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Exploring Academic and Disciplinary Literacy Socialization and Enactment of Seven International Undergraduate Business Students

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EXPLORING ACADEMIC AND DISCIPLINARY LITERACY SOCIALIZATION AND ENACTMENT OF SEVEN INTERNATIONAL UNDERGRADUATE BUSINESS STUDENTS

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This dissertation explored the academic and disciplinary literacy socialization of seven international undergraduate business students. It used a qualitative multi-case design to answer the question: *How do international undergraduate students in business and management experience academic literacy and disciplinary socialization in their majors?* The data collected to answer this question utilized face-to-face interviews and writing samples. The respective participants were seven international undergraduate senior students from four business majors: international business management, human resources management, supply chain management, and finance.

Results indicated that there are nine salient themes speaking to how my participants experienced academic literacy and disciplinary socialization in their majors. These included the participants' path and journey to their majors, and their disciplinary writing and reading perceptions and practices. Results also revealed the role of group work as impactful in the participants' socialization. As the participants encountered disciplinary challenges, they used coping strategies and/or affordances to respond to such challenges and proceed with their socialization. The role of environment has also been identified as a contributor to the participants' academic literacy journeys. As a consequence, they managed to develop a sense of disciplinary identities in their majors. Moreover, they had perceptions about the value of their first languages (L1) as making them more marketable as business professionals.

Considering the findings above, this study offers new insights into how international undergraduates experience academic literacy and disciplinary socialization in business and management majors. It also helps reveal the kind of challenges those students encounter and how that relates to their socialization. It concludes with highlighting important areas for future exploration to better understand the socialization processes of international students in general and business students in particular.

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CHAPTER ONE

INTRODUCTION

International Students in the United States Higher Education Context

In recent years, the number of international students entering the United States (US) to obtain their higher education degrees has increased immensely. According to the Institute of International Education (IIE), the number of international students joining US universities and institutes has jumped from 547,867 in 2001 to 1,078,822 in 2016/2017 (Institute of International Education, 2001-2017). Those students mainly enter the US on a student visa to obtain their degrees, to benefit from the cultural and academic environment associated with these degrees, and to learn English as the world's lingua franca. This increasing population has impacted the US higher education context as well through increasing diversity and adding up to the emerging "tensions and conflicts" (Zamel, 1995) accompanying such a diversity.

International students, those whose first language (L1) is not English and who join the US colleges and universities on student visas, also represent a diverse and heterogeneous population. Their knowledge of the American higher education system is usually minimal prior to joining their programs and universities in the US. Their diversity is associated with differences in literacy background, L1, L2 proficiency, culture, ethnicity, affiliation with different educational systems, etc. These differences put an extra pressure on those students. Moreover, their pressure is furthered by differences in institutional expectations, interpersonal interactions, and academic rhetorical conventions (Matsuda & Hammil, 2014). Such differences make their academic development a complex and demanding process especially as they experience both a "socialization through the use of language and socialization to use language" (Ochs & Schieffelin, 2012, p. 11). That is, they need to develop good knowledge of the language in the

target context, and at the same time, to develop academic language to meet the different academic expectations in their respective disciplines.

As they start learning a new language, international students begin to develop "multicompetences". That is, they develop "a distinct compound state of mind that is not equivalent to two monolingual states" (Pavlenko and Jarvis, 2002, p. 192) and is "qualitatively different from monolingual competence" (Canagarajah, 2006, p. 591). Those students, therefore, do not develop a separate competence for each language they use actively, but rather it is one dynamic competence where resources from different languages, cultures, and literacy experiences interact and impact each other and/or interfere with how students act across language boundaries and contexts (Connor, 2002; Kaplan, 1966; Matsuda, 1997).

As those students perform in different academic contexts in their L2, they face various challenges. These challenges result from linguistic differences (e.g. grammar and word choices), cross-cultural rhetorical differences (e.g. thesis building), expression of voice (e.g. avoiding first person pronouns), and understanding respective academic discourse (Kaplan, 1966; Matsuda & Hammil, 2014). A good example comes from Spack (1997) whose focal student, Yuko, struggled with her academic development in the US. Part of Yuko's struggle as an international relations major was the intercultural differences between Japanese and English. Yuko "claimed that there was a Japanese way of writing and an American way of writing" (Spack, 1997, p. 39). When she managed to see through such style differences, Yuko successfully accommodated herself to the American style that was required in her new academic context. These possible intercultural differences are not only pertinent to the written text, but also to the interpersonal interaction itself. In this respect, not only did Yuko change her writing style but she also adopted "a more American way of interacting in class" (Spack, 1997, p. 23). These differences make

international students' academic journeys in the US higher education context even more challenging.

The other challenge that international students encounter relates to the very nature of academic discourse. Following Gee (1998), academic discourse is used in the current study to mean "a socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of [an academic community]" (p. 51). In this respect, it is important to highlight Gee's (1998) distinction between "primary discourse" and "secondary discourse." The primary discourse is the discourse of a community that insiders acquire in their cultural and linguistic environment. Secondary discourse is the institutionalized discourse that needs to be learned. Considering this distinction, Gee (1998) emphasizes that academic discourse falls within secondary discourse and thus needs to be learned. Even for those who have already acquired education or academia as part of their primary discourse in a community, the transition to a successful academic discourse is not always an easy or smooth process. Relating this to international students, it is important to note that they have to deal with both primary discourse and secondary discourse- *as represented by academic language*. This means further challenges that international students must face as they experience double socialization: a socialization into the English language as a whole and a socialization into a student's respective academic discourse. Notably, the second socialization, the socialization to the discipline, is challenging even to L1 students since academic language is the mother tongue of no one (Bourdieu & Passeron, 1990; Huang, 2013). Henceforth, academic literacy socialization of international students is a multilayered process.

Against the landscape described above, researchers have started to explore different aspects of L2 academic development (Canagarajah, 2013, 2015; Cheng, 2007; Duff, 2002;

Hyland, 2015; James, 2006a; Kobayashi & Rinnert, 2013; Leki, 2003, 2007; Liu & Tannacito, 2013; Norton, 1997; Shrestha, 2017; Spack, 1997; You & You, 2013; Zamel & Spack, 1998). Those researchers have used different theoretical constructs and methodological tools to better understand international students' academic literacy development. They have also highlighted important findings such as the transformative nature of academic discourse, the role of students' investment in academic socialization, the transfer of skills and practices across disciplines, and the nature of discipline-specific practices (see Chapter Two for more extensive discussion). Despite the interest in different aspects of academic literacy that this research explores, little attention has been paid to how international students experience academic disciplinary literacies in upper levels (junior and senior years of an undergraduate degree) in their majors. As each discipline has its own epistemological stances, discourses, and rhetorical conventions that make it a more distinct and visible community in academia (e.g. acting like an international business major), more attention needs to be paid to how international students develop disciplinary knowledge in their majors.

Although the number of international students entering the US to obtain higher education degrees is rapidly increasing, there is only a handful of studies that explore how those students experience and learn disciplinary literacy. In this respect, it is important to refer to Leki (2007) and Spack (1997). Both studies used qualitative longitudinal design to explore international students' academic socialization in upper levels (junior and senior years as previously referenced). For example, these two studies underscored the connection between academic practices, socio-academic relations, and students' investment. Yet, they both reported on data from the 1990s. This means that more research needs to be conducted in this respect. That is, the higher education academic landscape in the US has witnessed many changes. For instance, the

number of international students coming to the US has doubled in the last 15 years to reach 1,078,822 in 2016/2017 (Institute of International Education, 2017) increasing students' diversity to a large extent. There is also a noticeable change in the sociopolitical climate, disciplinary orientations, and technological advancements since then (Leki, 2007).

Focusing more closely on the disciplines of international students in the US, it is quite noticeable that those students tend to choose specific majors. For instance, business and management majors have ranked second in international students' enrollment in 2016/2017 with 200,754 students in comparison to 106,043 in 2000/2001 (Institute of International Education, 2017-2001) (research on L1 also indicates an increase in such majors- see Wolfe, Olson, & Wilder, 2014). This shows an increase of more than 100% within the span of the past 15 years. It comes to almost 20% of the overall international student population studying in the US. Despite this significantly high number of students in such majors, there has been a lack of research focusing on how those students develop academic and disciplinary socialization in upper levels (junior and senior years of an undergraduate degree). This lack of research has resulted in calls for more research to respond to such an increase (Wingate, 2015; Bhatia & Bremner, 2012). These calls have also underscored the outdated theories used to understand students' disciplinary socialization in such constantly changing and developing majors as business and management in today's globalized world (Bhatia & Bremner, 2012). To this point, this study explores the disciplinary socialization of seven international undergraduate senior students in an American university majoring in business and management. It focuses on the disciplinary practices those students engage in, the way they respond to such practices, and how the students' disciplinary practices help them develop disciplinary professional stances or "insider status" (Ivanic, 1998) necessary for their potential future contexts and trajectories.

Academic Literacy: Zooming In

As highlighted above, academic and disciplinary literacy is a complex process for both L2 and L1 students. Within the context of L2, researchers have tried to shed light on different aspects of this process. Some researchers have focused on the theoretical aspects and how they relate to pedagogical stances (Canagarajah, 2006; Duff, 2010, 2012; Gee, 1998; Hyland, 2007, 2015; Lillis & Tuck, 2016; Sterponi, 2012; Wingate, 2015). Other researchers have been interested in the connections between such theoretical aspects and L2 students' practices and experiences on both the undergraduate level (Hyland, 2013; Kobayashi & Rinnert, 2013; Leki 2007; Liu & Tannacito, 2013; Peirce, 1995; Spack, 1997; Zamel & Spack, 1998; Zamel, 1995) and the graduate level (Braine, 2002; Canagarajah, 2011, 2015; Cheng, 2007; Seloni, 2012). Out of this spectrum of foci, the disciplinary nature of academic literacy requires more attention. That is, each discipline develops its own epistemologies, practices, and genres. This means that students need to understand how their respective disciplines work.

Even within very interrelated disciplines (e.g. business and management majors), there are some noticeable differences. In her study of writing in business courses, Zhu (2004) found that there are key differences of disciplinary literacy in business majors. Quoting one of her focal business professors on such differences, that professor comments:

> Students in the same class, same materials, different answers. That happens to management all the time. It's one of the good things about management in my view. One of the bad things about management is if you are an accounting student, this drives accounting students nuts that there isn't the right answer. (p. 127)

These disciplinary differences lead to raising questions about how international business majors develop disciplinary literacy in their respective majors.

In order to acquire and develop *disciplinary literacy*, students should be able to perform in their respective discipline and across relevant sub-disciplines and to develop awareness of disciplinary epistemologies, practices, genres, discourses, and interactions. Not only do they need to know about the academic practices, genres and communication conventions, interpersonal interaction expectations in their majors but they also need to develop an understanding, at least minimally, of other sub-disciplines that are interconnected with their majors. For example, students might seek a double major, a minor, or simply need to take liberal studies courses. This means that students have to perform within their respective disciplines and to navigate across relevant sub-disciplines.

The complexity of disciplinary literacy has resulted in different interpretive frameworks such as discourse community (Beaufort, 1997, 2000, 2007; Swales, 1990), community of practice (Lave & Wenger, 1991; Wenger, 1998), and activity systems theory (Engestrom, 1987; Russel, 1997). Feeding into the context of the current study, I refer to Beaufort's (1997, 2000, 2007) *discourse community* as an interpretive lens of academic socialization within disciplines. According to this framework, academic literacy is situated in five interconnected domains. These domains are: "discourse community knowledge, subject matter knowledge, genre knowledge, rhetorical knowledge, and writing process knowledge" (Beaufort, 2007, p. 18). Beaufort (1997, 2000, 2007) considers *discourse community* as the macro domain within which other disciplinary domains fit. In this domain, she points out that students need to know the expectations for performing in their respective disciplines, the epistemologies that these discipline deal with, the ways through which professionals in these disciplines communicate, and the genres they use. The second domain, the subject matter one, underscores the content that students need to deal with in their disciplines and how this content relates to, impacts, and is impacted by the

respective disciplinary practices. The third domain is genre knowledge. It refers to the different genres (written and/or spoken) the students' respective disciplines use to communicate and/or constitute disciplinary knowledge, and why such genres are more important than others. The fourth domain, rhetorical knowledge, underscores the rhetorical moves in each genre in relation to the disciplinary discourse community expectations, the subject matter, and the respective genre expectations. Finally, the fifth domain, writing process knowledge, refers to how the respective genres are written and why.

The different overlapping domains or layers above makes it clear why disciplinary literacy is, most of the time, complex and demanding. As Beaufort's (2007) framework is situated around L1 students, it is important to consider other domains that are also relevant to international students. First, there is the formal knowledge domain that speaks to international students' needs to respond to grammatical and structural textual aspects (Tardy, 2009). As those students perform in English as their L2, they also face difficulties in grammar, structure, and word choice. Second, there is the oral interactional domain that helps facilitate text production. That is, as international students might also face difficulties in oral communication when they interact with their (mainstream) peers and professors, it is important to pay attention to this domain when exploring disciplinary literacy. These different domains further the complexity of the international students' journey in learning disciplinary literacy. Thus, this study explores how international business and management majors experience disciplinary socialization in their *senior years* as they are more likely to engage in disciplinary practices in this upper level (senior year of their undergraduate degrees). Considering the complexity of disciplinary literacy in this section, it is also necessary to zoom out on the overall academic socialization impacting international students.

Academic Socialization: Zooming Out

As has been highlighted in the previous section, learning disciplinary literacy is multilayered. This disciplinary literacy requires a process of socialization into the respective disciplines. Students need to learn their respective disciplines' epistemologies, practices, sources of knowledge, genres that communicate and constitute this knowledge, and communication modes. In order to acquire disciplinary literacy, students must learn how to perform in their disciplines through engaging with expert members in these disciplines who socialize them into acting and performing like disciplinary insiders. Moreover, this socialization also requires learning how to perform across disciplines. That is, students at college not only engage in disciplinary practices, but also engage in other practices that feed directly or indirectly into understanding their disciplines or responding to institutional requirements.

In addition to the complexity of disciplinary literacy, there are other factors that impact disciplinary socialization (Casanave, 2002; Wenger, 1998; Wingate, 2015). The first factor is that most of the disciplinary rules and expectations are implicit (Wenger, 1998), fuzzy (Swales, 2016), or not made explicit by professors (Beaufort, 2012).

The second factor to impact disciplinary socialization is that navigating across courses could make students more confused because what they find effective in one academic context could be ineffective or even counter-effective in another (Lea & Street, 1998). For example, McCarthy (1987) showed how her focal participant, Dave, faced difficulties when switching from one context to another. She describes Dave as "a stranger in strange lands" as he was trying "to determine the rules of language use in that territory" (p. 256). Despite being privileged by having "years of practice writing in classroom… [sharing,] ethnic and class backgrounds with his teachers …[and] many assumptions about education" (McCarthy, 1987, p. 262), Dave still faced

several difficulties. Dave's case prompted McCarthy (1987) to raise questions about how other less privileged students cope with academic socialization. In this respect, Tardy (2009) points out that successful socialization requires bending academic rules across different contexts. That is, when students manage to see through disciplinary differences and capitalize on possible commonalities across some disciplines, they will be able to transfer skills that help them better perform in their disciplines commonalities (Perkins & Salomon, 1988).

The third factor feeding into disciplinary socialization is the interconnection between the written and the spoken level of disciplinary practices (Duff, 2010). Especially in the context of the current study where business students engage in presentations and group work (Bhatia & Bremner, 2012; Zhu, 2004), oral and interpersonal communication skills play an important role in their socialization. In this respect, Leki (2001) found that international students face several difficulties in group work or even feel marginalized. Some of these difficulties result from negotiating their roles with L1 students who sometimes felt that L2 students were less competent. Other difficulties stem from lacking the oral skills necessary to participate in such important disciplinary practices as presentations or collaborative writing projects.

The fourth factor impacting international students' socialization is their investment in disciplinary practices (Canagarajah, 2011, 2015; Kobayashi & Rinnert, 2013; Norton Peirce, 1995, 1997). This investment could relate to students' perceptions about themselves and their literacy repertoire (Liu & Tannacito, 2013), and the way they are positioned (Leki, 2007). It also relates to the connections they make across academic practices, and how they see disciplinary practices in relation to their future professional path.

Given the factors above, it is important to note that the academic socialization of international students is a very complex process. Those students need to learn the disciplinary

practices and the implicit rules governing these practices. They also have to learn how to navigate across disciplines, learn how to deal with oral/textual levels of disciplinary literacy, and learn what practices to invest in.

Connecting the complexity of disciplinary socialization discussed earlier to my current study, it explores how international undergraduate business and management majors experience academic literacy and disciplinary socialization in their senior years. There are three reasons for focusing on these majors. First, there is a rapidly increasing number of international students joining these majors in the US- reaching to 20% of the overall interactional student population (International Institute of Education, 2016/2017). This increasing number has been under-explored to a large extent. Second, such majors are changing quickly in today's globalized business world. This makes current "frameworks, models and theories of business communication … outdated and are fast losing touch with the changing world of work" (Bhatia & Bremner, 2012, p. 436). Third, upper level students are more likely to engage in disciplinary practices. Thus, this study explores how seven international undergraduate business majors experience academic literacy and disciplinary socialization.

Research Question

This dissertation explores the following research question: *how do international undergraduate students in business and management experience academic literacy and disciplinary socialization in their majors?* Specifically, this dissertation focuses on the disciplinary practices that seven international business students engage in, how they make sense of these practices, what kind of skills they expect to develop, and how these skills relate to their future professional paths. It also highlights the kind of challenges they face, the coping strategies they use, and the prior knowledge they draw on as they navigate through their disciplines. As

highlighted earlier, international students in these disciplines have received very little attention despite their rapidly increasing numbers in the US which doubled in the past 15 years. Further, the constantly changing nature of these disciplines necessitates additional research to uncover how those students accommodate themselves and develop professional stances in their upper levels.

