop a rapport with the individual learner, to build a strong connection with the participants because such a relationship contributes to vividly presenting the participants' experiences, realities, and contexts.

In this present study, my positionality as a subjective researcher is to illustrate my research seminar students' real-life experiences and to capture their multiple-realities in terms of the thoughts, beliefs, values and assumptions that underlie their actual experiences of socializing into the academic setting and academic identity construction. Furthermore, this study explores the phenomena of academic literacy and identity construction by providing thick descriptions of the learners' experiences as perceived through their cultural, contextual, and personal frames of reference. In the subjective approach, "phenomena and people are part of a whole—an overall contexts—that the researcher is responsible for describing to the fullest and richest extent possible" (Toma, 2000, p. 182). Thus, researchers should promote the qualitative researcher positionality so that they can make their work conform to the concept of a subjective research approach.

Case Study

Case studies are frequently employed in qualitative research. Even though there are many ways a qualitative study can be conducted, a case study positions the research on the level of naturalistic inquiry or grounded theory (Flyvbjerg, 2011). A case study is characterized as "the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product" (Merriam, 1998, p. 34). While scholars put different interpretations on the concept of a case study, common features include in-depth investigations with holistic description of the phenomena, the accessibility of manifold data sources, and an emphasis on the importance of rich context (Duff, 2007; Gall, Gall, & Borg, 2003; Merriam, 1998; Yin, 2003). Thus, a qualitative case study uncovers an event and a phenomenon within its actual situation and reveals evidence gained from multiple sources (Yin, 2003). In particular, a case study adopts a strategy of deepening the understanding of dynamics in individual situations when research

targets one issue or examines multiple cases with various data collections. A case study is an accessible way to analyze discrete aspects of a subject's life history and to seek the patterns or causes of their behavior.

Yin (2003) categorizes three types of case study: (a) an exploratory case study which clarifies the issues of the research questions and verifies the hypotheses of the study; (b) a descriptive case study which gives a detailed explanation of what happened in a specific context; and (c) an explanatory case study retracing the course of an incident. Even though each case study approach has different characteristics, one commonality is that a case study aims to unpack a realistic picture of the complexity of an entity and "to discover systematic connections among experiences, behaviors, and relevant features of the context" (Johnson, 1992, p. 84). With exploitations of the distinguishing characteristics in each sort of case study, recent studies in applied linguistics have trended towards the increasing importance of taking due account of the complexity of the study itself as well as the insider's views and personal frame of reference (Atkinson, 2011; Duff, 2007b; Johnson, 2009). Such rich and specific accounts focusing on individual cases lead to providing useful data in a case study.

A case study aimed at individuals in applied linguistics can opt for an interpretive approach (Denzin & Lincoln, 2005). According to Duff (2007a), the term "case" has an implication of the individual and has established this concept in the area of applied linguistics. She underscores the benefit of an interpretive qualitative inquiry to explore the nature of human beings.

> The study of individuals and their attributes, knowledge, development, and performance has always been a very important component of applied linguistics research, particularly in SLA (second language acquisition). Studies of people learning languages or attempting

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to integrate into new communities… have generated very detailed accounts of the process, outcomes, and factors associated with language, learning, use, or attrition. (Duff, 2007a, pp. 35)

Even if participants carry out the same activity, their phenomena or behavior may be interpreted from different perspectives and be perceived as unique responses to given events. To widen the scope of inquiries into language learning, exploring the learner's engagement with the social world necessitates a paradigm of constructivism based upon alternative approaches in applied linguistics and L2 education scholarship (Atkinson, 2011; Johnson, 2009; Ortega, 2011).

Research Design

This qualitative inquiry involved a case study approach with varying degrees of flexibility (Denzin & Lincoln, 2011; Merriam, 1998). Denzin and Lincoln (2011) identify that qualitative research can be deemed "a continuum moving from rigorous design principles on one end to emergent, less well-structured directives on the other" (p. 243). This clearly shows the simultaneous processes of data collection and analysis that lead to gleaning extensive and insightful information from the participants' cases.

Flyvbjerg (2011) indicates that in keeping with the constructivist epistemology that naturalistic inquiries share, case studies are interpretive in nature. The present study emphasized English academic literacy socialization and construction of academic identities of seven undergraduate multilinguals while acquiring English academic literacy in a mandatory research seminar course. Furthermore, this study employed case studies in order to illuminate the lived experiences, processes, and practices of academic literacy socialization of the research participants to capture their multiple-realities concerning the patterns of thoughts, beliefs, values or assumptions that underlie their actual socializing experiences.

The particular concern to be explored in this study was the phenomenon of students'

socialization into academic literacy and academic identity construction by providing in-depth

descriptions of the participants' experiences as perceived through their cultural, contextual, and

personal frame of reference as well. By focusing on the participants in my research seminar

course, the cultural as well as contextual aspects of academic literacy socialization and identity

formation can be revealed demonstrating how their cultural and personal backgrounds influence

the way in which they perceive the phenomenon of academic literacy socialization and identity

construction and interpret its experience through their "emic" point of view.

Research Settings

Research Setting at the University

The data of this present study were collected in a mandatory research seminar course for

juniors (3rd year students) in the English Program at my institution. Kyoai Gakuen University[5] is

a four-year private Christian university in Maebashi-City, Gunma prefecture, northwest of

Tokyo. The university is located on the outskirts of the in the city, which is the capital of Gunma

prefecture. There are approximately 1,000 students enrolled in the university, primarily coming

from the surrounding prefectures as well as the area to the north. Kyoai Gakuen University has

one department, International Social Studies, with five academic programs housed in the

department: English, International Studies, Information Technology and Business Management,

Psychology and Human Culture, and Child Education. Students are encouraged to take a wide

variety of courses not only in their major program but also in another in order to develop their

interdisciplinary expertise. To facilitate the cross-curriculum instruction, the university offers

more than 700 courses (e.g., specific disciplines, foreign languages, domestic/international

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[5] In 2014, the university changed the English name from Maebashi Kyoai Gakuen College to
Kyoai Gakuen University.

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internship, study abroad program, volunteer activities). Students earn a bachelor degree when they complete 124 credits[6] (one or two credits per course).

The English Program

The English Program has the largest number of students in the department, accepting 70 to 90 new students per year. The program has two specific goals for its students: (1) gaining the development of language proficiency to communicate successfully and (2) cultivating great expertise in a specialized topic. The English Program adopts the TOEIC (Test of English for International Communication) to divide the skill-oriented English classes (six levels: A, the highest, B1-B5) on the basis of students' TOEIC scores. The English courses promote a small class size so that students can actively participate in the learning environment. In the English Program, the study abroad program is required for sophomores as a mandatory class. Students can choose a short (six weeks) or long term program (four months and eight months)[7] and study English at a language institute in the English-speaking countries.

When students become juniors, the program provides an opportunity to explore a professional field, such as American/British Literature, Sociolinguistics, Vocabulary Acquisition, Second Language Acquisition, etc., with a teacher in a unique mandatory course, called a "research seminar". In the seminar classes, teachers examine specialized topics with students together over the course of one academic year (April-July and September-January). The purpose

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[6] The university is a typical example of the way in which credits are earned by students in Japanese universities. All courses are held once a week and contain 90 minutes of instruction. Students receive one credit for practical classes such as language and computer skills and two credits for the specialized classes when students complete one 15-week semester.

[7] The short program is in Australia, Canada, Ireland, and America. The long-term program is in New Zealand. The short programs begin in February, and the long program is from September to December (four months) and from August to March (eight months).

of the research seminar is to widen the students' knowledge of the specialized field and to prepare them for a bachelor's thesis in Japanese or English when they become seniors.

Research Seminar Course for Juniors

The curriculum in Kyoai Gakuen University offers juniors a mandatory research seminar course. Every November, all full-time teachers in the English program have an orientation for English-major and different program sophomores. During the orientation, the teachers will explain their specialized topics emphasized in the seminar course for the next academic year, what each teacher will do in the class, and how the course grade will be evaluated. After the guidance, students need to identify their first to third choices of the desired seminar classes and submit their lists to the Student Office Center. Some teachers, including me, ask the prospective students to write a statement of purpose and set up a short interview with them. I use this screening process to give students permission to join my seminar. I also ask the prospective students in my research seminar course to make one-page statement of purpose in Japanese or English. Then, I schedule a short interview with each student so that they can understand the course contents, assignments, and goals clearly. Since my seminar fosters the development of professional knowledge using English references and requires a lot of time for the students to prepare for the class, I want students to confirm these matters.

My research seminar highlights several theoretical as well as pedagogical issues of writing in English with English scholarly texts. I have been teaching this research seminar course since 2005. Students are assigned English scholarly articles to read in order to build their knowledge upon a solid foundation. The articles that I select focus on issues of L2 writing published by well-known L2 writing scholars in peer-reviewed journals in the past ten years: *Journal of Second Language Writing*, *TESOL Quarterly*, *Written Communication*, *ELT Journal*,

Applied Linguistics, *Communication and College Composition* and book chapters. The issues emphasize history of L2 writing, contrastive rhetoric, teacher/peer feedback, reading-writing relationship, (multi)discourse analysis, World Englishes, teaching writing in ESL/EFL settings and so on. In the class, I divide students into three or four groups (two or three members in one group) to make a presentation about the reading assignment. As one of the main goals is to deepen learners' understandings of the specialized area, I try to have students discuss the issues, share their thoughts, experiences, and knowledge via in-class discussions, group discussions, and in several mediums of writing. I ask the students to write a weekly journal as one of the course requirements, reviewing the chapter/journal content as well as expressing their own ideas or what students learned freely in Japanese or English.

Learner-Teacher-Researcher Positionality Narrative

My research topic emerges from my teaching experiences in a research-based course in my university. I have taught this compulsory specialized class to juniors, called a "research seminar" (*kadai enshu*) for nine years. Students have to decide which research seminar they will begin in their junior year during their sophomore year. The general aim of the research seminar in the English Program is to construct knowledge in a specialized field (e.g., SLA, British/American literature, Sociolinguistics, Vocabulary Acquisition, etc.) with a teacher and prepare for writing a required bachelor thesis when students become seniors. My topic in the seminar class highlights the issues of L2 writing. I discuss a wide range of topics of L2 writing (e.g., a brief history of L2 writing, contrastive rhetoric, teacher/peer feedback, and teaching writing in L2, etc.). In the early years of my research seminar course, I assigned a chapter of a professional reference, *Teaching ESL Composition: Purpose, Process, and Practice* (Ferris & Hedgcock, 2005), for my seminar students to read one chapter every two weeks. In 2009, I

started to use several published articles, which covered a wide range of topics of L2 writing scholarship. By engaging myself in the research seminar class for several years, I launched fully into a journey towards exploring scholarship focusing on academic literacy and identity construction.

Every year, my seminar participants have difficulties in constructing their expertise since it is their first time to interact with academic discourse through reading English scholarly texts. While I explored issues in L2 writing with my students, I found that the students went through various socialization processes in academic literacy through dynamic interactions with their peers inside and outside the class and with me as their teacher. I realized that being socialized into the academic communities and discourses effectively serves as scaffolding and fosters the learners' understandings of academic literacy, even while they struggle to adjust to the academic discourse patterns. As a researcher, my experiences teaching a seminar class have sparked my interest in exploring and deepening students' understanding of the process of negotiation and development in academic literacy. As a result, some questions towards academic literacy arise in my mind: (1) *How do they try to develop their academic literacy proficiency inside as well as outside of the classroom?;* (2) *What or who makes students facilitate the process of academic literacy development?;* (3) *Do students construct their academic identities throughout their journeys in the research seminar class?*

Another reason for conducting the current study is that I had a great opportunity to pursue my Ph.D. degree. The more I tackled a research problem reading various scholarly references during my coursework, the more I wanted to unveil my visions of research approach for academic literacy and identity construction.

In 2010, I had the opportunity to take a one-year sabbatical from my university. I decided to apply to the English doctoral program at Indiana University of Pennsylvania in U.S., focusing on composition studies and TESOL (Teaching English to Speakers of Other Languages). I have constructed an identity as a researcher/scholar, learning the theoretical and practical expertise necessary in the academic society by myself and with my cohorts (Casanave & Li, 2008). My exploratory journey as a professional teacher-scholar had begun. Upon entering the Ph.D. program, I tried to prepare for my dissertation work. Even though I had already identified a research topic before starting the program, I gradually began to consider how I should delve into issues related to my dissertation using a specific qualitative research method while taking classes (e.g., Second Language Teaching, Second Language Acquisition, Identity, Power, and the L2 Writer, Qualitative Research).

In addition to revealing the study results, I would like to offer some teaching and research implications for academic literacy at the Japanese university level because I continue to question how I should teach the issues of L2 writing to my seminar students at the same time. Specifically, I ponder what I should do to encourage my students exercise their agency in a development of their English academic literacy skills using scholarly texts. I do not want to provide students with "better teaching techniques" in order to understand the academic genres of texts, based on a culturally or traditionally preferred reading-translation approach, known as *yakudoku*. This approach remains embedded in students' minds and does not work at all in socializing them into the unique academic written discourse patterns following English rhetorical conventions or other scientific styles with considerable terminologies.

Furthermore, as I investigate the possibility of identifying more appropriate pedagogical practices, I remain committed to finding appropriate ways to teach academic literacy. Thus, I am

faced, as an English language teacher, with several questions of teaching academic literacy: (1) *How should teachers engage students in being socialized in the classroom?*; (2) *What activities should teachers provide in the class?*; (3) *How should teachers have students negotiate students' agency to legitimize their learning?* I believe that such questions contribute greatly to reinforcing my attention to teacher development and to generating critical discussions on teaching academic literacy in L2 teaching scholarship.

This is my reflective account of teaching the research seminar in my university. It has motivated me to conduct research on the emerging issue of academic literacy socialization. I next turn to illustrating the backgrounds of seven research participants and data collection methods in this study.

Backgrounds of the Research Participants

This study explored the academic discourse socialization and identity formation of seven undergraduate multilinguals who participated in my research seminar course in academic year, 2012 (see Appendix A, the course syllabus). Six participants were studying in the English Program, and one was in the Child Education Program in the Department of International Social Studies in my university. Enrollment my research seminar course averages from five to eight participants each year. There is no minimum number, but the maximum is eight students due to the English Program policy.

The research participants were all juniors and have studied English more than eight years since they were in junior high school starting around the age of 13. Their English learning experiences in secondary school were grammar translation and rote memorization of vocabulary. This curriculum was developed in order for students to pass the national entrance examinations. Upon entering university, the participants emphasized skill-oriented practices (e.g., speaking or

listening). Some students took more specialized subjects (e.g., Introduction to Linguistics, American Literature, Applied Linguistics) in their second year of studies.

Participant 1: Akiko

Akiho (female) was born in 1987. She majored in the Child Education Program[8]. She was enrolled in a four-year German University for two years after graduating from high school. Since she was interested in teaching, she entered the college at the age of 22. Her future goal was to be an English teacher in high school. Thus, Akiko decided to join my research seminar course in order to develop her specialized knowledge in applied linguistics. She has learned English for 12 years since she was in the 6th grade in elementary school (12 years old). Akiko began with interacting English games and conversations at a private English conversation school. Her English ability was very high so, Akiho attended the top-level English classes with the English-major students.

Participant 2: Chiaki

Chiaki was born in 1991 and a junior (female) in the English Program. She joined the second-top English classes (B1) in her 1st year, but joined the highest-level class in her junior year due to her increased English skills. She has studied English since she was 12 years old. In her junior and high school, her English studying focused on reading and writing for entrance exams for high schools and universities. Chiaki had an interest in teaching English, so she took some disciplinary classes for English teaching certificates (i.e. Second Language Acquisition and

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[8] The primary purpose of the Child Education Program is to have students be a teacher in elementary school through a wide range of specialized classes and social activities (e.g. voluntary teaching in a local school, community support for local people, and internship). The program encourages students to receive an English teaching certificate in junior and senior high school.

Methodology for English Teaching). She participated in my research seminar course to examine the academic discourses using English scholarly journals.

Participant 3: Jonghyun

Jonghyun (male) was born in Korea, 1991, and came to Japan when he was 15 years old due to his father's job. At that time, he could not speak Japanese but tried to learn it attending a local junior high school. But now he speaks three languages: Korean, Japanese, and English (he speaks Japanese in his daily life). His English learning began with fun activities (card games and speaking) in Korea when he was ten. In his secondary education, he developed grammar, reading, and writing for entrance exams. As he had experiences of learning English in Korea and Japan, his English level was high. He joined the highest-level English courses from as a freshman. Jonghyun had a high spirit of learning English, so he also took the specialized courses (SLA) to gain an English teacher certificate.

Participant 4: Kenta

Kenta was born 1991, and an English Program student (male). He began to study English when he was in elementary school (10-year old) because his elementary school provided English lessons with a native teacher once a week. He had some activities of pronunciations, games, and speaking. In junior high school, his English studying emphasized the grammar work with the textbooks. He finished high school whose program focused on technology and industry courses. Thus, Kenta's English learning was limited to memorization of vocabulary and learning the grammatical structures through reading and writing practices. He voluntarily decided to immerse himself in a research seminar community which emphasized the area of applied linguistics.

Participant 5: Miho

　　Miho was a female student in the English Program, born in 1991. Her hometown was in the northern part of Japan, and she moved to the university area as an 18-year-old freshman. She has learned English more than nine years since she was in junior high school. Miho went through the English classes with the traditional language approach, grammar-translation method. In addition, she had some oral-skill practices and cultivated cross-cultural understanding by reading the English textbook in high school. Her goal of English at the secondary school level was to develop the advanced English skills, mainly reading and grammar for entrance exams, although she had some practices with oral English in high school.

Participant 6: Sayaka

　　Sayaka (female) was born in 1992 and majored in English. She has learned English for around 11 years, beginning with interacting with fun English (singing songs, reading the alphabets, and memorizing words) in elementary school. Her high school had a unique curriculum like "liberal arts," so she took various practical English classes for three years. Especially, as she wanted to improve speaking skills, she emphasized the development of speaking proficiencies. When she entered university, her English level was intermediate. But she studied English very hard and jumped to the top-level class in her junior. Furthermore, Sayaka participated in the long-term study abroad program in the U.S. for four months[9]. Through the experiences of English program in America, her motivation towards learning English became much higher. Therefore, Sayaka joined my research seminar course to develop her disciplinary knowledge with English scholarly texts.

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[9] In the academic year 2011 when Sayaka was in her second year, the long-term study abroad program was in the United States.

Participant 7: Taisei

Taisei was born in 1991, a male student in the English Program. He was transferred from a local university in Gunma prefecture. In the previous institute, his major was Commerce. However, he wanted to study more professional issues of applied linguistics in higher education. Thus, he entered the college from junior and the English program. Taisei started to study English when he was 13 years old (experiences from the past nine years). He strongly remembered that he learned English with the support from his father's English native friend in junior high school, and with computer (reading newspaper) in high school. His English level was very high because he had studied English by himself such as taking the TOEFL (Test of English as a Foreign Language), and gained the scores of over 550 (paper-based) in his second year of university. Furthermore, he focused on reading and writing for his English learning. Taisei had interacted with English discourses a little because of practices of reading such as TOEFL or newspaper.

Table 1

Demographic Information of the Multilingual Research Participants

Name (Gender)	Periods of learning English	Experiences of learning English	Others
Akiko (female)	● For 12 years	● English conversations and games at a private school ● focusing on reading and writing with the classroom textbooks	● would-be an English teacher in high school ● stayed in a German university for two years
Chiaki (female)	● for nine years	● development of reading and writing skills for	● interest in teaching English

		entrance exams	• took some specialized courses
Jonghyun (male)	• for ten years	• interacting with English (games and speaking) in Korea • practices of literacy skills and grammar for entrance exams	• born in Korea • speaks Korean, Japanese, and English • interest in teaching English • took some specialized courses
Kenta (male)	• for 12 years	• activities of pronunciations, games, and speaking in elementary school • reading and writing at the secondary school level	• finished his technology and industry program in high school
Miho (female)	• for nine years	• skill-based English with the grammar-translation approach. • speaking, listening, and culture study in high school	
Sayaka (female)	• for 11 years	• fun activities in elementary school (singing	• joined the U.S. study abroad program for four

		and memorizing words)	months
		● mainly highlighted the development of oral proficiencies in high school	
Taisei (male)	● for eight years	● learning English with a native English person in junior high school ● cyber-space learning, especially reading English texts	● a transfer student ● practiced of academic discourses on TOEFL

Data Collection Methods

To further understand my research seminar students' actual experiences and practices of English academic literacy socialization inside and outside the classroom, I gathered data from each student participant after the second semester began. I did not explain this research project to the students during the first semester. If I had given students an understanding of my reasons for gathering data sources, it was highly likely that they would have been trying to please me in the answers they gave in the interviews and what they wrote in their journals. To avoid these problems, I secured the permission of conducting my study from my university[10] (see Appendix B). I clarified my research issues and reasons for data collections in the informed consent sheet (see Appendix C).

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[10] The letter of consent shows the approval of conducting the research in university and contains issue that all of the data collections will not affect the participants' grades.

Due to the nature of using my own students as participants in my study, in my course I took precautions to protect their identities. I asked each student to sign a consent form after the grades of the first semester had been received. This was the case in collecting data as well. When the students agreed to participate in this study as voluntary, I asked the participants to fill out a survey of background of English learning (see Appendix D). In what follows, I describe each data source as an important component of the course curriculum, the rationale for inclusion in the study and the significance of each source in exploring my dissertation research questions: (a) the participants' literacy autobiographies in English, (b) weekly research seminar journals, (c) a positionality narrative, (d) comments on blogging, (e) in-depth individual interviews, and (f) a focus group interview.

Literacy Autobiography

Students' literacy autobiographies recounted their experiences learning English in senior high school and during their 1st and 2nd years in university. Students looked back on their English learning with specific details in narrative format illustrating what literacy events they had, how they did them, and describing how they viewed themselves as English language learners (see Appendix E). The purpose of this literacy autobiography was to contextualize my research seminar students' backgrounds through thick descriptions of their language history, educational contexts and positionalities as English learners. Encouraging students to write their autobiographies is valuable since their personal accounts show a critical interpretation of hidden intentions gained from the episodes, making learners aware of their meta-language development (Belcher & Connor, 2001; Pavlenko, 2007). I collected the participants' autobiographies written in English during the second week of the first semester (May, 2012) as an integral component of the course.

Weekly Research Seminar Journal

Every week, I asked the students to review the issues discussed in the reading assignment and express their own ideas and thoughts freely in short reflective entries in journal format, using Japanese or English as an important element of the course [11] (see Appendix F). The aim of this weekly research journal was to deepen student understanding of learning the issues through reflection on the class activities (Cisero, 2006). Such reflective journal writing helps students cast a critical eye on themselves in language education (Gebhard, 2006; McGarr & Moody, 2010; Pavlovich, Collins, & Jones, 2009). To give students a platform to voice their opinions leads them "to stand outside the experience, to see it more objectively, and to become detached from the emotional outcomes" (Pavlovich, 2007, p. 284). Before the next class, students needed to submit the weekly journal entry on Moodle, an open source course management system. After students submitted their weekly entries, I read them and gave specific feedback so that students could prepare for the portfolio in order to reinvent the issues of reading assignment.

Positionality Narrative

At the end of the first semester, July, the seminar students reexamined all of their weekly journal entries to expand their critical ideas based on the written feedback I had provided them as a key essential to the course curriculum. After completing the revisions on the weekly journals, students had to print and bind them for submission as part of their course portfolios (see Appendix G).

The portfolio also included each student's positionality narrative in English. This narrative provided students with an opportunity to revisit their participation and sense of agency

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[11] I asked students to keep their reflective journals in Japanese or English. If students felt uncomfortable to write in English, it would be easier for them to express themselves in Japanese. In addition, using Japanese seems to be effective for students to portray the subtleties of their emotion.

in the academic socialization process. It encouraged them to examine their identities as academic learners in the specialized area within their situated learning context as well as their identities outside the classroom.

Blog Entries on Moodle

Computer-based message boards, including blogs, are significant tools for exchanging student ideas. I collected my students' voices on the course through their blog posts on Moodle[12]. As one of the course requirements, the presentation members needed to post their thoughts, ideas, questions, and participation through a discussion leader on the course blog (see Appendix H). Duff (2010b) underscores the importance of examining learners' academic socialization through websites because it is important to know students' knowledge construction through informal language exchanges. The textual identity displayed on the course blog goes far toward the later analysis of students' trajectories of academic identity as a supportive material (Kirkup, 2010; Seloni, 2008a). Thus, I asked each presentation member to post some comments in either Japanese or English on the blog after the presentation as an important element of the course curriculum.

Individual Interviews

Interviewing is one of the common data collection techniques in qualitative study (Chase, 2011; Denzin & Lincoln, 2011; Merriam, 1998; Mertens, 2010, Yin, 2003). As Seidman (2006) points out, the significance of conducting interviews is to understand "the experience of other people and the meaning they make of that experience" (p. 7). Interviewing can provide the participants with a chance to reconstruct the minute details of their literacy socialization within the seminar class as well as outside the classroom. In this study, in-depth interviews enabled me

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[12] I set up the password of research seminar course site on Moodle so that no one could access the Moodle site. I did not allow any guest users to enter my course site.

to "step into" my seminar students' vantage points as a way to unpack their hidden intentions and interpretations.

To hold in-depth individual interviews, I asked my seminar students to participate in the interviews voluntarily at the end of the second semester, which was scheduled after distribution of the students' grades. I scheduled one 50-60 minute interview with each participant. The interviews were held in my office with the goal being to record their academic literacy events, experiences, and socialization processes inside and outside the class.

Individual interviews were done after the grades are received, and the informed consent forms were signed. On the grounds of my research questions, I interviewed the participants with semi-structured (see Appendix I) and open-ended questions. I began with informal interviewing techniques to build trust with the participants (Maykut & Morehouse, 1994; Mertens, 2010). Then open-ended questions were posed to encourage "the respondent's concerns and interests to surface, providing a broader lens for the researcher's gaze" (Mertens, 2010, p. 371). For instance, the questions were "How did you try to read the academic articles?" "What did you do to deepen understanding of the content of the articles?" "Who did you work on the reading assignments with?"

Focus Group Interview

After the individual interviews, I held a focus group interview with the volunteer students in Japanese upon the completion of the course, and grades had been distributed. The group discussion approach to interviewing yields substantial benefits for cultivating an understanding of the participants' feelings towards their academic literacy socialization and academic identity construction (see Appendix J). Since the chief aim of this focus group interview was to reach a better understanding of the participants' thick and complex accounts, sharing hybrid interactions

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in the group contributed to elucidating the true nature of each participant's experience of academic literacy events (Kamberelis & Dimitriadis, 2011; Krueger & Casey, 2008). A focus group interview of the seven research participants was scheduled on February 1st 2013. The interview took 90 minutes and was conducted in a classroom. I recorded the focus group interview of the participants' interactions with other interviewees based on my open-ended questions.
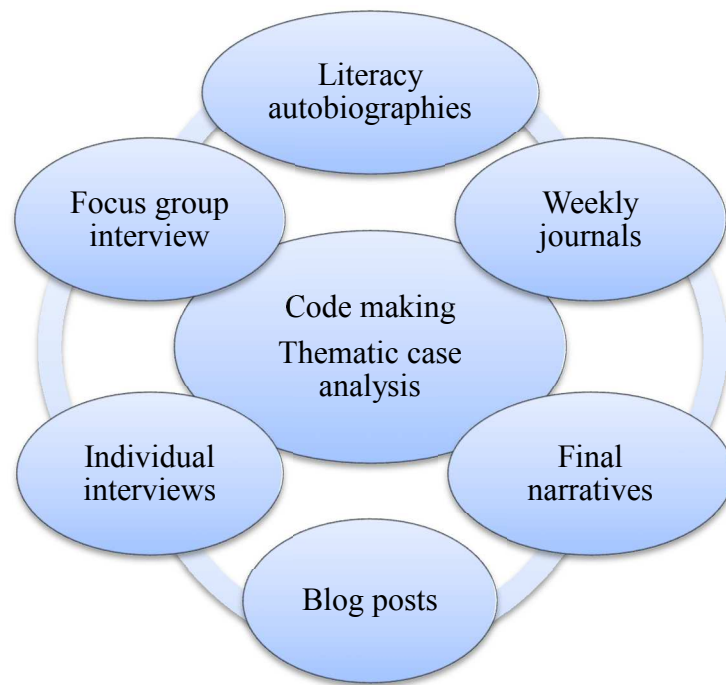
Figure 1. Data sources.

Data Collection Procedure and Analysis

Data collection was conducted during the second semester of the academic year 2012, in a mandatory research seminar class for juniors of which I was in charge. I taught this course and had data sources as components of the course instructional approach. Because of this context, I approached the participants upon completing the grades.

| Invitation of the research (September 2012) | Collection of written work (October 2012) | Individual interviews (January 2013) | Form focus group interview (February 2013) |
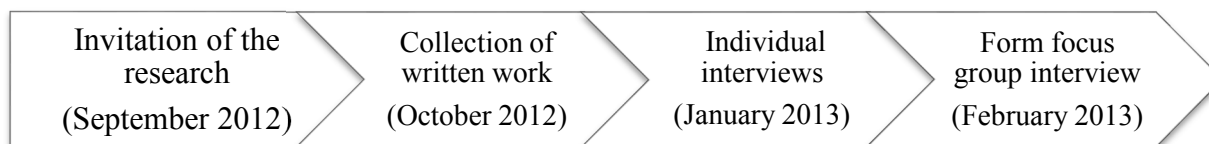
Figure 2. Periods of the data collection.

At the beginning of the second semester, upon distribution of the students' grades, I asked my work colleague, who had an experience conducting human subject research, to come to my research seminar classroom. During her explanations, I left the classroom and waited in my office until the informed consent forms were done. She read a letter of the consent signed by the university president, dean, and the English program director to the students and explained about the informed consent forms. Students were asked if they wished to voluntarily agree to participate in the study. When they agree, my work colleague invited the participants to read the informed consent sheet and to sign it. After the completion of the forms, my work colleague put the consent forms in an envelope, sealed the envelope with tape, and gave the forms to me.

In this study, the participants' voices were the primary data source since this analysis highlighted the processes of academic literacy socialization and academic identity construction. First, I arranged each participant's interview transcripts in chronological order. After finishing the transcription of the interviews I translated them from Japanese into English. Similarly, I translated the participants' weekly reflection journals into English if they wrote them in Japanese. These written documents and interviews were translated for the readers' benefit. I did member checks to clarify as well as ensure the accurate translation and interpretations. In order to assure the research consistency and to address the purpose of the study, I coded, categorized, and recombined the data collected.

The moment the transcripts and data were available, I carefully analyzed the data sources in a recursive and inductive way. A hallmark of qualitative research is that data collection and

analysis progress at the same time. As the long stream of data was dealt with through qualitative research methods, it was necessary to divide the data into subsets (Bloomberg & Volpe, 2008; Merriam, 1998; Yin, 2003). Grounded in the recursive, inductive, and dynamic process, I analyzed the data in the following stages: explorations of interviews and written documents; sorting the data sources into categories; and finding emergent evidence in the narratives and interviews.

During the first phase, I read and reviewed all of the interview transcriptions, blog comments, and other written documents (e.g., literacy autobiographies, weekly reflective journals, positionality narratives) in order to understand the totality of what was involved in each data source. Then, I annotated the texts with comments, questions, impressions, and memos in the margins. This process contributed to yielding substantial benefits for constituting the framework or "databank," which were used for further analysis and generating questions for both the individual and focus group interviews.

The second step aimed to classify the data into thematic categories. To do this, I looked back on and summarize the marginal comments on all of the written documents (autobiographies, the reflective journals, and the positionality narrative) of each participant gained from the initial phase, while identifying any persistent themes. Then, I developed a list to keep temporary thematic categories to which each participant was assigned. By revisiting the entire databank established in the first step, I refined emergent categories and made three thematic categories of this study: (a) multiplicity of academic literacy practices, (b) construction of disciplinary knowledge through community of practice, and (c) positionality of self.

The next phase involved finding the evidence from the transcripts of the individual and group interviews, which uncovered the thematic categories determined by the second stage. I

wrote the descriptions of the individual cases from the emic views, categorizing the raw data by the categories defined in the process of the second phase.
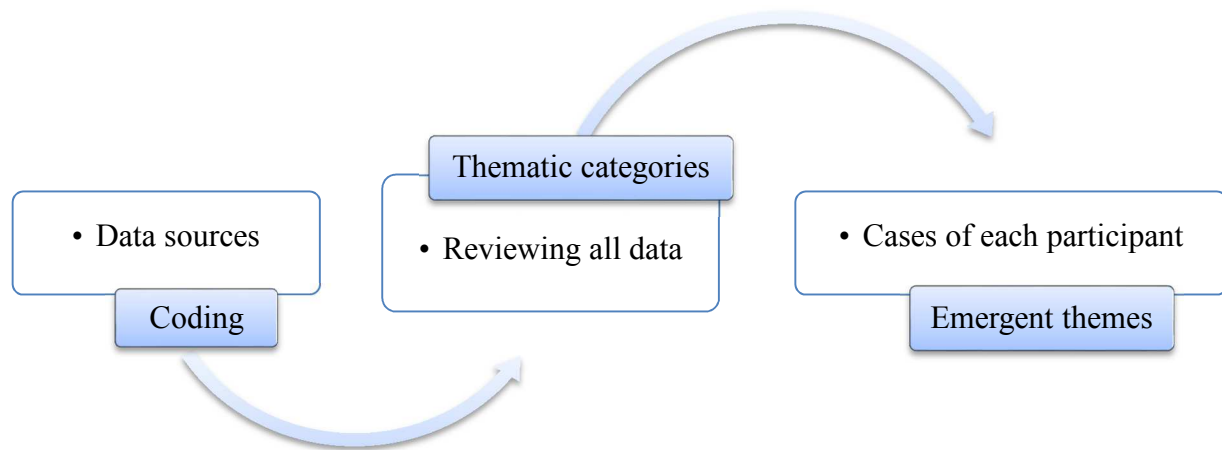
Figure 3. Data analysis.

Methodological Disruptions

Even though I have decided to use English for data collection when I designed this study in 2012, I conducted the individual as well as form focus group interviews in Japanese due to the research participants' wishes. Using the first language of the participants was effective in order to obtain their frank opinions and cultivated a sense of security.

In addition, I asked the participants to write their weekly journals and final narratives in either Japanese or English. To avoid students' worries of making mistakes of English texts, I set up writing assignments. Another purpose of the written products in Japanese was to elicit the participants' inner views with vivid descriptions. When the research participants wrote the papers in Japanese, I translated the English texts into Japanese and did member check to remove the misunderstanding between their thoughts and my interpretations.

Trustworthiness and Reliability of Data

Both qualitative and quantitative research are concerned with the issues of reliability, credibility, validity, and reliability (Guba & Lincoln, 1989; Lincoln, 1995; Mertens, 2010).

However, there are distinct assessments of criteria based on the assumptions and approaches inherent to each method.

In qualitative research, trustworthiness and dependability are addressed within the context of studies of qualitative methods in order to discuss issues of validity or reliability underlying different epistemological standpoints (Lincoln, Lynham, & Guba, 2011). Namely, the concepts of validity and reliability are based on the various ways in which reality itself is perceived in qualitative research paradigms. Trustworthiness and dependability question the consistency of the study results in order to enhance the quality of the research (Mertens, 2010). The major issue of this present study is that research data collections need to be internally congruent rather than generalizable.

To insure the trustworthiness and reliability of the collected data, this study adopted the following three strategies: crystallization and member checks; a dependability audit; and a prolonged engagement with the participants.

Crystallization

Crystallization is used to integrate data obtained from various sources into a coherent text in order to make the data consistent (Denzin & Lincoln, 2000). The concept of crystallization has been expressed as one of the post-qualitative research approaches (Ellingson, 2011). In case studies, there are several advantages for using multiple data sources. According to Yin (2003), the rationale for employing data from various case studies is because there is more of a need to use other collected sources than is necessary in other research approaches. The prime benefit of using multifaceted data sources in case studies is

the development of *converging lines of inquiry* (italic in original), a process of

triangulation… Thus, any finding or conclusion in a case study is likely to be much more

convincing and accurate if it is based on several different sources of information. (Yin, 2003, pp. 98)

Beyond these merits of using various data, crystallization has an important benefit as a "process of separating aggregated texts (oral, written, or visual) into smaller segments of meaning for close consideration, reflection, and interpretation" (Ellingson, 2011, p. 595).

In this study, learners' weekly reflective journals as the primary data were crystallized by utilizing additional data from various sources such as the participants' English literacy autobiographies, their portfolios, positionality narratives, course blog posts, follow-up individual interviews, and a focus group interview.

Member Checks

Member checks between the researcher and the participants were conducted during the interview sessions. After creating the written report, I showed them to the participants in order to confirm the reports' accuracy. Because the recorded interviews had been translated into English, I asked the participants to confirm whether or not the interview translations faithfully expressed the participants' thoughts.

Dependability Audit

Dependability audits describe the different stages in the research process in detail to "attest to the quality and appropriateness of the inquiry process" (Mertens, 2010, p. 259). To conduct dependability audits, researchers produce written documents such as memos, researcher-reflection papers, or field notes to serve as a thick description of the research (Merriam, 1998). Such documents should be publicly inspected since change is prospective or assumed in the constructivist research framework (Yin, 2003; St. Pierre, 2011).

Prolonged Engagement With the Participants

Prolonged engagement with the participants enhances the validity of research (Flick, 2006). Over the course of the study, researchers can establish the trust and rapport with the participants so that they can be "comfortable disclosing information" (Creswell & Miller, 2000, p. 128). The earned trust of the participants improves the reliability of the data gained from the participants' written documents by negotiating the meaning of their texts and interpretations at later occasions. The reciprocal processes of data collection and analysis over a prolonged period time leads to fostering a better understanding of the participants' contexts and reasons for adopting their diverse viewpoints.

Ethical Considerations

Since this study aimed to explore information of a personal nature, it must ensure respect for the dignity of the individual underlying the ethical principles. As a matter of the first priority, the research participants have the right to decide whether or not they will participate in the research, a decision they can make by themselves, which cannot be forced on them. In addition, the participants possess a right to terminate their participation in the research and to deny providing any further information. Although this study utilized interview sessions, affording some privacy and anonymity, students could not be coerced to participate. It is necessary that all specific explanations pertaining to the inquiry, such as the research objectives and methods, be given to the research participants. First, informed consent featured prominently in this research. Written consent in which the participant agreed to voluntarily join the study was required from all of my research seminar students. This investigation was conducted using pseudonyms to protect the participants' privacy. As the researcher strictly secured the sources obtained during the study, no one could access the information. Confidentiality of the information, data, and

recordings relating to the research was preserved.

Chapter Summary

Constructivism, one of the research paradigms, serves as an essential element of qualitative research. Guba and Lincoln (1994) maintain that humans' thoughts and concepts evolve from the agency of language as well as social interactions because reality itself is socially constructed. In order to explore academic literacy and identity construction of the seven multilinguals with an emphasis on the personal frame of reference, I employed a case study in a qualitative method. By delineating vivid descriptions of the learners' experiences through sociocultural and personal viewpoints, the case profile of each participant contributes to exploring the phenomena as well as interpreting the actual experiences of academic literacy socialization and identity formation. Thus, highlighting the case rendition of the participants is an accessible way to clarify the details of the learners' academic setting.

To use a qualitative, case study method, I integrated various data sources which are significant components of the research seminar course after the students' grades were distributed: (a) students' literacy autobiographies, (b) weekly research seminar journals, (c) a final positionality narrative, (d) course blog posts, (e) individual interviews, and (f) a form focus interview.

For data analysis, crystallization was utilized to gain an in-depth examination of data from multiple sources in a recursive way (Denzin & Lincoln, 2011; Lincoln & Denzin, 2000). I translated the transcripts of the individual interviews and the weekly journals into English in chronological order. After that, I did member checks to make the translations and interpretations precise.

The data analysis began with transcriptions of the interviews, blog entries, and the written work (literacy autobiographies, weekly journals, and positionality narratives). Next, I divided the data sources into thematic categories, making a list to think about which categories would be suitable for each participant. Finally, I tried to unfold the thematic categories found in the second step, reexamining the evidence of data.

The following chapter, Chapter Four, highlights the cases of academic literacy socialization and academic identity construction of seven undergraduate multilinguals in my research seminar course gained from the data collection procedures. To draw greater attention to one of these-cases, I include their written products and extracts from the follow-up interviews.

CHAPTER FOUR

CASE ANALYSIS OF THE PARTICIPANTS' ACADEMIC LITERACY SOCIALIZATION

AND ACADEMIC IDENTITY

This chapter illustrates the cases of academic literacy socialization and academic identity of the seven undergraduate-level multilinguals who were enrolled in my research seminar course during the academic year of 2012. This research was conducted on the grounds of sociocultural perspectives focusing on zone of proximal development, community of practice, and legitimate peripheral participation. The research question was as follows:

- How do the undergraduate multilinguals, enrolled in a mandatory research seminar course, negotiate and become socialized into their academic discourse and academic identities using various English scholarly texts?

To investigate this present study, I synthesized the data gained from multimodal sources of the research participants (i.e. literacy autobiographies, weekly journals, a positionality narrative, individual interviews, course blog posts, and a focus group interview).

Through data analysis, I found that the research participants adopted their own approaches for academic discourses at the initial phase. Then, they came to develop their academic literacy skills through discourse socialization, engaging in mutual interactions with peers. Akiko, Jonghyun, Taisei, and Chiaki became socialized with peers, enhanced comprehension of academic discourses with the scholarly texts, and constructed their academic identities. Miho, Sayaka, and Kenta tried to socialize into the discourse community, but remained as peripheral participants during their discourse socialization. In addition, they realized that they engaged themselves in a disciplinary area, but they stopped short of constructing their academic identities.

The next section presents a case profile of academic literacy socialization and construction of academic identity, highlighting each research participant. The case descriptions elucidate how the research seminar students tried to examine and understand the academic discourses in the scholarly articles through socialization as a newcomer of the research seminar course, and construct their academic identities. At the end of the case descriptions, a list of themes emerged from the portraits of each participant and is illustrated to prepare for discussions in Chapter Five and the readers attention.

Akiko: "Engaging in such lively discussions in the class broadens my field of vision"

Akiko, a student enrolled in the Child Education Program, participated in my research seminar course even though she was a student outside the English Program. Akiko had a strong will to develop her disciplinary English proficiencies because she wants to be an English teacher in a high school. Thus, she decided to join my research seminar course to gain the practical pedagogy necessary in Japanese English education.

"How meaningless my previous English study was"

Her devotion to read the scholarly articles in the initial stage became highly incongruent with what she expected, as she stated, "ジャーナルは難しいだろうってわかってはいたけど、正直何とかなるだろうって思ってました [The academic journal used in the research seminar course was difficult, but I felt that I could manage to handle it with the reading assignments.]" (Individual Interview, 1/23/2013). However, Akiko was perplexed at how to interpret the meaning of the texts within the disciplinary discourse and to deepen her understanding of the main points in the professional articles.

At the beginning of the research seminar course, Akiko undertook discursive processes to find a viable strategy for developing her academic reading skills with scholarly texts. She faced

the daunting challenges of examining the academic discourses that she had never gone through in her previous undergraduate experiences because the structures of the academic discourses in the articles that she explored were unfamiliar to her. Akiko was bewildered by the unfathomable nature of understanding the complicated discourse structures in the English professional journals. The articles were comprised of the complex structures to interpret the meanings in Japanese and lots of technical terms. Akiko spent much time and energy on tackling the articles using a dictionary in order to understand and adapt to the disciplinary discourses. Although Akiko examined the articles carefully, it was difficult to grasp a complete view of the content. She tried to adjust the negotiation of the meaning of the academic texts due to the emergent terminologies of applied linguistics and difficulties in understanding the clear meanings of the texts. As Akiko reflected on her early study in the research seminar course, she lamented, "今までの私の英語勉強はなんだったんだろうと思いました... 学術論文が難しいうえに意味がなかなか理解できなかった [How meaningless my previous English study was... It was almost impossible to understand the academic journal in addition to the difficulty of the content.]" (Final Narrative, 7/31/2012). Thus, finding some effective ways to examine the scholarly articles was her top priority at the beginning of the semester.

In order to deepen understanding of the English scholarly journals, Akiko handled the academic discourse styles with a little ingenuity such as "線を入れたりし自分が読みやすいように工夫しました, [Underlining the texts to read the articles easily,]" or "繰り返し出てきた単語はメモをしておき、なるべく頻繁に意味の確認をして、その単語を記憶しました [taking some of the terms that appeared repeatedly and absorbing the meanings of them, and memorizing them.]" (Final Narrative, 7/31/2012). Eventually, her motivation for tackling the English professional journals came to be positive through discursive approaches. Akiko

answered, "理解度が格段と上がりちょっとした達成感を味わえました, [I felt fulfilled when I realized my reading comprehension improved a lot,]" and "分からないから読まないということから、なんとなく分かりそうだから読んでみようと気持ちを切り替えました [I changed my mind, trying to examine the journal more because it seemed to be a little easier to understand rather than not to give up reading because it was difficult.]" (Final Narrative, 7/31/2012). She came to grasp some techniques to understand the content of the English articles, by engaging in examining the academic discourses.

"That is why I like discussions": Inside and Outside the Classroom

While wrestling with her difficulty in exploring the academic discourses, Akiko strived to thresh out a formula to adapt to examining the scholarly articles. As a solution, she shifted from individual intensive reading to cooperative learning with her seminar peers to have an intimate involvement in understanding the disciplinary discourses. She found that joint work served as a successful way to negotiate and understand English disciplinary discourses through socialization and helped her attain broader specialized knowledge. For the group work, Akiko and her seminar students, Chiaki and Miho, decided to gather in the library or the student lounge once a week. They read the articles in advance and brought some questions to the meeting. Similarly, Akiko had to make a presentation about the article with her partner, Sayaka. Akiko came with some questions to explore the presentation parts and summarized the contents. While collaborating on the presentation assignment with Sayaka and on examining the articles with her seminar members, Akiko could examine the scholarly texts in the journal carefully and obtain an accurate view of the authors' statements.

Looking back on her outside group sessions with peers, Akiko recognized the merits of journal reading with peer work. As she answered, "カジュアルに話をしながら記事の内容を

注意深く解釈できました [I could interpret the meaning of the article well with my partners through casual discussions,]" (Individual Interview[13], 1/23/2013), and "グループワークで、準備した人のメモやノートを見て、綺麗に書いていると、「自分も頑張んなきゃ」って思ったし、私と組んだ人が大変じゃないように、自分で出来るだけのことをしようと思って [In group work, when I saw my peers' memos or notebooks, and they were clearly organized, I thought 'I have to work hard'. Then, I tried to do what little I could not to make my partner(s) bothered.]" (Individual Interview, 1/23/2013). Akiko concentrated more on understanding the meanings of the disciplinary texts because she realized her peers' earnest attempts to examine the scholarly texts during the group work. Diverse approaches for the articles that her peers contrived fostered involvement in her exploration of academic discourses. Akiko stated, "ゼミのメンバーは記事を深くじっくりと読んでいるので、私は他のメンバーの学習方法とジャーナル読解の習慣を見習いたいです [I would like to follow in the footsteps of my seminar course members' learning and their habits of examining journals because they deeply looked into the article.]" (Weekly Journal[14] #5, 5/21/2012). The joint work provided Akiko a clue to examine the English scholarly articles.

Furthermore, Akiko's collaborative enterprise with her peers generated a synergistic effect, which contributed greatly to the development of her agency in developing her L2 writing

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[13] All interviews were conducted in Japanese. I believe that using the native language in interviews is meaningful in order to elicit insider's views of the participants. Therefore, to illustrate both Japanese versions and translated English texts is a way to represent the participants' fresh voices and interrater reliability.

[14] I gave the participants permission to write a weekly reflection in Japanese because some of them felt it was difficult to express their thoughts clearly in English. I showed Japanese original excerpts and English translations of written artifacts to accurately describe the participants' journey of academic literacy socialization and identity construction. After analyzing the data, I did member checks with all of the participants in order to confirm the complete accuracy of their intended meanings.

scholarship. Such socializing with her seminar members furnished her with ample opportunities to expand her appreciation of the disciplinary knowledge through scholarly resources. In particular, productive discussions within the research seminar classroom gave her an insight into the development of the disciplinary area. Akiko claimed that discussing as well as sharing her views of the disciplinary journal in the class was a chance to verify her understanding of what she learned and develop her skills to explain the content of the articles precisely. She revealed in her journal, "私にとって共同作業は自分の研究理解力と認識について説明することを求めるものだと思います。こうしたインプットからアウトプットへの認知作業は、ディスカッション中に自然に行われます [For me, collaborative work required me to explain my understandings or awareness of my study. The cognitive work moving from input to output can be naturally done during the discussions.]" (Weekly Journal #11, 7/9/2012).

Such ongoing classroom interactions encouraged her to glean new perspectives on her seminar topic, L2 writing. Akiko indicated in her journal:

自分と似たような考え方の人もいれば、違う観点の考えの人もいて、違う考え方の人の意見を聞くと、こういう見方もあったのかととても参考になる。その観点からまたテーマに沿って考えてみると、また違う考えが浮かんできそうになる。ゼミの中でディスカッションを多く行っていることは、自分の考え方や視野が広がるので、私はとても好きです. (Original Weekly Journal #6, 5/27/2012)

I thought that some students had the similar opinions as mine, while others have different ones. When I heard others' distinct ideas, I thought, "Oh, I could see it that way." Their fresh ideas were very interesting and made me create a different thought about the topic.

Engaging in such lively discussions in the class broadens my field of vision. That is why I like discussions. (Translation Weekly Journal[15] #6, 5/27/2012)

Akiko referred to the importance of cooperative work in the research seminar course. She stated, "誰かと意見を交換しながら作業をすることは、自分が課題に対して理解や把握をしていることを、頭の中での認識から相手に伝わるように説明しなければなりません [To work with interactions with others means that I have to explain my understanding about the assignment to others clearly, not just holding a picture of the content in my mind.]" (Weekly Journal, #9, 6/25/2012). She conceptualized the immersion in her research seminar course as a process which inspired a deeper commitment from coping with others, and that assembled and constructed the disciplinary knowledge deeply with complete interactions, inspiring one another. She used a metaphor to describe the research seminar, as a "classroom culture," and said, "ゼミは良い'class culture'なので、一緒に勉強できる人がいると難しいことも頑張ってみようと思うことができますね [The research seminar course is a 'classroom culture' which sparks a drive to take on challenges with capable others.]" (Weekly Journal #5, 5/21/2012).

With her peers' substantial efforts to learning of issues of L2 writing, Akiko's motivation increased towards enriching her views of the specialized area, being socialized into the research seminar class. As Akiko noted:

ゼミという「ポジティブなプレッシャー」があり、自分の学びへの刺激になりました。 専門知識のインプットとアウトプットを交互にすることができたので、自分の英語読解力が上がっていることを実感することができました。さらにお互

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[15] Akiko wrote her weekly journals and final narrative in Japanese. I translated the Japanese original documents into English and did a member check with her.

いの意見を比較し、そこから L2 writing の考えや新しい見解を見出すことができました. (Original Final Narrative, 7/31/2012)

I had a "positive pressure" in the seminar class but I received inspirations from my research seminar member. Thanks to the reciprocal input and output of the expertise, I realized my development of academic literacy. I was able to express my thoughts about and have new views on the topics of L2 writing, comparing my opinions and thoughts to others' in the classroom. (Translation Final Narrative, 7/31/2012)

"I was just an English learner": Before Entering the Discourse Community

Akiko had a strong identity as an English learner before entering the university as she sustained a strong desire to be a high school English teacher. In her literacy autobiography, she recalled a female English teacher in high school, who motivated Akiko to studying English harder: "the English teacher was a miracle. Her English was brilliant. And, she always introduced a variety of new English learning methods" (Literacy Autobiography, 5/12/2012).

Akiko clarified her intention to teach English in high school, but she remained ambiguous in her positioning as an English learner. In fact, when she was a first year student, she strongly conceived herself as "ただの英語学習者" [just an English learner] (Focus Group Interview, 2/1/2013), simply studying various English classes in college. As she alluded, "上のレベルのクラスで出来る人達と英語を学ぶのは確かに楽しかったですが、ただ課題をこなした感じがしました [It was true that I enjoyed learning English with my diligent students in the highest-level class, but I felt that I just performed my assigned tasks.]" (Individual Interview, 1/23/2013). Yet, Akiko had a high motivation towards learning English at the end of her sophomore year. In the classes, she was so excited to go through some joint work with peers because "英語の授業で、グループでの作業が多くなったので.... [the English classes provided lots of tasks in

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group...]" (Individual Interview, 1/23/2013). Her sense of being just an English learner gradually shifted to being a motivated English learner. Through learning English for two years in university, she embraced her sense of transformation of mind to foster the development of her English language skills.

"I felt there is no end in sight for research"

Before starting the research seminar course, Akiko found that she gradually conceived of herself as a motivated English language learner, as the previous section shows. After starting to explore a specialized area, Akiko became aware that she came to shift herself towards becoming a full member of the discourse community through her journeys in the research seminar class, maintaining better relations with her seminar course peers within and outside the classroom.

Through participating in the community of research seminar course, Akiko came to view herself as an academic learner because the expectations of the coursework in the seminar class were very different from those of other courses that she had ever taken. She dealt with the challenging tasks such as reading articles or writing her weekly reflective papers with the professional viewpoints. In particular, Akiko had a sense of moving towards becoming an academic learner of English who tried to cultivate the specialized scholarship, engaging in a particular community, research seminar course. She gradually became motivated towards examining the academic articles and understanding the professional topics with a strong commitment to discussions on the scholarly articles with the seminar group peers. Such mutual interactions with peers in the seminar course generated her strong sense of being an academic learner through becoming deeply involved in her community in the research seminar course.

At the beginning of the seminar class, Akiko demonstrated an attitude of an academic learner stimulating her incentive to explore the disciplinary field. As she illustrated, "もっと発

言したい、みんなの解釈を聞いてみたい [I wanted to say my opinions more… I wanted to try to ask other students' thoughts.]" (Weekly Journal #1, 4/23/2012). As time passed, her weekly journals exhibited her critical statements towards the assigned reading articles. In the weekly journals, she gradually wrote about her inner awareness of the field of L2 writing. For instance, after finishing the article focusing on the critical perspectives on contrastive rhetoric, she mentioned:

> 第二言語で文章を書くことについて、「書く」ということは「話す」よりも、書
> き手自身が無意識の内に表現されていると思います。第二言語ライティングの研
> 究というのは、その領域が言語学を越えて人文科学や社会科学、そして自然科学
> にまで及んでいると私は思います。終わりのないテーマだとも思いました.
>
> (Original Weekly Journal #4, 5/13/2012)
>
> In terms of writing in L2, writing itself includes the writer's individual perspectives.
> The writer shows them unconsciously in writing rather than speaking. That is why
> studies of L2 writing extend into the realm of humanities, social science, and natural
> science beyond linguistics. The area of L2 writing seems to be a deep and endless
> theme for me. (Translation Weekly Journal #4, 5/13/2012)

Akiko tried to think seriously about the topics of the academic articles, but at the same time, she discovered the complexities of L2 writing scholarship. That is why she felt that issues of L2 writing have been continuously discussed. As she reflected, "第二言語ライティングは、社会学的だったり心理学的だったりと本当にその多様性に圧倒されるばかりです。本当に毎回授業後は、第二言語ライティングというのは、その研究が終わりや結論が見えないことを感じます [I am often overwhelmed by the interdisciplinary perspectives of L2 writing

study such as sociology or psychology. Therefore, I felt there is no end in sight for research on and conclusions of L2 writing every time after the seminar class.]" (Weekly Journal #5, 5/21/2012).

Furthermore, through Akiko's journeys in the research seminar course, she developed her professional mind with a clarification of her positioning of an English language teacher. In Akiko's case, she pursued her goal of being an English teacher in high school. Her voice in course blog post, for instance, presented thoughts as a teacher. As she illustrated,

"教育的見地から自分たちのディスカッションの進行を振り返ると、不備が多かったです。私は教師的な役割を担っていたので、もっと「どこがどういう風に分からないのか？」などと具体的に質問をして、その人の意見を何かしら引き出した方が良かったのかと反省しました. (Original Course Blog Post, 6/3/2012)

From the educational viewpoints, I was not able to manage the discussions well, reflecting on my presentation of the article. Even though I made a presentation like an in-service English teacher, I should have drawn out other members' personal opinions, asking which parts were difficult for them to understand. (Translation Course Blog Post, 6/3/2012)

Akiko argued that gaining a membership in the discourse community could be constructed with a strong will which comprises various efforts and learning processes. Her sense of being an academic learner was formed, being interwoven with her actual socialization into the discourse community and her specific future goal.