Significance of the Study

The significance of this study lies in the fact that it helps to better understand how international undergraduate students in the US higher education context experience academic socialization in their business and management majors. It reveals the kind of practices they engage in, the difficulties and challenges they face, the copying strategies they use, and areas of weaknesses that those students still have. These findings could encourage composition teachers to focus more on tailoring activities that relate to students' needs in their respective majors and make them engage more with purposeful assignments with a real sense of audience. For WAC program directors, this study also provides evidence of what students need versus what teachers assume they need. To this extent, it offers a rationale for more useful intensive-writing courses and integration of different language skills as well as monitoring students' performance across group working and presentations. It is also relevant to writing center administrators in terms of having more workshops on numeric and visual literacy and inviting more tutors from business majors to join their teams. On the research level, these findings lead to important questions about areas that need to be explored by the research community including the dynamics of group working, students' takeaways from intensive interpersonal business courses, and the skills that they think are necessary for their disciplinary development out of intensive writing courses.

These findings will be insightful for guiding better pedagogical decisions for core courses teachers to help better respond to the students' needs and challenges in terms of content, practices, and interactions to empower them and assist them to navigate their majors more successfully and succeed in future professional trajectories. This study provides a wide lens for researchers in L2 academic literacy socialization to look more at upper levels where students' engagement with their respective disciplinary practices are more likely.

Different Labels and Different Connotations: International, L2, Multilingual, and/or NNSs

Throughout the discussion in the previous sections, such terms as international and L2 have been used interchangeably. Within the context of the current study, it is important to point out the differences between such terms and to highlight how they are used in the current study and why. Within the L2 scholarship, different labels have been used to refer to students and/or speakers whose first language is not English: *international, L2, multilingual, ESL, EFL,* and *nonnative (NNS).* Reflective of different theoretical stances, these terms also prioritize certain aspects and emphases (Canagarajah, 2013; Lu & Horner, 2013) such as legal status and academic literacy background (as in *international students*), precedency of learning and exposure to the language (as in *L2*), the ability to perform in more than one language and develop multicompetence (as in *multilingual*), the learning of certain languages after being fully active and communicative in another language (as in *ESL*). Some of these labels even highlight issues of exposure extent to/ and interaction with speakers whose L1 is English, learning context, and accessibility or availability of learning materials and environments (as in *EFL*), especially in countries where English is not the language of education. Some labels could even indicate favoritism based on geographical or ethnic considerations (as in *Non-native speakers- NNSs*). Considering these differences, this study will mainly use 'international students' to highlight the

legal status and the academic literacy background of its respective participants. The term "*international students"* within this context is used to refer to those students who have not done their academic education in an Anglophone country (USA, UK, Australia, New Zealand, and Canada) other than language courses and who are in the US on a student visa. Although "international students" will be the key term, other terms like "multilingual" or "L2 students" will also be used. The main reason for using these terms is not to validate or agree with any essentializations or ideological stances but rather "because they are commonly used … in the literature" (Morita, 2004, p. 574)

Outline of the Dissertation

This study is composed of five chapters. Following this introductory chapter, Chapter Two will review the relevant literature and the study's theoretical framework. The literature review will discuss the different approaches to academic literacy, international students' literacy practices and academic identities, and research on the transfer of academic skills across different contexts. Then, the chapter will set forth the theoretical framework on which this study capitalizes.

Chapter Three will explicate the qualitative multi-case design that current study uses. It will start with an explanation of the rationale for such a design and methodology, data collection methods, data analysis, and how this all feeds into the focus of the present study. It will also describe the setting, respective participants and selection criteria, and conclude with a discussion of issues of trustworthiness as maintained through crystallization and the researcher's positionality, and possible ethical considerations.

Chapter Four will report the findings. It will show the most salient themes that relate to the participants' disciplinary socialization. Finally, Chapter Five will provide interpretation and

discussion of the findings and will end with conclusions, implications and recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter explores the relevant literature on international and/or L2 students' academic socialization. As this study focuses on how international students in business and management experience disciplinary socialization in upper levels, this chapter lays the foreground for the current study in two parts. First, it starts with underscoring the different pedagogical approaches that depict academic literacy and higher education contexts. It sheds specific light on the academic socialization model as the most relevant model to the current study. Second, it shows the recursive relationship between academic socialization and such factors as students' investment, the transformative nature of disciplinary practices, the role of textual/interpersonal interactions, and students' perceptions. It also shows the coping strategies that students use to deal with challenges they face. This discussion helps situate the current study and guide its methodological and theoretical tools. Third, this chapter discusses the relationship between academic socialization and disciplinary identity (Casanave & Li, 2008). Fourth, it foregrounds for the interaction between academic socialization and the transfer of skills and knowledge across different contexts. It also zooms in on disciplinary practices in business and management majors to better enrich the current study. Finally, this chapter sets the ground for the academic community framework as the main theoretical lens for interpreting the findings of this study. It shows how this framework is the most effective choice for this study.

Literature Review

Academic Literacy: Definitions, Models, and Approaches

As discussed in Chapter One, researchers have shed light on different aspects of academic literacy, demonstrating how these different academic practices are complex and

sometimes challenging. In that chapter, academic literacy was operationalized as the students' ability to perform in their respective discipline and across relevant sub-disciplines and to develop awareness of disciplinary epistemologies, practices, genres, discourses, and interactions. The discussion in this section will highlight relevant academic literacy definitions and models in the scholarship as it is important to understand the theoretical standing underlying pedagogical practices in higher education. This discussion will set the stage for situating the current study and its focus on L2 disciplinary socialization and underscore the connections between students' practices and their socialization.

In his discussion of academic literacy, Gee (1998) argues that it is the "development of meta-level cognitive and linguistic skills [necessary for performing in an academic community and producing respective academic discourse]" (p. 7). Gee points out that some forms of literacy are more dominant and powerful than others within academia. He emphasizes that academic discourse needs to be thought of "as an 'identity kit' which comes complete with the appropriate costume and instructions on how to act and talk so as to take a particular role that others will recognize" (Gee, 1998, p.1). Although this approach seems to assume that academic discourse is somehow singular and that learning a set of cognitive and linguistic skills gives access to different practices across different disciplines, it still sheds light on some foundational aspects of academic literacy. Especially when related to L2 and/or international students, it is important to note that those students need to develop metacognitive academic skills and academic language that is appropriate to their respective disciplinary contexts. It thus requires learning how to write, act, and speak like insiders in those disciplines.

Another approach is taken by Wingate (2015) who refers to academic literacy as "the ability to communicate competently in an academic discourse community" (p. 6). Unlike Gee's

(1998) definition which focuses on academic literacy as one form of practice and academic "discourse as an identity kit" facilitated by a set of metacognitive and linguistic skills; Wingate (2015) underscores the locality of academic literacy practices. Wingate (2015) points out that each discipline has its own practices and conventions which differ from other disciplines. Elaborating on Wingate's definition, Junqueira (2016) emphasizes that academic literacy requires an understanding of the conventions and epistemologies that shape each discipline in so far as the students can act more like insiders in their respective disciplines. Although Gee's (1998) focus is more on general skills while Wingate's (2015) and Junquiera's (2016) focus is on discipline-specific skills and practices, all of them highlight the role of disciplinary identity development (in acting and writing as disciplinary experts). These two perspectives make it clear that students need to develop both general and discipline-specific skills to successfully navigate and perform in academia. This transition between general and specific skills across different academic contexts is a complex process (Lea & Street, 1998). When connected to international students, further challenges are expected in relation to linguistic, cultural, rhetorical, (interpersonal) interactional, and institutional differences and expectations.

The perspectives of Gee (1998), Wingate (2015), and Junquiera (2016) show that disciplinary literacy (in an L2 context) goes beyond writing and reading academic texts (Braine, 2002; Spack,1997). It also requires knowing how to act in response to peers, teachers, and institutional expectations; that is, knowing how to "do school," to use Pope's (2001) words, or "learning to play the game of 'doing being a student'" (Duff, 2012, p. 567). These different perspectives (Duff, 2012; Gee, 1998; Junquiera, 2016; Pope, 2001; Wingate, 2015) on academic literacy have resulted in different pedagogical practices that further complexify academic literacy and make students feel like "strangers in academia" (Zamel, 1995, p. 519; see McCarthy, 1987).

Taking a student's perspective, Pope (2001) emphasizes that general skills are necessary for "doing school" (p. 165). Similarly, Zamel (1998) focuses on skills necessary for "doing the discipline" (p. 188). Although these two perspectives seem to highlight different skills (general versus discipline-specific), both are interconnected to some extent. That is, taking the hierarchical makeup of college where the focus spans from the general courses to discipline-specific courses, Pope's (2001) approach seems more relevant to new college entrants, while Zamel's (1998) one is more upper level literacy situated. For instance, an English 101 course that students take in lower levels might guide them into the importance of textual argumentation and written word. In upper levels, skills are more oriented toward building disciplinary expertise than coping with general academic practices.

Like Wingate (2015) and Junqueira (2016), Zamel (1998) also points out that each discipline has its own epistemological stances, genres, expectations, and discourses that "characterize a separate culture, [and]… separate cultural community" (Zamel, 1998, p. 187). This means that the general linguistic and metacognitive skills that Gee (1998) and Pope (2001) call for might be unproductive (if not counterproductive) across different disciplines. Zamel (1998) even emphasizes that academic literacy needs to shift attention away from focusing on "serving the academy, …and being appropriated by it, …[to interacting with it as] an enterprise that is far more dynamic, complex, collaborative, and intellectually engaging, an enterprise whereby … students contribute to, complicate, and transform [its entirety]" (Zamel, 1998, p. 196; see Canagarajah, 2002; Bensech, 2009). Taking business and management majors that the present study focuses on, Zamel's (1998) perspective is important to consider because the business world is based on innovation and is rapidly changing. It means that students need to be equipped with disciplinary skills necessary for performing in their respective disciplines and in

their potential future careers. Moreover, it indicates that students not only need to respond to the academic disciplinary expectations of their respective disciplines, but also to take a more active role in responding to the real problems in these disciplines. Having said so, these perspectives reflect, to a large extent, an important part of the pedagogical landscape and orientations in academia that are various and multiple.

The different perspectives discussed above have resulted in three main approaches to academic literacy: the academic skills model, the academic literacies model, and the academic socialization model (Cumming, 2006; Lea & Street, 1998; Wingate, 2015). Although these three approaches are not exclusive of each other, it is important to note that they highlight academic and disciplinary skills and practices from different vantage points. For instance, the skills model looks at academic literacy as a set of metacognitive and language skills that help students to perform across different academic contexts and disciplines. The academic literacies model focuses more on the students' literacy histories, identities, and the institutional and sociopolitical aspects that impact their academic literacy performance and development. The academic socialization model underscores the local disciplinary practices and thus necessitates discipline-specific skills and knowledge relevant to successful performance in the students' respective disciplines. Students are seen here as novices whose engagement with professors, peers, and disciplinary practices makes them learn how to think, act, write, read, and communicate like insiders in their respective disciplines. Even though students' performance in their disciplines is also affected by their investment (Norton Pierce, 1995) or dispositions (e.g. motivation, self-regulation) (Driscoll & Wells, 2012), it is mainly their engagement with their professors, peers, and disciplinary practices that results in developing disciplinary expertise and awareness. To this point, the current study mainly draws on academic socialization model. First, this model has a

heavier focus on the role of interaction with discipline members (professors, peers, and other professionals) and practices as a way to acquire and develop disciplinary expertise. Second, as this study explores academic socialization in upper levels (senior years), the respective participants in this study are expected to have already developed general skills and thus focus more on discipline-specific skills in their senior years. Thus, the socialization model speaks to the context of the current study more than the other two models.

In regards to the previous discussion, it is important to note that these different models of academic literacy not only represent theoretical stances, but also find their ways into the pedagogical practices in academia. This increases the complexity and multilayeredness of academic literacy within (and across) academic communities and disciplines especially for international students. Those students perform in a context associated with language, cultural, rhetorical, and educational differences in addition to the needs of disciplinary literacy. Considering business and management majors as the focus of this study, students have to learn how to navigate across their disciplines, develop disciplinary expertise and awareness into how to think, write, act, communicate, and talk like disciplinary insiders. Moreover, they also perform across other non-major courses that might impact their disciplinary socialization. Their performance and socialization could also be affected by their disciplinary identities and investment in disciplinary and academic practices. Henceforth, the following sections will shed light on international/L2 students' experiences and practices, and how these practices/experiences impact their disciplinary socialization and development of disciplinary expertise and identities. This discussion will expand the current study's perspective methodologically and theoretically and situate it in the overall L2 academic socialization scholarship.

International/L2 Students' Academic Literacy Experiences and Practices

Researchers focusing on different academic literacy practices within L2 have noted different challenges; many of these challenges are salient because they impact how students are socialized into their majors (Canagarajah, 2015; Green, 2013; Hansen, 2000; Kobayashi & Rinnert, 2013; Leki, 2003, 2007; Li, 2006; Liu & Tannacito, 2013; Shrestha, 2017; You & You, 2013). They have provided important findings as well as theoretical and methodological lenses that are relevant to the context of the current study. In a study of multilingual students' disciplinary literacy experiences, Leki (2007) used a longitudinal qualitative approach to explore how four international undergraduate students (business, engineering, nursing, and social work majors) experienced disciplinary socialization in their majors. She found that those students' socialization was affected by different factors: academic navigation across different courses, the "socioacademic" relations, the transformative nature of disciplinary practices, and their investment in their respective majors. Leki (2007) also revealed how academic and disciplinary socialization complexity is also associated with language difficulties, cross-cultural rhetorical differences, and the nature of certain disciplinary practices and expectations in specific majors. Although two (Ben and Yuko) of the four participants did not face many problems as they proceeded in their majors, the other two (Jan and Yang) did face many challenges. For instance, Ben, the engineering major, somehow had a smooth socialization as he minimally engaged in (collaborative) writing and reading. Yuko, the social work major, did not struggle in her development. Even though she had to write different genres and collaborate with classmates, Yuko's investment in her major made her successfully cope with these practices. She willingly capitalized on the different interpersonal interactions with teachers and peers, and merged herself

with the assigned readings and writing assignments. She was even praised by her professors and peers for her good performance.

The other two participants, Jan and Yang, faced many challenges in their academic socialization. For instance, Yang, the nursing major, encountered a lot of difficulties with language. She clearly stated: "I lack ability to show my ability" (Leki, 2003, p. 92). Even though she already had a nursing degree from China prior to coming to the US, this did not help her in the new context. She needed to put forth more effort to survive the disciplinary practices and institutional expectations that were challenging to her. She felt that she was disqualified by her department because she thought that part of her identity (as a professional nurse in China) had been taken away from her. Jan, the business major, had a contrary experience as his academic development was not smooth in his first two years. He avoided class discussion and engagement with peers because he was solicited to talk about East European issues as a Polish immigrant. This positioning made him feel that he was attached to an identity not really reflective of who he was. Later in his junior and senior years, Jan became much more active in class activities and invested in his disciplinary practices. He managed to cope with this disruptive positioning he faced in his first two years.

Leki's (2007) study reveals important connections between students' literacy practices and difficulties they face (language, cross-cultural differences, and the nature of disciplinary practices). It also underscores the connection between those students' practices, their interpersonal/textual interactions, and their academic investment. For example, Yuko's investment in her major made her more actively engaged with the different disciplinary practices and genres. Also, Jan's engagement with literacy practices resulted in becoming more invested in his academic development. Jan's case implicates a recursive relationship between the student's

investment in academic socialization and engagement with different disciplinary practices. Yet, this investment can be affected by how the students feel about themselves, as in the case of Yang. These connections have also been highlighted by Spack (1997) who used a qualitative design to study the academic literacy development of Yuko, a Japanese student majoring in international relations. Even though she had a high TOEFL score (640), Yuko struggled with the disciplinary practices due to the "cross-cultural" differences between her L1 (Japanese) and English, as well as the complex nature of the academic practices themselves. These difficulties made her change her major to economics. Yuko ended up double-majoring in both international relations and economics because she managed to develop different strategies such as skimming and accommodating her "Japanese style" to fit the "American way" of writing (Spack, 1997). Her interactions with teachers, peers, and various readings/texts made her more invested double majoring. These interactions also show how engagement with disciplinary practices were transformative for Yuko as she decided on double-majoring.

Leki's (2007) and Spack's (1998) studies shed light on how international students use interpersonal and/or textual interactions to cope with possible problems associated with language difficulties, rhetorical and disciplinary differences associated with academic socialization. Moreover, they also underscore the recursive relation between disciplinary practices and students' academic investment. This recursive relation is not always facilitative. For instance, even when the student is invested in disciplinary literacy practices, the way that student is positioned by other (mainstream) peers in interpersonal interactions (as less competent) can negatively affect their academic investment. For example, Jan, the business major in Leki's (2007) study, was a noticeable case in his academic development. Because he was solicited to comment on discussions about East Europe (due to being an immigrant from Poland), Jan felt

uncomfortable for such positioning. Consequently, he started avoiding interactions in class during his freshman and sophomore years.

The recursiveness between students' academic socialization and the way they are positioned were also highlighted in other studies. For instance, Leki (2001) explored how two international students' engagement with mainstream students on group projects impacted their academic socialization. She found that her focal participants were negatively positioned by other mainstream students who looked at them as less competent. Due to such positioning, both participants' contribution to group work was de-valued. Yet, one of those participants, Ling, showed resistance and did not accept this positioning while the other participant, Yang, just accepted it without much resistance and put the blame on herself. Leki (2001) concludes that such positioning had prevented her focal students from "mak[ing] meaningful contributions to the group projects" (p. 39). Similarly, Vickers (2007) studied how an international engineering major negotiated his role and contribution in a group project with mainstream students. Although Ramelan, the focal participant, was positioned as less competent; he managed to have his role acknowledged by his peers when he showed disciplinary expertise in solving the project problem other peers were struggling with. For the context of the current study, it is important to focus on the role of group interaction in disciplinary socialization as business and management majors clearly and widely emphasize on group projects and collaboration (Zhu, 2004). Such collaborative practices can impact how international students in such majors negotiate their contribution with other peers. That is, the interpersonal collaborative interaction seems an important component in the academic socialization in these majors.

The role of textual and interpersonal interactions in academic development was also highlighted in other contexts. In his study of the academic literacy of three international

undergraduate students in a UK university, Green (2013) found that the focal students' engagement with the assignments, handouts, rubrics, readings, text samples, written feedback, and interpersonal interactions scaffolded their academic development. Green (2013) concludes that such interactions "provide information about genre, rhetoric, language and the communities of practice within which they [the focal students] write and that this may be one factor distinguishing more from less successful academic writers" (p. 180). Participants in Green's (2013) study used these interactions as affordances to cope with the needs of disciplinary practices.