Akiko came to see herself as an experienced seminar member who established a specialized knowledge through being involved in the community and through interactions with her classmates in the research seminar course. However, she did not regard such processes of

negotiating her identity in the research seminar community as a professional researcher. In her interview, she mentioned, "もしかなり研究分野に入り込めば、研究者 identity を確立したと思っています。でも専門分野の研究内容を突き詰めるってことはできないですよ。だってジャーナルの中の学者の批判的な態度や意見に圧倒されるだけでしたから [If I immersed myself in the professional area deeply, that would be correct that I constructed my "researcher identity," but I cannot get deeply involved with pursuing the inquiry of the disciplinary area further because I was overwhelmed by the critical attitudes and perspectives of the expertise presented by scholars in the journal articles.]" (Individual Interview, 1/23/2013).

A List of Themes of Akiko

- Adopting strategic ways of reading the articles
- Holding casual meetings with seminar peers outside the classroom
- Engaging in in-class interactions with peers
- Developing the sense of belonging to the discourse community
- Playing a role of "teacher"

Jonghyun: "My understanding of the disciplinary discourses of English certainly arose from discussions and talks"

Jonghyun was one of the high-spirited students in the research seminar course. His native language is Korean, and he speaks Japanese and English fluently. Jonghyun had a wide range of interests in the social activities and volunteered regularly in many academic events offered by the university. His tenacious desire to positively contribute towards various activities demonstrated enthusiasm for his further academic learning in university.

When Jonghyun was a sophomore, he joined the study abroad program in a private college in the western United States for four months. His study in the United States incited

further passion in himself, reawakening a strong motivation towards exploring a specialized field of applied linguistics and L2 teaching. After Jonghyun checked the catalogue for all of the research seminar courses in the English program in his university, he decided to explore learning of L2 writing studies as his disciplinary work in my research seminar course. He was the second student who indicated his intention to join my seminar class because he had realized some differences of writing in English, Japanese, and Korean during his study in both Japan and America.

Jonghyun tried every conceivable strategy to read the scholarly journals at the beginning of the semester. Jonghyun spent a lot of effort on examining articles sentence by sentence, but did not emphasize translation at all. He adopted an active performance of "terminology search" while examining the academic discourses because he mentioned, "和訳はしなかったけど、難しい単語の意味を調べながら読みました。訳したとしても、すごくおかしいんですよ [I read the paragraphs intensively looking up the meaning of the difficult words in the articles even though I did not utilize the translation approach at all. Even if I translated, the interpretation became very odd.]" (Individual Interview[16], 1/31/2013). He realized that it was meaningless to be mediated by first language when he examined the academic discourses with rigid structure in scholastic articles. Thus, he tried to read through the entire article focusing on the text carefully and grasp the general ideas of the contents. Jonghyun marked or underlined the parts that he felt were important in the articles; however, he sometimes found gaps between the highlights dealt with in the classroom and those of his thought as he recalled his process of exploring the

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[16] Jonghyun basically wrote his weekly journals and final narrative in English, but used Japanese in some parts. In the individual interview, we used Japanese. The translated transcripts in Japanese are presented. I did member check with him.

disciplinary references: "I sometimes wondered to what extent my understanding of the scholastic journals was legitimate" (Final Narrative, 7/31/2013).

As examining the academic discourse in a traditional manner did not work well, Jonghyun looked at the journals from a different angle. He tried to interpret the meaning of the article holistically or to skim the journal rather than focus on reading texts closely. When he encountered jargon during his reading assignments, he guessed the meaning on the basis of the context of the journal, rather than looking up each term in the dictionary.

"I was taught by my peers in the class, which led to expression of my viewpoints"

Jonghyun was able to engage in academic discourse devising voluntary countermeasures on his own. A few weeks after the research seminar began, he became aware that making a deeper commitment to socialization with his seminar peers reinforced his desire to deepen his understanding of the academic articles. For instance, Jonghyun often felt that the interpretation of the technical terms did fit well while examining the discourses. Moreover, he realized that socializing with his classmates served in the development of his academic reading skills. As one of the merits of mutual interactions with his peers, he could acquire the terminologies and grasp the contents of the articles clearly, absorbing the full meaning of the specialized words. As he stated, "良く言えば、ゼミの人と話すことで新しい用語の意味が深く学べると感じました [Positively speaking, I harbored that I would be able to learn the meaning of the new terms deeply with dynamic interactions with my seminar students.]" (Individual Interview, 1/31/2013).

Moreover, Jonghyun broke an impasse on his understanding of the disciplinary journals by socializing with peers in the research seminar course. As he tried to plunge himself into direct socialization into the research seminar community, he came to facilitate ongoing discussions with his peers. He mentioned, "自分が読んだ中で見落としていた部分を教えてくれたし、発表

でわかりやすく説明してくれて、それで自分も理解して、「どう思いますか。」とか討論

して… [My peers explained the parts which I overlooked and the contents clearly in their

presentation. Then I understood and interacted with my seminar peers in group, asking 'what do

you think? …]" (Individual Interview, 1/31/2013). He felt that vigorous classroom discussions

with peers were conducive to deepening wider comprehension of the articles. Thus, he tried to

become an active participant in the research seminar course since he attached a high value to

classroom discussions. Jonghyun said, "ディスカッションでは、論文だけでなく皆の考え

もプラスされているから、何ていうか、深みがでたというか。そしてそれらが全て合わ

さって持論になったりしました [In classroom discussion, how should I say, I had a deeper

understanding of the article because the discussions included the points of the articles and

opinions of my seminar peers. Then, these contributed to construction of my own argument.]"

(Individual Interview, 1/31/20313).

Even though Jonghyun employed different techniques to examine the English scholarly

texts, he viewed the intermediation of a third party as essential for understanding the disciplinary

discourses. As a newcomer to the disciplinary discourses and community, Jonghyun noticed the

importance of deeply engaging in the discourses as well as receiving adequate support from

capable others. He said:

> 専門分野の初心者は学術的な discourse に深く関わらないと、学術のジャーナル
>
> の中身をできるほどじゃないと思うんですね。学生が article にマークしたり線を
>
> 引いたり、あとは先生から助けてもらったりすれば、学術リテラシーはのびると
>
> 思うんです. (Original Individual Interview, 1/31/20313)

I think that novices of the specialized field are not proficient enough to understand the entire content of academic journals even if they plunge into exploring the academic discourse. If students obtain the major elements of the article with highlights, double underline or a supplemental source from the teacher, learners can promote an uptake of English academic literacy. (Translation Individual Interview, 1/31/20313)

In the individual interview, Jonghyun voiced a meaningful remark on the importance of mutual interactions with peers. The constructive discussions with his seminar peers resulted in greater gains in the academic discourses than self-study. In addition to reviewing the significant points of the articles, reciprocal exchanges of individual knowledge with others in the classroom accelerated the strong participation in critical discussions and a greater understanding of the academic journals and the field of L2 writing. Jonghyun alluded, "何よりも英語の専門的 discourse の理解ができたのはクラス内でのトークとか discussion があったからで、それにその article や L2 writing に対する持論が持てましたね [My understanding of the disciplinary discourses of English certainly arose from discussions and talks in the classroom more than anything else. I was able to have strong arguments towards the articles and research on L2 writing as well.]" (Individual Interview, 1/31/2013).

Jonghyun realized that interacting with his peers yielded insights about the content rather than reading alone. Moreover, he was able to enrich his understanding of the articles through mutual understanding with his peers, stating, "皆に教えてもらって、意見を作れた [I was taught by my peers in the class, which led to expression of my viewpoints.]" (Focus Group Interview, 2/1/2013). Since he sometimes missed a vital point of the assignments, the presentations made by his classmates as well as joint interactions, promoted his deeper

understanding of the entire content of the journals. As such, Jonghyun learned to review the entire content sufficiently and have his own arguments on L2 writing studies.

"I just wanted to improve my English skills such as listening, vocabulary, or reading"

In Jonghyun's case, he had a strong interest in improving his English proficiencies when he entered university during his first-year student. His attitude towards learning English at the beginning of the university life was to develop his language skills, as he said, "専門知識を身につけるよりも聞くこと、単語力とか読解力を高めたかった [I just wanted to improve my English skills such as listening, vocabulary, or reading rather than to pursue more professional knowledge.]" (Final narrative, 7/31/2012). When Jonghyun attempted to develop his English skills, he dedicated himself to learning English with a specific goal, improving his language performance as a communicative tool, like studying Japanese. He practiced Japanese words and phrases used in speaking or writing, while learning Japanese. In a similar way of developing his English proficiencies, he exploited a wide variety of English phrases to enhance his own powers of expression in English and use English. Jonghyun explained his way of English learning before starting the research seminar course in the individual interview, reflecting on how he tried to promote his Japanese language skills. He mentioned, "日本語を学ぶのと同じように勉強しましたね。ただ言語を上達させるんではなくて、ツールとして英語を学んでいるという, [I studied English in the same way of learning Japanese. I was learning English as a tool, not just improving the language skills,]" and "たぶん、みんなは'learning English'なんだろうけど、私は、'using English as a tool' なんですよ [Probably, everyone thinks of English as 'learning English' but for me, 'using English as a tool'.]" (Individual Interview, 1/31/2013).

Jonghyun developed his English skills as a way to deliver better performance of the English language during his university life in the first year.

"My deeper disciplinary knowledge was applied in other classes"

As he spent his university life, he began to become aware of shifting from a language learner to one who had an interest in applied linguistics. In particular, he tried to change his demeanor taking renewed interest in exploring the English language with more disciplinary viewpoints when he joined the study abroad program in the U.S.: "留学中、英語を言語学的に分析したり、英語指導についても考えるようになりました [During my study in the U.S., I came to analyze the English language linguistically and to consider the teaching of English.]" (Individual Interview, 1/31/2013). He was able to be aware of and form the vision of constructing his disciplinary knowledge, challenging what he wanted to do and devoting professional attention to his study in the research seminar course. Particularly, he learned the theories of L2 writing in a flurry of the names of the distinguished scholars of L2 writing in the research seminar course. He felt that his study in the research seminar course was totally different from that of another course, feeling a sense of cultivating his expertise.

Jonghyun had encountered some complexities of English writing during his study abroad program in the United States. He recognized many differences of writing between English and his Asian languages (Korean and Japanese). Thus, the research seminar course felt familiar to him. On top of that, he had a lot of opportunities to consider the studies of L2 writing reflecting on his own experiences. He stated, "自分の L2 writing の振り返りはリサーチの問題点を挙げることや、書くことを学ぶ重要性を考えさせられました, [Self-reflection of my L2 writing made me broaden the vision of suggesting some research questions and stressing the need to learn to write in English,]" (Course Blog Post, 6/10/2012), and "個人の経験は専門分野に対する理解が深めてくれて、自分の英語学習や教育背景とか日本の英語教育の現状を混ぜながら意見を言えました [Individual experiences yielded insights about the specialized

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area. I made opinions blending my individual experiences such as learning English, educational background, and the current state of English education in Japan.]" (Focus Group Interview, 2/1/2013).

Besides, Jonghyun demonstrated his eagerness to possess the knowledge of the disciplinary field as an academic learner. He tried to explore the research on L2 writing from the viewpoints of the disciplinary area and to incorporate his learning of theory and practice of L2 writing into other disciplinary classes. As for one of his interests, he became strongly attracted to children's English education and took a course of English teaching to children. Through the lectures and practicum of "English Teaching to Children," he attempted to not only comprehend the past and current issues of L2 writing but also suggest the potential of English teaching to children. Jonghyun mentioned, "ゼミの授業で専門的に考えられるようになったので、専門知識が他の講義で活かされていると、学術的 identity が築けているなってわかりました [I raised my awareness of developing a better sense of my profession when my deeper disciplinary knowledge was applied in other classes because I could think more professionally in the research seminar course.]" (Individual Interview, 1/31/2013). Furthermore, Jonghyun became confident in the growth of a positive attitude as an academic learner because he had clear perceptions of exploration of the disciplinary area: "様々な点から専門的な問題を楽しく追究し、専門的内容に批評できる態度 [An attitude towards exploring the disciplinary questions from multimodal perspectives (e.g., pedagogical or theoretical levels) in an enjoyable format and revealing critical reaction to the professional subject.]" (Individual Interview, 1/31/2013).

Jonghyun's journeys of learning in the research seminar course helped him open up new opportunities for exploring the disciplinary field. He received assurance that he could develop his

constructive attitude of an academic learner by applying his professional learning into other learning environments.

A List of Themes of Jonghyun

- Searching for the meaning of jargon

- Socializing into the research seminar course and with peers

- Gaining the disciplinary knowledge via interactions

- Playing a role of "literacy broker"

- Developing a constructive attitude of an academic learner

Taisei: "We can understand the different viewpoints through collaborative work"

Taisei, a transfer student, earnestly addressed the issues of L2 writing in the research seminar course. Actually, he did accomplish outstanding work on the seminar requirements and often proffered his opinions towards the discussion questions in the class.

Taisei was insatiably curious about developing his English proficiencies from his high school years. In his literacy autobiography, various events of English reading and writing were clearly exhibited. In particular, he emphasized his study for an English certification test in high school, a generalized test, "Society for Testing English Proficiencies" (STEP) in Japan, called "*Eiken*." Taisei described, "I tried to get the grade two of *Eiken* during my high school years. Though I did not study a lot, I attempted to take the STEP several times and failed" (Literacy Autobiography, 5/21/2013).

Taisei was enrolled in a four-year university and majored in Commerce. During his freshman and sophomore years, he took various skill-oriented English courses that were too easy for him. In his second year, he had decided to transfer to another university. Then, Taisei began to study the TOEFL (Test of English as a Foreign Language) to enter the university since the

institution required examinees to submit TOEFL scores. Unfortunately, he could not enter his

preferred school; however, his autonomous learning became valuable to motivate himself. As he

noted, "Unfortunately I failed to transfer the university I had desired, but all of my attempts

improved my English and gave me confidence" (Literacy Autobiography, 5/21/2013).

"I did three things to understand the articles better"

By virtue of Taisei's independent study in the previous university, he had a powerful urge

to invest considerable efforts for the development of academic literacy. So, he determined to

participate in a research seminar course which focused mainly on a specialized area of applied

linguistics. To achieve one of his goals for the development of academic reading skills in the

research seminar class, Taisei made voluntary efforts to tackle the scholarly journals. In his final

positionality narrative, he stated, "I did three things to understand the articles better; read many

times, use dictionary and websites, and paragraph reading" (Final narrative[17], 7/31/2013). The

first and second approaches (reading texts many times and using dictionary) were to interact with

academic discourses and to find his strategies for comprehending the disciplinary articles in

English. For instance, when several technical terms impeded his understanding of reading, he

had the benefits of the websites (e.g. Wikipedia, Google, or ALC). It was helpful for him to use

the websites because the websites illustrated the meanings of the terminologies in Japanese as

well as provided example sentences with the words. He reflected on his way of exploring the

scholarly articles using the websites as follows:

> ALC[18] provides many words with example sentences. So this website was very useful for
>
> me. Wikipedia was helpful for me as well, especially when I found technical terms. Some

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[17] Taisei's original final positionality narrative was written in English.
[18] This website includes a dictionary function of Japanese-English and English-Japanese. See
http://www.alc.co.jp

technical words were not listed on ALC website, so I searched on Google, and I found the

meaning on Wikipedia. (Final narrative, 7/31/2013)

After checking the meanings of the terms, he repeated reading the articles. Taisei tried to

deepen his understanding of the academic discourses with inductive learning, encouraging the

steady engagement in the academic discourses.

Moreover, when Taisei still struggled to catch the entire content of an article, he focused

on interpreting the texts paragraph by paragraph, as he termed, "paragraph reading". After

reading through the articles by the end, albeit with a limited comprehension, he spent a great deal

of time on trying to read carefully. As Taisei commented: "Reading paragraphs by paragraph led

me to understand the whole articles more easily. If I could not understand one paragraph, I read

and read the paragraph before I continued next. And I tried to summarize what each paragraph

was saying" (Final narrative, 7/31/2013).

"So, it (collaboration) will make me flexible and open-minded"

In terms of exploring academic discourse by reading scholarly articles, Taisei consistently

stuck to his preferred method of reading, reflecting his own learning styles. In Taisei's case, he

had few interactions with others outside the classroom except for collaborating with his

presentation partner, Kenta. During the preparations for the assigned section of the article, he and

Kenta discussed the contents, main points, and procedures of the presentation. Except in the

setting of the preparations, Taisei attempted to complete his own tasks rather than to rely solely

on the assistance from his presentation partner outside the classroom. Instead, he engaged in the

commitment to classroom discussions with the seminar students.

However, Taisei engaged in socializing with his classmates in the research seminar course

to deepen his understanding of the disciplinary discourses inside the classroom. In particular, he

actively sought to interact with his peers a lot as a newcomer of the specialized community. At the initial stage of his involvement in the research seminar course, he said, "先生やクラスメートが言ったことをメモし、また自分の意見を高めるためにも積極的に discussion に参加しました [I took notes of what the teacher and the classmates said and actively joined the discussion sessions to advance my opinions.]" (Individual Interview, 1/31/2013). During the group discussions in the seminar course, Taisei asked his questions about the articles or shared his extra thoughts about the topic, addressing some questions to his peers. Due to his involvement in interactions with others, he underscored the benefits of socialization with the seminar peers. In his weekly reflections, he made a section, "Impressions of the class," and presented what he learned and thought in the classroom. Some of the reflection papers supported the effectiveness of the constructive discussions such as "他人の意見を聴くことができて良かった、[I was glad to hear the peers' thoughtful ideas,]" (Weekly Journal[19] #3, 5/3/2012), "メンバーの CR (contrastive rhetoric) の未来について様々な意見が聞けて面白かった," [It was very interesting to hear the members' future perspectives on studies of contrastive rhetoric,]" (Weekly Journal #6, 5/22/2012), and "Jonghyun 君の最後の discussion question や彼自身の考えはとても興味深かったです [I was impressed with Jonghyun's final discussion question, and his opinions of the pedagogical focus on L2 writing were very meaningful.]" (Weekly Journal #8, 6/5/2012).

Taisei emphasized interactions with his research seminar peers and found out that participation in the classroom talks encouraged him to widen his viewpoints of the disciplinary scholarship. He mentioned, "共同作業だと、違う見解を知ることができるんですね。もし

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[19] Taisei wrote his weekly journals in Japanese. I translated his Japanese texts into English. Then I did member check with Taisei in order to make the interpretations consistent.

独学だったら１つの観点しか持てないんですが、共同作業はいくつかの側面を教えてくれるので、柔軟になり自由な気持ちにさせてくれます [I can understand the different viewpoints through collaborative work in the classroom. If I study by myself, I have only one aspect about the topic, but collaboration gives me several aspects. So, it will make me flexible and open-minded.]" (Individual Interview, 1/31/2013). Besides, he confirmed that his proficiencies of academic reading were developed through interactions with his peers, broadening his visions of the specialized field. Taisei stated:

   自分は予測で訳していた部分があったので、自分の主観で理解していることが多くて、他の人の意見を聞くと、「あ、こんな意味だったんだ」っていう発見もけっこうあったりしました. (Original Focus Group Interview, 2/1/2013)

While reading the articles, I translated the texts and tried to understand the content in prospect of the meaning. So, I understood the meanings of the texts subjectively. But when I heard others' ideas, I thought 'Oh, I see. This means...' at various times. (Translation Focus Group Interview, 2/1/2013)

At the beginning of the semester, Taisei devoted his own strategies to the practices of exploring the scholarly articles. At the same time, he tried to socialize into the research seminar course, pursuing mutual interactions with the seminar students. He found another element of understanding academic discourse: his prior experiences of examining numerous genres of academic discourses on the TOEFL. While reading the scholarly texts, he encountered numerous technical terms which retarded his progress of grasping the fundamental meaning of the texts. Once he understood the meaning of the jargon, it was relatively easy for him to understand the contents. As Taisei mentioned, "I did not feel any aspect influenced me to understand the

academic texts. However, my previous experience of studying for TOEFL helped me to

understand the texts very much" (Final Narrative, 7/31/2012).

"Feeling like exploring a specialized field"

Taisei was a keen and self-motivated independent learner who thrived on challenges. As

he had a considerable degree of agency for developing English skills, he made continued efforts

to enhance his comprehension abilities. After entering the university, Taisei attempted to interact

with others using English rather than to learn English. Reflecting on his first two years in the

previous university, he had a consciousness of being a different type of student. He responded:

前の大学の英語授業は難しくなかったので、むしろ、パソコンを使ってたくさん

の人と会話をしながら英語を使っていました。英語学習者という identity はなか

ったです. (Original Individual Interview, 1/31/2013)

English courses in the previous university were not hard for me. I would say that I tried to

use English a lot, talking with a lot of people by computer… I did not have my identity as

an English learner. (Translation Individual Interview, 1/31/2013)

Before beginning the research seminar course, his positioning as an academic was

undetermined. Because of this, he just worked intensively on improving his language

performance with a positive commitment.

When Taisei was initiated into the research seminar course, he became aware of striking

differences in exploring the disciplinary topic. "TOEFL の勉強で academic discourse には馴染

みがあったが、ゼミで扱うものは違っていた [Actually, I was familiar with academic

discourse on the TOEFL. But, the discourse styles totally differ from those of the scholarly

articles that I examined in the seminar course.]" (Individual Interview, 1/31/2013). By going

through the processes of interpreting the meaning of the academic articles, he came to explore

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the disciplinary area in detail. His continuum of improving his academic reading comprehension helped him strengthen the feelings of constructing the specialized knowledge. Taisei recalled his activities of the research seminar and said, "２つ目か３つ目の article を読んでいた時に、学術的なアイデンティティーに気づいたような…。専門分野を深く学んでいるんだ、みたいな," [When I examined the second or third article, I began viewing myself as being a member of the academic community... feeling like I was exploring a specialized field,]" and "article を読んで discourse に触れていると「このことについてもっと知りたいな」ってよく感じました。これが今まで学んできた中で驚くくらいの違いですね [I always felt, 'I want to know more about this issue' during my negotiation of the academic discourses in the professional journal. This was such an amazing difference of my learning that I had never had.]" (Individual Interview, 1/31/2013).

Taisei made a strong commitment to further negotiations with the meaning of the scholarly texts. Moreover, he had an intimate involvement in the research seminar course. During the discussions or group work inside the classroom, he listened to his seminar peers' opinions with rapt attention. Such sufficient consideration to others' thoughts encouraged him to show a growing interest in research issues of L2 writing. His weekly journals also demonstrated his critical questions and statements towards the assigned articles. For instance, according to L1 influence on writing in L2, Taisei noted, "最後のディスカッションクエスチョンを聞いて、現地の言葉を学び、教育を受けた場合、L2 言語が L1 のレベルを超えることはあるのだろうか？ [When I heard the last classroom discussion, I questioned whether or not the L2 language ability goes beyond that of L1 when one receives the education and learns L2, not using L1?]" (Weekly Journal #3, 4/24/2012). Besides, he remarked on the issue of contrastive

rhetoric (CR), "Rhetoric 研究は contrastive rhetoric から Intercultural rhetoric へと移行する必要がある [Research on contrastive rhetoric should be shifted to the study of intercultural rhetoric.]" (Weekly Journal #6, 5/15/2013).

In Taisei's case, he had a strong interest in gaining his expertise through numerous processes of being socialized into the research seminar course. His personal study of the English language exams (e.g. TOEFL) was helpful for him to familiarize himself with academic discourses in the published articles. In addition, collaborative activities in the research seminar course gave full recognition to the significance of social interaction with others to cultivate his mind of exploring the disciplinary area. Such collaborative conditions are essential to form academic identities as he answered in the personal interview, "academic identity は、特定の目的やテーマを持った学術の環境で作られる [Academic identity is created through academic situations which have a particular purpose or topic.]" (Individual Interview, 1/31/2013).

A List of Themes of Taisei

- Interpreting the meaning of the articles

- Adopting a web-assisted strategy for reading

- Collaborating work with peers inside and outside the classroom

- Promoting ongoing classroom discussions

- Feeling a sense of exploring the specialized area

Chiaki: "I thought 'I have an idea like this' or 'I felt as creating my ideas'"

Chiaki was a conscientious student in the research seminar course, spurring active efforts to develop her disciplinary ability. She had a positive attitude towards developing her English skills, especially oral proficiencies for two years after entering the college. Of course, she tackled her assignments with serious effort. Since she was in secondary school, she had

wanted to "learn better-balanced English (basic four English skills)" (Literacy Autobiography, 5/12/2012). However, Chiaki wanted to participate in a research seminar course which required demanding tasks. I still remember the ice-breaking talks with me before the personal interview for joining my research seminar course in 2011. During the casual conversations with me, she told me that she hoped to acquire a specialized knowledge when she became a third year student and to complete her graduation thesis based on a topic in the field of applied linguistics.

On the threshold of reading the scholarly journals, Chiaki became devoted to individual practices of her academic literacy. In particular, she embarked on understanding the jargon, consulting a dictionary, and translating English into Japanese. In Chiaki's case, she adhered rigidly to looking up the meaning of unfamiliar technical words in the academic articles at the initial process of understanding the content of the articles. Then, she attached excessive importance to the interpretation of the scholarly articles while examining the academic discourse. Chiaki recalled her first stage of examining the disciplinary discourse as follows: "長い段落を読むのには意味ない方法なんですけど、専門用語を見つけると、辞書で意味を調べていました [When I found terminologies, I checked the meaning in dictionary even though it was not an efficient way to read long paragraphs... My first process of negotiating the academic articles did not help deeper understanding of disciplinary discourses.]" (Individual Interview, 1/28/2013).

As Chiaki branded such word-focus approaches as fruitless efforts, she changed her way of examining the disciplinary discourse. She attempted to engage in grasping the content of the academic journal. Her reinvented processes that Chiaki undertook were illustrated in her final positionality narrative: "段落の要点を理解して、意味をさぐりながら、ざっと一段落を読みました [I read one paragraph roughly, understanding the outline of the paragraph and

negotiating the meanings.]" (Final Narrative, 7/31/2012). She felt that it was a more effective way to explore the academic articles. Since Chiaki came to increase the depth of understanding of the articles, she was able to develop her strategies for the disciplinary discourses. In her interview, Chiaki stated, "文章の読み方を変えてから、少しずつ段落の意味がわかってきましたね、前のやり方と比べると [After I changed the way of examining the scholarly texts, understanding the paragraphs gradually became easier for me, compared to the previous way.]" (Individual Interview, 1/28/2013).

"Talking about the assignments with my seminar peers was good for me"

After getting her own tips on exploring academic discourse by herself, Chiaki gained greater meaning of the specialized community, the research seminar course. According to Chiaki, she shifted individual work to collaborative reading with her peers, as she realized the effectiveness of joint work, "友達と話すと、自分の間違いにも気づくんで... [When I talked with my friends, I noticed my misunderstanding of the meaning of the texts...]" (Individual Interview, 1/28/2013). Chiaki tried to socialize with her peers in the research seminar to engage in joint work. She and a few seminar peers, Akiko and Miho, held a group-work session outside the classroom every week. Before the session, she read the articles in advance and discussed the content with Akiko and Miho. During the group work, she attempted to examine and summarize the outline of the scholarly journals with seminar peers to cast their critical eyes on the journal contents with casual discussions. Moreover, she found that she also needed to read the articles more carefully and possibly several times to understand. Through this casual work with her friends, she was aware of the advantages of the collaboration. Chiaki said, "教えてもらうことはすごくためになるんだけど、逆に自分が教えると、自分の中でも、人に教えないといけないからより理解しなくちゃ、という部分がありました [Being taught by my peers was

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very helpful, but when I taught the content to my friends instead, I had a feeling that I had to further understand the journal because I have to explain it to my peers.]" (Focus Group Interview, 2/1/2013).

Furthermore, she came to appreciate ongoing discussions with her peers inside the classroom due to the group-work session out of the seminar class. She conveyed the palpable sense of immersing herself in the research seminar course in descriptive phrases in the one-on-one interview: "ゼミのメンバーと課題について話し合うと、正しい文の意味がわかるし、もっと内容が理解できるので良かったです [Talking about the assignments with my seminar members was good for me to realize correct meaning of texts and understand the content further.]" (Individual Interview, 1/28/2013). Then, Chiaki invented as well as revalidated her own thoughts about the articles through academic discourse socialization:

> article を一人で読んでいるだけだと、その article の主張を理解するだけで、自分の考えは生まれないんだけど、それをもとに皆で話し合うことで、自分はこの article についてこんな意見を持ってたんだなっていうか、生まれるというか.
> (Original Individual Interview, 1/28/2013)
> While examining the articles, I just tried to understand the whole content, and do not come up my critical ideas. However, during the discussions on the topic with my peers, I thought, 'I have an idea like this' or I felt as if I was creating my ideas. (Translation Individual Interview, 1/28/2013)

As time passed, Chiaki realized that direct interactions with others led her to offer and clarify her critical opinions: "YES/NO かの話し合いをやった時に、自分はこの人と同じ考えだとか、その言うことはわかるけど、ちょっと違うなと [When we discussed the questions with YES/NO answers, I thought, 'I have the same idea with this student or I

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understand your opinion, but it is a little different from mine'.]" (Individual Interview, 1/28/2013).

By being committed to the research seminar course, Chiaki constructed her disciplinary knowledge and had a better understanding of the academic discourses in the scholarly texts. As illustrated in her weekly journals, Chiaki tended to offer her critical perspectives on the issues of L2 writing scholarship such as "writing は様々な要素によってつくられ、人それぞれである ことを考えよう、ということであるならば明確な CR (contrastive rhetoric) の研究目的は 何なのだろうと思った," [What the specific purpose of the research on CR is as long as writing contains various elements of the writer and writing styles vary by individual,]" (Weekly Journal #5, 5/15/2012) or "academic discourse が求められるならば、communication 能力だけでな く、専門の discourse を学ぶ必要がある [If (the ability of) academic discourse is necessary, we have to learn not only communication skills but also the disciplinary discourse.]" (Weekly Journal, #9, 6/19/2012). Chiaki strongly believed that collaborative activity was much more beneficial. In her case, when she often had difficulties in interpreting the meaning in the articles, her peers added the contextual implications to understanding of discourses. The socialization into the group provided some motivations for further exploring her academic literacy as well as negotiating disciplinary discourses.

"The community of research seminar course and that of other courses were connected"

Chiaki conceived different disciplinary courses that she took, such as Second Language Acquisition (SLA) and Methodology for Teaching English, as specialized communities rather than "classes". These communities provided her with ample opportunities for socialization into the discourse communities and for reconstruction of her wider professional knowledge. As she noted in her final reflection paper, "The classes were related to the topics in the seminar class, for

example, second language education, issues of ESL, and so on. So I think the classes encouraged my understanding" (Final Narrative[20], 7/31/2012). Chiaki learned to deepen her understanding of the issues of applied linguistics and L2 writing gradually because she became actively engaged during the different courses. For instance, in an SLA course, she had the best chance of verifying understanding of the scholarly texts assigned to read. She had a lot of interactions with her classmates about the texts in the SLA class. Then she realized the degree of her comprehension of academic discourse; how well she understood and interpreted the meaning of the content. In particular, she became convinced that she had a solid grasp of academic discourse if she explained her thoughts clearly and succinctly to her peers. On the other hand, if she had difficulties in sharing her opinions to others clearly, she was often baffled with her inadequate performance of examining the disciplinary discourses. Chiaki answered:

もし、自分がクラスメートに情報を提供できたならば、自分がどの程度、文献を理解できているかわかりますね。専門の授業では、クラスメートが自分の説明をちゃんと理解できるように、内容をきちんとまとめました. (Original Individual Interview, 1/23/2013)

If I could share my information with my classmates well, the extent to which I grasped the meanings of the references increased. In the disciplinary classes, I made a resolute attempt to discuss the content, so that my classmates could understand my explanations clearly. (Translation Individual Interview, 1/23/2013)

Through initiating discussions inside as well as outside the research seminar class, Chiaki gained a better understanding of the professional articles. She engaged in various approaches for examining academic discourses, but she realized that joint work to grasp the meaning of the texts

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[20] Chiaki kept her weekly journals in Japanese, but wrote her positionality narrative in English.

was of upmost importance. Then she was able to reflect her critical viewpoints in her weekly journals through the classroom discussions and outside the group work sessions. Furthermore, she took other professional courses, which accelerated her progress of the specialized knowledge by socializing into the classroom communities. Chiaki affirmed:

ゼミと他講義において「コミュニティー」の関連性に気づきますね。ゼミだけで
なく、他の学術講義のコミュニティーに入ると、academic literacy 発達に繋がる
と思います. (Original Individual Interview, 1/23/2013)

I realized that the community of research seminar course and that of other courses were connected. I recognized that being socialized into not only the community of research seminar, but also that of other related academic courses, enriched my development of academic literacy. (Translation Individual Interview, 1/23/2013)

"This is the very academic learning"

In her final positionality narrative, Chiaki revealed that she tried to develop her language identity as an English-major student in the university. For instance, her positionality narrative illustrates, "When I was a first and second year student, I developed my identity towards learning English; being a good speaker of English" (Final narrative, 7/31/2012). Chiaki thought she required oral skills because she had a lot of chances to make presentations in English in her English classes. Thus, she attempted to increase her willingness to learn English, promoting her English speaking proficiencies. Looking back on her studies during her first and second years, Chiaki felt neutral towards confidence in her English proficiencies. In her interview, she stated inclining her head, "ちょっと否定的な気持ちが強いですね、自分の語学に対する identity を高めたかと言われれば。英語の大学にいる割には、納得いっていないような [I feel a little implausible if I was asked, whether or not I was able to construct my language identity. For

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studying English in the English program, I have not been satisfied with my language ability.]" (Individual Interview, 1/23/2013). Chiaki took pride in her attitude of taking a progressive approach to her various tasks. However, she found that her linguistic performance was not comprehensively satisfactory. As it was difficult to achieve her better-than-expected results, she knew her own strengths in English language proficiency.

After interacting in the research seminar community, Chiaki came to develop a better sense of her academic learning style. Especially, while she was dealing with various disciplinary tasks of L2 writing, she strongly felt that "これって正にアカデミックの勉強だなって [this is the very essence of academic learning.]" (Focus Group Interview, 2/1/2013). At the initial stage, she had a sense of tension with her positioning as a member of the research seminar. Because it was so challenging to examine the academic discourses with the scholarly articles, she remained herself as a newcomer or novice in the research seminar course. Then, Chiaki thought that she was doing her best because others paid much attention to the challenged assignments. She stated, "皆も学術の文に携わるのは初めてなんで、自分も出来るだろうって [As other seminar peers were also the first time to explore the academic texts, I thought that I could do so.]" (Individual Interview, 1/23/2013). The seminar class required students to read the scholarly articles, discuss a lot, and keep a weekly journal. As such, she experienced a rapid change of her English learning in the research seminar course. Besides, she found that some connections of the contents between the seminar course and other specialized courses helped generate her motivation for cultivating the specialized field. For instance, in SLA class, some jargon and content overlapped with those of the research seminar course since the core textbook was the English scholastic literature. Chiaki said, "今でも文法や語彙力は英語のスキルを上げるのに役立ちます。でも、ゼミやSLAとか教科教育法のような専門授業では、自分の経験

や知識が専門力を高めますね [Up until now, grammatical as well as vocabulary ability was useful to develop my English skills. But in the disciplinary courses such as seminar, SLA and teaching methodology, my experiences and knowledge nurtured my professional scholarship.]" (Focus Group Interview, 2/1/2013).

Chiaki felt regret for joining my research seminar course at the beginning of the semester as she reflected, "I thought that my identity was broken, rejected, and clashed… I felt oppressed when the class day was coming, 'Tuesday blue'" (Final Narrative, 7/31/2012). However, she tried to rebuild herself by gaining new insight into the academic field that she had never learned. By initiating interactions and socializing into the specialized communities, she gradually transformed herself into a full member of the discourse community.

A List of Themes of Chiaki

- Reading the articles using a dictionary

- Engaging in outside informal meetings with peers

- Socializing with seminar peers in the classroom

- Developing the expertise with critical thoughts

- Realizing the connection between the research seminar course and other specialized courses

Miho: "Their (Peers') critical thoughts were remarkable for the positive"

Miho was an earnest learner during her 1st and 2nd years, and accomplished good results in the practical English classes. Before entering university, Miho went through various activities of English speaking, reading, and writing in senior high school because of the unique curriculum of her school. In university, she illustrated some helpful practices of writing (e.g. sentence-making, paragraph writings with various genres) in English that made a big impression in her

literacy autobiography. At that time, Miho put an emphasis on developing her speaking

proficiency because she said, "I did not know why writing is important for English study. I

thought speaking is more important than writing" (Literacy Autobiography, 5/12/2012).

However, she found the seminar topic of considerable interest because she wanted to immerse

herself in the specialized community to nurture her disciplinary knowledge. Miho's involvement

in the class improved her English proficiencies.

Miho's journey of exploring the scholarly articles started with difficulty in interacting

with the academic discourses. On entering the research seminar course, she faced the greatest

challenges of examining the texts. Tackling the academic discourses in the professional articles

was painstaking for her: "when I read the academic text, it took a long time because there are

many academic words in the article, and one sentence is too long" (Final Narrative, 7/31/2012).

Such complexities of disciplinary discourses heightened her nagging concern in improving her

academic reading skills. Miho looked back on the beginning of the research seminar class as

follows: "I read the articles every Sunday and Monday after school. I spent most of the time on

examining the articles... In April and May, I got depressed because I really did not understand the

content of the academic texts. To tell the truth, I came to hate English a bit" (Final Narrative,[21]

7/31/2012).

Miho had discovered that understanding the content of academic articles completely was

not so easy for her individual study when she completed the first article assignment. Moreover,

she thought that reading the disciplinary journals by herself had a limitation in deeper

comprehension by examining the academic discourses due to her lack of professional

knowledge. She noted, "I needed to motivate myself," and "in addition, I am not all alone with

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[21] Miho kept her weekly journals in Japanese, but she made her positionality narrative in English. Thus, I put her original versions of her final narrative in her section.

my concentration on reading" (Final narrative, 7/31/2012). Miho attempted to console herself knowing that all seminar students were confronted with the similar problems of reading the articles. However, Her journey of examining the professional articles actually began with the active collaborative reading with her friends in her seminar class.

"I felt somewhat obliged to complete my parts"

Miho did not get accustomed to examining the academic discourses, so various jargon and more complicated structures of texts frequently made her perplexed. Such complexities of scholarly texts, which contained the complicated structures and terminologies hampered her from the stage of interpreting the academic discourses. Miho stated, "When I always read the academic journals, it took a long time because there are much jargon in the article, and one sentence was too long. So I could not read them well, and reading was so difficult" (Final Narrative, 7/31/2012).

Miho had decided to redirect her approaches for examining the scholarly articles after a brief interval. Fortunately, as her close friend, Chiaki, joined my research seminar course, she asked Chiaki to do pair work, and later asked Akiko to join. The primary purpose of the teamwork with the seminar peers was to facilitate deeper understanding of the content of the articles. She felt that negotiating the disciplinary discourses by herself debilitated her motivation for the development of academic reading skills. When Miho had pair work with Akiko and Chiaki, she tried to interpret the meaning of the texts, looking up various terminologies. She reflected on the initial process of reading the disciplinary articles, explaining:

> I was always confused with some words because one word has many different meanings.
> So, we looked up each word in our dictionary, and thought which meaning of was
> appropriate. Even if I understood specialized terms in the articles, I did not understand

the contents of the text" (Final narrative, 7/31/2012).

Examining the academic discourse was painstaking for her at the beginning of the semester. It was true that working on the reading assignments individually was not effective. However, Miho continued to tackle the professional articles with serious efforts every week with her seminar peers. She and her peers examined the articles of which she was in charge carefully before the meeting. During their group work, they mainly discussed the texts which were complicated to interpret the meaning, and questions that they brought. In the interview, she answered, "journal の課題をするのに役割分担を決めると、自分も担当箇所をしっかりやらなきゃという気持ちになり、はかどりました [When we clarified the division of the roles in order to explore the academic journal, I felt somewhat obliged to complete my parts.]" (Individual Interview, 1/28/2013).

By intensifying her joint endeavors to examine the academic discourses, she came to predict the arguments in the articles gradually. One of the reasons would "専門用語になれたこと [lie in the familiarity with several jargons.]" (Focus Group Interview, 2/1/2013). Another factor was to have a lot of casual talks about the articles with her peers outside the classroom. While socializing with her classmates out of the classroom, she received the opportunities to hear their thoughts about the topic. Miho stated:

「あーこの人は面白い意見持ってるなあ。」とか「なるほど、それって独特な意見だな。」って感じましたね。仮に自分の理解がメンバーと違っていても、自分の理解が悪いって否定的に見るのではなく、その人の批評が良いんだって肯定的になりました. (Original Individual Interview, 1/28/2013)

I felt like 'Oh, this member has such an interesting idea,' or 'I see. It is a unique thought.'

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Even if my understanding totally differed from that of my peers, their critical thoughts were remarkable for the positive rather than interpret my understanding in a negative light. (Translation Individual Interview, 1/28/2013)

"I always felt nervous in the class"

Miho was able to achieve effective mutual interactions out of the classroom. Yet, she sometimes declined to discuss the topics of the articles with others inside the classroom. She sometimes attended the research seminar course being uneasy in her comprehension of the reading assignments. But, when she attended to her classmates' every word during their presentation in the class, she appreciated their succinct summary of the journal and it increased her motivation towards being interested in the content. Miho candidly stated the reason why she did not get involved in the classroom interactions: "I think there are mostly excellent students in this seminar class. In fact it also made me nervous. I always felt nervous in the class" (Final Narrative, 7/30/2012). Due to her psychological uncertainty, she was not able to integrate smoothly into the interactions with the seminar students. Rather, she devoted herself to listening to what the other seminar students were saying as an apprentice, even though she felt remorse for not making her remarks. She expressed her honest feelings: "Unfortunately, I regret that I could not speak in the class. I listened to what someone said and someone's explanations. I did not have the ability to say my opinions. I want to say my opinions next semester" (Final Narrative, 7/31/2012).

In Miho's case, being socialized into the community and with the other seminar members was a key component to explore and negotiate English academic literacy as well. The collaborative work gave her leeway to understanding the disciplinary discourses rather than only doing the individual tasks.

"I believe that I was able to deepen my understanding of various studies of L2 writing"

Since Miho enrolled in the English program to pursue a career in academics, she wanted to develop her English proficiencies with positive intent; having a good command of English. Thus, she became eager to promote her English language skills asking questions to teachers and visiting the Foreign Language Center in the university, where the full-time support staff facilitated students' language study, in an accessible way. Looking back on her past experiences of learning English in college, Miho had seen herself as more than a simple learner of the English language. Yet, she questioned her attitude towards learning English. As she alluded, "もちろん授業では一生懸命取り組んだんですけど、えー、でも、他人と比べると、例えば外国語センターが主催しているようなイベントとかには参加しませんでしたし [It is true that I took serious efforts on many English tasks in the classes. Well, but compared to others, I wasn't involved in numerous side projects such as offered by the Foreign Language Center or school.]" (Individual Interview, 1/28/2013).

Unlike her previous English study, Miho reached a profound understanding of the disciplinary field in the research seminar course. She attempted to explore several topics of L2 writing from the standpoints of learners' backgrounds and the pedagogical contexts in different countries. Her learning behavior during her past years in university was somewhat passive; however, she became active by socializing with her seminar peers of the research seminar course, especially outside the classroom. In other skill-based languages courses, she had few chances to interact with others even if she had some questions. After being initiated into the community of the seminar course, she attempted to adopt an open attitude to get involved with her capable peers. The more she spent on immersing herself in the community, the more she learned to engage in building her disciplinary knowledge, as Miho answered:

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確かに専門分野にどっぷりと浸かるような academic identity を作り上げたとは言えないけど、ゼミの皆と色々なテーマを批判的に議論して、L2 writing の研究を深く理解できたことは間違いないです。ゼミ内での社会的な活動は、その独特な discourse community に入りこむ楽しさと自分の専門分野の知識を高めるきっかけになりました. (Original Individual Interview, 1/28/2013)

I cannot argue that I constructed my academic identity as being heavily involved in the professional field. But, I believe that I was able to deepen my understanding of various studies of L2 writing by discussing the critical issues with my group members. This social activity in the course helped me to find the happiness in socializing into the unique discourse community and in promoting my disciplinary knowledge. (Translation Individual Interview, 1/28/2013)

Moreover, Miho found a certain connection between L2 writing and other disciplinary areas; she had never considered how linguistics and applied linguistics studies impacted her studies in other specialized fields. Such a finding, that L2 writing is an interdisciplinary area, indicated her awareness of cultivating her expertise. She noted, "The articles that we examined contained the issues of psychology, sociology, social science, and so on. I could learn many disciplines in the research seminar course" (Final Narrative, 7/31/2012).

Miho came to conceive of herself as a member of the specialized community who tried to understand the professional field deeply, even if she did not further pursue studies discussed in the research seminar course. Miho defines academic identity as "専門分野の知識を得ることと、専門分野を学び、様々な状況において社会的に貢献することです。学術 identity を高めるには、人との調和を大事にして、意欲を示すことが必要だと思います [knowledge

construction of the specialized area and social contribution to various situations through being inspired by our own interesting expertise. To develop an academic identity, it is necessary to put an emphasis on harmony and to present willingness.]" (Individual Interview, 1/28/2013). Her own definition of academic identity above reflects a shift in her attitude towards learning English.

A List of Themes of Miho

- Having difficulties in understanding the academic discourses

- Reading the articles with peers out of the class

- Deepening understanding: Listening to others

- Feeling a sense of learning the specialized topic

Sayaka: "It was really helpful to hear my members' opinions during the classroom discussions"

Sayaka had a spirit that embraced challenge to face various academic tasks fully with a cheerful character. She was the first student who expressed her intention to join my research seminar course before joining the study abroad program in the U.S. Her purpose of participating in my seminar group was to voluntarily place herself in a serious learning environment where students can explore a specific disciplinary field using English scholarly references.

It was true that Sayaka was interested in writing in English because she used to keep diaries in English when she was in elementary school. She went to a private English language institute during her elementary school years and kept an English diary as an assignment, as she noted in her literacy autobiography, "I found the more I tried to make my diary good, the more I understood the skills of writing" (Literacy Autobiography, 5/12/2012). Moreover, Sayaka began to keep a diary while participating in the study abroad program in the U.S. She reflected on her

daily life in the college, illustrating her memories, events, and the English phrases that she learned. She often had American writing assistants correct her diaries and give her some advice for English writing. As her literacy autobiography reveals, "While I tried to keep my diary hard, my mistakes were decreasing. I could tell how much I improved... I made two books for my diary. It is one of my treasures. I'm going to cherish them forever" (Literacy Autobiography, 5/12/2012). Writing a reflective diary in English triggered her interest in developing English literacy skills and exploring studies of L2 writing from the professional standpoints as well.

The onset of Sayaka's journey of exploring the academic articles posed a big challenge to make a commitment to the specialized discourse. A distinct feature of developing her academic reading skills was embracing the complexities of examining the specialized discourses. Sayaka noticed that English written discourses of the professional articles contained many specialized terms and complicated sentence structures. In particular, understanding academic words was challenging for her at the beginning of the semester. Sayaka had never examined the disciplinary texts before, so her initial task was to interpret the meaning of the scholarly texts, understanding the terminologies in the articles. Her final narrative exhibited:

> At the beginning of the semester, I checked all vocabularies that I did not know in order to understand the article. However, I sometimes could not figure it out even though I looked these vocabularies up with my dictionary. When I became fed up with my assignment, I realized that I need to understand completely what the entire article said. (Final Narrative[22], 7/31/2012)

Sayaka underwent the inductive processes of examining the academic discourses by herself at the first stage. She attempted to check all the technical terms that she did not know

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[22] Sayaka's final positionality narrative was originally written in English.

with a dictionary, underlining the texts. It was an important process for her to interpret the

meanings of the article. As she stated, "わかんない単語がいっぱいあったので、わからない

ところは全て線を引いて、全部調べましたね, [Since there were a lot of unknown words, I

underlined and looked up them,]" and "それでもわからないところは、フィーリングで、こ

こは大事かなというところを自分なりに解釈しました [If I still did not understand the

texts, I tried to interpret the meaning of the parts which seemed to be important for the articles in

my way.]" (Individual Interview, 1/25/2013). Sayaka kept this strategy for one semester because

translating the sentences was significant to fully understand the content. At the beginning of the

semester, examining the articles in her native language was appropriate for Sayaka. As she said

in a hesitant way, "だって訳さなきゃ意味がわからないじゃないですか？だから訳せると

ころは、きっちりと訳しました [Well, it is difficult to understand the meanings without

translation, right? So, I tried to translated the texts into Japanese, which I could do.]" (Individual

Interview, 1/25/2013).

     However, her approach for negotiation of the disciplinary texts was changed after Sayaka

worked with her presentation partner, Akiko. While examining the texts with Akiko, she focused

mainly on grasping the meaning of the texts. They pondered over the author(s)' arguments and

made critical remarks on them based on the conclusion. Then, they discussed the assigned parts

of the articles a lot, and Sayaka asked Akiko if she could not understand the texts. Although

Sayaka felt shy to ask her peer during the collaborative work first, she came to appreciate her

support because Akiko's comprehension of the articles became much deeper. She mentioned:

     一人でやるとこれがあっているのかわかんなくて、これあっているかなとか、全

     くわかんないから。ペアでやっていると、「あ、こういう意味だったんだ」とい

うことが多くて、すごいためになるというか、新しい発見があるというか.

(Original Individual Interview, 1/25/2013)

In studying by myself, I often wondered if my interpretation was right or wrong because I had no idea what to do. But, during the pair work, I always felt, 'Oh, I got the meaning,' and then I thought that pair work was very beneficial or allowed me to find out something new. (Translation Individual Interview, 1/25/2013)

With the joint work as a start, Sayaka became engaged in socializing with her seminar peers in the classroom.

"All in all, we should have collaborative sessions"

While getting the tips on examining the disciplinary discourses, Sayaka came to realize the necessity of constructive conversations inside the classroom to deepen the understanding of the articles. Since she mostly worked on examining the scholarly articles on her own, she asserted the importance of interactions with peers to develop her academic literacy. The exploration of the professional journals with interactions was a presumable way to generate a new strategy to tackle the scholarly texts. While discussing the topics, Sayaka shared her ideas and listened carefully what others were saying. Due to the ongoing interactions, she could develop her thoughts about research on L2 writing based on her peers' comments. Sayaka said, "ひとりでやっていたので、何が正解で何が間違っているのかわからないので、ディスカッションで人の意見を聞けて参考になったし… [I did not know what was correct and wrong concerning my understanding of the articles because I did the reading assignment alone. So, it was really helpful to hear my members' opinions during the classroom discussions...]" (Individual Interview, 1/25/2013).

Through the peer discussions, Sayaka had a great opportunity to reaffirm the content of the journal assignments and made a new discovery to gain the adequate means of examining the academic discourses. At the beginning of the semester, she spent a lot of time on focusing on the terminology and examining the texts, as she noted, "Many words I did not know made me tired and annoyed" (Final Narrative, 7/31/2012). As Sayaka participated in the research seminar course more, she realized that classroom discussions helped her to deepen her understanding of the journal content. She indicated:

「あ、これってこういう意味なのか！」と思うことが多々ありました。自分の解釈とは違ったことに気付けるし、あんまり堅苦しく考えずに流し読み程度がちょうどいいのではないかと気づきました. (Original Translation Weekly Reflection #5, 5/15/2012)

I had much to notice, 'Oh, the meaning of this part was this!' I noticed the differences of the interpretation of the meaning (in discussions). I thought that I should skim through the articles in part rather than think too seriously. (Translation Weekly Reflection #5, 5/15/2012)

Even though Sayaka realized the significance of socialization with seminar peers of the research seminar course, she did not engage in the classroom discussions. Sayaka had an inner conflict over her shallow understanding of the content in her reflective weekly journals. She state:

予習をしたつもりだったけど、実際に疑問に思う点や質問などがあまり見つからなくてディスカッションを盛り上げられなかった。また、理解がまだ浅いと感じる。Taisei が難しい質問をしていてついていけなかった。彼に負けないくらい先

生に質問をぶつけられるように理解を深めたい. (Original Weekly Reflection[23] #3, 5/7/2012)

I thought that I prepared for the assignment, but in fact, I could not find the questions much. So, I could not enliven the mood for the classroom discussions. I could not follow Taisei's questions because it was difficult. I would like to understand deeply to ask teachers just as many questions as Taisei did. (Translation Weekly Reflection[24] #3, 5/7/2012)

By being engaged in the research seminar course, she learned to gain a better understanding of the reading assignments through discourse socialization. Basically, she relied on independent learning while negotiating the discourses in the scholarly articles. As she responded, "一人でやるのが好きでしたからね。でも先生や他のゼミの子に聞いたりもしていましたけどね [I prefer to do my work alone. But as you know, I sometimes asked you (teacher) and my seminar members the meanings of the texts.]" (Individual Interview, 1/25/2013). Yet, when Sayaka collaborated with her presentation partner, Akiko, she made a strong commitment to a deeper understanding of the reading material in order to "summarize the content precisely and provide explicit explanations with my peers" (Weekly Reflection #7, 5/29/2012). Furthermore, Sayaka confirmed that the learning environment in the discourse community encouraged her to work hard. She felt as a newcomer in the seminar course, but her "capable peers" gave her chances to engage in the collaborative work. As she reflected, "自分の

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[23] Sayaka basically wrote all papers in English; however, some Japanese texts were included in weekly journals, especially the summary of the class section. After translation of the Japanese texts into English, the member check was done.

[24] Sayaka basically wrote all papers in English; however, some Japanese texts were included in weekly journals, especially the summary of the class section. After translation of the Japanese texts into English, the member check was done.

周りはすごく頭が良かったんで、もっと頑張んなきゃっていう良い意味でのプレッシャーはありましたけど [Well, others around me were clever, so I had a positive pressure to push myself.]" (Individual Interview, 1/25/2013).

Sayaka followed her own techniques for examining the discourses at the beginning of the research seminar course. Then, she tried to deal with working with a partner outside the classroom to develop her academic literacy, although she focused on independent learning. As time passed, she became actively involved in the community of the research seminar to make a detailed interpretation of the academic journal, suggesting the benefits of joint work for academic literacy development: "やっぱり人とやるべきですね。意見交換できるし、違う意見を聞けるので," [All in all, we should have collaborative sessions because we can exchange and hear different ideas,]" (Individual Interview, 1/25/2013) and "話をすることで、新しい発見がありました [By discussing with others, I could discover something new.]" (Focus Group Interview, 2/1/2013).

"I did not want to pursue the academic research": Not Pursuing the Discipline

Sayaka had had zeal for developing her English language skills since she was in high school. After entering the university, she continued to address the improvement of her English proficiencies with undiminished enthusiasm for two years. In her sophomore year, she put a lot of effort in promoting her English proficiencies during the study abroad program in the U.S. for four months. This experience overseas helped her strengthen her interests in developing English language proficiencies. Then, she gradually wanted to explore a specific disciplinary field.

During vigorous exchanges with her about experiences of learning English for the past years in the interview, I foresaw her success of exploring the academic articles. However, Sayaka did not end up wanting to pursue the specialized knowledge by reading the scholarly papers. She

solely recognized that she attempted to check various research topics of L2 writing thoroughly.

She perceived the differences between improvement of the language skills and exploration of a

specialized field. She said with a touch of surprise: "最初の article を読んで思いましたね、今

まで英語をやっていたけどこんなに違うんだ [When I examined the first article assignment,

how different investigating research was, compared my previous study of English language.]"

(Individual Interview, 1/25/2013). Through interacting with her seminar peers, she tried to keep

up with her work in the research seminar course. "出来る人がいると自分にプレッシャーが

あり、頑張らないといけないという意欲があった [I came under my seminar students'

influence a lot. As there are a few 'experts' nearby, I had pressure for myself. So, I had a strong

will to work hard.]" (Individual Interview, 1/25/2013).

　　　Even though Sayaka raised her awareness of exploring a disciplinary field by engaging

in understanding the content of the articles in the seminar course, she did not try to shift her

positioning as a learner who wanted to construct the disciplinary knowledge. As Sayaka stated,

"学術的な研究を追究したいのではなく、学術的な内容に触れて英語レベルを上げたい

んですね、特に語彙と読解力です [I did not want to pursue the academic research, but want

to develop my English abilities further, especially vocabulary and reading comprehension,

examining the academic articles that we dealt with in the seminar class.]" (Individual Interview,

1/25/2013). Sayaka hoped to nurture her professional knowledge, but focused more on the

improvement for her English skills by interacting with the disciplinary discourses.

A List of Themes of Sayaka

- Challenging the academic discourse and terminologies

- Appreciating joint work with peers

- Understanding the professional articles via mutual interactions

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- Being a learner: Improving advanced English skills

Kenta: "Group work gave me good confidence and was very helpful"

Kenta gave the impression of a student who was a diligent learner of English in the research seminar course. While he was a freshman and sophomore, he emphasized the development of his English proficiencies. Since his English classes in high school aimed to "mainly acquiring the grammatical accuracy, making English sentences" (Literacy Autobiography, 5/12/2012), he had various novel experiences of learning English (e.g. reading, writing, and speaking) for the first two years in university. Kenta tried to access a new contribution to his academic performance in university. He came to promote his awareness of constructing the specialized knowledge through his exposure to a different culture in a six-week study abroad program in New Zealand.