Like Green (2013), Leki (1995) studied the coping strategies that ESL students used to complete writing assignments in specific courses beyond the composition classroom. Her study focused on three graduate students and two undergraduate students. She found that they used a number of coping strategies: asking teachers/peers for clarification, using past/present writing experiences, resisting or accommodating the demands, using first language/culture as an aid, looking for samples, re-reading through the assignments for details, or managing the work load and making priorities. Relevant to the present study, it is important to focus on not only the practices that students engage in but also on the coping strategies they used in response to disciplinary socialization. Thus, Green's (2013) and Leki's (1995) findings influence the current study in terms of the affordances and coping strategies that international students use in response to disciplinary challenges and practices.

Other researchers looked at how L2 students develop academic literacy by shedding light on connections between L2 students' literacy resources, their academic investment, and their textual/interpersonal interactions (Canagarajah, 2011, 2015; Kobayahi & Rinnert, 2013; Liu & Tannacito, 2013; Yang, 2014; You & You, 2013). They showed important connections and

recursive relationships between the students' use of L1 literacy resources, academic investment, and textual/interpersonal interactions. For instance, You and You (2013) studied the academic socialization of L2 students in a summer program in China. They found that their focal participants' academic literacy development was scaffolded when teachers connected the assignments to the students' L1 literacy and cultural resources and allowed them to use their L1 in interpersonal interactions. Allowing students to capitalize on their "multilingual and multicultural resources [helped] to facilitate teaching and learning" (You & You, 2013, p. 272) and made them develop "disciplinary thinking" and become better writers. According to You and You (2013), the respective teachers, peers, and practices served as "literacy brokers"; making the focal students more willing to invest in their academic practices. Similar findings come from Canagarajah (2011, 2015) and Yang (2014). Canagarajah (2011, 2015) found that using L1 literacy resources played an important role in scaffolding the disciplinary socialization of his two L2 graduate participants, Yuko and Buthainah. Those two participants managed to effectively cope with the challenges of disciplinary practices by using L1 literacy resources. They even became more encouraged and invested in their ESL major. These L1 literacy resources have served as a content in Yuko's and Buthainah's written papers as well as a motivation for interaction with other mainstream peers. Yang (2014) also found that using L1 literacy resources facilitated the academic practices of three L2 groups collaborating in writing projects in three business courses. She found that L1 resources widely "mediated the process of collaborative writing of the three groups to varying degrees" (p. 80).

The earlier studies indicate important relationships and connections between L2 students' literacy practices, textual and interpersonal interactions, and academic investment. Thus, such connections need more attention when researching academic socialization as in the case of the

current study's emphasis on disciplinary socialization in upper level business and management majors. Yet, these studies leave us with important gaps. First, only two studies (Leki, 2007; Yang, 2014) focus on business students. Second, these two studies have their own limitations. For instance, only one of Leki's (2007) four participants was a business major. Even with this one focal business major, Leki's data is from the 1990s and leaves a gap in terms of technological and sociopolitical changes within the US context since that time. The other study, Yang (2014), focused on students' group work in one business course in a Canadian context. It did not shed light on how students experience the overall process of disciplinary socialization. Moreover, the study considered interactions among international students only in assigned group work. Considering these gaps, the current study explores upper level business and management international students in the US context. It sheds light on the overall process of disciplinary socialization beyond focusing only on one course or one disciplinary practice. It also pays attention to the dynamics and constantly changing nature of such disciplines in today's globalized world (Bhatia & Bremner, 2012).

It is also important to emphasize that the connections highlighted in the studies above can have facilitative and/or disruptive roles in disciplinary socialization. For instance, Kobayashi and Rinnert (2013) examined the academic literacy development of Natsu, an L2 student, with attention to how she accommodated academic writing in three different languages: L1, (Japanese), L2 (English), and L3 (Chinese). They found that Natsu purposefully capitalized on the literacy practices she developed in one language to enhance her academic development across the other two languages. Natsu managed to use her "multicompetence" in a productive way to cope with academic writing needs. She adapted the different literacy affordances in these three languages resourcefully across different academic contexts. Yet, Natsu's investment was

associated with her desire to develop a multilingual identity, impacted by her perceptions that these resources were effective affordances and that developing a multilingual identity was an asset. This indicates a triangular recursive relationship among the student's investment, literacy practices, and identity in academic socialization.

Contrary to Kobayashi and Rinnert's (2013) findings, Liu and Tannacito (2013) show disruptive connections between students' academic investment and assumptions, their literacy practices, and the role of interpersonal interactions and use of L1 resources. Liu and Tannacito's (2013) two focal L2 participants, Gloria and Monica, resisted using any of their L1 literacy resources in their ESL class and avoided interacting with their peers and teacher. This lack of interest in capitalizing on L1 literacy resources and interaction with peers and teachers as literacy brokers (You & You, 2013) or socialization agents (Duff, 2012) resulted from two assumptions. First, Gloria and Monica considered their L1 as inferior to English (their L2). Second, Gloria and Monica avoided interacting with their teacher and peers because they were not "White Americans," the legitimate representatives of the English language speakers according to those two students (Liu & Tannacito, 2013). Their assumptions about their "imagined community" affected their academic socialization negatively because they became less invested in using the different resources available for them. These findings show how different factors play a role, to varying degrees, in academic and disciplinary socialization.

The studies reviewed above (Canagarajah, 2011, 2015; Green, 2013; Kobayashi & Rinnert, 2013; Leki, 1995, 2001, 2007; Liu & Tannacito, 2013; Spack, 1997; Vickers, 2007; Yang, 2014; You & You, 2013) underscore the transformative nature of disciplinary practices, the role of textual-interpersonal interaction, the use of L1 (or L2, and L3), and L2 students' perceptions (of who they are) and disciplinary investment, as well as their power dynamics in

collaborative work. They also highlight a discursive relationship between L2 students' sense of L2 (academic) identities (acting and thinking like disciplinary insiders) and their role and agency (Kormos, 2012; Lantolf, 2006) in their academic socialization. Yet, there are two emerging questions: 1) How might these features apply to international business majors? and 2) To what extent might those majors' socialization be impacted by such features?

Although the former studies focused on different aspects of academic socialization, only a few studies explored academic socialization in upper levels in the US context let alone exploring business and management majors in this context. The focus was either on graduate level (Canagarajah, 2011, 2015) or on a single course or assignment (Green, 2013; Liu & Tannacito, 2013). This dearth of studies on socialization in business majors leaves knowledge gaps in terms of how international business majors experience academic socialization. Given these gaps, the current study explores how upper level (senior year) international undergraduate business students experience academic socialization in their majors. Unlike other studies above which focus on a single course/assignment, this study focuses on the overall socialization process of international business majors.

Finally, there are two important points to highlight. First, most of the former studies use case study to explore academic socialization (Canagarajah, 2011, 2015; Leki, 1995, 2007; Spack, 1997). Speaking to the context of the current study and its focus on academic socialization, case study is a good methodological choice to effectively explore how international undergraduate business majors experience academic socialization. Second, there is an important interaction between students' disciplinary practices, perceptions, and investment in their majors (Canagarajah, 2011, 2015; Kobayashi & Rinnert, 2013). Since the main point of socialization is to be able to think, write, act, and interact like disciplinary insiders, this means that socialization

requires some form of disciplinary identity (Casanave & Li 2008; Gee, 1998). In regards to these assertions, the following section will shed light on the connection between L2 (academic) identity in relation to both academic socialization and investment in disciplinary practices.

Academic Socialization and Academic Identity Co-Construction

As noted in the section above, research indicates a connection between academic socialization and L2 (academic) identities (Kobayashi & Rinnert, 2013; Liu & Tannacito, 2013). Socialization is, to a large extent, a process of disciplinary identity construction in the respective disciplines. This transition from socialization to disciplinary identity construction can be seen as a forward relationship. That is, socialization is expected to result in a disciplinary identity construction. At the same time, there is a backward relationship between socialization and the students' sense of who they are and the value of their literacy resources. This bidirectional recursive relationship between socialization and students' identities needs further exploration. In that regard, this section is divided into two sub-sections. The first sub-section will underscore the relationship between academic socialization and students' identities from a theoretical perspective. The second sub-section will discuss relevant empirical research on (academic) identity and academic socialization.

Theoretical stances on (academic) identity. There are important connections between academic socialization and L2 students' (academic) identities construction on different levels (Canagarajah 2015; Casanave 2002; Casanave & Li, 2008; Cox, Jordan, Ortmeier-Hooper, & Schwartz, 2010; Ivanic, 1998; Kanno & Norton, 2003; Norton Pierce, 1995, 1997; Wenger, 1998). Theoretically speaking, there is a bidirectional recursive relationship between academic socialization and students' identities. Before delving into discussing this relationship, two important things need to be highlighted. First, identity is fluid, flexible, and socially co-

constructed. It is an "elusive concept- especially in settings where cultural and linguistic experiences mix" (Cox et al, 2010, p. xvi). Second, in the context of the current study, *identity* will be used with two interconnected meanings. The first meaning highlights the learners' sense of being international or L2 students whose L1 is not English. The second meaning refers to their possible sense of academic and disciplinary insider status. Although the focus will be on academic literacy development (of disciplinary status), it is still not possible to separate the students' academic identity or academic practices from their L2 status.

From the perspective of academic socialization, the relationship between socialization and identity in L2 context is both recursive and complex. There is a forward recursive relationship between academic socialization and disciplinary identity construction. Academic practices are expected to result in some form of disciplinary identity co-construction. That is,

> to become a member of a[n academic] community of practice of any kind entails a change in one's identity. For as one accepts and internalizes a set of values and practices, semiotic or material, one's "internal plane of consciousness" … is invariably modified or reshaped in the process. (Casanave & Li, 2008, p. 5)

Hence, students' engagement with disciplinary members (e.g. professors, peers, and professionals) and disciplinary practices (e.g., analyzing case studies in business) are intended to help them develop insider-like adeptness into the overall epistemologies and conventions of their respective disciplines. In this respect, it is important to emphasize that academic discourse is like "'an identity kit' which comes complete with the appropriate costume and instructions on how to act and talk so as to take on a particular role that others will recognize" (Gee, 1998, p. 51). That is, students' academic practices and the resulting discourses are not only communicative of the respective disciplines' epistemologies but also transformative in making the students think and

act in specific ways. This way of disciplinary expertise is initiated and scaffolded by interactions and participation with more expert insiders (as well as with peers) (Barton & Tusting, 2005; Beaufort, 2000; Lave & Wenger, 1991; Rogoff, 1990; Wenger, 1998). To this extent, students' practices in this study are expected to result in some disciplinary identity construction. For example, a finance major is expected to know how to act, think, write, and interact like a financial analyst. The same can be said about other majors especially when considering that all participants are upper level students (seniors in this study).

Taking the notion of academic discourse as an "identity kit" (Gee, 1998) a step further, it is important to note that such a discourse is by itself "an act of identity in which … [L2 students] align themselves with socio-culturally shaped possibilities for self-hood, playing their part in reproducing … [,as well as] challenging dominant practices and discourses, and the values, beliefs and interests which they embody" (Ivanic, 1998, p. 32). This perspective to identity means that the students' disciplinary practices are expected to follow the disciplinary rules and epistemologies and, at the same time, to challenge them to some extent. It also leads to assuming that the discourses and texts that this study's participants engage in allow them to construct some form of disciplinary identity.

In addition to a forward relationship between socialization and identity, there is also a backward recursive relationship (see Figure 1). That is, L2 students' perceptions about themselves and their L1 resources play a role in facilitating and/or hindering their socialization. For example, in Leki's (2007) study, Jan, the business major, resisted participating in class discussion and interaction with peers because he was identified by teachers and peers as an East European. This identification made him avoid interacting with the community members in his discipline despite the importance of such an interaction in his academic socialization. Another

example comes from Canagarajah (2015) whose focal participant's, Kyoko, academic socialization was successfully scaffolded when she was encouraged to use her L1 literacy resources. Considering this backward relationship between academic socialization and students' sense of identity, it is important to refer to Ivanic's (1998) model of identity-literacy dialectic. She emphasizes that students bring different forms of identity to their academic texts: autobiographical (such as one's history, experiences, and culture), discoursal (the impressions writers communicate about themselves in texts), and authorial (their deliberate presence through their choices). This indicates a recursive relation between students' histories, their academic trajectories, and their academic socialization. Thus, the current study pays attention to the connection between the participants' academic socialization and disciplinary identities on the one hand, and students' socializations and their identity resources as L2s on the other hand.

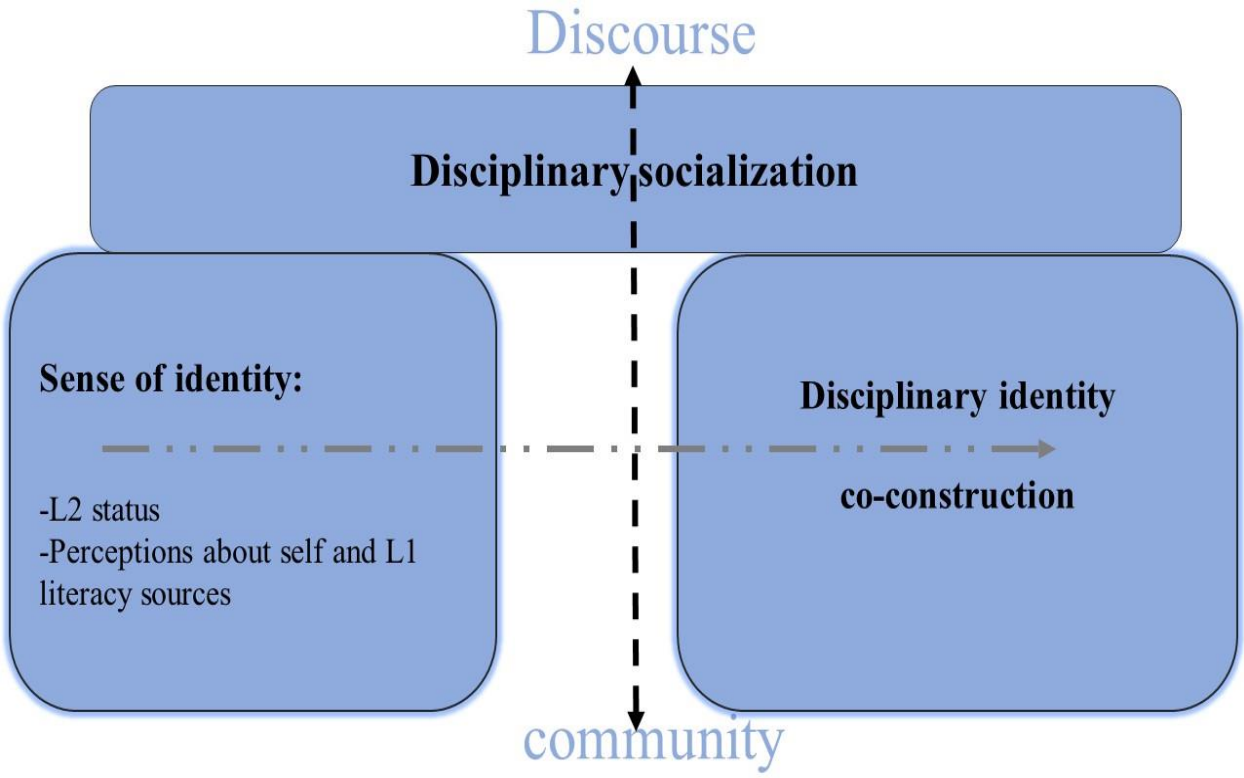

Figure 1. The recursive relationship between disciplinary socialization and identity in L2 context.

Finally, considering the dynamic and complex nature of both socialization and (disciplinary) identity in L2 contexts, it is important to point out that

> students' identities are not [always] expressed through writing and other acts of composition but are actually [, most of the time,] formed through them: language is a means through which students are consistently "controlling their becoming". (Cox et al, 2010, p. xviii)

In regards to the earlier discussion, it seems that academic socialization is strongly connected to students' identities, whether to their L1 backgrounds or their disciplinary future trajectories. Connecting this to the context of the current study and its focus on international students' disciplinary socialization, it is important to pay attention to those students' disciplinary practices and their investment in their disciplinary identities as business majors and professionals. Having said so, the following sub-section will shed light on some relevant empirical research on L2 disciplinary identities.

The empirical research on academic identity. The relationship between identity and academic development and practices have been empirically proven on different levels such as: identity and motivation in L2 context (Ushioda & Dornyei 2009), identity as resourceful to academic literacy practices (Atkinson, 2003; Casanave 2002; Ivanic 1998; Pavlenko 2003), identity as socialization into different academic communities of practice (Casanave & Li, 2008), identity as disciplinary investment (Canagarajah, 2011, 2015; Kanno & Norton, 2003; Kobayashi & Rinnert, 2013; Liu & Tannacito, 2013; Norton Pierce, 1995), identity as enacted through disciplinary genres (Hyland, 2015), and identity as voice (Atkinson, 2001; Hirvela & Belcher, 2001; Ivanic & Camps, 2001; Matsuda, 2001; Prior, 2001). This research revealed that students' academic socialization is both impacted by their sense of identity and its resources and impacts

their construction of disciplinary identity in their majors. For example, Ivanic and Camps (2001) studied how six graduate multilingual Mexicans enact their identities through academic texts. Following Ivanic's (1998) identity model of autobiographical, discoursal, and authorial selves, the textual analysis of sample assignments showed that those students capitalize on their cultural and personal resources in their writing to frame a certain form of identity in the text.

The connection between L2 students' identities and their academic investment was also underscored by many researchers (Canagarajah, 2011; 2015; Kobayashi & Rinnert, 2013; Liu & Tannacito, 2013; Norton Pierce, 1995, 1997, 2000). In a study of two immigrant women learning English in a Canadian context, Norton Peirce (1995) found that despite the challenges that Martina and Eva, the focal students, faced (such as being positioned as less competent by L1 speakers), they showed high investment in their language learning. This learning was shaped by their "material or symbolic investment" (Norton Peirce, 1995, p. 17) which made them resist language barriers and the social environment that situated them as "illegitimate speakers of English." Their desire to learn English for job opportunities and to develop a multilingual status made them accommodate skills and participate more actively in order to become legitimate English speakers. Similar findings come from Kobayashi and Rinnert (2013) whose focal participant's, Natsu, investment in developing a multilingual identity made her capitalize on academic practices and skills developed in her L1 learning to her L2 and L3 and vice versa. Kobayahsi and Rinnert (2013) started with an important question: "How are individual and social factors, particularly attitude and identity, related to the development of L1/L2/L3 writing?" (p. 8). Their findings confirmed that Natsu's "personal and cultural identity affect[ed] her text construction and composing process" (Kobayashi & Rinnert, 2013, p. 4) because her main goal was to develop a multilingual identity. Such findings are relevant to the context of the

current study in terms of showing how students' investment needs to be connected to their disciplinary practices when researching disciplinary socialization.