Although Kenta was quite a successful learner and developed his English skills, reading the academic articles was immensely challenging. He thought that his initial phase of examining the academic discourses was conceived of as throwing himself into a new world. At the same time, he pressured himself because had never imagined what the "academic research" or "disciplinary ability" was. As his literacy autobiography illustrated, "There are many words which I do not understand… I have to remember the authors' (scholars') names… I have to submit a better report" (Literacy Autobiography, 5/12/2012).

Kenta's journey of exploring academic journals began with knowledge construction of the disciplinary terms. As it was the first experience of examining the professional texts, he attempted to open up a new frontier of accumulating his expertise. What he did first to understand the academic journals was to look up a lot of terminology in a dictionary following a traditional strategy, finding the meaning for translation. While examining the academic

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discourses in the articles, Kenta confronted difficulties in understanding the meaning of the specialized words. Every time he found the jargon, he checked the meaning in order to follow the content of the journal. He stated his feelings about the threshold of reading the scholarly articles: "何度も単語の意味調べて辞書を使いました。ジャーナルに全くわからない難しい単語があれば、いつも辞書に頼っていました [I used my dictionary a million times to look over the meanings of the words. As there existed many difficult words in the journals, which were beyond my head, I always went to a dictionary.]" (Individual Interview, 1/22/2013).

It took such a long time to read the articles relying heavily on a dictionary. Then, Kenta shifted from the translation approach to understanding of the general outline of the journal. He just tried to mark and memorize the key terms often included in the journals. Although he did not have a firm understanding of the article, he could gradually see the picture of the key points of the article without using a dictionary and came to grasp the main points of author(s). In the interview, Kenta mentioned:

最初に概要をつかむために、ざっと article に目を通し、それから段落を注意深く読みました。もし article が今まで読んできたものと似ている点があれば、article の内容は前の授業を復習しながらして理解するのは簡単でした. (Original Individual Interview, 1/22/2013)

I tried to scan the articles first to catch the general ideas, and then read each paragraph carefully. If the article had similar points that I had read, it was a little easier to understand the content, in particular, reviewing the previous seminar class. (Translation Individual Interview, 1/22/2013)

He discovered that the approaches for examining the academic discourses increased his efficiency of the development of academic reading. Actually, Kenta went through the discursive

processes of examining the academic discourses, but he came to give his mind to the L2 writing issues. As he noted, "論文が難しいとも感じたが、とてもやりがいがあるものだと感じた." [I felt that the article was very difficult, but I thought that it is a good chance to try to explore the topic.]" (Weekly Journal[25] #2, 5/1/2012).

"I should have had more frequent interactions with my seminar members"

Around the middle of the term, Kenta recognized the significance of the specialized community (research seminar course) to further receive a good insight into the whole content of the scholarly journal. For the first month, Kenta felt apprenticed and became withdrawn during the classroom discussions, as demonstrated in his weekly journal, "自分の考えは浅はかに思える [My thoughts and ideas seemed to be flimsy.]" (Weekly Journal #1, 4/24/2012). To gain further understanding of disciplinary journals, Kenta attempted to socialize with his research seminar members in the classroom.

First, he tried to be involved in listening to what the seminar peers said in discussions and presentations at the initial stage of being involved in the research seminar course. According to Kenta, he took notes of his peers' opinions during their presentations and the classroom discussions in the class. This process encouraged him to increase his understanding of the specialized knowledge through the academic articles. Furthermore, he concentrated on the PowerPoint slides to examine how the discussion leaders interpreted the meanings of the articles. As he stated, "クラスメートが発表や discussion をしている時、要点や全部の内容をはっきりとカバーできているように思いました。それが自分にとって復習するのに役立ちました [My classmates seemed to cover the main points as well as the whole content clearly when

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[25] Kenta submitted his weekly journals and final narrative written in Japanese. All of his Japanese texts were translated into English. I completed member check with Kenta.

they made their presentations or offered discussion questions. It was very helpful for me to review the article clearly.]" (Individual Interview, 1/22/2013). During the in-class discussions, he attempted to listen to others' opinions rather than make statements. These thoughts of his classmates acted as a stepping stone to understand the content of the articles because of their well-directed details about the articles. Kenta verified the degree of understanding of and ascertained his perspectives on the academic articles. He tried to show his interests in the L2 writing scholarship such as "L1 と L2 の英語学習者の内容も印象的なものでした, [The topic highlighting the issues of L1 and L2 learners was impressive,]" or "… L1 と L2 がどう定義されるべきか?" [… how should L1 and L2 be defined?]" (Final Narrative, 1/31/2013).

What struck Kenta in the research seminar course were the productive discussions. Actually, he was not very involved in socializing with others in the classroom. However, his upmost attention was to understand the ideas of his capable peers in order to construct his specialized knowledge. As he answered, "ディスカッションで、哲学的な意見を出していたので、L2 writing についてもっと理解できました [My seminar members shared their philosophical thoughts with us. The discussions inspired me to deepen understanding of L2 writing scholarship.]" (Individual Interview, 1/22/2013).

Even though Kenta attached the vital importance of socializing into the research seminar community to understand the disciplinary articles, he maintained a passive stance while doing joint work with his presentation partner. When Kenta examined the academic journals collaboratively with his partner, Taisei, he just followed the partner's suggestions. Since Kenta positioned himself as a newcomer in the research seminar community, he fulfilled his partner's directions to engage in interpreting the meaning of the discourses. Yet, he pointed to his vulnerability with a remorseful tone in the interview: "専門知識を増やすために、もっとゼミ

のメンバーと話をすれば良かったですね、[I should have had more frequent interactions with my seminar members to facilitate more specialized knowledge,]" (Individual Interview, 1/23/2013), or "自分の意見と人の意見を照らし合わせて、もし同じ意見が意味合いを持っていたら、自信にも繋がるし、共同作業は良いと思います [Comparing my thoughts and my peers', if others' thoughts have similar connotations of mine, group work gave me good confidence and was very helpful.]" (Individual Interview, 1/23/2013).

As a novice disciplinary learner, Kenta went through various processes of negotiating academic discourses. Inside the classroom, he was vigilant about listening to the other seminar peers' voices to construct his specialized knowledge. However, he did not attempt to undertake the processes of engaging in interactions with peers. Rather, he devoted his time to his independent learning in order to explore the scholarly articles.

"This is the very construction of the professional knowledge in the specialized community"

At the beginning of Kenta's section, I mentioned that he accomplished a lot of English activities that he had never experienced at his high school level. As he finished a high school diploma of industrial system, the English classes that he took focused mainly on the general English skills, especially reading and writing. Thus, when he entered the university, he applied himself to the accomplishment of developing his English proficiencies. Looking back on his learning English in college, he felt as "単なる英語学習者にしかなかった [I was not anything more than an English language learner.]" (Individual Interview, 1/22/2013). He went to New Zealand as the required study abroad program at the end of his sophomore year. Although he became increasingly interested in learning English, he saw himself as an English language

learner. His positioning as an English learner "ほとんど変わっていない [remained almost stable.]" (Focus Group Interview, 2/1/2013).

After joining the research seminar course, Kenta placed himself in the fresh learning environment. Immersing into the research seminar course was a journey of rediscovering his English abilities. Of course, it was the initial step to explore the disciplinary field for him. Particularly, as the seminar course highlighted the background of and rationale for the research topic, he acknowledged the depth of the disciplinary area. Kenta said, "専門の background を学んでいる時に深いなって感じた [When I examined the background of the specialized topic, I felt that this is a deep study.]" (Individual Interview, 1/22/2013). His insider's view suggested his changing consciousness in exploring the topics of L2 writing discussed in the research seminar class. He mentioned, "今までより、深くほりさげていかないと意味がないといけないと思った [It seemed to be meaningless unless I examined my disciplinary learning in depth.]" (Individual Interview, 1/22/2013).

During the individual interview, Kenta tried to express his positioning, searching among his recollections of the research seminar course. He confirmed that he did not gain a full membership in the specialized discourse community to delve into the field of L2 writing or applied linguistics. He realized that he constructed his specialized knowledge of L2 writing at least. He responded:

ゼミのメンバーが意見を出すと、意見がとても哲学的な点に触れていたりしたんですね。その時に「あ、これは専門分野の community で専門知識を広げるってことなんだ」って初めて思いました。この community でメンバーと会話しなが

ら、L2 writing の知識は広がったとは思っています. (Original Individual Interview, 1/22/2013)

When the seminar members shared their thoughts, their critical comments touched on some points that were very philosophical. Then, I felt "Ah, this is the very construction of the professional knowledge in the specialized community with others." This was the first time for me to think so. I believe that I was able to enlarge my viewpoints of L2 writing, interacting with my seminar members in the discourse community. (Translation Individual Interview, 1/22/2013)

The community of research seminar course served as a scaffold of his nourishment of professional knowledge, examining the academic discourses.

A List of Themes of Kenta

- Translating the English texts with a dictionary

- Having few interactions with peers

- Constructing the knowledge through peers' thoughts

- Remaining an attitude towards learning English skills and the disciplinary topics

Chapter Summary

This chapter presented each case of academic literacy socialization and academic identity of the seven research participants based on the coding categories gleaned from the data sources. While all participants adopted their own approaches to understand the academic discourses with the English scholarly articles, several differences emerged among the students. Here lists a table which reviews the backgrounds and thematic summary of the seven multilinguals in the research seminar course to allow for a comprehensive look.

Table 2

Backgrounds and Thematic Summary of the Research Participants

Name Age (Gender)	Linguistic Backgrounds and Ethnicity	Disciplinary Major	Thematic Summary
Akiko 25 (female)	● Japanese and English ● Japanese	● Child Education	● Adopting strategic ways of reading the articles ● Holding casual meetings with seminar peers outside the classroom ● Engaging in in-class interactions with peers ● Developing the sense of belonging to the discourse community ● Playing a role of "teacher"
Chiaki 21 (female)	● Japanese, English, and Germany ● Japanese	● English	● Reading the articles using a dictionary ● Engaging in outside informal meetings with peers ● Socializing with seminar peers in the classroom ● Developing the expertise with critical thoughts ● Realizing the connection between

			the research seminar course and other specialized courses
Jonghyun 21 (male)	• Korean, Japanese, and English • Korean	• English	• Searching for the meaning of jargon • Socializing into the research seminar course and with peers • Gaining the disciplinary knowledge via interactions • Playing a role of "literacy broker" • Developing a constructive attitude of an academic learner
Kenta 21 (male)	• Japanese and English • Japanese	• English	• Translating the English texts with a dictionary • Having few interactions with peers • Constructing the knowledge through peers' thoughts • Remaining an attitude towards learning English skills and the disciplinary topics
Miho 21 (female)	• Japanese and English	• English	• Having difficulties in understanding the academic

	● Japanese		discourses ● Reading the articles with peers out of the class ● Deepening understanding: Listening to others ● Feeling a sense of learning the specialized topic
Sayaka 21 (female)	● Japanese and English ● Japanese	● English	● Challenging the academic discourse and terminologies ● Appreciating joint work with peers ● Understanding the professional articles via mutual interactions ● Being a learner: Improving advanced English skills
Taisei 21 (male)	● Japanese and English ● Japanese	● English	● Interpreting the meaning of the articles ● Adopting a web-assisted strategy for reading ● Collaborating work with peers inside and outside the classroom ● Promoting ongoing classroom discussions ● Feeling a sense of exploring the specialized area

Most participants, Chiaki, Taisei, Miho, and Kenta, attempted to interpret the meanings of the discourses overcoming the difficulties in understanding the jargon with a dictionary. On the other hand, Akiko, Jongyun, and Sayaka engaged in understanding the right meaning through context. The seven participants tended to comprehend the academic discourses through socializing into the discourse community of research seminar course: they could further grasp the meaning of the articles within the community by interacting each other or focusing on listening to their opinions. In particular, Akiko, Jongyun, and Taisei showed an agency of a full participation in the academic environment. They held their place as newcomers at the beginning of semester; however, they came to be knowledgeable people who facilitated and fulfilled a vital role of other seminar members' learning of the discipline. Chiaki and Sayaka gradually made a commitment to the community, even though classroom talks were relatively limited. Yet, Miho and Kenta maintained the peripheral position which caused minimal participation in the interactions with peers.

Academic identity represented different views through experiences of academic literacy. Akiko, Jongyun, Taisei, and Chiaki became aware of their sense of belonging to the discourse community due to their positive attitude towards exploring the disciplinary area. In Miho's case, she realized that she nurtured her academic knowledge by socializing with seminar peers. Such social acts helped them reshape their identities as English learners who immersed themselves in the specialized discourse community. Kenta and Sayaka recognized their professional learning in the research seminar course, but they remained continua of being English learners.

In conformity to the research participants' case descriptions of academic literacy and identity construction, across case analysis is discussed in Chapter Five. The next chapter

discusses the across case themes emerged from the cases of each participant: (a) Tackling lexical

problems in academic discourses, (b) Leaning on a traditional learning approach: Translating

texts, (c) Collaborating as practice, (d) Participating in the discourse community, (e) Unpacking

power relationships, (f) Adjusting to the roles in the community, and (g) Situating their

positionality through the disciplinary course.

CHAPTER FIVE

ACROSS-CASE ANALYSIS OF EACH CASE RENDITION

I conducted a study of academic discourse socialization and construction of academic identity of seven multilinguals based on the following research question:

- How do the undergraduate multilinguals, enrolled in a mandatory research seminar course, negotiate and become socialized into their academic discourse and academic identities using various English scholarly texts?

The seven participants in my research seminar course revealed multifocal processes and practices of developing their academic literacy and constructing academic identities throughout the rich data sources (i.e. students' weekly journals and positionality narratives, course blog posts, individual interviews, and a focus group interview). Chapter Four delineated the meaningful and valuable case profile of each participant's exploration of academic literacy socialization and construction of academic identities through the eyes of the researcher. Through each case of the research participants illustrated in the previous chapter, seven major themes emerged: (a) Tackling lexical problems in academic discourses, (b) Leaning on a traditional approach: Translating texts, (c) Collaborating as practice, (d) Participating in the discourse community, (e) Unpacking power relationships, (f) Adjusting to the roles in the community, and (g) Situating their positionality through the disciplinary course.

In Chapter Five, I explain my interpretations and show my analyses of the development of academic literacy and academic literacy socialization based on the emerged themes from each case of the participants as a cross-case analysis. Each section begins the theme with the literature to help see the connection between data and theories of the literature.

Tackling Lexical Problems in Academic Discourses

Difficulties in understanding the meaning of the academic discourses often baffle newcomers in the disciplinary communities due to the unfamiliarity with the discourse conventions (Casanave 2002; Casanave & Li, 2008; Leki, 2007; Riazantseva, 2012). The technical terms often hamper the novices while examine the scholarly texts (see Crosby, 2009), which causes a loss of enthusiasm for exploring the target discourses and immersing themselves in the discourse communities.

To overcome such difficulties of jargon in the published articles, looking up the specialized words in reference books encourages learners to not only socialize into their disciplinary environment but also incorporate their strategies into their learning. Ohata and Fukao (2014) describe that learners' challenges and strategies for adapting to the disciplinary discourses and communities contribute to finding the ways to "conceptualize the notions of academic reading and academic readers" (p. 88). All of the ten research participants in Ohata and Fukao's (2014) study used dictionaries (English-Japanese and English) as strategic solutions to their learning in the EAP (English for the academic purposes) program. The participants presented their concrete usage of their dictionaries as being conducive to developing their academic reading comprehension.

All participants in my study undertook discursive processes to negotiate the meaning of academic discourses after beginning to explore the scholarly articles. As participants' cases showed in Chapter Four, the students had never interacted with the disciplinary discourses, before entering my research seminar course. Thus, all participants endeavored to seek their strategies for examining the academic discourses and implemented their approaches to interpret the meanings of the scholarly texts before being involved in discourse socialization.

The common practice that most participants used in the initial stage of examining the English scholarly texts was to understand the meaning of the terminological items of the specialized field. As their case rendition of academic literacy socialization exhibited, they encountered the disciplinary lexical problems to understand the meaning of the scholarly texts. Besides, most students attempted to absorb the full meaning of the jargon with a dictionary rather than deduce the meaning of the unknown words from the context of the articles. For instance, Chiaki, Miho, Sayaka, and Kenta relied on searching for the meanings of the technical words using a dictionary in order to examine the disciplinary discourses carefully.

Chiaki emphasized both understanding the vocabulary in the articles with a dictionary and the translation of the scholarly texts into Japanese. Even though she wanted to interpret the meaning of the whole passages of the articles clearly, various difficulties with terminology impeded her understanding of the English academic discourses. Chiaki said, "まず最初に article を詳しく読みました。全文を読んで、難しい単語があったら、辞書で調べました。でも辞書を引いてると、内容を忘れてるんですよね [First of all, I read articles in detail. I tried to read every sentence, and when I found difficult words, I checked the dictionary. But, I often forgot the content of the article while checking them by dictionary.]" (Individual Interview, 7/31/2012). As Chiaki expressed, "I forgot the content of the article," she took account of building her knowledge of vocabulary. To make a conscious effort to broaden her vocabulary was a systematic process to engage in the academic discourses.

Miho had difficulties in interacting with the English academic discourses at the beginning of the semester due to the unknown word items in the articles. She focused on looking up the meanings of unfamiliar vocabulary in the articles to examine the scholarly texts. However, throughout her journals, she explained difficulties in comprehension of numerous words. Miho

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showed, "When I always read the academic texts, it took a long time because there are many academic words in the article, and one sentence was too long. So, it was so difficult for me. In addition, sometimes one word has many different meanings. I was often confused by them" (Final Narrative, 7/31/2012). At the initial stage of her development of academic literacy, Miho was in a situation where she had to fit into a wide range of challenging lexicons in academic discourses, as acquiring the proficiency of academic literacy requires English language learners to go through numerous complexities (Casanave & Li, 2008). In Miho's case, dealing with various unfamiliar words in the academic articles was a formidable task to foster better understanding of the target discourse conventions. She had to address some conflicts with the English discourses that she had not previously examined.

Sayaka's challenges of examining the academic discourses were to grasp the meanings of the texts, which she solved by looking up many specialized words in the articles in the dictionary. Since it was the first time for her to negotiate the disciplinary discourses, she thought that she saw no other option but to depend on understanding of various words. Sayaka lamented the degree of difficulty of the professional references: "Our assignments were to read difficult articles, so I read them until I figure out the contents" (Final Narrative, 7/31/2012). To understand the contents of the articles clearly, Sayaka engaged in interpreting the meanings of the academic texts. Yet, tackling many terminologies was crucial for her, as she noted, "I translated all words I did not know in order to understand the article" (Final Narrative, 7/31/2012).

Early in the semester, Kenta began to construct the knowledge of the terminologies illustrated in the articles. Because he had never explored the English discourses including complex language structures, he attempted to create his own method to examine the academic

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discourses. While reading the articles, Kenta realized that he had the limited ability of the specialized terms of applied linguistics. Thus, when he found a lot of jargon in the articles, he checked the meanings of them consulting a dictionary. In his final narratives, he clearly revealed the only way to get through lots of words in the articles:

私が文章を理解するため初めにしたことは、辞書を引くことからでした。分からない単語が多く存在し、自分の英語の能力ではどうにもならなかったので、辞書を引きました。かなりの数を引いたと思いますが、長い単語や複雑な単語が多く、あまり単語を覚えることができませんでした. (Original Final Narrative, 7/31/2012)

What I did to understand the meanings of the texts first was to refer to a dictionary. Because many unfamiliar words in the articles were beyond my understanding, I used a dictionary. Even though I checked so many words, I could not memorize them because there were many complicated vocabulary items. (Translation Final Narrative, 7/31/2012)

Some students became set in their ways to examine the jargon in the scholarly texts whereas most participants became perplexed at building vocabulary power. Other students, Akiko, Jonghyun, and Taisei, sought other methods of storing the specialized terms to negotiate the academic discourses rather than depend heavily on consulting a dictionary.

In Akiko's case, finding the appropriate ways to examine the academic discourse was significant because of the unfamiliar written English structures including the specialized terms. Akiko attempted to write down the specialized words in her notebook to become familiar with them. Jonghyun tried to deduce the meanings of the unknown words from the context every time he came up against them. Then, he looked up some definitions that repeatedly emerged in the academic articles and learned them by heart. In Taisei's case, when he encountered the problems of interpreting the meanings of the technical terms, he came to understand them with the aid of

the websites (i.e., word-searching websites). Taisei's knowledge development of technical terms was actually performed by the aid of these technology tools. However, he did not adhere to memorization of the words; instead, he tried to build a deeper knowledge of the vocabulary items that he examined, especially the appropriate use in contexts. As he noted, "ALC (the website name) provides many words with example sentences" (Final Narrative, 7/31/2012), thus, he appreciated the sufficient assistance from a few websites which helped him provide the scaffolding for negotiating the academic discourses in his own ways.

Looking up the meanings of academic jargon or many technical terms in the academic discourses in a dictionary seemed to be significant for all of the participants at the initial phase of adjusting to academic discourse. As the students in the research seminar course had never examined the disciplinary discourses, the students might view vocabulary searching as an essential cornerstone to explore the discourses in the scholarly texts.

Leaning on a Traditional Learning Approach: Translating the Texts

As the brief explanations of an approach for teaching English in Japan show in Chapter One, translating English texts into Japanese is a common method. The way grammar translation is popularized among English teachers has been focused preparation for entrance exams for high school and universities. Since the entrance exams do not measure students' oral abilities, the grammar-translation technique, called *yakudoku*, is generalized as an effective means to develop reading and writing skills (Gorsuch, 1998; Takanashi, 2004). Moreover, L2 learners tend to utilize this translation technique in their disciplinary writing in English. Leki's (2007) study reveals that a few L2 participants drafted English texts mediated by their first language as a process of disciplinary English writing.

In fact, much controversy exists over the ramification on teaching English using the translation approach: many argue that it is counterproductive to the development of reading and writing skills and distorting the exact meaning (Peterlin, 2014). However, Japanese students undergo the training of the grammar translation: reading the English texts, understanding the grammatical structures, searching for the meaning of unknown words, and translating the sentences into Japanese. The translation approach is embedded in students' mentality as a traditional habit of language learning.

Most participants highlighted the importance of looking up various terminological items in the professional articles. Besides, some students (i.e., Chiaki, Miho, Sayaka, Kenta) adopted the Japanese traditional learning method to interpret the meaning of the English discourses through the intermediary of Japanese as an effectual strategy for translation. This translation approach that they employed, *yakudoku*, was a persistent way for the research seminar students to examine the discourses since they received English instruction with the *yakudoku* practices from secondary education. As the participants' literacy autobiographies revealed, *yakudoku* became predominant in English classes to develop reading proficiencies: "In the class, students read the textbook and checked the meaning in Japanese" (Akiko's Literacy Autobiography, 5/12/2012), "I had English I & II class and grammar class. In English I & II and grammar classes, a textbook was given, and students read the paragraphs and translated them literally" (Chiaki's Literacy Autobiography, 5/12/2012).

Chiaki attempted to adopt fast reading in order to grasp the meanings of the content. Because she was taking an "Extensive Reading" course, she followed the same reading approach for examining the professional articles as reading of the literature work in the Extensive Reading class. Chiaki stated:

Extensive Reading みたいに、とりあえず単語は最初調べないで読もうと思って。

まず内容を大体つかんで、それからわからない単語を調べればという気持ちで読

んでいました. (Original Individual Interview, 1/28/2013)

Like in the Extensive Reading class, I thought that I tried to read the texts without

checking the vocabulary. First, I focused on understanding the content roughly. Then, I

examined the articles with the feeling that I should check the unknown words.

(Translation Individual Interview, 1/28/2013)

However, she realized that this speed-reading process was not as successful for

interpretation of the meanings of the academic discourses. Thus, translation of the English

disciplinary texts into Japanese was a suitable as well as an appropriate means to begin to

examine the professional references. In the private interview, Chiaki answered, "でも結局うま

くいかなかったんで、訳にこだわるしかなかったですね [But, this process did not work

well, so I had no choice but to engage in translation of the texts.]" (Individual Interview,

1/28/2013).

Miho engaged in examining the academic discourses with frequent translation of the texts

into Japanese. There were big challenges for Miho to negotiate the meaning of the professional

discourses, while handling the complexities of the academic written structures of English. Miho

described the initial process of examining the article was to understand many terminological

items in the article. At the same time, she became involved in translating the scholarly texts into

Japanese briefly so that she could discuss the assignment with Chiaki in the casual meeting.

Sayaka focused primarily on the translation of the texts, following the common approach

for meaning-making tasks. Sayaka thought that translation of the discourses was the single route

to negotiate the meaning of the scholarly texts since she could not seek another means to

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examine the academic discourses at the beginning of the semester. While negotiating the meanings of the discourses in the articles, she often felt vulnerability towards the adjustment to exploring a disciplinary topic. She said, "読むのにすごい時間かかりましたね、３〜４時間かかった時もありました。自分はすごく気にしちゃうんですよね、ちゃんと合ってるのかなって [It took many hours to read the articles, sometimes took 3-4 hours overall. Well, I always worried as to my work, whether or not my interpretation was correct.]" (Individual Interview, 1/25/2013).

Kenta emphasized his development of vocabulary knowledge and translation of the scholarly texts. In Chapter Four, he showed that he tried to grasp the general ideas about the articles and focus on the paragraph reading, saying that he preferred "簡単に内容をつかむために、ざっと読んで、それからじっくりと各パラグラフを読みましたね [to scan the articles first to catch the general ideas and then read each paragraph carefully.]" (Individual Interview, 1/22/2013). His initial approach for negotiation of the professional English discourses was to make a literal translation of the English texts into Japanese. At the initial phase of negotiating the meaning of the academic discourses, he adhered to the familiar translation approach. In addition, his weekly reflections illustrated his translation approaches for the academic discourses at the beginning of the semester. Kenta noted, "主に分からない単語を調べ、それをまとめて日本語に訳しながら読みました [I mainly checked the meaning of unknown words. After reviewing the words, I read the article with translation.]" (Weekly Journal #2, 5/1/2012). Even though he realized that translating all English texts was not successful, he maintained his basic policy stance of *yakudoku* approach. He described, "部分的に読み取る点を意識し、重要な単語などを把握しながら読むことが必要だと感じました [I promoted my awareness of

reading the main points in part. Then I felt that examining the articles with understanding of the crucial words was important.]" (Weekly Journal #4, 5/22/2012).

While most participants utilized the traditional learning style, the translation approach, to negotiate the specialized discourses as their strategies, Akiko, Jonghyun and Taisei pursued their original ways to interpret the meanings of the journal contents. Akiko tried to complete the main points of the articles, and then engaged in informal meetings with her peers. Jonghyun pored through the journals, marking up some key points. Taisei emphasized his reading assignments mediated by the web sources.

Akiko went through trials and tribulations to negotiate the meaning of the English scholarly texts. She examined the articles carefully but found out that careful reading of the articles did not work out well. Through being involved in the disciplinary discourses, she decided to glance over the whole content instead. What Akiko learned was to discern the whole picture of the articles in English, as the conventions of English academic discourse were very different compared to those of Japanese. Her journal revealed, "一言一句完璧に日本語に直すのではなくて、全体像やそれが持つ意味自体にまずは着目して、そこから英文を英語で理解できるように読んだ方が効率はいいのではないかと思いました [I should not put the English texts verbatim completely into Japanese but take particular note of the general representation itself first. Then, I felt that it was efficient to read the paragraphs and understand them in English.]" (Weekly Journal, #6, 5/27/2012). Moreover, she sometimes encountered the problems that tasks in a small group were less than successful. Since her peers overstressed the translation of the article, Akiko felt that negotiating the English academic discourses by heavily mediating the first language blocked the collaborative work. She mentioned, "みんなテキストを日本語に完全に変換しようとしすぎていて、それがうまくいかないと、テキストをより難解に

感じてしまい、だから全体像がなかなか見えにくいと思いました [Everyone depended too much on understanding the scholarly texts in Japanese. If this did not work well, the members felt that the texts were difficult. That is why they had difficulty in understanding the whole content of the articles.]" (Weekly Journal #6, 5/27/2012).