Even when resourceful, the connections between the students' sense of identity (being L2 students) and their literacy practices can lead to conflict especially when those students cannot easily switch and accommodate across different contexts. In her narrative, Fujieda (2010) reported on her freshman year as a multilingual Chinese student doing her academic degree in the US: "[the conflict] between two cultures and natures make[s] me undefined" (p. 53). Within the context of the current study, the findings above indicate that exploring L2 students' disciplinary socialization needs also to shed light on their disciplinary identities and investment.

Other researchers also underscored the connections between L2 disciplinary socialization and identities by focusing on L2 students' voices (their linguistic and rhetorical moves) in writing (Atkinson, 2001; Hirvela & Belcher, 2001; Ivanic & Camps, 2001; Matsuda, 2001; Prior, 2001) as "a significant component of identity" (Matsuda, 2001, p. 41). For example, Starfield (2002) examined how two undergraduate students, Sipho and Philips, in a South African university construct disciplinary identity through interacting with different texts and establish their own voices. Starfield (2002) found that Philip's, the white student,

> [had the] ability to construct a powerful, authoritative textual and discoursal identity for himself, and his highly developed 'textual' capital, are seen as factors in his success … [while Sipho, the black student,] struggles to negotiate an authoritative self as author and, relying heavily on the words of recognized authorities in the discipline, becomes a 'plagiarizer'. (p. 121)

Starfield (2002), thus, concludes that the sociopolitical factors and linguistic and social literacy capital play a role in disciplinary socialization.

In a different context, Matsuda (2001) studied the online discourse of a group of Japanese students. His study revealed that those students' understanding of voice was different from the western style represented in English. It is important to emphasize that L2 students need to see through such literacy differences to better respond to the disciplinary socialization needs and to successfully transfer skills and practices across different contexts and languages.

The next section will discuss the relevant literature on students' transfer of skills or knowledge across different contexts. Since students develop and/or draw on different skills and knowledge to respond to needs of disciplinary socialization, it is important to shed light on the relationship between socialization and the transfer of skills and knowledge across different contexts, courses, and/or languages. The following section will discuss research on literacy skills transfer across different courses and contexts and how such transfer impacts socialization.

Disciplinary Socialization and the Transfer of Skills and Knowledge

There is an important relationship between academic socialization and the transfer of skills and knowledge across different contexts. As socialization indicates learning how to develop disciplinary expertise and at the same time being able to navigate across different courses, this navigation is always associated with transferring skills and knowledge across these different courses and contexts. This relationship was documented and highlighted both in L1 (Beaufort, 2007; Driscoll, 2011; Moore, 2012; Nowacek, 2011; Wardle, 2007; Yancey, Robertson, & Taczak, 2014) and L2 contexts (Cheng, 2007; Green, 2008, 2015; James, 2006a, 2006b, 2008, 2010, 2014; Pavlenko & Jarvis, 2002; Shrestha, 2017). This research shows that socialization can be facilitated, to a large extent, by successful transfer of skills and knowledge to cope with the disciplinary practices. For instances, student might use outlining they learned from English 101 to complete a paper in their business policy class or use APA citation skills

from English 202 to complete a research in a labor relations class. Thus, this study builds on the transfer literature as it explores international undergraduate business majors' socialization in their respective majors. It takes the perspective that disciplinary socialization does not take place in a vacuum but is situated in the overall literacy experiences of students. Henceforth, it is important to discuss the transfer literature in this section to make more visible the connections between skills and knowledge transfer and students' socialization

Transfer refers to using skills or knowledge from one context to another. It also indicates some form of adaptation and re-adjusting with high flexibility. In this respect, Perkins and Salomon's (1988) highlight the role of the students' "deliberate authorial effort" (p. 25) in dealing with disciplinary practices across different courses and contexts (see Bransford & Schwartz, 1999; Salomon & Perkins, 1989). Perkins and Salomon (1988) emphasize that students need to consciously adapt their practices and skills from one context to another to transfer certain academic skills and practices. This "high road transfer," to use Salomon and Perkins' (1989) term, requires "intentional mindful abstraction of something from one context and application in a new context" (p. 113). It requires students' efforts to figure out how to use certain skills from different courses in their disciplinary socialization. They distinguish between *forward transfer* and *backward transfer*. That is, students either invest more in a course when they think it will help them in their later disciplinary socialization or they draw on skills they already obtained from other courses to respond to certain disciplinary practices. It is also important to distinguish between "transfer of skills …[and] transfer of knowledge" (Perkins & Salomon, 1988, p. 22) when considering disciplinary socialization. For example, students might use skills such as outlining and multiple drafting from such courses as English 101/202, or they might use subject matter knowledge from major courses in dealing with other major courses.

They might also capitalize on writing style citations they gain from one course in their disciplinary practices and writing in their majors. Their transfer of certain skills can also negatively affect their disciplinary socialization especially when they cannot clearly see through the disciplinary differences.

The literature on transfer showed strong connections between students' perceptions and disciplinary investment and their transfer of academic skills and practices (Green, 2015; James, 2008, 2010; Kobayashi & Rinnert, 2013; Liu & Tannacito, 2013). For example, Kobayashi and Rinnert (2013) explored how Natsu, an international student, transferred academic skills from her L1 (Japanese) in developing her L2 (English) and skills from her L1 and L2 to improve her L3 (Chinese). Kobayashi and Rinnert (2013) emphasized the role of "past experience and individual perceptions" in students' academic literacy development including perceptions of "personal and cultural identity" (p. 4). The way Natsu perceived her literacy capital and repertoire as an asset impacted her transfer of skills and practices from one language or academic context to another. In a different context, Green (2015) used self-reporting questionnaires to explore whether there is a correlation between the students' perceptions of their EAP instructors' practices and guidance for transfer (as an integral part of EAP), as well as their willingness to transfer these skills, practices, and knowledge into other contexts. Green (2015) found that there is "a significant moderate relationship between students' perceptions of both EAP instructors' combined … methods and of transfer of writing skills to the disciplines" (p. 1). Green's (2015) study showed that

> [t]he broader contextual perspective – culture – may also be related to transfer. For example, students may perceive the transfer of certain knowledge to be culturally

> inappropriate… where different classrooms even within the same institution reflect different cultural values. (p. 9)

Relating this to the context of the current study, it is important to consider how students' perceptions might impact their disciplinary socialization in their business and management majors.

Like Kobayashi and Rinnert (2013) and Green (2015), James (2008, 2010) also shed light on the role of students' perceptions of transferring skills across different academic contexts. James (2008) explored how students' perceptions of task difference/similarity impact the possibility of transferring skills and practices in comparison to the objective difference/similarity based on instructional design. Using data collected from 42 ESL students in their freshman year, he reported: "[T]he intended task similarity/difference (i.e., in subject matter) did not have the expected impact on learning transfer; however, students' *perceptions* of task similarity/difference did influence learning transfer" (James, 2008, p. 76, emphasis in original). In another study, James (2010) explored the impact of L2 students' perceptions of how (un)supportive the overall academic setting (peers and teachers across different courses) in relation to their attempts to transfer skills, practices, and knowledge from EAP to mainstream courses. Using what he calls "transfer climate," James (2010) found "that students can perceive a lack of support for learning transfer [as in] …instructors'/peers' explicit negative references to EAP courses; instructors'/peers' ineffective or careless language use; little or no connection between language use and grades" (p. 133). As Kobayashi and Rinnert's (2013) findings show connections between students' literacy practices and academic investment, Green's (2015) and James' (2008, 2010) findings highlight the connection between students' perceptions and interpersonal interactions and the possibility of transferring skills and practices across different contexts.

Taking a different theoretical approach, some researchers focused on the transformative nature of disciplinary practices. For example, Cheng (2007) studied the impact of an ESP genre-based course(s) on Fengchen's, a focal graduate student, possibility of transferring skills and practices. Fengchen managed to transfer and accommodate different skills to other writing contexts through what Cheng (2007) calls "rhetorical twist" (p. 301). Through discussions and textual analyses, Fengchen "was able to transfer some previously noticed generic features into his writing" (Cheng, 2007, p. 287). Cheng (2007) emphasizes that transferring skills and/or practices requires building "genre awareness, rather than merely the awareness of genres" (p. 304). That is, students need to build a sense of how writing is generic, and that each academic discipline and community has its own genres representative of its "disciplinary culture" (Cheng, 2007). Thus, textual interactions are important to help students proceed with their disciplinary socialization in terms of the discourse community expectations, and genre conventions. It also underscores the transformative nature of academic practices. It is possible that more engagement with textual and interpersonal interactions can help the students to develop different skills and knowledge about their respective disciplines and thus a higher possibility to accommodate this knowledge to new contexts.

Highlighting transfer in connection to EAP courses (as in Cheng, 2007), James (2006b) and Shrestha (2017) focused on whether L2 undergraduate students manage to accommodate and transfer any skills or practices from their EAP courses to other courses. Focusing on five first-year students, James (2006b) found "that learning transfer did occur from the content-based EAP course to the students' other courses [including]… academic language skills … and other learning outcomes (e.g., study skills)" (James, 2006b, p. 783). Yet, this transfer, James argued, "was influenced by various factors linked to different elements of learning transfer situations,

including the learner, the instructional tasks, and the broader instructional context" (James, 2006b, p. 802). Similar findings come from Shrestha's (2017) study that revealed the importance of instructional design in helping students transfer skills and practices across different courses. The "dynamic assessment… [is] an assessment approach that blends instruction into assessment" (Shrestha, 2017, p. 1), and was utilized in regards to teaching an EAP class that helped students to transfer skills and practices to other courses. Yet, the students' "transfer of genre features and conceptual knowledge … [was situated only around] discipline-based academic literacy (AL) courses" (Shrestha, 2017, p. 1). Students transferred such features in their business studies courses and not in all other courses.

In another study that takes a naturalistic approach, Bremner (2012) explored how an internship student is socialized into the professional discourse in a Hong Kong workplace context. He found that Sammi's socialization, the focal student, was highly impacted by the "importance of background knowledge" from her different courses (Bremner, 2012, pp. 22-23). Sammi transferred skills to cope with the needs of professional business community.

The findings above (Bremner, 2012; Cheng, 2007; James, 2006b; Shrestha, 2017) show connections and discursive relationship between students' socialization and transfer of skills and knowledge (see Figure 2). They also show that transfer is impacted by such factors as students' perceptions, academic investment, prior knowledge, overall environment, and the different textual and interpersonal interactions. These studies also highlight the transformative nature of academic practices and how they impact and be impacted by other aspects. They are important to the present study because they show that socialization is largely impacted by the skills and knowledge that students transfer from other contexts and courses. They help broaden this study's perspective on how its participants experience academic socialization in their business majors.

Moreover, it is important to emphasize that sometimes students feel confused when trying to transfer skills across courses. Not seeing clearly through disciplinary differences makes them confused when they switch from one course to another (Lea & Street, 1998; McCarthy, 1987) and leaves them with "insecurities about academic writing" (Donohue & Erling, 2012, p. 214). To this point, in reporting on the international undergraduate students in upper level (senior years) in business and management majors, the current study considers the role of possible transfer of literacy skills and knowledge in their disciplinary socialization and how they belong to their respective disciplinary and academic communities.

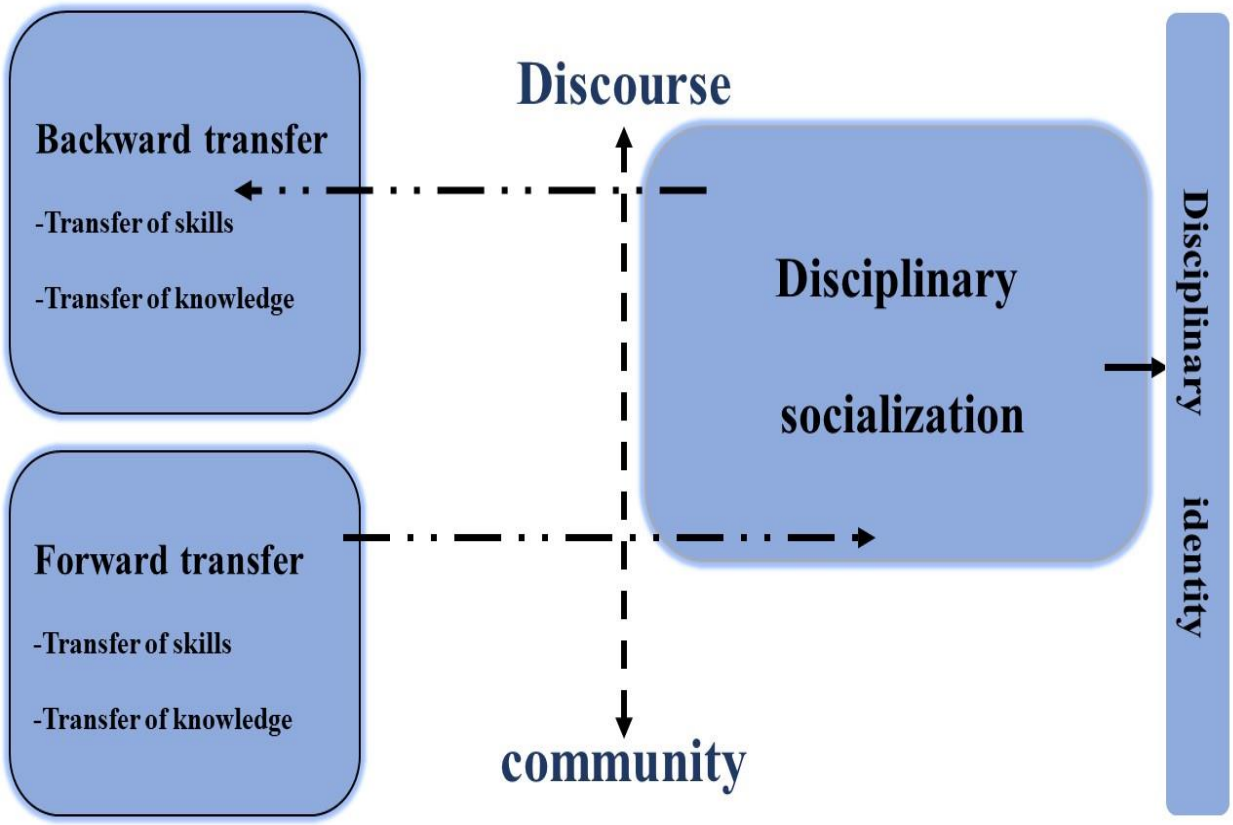

Figure 2. The interaction between transfer, disciplinary socialization, and identity in L2 context.

Finally, as the current study only explores disciplinary socialization in business and management majors, it is necessary to discuss the disciplinary and professional expectations in such majors. It is important to highlight what these majors value, why, and how these

perspectives are expected to be established when socializing students into these disciplines. Thus, the following section will shed light on the disciplinary perspectives in such majors.

Business and Management: A Disciplinary Perspective

Since this study mainly explores international business majors, it is important to shed light on the disciplinary and professional expectations in these majors. This zooming will help the study pay attention to what these majors value and why. It will enrich the study's perspective on what socialization in business majors looks like and connects this to the overall focus of this study and its findings. Even though there is a dearth in literature on international business majors in the US as discussed earlier, the discussion here is mainly enhanced by studies of teachers' and/or institutional perspectives (Connor, Rogers, & Wong, 2005; Zhu, 2004), and students in EFL contexts (Annous & Nicolas, 2015). It also builds on research in business genres (Esteban & Canado, 2004; Eustace, 1996; John, 1996; Louhiala-Salminen, 1996; Veragos, 2004), and workplace communication (Bargiela-Chiappini & Nickerson, 2003; Emmett, 2003; Poncini, 2003; Spencer-Oatey & Xing, 2003; Yeung, 2003). Although this literature does not speak to international business students in the US, there are some theoretical stances that are necessary for the current study.

The dynamic and rapid changes in the business world make disciplinary socialization in business majors in need to constantly adapt to these changes. In this respect, Bhatia and Bremner (2012) emphasize that "[i]n the academic world, our frameworks, models and theories of business communication are becoming outdated and are fast losing touch with the changing world of work, which is becoming increasingly intercultural, multimodal, virtual and strategic" (p. 436). This makes us expect the diversity in disciplinary multimedia practices, genres, processes, and information sources that underscore innovation, teamworking, problem solving,

and real-life scenarios through simulation. It also makes us attentive to the integration of both *oral* and *written practices* in classrooms in disciplinary socialization (Duff, 2010), and the various genres, visual designs, and presentations. In this respect, Zhu (2004) studied 95 syllabi and writing genres in business majors in the US context. Through analyzing sample syllabi, assignments rubrics and interviewing instructors, she found that there are important genres these disciplines value: *case study analysis, book or article report, reflection, business reports,* and *other genres* (formal and informal). Her findings also indicate that there is a high emphasis on group projects, the use of "personal experiences …as viable sources of data" (Zhu, 2004, p. 126), and the use of different visual and graphic literacy forms (e.g. charts and graphs) instead of lengthy writing (Johns, 1998). For example, she found that 67% of graduate assignments and 65% of undergraduate assignments are team-work projects (Zhu, 2004, pp. 122-123). This emphasis on collaborative writing is also supported by research in the business corporate world. Burnett (2001), for instance, found "that as much as 75% to 85% of organizational writing is carried out collaboratively" (as cited in Bhatia & Bremner, 2012, p. 433).