Jonghyun examined the academic discourses to understand the content fully rather than translating the individual sentences in the articles. In Jonghyun's case, he came up with the unique processes of examining the entire article such as underlining the key points of the articles and retaining the terminologies. Since Jonghyun thought, "translation was meaningless" (Individual Interview, 1/30/2013 and Focus Group Interview, 2/1/2013), he reinforced his confidence in summarizing the articles in his own words. By keeping to his own line of reading the academic articles, he reassured himself in his ability to deal with the reading assignment; "今までわからなかった文章が少しずつ分かるようになり、どこがメインポイントなのか、どのパートは必ず要約に含まなければならないのかがわかった [I learned to understand the scholarly texts gradually which had previously never made sense. Also, I found out which parts are significant and which parts I should include in summary.]" (Final Narrative, 7/31/2012).

Taisei encountered problems with interpreting the meanings of the texts. As for his strategies for examining the discourses, he tried to negotiate the proper meanings of the academic articles, mediating the websites which helped him understand the specialized words clearly. It was effective for him to employ the Internet sources since they provided good sample sentences which facilitated the meaning of the technical terms. Using the websites contributed to his development of academic literacy and further comprehension of the disciplinary articles as well.

Taisei used Japanese while checking the meanings of various difficult words, but he thought that translating the scholarly English texts into his first language was meaningless. In the group interview, he reflected on the reason why he did not mediate Japanese while negotiating the disciplinary discourses with his critical ideas:

（和訳の利点は）英語を勉強するのか、英語で書かれたコンテンツを勉強するかによって変わってくると思うんです。（中略）日本語で訳しても理解するのが大変なので、たとえ日本語で訳されている文を読んだとしても多分、時間がかかると思うんですね。だったら何度も読んで、英語で理解しちゃった方が、ジャーナルを読んだ時、情報収集が早くなると思うんです. (Original Focus Group Interview, 2/1/2013)

The merits of translation approach depend on what we want to do; we try to develop the English language skills or we try to learn the contents written in English... I think that it would take some time to read the articles, even if they are written in Japanese because it was quite so hard to understand the content. Then, we can gain the important points quickly by reading the texts many times and understanding them in English. (Translation Focus Group Interview, 2/1/2013)

Thus, in Taisei's case, he engaged in repeating the articles by himself to absorb the ideas of the content in his own way first rather than translating the texts verbatim.

All participants went through negotiating the academic discourses in the scholarly articles in their unique ways. However, they noticed that discourse socialization in which interacting with others became conducive to further understanding of the meanings of the specialized discourses was urgent. The research seminar students undertook their own methods to participate in interactions with other students in the class, sharing and constructing the disciplinary

knowledge. Although the processes of being socialized into the discourse community of the research seminar course seemed to be somewhat complex for the participants, they tried to develop their academic literacy through discourse socialization.

Collaborating as Practice

Wenger (1998) highlights the linkages between community and practice. According to Wenger, as practice, joint enterprise among equals of the community helps participants to become a member of the communities. The concept of mutual engagement is to share views on common knowledge as well as to contribute to reconstruction of knowledge that each member has or does not have.

Moreover, Wenger argues that practice entails explicit and implicit elements such as "what is said and what is left unsaid; what is represented and what is assumed" (Wenger, 1998, p. 47). In this present study, all participants engaged in certain practices explicitly or implicitly to develop their academic literacy through discourse socialization. They made interactions and actions explicit in order to shift from newcomers to experts of the specialized discourse community.

Akiko started to do group work, informal gatherings, outside the classroom to facilitate her understanding of the meaning on the articles and develop her ability for academic literacy. This was the initial step for her to engage in socializing with other research seminar members. As Akiko wondered how other students attempted to examine the academic discourses, knowing their practices and processes of academic literacy offered her some hints to negotiate the English academic discourses. She realized that others' relentless efforts to the disciplinary discourses cultivated her attitude towards commitment to the discourse community and understanding the discourses through socialization. Akiko felt grateful for the chance to have some time of group

work, as she noted, "一緒に勉強してくれる人がいる環境は、そんなになかったので本当に助かりました [It was really helpful for me to have the environment in which we could work together.]" (Weekly, Journal #4, 5/13/2012).

Chiaki was seen constantly juggling experiences of English academic literacy. While examining academic discourses of the assigned articles, she had difficulties in understanding the content due to unfamiliar terminology. The state of confusion remained for a while in order to overcome several problems of academic literacy; she would mainly try to consult a dictionary or highlight the focus on the paragraph approach. Then, she socialized with Akiko and Miho outside the classroom and became involved in collaboratively constructing the meaning of the scholarly discourses. The collaborative group established the mutual supportive partnership, which provided assistance for academic literacy socialization. Kobayashi (2003) revealed that informal group sessions yielded substantial benefits for discourse socialization. As is the case with Kobayashi's results, Chiaki undertook challenging tasks, negotiating the meaning of academic discourses through the intermediary of her first language and exchanging her personal thoughts which she gained in the informal gathering. She underscored the merits of the collaborative work outside the classroom in the interview: "わかないところを聞くことによって、前後の流れもわかってきて、それが全部の article をさらによく読むきっかけになりましたね [As I asked many unknowns to my peers, I came to understand a flow of the content, which led me to examine the article in-depth.]" (Individual Interview, 1/28/2013).

Chiaki's academic literacy socialization gave her critical perspectives on the issues of L2 writing. Chiaki was gradually initiated into the new academic environments as a novice of the disciplinary field. Such socialization into the research seminar course as well as other specialized courses guided her to foster a positive behavior towards becoming a member of the specialized

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communities. She attempted to seek support for being a member of the communities; at the same time, she could express her critiques through negotiation of the discourses of the specialized genre (Wingate, 2012).

Miho emphasized independent learning rather than engagement in joint work out of the classroom at the beginning of the semester. Miho witnessed firsthand the complexities of exploring her academic literacy development. She attempted to search for effective solutions to understand the meaning of the English scholarly texts. It was challenging for her to navigate the processes in her negotiation of the disciplinary discourses. Then, Miho decided to have a casual meeting with Chiaki and Akiko to examine the professional articles carefully. Negotiating the meaning of the scholarly texts with her peers encouraged her to nurture a deeper understanding of the article content. Since Miho felt responsibility to have helpful discussions with peers, as she responded in the private interview (see Chapter Four), she found out that joint work outside of the classroom enabled her to progress with understanding the articles. Moreover, Miho appreciated her peers' different perspectives on the scholarly texts during the informal sessions: "捉え方で意見も異なるので、ためになる [There were various thoughts because my peers perceived the content differently. So, that was helpful.]" (Focus Group Interview, 2/1/2013).

Akiko, Chiaki, and Miho suggested beneficial effects of mutual practice with peers in the specialized community. One of the characteristic of a mutual relationship is comprised both with constructive relationships (i.e., harmony, agreement) and challenging situations (conflicts, tensions) among members. Through the joint enterprise out of the classroom, the three students secured the amicable coexistence during their processes of academic literacy socialization.

Participating in the Discourse Community

Community of practice (CoP) formulates the concept of learning, which promotes social participation and serves as a critical component to mutual engagement (Lave & Wenger, 1991; Wenger, 1998). In this case, participation involves "a more encompassing process of being active participants in the *practices* (italic in original) of social communities and constructing *identities* (italic in original) in relation to these communities" (Wenger, 1998, p. 4). All students in the research seminar course formed their learning as legitimate peripheral participation because they had never examined academic discourses before. They went through various practices and processes with research seminar members to shift their position from novice to being able to navigate the discourse effectively. Furthermore, Wenger (1998) stresses that participation contains the concept of "the possibility of mutual recognition" (p. 56) and is associated with "all kinds of relations, conflictual as well as harmonious, intimate as well as political, competitive as well as cooperative" (p. 56). Participation is a necessary and an inevitable process of initiating a specific community, shaping experiences and practice with the community members.

Human beings require various practices in communities involving themselves with others. The students in the research seminar course maintained the mutual engagement by being initiated into the discourse community. All students constructed their disciplinary knowledge through interactions in the classroom, which contributed to the development of knowledge of each seminar member. Mutual engagement is not exclusively limited to one's own development of ability. Rather, knowledge construction is mutually-facilitated by sharing individual thoughts with each other. As Wenger (1998) suggests, mutual engagement exploits "our ability to connect meaningfully to what we don't do and what we don't know — that is, to the contributions and knowledge of others" (p. 76).

Akiko actively contributed to participation in discussions, sharing her thoughts about the journal articles with her peers within the classroom. Her weekly journal demonstrated that discussions with peers enlarged her horizons towards her professional knowledge:

ゼミのディスカッションでは、みんなの考え方を知ることができた。自分と似たような考え方の人もいれば、違う観点の考えの人もいて、違う考え方の人の意見を聞くと、こういう見方もあったのかととても参考になる。その観点からまたテーマに沿って考えてみると、また違う考えが浮かんできそうになる。ゼミの中でディスカッションを多く行っていることは、自分の考え方や視野が広がるので、私はとても好きです. (Original Weekly Journal #5, 5/21/2012)

During the classroom discussions, I was able to hear other opinions about the topic. It was really valuable because some ideas were similar to mine, but others were different. When I heard the different opinions, they helped me to understand the critical perspectives. When I think of the topic from another viewpoint of my peers, I come to have new ideas. As having many discussions in the classroom broadens my ideas and sights, I really like it. (Translation Weekly Journal #5, 5/21/2012)

At the same time, Akiko demonstrated a decent respect for the opinions of others. What she discussed with her research seminar students encouraged her to construct her knowledge of L2 writing. Her final narrative showed that "お互いの意見を比較し、そこからみんなで新しい意見や見解を見出すということも、みんながそれぞれ一生懸命頑張ったからこそ成り立っていたことだと思います [Discovering new findings and opinions after collaborating with others could be achieved because everyone worked so hard.]" (Final Narrative, 7/31/2012). Thus,

by interacting with others, she deepened her understanding of the discourses on the articles and enhanced her motivation to secure the progress of her academic literacy as well.

Akiko realized that her engagement with discourse socialization and participation in the discourse community became an important foundation for her development of academic literacy. Akiko interacted with her seminar classmates through active participation in the ongoing discussions of L2 writing inside the classroom. She also had some opportunities to fully cooperate with the group work of the presentations outside of the classroom, achieving a mutually supportive relationship with others. Her processes of socializing into the specialized community of the research seminar course contributed to the development of academic literacy. The outlooks of Casanave & Li's (2008) and Leki's (2007) academic literacy became congruent with Akiko's strong commitment to initiation in the disciplinary discourses with scholarly texts. Akiko adopted elements of academic literacy socialization in the research seminar course that enabled her to facilitate an understanding as well as interpretation of the disciplinary journals with active participations.

Jonghyun struggled with understanding the meaning of the scholarly texts at the beginning of the semester. Then, Jonghyun engaged in various practices and processes to develop his academic literacy independently. By searching for suitable approaches for negotiating the disciplinary discourses, he realized that interacting with the academic community was the appropriate strategy to construct the understanding of the content of the articles. Even though in Jonghyun's situation, the communal action was mostly limited within the classroom space (i.e. group work and classroom discussions), the supportive interactions helped him to co-construct knowledge of L2 writing scholarship. In Jonghyun's case, strong commitment to ongoing dialogues and talks in the classroom played an integral part in his academic literacy socialization,

which contributed to his deeper understanding of English academic discourses in the scholarly articles.

In particular, Jonghyun navigated the way to seek an optimal environment which fostered the mutual understanding of the academic discourses in English. In the interviews, Jonghyun answered, "皆でディスカッションしたことと実際の論文の中身を踏まえて考えていくうちに理解が出来た, [I came to understand the articles in accordance with the classroom discussions and the contents,]" (Individual Interview, 1/31/2013), and "ディスカッションを授業でやることは、論文だけでなく皆の意見もプラスされているから、何か深みが出たというか… [The mutual discussions in the classroom helped me to move towards to a deeper understanding of the articles...]" (Focus Group Interview, 2/1/2013). His joint enterprise in the disciplinary discourse community became an "oral space" to guarantee beneficial effects on his own ideas of the scholarly articles.

Taisei recognized the vital importance of mutual interactions to foster his ability for understanding English academic discourses. Except for preparations for presentation, he tried to work on examining the professional articles by himself. Yet, as shown in Chapter Four, Taisei became socialized into the discourse community of the research seminar course, being involved in various classroom tasks with his peers. Such active participation coping with others in the classroom yielded insights about his expertise in L2 writing scholarship. In his weekly journals, he often appreciated the chances to have deep discussions on several topics of L2 writing, noting that classroom talks were interesting and meaningful. Furthermore, Taisei proved that ongoing interactions with people contributed to his disciplinary knowledge: "クラスメートと話すことで、専門知識が増えていってるというのがわかるんですね [I realized that my disciplinary

knowledge was constructed through interactions with my seminar students.]" (Individual Interview, 1/31/2013).

Sayaka intended to take advice from her peers during the discussions. Inside the classroom, she was rather quiet, but her classmates' interactions facilitated her construction of disciplinary knowledge. Even if she misinterpreted the meaning of the discourse in the articles, she retained a positive attitude towards exploring her academic literacy. In addition, informal meetings with her presentation partner (Akiko) outside the class realized great success with her academic literacy socialization. During the preparations for the classroom presentation, Sayaka and Akiko shared their ideas about the journal articles. Basically, Sayaka received the "member-coaching" and solidified a better understanding of the content. As Kobayashi (2003), Leki (2007), Morita (2000), and Seloni (2012) pointed out, external support such as direct interactions and guidance from experts provides powerful scaffolding for discourse socialization. Sayaka felt a bit regret for avoiding in-depth interactions in the seminar class, but tried to understand the academic discourses through socializing into the academic community.

In Sayaka's case, she could develop her academic literacy through engagement in her CoP both in and out of classroom. On the other hand, her positioning as a peripheral learner remained even though she had raised awareness of exploring the specialized area of L2 writing scholarship.

Sayaka had focused mainly on independent learning to understand the academic discourses until she became alerted to the availability of collaborative work. As she had never examined the disciplinary texts in English, her development of academic literacy was fostered through conscious repetition of negotiating the discourses. After spending a few weeks from the

beginning of the research seminar course, she came to appreciate the members' vigorous support

for her understanding of the article content.

Unpacking Power Relationships

In the previous section, most participants in the research seminar course fostered their

understanding of the scholarly articles by expanding their mutual interactions with others.

However, most newcomers in the specific community feel a disproportionate power balance

while adjusting to the new environment. Such unequal power between novices and the more

capable others imposes constraints upon being socialized in the community (Wenger, 1998).

Even though the power disproportion seems to have a negative impact on constructing the

disciplinary knowledge in the discourse community, it is an indispensable factor for legitimate

peripheral participation (Lave & Wenger, 1991). From a sociocultural viewpoint, the experienced

persons are significant to help the newcomers build a sense of belonging in the target community

or of gaining the community membership.

A deeper analysis of power relationships is necessary to unpack the conditions of

peripheral learning as Leki (2007) suggests, "little attention has been given to the actual nature of

the socioacademic relations that develop, to the power differential inherent in any learning

situation, or to the consequences" (p. 274).

In this dissertation study, Miho and Kenta acknowledged the tacit approval of power

relations within the classroom during various peer sessions, while being socialized into the

discourse community.

Actually, mutual engagement includes conflicts, challenges, and tensions (Casanave,

1992). Miho and Kenta went through such psychological encounters during the group work

inside the classroom. They had mismatched interpretations of academic discourses, and had to

examine the unfamiliar and conventional written structures of the English scholarly texts, creating a difficulty in being socialized into the community. They felt the different levels of ability among other seminar students, which caused a hardship on fostering interactions in the classroom.

It was true that Miho came to contribute in interactions with her research seminar members by holding group sessions with her classmates. Yet, Miho felt a sense of alienation in discourse socialization with others, in particular during the classroom talks. Miho encountered the difficulties in expressing herself inside the research seminar class due to her being overwhelmed by the students that she viewed as the "expert" or the "knowledgeable" in the seminar course. Therefore, the way Miho went through the preparations for examining the disciplinary texts was to listen with rapt attention to others' comments. In her final narrative shown in Chapter Four, Miho illustrated conflicts about her learning with a passive tone: "I regret that I could not speak in the class. I listened to what someone to say and someone's explanations. I did not have the ability to say my opinion" (Final Narrative, 7/31/2012). Her insider characteristics included: a lack of professional knowledge, tension, and frailty instigated non-participation within the academic community, which is commonly found in peripheral learning (Casanave, 2008; Riazantseva, 2012; Wenger, 1998). Miho's processes of academic literacy socialization exemplify the multiple complexities that impeded newcomers from accessing the specialized community.

Miho was reluctant to interact with the other seminar peers in the classroom due to her insufficient knowledge of the discipline. Significantly, she felt the prevailing power balance impeded her learning during the discussions. In fact, Miho perceived the power relationship with the knowledgeable peers as mentor-mentee. But in Miho's case, such a tacit power imbalance

hampered her ability to socialize with others well. As illustrated in her final narrative in Chapter Four, Miho regarded her peers as more capable persons, which made her "feel nervous in the classroom" (Final Narrative, 7/31/2012). Such inequality of knowledge remained peripheral in the seminar classroom, especially in discussions with others.

Miho's academic literacy socialization was challenging, especially when she could not undertake dynamic interactions with her seminar classmates. But, group work out of the classroom encouraged her to construct the meaning of the academic discourse.

Kenta tried to overcome some hardship in order to develop his academic literacy. When he was enrolled in the English Program, his English studying enriched his language proficiencies in a wide range of skill-focused classes. After entering the research seminar course, he found out that exploring academic literacy was beyond the scope of assumption that he had imagined.

Kenta encountered the problems that many novice academic learners face in understanding the academic discourses. He noticed the complexities of practices of academic literacy, while negotiating his numerous tasks of the research seminar class. In particular, he tackled comprehension of the meaning of the specialized lexicons, relying solely on a dictionary. In common with Leki's (2003) inquiry, understanding the jargon and discourse conventions of the disciplinary area was significant to surmount some barriers of the development of academic literacy. In order to develop academic literacy, he tried to be initiated into the community of the seminar class. The processes of CoP encouraged him to gain a better understanding of the content with the members. His CoP paid much attention to his participation in the group work as a newcomer. As his interview indicated in Chapter Four, Kenta concentrated on listening to the discussions and presentations in the class. Yet, he expressed reluctance to exchange his opinions

with others in the community due to his tension and hesitance about making remarks. It was difficult for Kenta to fulfill various roles and interact with other seminar students within the CoP.

Adjusting to the Roles in the Community

Mutual support from others as scaffolding has a major impact on the development of language in classrooms. Through reflecting on the case descriptions shown in Chapter Four, Akiko, Jonghyun, and Taisei seemed to offer other seminar students the support in which to construct the specialized knowledge and to facilitate discourse socialization. These participants served as a teacher, a practitioner, or a master who helped their seminar group peers open a doorway into the disciplinary community. Their actions are a legitimate form of participation, engaging in "the learning that membership entails, and then to open forms of mutual engagement that can become an invitation to participation (Wenger, 1998, p. 277). From the standpoints of CoP, Akiko, Jonghyun, and Taisei seem to have "more to do with legitimacy of participation and with access to peripherally than they do with knowledge transmission" (Lave and Wenger, 1991, p. 105). According to Lave and Wenger, being a legitimate participant and an experienced person in the target community is related to the interactions and attitudes within the group. The forms of mutual interactions and participation of the three participants guided other peers to construct the critical knowledge rather than obtruded the thoughts.

Akiko, Jonghyun, and Taisei contributed to the membership of the community by interacting with others inside and outside of the classroom. Even though Jonghyun and Taisei did not have any joint work (e.g. informal gatherings) out of the research seminar course, Akiko met with Chiaki and Miho to examine the reading articles out of the classroom. Inside the research seminar class, they fulfilled the major goal in sharing their critical thoughts and in providing some chances to conduct sufficient exchanges of views with peers.

In Akiko's case, she offered some sound advice during the casual meetings to have Chiaki and Miho foster their understanding of the article contents, as Miho mentioned, "I really did not understand contents of the academic texts. To tell the truth, I came to hate English a bit. So, I asked to work with the same friend (her name is Akiko)" (Miho's Final Narrative, 7/31/2012). In addition, Akiko seemed to promote an understanding of the main points, delivering her remarks towards the articles. Especially, Sayaka was impressed with Akiko's detailed knowledge and power to explain the main themes of the academic articles. Sayaka said, "二つのグループに分かれてからのディスカッションは Akiko さんがよく article を理解していることが印象強かったです。自分も理解しているつもりでしたが Akiko さんの訳し方とまとめ方がとても分かりやすく参考になりました [In the two-group discussion, Ms. Akiko's clear comprehension towards the articles stuck out in my mind. I felt that I did understand the content, but her translation as well as summary was easy and helpful.]" (Sayaka's Weekly Journal #5, 5/21/2012).

Jonghyun served as a knowledgeable mentor through numerous processes and practices of academic literacy. First, his apprentice attitude unfolded both inside and outside the classroom. Through socializing in the community of the research seminar and collaborative dialogs with the peers, Jonghyun nourished his professional learning, delivering his critical thoughts in the classroom. Some seminar students assessed his critical knowledge and were thankful for sharing his constructive ideas. For instance, "自由でありつつも保守的なところもある意見をよく言うなと思いました, [He (Jonghyun) often provides his free and general opinions,]" (Akiko's Weekly Journal #5, 5/21/2012), "最後のディスカッションクエスチョンや、彼自身の考えはとても興味深かったです, [(Jonghyun's) last discussion question and his own ideas were so meaningful,]" (Taisei's Weekly Journal #7, 6/26/2012), "発表では毎回、面

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白いディスカッションが行えてとても楽しいです, [I really had interesting discussions when (Jonghyun) made his presentations,]" (Taisei's Weekly Journal #11, 7/3/2012), and "Jonghyun 君が出した writer-centered と reader-centered どちらが重視されるべきかという discussion question はとても興味深かった [The discussion question that Mr. Jonghyun gave us (Which should be valued, writer-centered or reader-centered?) was very interesting.]" (Sayaka's Weekly Journal #7, 6/26/2012).

Such positive acts encouraged Jonghyun to be a capable actor who mediated the understanding of the English academic texts. Similar to the study by Lillis and Currie (2006), various roles as "literacy brokers[26]" have profound significance in assisting others' development of academic literacy.

To develop his academic literacy, Taisei went through various processes and roles within the community of research seminar course. In Taisei's case, he participated in with participating in mutual interactions with other seminar members in the class. Here, Taisei elicited legitimate peripheral participation through the CoP (Lave & Wenger, 1991). In the research seminar space, he performed an important role in being supportive of other students. Even though he was a newcomer in the seminar community, he fulfilled various tasks, facilitating dynamic discussions inside the classroom. His position was shifted from an apprentice to a senior in the research seminar course. Akiko reflected on Taisei's attitudes towards exploring his academic literacy, saying "いつも冷静かつ論理的に物事をとらえるタイプなんだと、彼の意見を聞くたびに思います [Whenever I hear Taisei's thoughts, I often feel that he is a type of the person who

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[26] Lillis and Currie (2006) conceive literacy brokers as "academic peers and English-speaking friends and colleagues, who mediate text production in a number of ways" (cited from Seloni, 2012, p. 57).

tried to gain level-headed and logical sense of perspectives.]" (Akiko's Weekly Journal #5, 5/21/2012).

Situating Their Positionality Through the Disciplinary Course

One of the catalysts to construct learners' academic identities lies in continuing commitment to negotiations of the target disciplinary discourses. Newcomers of the specialized community come into conflicts with interpreting the meanings of the discourses, but aim to interact with the discourses in order to be a full member of the community (Casanave, 2002; Casanave & Li, 2008; Seloni, 2012; Morita, 2009). In particular, discourse socialization helps learners shift their positioning towards becoming an expert or a full member of the discourse community.

As the major concept of academic identity indicates, academic identity is co-constructed by others involving in interactions in the community and by the degree to which learners share their experience through collaborative work (Henkel, 2000; Kogan, 2000, Lave & Wenger, 1991).

Looking back on the case descriptions of the participants, various practices and experiences of exploring academic literacy by each student induced the formation of identities. Socialized with others within the community of the research seminar course, the participants accumulated a certain amount of positive and negative experiences as they moved towards expert identities. In this present study, the research participants (Akiko, Jongyuhn, Taisei, and Chiaki) gained their position as knowledgeable members through joint enterprise in the research seminar course. For instance, the participants, Akiko, Jongyuhn, and Taisei served as a significant role as the members, encouraging an active participation in various practices in the research seminar course. However, a few research seminar students such as Miho, Sayaka, and Kenta could not

fully gain membership in the discourse community. Rather, they continued to keep their position as learners who explored a specific disciplinary field, initiating into the community of the specialized field and cultivating their disciplinary knowledge.

By exploring the research participants' positioning in the disciplinary community, Akiko, Jongyuhn, Taisei, and Chiaki gradually constructed their expert identities, whereas Miho, Sayaka, and Kenta remained novices despite their access to the discourse community.

One reason would be a specific goal that each participant held. Akiko, Jongyuhn, Taisei, and Chiaki had a specific goal to explore the discipline and develop an interest in exploring the academic field. For instance, Akiko wanted to be an English teacher in high school, Jongyuhn had an interest in gaining the academic knowledge and teaching English to children, and Taisei and Chiaki cultivated their specialized knowledge by engaging in negotiation of the academic discourses. Such a positive vision in the future accelerated their negotiation of their identities within the different academic environment.

At first, Akiko was faced with the dilemma of understanding the academic discourses due to her positionality as a newcomer of the disciplinary community. She tried to cultivate her identity which guided her in the purposes of the research seminar community and initiated her into developing a specialized discourse in the academic field. Through the "game plays" of academic literacy such as negotiation of the different conventions of disciplinary discourses (Casanave, 2002), Akiko learned to reconstruct her academic identity and positionality as well. Akiko's mutual relationship with others in the research seminar course served as scaffolding for engaging in constructing her academic identity. She constructed the academic identity through being socialized into the discourse community, shifting from a motivated English learner to one

fostering a specialized field. As such, her discourse socialization accelerated her enthusiasm for exploring her academic literacy and was itself a key factor in constructing her academic identity.

Akiko shaped her position as an expert through various roles in the community of the research seminar course. She participated in the disciplinary community as a newcomer or apprentice of the research seminar course. Akiko managed to contribute to active participation in talks and interactions with a solid motivation towards developing her specialized knowledge in order to be an English teacher. By socializing into the community of the research seminar course as well as with other seminar members, she came to construct her academic identity by improving her community-specific skills through CoP.

At the same time, Akiko's move toward an expert identity encouraged her to reevaluate her position as a member of research seminar class and a pre-service English teacher. Akiko noticed that numerous experiences of joint work and classroom discussions promoted her understanding of disciplinary content. Moreover, Akiko's development of an old-timer had a relation to a sense of delving into various topics in the specific disciplinary field in the specialized community. As Akiko mentioned, "学術的 identity とは、はっきりとした目的を持ち、目標実現に向かうこと [The purpose of forming our academic identity was to lay out a clear objective as well as to move toward realization of the goal.]" (Individual Interview, 1/24/2013). She gradually built up her sense of professional mind and tried to find a pedagogical importance as the teaching of English in Japanese context, shifting herself from a newcomer to a "key player" through various roles in the specialized community.

Jongyuhn participated in the classroom discussions more rather than outside the pair work. He realized that engaging in the ongoing interactions with his peers facilitated his

awareness of the construction knowledge of the discipline. He exerted his agency by playing vital role of the classroom discussions.

Jonghyun was able to become a core member of the research seminar course through the experiences of learning a specialized area. During his development of English skills in college and the U.S., he shuttled between his identities as a Korean and an English learner. Negotiating his multiple identities helped him facilitate his improvement of the English language proficiencies. After joining the research seminar course, he raised awareness of his move to expert identity by examining the disciplinary discourses. Then, Jonghyun sought membership in the new academic context in order to become an expert. Moreover, his personal interest in teaching English further stimulated his immersion in the disciplinary field. Other specialized courses related to L2 writing that he took deepened his comprehension of theory and practice of applied linguistics. To engage in finding the connection between L2 writing and the issues of the disciplinary area became key elements in bridging his construction of academic identity. Jonghyun constructed his academic identity, demonstrating his greater willingness to be involved in the disciplinary space.

Taisei's process for gaining membership could be seen from the processes of negotiating the English disciplinary discourses. In fact, he was used to examining the English discourses of numerous genres in his past studying of the language test (e.g., TOEFL). After entering the research seminar course, Taisei had chances to construct the meanings of the academic discourse in the scholarly articles and to deepen his professional knowledge of the field of L2 writing. His enrichment of understanding the discourse conventions in the journal articles helped him promote the construction of core membership (Cox et al, 2010).

Besides, as his weekly reflection revealed, Taisei expressed his misgivings of the issues of L2 writing. His weekly journals illustrated the summary of the class as well as his thoughts based on the classroom discussions or members' opinions. Such critical ideas, generated from involvement in the community of research seminar, enabled access to his expert identity. Taisei was able to develop his disciplinary knowledge, undertaking LPP through CoP. At the same time, engaging in various acts in the research seminar course contributed to his successful discourse socialization.

In Chiaki's case, examining academic discourses with English scholarly texts provided a chance to reshape her positioning in the discourse community. When Chiaki tapped into the new academic space, she had to juggle challenging conditions to overcome the academic difficulties. Through going through various practices of academic literacy, Chiaki came to recognize herself as a member of the research seminar, which aimed to construct the specialized knowledge.

During her first two years in college, Chiaki had placed herself as a learner of the English language. After participating in the research seminar course, she found out the differences of learning purposes within the new specialized community. Chiaki developed her academic literacy through discourse socialization with other seminar members. Her joint enterprise with others inside and outside the classroom fostered her understanding of the academic discourses in the journal articles. In addition, making a commitment to the academic environment altered her positioning to an academic learner who pursued a specialized topic. In Chiaki's case, her positioning was shifted from a language learner to a disciplinary learner through communities of practice in several professional courses associated with the research seminar course.

To examine Miho's case, she experienced adversity in participation in the academic community to engage in an active participation in the community due to her lack of knowledge

and ability, conflicts with the construction of expertise, and negotiating power relationships. Although Miho had difficulties in socializing into the disciplinary community, it does not mean that her CoP was unsuccessful. Since CoP encompasses both the negative and negative parts (e.g., non-participation) (Wenger, 1998), such a negative insider's view was legitimate to immerse her in the discourse community.

The practices and experiences of academic literacy led Miho to raise her awareness of a different positioning as an English language learner. Miho's past studying in university attached importance to development of the English skills as oppose to that of academic proficiencies. After entering the community of the research seminar course, Miho learned to construct her disciplinary knowledge through negotiating the academic discourses with capable peers. As she answered in the private interview shown in Chapter Four, Miho did not become an experienced learner through further exploration of the specialized scholarship. However, she delighted in the discovery of understanding of academic literacy through immersing herself in the novel academic environment. Therefore, Miho remained positioned as a peripheral learner who developed disciplinary knowledge through being involved in the discourse community.

Despite her strong motivation of language learning, Sayaka's positioning developed differently than my expectation. When Sayaka entered the college, her willingness towards English learning was maintained for the duration of her freshman and sophomore years. She became dedicated to improving her English proficiencies through various English classes and in the study abroad program. After starting the research seminar course, Sayaka noticed a big difference in learning; she made a strong commitment to broadening her knowledge of L2 writing in the new academic learning community. As a highly motivated English learner, she

tried to develop through friendly competition with her classmates inside as well as out of the class, negotiating her identity.

However, there was a gap between Sayaka's expectation of learning in the research seminar course and her goals of developing academic literacy. The primary purpose of her academic literacy was to further foster her language abilities. In short, examining academic discourses with English scholarly journals was a way to nurture her applied literacy (reading and writing) skills with the disciplinary references As shown in Chapter Four, she had no intention to construct an academic identity in the one-to-one interview: "学術的な内容に触れて英語レベルを上げたいんですね [I want to develop my English abilities further, examining the academic articles that we dealt with in the seminar class.]" (Individual Interview, 1/25/2013). Thus, it seemed that Sayaka was interested in cultivating her advanced linguistic abilities via English scholarly texts rather than constructing her expert identity.

In Kenta's case, his identity showed slight change through learning his specialized area in the new academic space. For two years after entering university, Kenta embarked on the improvement of his English language skills. Before starting to learn his disciplinary topic of L2 writing, his positioning as an English learner was stable. When he entered the research seminar course, he came to realize how different his studying was between the language development and knowledge construction of a specialized scholarship. Through engaging in socializing into the community of research seminar, his awareness of constructing disciplinary knowledge increased with mutual understanding with others. Even though he was aware of his change in position as an English language learner, it did not lead to being an expert. Rather, Kenta demonstrated awareness of the expansion as well as exploration of his expertise.

Summary of the Chapter

In this Chapter Five, I showed my interpretations and analyses of seven major themes (tackling lexical problems in academic discourses, leaning on traditional learning approach: translating texts, collaborating as practice, participating the discourse community, unpacking power relationships, adjusting to the roles in the community, and situating their positionality through the disciplinary course), which emerged from the case rendition of each participant in Chapter Four.

As the participants had never negotiated their disciplinary discourses before the research seminar course, they were forced to find their strategies for the way to examine the academic articles. Most students (i.e., Chiaki, Miho, Sayaka, and Kenta) spent many hours on consulting a dictionary in order to overcome the lexical problems. Because many unfamiliar words prevented them from understanding the academic English texts, they depended mainly on searching for the meanings of the vocabulary. Yet, Akiko, Jonghyun, and Taisei adopted their own ways to tackle the unknown lexicons such as memorizing the words, guessing the meanings, and used the websites.

Then, the students attempted to socialize with the peers more to deepen their understanding of the scholarly articles. Akiko, Chiaki, and Miho had some casual meetings, reading and discussing the articles together outside the classroom. Inside the classroom, the research participants had meaningful discussions and found mutual interactions of great value to develop their academic literacy. Even though Miho and Kenta felt the lack of language ability and knowledge among the peers, they appreciated the shared critical viewpoints towards the disciplinary topics. For the discourse community, Akiko, Jonghyun, and Taisei played a

significant role as a "mentor" in the research seminar course, providing the co-construction support for disciplinary knowledge as well as meaning making of the academic articles.

In respect to positioning of each research participant, Akiko Jongyuhn, Taisei, and Chiaki ended up becoming core members by engaging in CoP such as socialization into the discourse community, collaborative work, and mutual interactions with peers inside and out of the class. By way of contrast, Miho, Sayaka, and Kenta tried to socialize in the community and form their specialized knowledge, but they remained cognizant of their positioning as English learners who studied a disciplinary area rather than formed their expert identities.

In the next chapter, I will present the viewpoints of academic literacy socialization underlying the findings obtained from the present study. Then, I share the research and teaching implications for academic literacy socialization. Chapter Six ends with my final narrative as a teacher-researcher-scholar in a Japanese university in order to explore this dissertation topic in the future.

CHAPTER SIX

DISCUSSION, IMPLICATIONS, AND EPILOGUE

The primary aim of this dissertation research using a qualitative case study approach was to explore academic literacy socialization and construction of academic identities by seven multilinguals who participated in a mandatory research seminar course at a local four-year university in Japan. To understand the participants' processes, experiences, and practices of academic literacy socialization, I examined multiple data sources in-depth (i.e., literacy autobiographies, weekly journals, final narratives, course blog posts, individual interviews, and a form focus group interview). As current research on academic literacy has indicated, socialization into the discourses and specialized discourse community is closely associated with the development of academic literacy (Duff, 2010b; Duff & Hornberger, 2010; Seloni, 2012). In this study, I illustrated the cases of academic literacy socialization of each participant because personal accounts reflect complexities of a human insider's perspectives.

In this chapter, I review the purpose of this dissertation study and my research question. Then, this chapter views the perspectives of academic literacy socialization which emerged from the case descriptions of the research participants and discusses implications for teaching of and research on academic literacy socialization. The chapter ends with an epilogue of my narrative of future research and teaching directions of academic literacy socialization as a teacher-scholar at the university level in Japan.

Revisiting the Purpose of This Present Study and a Research Question

The main purpose of this present study was to explore the way undergraduate multilinguals developed their academic literacy through discourse socialization and constructed their academic identities. To delve into this dissertation topic, I tried to conduct the research

following specific goals. First, I wanted to explore how the research participants develop their

academic literacy by socializing into the specialized community, a required research seminar

course. Exploring their written products (i.e., literacy autobiographies, weekly journals, course

blog posts and final narratives) as well as pursuing the students' inner feelings with individual

and focus group interviews, I discovered that the students revealed their unique perceptions of

reality in their learning situations in order to engage in the English disciplinary discourses. The

multilayered sources encouraged me to realize the way each of the multilingual participants

attempted to give their full attention to the English disciplinary discourses with their own

approaches.

Second, I examined how my students in the research seminar course constructed their

academic identities during the period of this study. In some of their weekly journals, the research

participants presented their traces of the development of professional knowledge engaging in the

discourse socialization and with others in the research seminar course. In addition, a few students

voiced their mindset mind from a general English learner to an academic personhood,

recognizing that they broadened their professional knowledge in addition to improving their

language skills.

Next, I wanted to advance with the research on academic literacy socialization across the

learning situations. Current studies of this topic have provided a glimpse into the individual

discourse socialization with holistic viewpoints (Duff, 2010b; Morita & Kobayashi, 2010;

Seloni, 2012); however, the research contexts are still emphasized in English-speaking countries

targeted by L2 graduate or undergraduate learners. This present study might shed light on the

discussions on academic literacy socialization with critical perspectives, which led to findings of

commonalities and disparities between L2 learners in English-speaking countries and English language learners in different contexts.

Finally, I considered the possibilities for pedagogical implications for teaching academic literacy as a teacher-scholar in a Japanese university. As this research setting showed in Chapter Three, Japanese colleges and universities offered English classes focused on a specialized topic with scholarly references, especially called *zemi* or a research seminar course. The suggestions and implications for teaching would facilitate diverse forms of learning environments in which learners can access to collaborative work based on the institute's educational policies and curriculums.

To realize my goals of this research, I set up a research question based on research purposes and my teaching experiences in the research seminar course (see Chapter One), focusing on the studies of L2 writing scholarship in a Japanese four-year university:

- How do multilingual students enrolled in a mandatory research seminar course negotiate and become socialized into their academic discourse and construct their academic identities using various English scholarly texts?

This research was done using a qualitative method, case-study approach, emphasizing the learners' cases to delineate their processes, experiences, and practices of academic literacy. Moreover, I collected multiple data sources from the research participants in my seminar course and analyzed them: literacy autobiographies, weekly journals, course blog posts, and final narratives. Then, I interviewed each participant, and did a form focus group interview in Japanese at the end. The written products were in Japanese, and all interviews were transcribed and translated into English. Member check was conducted between the author and the participants so that the meanings of translations could be appropriate.

Discussion

Issues of academic literacy socialization and construction of academic identities supported the framework of sociocultural theory to find a significant connection between human beings and the societal world (Duff, 2010b, 2014; Morita, 2000, 2004). The cognitive model, zone of proximal development (ZPD), propounded by Vygotsky was underpinned in order to validate the relationship between the interactions with capable peers and the development of academic literacy and identity. In particular, attention of research on academic literacy has been focused more on the way learners demonstrate their agencies to gain the disciplinary competence as well as membership in a given discourse community underlying the sociocultural paradigm (Morita & Kobayashi, 2010).

This present study provided the central sociocultural perspective of community of practice (CoP), proposed by Lave & Wenger (1991), to generate benefits for a deeper understanding of the complex processes of social involvement with the disciplinary discourses and peers in the research seminar community. I examined how the newcomers (the participants) immersed themselves into the specialized community (research seminar course) and shifted from newcomers to an old-timer or senior, engaging with others and fulfilling various tasks in order to develop their academic literacy.

The notion of legitimate peripheral participation (LPP) constituted the core of exploring academic literacy socialization by the research participants in this research, as LPP characterizes "the process by which newcomers become included in a community of practice" and represents "important conditions under which people can become members of communities of practice" (Lave & Wenger, 1991, p. 100). Beginners devoted minimal efforts to the tasks at the initial step, but come to acquire the work through exposure to the texts on the subject. Newcomers move

from peripheral or limited participations to active or full participations in the target communities, playing a key role of the savvy person. Even though such peripheral participation comes about a natural result, it "must provide access to all three dimensions of practice: to mutual engagement with other members, to their actions and their negotiation of the enterprise, and to the repertoire in use" (Lave and Wenger, 1991, p. 100). Furthermore, Lave and Wenger claim that legitimacy of newcomers is a critical component to success in gaining the membership. The apprentice enhances his or her legitimacy, assuming various positive and negative forms (e.g., being active, comfortable, marginalized, or overwhelmed). It is significant for the experts, old-timers, and even teachers to increase the legitimacy for the beginners who try to enter into the given communities.

Based on the perspectives of CoP and LPP, academic literacy socialization needs to determine the association between the development of academic literacy and discourse socialization as well as initiation into the target communities. Learners acquire their academic literacy in a peculiar context, demonstrating various learning attitudes and interactions with others and encountering some struggles or conflicts with the discourse patterns. Thus, the crux of inquiries of academic literacy is to dissect the individual processes, experiences, and practices in close and to intimate detail. A holistic approach in a qualitative method is necessary to reflect each learner's real voices and descriptions of academic literacy socialization.

Although much research on academic literacy socialization highlighted L2 or ESL learners in an English-speaking setting, this study was conducted in a quite specific learning context (i.e., in a research seminar course at a local university in Japan), which has not been fully examined in the past. Specifically, studies of academic literacy targeted by undergraduate multilingual learners have been almost nonexistent. As one of the reasons for a dearth of the

studies in a particular learning setting, a bias creeps into the concept of EFL learning settings; learners aim to develop the English language skills rather than cultivate their expertise using English. Thus, this dissertation study not only introduced one of the findings of academic literacy socialization in a different setting but also stimulated some open discussions of academic literacy socialization by learners with diverse backgrounds in different learning contexts.

This dissertation study illustrated the case rendition of the development of academic literacy and academic identities through socialization by seven undergraduate multilinguals in my research seminar course. The cases contextualized how each student negotiated the English disciplinary discourses using scholarly articles, fostered their academic literacy through discourse socialization, and became initiated into the community of research seminar course. My research emphasized the descriptive accounts of each student from the multimodal data resources. Such a naturalistic qualitative approach contributed to the current discussions on the study of academic literacy socialization because adopting learners' stories helped to reinforce the deeper analysis of the way the involvement with others facilitated the development of academic literacy with a critical stance.

To negotiate the academic discourses using the English scholarly articles, all research participants undertook their own processes and practices. Looking back on the way the research seminar students developed their abilities for academic literacy, I found that almost all of the participants faced the necessity of acquiring the terminologies. At first, they relied on comprehension and memorization of the specialized terms shown in the professional resources, mainly consulting a dictionary or receiving support from the websites as Taisei did. The strategies would be an inevitable challenge that learners have to overcome even if they have high language proficiencies because all of the students had received a traditional instruction of

English reading comprehension in secondary school. Many research participants illustrated in their literacy autobiographies that the translation approach, *yakudoku* (translation approach), was predominant to understand the English paragraphs. Therefore, the students would rely on searching the meaning of the technical terms first as a natural learning technique.

The previous research revealed that L2 learners managed to tackle the problems of word issues in the disciplinary discourses (Casanave & Li, 2008; Crosby, 2003; Leki, 2003, 2007). For example, the research conducted by Leki (2003) showed that one Chinese learner had to accomplish the tasks of academic writing in English even though she already had thorough knowledge of the specialized area. In addition, Crosby's (2009) study indicated that the students, Tiffany and Andrew, had a hard time finding the appropriate methods to understand the academic terms while reading their assignments. As Tiffany hesitated to examine the disciplinary texts, most participants in this present study required a fair amount of time to interpret the meaning of the discourses due to the lack of academic lexical knowledge. Similarly, as my research seminar students had never received the opportunity to examine the academic written discourses of English, they had to grasp many new words. Since L2 and English language learners need to examine the lexical items included in the academic discourse, as the past studies showed, the research participants were far from linguistically incompetent. Rather, encountering plenty of hurdles of understanding the jargon was a platform vital to be initiated into the professional discourses communities.

Most students recognized that strong engagement and direct interactions with peers affected the development of academic literacy. Especially, the open discussions on various topics of L2 writing held in the classroom contributed to a deeper comprehension of the content of the literature for the research seminar students. As the students' case descriptions illustrated, having

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opportunities for interactions with their classmates inside the classroom was indispensable for leading further development of academic literacy by negotiating the meanings of the academic discourses. Social interactions provided space for sharing the students' repertoire of knowledge and for refreshing the professional knowledge as well. Although it was difficult for the research participants to negotiate the meanings of the disciplinary discourses, they noticed a substantial improvement in gaining construction of the disciplinary knowledge through interactions with others.

To achieve these mutual interactions, the students in the research seminar course attempted to socialize with their peers to engage in a deeper understanding of discourse. They noticed that discourse socialization through interacting with others is essential and meaningful to develop their academic literacy. Some scholars argue that students go through discursive processes to gain the membership of the discourse community at the initial phase of the development of academic literacy (Duff, 2010b; Casanave & Li, 2008; Leki, 2007; Morita, 2000). The processes to enculturate into the specialized community depend on the learning situations and backgrounds of the learners. Casanave and Li (2008) and Leki (2007) illustrated the experiences of fostering their academic literacies of learners who have diverse backgrounds in various disciplinary settings. In Leki's large collections of L2 writers' cases, the writers resolved the incongruity of writing between their L1 and English. They became socialized into the target communities and acquired their academic literacy skills (writing), engaging in interactions with the discourses and others. Leki assumed that social involvement in the similar discourse communities was the key to develop the skills of academic literacy. Casanave and Li (2008) highlighted the way diverse L2 graduate learners navigated their practices and difficulties in order to be initiated into their specialized communities. The arguments made by Casanave and

Li were to give thoughtful consideration to individuals' frame of reference since it is valuable to reflect on the variability of learners' situations.

In this present study, most students, Akiko, Jonghyun, Taisei, Chiaki, were able to participate in the discourse community of the research seminar course, shifting from the legitimate peripheral participation to active participation by encouraging mutual interactions. The participants agreed that interactions played a significant role of the development of academic literacy. The students in my research seminar course undertook various steps to enculturate into the specialized community and to obtain membership by stimulating participation in the classroom. Even though the seminar students had difficulties in developing their academic literacy skills through discourse socialization, the negative elements generated a substantial success. As Riazantseva (2012) pointed out, such negative attitudes and approaches that learners presented are key to bring about situations that contribute to achievement of literacy proficiencies.

Moreover, as Ferenz (2005) indicated, creating social network inside as well as out of the class is a critical component to accelerate the development of academic literacy. The research participants in this study had a chance to have joint work to make a presentation of the articles. Moreover, Akiko, Chiaki, and Miho concentrated on the casual meeting sessions to understand the content of the academic articles. They realized that such joint enterprise out of the class played a role of scaffolding for knowledge construction of the discipline and the progress of academic literacy. Chiaki expressed the appreciation of having opportunities to enter the communities of other professional courses. During the classes, she engaged in discussions on various topics in terms of education and applied linguistics. She was aware that this mutual relationship with others in the different specialized communities helped her to be a membership

of the community of the research seminar course. As a result, Akiko, Chiaki, and Miho appreciated their informal meetings for the assignments together out of the seminar course. The mutual engagement with the comfortable environment encouraged them to take a step towards interpreting the meanings of the scholarly texts.

However, the research participants, Miho, Sayaka, and Kenta, had difficulties in engaging in active participation in the disciplinary communities, even though they tried to immerse themselves into the academic learning environment. Miho, Sayaka, and Kenta, revealed the similar pattern of the findings obtained by Barnawi (2009) and Morita (2000). Miho had some experiences of interactions with her peers inside and outside the classroom, but she confronted the problems to take positive actions in the classroom, maintaining minimal participation in the discussion sessions due to her feelings of power imbalance with others. Sayaka actually recognized the importance and merits of the initiation into the discourse community, but Sayaka and Kenta missed opportunities to be involved in participating in the interactions in the classroom because they were somewhat overwhelmed by the high language proficiency of others.

In terms of construction of academic identity, academic identity is co-constructed by interacting with peers and experts in the target discourse community. The concept of the formation of academic identity rests on the degree to which one achieves the mutual relationship with capable members in the community through ongoing interactions in collaborative work (Kogan, 2000; Lave & Wenger, 1998). A few participants, Akiko, Jonghyun, Taisei, and Chiaki formed their academic identities, cultivating the disciplinary knowledge and making progress towards achieving their goals during the semester. Akiko and Jonghyun had an interest in teaching English, so their specific goals led to formation of academic identities and development

of further visions of the disciplinary field as well. On the other hand, other students, Miho,

Sayaka, and Kenta became aware of exploring the specialized field, L2 writing but they

remained positioned as English learners.

This section highlighted the discussions of research findings based on academic literacy

socialization and construction of academic identities of my research participants. Next, I suggest

some implications for teaching of and research on academic literacy socialization in EFL

contexts, especially the Japanese tertiary level.

Teaching Implications: Encouraging Academic Literacy through Socialization

Some colleges or universities in Japan open a specialized course to have English-major

students acquire a wide range of basic knowledge about the field and discuss several topics,

using English scholarly texts. Generally, English education in Japan has been situated as EFL;

however, many English programs in Japanese higher education offer more curricula of

professional courses similar to EAP (English for Academic Purposes) than those of general

English language. Because of the present conditions of tertiary Japanese English education, there

is an urgent need to provide adequate guidance of discipline-oriented classes for teachers. In this

study, I emphasized the unique learning context, a research seminar course, in the English

Program at my institute which is essential to encourage students to nurture their specific

disciplinary knowledge. Most teachers in the program hold research seminar courses using

English scholarly references to introduce the English academic discourses or cultivate critical

skills of the specialized field in English.

This present study emphasized the conception of CoP and LPP proposed by Lave and

Wenger (1991). I suggest some pedagogical implications of translating academic literacy

socialization into practical applications in the specialized courses in Japanese higher education.

The disciplinary courses, particularly focusing on negotiation of the academic discourses with scholarly articles, have different purposes, expectations, and goal orientations. In this section, I argue that teachers should give pedagogical attention to academic literacy through discourse socialization as follows: cultivating students' agencies and providing space for exposure to different voices.

Besides, teachers have a vital role to play so that students can become legitimate participants (i.e., old-timers, the experienced, seniors) and develop their academic literacy. Previous inquiries into the relationship between a teacher's role and students' construction of academic identity showed that a teacher's role in academic practices was an indispensable factor in learner development (Carbone & Orellana, 2010; Kirkup, 2010; Reveles & Brown, 2008). Thus, the teacher's main role is to tighten the social network in the discourse community, providing sufficient environments for the peer collaboration inside and outside the classroom.

The findings of this research revealed that the students in the research seminar course recognized the importance of dialog acts with peers in various places to improve their academic literacy. To enhance learners' academic literacy socialization, teachers need to encourage students to positively participate in the classroom community and enrich mutual interactions with others. In this study, the research participants found out that mutual interactions with peers in the classroom were one of the ways to understand the meaning of the academic discourse, as the development of academic literacy. Thus, teachers need to offer a wide range of attractive opportunities to students in order to exert a reciprocal influence on academic literacy socialization. Teachers should serve as intermediaries, helping students socialize into the class (discourse community), even as teachers also go through the participation process (Duff, 2007; Kucer & Silva, 2013; Morita, 2009). Creating communities via active engagement plays a pivotal

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role in academic literacy socialization and development. To support learners' formation of community, teachers have to gear their efforts towards classroom talks or group presentations. Sharing knowledge and discussions within the learning community is a useful strategy for legitimate learning. The members of a given community have to harmonize various values and interests, as the power balance in the teacher-student relationship makes a strong contribution to the socialization process. It is therefore important to consider to what extent practices in the community have an impact on the learning process (Haneda, 2006).

Moreover, teachers have to offer learners more opportunities to engage in collaborative tasks because the joint work accesses to the target discourse community, as academic discourse socialization. Learners appreciate the intricacies of the conventions of academic discourses while negotiating the meanings of the texts. Through oral interactions as a communal act, students can deepen an understanding of the disciplinary discourses and co-construct their anew knowledge of the specialized field. According to Seloni (2012), acts of academic literacy socialization by different newcomers (e.g., graduate, undergraduate, L2 learners) are a part of process of enculturation into the academic discourse community. Besides, Kobayashi's study (2003) indicated, undergraduate-level Japanese learners in Canada became involved in discourse socialization in out-of-class settings to achieve the success of the classroom oral presentations. Their strategies for the classroom tasks such as practices of collaborative work and oral presentation had valuable effects on the development of academic competence.

Next, it is necessary for teachers to establish the space where students can express themselves in order to explore the ways they try to examine the disciplinary discourses. As this present study indicated, learners in the research seminar course went through their own approaches and executed various strategies. The students' self-reflective journals and course blog

posts illuminated the intricate details of their processes, practices, and experiences to tackle the academic discourses. The reflective journal (in my study, for instance, the weekly journal) provided an effective means of review and professional knowledge construction as well. As students illustrated their thoughts and feelings of the class, they could realize their engagement in the academic literacy inside and outside the classroom; what social events they did to negotiate the disciplinary discourses. To highlight learners' insider's views serves as a valuable insight for the process of adjustment to the discourse community. Then, as teachers should provide students with the chance to reflect on all journals at the end, students can be aware of what the disciplinary discourse community needs and expects. Such students' self-reflective accounts included their beliefs and assumptions that helped students to rediscover the accommodation to the new educational patterns in the professional learning setting (Ohata & Fukao, 2014).

Another possible avenue to reflect students' voices is to utilize cyberspace. In the current language classroom, incorporating technologies into teaching is ubiquitous so that students can actively participate in meaningful mutual interactions (e.g., course blogs, chatting). The on-line discussions lead to a configuration of social networking within the fellows in the same or similar discourse communities (Lam, 2010; Uzuner, 2007; Seloni, 2008a). If teachers have complications regarding learning situations, such as classroom size, institutional policy, or students' characteristics, they have the potential to incorporate online discussions (e.g., course blog post) into activities that take place outside of the classroom. Posting opinions and thoughts enables learners to ensure meaningful participation.

Studies of employing the technologies have raised a question of the way learners change their attitudes towards the development of academic literacy through computer-oriented activities. Even though there are some critical remarks that on-line interactions are not achieved

under "real" situations, technological tools for educational approaches encourage students'

autonomy to be initiated into the target discourses. Students have several difficulties in

understanding the meaning of the disciplinary references. In this case, they can consult with

teachers and peers in order to seek viable solutions in a casual atmosphere. Furthermore, students

who show minimal participation in the classroom will have an opportunity to openly express

their opinions. In this research a few students (Miho, Sayaka, and Kenta) had difficulty in

entering into the discourse community of the research seminar course due to their personalities

(feeling a lack of confidence, knowledge, or language competence). However, the three research

participants described their deeper thoughts and clear voices in their journals and final narratives.

To make on-line commentary productive, meaningful, and constructive, each learner in the

discourse community should intervene in giving feedback as peer-mentorship. Teachers need to

ask students to respond to their classmates' on-line comments as a part of the evaluations for the

class. It is plausible for each student to be involved in peripheral participation in the community.

In this section, I provided some possibilities for teaching academic literacy through

discourse socialization, placing a significance of encouraging learners' agencies and constructing

their voices. The next section presents several implications for research on academic literacy

socialization underlying the research problem discussed in Chapter One and the findings of this

study.

Research Implications for Academic Literacy Socialization

Academic literacy has been defined in various ways depending on the research topic.

Previously, academic literacy signified the gain of writing proficiency with fluency in academia

or an ability to comprehend the academic discourse in the discipline (e.g. Swale, 1990). Yet, as

this dissertation research indicates, academic literacy means understanding of the disciplinary

discourse through socialization, interacting with people in the specialized community. Specifically, studies of academic literacy illustrate learners' complexities and uniqueness to intervene in the disciplinary discourses and to achieve core membership in the discourse community from a personal frame of reference. The issues of academic literacy socialization provide an insight into connections between the development of academic literacy and discourse socialization. Thus, implications for research on academic literacy need to pinpoint the nature of the learner's engagement in developing academic literacy.

As I mentioned in Chapter One, the line of research on academic literacy has been mainly conducted in English-speaking countries, and has focused on L2 undergraduate or graduate learners who are placed in the conditions under which English is in constant use. More discussions on academic literacy in diverse learning contexts are needed to pursue the issues of academic literacy socialization.

Specifically, further inquiries into academic literacy socialization of various undergraduate-level learners in different contexts or in specialized discourse communities (e.g. research seminar course) are required because such studies have yet to be explored fully. For instance, as in this dissertation study, it would be valuable to explore the learning setting of a research seminar course where it was a part of the curriculum in English education at a Japanese local university. Since multilinguals in various learning environments have to navigate complex forms of discourse through mediating both their L1 and English, the learners' unique contextual elements would naturally unfold. Although L2 learners in the English domain settings encounter some problems to improve their academic literacy skills due to their cultural backgrounds, multilingual learners need to be committed to a more complex web of the social, cultural, and educational milieu. More studies should explore the strategies that each learner embraces in

order to acquire academic literacy and identify the factors that influence the learners' academic literacy socialization. In addition, the students in the research seminar course were assigned to examine the professional L2 writing articles, but there are various other genres of academic texts such as books, academic journals, and blog posts. Thus, future research should examine how learners go through the socialization process in other various academic genres and how different genres impact academic literacy development and socialization.