Another aspect that Zhu (2004) analysis shows is that these disciplinary practices and genres are expected to help students develop "*professional* status" not only as business students but also as business people who can successfully perform in real-world business contexts. That is, students are expected to develop disciplinary identities in their majors that make them prepared to play different business roles such as business consultants, and financial analysts. Zhu (2004) emphasizes that these

> dual roles: as business people, the professional role, and as learners, the institutional role …. [lead to raising the following questions:] Is there any tension between these expected

> roles? How do students negotiate, juggle and perform these roles? Whether and how do professors judge students' performance in their respective roles? (p. 130)

Although these dual roles might be scaffolded "under the mentorship of members of the local business community" (Belcher, 2004, p. 107), it is still not clear what kind of mentorship students receive, and how they engage in it. Moreover, some of these genres and practices (e.g. presentations) require high level of proficiency and disciplinary understanding (Esteban & Can˜ado, 2004). This means developing different rhetorical, cognitive, analytical, interpersonal, intercultural skills, and disciplinary knowledge (Zhu, 2004) such as "executive listening," critical reading, disciplinary understanding, and the use of specific disciplinary vocabulary (John, 1996) that indicate belonging into the business professional community (Bhatia & Bremner, 2012).

The research also highlights important aspects on written and verbal business communication. On the written level, it reveals some tolerance for "less accurate language" because there is always the pressure of the work place (Louhiala-Salminen, 1996, p. 50). It emphasizes that for most of the time "[c]ontent is even more significant than length…. since busy readers want to waste as little time as possible" (Eustace, 1996, pp. 53-4). On the verbal level, there is also some flexibility in business communication. In this respect, John (1996) states that "[b]eing an effective business communicator depends not only on verbal language proficiency but also on personal and interpersonal skills" (p. 8). This shows the importance of integrating written and verbal modes of communication in business contexts. For example, the samples that I collected from the business professors at the study site all highlight the written-verbal modes of interaction. This interaction is highly valued in the business classroom especially upper level classes.

The other important point is the focus on persuasion through analytical and problem-solving skills (Zhu, 2004). This persuasion might differ across business disciplines. That is, in management there might be different approaches to the same problem while in accounting, having different answers to the same problem might be unacceptable. Even the use of the same sources of information might be valued differently.

Despite the emphasis on such analytical skills, faculty efforts to prepare students to such skills are not always replicative of such needs (Laster & Russ, 2010). Teachers tend to focus more on covering the content with the perception that developing necessary skills takes place naturally (Annous & Nicolas, 2015). Some of them even emphasize that the disciplinary differences between business sub-disciplines might not be clear enough (Jackson, 2005). To this point, it is important to consider these different skills when exploring academic socialization in business and management contexts as in the current study.

Thus far, this chapter has explored how academic socialization is impacted by various factors including textual-interpersonal interactions, transfer, disciplinary investment and identity, and the transformative nature of disciplinary practices themselves. It has also underscored analytical, problem-solving, team-working skills and the role of visual/textual interaction in business literacy. Yet, this literature has left unanswered, to a large extent, how international undergraduate business majors in the US experience disciplinary socialization in their upper levels and how such factors and/or features might apply to those students' socialization. Despite having 200,754 students in such majors, almost 20% of the overall international students in the US (Institute of International Education, 2016/2017), only one study (Leki, 2007) shed light on such majors with data from 1990s. Henceforth, the main argument of this dissertation is that the features and factors above are important to consider in my current study as it explores the

academic socialization of its respective international business majors. They will enhance its perspective and help understand its findings to a large extent. My present study will be an important contribution to exploring academic socialization in this under-researched population. It mainly focuses on upper level students as they are more likely to engage in disciplinary socialization and practices than lower levels. The main question that this dissertation explores is: *How do international undergraduate students in business and management experience academic literacy and disciplinary socialization in their majors?*

Theoretical Framework

Disciplines as Academic Communities

In the discussion of the different approaches to academic and disciplinary literacy in this chapter, it is pointed out that the socialization approach is the most relevant one to the context of the current study. Importantly, it underscores socialization as mediated through interactions with disciplinary members and practices resulting in acquiring disciplinary literacy. It considers disciplines as academic communities each with its own epistemologies, genres, and practices. This framework is essentialized through different models such as *discourse community* (Beaufort, 2000, 2007, 2012; Prior, 2003; Swales 1990), and *community of practice* (Lave & Wenger, 1991; Wenger, 1998). In this study, Beaufort's (1997, 2000, 2007, 2012) discourse community framework will be drawn upon as the main theoretical lens for *several reasons*. First, this framework emphasizes that disciplinary socialization results from participation with more expert members and engagement with academic practices in respective disciplines. This participation and engagement is expected to result in understanding of each discipline's epistemologies, conventions, genres, and communication style (Beaufort, 2000). Through such participation and engagement, students learn how to respond to the disciplinary exigencies in

their disciplines and become legitimate members in such communities. Second, it provides clear explanation of the different domains that are integral in socialization. In this respect, Beaufort (2007) argues that disciplinary literacy can be deconstructed into five interconnected knowledge domains: "discourse community knowledge, subject matter knowledge, genre knowledge, rhetorical knowledge, and writing process knowledge" (p. 18). Thus, these different domains will help in interpreting and situating the findings from the current study. Each of these domains impacts and is impacted by other domains.

In discussing discourse community framework, it is important to make it clear what *discourse community* means. It refers to

> *a dynamic social entity within which a set of distinctive, yet changeable, writing practices occur in relation to other modes of communication as a result of the community's shared values and goals, the material conditions for text production, and the influence of individual community member's idiosyncratic purposes and skills as writers*. (Beaufort, 1997, p. 522, emphasis in original)

In this respect, looking at academic majors, we can say that each major has its own distinctive practices that are governed by shared values and goals of the insiders in that major. These practices are impacted by the different modes of communication (oral and written), material conditions, and individual members' purposes and skills. This definition makes it possible to see that the practices in discourse communities are governed by both the community's and the students' perspectives within the overall material and symbolic environment.

The first domain in Beaufort's (2007) framework is the discourse community knowledge. It is the umbrella within which the other four domains fall. It refers to the kind of disciplinary epistemologies and expectations that each discipline or community values (Casanave, 2002;

Tardy, 2009). When students engage in disciplinary practices, they have also to develop knowledge and awareness of the epistemologies and expectations in their respective disciplines. Even though these expectations are not always explicit, or made explicit by teachers in these disciplines, they still represent the iceberg in the students' respective disciplines.

The second domain, subject matter knowledge, refers to the kind of texts, readings, equations, and other kinds of disciplinary writing and speech that students have to deal with, read, and/or respond to. Especially in upper levels, disciplinary subject matter knowledge not only represents content that students need to know but also helps students to learn about the discourse community expectations, disciplinary genres, and the rhetorical moves professionals use in these majors (Beaufort, 2012; Carter, Ferzli, & Wiebe, 2007). This knowledge also impacts the disciplinary genres writing to a large extent.

Genre knowledge, the third domain, underscores the genres that the students' respective disciplines use to communicate. It is important to emphasize that genres not only communicate disciplinary knowledge and epistemologies but also constitute these epistemologies (Freadman, 1994). Thus, students are expected to know how to write disciplinary genres and what to value in these genres. Engaging in writing different genres helps students learn how to act, write, and think like disciplinary insiders (Carter, Ferzli, & Wiebe, 2007). They are also concrete evidence that students can perform in these disciplines. Yet, the problem that students might face is that they need to develop "genre awareness, rather than merely the awareness of genres" (Cheng, 2007, p. 304). That is, when students see genres only as communicative of their "disciplinary culture" (Cheng, 2007) without seeing the constitutive part these genres play in disciplines, their disciplinary socialization might become more complex. In this respect, Miller (1984, 2015) emphasizes that genres are more than conventional formulaic artifacts; rather, they are responses

to social exigencies. They are ways of "acting-together" and semiotic artifacts. In this respect, Carter, Ferzli and Wiebe (2007) found that when students engage in writing disciplinary genres, they tend to develop better knowledge of both their disciplinary subject matter and the discourse community expectations in their disciplines. To this point, it is important to emphasize that genres are far more complex in disciplinary socialization (Bawarshi & Reiff, 2010). For instance, Bazerman (1997) argues that:

> Genres are not just forms. Genres are forms of life, ways of being. They are frames for social action. They are environments for learning. They are locations within which meaning is constructed. Genres shape the thoughts we form and the communications by which we interact. Genres are the familiar places we go to create intelligible communicative action with each other and the guideposts we use to explore the unfamiliar. (p. 19)

Thus, engagement with different disciplinary genres (written or spoken) gives students access to the disciplinary and professional practices and artifacts in these communities. It helps students to act and participate like insiders even if this participation is peripheral (Barton & Hamilton, 2005; Barton & Tusting, 2005; Lave & Wenger, 1991; Wenger, 1998). This engagement also helps scaffold the process of understanding and acquiring the epistemologies, expectations, and professional discourse in these disciplines. In this respect, it is important to refer to Wingate's (2012) study of the impact of different approaches on students' socialization to academic and disciplinary literacy. She found that using genre-based approach is the most effective approach in teaching disciplinary literacy. These genres help enhance the students' disciplinary belonging and/or identities in their respective disciplines (Hyland, 2015).

The fourth domain that Beaufort (2007, 2012) highlights is rhetorical knowledge. It refers to the rhetorical moves that students need to develop within genres when they respond to disciplinary exigencies. These moves include the use of analytical tools, supporting examples, certain vocabulary, etc. (Fife, 2018). It is important to emphasize that these moves are discipline-specific and can vary across disciplines.

The fifth domain is the writing process knowledge. Beaufort (2007, 2012) emphasizes that there are different processes that students might engage in to produce disciplinary genres. These processes could necessitate multiple-drafting, group work, peer review, etc. For instance, in business majors, there is an emphasis on group projects and presentations. This emphasis on group projects thus indicates a collaborative writing process. It can also be connected to a wider disciplinary culture where "as much as 75% to 85% of organisational writing is carried out collaboratively" (Bhatia & Bremner, 2012, p. 433).

Even though Beaufort's (2007) framework provides important theoretical lenses into disciplinary literacy, there are other important aspects to highlight about disciplinary socialization especially with international students. First, there is the formal/linguistic domain. Since those students communicate in a language other than their L1, namely English, their lexico-grammatical knowledge can impact their disciplinary socialization and production of disciplinary genres (Tardy, 2009). Second, certain disciplines might prioritize one domain over another. That is, when performing in some disciplinary genres, teachers could tolerate those students' grammatical errors especially when the focus on the process level (as in collaborative writing), the rhetorical level (as in persuasion), genre level (as in APA citation and generic conventions), or even the subject matter (as in responding to a text). Third, students' engagement in different disciplinary practices can also be impacted by their investment. When students see

that their future professional orientation requires development of specific disciplinary knowledge, genres, and skills, they might invest more in these practices. This could be related to their attempt to belong into specific "imagined communities" or professions (Kanno & Norton, 2003). Especially in upper levels (junior and senior years of undergraduate studies), students are expected to develop better understanding of their future career path which impacts their disciplinary socialization and investment in certain practices over others.

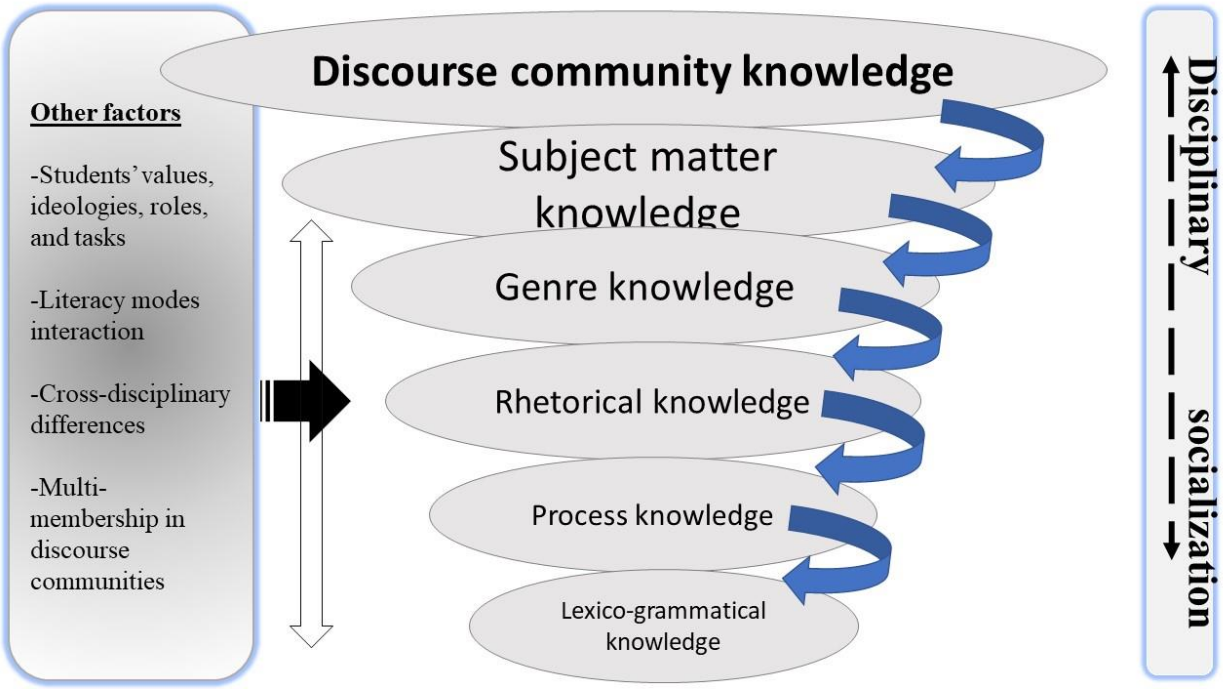

Figure 3. Direct and indirect layers of discourse community within disciplinary socialization.

In addition to the five domains of discourse community Beaufort highlighted, she also refers to other factors impacting discourse community. They include: 1) students' values, ideologies, role, and writing tasks, 2) interactions between different modes of literacy, 3) cross-disciplinary differences within the same genre, and 4) multi-membership in discourse communities (Beaufort, 1997). These different factors speak to the complexity of disciplinary socialization (see Figure 3). To this extent, this framework provides an effective theoretical lens

to the current study to better interpret its findings and situate it in the overall socialization research.

To summarize, the discussion in this section has shed light on the different domains that impact students' disciplinary socialization. It draws on Beaufort's (2007) framework represented by: *discourse community*, *subject matter*, *genre knowledge*, *rhetorical knowledge*, and *process knowledge*. This framework is also expanded here to include lexico-grammatical knowledge and students' perception of their professional disciplinary communities. In this case, students' disciplinary practices are impacted by students' investment. Having said so, this framework will help to better interpret the disciplinary socialization of international undergraduate students in business and management majors that this study explores.

Summary of the Chapter

The literature review in this chapter has highlighted important aspects about L2 academic literacy in terms of complexity and depth. It has revealed important connections between L2 students' academic socialization and the transformative nature of their literacy practices, textual and interpersonal interactions, academic investment and disciplinary identity, and the role of prior knowledge and literacy skills. As foundational to L2 academic socialization, this literature has shed less light on how those students develop academic socialization in upper level courses let alone business and management majors. Despite representing almost 20% of international population in the US with 200,754 students in 2016/2017 (Institute of International Education, 2016/2017), international undergraduate business majors received little attention. To this extent, this study helps to understand how international undergraduate students in upper level business and management majors experience academic socialization in their respective disciplines.

The second part of this chapter has discussed *discourse community* as the present study's theoretical framework. This framework and its different domains will help discuss and interpret the participants' disciplinary socialization. In the next chapter, Chapter Three, I will discuss the study's multi-case design, study site, participants, data collection, data analysis, and the study trustworthiness.

CHAPTER THREE

METHODOLOGY

In this chapter, I will discuss the study methodology including the rationale for using qualitative multi-case study design, description of the study site and participants, recruitment procedures, data collection methods (semi-structured interviews and writing samples), and data analysis. I will conclude with a discussion of the practices used to increase the study trustworthiness (crystallization and researcher's positionality), reflection on methodology, the ethical considerations associated with the participants' privacy and confidentiality, and the limitations of the study.

The Rationale for Using a Qualitative Multi-Case Study Design

This study employs a qualitative multi-case design. Such a design has been established as an effective methodological choice in exploring academic disciplinary socialization (Angelova & Riazantseva, 1999; Braine, 2002; Duff, 2008; Leki, 2007; McCarthy, 1987; Spack, 1997). The case is an explanation and description of the studied phenomenon represented by the selected participant who experiences that phenomenon. In this study, upper division international student participants were recruited because they had likely experienced academic disciplinary socialization in their majors (business and management). That is, the stories and data they shared as international students "will lead to better understanding, perhaps better theorizing, about a still larger collection of cases" (Stake, 2000, p. 437) of other international students majoring in business and management. In this respect, Braine (2002) emphasizes that data collected from participants as case studies help to

> provide rich information about learners, about the strategies they use to communicate and learn, how their own personalities, attitudes, and goals interact with the learning

> environment, and the nature of their linguistic growth. Case studies are also descriptive, dynamic, and rely upon naturally occurring data, and are therefore the most appropriate for studying the acquisition of academic literacy. The subject students themselves could provide the most important data, such as their sociocultural and educational backgrounds, previous educational experiences, language learning histories and strategies, and experiences. (p. 66)

Thus, this case study design helped to dig deeper into how the participants learned the disciplinary literacy practices in their majors.

The design logic in selecting participants in this study and the stories they shared will help "the reader … to know some things told, as if he or she had experienced it" (Stake, 2000, p. 442). Thus, the knowledge obtained from the respective participants is both "experiential and contextual" (Stake, 2000, p. 442) as it informs us about the disciplinary context in the business and management discipline(s) those participants are majoring in. To this extent, the findings will help to reach "theoretical" (Yin, 2014) generalizations about how international students experience disciplinary socialization in business and management.

Finally, the multi-case design in this study was strengthened by using two data collection methods (semi-structured interviews and students' writing samples) and researcher's positionality. The different methods helped in data crystallization, "a process of using multiple perceptions to clarify meaning, [and] verifying the repeatability of an … interpretation" (Stake, 2000, pp. 443-444). Having said so, the following sections will discuss research site, participants recruitment, departmental contextualization, data collection methods and data analysis, the study's trustworthiness methods, ethical consideration, reflection on methodology, and the study limitations.