As academic literacy socialization in diverse contexts has come to be acknowledged, various investigations employing qualitative approaches need to be conducted as a prevalent means to explore academic literacy socialization. In particular, exploring an individual student's academic literacy socialization would be meaningful to make an adequate interpretation in the learning conditions. A holistic viewpoint of a deeper personal frame of reference will contribute to a sound foundation of the personal investments of advanced literacy acquisition in diverse sociocultural approaches (Atkinson, 2011; Ortega, 2011). Thus, research on academic literacy in various EFL contexts needs to unpack the students' ongoing processes of discourse socialization in considerable detail. Such a micro-level analysis leads to findings of behavior or participation intertwined with complexities of socialization into the community (Watson-Gegeo, 1988).

To deepen the understanding of the participants' actual experiences, the use of self-accounts or exploration of personal cases is strongly advocated as a vehicle for the process of academic literacy acquisition (Duff, 2007a). The case rendition encourages learners to comprehend their inner feelings about their processes of discourse socialization and "to reflect on their academic learning in informal environments where they can easily voice their concerns, negotiate meaning and ask questions" (Seloni, 2012, p. 58). In addition, construction of academic identities by students can be emphasized at the same time. Almost all learners have struggles of

understanding the meanings of the disciplinary discourses at the initial stage. Yet, they learn to gradually notice their purposes, roles, and tasks in the target community afterward. According to Ohata and Fukao (2014), utilizing students' voices (accounts or interviews) raises students' self-awareness, "suggesting a change in their self-perception from 'language learners' to 'language users'" (p. 88). It is valuable to realize how students' identities as an academic personhood emerge. As this type of research using learners' voices underlines the importance on personal relationships based on the theoretical framework of constructivism, more detailed pictures of the way one interacts with others in the community need to be drawn.

Furthermore, to deepen the analysis of learners' literacy socialization, teachers' viewpoints or voices should be adopted. As Morita and Kobayashi (2010) suggest, "it seems crucial to examine instructors' views and concerns about their students' socialization as well as about their own challenges and transformations, as they attempt to deal with various learner needs" (p. 251). Besides, research in various geographic settings needs to attach a great value to the status quo of the institution. For instance, in English education contexts in Japan, students do not always immerse themselves into the environment using the target language all the time. They learn English to reach their precise goal or to meet their requirements of the curriculums. Interactions with others in English are often limited, and teaching approaches mediated by their L1 are popular. There are several educational constrains (e.g., policies, curriculums, classroom size); whereas, it is appropriate to strengthen the unique practical efforts to English learning in the specific learning contexts. Thus, further investigations are necessary to discuss how teachers handle the challenges and conflicts of the institution, as "[A] close examination of institutional factors that both enable and constrain instructors' decisions and actions would also be important" (Morita & Kobayashi, 2010; p. 251).

Epilogue of Academic Literacy Socialization

The unique specialized course, research seminar course in my university (called *zemi*) is a now-or-never chance to explore students' favorite professional field because students have to decide the seminar course by themselves; their major decision include which professional area or topic they want to study and which professor they want to work with to complete their bachelor thesis. Like the English program in my university, professors in the English department of many colleges/universities set up a casual environment for discussions on disciplinary topics using specialized English references, not just giving one-way or teacher-fronted lectures in the research seminar course. The professors welcome their students as peers, novice researchers, or disciples in their *zemi* class. For students, they have to immerse themselves into the specialized discourse communities. They surely need to overcome numerous challenges and hardships to gain the membership of the communities.

Exploring my dissertation topic, I found that complexities of English academic discourses that students encounter are not only inevitable but also valuable to develop their academic literacy skills. I do not interpret learners' psychological affects (e.g., difficulties, anxiety, tensions) that students experience in a negative light. Most students have never tackled the disciplinary discourses with English scholarly texts during their first and second years. Their learning situations seem to have shifted from general English to EAP (English for Academic Purposes) when students begin to learn their disciplinary topic. Even if their learning environments are suddenly changed, students will manage to handle the assignments of academic reading or writing.

Every year, I have some students who want to participate in my research seminar course and who have an interest in L2 writing or applied linguistics. When they were enrolled in my

research seminar course, they struggled with the academic readings and participated in multiple tasks fully, but learned to nurture their academic and critical abilities through interactions with scholarly books. I felt that they never gave up their work when I glanced at their books replete with scribbled memos, underlines in different colors, and translations. They underwent discursive processes of developing their academic literacy skills and encouraged their autonomy by themselves or by working together with peers.

This dissertation study provided me a great opportunity to devote myself to research on academic literacy socialization and to improve my instruction in my own research seminar course. While writing my dissertation, I often looked back on my experiences and processes of L2 academic literacy in the U.S. When I was an M.A. student, my work as an MA student served as an entry point into the academic world. In fact, I discovered the hard way that socialization with like-minded persons, teachers, peers, and friends facilitated my academic literacy proficiencies. I still remember that very casual discussions about the up-to-date research topic with my classmates and my Japanese friends or asking simple questions about the references helped me to construct my knowledge of language teaching and to develop my academic literacy skills gradually. Moreover, when I began my Ph.D. program, I attempted to reconstruct and reshape my academic identity, and further improve my L2 academic literacy in the same manner, interacting with various professional resources and collaborating on the tasks with my capable peers and mentors. This dissertation allows me to engage in journeys of academic literacy socialization in order to provide an insight into teaching and research. Through my experiences of developing L2 academic literacy during my graduate student in the U.S., I have tried to apply my experiences and practices of academic literacy socialization into my teaching of research seminar course: How should I create an opportunity to enter into the academic discourse

community? How should I view my positionality in my research seminar course, a teacher, an old-timer, a facilitator, or a broker of academic literacy? How should I encourage my students to initiate socialization with others inside as well as outside the classroom? It is my belief that my students' difficulties in developing their academic literacy skills have contributed to further improvement of the course quality of my research seminar course and to the construction of my identities as a Japanese university-level teacher-researcher-scholar.

After my doctoral program is completed, my journeys of academic literacy and English language teaching will be perpetual. I still have to progress my academic literacy skills and pursue new knowledge in my discipline, while being socialized into discourse communities; I will participate in the domestic and international professional conferences, talk with scholars, researchers, teachers, and work colleagues, and examine a wide variety of scholastic journals. This academic socialization will be important to mature myself as a researcher and scholar, who specializes in this dissertation topic and L2 teacher education, especially in English educational contexts in Japan. Then, the processes of socialization into the discourse communities will be conducive to improvement of instruction in my research seminar course. In Japanese university settings, there are a lot of students who have diverse backgrounds of education and language. All students in Japanese learning settings do not always receive the same English instruction, nor can be positioned as "EFL learners". Thus, to create a sound as well as student-friendly learning environment, I have to be involved in socializing with students, engage in having discussions, and co-construct my deeper disciplinary knowledge as a university-level teacher and a teacher as a learner.

My dissertation study presented clear pictures of academic literacy socialization by seven Japanese multilinguals, exposing the "behind the scenes" of the student's feelings and beliefs.

The findings obtained from my research were one case of academic literacy socialization in a different setting, which has yet to be fully undertaken. Yet, I would like to mention that this inquiry serves as a basis for study of academic literacy socialization in a particular learning context.

In addition, my dissertation research gave me a chance to reconstruct my positionality of a teacher-researcher-scholar as well. As a teacher in the research seminar course, I tried to introduce the area of L2 writing and encourage my students to construct their professional knowledge by examining the English references before starting the Ph.D. program. Of course, I talked with my seminar students, discussed a lot on the issues of L2 writing with them, and shared my experiences and knowledge with them, building rapport among them. Reflecting on my previous positionality, I emphasized the development of teachability and approaches for academic discourses as a teacher side.

When I began analyzing the data sources of this dissertation study, I asked myself various questions about the students' academic literacy socialization: What are the benefits of the peer interactions for him/her? What feelings did he/she have during the initiation into the discourse community? Why did he/she lead to sense of membership in the community and construction of expert identity?, and so on. Through engaging in my dissertation, I found the importance of interconnection of research and teaching about academic literacy. As I mentioned, I can very much understand the necessity of my improvement of teaching in research seminar course classes to help students understand English academic discourses through socialization. Then, studies of academic literacy in Japanese educational context need to be published internationally and expanded further in order to discuss the significance of exploring academic literacy socialization in various learning settings. I have to share my visions on and look into the

feasibility of the issues of academic literacy socialization with a critical eye from a teacher-scholar's observation points.

Conclusion of This Dissertation Study

This dissertation study explored academic literacy socialization and the construction of academic identities by seven multilingual students who joined my research seminar course in a Japanese university. The primary goal of this research was to show the case profile of the development of academic literacy through discourse socialization and formation of academic identities of each research seminar student.

Research on academic literacy and discourse socialization has been valuable with a qualitative method in the area of applied linguistics. Since learners go through various complex processes to engage in participation in the discourse community in a specific learning context, clear explanations of challenges and practices that learners confront are invaluable to understand the way they move toward gaining a membership in the community (Casanave & Li, 2008; Duff, 2014; Watson-Gegeo, 2004). Furthermore, a language socialization paradigm attaches importance to the sociocultural perspectives, especially, community of practice. All newcomers are situated as legitimate peripheral participants at the beginning and try to shift themselves towards becoming an expert and constructing identities as a core member of the community (Wenger, 1998).

From the emerging trend of academic literacy socialization, this dissertation study was conducted based on the following research question:

- How do undergraduate multilinguals, enrolled in a mandatory research seminar course, negotiate and become socialized into their academic discourse and construct their academic identities using various English scholarly texts?

The seven research participants in the research seminar course adopted various strategies to negotiate the meanings of the English academic discourses via disciplinary texts at the beginning of the semester. After going through experiences and practices of academic literacy inside and out of the classroom, the multilingual students tried to socialize into the discourse community and engaged in mutual interactions in order to gain a better understanding of the disciplinary discourses. Such social interactions with others contributed to active participation in the specialized community for some students (e.g., Akiko, Jonghyun, Taisei, and Chiaki). Although discourse socialization facilitates a deep understanding of the academic discourses, inequality or power balance blocked kept peripheral learning within the classroom. In this study, Miho, Sayaka, and Kenta felt a power imbalance, but realized that sharing information with more capable peers emphasized the importance of cultivating their professional knowledge.

When students served several roles to help other seminar students, academic identities were co-constructed; moving toward becoming a core member and constructing expert identities. Exploring the professional area and socializing with others, Akiko, Jonghyun, and Taisei, especially, came to be aware of positive access to the community of the research seminar and shifted from peripheral learners to being more experienced. Miho, Sayaka, and Kenta perceived the differences between their previous English study and disciplinary learning in the seminar class. However, they remained continua of being English learners and being their positioning as peripheral learners.

In this dissertation, I discussed implications for teaching of and research on academic literacy socialization in Japanese higher education. To nurture students' expertise, teachers need to help students enrich their participation in the community and more mutual interactions both inside and outside the classroom. To do so, teachers should provide various opportunities in

order to encourage students to reflect interplay among others, serving their roles as an intermediary.

Further studies of academic literacy socialization need to focus more on the relationship between understanding of academic discourses and socialization into the target community from personal frame of reference. As multilingual learners in this study, learners with different backgrounds have to navigate complex discourse patterns using their first language, English and other languages. Since the learners' contextual elements are valuable and unique, research needs to delve into the way the learners try to solve the problems of academic literacy and improve their professional knowledge, while being involved in the complex sociocultural milieu.

Even though this study showed a case rendition of academic literacy socialization and academic identity construction of seven multilingual learners in a Japanese university, the findings obtained from each case description shed light on the investigations of academic literacy socialization which highlights a specific learning context in various countries.

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Appendix A

Research Seminar Course Syllabus
Issues of Writing in English

Tuesday 5th period (16:00-17:30), Room 2412

Instructor: Yutaka Fujieda
Office: No. 10 Building 3
E-mail: Fujieda@c.kyoai.ac.jp
Office Hours: Tuesday 10:30-12:00 Thursday/Friday 14:30-17:30 (by appointment)
Office Phone/Fax: 027-266-9115

Course Description:
This research seminar class is for only English-major juniors who have chosen Fujieda-seminar. My research seminar class focuses primarily on learning research issues of writing in English through reading various English scholarly texts. Studies of writing in English have been developed in various learning settings and have flourished as an interdisciplinary field. The purpose of this research seminar is to build the specialized knowledge of studies of second language writing as well as to share students' thoughts and ideas in order to deepen understandings of the expertise in the classroom. In this class, students should contextualize what studies of writing in English have been conducted across the contexts. Then, students need to understand what other areas (e.g., second language acquisition, sociolinguistics, second language education, psychology) are interrelated to writing studies. In addition, students interact with academic discourses through reading a wide range of professional references.

Course Objectives:
  I.   To construct the knowledge of issues of writing in English, understanding the scholarly articles
  II.   To enhance the understandings of this scholarship sharing and discussing the thoughts and ideas with peers
  III. To develop critical thinking skills by reflecting on your learning, understanding, or the class activities
  IV.   To adjust to academic discourses through interacting with the scholarly texts
  V.   Find an interesting issue for your bachelor thesis next year

Course Textbook:
    No requirement textbooks. Instructor will distribute the reading articles on Moodle.

Course Format:
        This seminar class is designed to gain the understanding of the specialized field by discussing as well as sharing your thoughts. The classroom activities will be an article presentation (pair or group), class discussions, and other work.
        The presentation should be made based on the assigned reading article. Thus, you are strongly expected to read the article. Especially, when you are in charge of the article presentation as a discussion leader, you should prepare for the materials to lead peers to

understand as well as to discuss the issues. You have to submit a weekly journal *every week* before next class. Late assignments will be accepted, but **they affect your grades**.

This seminar class is not teacher-centered nor memorization-oriented. There are **_no_ _"correct" and "wrong"_** answers in any specialized field. Your positive learning behavior is highly expected. Please ask any questions and share your thoughts, even if you feel as "this question is silly". Please remember that tiny issues will produce valuable discussions on the topic.

Course Requirements:
  1. *Literacy Autobiography (10%)*: You are required to write your history of learning English. Reflect on your English studies in senior high school as well as English activities during your 1st and 2nd year in college. What/How did you or have you learned English in and out of the class? Please write your stories in English with more specific details (*double-space, 12 point size, 3 pages*). Don't worry about grammar mistakes. Your "voice" is very important.

  2. *Weekly Journal (30%)*: This is a reflective journal to provide you with an opportunity to gain understanding of the reading article. Please express yourself freely: what you learned, what you consider about the article, how you feel about the classroom discussions, or show your critical ideas. Write either Japanese (*1.5-space, 10.5 point size, more than 1 page*) or English (*double-space, 12 point size, more than 1 page*). There is no specific format, so you can put tables, diagrams, or figures if you want to illustrate. Please **submit your journal on Moodle** by Monday, before next class. Keep your weekly journal file to revise it later.

  3. *Chapter Presentation (20%)*: You are responsible for leading the class. Work with your partner(s) and read the article carefully. Then set up a few discussion topics or questions so that peers can engage in the classroom workshop. You can make some quizzes or games in terms of the article. Please prepare for PowerPoint and handout in class. After presentation, you have to post your comments and thoughts about the article or being discussion leader in the "discussion forum" section in Moodle by prior to the next class. Other students have to respond to them at least once.

  4. *Seminar Portfolio (40%)*: At the end of each semester, you have to submit all weekly journals and your literacy autobiography. When you finish the all revisions and positionality narrative, compile all of the written work in the binder that the instructor gave you in the class.
  A. This portfolio should include **all of your revised** weekly journals and your literacy autobiography based on my feedback. Contemplate your studies and learning in the seminar class, too.
  B. In addition, write your **positionality narrative in English** (*double-space, 12 point size, 3-5 pages*), reexamining your involvement and identity as an academic learner of the specialized field situated within your learning context. For instance, how do you see yourself in your learning context? Did you change your learner position? If so, how did you change it? What made you so? Who helped you to change your learner position?

What interferes with your development of an academic learner? Try to explore your academic-learner positionality in detail.

Grading System:
S: 91-100
A: 81-90
B: 71-80
C: 60-70
D: 0 -59 (Failure)

Attendance Policy:
Regular attendance in all classes is required. As the policy of the English Course Program says, your absent rate is over **-4.5** (**absent -1, late -0.5**), you are ***not allowed to attend the class in the semester***. No exceptions will be made for this rule. If you are going to miss a class for a legitimate reason, talk to your instructor or email him in advance. Since this seminar class has a lot of group work, your participation is crucial. For another attendance policy, read the KEP (Kyoai English Program) guidebook.

Other Classroom Policies:
- Bring the photocopy of the reading article in the class. All articles are on Moodle.
- Please handle all of the articles with care. They have copyright. **DO NOT** share them with others.
- Please save any of your work files and make a photocopy of all of your written work for yourself.
- Work with peers collaboratively inside/outside the class.

MAEBASHI KYOAI GAKUEN COLLEGE

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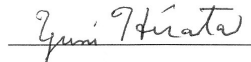
共愛学園前橋国際大学
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A Letter of Permission for Research Data Collection　学長　平田郁美

Mr. Yutaka Fujieda
Indiana University of Pennsylvania
Composition & TESOL Program in the English Department

We hereby grant permission for Mr. Yutaka Fujieda to collect his research data for his Ph.D. dissertation in a required course for English-major juniors, *Research Seminar I* and *Research Seminar II*, instructed by Mr. Yutaka Fujieda in the academic year 2012 (April-July, September-January).

We also certify that Mr. Yutaka Fujieda declares that he will move forward the collection for the required data, observing the following rules; (1) The participation in Fujieda's research study is voluntary, (2) Data collection will begin upon the completion of the course and grades have been distributed, (3) The collection of the data will not affect the participants' grades in *Research Seminar I* and *Research Seminar II*, and (4) All responses and information of the participants will be held in strict confidence.
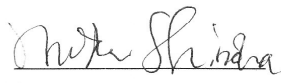
Yumi Hirata
Maebashi Kyoai Gakuen College
President and Professor

Yumi Hirata　　2012/3/22

Akio Omori
Maebashi Kyoai Gakuen College
The Department of International Social Studies
Dean and Professor

Akio Omori　2012/3/22

Midori Shinohara
Maebashi Kyoai Gakuen College
The Department of International Social Studies
The English Program Coordinator and Associate Professor

Midori Shinohara 2012/3/22

Appendix C

Informed Consent Form

Dear students in Fujieda's Research Seminar

I am a doctoral student in the Composition and TESOL program at Indiana University of Pennsylvania in the United States. I am writing my dissertation tentatively entitled as *Academic literacy socialization and academic identity construction of Japanese college-level EFL learners*. This study explores how Japanese EFL learners enrolled in a required research seminar course negotiate and become socialized into academic literacy and academic identities.
I am very interested in examining your processes, practices, and experiences of academic literacy as well as your academic identity construction.

As you participate in this study, you will be asked to submit your (1) weekly reflection journals and (2) portfolio, including the revised weekly journals as well as your autobiography, "My journey of academic literacy" that you made in Research Seminar I during the first semester, as course requirements. Moreover, you will be required to give the researcher permission of the use of your posting comments in the "discussion forum" on Moodle. Finally, you will be asked to voluntarily join an interview with the researcher and a group interview between the researcher and the study participants.

The detailed explanations of the project are written in both English and Japanese in the informed consent form. The form will help you to take an informed decision on the study whether or not you will participate in this research project. Your participation in this study is voluntary. If you are interested in the study, I will protect your privacy. Any information will have no affect on your grades of Research Seminar I because your grades have been already distributed to you. If you agree to participate in this project, the voluntary consent form will be provided by Dr. Ai Takeuchi. You will be asked to sign the form and submit it to Dr. Takeuchi directly.

Feel free to contact me: Yutaka Fujieda, fujieda@c.kyoai.ac.jp or 027-266-9115.

Sincerely,

Yutaka Fujieda, M.A.
Doctoral candidate in the Composition and TESOL program
English Department
Indiana University of Pennsylvania

Informed Consent Form

You are invited to participate in a research study about your academic literacy socialization and academic identity construction. The following information is provided in order to help you to make an informed decision whether or not to participate. Your participation in this research project is voluntary. You are eligible to participate in this study because you are college juniors who study English as a foreign language (EFL) as well as take a mandatory research seminar course at Maebashi Kyoai Gakuen College.

今回、私の研究に参加頂ければ大変ありがたく存じます。あなたは共愛学園前橋国際大学で「課題演習」を履修している学生で、EFL 学生であるため、研究の参加資格がございます。

The purpose of this study is to explore the processes, experiences, and practices of academic literacy socialization and academic identity construction by Japanese college-level EFL learners in a required research seminar class. Specifically, this research study delves into how Japanese undergraduate EFL learners go through the processes of negotiating the meanings of academic texts, what practices of academic literacy they engage, what challenges they encounter during their academic literacy socialization, and how they construct their academic identities in the situated learning contexts.

本研究の目的は、課題演習を履修している日本人大学生が、学術リテラシーの社会化のためにどのような過程、経験、訓練を行ったのか、そして学術的アイデンティティーがどう形成されているのかを探求することです。

Participation in this research will require your permission to submit your data files of (1) weekly reflection journals and (2) portfolio including the revised weekly journals as well as your autobiography, "My journey of academic literacy" that you made in Research Seminar I during the first semester as course requirements. You will be also asked to give the investigator permission for the use of your postings shown in the "discussion forum" on Moodle. In addition, you will be asked to have an interview with the researcher (recorded on a digital recorder with your permission) and a group interview between the researcher and the study participants as voluntary.

本研究にあたり、「課題演習Ⅰ」で作成した課題①reflection journal、②学期末に提出したportfolio を提出して頂きます。またボランティアとして、個人インタビュー（日本語）と集団インタビューを実施致します。

If you are interested in participating in the current study, please be assured that I will protect your privacy. You may be assured that any information that you may provide will not affect your grades in Research Seminar I since I have already assigned grades before knowing if you are participated in the research. I will not look at your materials until I receive your signed consent form.
To protect your privacy, I will use pseudonym to keep your identity private. All data sources will be stored in a password protected computer or in a locked cabinet in my office that only I have

access to. If you agree to participate in this research project, you will be asked to sign an Informed Consent form.

研究参加に同意された場合、あなたのプライバシーは完全に保護されます。また、あなたが提供した個人情報が、課題演習の成績、そして学業ステータスに影響することは全くありません。研究内容が個人的性質を持っているため、あなたの氏名は匿名に変えさせて頂きます。また、個人方法は第三者への提供、無断使用は一切致しません。個人情報は研究者によって、厳重に管理されます。

Your participation in this research project is voluntary. You may withdraw at any time by notifying the researcher, Yutaka Fujieda at fujieda@c.kyoai.ac.jp or the Dissertation Advisor, Dr. Gloria Park at gloria.park@iup.edu, without harming the relationship with the investigator. Upon your request to withdraw, all information pertaining to you will be destroyed. If you consent to participate, all information will be held in strict confidence, and your responses and information will not be disclosed to a third party.
The results obtained from the research may be published in professional journals or presented at academic meetings but the researcher considers your identity as strictly confidential under the pseudonym.

あなたの研究参加は自由です。もし、参加されて、途中で辞退することも可能です。辞退した場合、これまでに提供された全てのデータは消去されます。

If you elect to participate in this study, please sign the statement attached.

The Investigator:	Dissertation Advisor:
Mr. Yutaka Fujieda	Dr. Gloria Park
Ph.D. candidate in English	Associate Professor of English, IUP
E-mail: fujieda@c.kyoai.ac.jp	E-mail: gloria.park@iup.edu
Phone: (027)-266-9115	Phone: (+1)-724-357-3094
Office: Maebashi Kyoai Gakuen College	Office: Indiana University of Pennsylvania
1154-4 Koyaraha-machi	346 Sutton Hall, 1011 South Drive
Maebashi, Gunma, 379-2192, Japan	Indiana, PA, 15705, USA

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: (+1)-724-357-7730).

Voluntary Consent Form

I have read and understand the information on the informed consent form. I agree to volunteer to be a research participant in this study. I understand that my responses and information are handled as strictly confidential and that I have the right to withdraw this study at any time.

Name: _____ .

Signature: _____ .

Date: _____ .

Phone number: _____ .

Email: _____ .

I hereby certify that I have explained to the above individual the purpose, the nature, the potential benefits, and possible risks associated with participating in this study in a clear manner. I have answered any questions that have been raised and have verified the above signature by the participants.

Date: _____ Investigator's Signature:

Appendix D

Demographic Background of Participants

       I would like you to respond to the survey below. After you answered all of the questions, please return it to me directly. The purpose of this survey is to understand the general history of your background to learning English.

       Please note that this information is completely confidential and will be used exclusively for the purpose of the research. I will keep this sheet in a plastic binder which can only be accessed or used by the researcher.

Background Information Sheet

1. Name:

2. Age:

3. Gender:

4. Geographic area where you studied English in Japan:

5. Years in learning English:

6. Activities of English learning

7. Disciplinary courses in the English Program you took:

Appendix E

Course Assignment 1: Literacy Autobiography of English

<u>Directions</u>

You are required to write your history of learning English *in English*, focusing on English literacy (reading and writing). Look back on your English studies in senior high school and during your 1st and 2nd year in college.

Write your stories of experiences and practices of English literacy in chronological order in 3 pages. To complete your autobiography, please use double-space and 12 point size. Don't worry about grammar mistakes too much.

You have one month to complete your autobiography. When you finish, please submit your paper in the "*Literacy Autobiography of English*" box on Moodle.

Appendix F

Course Assignment 2: Weekly Research Seminar Journal

<u>Directions</u>

This assignment is a reflective journal to review the class and to deepen your understanding of the reading article.

In this weekly journal, you can include:

- a brief summary of what you learned in class.

- your ideas, thoughts, and critiques such as what you have considered about the article and how you learned through the classroom discussions

- your findings of problems in the article

Write your journal in *either Japanese* (**1.5-space, 10.5 point size, more than 1 page**) *or English* (**double-space, 12 point size, more than 1 page**). Feel free to add tables, diagrams, or figures if you want to illustrate.

Please submit your paper in the "*Weekly Journal*" box on Moodle **by Monday**, prior to the next class. Keep your weekly journal files to revise them at the end of the semester.

Appendix G

Course Assignment 3: Portfolio and Positionality Narrative

<u>Directions</u>

As for the final exam in this class, you have to make a portfolio. In the portfolio, you have to include the following written work **<u>with revision</u>**:

- literacy autobiography

- all weekly journals

Please revise the documents based on my comments and add your thoughts, contemplating your learning in the seminar class.

Next, try to reexamine your positionality as an English learner and make a short narrative, *positionality narrative* (**double-space, 12 point size, 3-5 pages**). Think about your positionality as an English learner, questioning yourself,

- What did you learn in the seminar course through the semester?

- how do you see yourself changing throughout the course of this semester in your learning context?

- have you noticed any difference in your behavior to your studies of this research seminar course? If so, why do you think so?

- who helped you to change your learner position?

When you finish all of the written work, compile the documents into one file and name it as "portfolio". The order in the file should be (1) literacy autobiography, (2) weekly journals, and (3) positionality narrative. When everything is done, turn in the file in the "*Portfolio*" box on Moodle. Finally, print the portfolio and put a copy in the binder that the instructor gave you in the class.

Appendix H

Course Assignment 4: Blog Entries

<u>Directions</u>

Please make some comments on the blog function in Moodle after you finish being discussion leader in the class. This is a great opportunity to share your ideas and thoughts and to develop your professional knowledge by interacting with others.

On the blog, you can write:

- your impressions of being discussion leader

- your thoughts, ideas, and critiques of the article you presented

- questions you discussed with other seminar members

Appendix I

Questions for Follow-up Individual Interview

(1) How long did you spend reading the articles?

(2) How did you try to read the articles to understand the content?

(3) Did you do your reading assignments by yourself or with someone? If you did with

others, who were they? Where did you do? What are the differences of doing homework

between individually and collaboratively?

(4) Through keeping weekly journals, what did you learn?

(5) What do you think about your positionality throughout the research seminar course?

(6) Do you think your positionality towards learning English has changed by taking the research

seminar course? Why do you think so?

Appendix J

Questions for Focus Group Interview

<u>Interviews with seven participants on February 1st 2013</u>

(1) Through the semester, what do you think about reading the professional articles in the

seminar course?

(2) How did you try to understand the academic written discourse while you were preparing

for being discussion leader?

(3) How did you prepare for presentation with your partner?

(4) What is important for you to learn and understand academic literacy?

(5) What do you think about your positionality as an English learner? Do you feel any

differences of learning English (e.g., behavior, motivation, or belief)?