Research Site

This research was conducted at a Mid-Atlantic Pennsylvania research-based public university. In addition to its main campus, this university has three other branch campuses. This university offers 140 undergraduate programs, 56 master's programs, and 14 doctoral programs. The number of students enrolled in this university in the Fall of 2017 is 12,316 students: 10,143 undergraduate (74%), 1,365 master's students (22%), and 808 doctoral students (4%). Most of this population is located in the main campus (12,035 students) where the study was conducted. From this population, minority students represented 20%, while international students represented 7% from more than 57 countries. This 7% of international student population includes 381 undergraduate and 315 graduate students. The college of business where this study took place ranked the second, among the other colleges, in the number of undergraduate enrollment with 1,994 students. Although I tried to learn the number of international students at this college, I could not find information about this either on the university overall website or on the website of the college itself. I sent an email requesting information about this to the Office of the International Education at the university but received no reply. Finally, I would say that the diversity in international student population noted above made the university a good site for conducting this study.

Participants Recruitment

This study used a "purposeful sampling" strategy (Creswell, 2013) to recruit participants. As the study aimed at exploring the disciplinary literacy practices of international undergraduate students majoring in business and management, four inclusion criteria were used: the student is not under 18 years old, the student does not hold US citizenship, the student did not finish a US-

based degree from any American school/college inside or outside the US beyond language institutes, and the student is a junior/senior currently enrolled in an undergraduate degree.

The Office of International Education at the study site approved circulate a participation invitation email on my behalf to its international students upon receiving an IRB approval. Once the IRB approval was secured, I sent the Office of International Education was sent a copy of the approval and the participation invitation email (see Appendix B). The Office of International Education then sent the participation invitation email through their listserv to the international students. The invitation email was sent in the middle of the Spring semester, 2018.

Table 1

Participants Description

Participant	Major	Status	Country	L1	Gender	Years in the USA
Isam	Supply chain/ human resources management	Senior	KSA	Arabic	Male	4.0
Mazin	Supply chain/ human resources management	Senior	Jordan	Arabic	Male	4.5
Salim	Supply chain management	Senior	KSA	Arabic	Male	5.0
Osama	International business	Senior	KSA	Arabic	Male	5.5
Sally	International business	Senior	Peru	Spanish	Female	4.0
Ali	Finance	Senior	KSA	Arabic	Male	5.0
Ahmad	Finance	Senior	KSA	Arabic	Male	5.5

Note. Isam & Mazin are double majors; KSA means Kingdom of Saudia Arabia

Within the first week of sending the participation email, 13 students contacted me. 11 students out of those 13 met the inclusion criteria. Yet, only seven participants completed the study. Those seven participants were in their senior year majoring in international business, supply chain and/or human resources management, and finance (see Table 1).

Students who contacted me received a full consent form explaining the study and its voluntary nature. Those who consented were scheduled for their first interview. Below is a short description of both the participants and the departments they came from to provide contextualization to the study and its findings.

Participants Description

International Business Majors

Osama. He is a Saudi student majoring in international business. He is a senior in his last semester of college. Osama's first language is Arabic. He completed his high school in Saudi Arabia with very minimal exposure to English; then he came to the US to pursue his degree in business. He has been in the US for almost five and a half years. Describing his English proficiency, Osama said: "out of ten, I would give myself six maybe out of ten, not that much I would not say ten or nine or eight. Maybe six out of ten to be honest, I still have to do more, to do more efforts" (Osama, April 2018).

Sally. She is from Peru. She is a senior in her last semester majoring in international business. Her first language is Spanish, but she also speaks Italian, Portuguese and has some knowledge of Latin. She completed her high school in her home country and travelled to Italy for a three-week summer course after high school. She has been in the US for four years. She learned English as a third language back home with a very minimal exposure: "We have few hours a week so I think once I came here to learn more and improve my writing skills, speaking skills, and communication skills" (Sally, April 2018).

Supply Chain/ Human Resources Management Majors

Mazin. He is a senior supply chain and human resources double- major from Jordan. He has been in the US for four and a half years. Arabic is his first language. He moved to the US

after completing high school in his home country. English was an EFL to him before he came to the US where he studied it at school but only for one hour per day. There was no practice for English there so it was not until he came to the US that he started to develop his English. Describing his present English proficiency, Mazin said:

> I developed my speaking and listening skills much faster than my reading and writing skills because I think it is easier to learn when everybody is speaking English but to learn reading and writing you have to do the assignments … my skills in reading, writing listening and speaking are much better now I'm very good or high proficiency. (Mazin, April 2018)

Isam. He is a supply chain/ human resources management double major from Saudi Arabia. He has had a diploma in marketing from his home-country. His first language is Arabic. Before coming to the US, he emphasized that he did not learn English and that one of the reasons for coming to the US was to learn English. Describing his English proficiency, Isam said: "I did not want to say my English is good but I am trying and to do my best to like improve my English especially in writing and speaking some time I have problem with the reading" (Isam, April 2018). He has been in the US for four years.

Salim. He is a student from Saudi Arabia majoring in supply chain management. He has had a diploma in human resources from Saudi Arabia. He has been in the US for five years. His first language is Arabic. Learning English before coming to the US was mainly self-study for the sake of job requirements as he was working for McDonald's. He described his English proficiency as: "if you asking about writing three years ago I think I'm the same person, I think so… the whole skill like, yeah they all improve like a lot, speaking I think the worst part" (Salim, April 2018). He has been in his major for two and a half years.

Finance Majors

Ahmad. He is a finance major in his senior year. He is from Saudi Arabia. Arabic is his first language. He has been in the US for five and a half years. Ahmad chose the US because it is the cheapest place compared to Australia and England, and to learn English and new culture (Ahmad, April 2018). After completing his high school back home, he came to the US to earn a bachelor's degree in business. Before he arrived in the US, he studied English back home but without practice. When he moved to the US, he joined a language institute where he had intensive classes that enabled him to get a good TOEFL score and apply for college. He describes his current English proficiency as very good.

Ali. He is a student from Saudi Arabia in his senior year as a finance major. Arabic is his first language. He has been in the US for five years. After graduating from high school, Ali came to the US to earn his degree. He chose the US because his siblings are in the country and he has good information about it. Although he studied English back home before coming to the US, his English was still very bad because of the poor teaching environment. He thus started learning English when he arrived in the US. Describing his English proficiency, Ali said: "it is better than in the past …the writing and reading I think they are both getting stronger because in my major we read and we write more than we speak s… speaking like still the same" (Ali, April 2018).

Departmental Context

Department of Management

The Department of Management at the study site aims at providing teaching that enhances:

> high-quality, relevant education to our students while emphasizing the learning of the body of knowledge of the management disciplines as well as critical and integrative

> thinking, analytical and problem-solving skills, effective oral and written communication, interpersonal skills, positive attitude, technology, and overall commitment to lifetime learning. (Indiana University of Pennsylvania, 2017, n.p.)

It also emphasizes:

> In addition to excelling in classroom course delivery, the faculty is committed to providing academic and career advising to students, providing students with opportunities for experiential education, and encouraging participation in professional student organizations and other professional and extracurricular activities. (Indiana University of Pennsylvania, 2017, n.p.)

This department provides different degree tracks including Human Resources Management Track (BS), General Management Track (BS), Supply Chain Management Track (BS), International Business Track (BS), and other tracks.

Department of Finance and Legal Studies

This department highlights aspects of the global nature of business corporations. According to its website, the department focuses on helping students acquire

> analytical and decision-making skills, which are so necessary in the speedy, competitive environment of finance. The development of … financial problem-solving instincts will also help steer you [the student] toward a broad range of challenging career choices that may include advanced degrees, such as an MBA. Yet, post-graduate degrees are not required to gain entry-level positions in finance. (Indiana University of Pennsylvania, 2017, n.p.)

Such an emphasis is set forth to help students compete in such a global environment through providing them with skills in leadership, analysis, decision-making, financial problem-solving,

group-experiences, and real-life experiences. It also underscores teaching and mentorship under seasoned professionals who are themselves professionals in real business outside the classroom. It provides Bachelor of Science (BS) and minor degrees in finance, and a Pre-Law Interdisciplinary Minor.

Data Collection

Background Research Phase

In order to understand the contexts in which the study participants engaged and their disciplinary academic literacy, and because I am a disciplinary outsider, I engaged in a background research phase. During this time, I learned more about business majors at this institution and its faculty expectations. I reviewed the website of the College of Business at the study site. The focus was on such departments as management and finance. I consulted the undergraduate catalog to see what kind of courses students in different tracks in these majors should take. I sent an email to eight professors explaining my dissertation project (academic socialization of international business majors) and requesting them to share syllabi samples and assignments rubrics that could help me better understand disciplinary expectations in business majors. Five professors shared their syllabi samples: business policy (a capstone course), international management, management information systems, business and interpersonal communication, and seminar in international management. Some of these syllabi included a full description of the term papers (as in a seminar in international business). One of the professors shared an individual term paper rubric as well as a group project rubric (e.g. business and interpersonal communication course). One of them shared two samples for two different courses he was teaching. I also managed to have an informal meeting with two of those professors where I asked them about their expectations of their term papers and why they held such expectations. I

took notes that helped me frame my interview questions for my IRB and develop a better understanding of the disciplinary expectations in the respective majors. This phase helped me be more aware of the disciplinary expectations and enhance my understanding of business majors. After that, I moved to the second stage; namely the data collection phase.

Data Collection Phase

After completing my background research and familiarizing myself with the disciplinary context of these business majors, I began formal data collection through semi-structured interviews and writing samples. These two data sets helped in whole data crystallization and provided me with a better understanding of the participants' experiences and stories (Creswell, 2013; Stake, 2000; Yin, 2014) (see Figure 4).

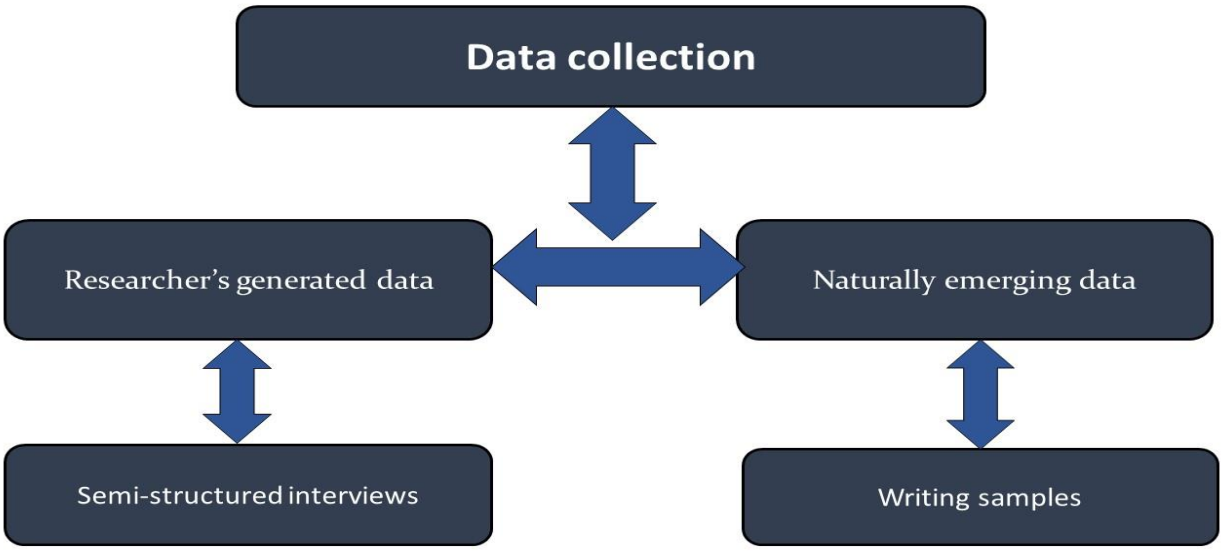

Figure 4. Data collection methods.

Following Merriam's (2009) categorization, the current study used both naturally emerging data (e.g. writing samples) and researcher-generated ones (e.g. semi-structured interviews). That is, writing samples have been naturally emerging in that the participants have already written them as part of the requirements in their courses outside the current study. They

represent real genres responding to the academic disciplinary exigencies in these courses. Interviews were generated to answer the research question about the participants' disciplinary socialization.

Data collection took place over a seven-week period starting in the first week of April and ending in the third week of May 2018. Each participant was supposed to submit writing samples, do reflection entries and two face-to-face interviews (as stated in the consent form). I conducted two interviews with each participant and collected 14 writing samples from my participants, (see Table 2).

Table 2

Data Collected: Interviews and Writing Samples

Participant	Interview 1	Interview 2	Writing samples		
			Easy	Challenging	Learning a lot from
Isam	Yes	Yes	Yes	Yes	Yes
Mazin	Yes	Yes	Yes	Yes	Yes
Salim	Yes	Yes	Yes	Yes	Yes
Osama	Yes	Yes	Yes	Yes	Yes
Sally	Yes	Yes	No	No	No
Ali	Yes	Yes	No	Yes	Yes
Ahmad	Yes	Yes	No	No	Yes

Interviews. In this study, two face-to-face semi-structured interviews were conducted with each participant. The first interview was conducted at the beginning of the study and the second one at the end of the study (from the first week of April to the third week of May 2018) (see Table 3 for interviews duration). Yet, sometimes the interview date was re-negotiated

between each participant and me, based on availability. As important data collection methods in cases studies (Duff, 2008; Galletta, 2013; McMillan & Wergin, 2010; Merriam, 2009), these interviews helped to obtain "in-depth personal perspectives" (Creswell, 2016, p. 126) into how the respective participants have experienced disciplinary socialization in their majors. As semi-structured, these interviews were flexible enough to allow me to rephrase certain questions to accommodate to the language proficiency level (Merriam, 2009) of my participants and to ask follow-up questions. Interview duration was between 20 to 47 minutes in a quiet room on campus. These interviews served as the main dataset for the current study where participants shared stories on their journeys about their disciplinary literacy socialization (see Appendix D for interview protocol questions).

Table 3

Interviews Duration

Participant	Interview 1	Interview 2
Isam	20 minutes	22 minutes
Mazin	38 minutes	47 minutes
Salim	46 minutes	30 minutes
Osama	25 minutes	27 minutes
Sally	20 minutes	22 minutes
Ali	24 minutes	43 minutes
Ahmad	34 minutes	32 minutes

Writing samples. The second data collection method in this study was students' writing samples (Connelly & Clandinin, 1990; Merriam, 2009) and were tied to the interviews. These

samples were real assignments the participants completed in their major courses. They were naturally emerging in response to the academic disciplinary exigencies in their major outside the current study (Leki, 1995). Participants were asked to provide three assignments: one that was challenging, one that was easy, and one from which they felt they learned the most about their major. Six participants shared such assignments digitally with me.

Although not all the participants provided three samples, the majority provided challenging samples as well as samples they thought they learned the most about their majors in (see Table 4). These samples were guiding the second interview where participants talked through each of their samples.

Table 4

Assignments Collected From Each Participant

Participant	Easy assignment	Challenging assignment	An assignment the participant learned the most about his/her major in
Isam	Yes	Yes	No
Mazin	Yes	Yes	Yes
Salim	Yes	Yes	Yes
Osama	Yes	Yes	Yes
Sally	No	No	No
Ali	No	Yes	Yes
Ahmad	No	No	Yes

These samples were a rich data set that I engaged with repeatedly before and after the second interview, as well as during data analysis. Reading through these assignments during the analysis, I focused on such aspects as visual and generic features, the graphs used, possible

description and equations, persuasion, and language level. These assignments helped me explore and compare what the participants said in their interviews regarding they had done in the paper. For instance, when a participant underscored the importance of graphs in an academic writing in his/her major, I reviewed his/her shared samples to see if they contained any stances of charts or graphs. These samples also helped me develop more insider or emic perspective, even though it was minimal, on the mindset in these disciplines. Moreover, these samples were also intended to help the participants recall details about how they completed each of them. Thus, these samples provided additional data about the detailed process of the participants' disciplinary socialization. They also fed into crystallizing the whole data sets (see Crystallization section) to have as deep and accurate understanding of the respective participants' socialization as possible.

Data Analysis

Data analysis in this study was a recursive and interactive process (Merriam, 2009; Yin, 2014). Each stage was influenced by the other. Yet, it is important to state here that considering my outsider status to business as a discipline, I started to familiarize myself with the disciplinary practices and expectations before starting data collection. I informally collected and reviewed eight syllabi and assignment rubrics from business professors at the study site and met with two of them. The purpose of collecting these materials was to offer insight into the academic discourse communities that my participants came from. This background research has impacted, to some degree, my data analysis.

Although data analysis was dynamic and recursive, there were four main interconnected stages. The first stage was characterized by data preparation and initial open coding. At this stage, I started transcribing and preparing interviews, reading them closely and doing first cycle of open-coding. Once an interview was conducted, I transcribed it, read it multiple times, took

notes, and open-coded what seemed salient. Such an engagement with data through "close reading" (Gattella, 2013, p. 5) is important because "[a] rich and meaningful analysis of the data will not be possible if analysis is begun after all data are collected" (Merriam, 1998, p.177). Even though I was following an open-coding at this stage (Saldana, 2009), I was also thinking of what was expected in the data and what was not expected (Leki, 2007) (see Figure 5).

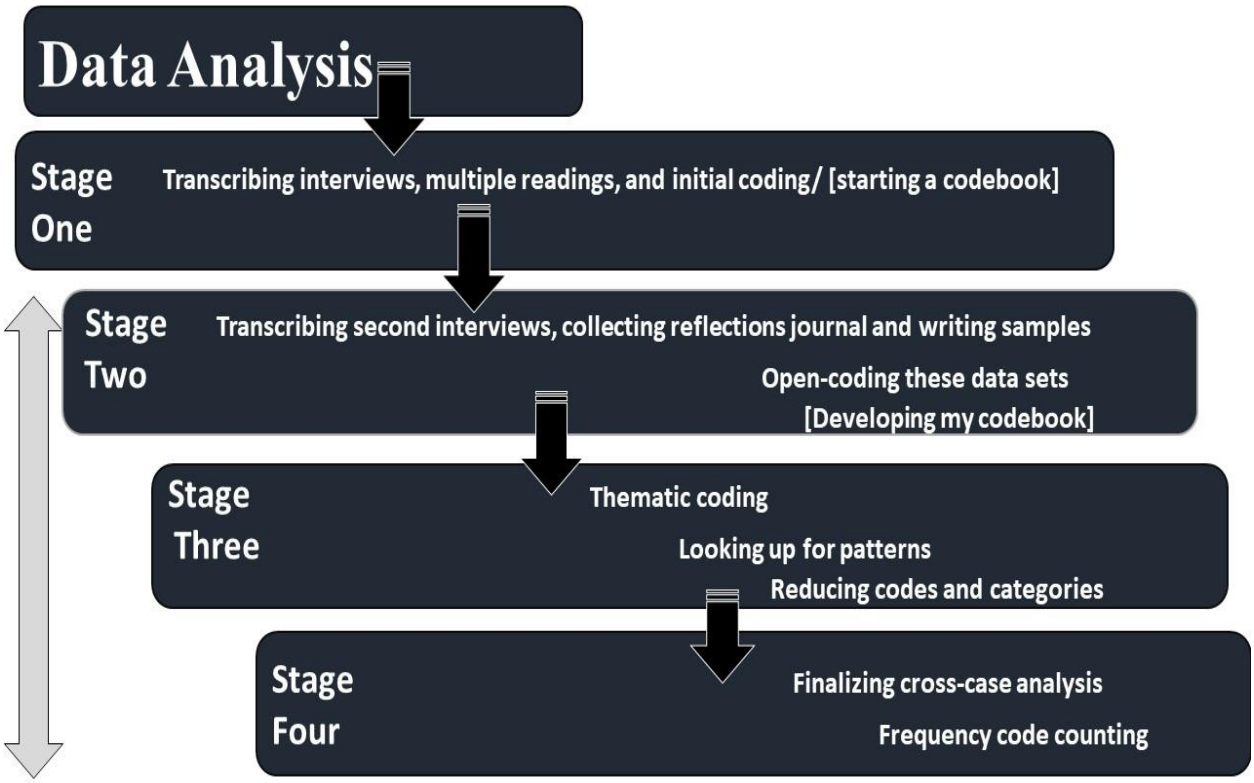

Figure 5. Data analysis stages.

In the second stage, I finished data collection including writing samples and my second round of interviews. During this stage, I transcribed and open-coded my second interviews. After open-coding interviews, I also read the writing samples multiple times and took notes. I focused on citation style, numeric literacy stances, and visual literacy stances. I then coded them for two main things: *writing guide styles (e.g. APA and MLA)* and *instances of textual-visual-numeric interaction* because these two codes were salient in the open-coding of the interviews transcripts.

Therefore, the writing samples were confirmatory to the data in the interviews, to a large extent. During the first and second stages, I started to develop my codebook based on codes from participants and with the help of NVivo for word frequencies. The open-coding in the second stage was also impacted by the coding in the first stage as I started to have some expectations and develop my thematic coding strategy.

In the third stage, I started thematic coding. It was mainly associated with looking for themes that speak to the study's focus (Duff, 2008). This stage was characterized by *focused* and *theoretical* coding (Saldana, 2009). That is, I started a second round of coding where I focused on thematic patterns. This has been guided by theoretical coding through focusing on "discovering the central/core category that identifies the primary theme[s] of the research" (Saldana, 2009, p. 151). In this respect, I was "prepared and willing to mix and match coding methods as … [I] proceed[ed] with data analysis" (Saldana, 2009, p.76). I was bearing in mind my research question and the study's theoretical stance. I focused on what disciplinary practices that participants engaged in, how they perceived these practices, what challenges the participants highlighted, what strategies they used to cope with such challenges, and how those practices shaped the participants' perceptions of their disciplinary future journeys.

During the third stage, I started to revise my codebook and conduct co-coding to increase the robustness of my analysis. I discussed my coding process with a PhD peer who helped in co-coding to increase the reliability and rigor of my analysis through intercoder agreement. In three sessions, we discussed and negotiated three main things: 1) the unit of analysis, 2) the codes and categories, and 3) the coding of the data sets of two out of the seven participants (28.5% of the overall transcribed data). First, we agreed that the unit of analysis is the utterance. We agreed that an utterance is a meaningful unit where a code can be fully realized. It could be a short

phrase or a long passage. In this respect, there were some occasions of simultaneous coding (two codes in the same utterance) (Saldana, 2009). For example, such an utterance like "*sometime in writing center tutors, they always help me with the grammar and they always give me feedback about my grammar*" was simultaneously coded as *issues with structure* (under the category: *disciplinary challenges*) and *use of writing center* (under the category: *coping strategies and/or affordances*). We also negotiated codes and categories until we reached an agreement of 0.96 on these codes and categories. This interrater reliability agreement exceeds Cohen's kappa coefficient of 0.80 (as cited in Creswell 2016). Out of eleven categories (including 56 codes), we ended up with nine categories (including 42 codes) (see Table 5 for final categories). As a result of this negotiation process, some categories (e.g. *Influential others*) collapsed and transferred into other categories as a code. Some codes have also been blended together such as *use of outlining* and *transfer of skills and knowledge* under one code as *transfer of skills and/or knowledge.* This stage helped increase the rigor and reliability of my analysis through having high level of agreement (0.96) and refining my codes that I used later in stage four.

In the final stage, stage four, I started to do a final cycle of coding looking for categories and frequency of codes. I put each interconnected group of codes or sub-categories under one thematic category. I thus finalized my categories that speak to my cases and feed into my focus about what disciplinary practices students engage in, how they perceive disciplinary practices, what challenges they encountered and what strategies and/or affordances they used to cope with such challenges. Moreover, I was also interested in how they perceived their environment and how the overall socialization process resulted in developing disciplinary identities. To this point, I identified nine categories (see Table 5 for the nine categories and short definitions; also see Appendix A for full codebook).

Table 5

The Nine Categories and Their Brief Definitions

Category	Brief Description
The path to the major	Instances that speak to participants journey into his/her major.
Disciplinary reading perceptions and practices	Instances of how the participant perceive disciplinary reading and why, and what sources they engage in.
Disciplinary writing perceptions	Instances of how students perceive disciplinary writing.
Group work as impactful in disciplinary learning	Instances of how students perceive working with other peers on collaborative projects.
Disciplinary challenges	Instances referring to the academic challenges that the participants encounter.
Coping strategies and/affordances	Instances of the strategies or affordances that the participants use to deal with academic challenges or difficulties.
Supportive environment	Instances where the participants refer to the environment such as the events that the college hold that contributed to the overall academic socialization of the respective participants.
Disciplinary identity perceptions and future professional path	Instances where the students seem to have a perception about their practices as professionals and not only as students.
Perception of the value of L1	Instances where the respective participants emphasized the value of their L1s as helping enhance their disciplinary perspectives and/or make them more marketable in the job market.

Finally, it is important to emphasize that my overall analysis process was impacted, to a large extent, by my perception of what to expect and what not to expect (Denzin & Lincoln, 2000) in regard to the background research phase, the theoretical stances that the reviewed literature presented, and the selected framework highlighted. As a researcher, I tried to increase the trustworthiness of my study on different levels. In addition to having high interrater agreement in data analysis as discussed earlier, I also used crystallization and provided reflection on my positionality in the following sections.

Research Trustworthiness

Like other qualitative research, this study is situated in social constructionism and post-positivism which emphasize that there are multiple forms of reality and that full objectivity is never reachable (Denzin & Lincoln, 2000; Schwandt, 2000; Saldana, 2011; Tracy, 2010; Flick, 2015). Yet, I tried to maintain the trustworthiness of my study as much as possible through using qualitative methods such as crystallization and reflexivity/positionality (see Figure 6).

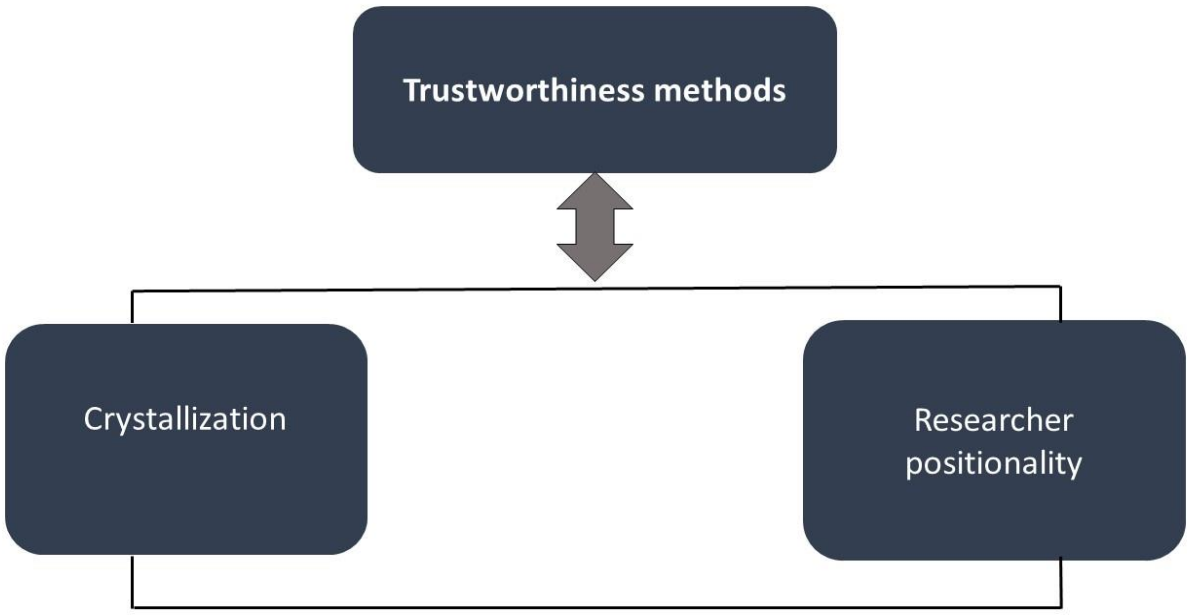

Figure 6. Trustworthiness methods used in this study.

Crystallization

Crystallization is the most commonly used method for increasing trustworthiness in qualitative research in general and case study in particular. It refers to using multiple sources and practices for collecting different bits and pieces of data to answer the research questions (Flick, 2015; McCarthy, 1987; Merriam, 1998; Tracy, 2010; Yin, 2014). For case study researchers, crystallization is considered an important tool in collecting as rich and relevant data as possible depending on different data collection methods. Such use of multiple data, Yin (2014) emphasizes, results in "*converging lines of inquiry*" (p. 120, emphasis in original) that make both the study inquiry practices and its findings more robust and trustworthy.

In the context of my study, crystallization was achieved through collecting different data such as semi-structured interviews and writing samples. These two data sets corroborated each other and helped me develop a more robust analysis through looking at the participants' literacy practices from different angles. Moreover, this crystallization was also strengthened by the syllabi and assignments rubrics shared in the background research phase. It resulted in providing the reader with as representative and meaningful findings of the participants' disciplinary socialization as possible.

The Researcher Positionality

Researcher positionality or self-reflexivity is another important tool in increasing the trustworthiness of the current study (Creswell, 2013, 2016; McMillan & Wergin, 2010; Merriam, 1998; Tracy, 2010; Yin, 2014). McMillan and Wergin (2010) emphasize that researchers "must be as clear and open as they can about the perspectives they bring to inquiry, including how their own experience might color what they see and how they interpret" (p. 91). In this study, there are important points to highlight. First, being an outsider to the business and management

majors, I knew that the mere engagement with the literature, which was scarce, was not enough. Thus, I tried to develop an insider or emic perspective (Jardine, 2004) in the business students' community to expand my researcher's perspective. I tried to get as much "in-depth knowledge" as possible to better understand the socialization process (Vickers, 2007) of business students and the teaching practices of professors in these majors. Thus, I had several informal meetings with two business professors prior to starting my research to ask them about the different courses they teach at the study site, how that contributes to the students' socialization and their understanding of the real business world. One of those professors also shared two syllabi samples with me and engaged in deep discussion about international business majors at the study site. I had the chance to have a meeting with another business professor teaching business and interpersonal communication. He also shared syllabi samples with me. These meetings allowed me to take notes and expand my knowledge of business majors.

In my research background phase, I also engaged more with the business students that I already knew. I asked them about the projects they were doing and the courses they were taking. This engagement was facilitated by my previous connection with the international student community at the study site through different events and through my previous work at Skill-Zone, an open tutoring space set up only for international students. Actually, I already knew some of my participants prior to conducting my study without knowing their majors. This engagement resulted in more rapport (Lippke & Tanggaard, 2014) and "connectedness" (Connelly & Clandinin, 1990) with my participants and made them more comfortable to share their academic journeys. Yet, some of my participants might have tried to satisfy me with their answers. I made it clear to them that everything they would share is meaningful and useful to me as far as it was relevant to their majors.

Reflection on Methodology Challenges

During my data collection, I tried to use reflection journals to develop more awareness of the daily in-class practices and activities in which the participants engaged. I asked each participant to write four entries (no more than 500 words for each entry) during the study period in response to two prompts: (1) Please describe any literacy practices (e.g. readings, writing, analysis) that you are engaging in this week? (2) How do these practices help you understand or identify with your major? Yet, this method did not result in any useful data because my participants did not write these reflections. Only two participants, Mazin and Osama, provided such entries (five entries only). Perhaps because the study was not funded, my participants were not ready to do these reflections or fully engaged with the study's requirements I had as a researcher. Interestingly, the reflection journals that Mazin and Osama submitted did not provide rich data about their daily academic practices despite using clear and direct reflection prompts. Their lack of rich reflective journals can be situated in their experiences with reflective writing. It suggests a minimal exposure, if any, to reflective writing. In this respect, Allan and Driscoll (2014) found that reflective writing needs to be clearly and overtly taught and modelled to students and that providing clear prompts is not enough to make those students engage in productive reflective writing. To this point, I did not use the collected journals as a source in my data analysis. I recommend other researchers and PhD students who are interested in using reflection journals in their research to provide their participants with an incentive or reward (e.g. gift cards) to encourage them to write reflection entries. I also suggest that they ask their participants about their experiences with reflective writing and model for them how to write a reflective journal because they might not know how to do that. Giving them some examples would also help them deeply reflect on their academic practices.

IRB and Data Safeguarding

This study received the approval of the Institutional Review Board (IRB) at Indiana University of Pennsylvania in compliance with federal regulations on doing research with human subjects. All the participants gave me their informed consent by signing a consent form prior to participation. All names used in this study or in future participation in scholarly conferences and/or academic journals based on these findings are pseudonyms.

Limitations of the Study

This study, like all other studies, has its own limitations. First, there is the disciplinary limitation. It only reports on a small number of business disciplines (international business, supply chain management, human resources management, and finance). Since each discipline has its own epistemologies, conventions, and genres; it is important to emphasize that the academic practices highlighted by the respective participants speak only to the disciplinary culture in their majors. Second, there is the contextual limitation which results from reporting on participants from only one study site. This context definitely does not reflect other contexts in the US let alone those in other Anglophone countries. Third, there is the transferability limitation. Having a small number of participants (N= 7) makes it impossible to generalize the findings to other international students in the same majors in the US higher education context as this population is wide and heterogenous. It aims at building theoretical or naturalistic generalizations (Duff, 2008; Stake, 2000) rather than statistical ones. Fourth, there is the methodological limitation. Most of the data presented was self-reported by the students (interviews). Even though I collected writing samples from my participants, my main set of data were interviews. Finally, there is the lack of insider disciplinary knowledge on my part as a researcher. Although I tried to develop an emic or insider status by engaging with such majors,

interacting with professors, and reading in major business journals and quarterlies, there are still things that I do not know. To this extent, I would say that the findings in this study need to be situated and interpreted with these limitations in mind.

Summary of the Chapter

In this chapter, I have discussed the qualitative multi-case study design and the rationale for choosing such a design. I have described the study site, the participants and recruitment tools, data collection and data analysis, and research trustworthiness. I concluded the chapter with a methodology reflection, data safeguarding, and research limitations. In the next chapter, I will share the findings of this study.

CHAPTER FOUR

FINDINGS

In this chapter, I will present the findings of the disciplinary socialization of the seven participants in this study. These findings are guided by the study's main question: *How do international undergraduate students in business and management experience academic literacy and disciplinary socialization in their majors?* I identified nine salient themes (categories) that characterized the disciplinary socialization of my participants. These themes included: 1) the path to the major, 2) disciplinary reading perceptions and practices, 3) disciplinary writing perceptions, 4) group work as impactful in disciplinary learning, 5) disciplinary challenges, 6) coping strategies and/or affordances, 7) supportive environment, 8) disciplinary identity and perception of future professional path, and 9) perception of the value of L1**.** These nine themes speak to how the respective participants experience disciplinary socialization regarding their journeys into the major, their disciplinary literacy practices, their perceptions of such practices, the kind of challenges they encounter and the coping strategies they use, and how this all feeds into the development of an insider status in their disciplines. In the following sections, I will present the nine main themes identified in relation to the participants.

The Path to the Major

The path to the major was one of the most salient themes in the study, with participants expressing a variety of perspectives that helped them on their disciplinary trajectory. I identified five factors that impacted my participants' journeys into their majors: *personal interest, relevant educational background, relevant work experience before college, influential others,* and *interest in the American business perspective*. The importance of the participants' path to their majors

speaks to their academic investment. The following is a synthesis of the five ways (sub-categories) impacting the participants' journeys into their majors:

1. All seven participants (100%) indicated *personal interest in business majors*.
2. Two participants (29%) stated having *relevant educational background* and thus wanted to pursue a business degree.
3. Only one of seven participants (14%) indicated having *relevant work experience.*
4. Three participants (43%) also referred to *influential others* in their decision on their majors.
5. Six participants (86%) highlighted an *interest in the American business perspective*.

Table 6

The Path to the Major

Sub-category	Number of utterances	Number of participants
Personal interest in business major	10	7
Relevant educational background	4	2
Relevant work experience before college	1	1
Influential others	6	3
Interest in the American business perspective	6	6

Personal Interest in Business Major(s).

All seven participants indicated high personal interest in pursuing a business degree. Some participants clearly stated their interest in business majors earlier before they started their college while others became interested in their majors after they joined college. For instance, speaking of her journey into international business, Sally said: "I was always interested in

management and as I wanted to travel around. I thought like a global view will help" (Sally, April 2018). Another example comes from Mazin who revealed how he changed his major from engineering to human resources/supply chain management (double major):

> [W]hen I came here I wanted to be an engineer so I have not chosen business, but after I came here … I took a couple of engineering courses. I know I did not see myself in that field and then … I saw myself in business more so I switched to business. (Mazin, April 2018).

This personal interest in the major shows intrinsic motivation that is necessary for investing in disciplinary practices. That is, students who are intrinsically motivated in their majors are more likely to invest in their academic practices. For instance, Leki (2007) showed how her focal participant, Yuko, was so invested in her disciplinary practices because she was very interested in her major prior to entering it.

Relevant Educational Background

In this second sub-category, I identified instances of the impact of the participants' relevant educational background on their interest in pursuing business degrees. For example, Isam showed how he wanted to complete his degree with the same educational track: "as I told you I had diploma in marketing so because that I wanted to complete my degree in business" (Isam, April 2018). Isam's educational background indicates an early exposure to the macro epistemologies and disciplinary practices in his major. At this point, the participants had already aligned themselves with their majors to some extent. Yet, their educational background had been acquired in a different educational system, country, culture, and language. Even though this educational background could increase the students' interest in pursuing a degree in the same major (or in an adjacent one), my participants did not report that they experienced a smoother

socialization process accordingly. For example, in Leki's (2007) study, Yang, a nursing major, faced many challenges. Despite holding a nursing degree prior to arrival in the US, Yang still struggled within her major.

Relevant Work Experience

The participants' prior experience in the field was a third factor impacting their decisions and journeys into pursuing business degrees. For instance, Salim revealed how his experience working in supply chain and operations increased his interests in having a degree in this field: "I start my career … in 2006 so I started with McDonald's there where I became very interested in management and how the whole management changing the world" (Salim, April 2018). Such a work experience had enhanced Salim's exposure to his major (or discourse community) early enough and thus impacted his understanding of the epistemologies and practices of that major. Yet, it is important to note that there is always a difference between socialization at college and socialization in the workplace context (Beaufort, 2000). That is, students' disciplinary socialization at college is maintained to smooth socialization in the workplace context and not the other way around. Salim's relevant work experience here is key in choosing his major and in his later understanding and investing in disciplinary practices at college.

Influential Others

In this fourth sub-category, there are instances of other people impacting the participants' decisions to choose their academic majors. For instance, Ali spoke of how having all his friends majoring in finance impacted his decision to choose the same major to be with them: "first of all … I wanted to study political science but I see the major at [name of university] is not good enough this is why I changed it to business, all the Saudis going to business, I wanna go with them" (Ali, May 2018). Although *influential others* could also include

people from outside college, Ali's friends played the role of "literacy brokers" (Zappa- Hollman & Duff, 2015) in his disciplinary socialization. He stated asking them for help very often especially in his academic writing.

Interest in the American Business Perspective

Interest in learning the American business perspective was another factor impacting the participants' journeys into their majors. They stated being inspired to get business degrees from the US as the big corporations and companies are located there. Such an interest in the American perspective should be considered considering the other factors above. For example, Sally said:

> My school was Italian, me had a lot of Italian and European …in my educational background so I thought that for continuing for getting a business degree it was important to have also the American perspectives because the biggest corporations are born here that is why I am one like the motive that why I came here and start study. (Sally, April 2018)

Thus, Sally's journey to her major was impacted by her perception of the value of having an American business perspective. Even though she had a personal interest in studying business, the American business perspective was a secondary factor shaping her journey into her major.

Finally, there are important points to highlight about the participants' paths to their majors. First, these five paths to the major are not exclusive of each other. That is, sometimes the same participant is personally interested in business and has a relevant educational background and work experience (e.g. Salim). Another aspect is that some participants' interest in the major resulted after they joined college and experienced different majors before settling on business. For example, Mazin started with engineering then changed to safety science and finally decided on human resources and supply chain management. Mazin's interest in business was also

impacted by a family climate where he reported that all his family were working in human resources management and that his brother was a graduate from the same program at the same college. This family climate suggests an early exposure to the discourse community of human resources making Mazin identify himself more with his major. Second, these different paths to the major seem to also speak to the overall disciplinary literacy of my participants. That is, when having a relevant educational background or relevant work experience, it would definitely make the student learn a greater amount about the disciplinary practices in that respective discipline. Thus, it is important to consider the students' journeys to their majors when exploring their disciplinary socialization. It helps reveal how students see themselves in their respective majors and their consequent investment in disciplinary practices. For instance, in her study of Yuko's literacy journey, an international social work major in the US, Leki (2007) found that her focal student's interest in her major was translated into a high investment in her disciplinary practices.

Disciplinary Reading Perceptions and Practices

The participants in this study highlighted important perceptions, practices, and sources for disciplinary reading in their disciplinary socialization. I identified three sub-themes in relation to the participants' disciplinary reading:1) reading for up-to-date disciplinary knowledge acquisition, 2) reading-writing interaction, and 3) sources for quick reading. Below is a synthesis of the findings of these sub-themes:

1. All seven participants (100%) indicated *reading for up-to-date disciplinary knowledge acquisition*.
2. All seven participants (100%) underscored *reading-writing interaction*.
3. All seven participants (100%) highlighted *sources for quick reading*.

Table 7

Disciplinary Reading Perceptions and Practices

Sub-category	Number of utterances	Number of participants
Reading for up-to-date disciplinary knowledge acquisition	29	7
Reading-writing interaction	52	7
Sources for quick reading	24	7

Reading for Up-to-Date Disciplinary Knowledge Acquisition

All seven participants in this study highlighted the role of reading to get up-to-date information about the business world and/or to understand main concepts and theories. They indicated that such a kind of reading provides important access to the conventions and expectations of the respective communities. For example, speaking of her expectations of reading after graduation, Sally said: "I expect to read a lot because it is international business major, we have to be updated with what is going on around, but to write papers maybe like you will be really, really used to" (Sally, April 2018). She adds: "we always hear this from workers and employers: read a lot…read everything you can so that you have the knowledge" (Sally, April 2018). Another example comes from Osama who says:

> I expect to do a lot especially in reading because business is keep it changing day by day, best in the news especially the news so I still have to read from the newspapers but also from the internet, so many sources to keep me knowledge at what is going in the business world so I expect to do to do much more reading. (Osama, April 2018)

The participants' emphasis on the up-to-date information and application of theories shows their perceptions of the dynamic nature of business majors. They indicate a constant interaction with

the business world to see how companies are working, what is new in these companies, what kind of regulations are changing, etc. This kind of reading also speaks to the overall macro domain of discourse community knowledge. Commenting on how people learn new things in his major, Salim responded:

> By case studies, like reading case studies seeing people how they deal problems or something like that, solve problem, how they solve this problem they have they have to go back to real world have this problem, ok , remember this problem, remember this case I read about maybe get, you do not take the whole case you take the decision, you are going long term or short term, so in this case keep their customer satisfaction and their cost efficient but for the short term they have to give up the cost efficient for them. So if you read the case, if I have a different problem and they have similar problem to this, I have to go back and read about ok how they deal with how they and try to get some of the part which is, it is not like, there is no like guideline to follow and solve problem in business. It is not like this because that you need more skill in psychology or sometimes if you did not deal with people, how they apply knowledge. (Salim, April 2018)

The above passage demonstrates two interconnected aspects. First, Salim understands and can articulate specific discourse community knowledge and expectations: how people think and act, what decisions they make, what analytical tools they use, and why. Thus, Salim can see how real problems are approached and how disciplinary tools are applied to solve such problems. He also indicates his intention to capitalize on such cases and expand his understanding of his major. Second, this passage demonstrates what Beaufort (2007) calls “subject matter” knowledge. My participants had the opportunity to explore theories and concepts in their majors which allowed them to develop disciplinary expertise. Unlike lay people, those participants stated being able to

see how each problem and/or situation seen and assessed from the perspective of professionals in business.

Reading-Writing Interaction

The respective participants underscored reading-writing interaction in their majors. They referred to the role of reading in obtaining data/knowledge necessary for disciplinary writing and for developing their disciplinary style and language. Reading for data can be situated in the very nature of disciplinary writing that highlights the value of data in writing. In this respect, Sally said: “everything has to be proven like no study but like maybe the data, you know” (Sally, April 2018). For example, talking about his advice to new students learning to write in his major, Isam says: “like new advice for new students I would like to tell him or her like reading a lot before you write because when you read you will have a lot of information about what you gonna write” (Isam, April 2018). Another example comes from Salim whose piece of advice to students learning to write in his major, supply chain management, was to:

> read, reading I think help you a lot, you read cases and like this you use the same style the same thing. It is not about copying the style, your writing, by reading different writing you just pick your style, you do not know, you do not know, you’re just using style---but you keep learning you see if you see people how to read, how to write you keep read about other people, sometimes you just get, you get the type of writing because you like it when you read it, that is it. (Salim, April 2018)

Salim’s example above shows how he perceives reading as key in learning the disciplinary style of his respective major through understanding the genre conventions, the rhetorical and analytical moves, the structure, and the kind of disciplinary vocabulary used. Salim’s emphasis

on the role of reading in disciplinary writing resonates with Hoey's (2001) perspective of student writers as novice "dancers" learning from expert ones through imitation.

Sources for Quick Reading

All seven participants underscored quick and up-to-date information sources for disciplinary reading. This third sub-category includes references to reading newspaper articles and PowerPoint slides. In this respect, Sally emphasizes: "we read a lot newspapers Times, Wall street Journal" (Sally, April 2018). Another example comes from Mazin:

> a good way to keep updated with the field that [x- name of college], it is a good strategy that [x] college follows we have to read newspapers like the Wall Street Journal every single morning and they offer it for students for free so this is a good way to communicate with the business world and to see how actually people are communicating as in the real life. (Mazin, April 2018)

Sally's and Mazin's statements indicate an emphasis on journals and newspapers as important sources for up-to-date and quick information about the business world in their majors. On other occasions, the participants emphasized that their professors used to ask them questions in the class on selected topics from the *Wall Street Journal* and the *New York Times*, so they had to read and be prepared before they went to the class. The participants' reference to quick sources for knowledge seems to resonate with some perspective in the business world that "busy readers must waste as little time as possible" (Eustace, 1996, pp. 53-54).

To summarize the three sub-categories discussed earlier, it is important to emphasize the recursive relationship between my participants' perceptions and practices of disciplinary reading and their disciplinary socialization. First, those participants indicated the role of reading in making them aware of the main theories and concepts in their respective majors. They also stated

expectations of extensive reading after graduation due to the dynamic nature of their majors. Second, they highlighted reading-writing interaction in their disciplinary writing. On the one hand, they pointed out that reading provided necessary data for completing their assignments. One of the participants clearly connected the need for reading and data with the decision-making process expected in her major: "we are talking about organizations and what are the future decisions [they take]" (Sally, April 2018). On the other hand, they pointed out that reading helped them to be aware of the disciplinary genres and acquire the professional disciplinary language. This emphasis on the reading-writing interaction resonates with the participants' perceptions of the role of subject matter in their disciplinary writing. Speaking to such an interaction, Beaufort (2007) clearly prioritizes subject matter knowledge over genre knowledge, rhetorical knowledge, and writing process knowledge in her disciplinary literacy model. The participants in this study read to get data (subject matter knowledge) and to develop professional style (genre knowledge and rhetorical knowledge). Third, the participants' perspective on journals and newspapers as sources for quick and up-to-date knowledge and information in their majors is a form of building disciplinary expectations about what to read and why. Finally, the expectations and practices stated by the participants are part of their perceptions of the disciplinary epistemologies and ideologies in their majors.

Disciplinary Writing Perceptions

The participants in this study pointed out important features shaping their disciplinary writing and its impact on their disciplinary socialization. Seven important features (sub-categories) were identified of how the respective participants perceived disciplinary writing in their majors: 1) good writing as direct and/or data supported, 2) use of analytical and/or problem-solving skills, 3) textual-numeric-visual interaction, 4) disciplinary writing as innovative, 5)

grammar as a key element**,** 6) disciplinary writing complies with style guides, and 7) current and/or future extensive writing. The following is a synthesis of the findings of these sub-themes:

1. All seven participants (100%) stated *good writing as direct and data/or data-supported*.
2. All seven participants (100%) indicated the *use of analytical and/or problem-solving skills* in their disciplinary writing.
3. Five participants (71%) stated *textual-numeric-visual interaction* in disciplinary writing.
4. Five participants (71%) underscored *disciplinary writing as innovative*.
5. Four participants (57%) stated that *disciplinary writing complies with style guides*.
6. Three participants (43%) stated *current and/or future extensive writing.*
7. Only one participant (14%) indicated *grammar as a key element* in his disciplinary writing.

Table 8

Disciplinary Writing Perceptions

Sub-category	Number of utterances	Number of participants
Good writing as direct and/or data-supported	39	7
Use of analytical and/or problem-solving skills	45	7
Textual-numeric-visual interaction	19	5
Disciplinary writing as innovative	15	5
Disciplinary writing complies with style guides	6	4
Current and/or future extensive writing	4	3
Grammar as important element	1	1

Good Writing as Direct and Data-Supported

All seven participants associated good disciplinary writing with directness and data support. Describing good writing in her major, Sally said:

> in my major I think a good writing it has to be straightforward and also simple for the readers, like I think the as we are not artistic, it does not need to…like so long like poems so. It just have to go straight and analyze and everything has to be proven like no study but like maybe the data. (Sally, April 2018)

Sally's statement indicates her perception of the need to be direct and to use data when writing in her major. She connected this directness and data support to the nature of decision making in her major: "I think the best advice is to be direct and clear in what they write because we are talking about organizations and what are the future decisions so they have to be as clear as possible" (Sally, April 2018). It is important to emphasize that this is how Sally perceived writing in her major. Whether she was really using directness in her writing or not needs supporting data from her professors because they are the disciplinary insiders. Yet, this perception by my participants speaks to building expectations about what disciplinary writing should look like in their majors rather than what they really do.

Use of Analytical and/or Problem-Solving Skills

All seven participants indicated the importance of using analytical and/or problem-solving skills to have good disciplinary writing. The participants emphasized that the use of analytical tools was key in providing persuasive and good writing. Describing good writing in his major, supply chain management, Salim said:

> it is not about good writing, it is about something which… does not make sense, like does not make sense to anyone if said,...like if I read the same problem I have different

> opinions so the way you analyze the problem, and the tools used, and why you used them, if you make sense in all this kind of part they you know how to present your ideas, you write in a good way, if you just, if you try to use SWOT analysis [strengths, weaknesses, opportunities and threats]. (Salim, April 2018)

This emphasis on analytical and/or problem-solving skills resonates with Zhu's (2004) findings of the analysis of business syllabi in the US context. She found that the use of such skills in business majors is an integral part of good disciplinary writing. Moreover, the writing samples shared by my participants also support this perspective of using analytical tools such as SWOT analysis: strengths, weaknesses, opportunities, and threats. For example, in one of his shared papers, Osama clearly used SWOT analysis in discussing a new business community called "Zingerman's community of business." It is also clearly stated in the professsors' shared syllabi and rubrics at the study site.

Textual-Numeric-Visual Interaction

The interaction among text, charts/graphs, and numeric data was another important feature that my participants underscored. Five participants pointed out the role of such an interaction in their disciplinary writing. For example, speaking of one of his assignments as a finance major, Ahmad said: "we need to write about industry, … we need to show their numbers in the industry, and then we need to write about these numbers" (Ahmad, May 2018). Another example comes from Salim who speaks of the emphasis on graphic elements in one of his assignments. When asked about what his teacher expected in that assignment, Salim responded:

> know how to do the chart, and how to, how to start initiate a chart like for specific like specific, for any process you have, for data, if you have a data set and you know, you suppose to know how to create the chart control form because sometimes when you want

> to sum it, most of that in work they use the charts, that is very easy for you to work in this, in this, in this when we started from scratch. (Salim, May 2018)

The participants' emphasis on textual-visual-numeric interaction in their disciplinary writing was also supported by their shared writing samples. Five out of 14 (36%) shared writing assignments showed multiple instances of graphs and numbers. This interaction was also clearly stated in the professors' shared syllabi and rubrics. Such an interaction in disciplinary business writing has been highlighted by many researchers (Johns, 1998; Zhu, 2004).

Disciplinary Writing as Innovative

The use of innovative and creative ideas was clearly pointed out by the respective participants as a key element in good disciplinary writing. Five participants highlighted such a feature. For example, Sally described one of her assignments saying:

> the challenging assignment was about a business plan, it was a group project, so we have to come up with an idea and develop a marketing and finance strategy for the success of the business, and it has to be related to a sport, in the sport industry. (Sally, April 2018)

Although both my participants and the professors' shared syllabi highlighted innovation in disciplinary writing, it is only the participants' professors who can decide on whether their writing was innovative or not. Yet, this expected innovation resonates with a wider culture of competitiveness in the business world. My participants were thus building expectations about features of good writing in their majors.

Grammar as an Important Element

Interestingly, only one participant, Osama, associated good disciplinary writing with using good grammar. When asked what good writing looks like in his major, international business, Osama responded:

> in business they are focusing so much on the grammar and the idea the idea, the grammar is important because our professors have like telling us they want good writing, good grammar and idea as well because there is no advantage of submitting a paper with no good idea. (Osama, April 2018)

This lack of emphasis on grammar by the other participants can be interpreted in two ways. First, it is likely that my participants use the writing center for having their grammar fixed or ask their peers for help in their writing. In fact, many of them stated that they do utilize the writing center or ask peers to receive help with grammar (see the Disciplinary Challenges/Coping Strategies sections). Second, being seniors in their majors could result in becoming more adept with grammar. One of my participants (Ahmad) clearly stated that he went to the writing center, but he did not perceive their feedback as useful because his writing was clear enough and that he did not need additional help

Disciplinary Writing Complies With Style Guides

Four participants associated good disciplinary writing with following the conventions of writing style guides (e.g. APA, MLA). In this respect, Mazin said:

> something significant seem in my major is that they really care about what writing in academic style…in business majors most of them most of the most professors ask you to write in APA style and so you be better the more a style standards you better writing. (Mazin, April 2018)

This emphasis on following APA or other style guides resonates with the professors' shared syllabi at the study site. Some of these syllabi clearly associated professionalism with using clear style and citations.

Theoretically speaking, following styles conventions speaks to different layers in Beaufort's (2007) *discourse community* framework. First, it feeds into the overall discourse community expectations as it communicates professionalism which is very important in the business environment. Second, it feeds into the genre knowledge domain. For example, writing a research proposal is somehow formulaic in APA style. Although it can have optional sections, there are still some common expectations. Third, it also feeds into the rhetorical knowledge domain especially when citing sources, framing arguments, and using personal voice. Yet, the analysis of the collected writing samples from the participants showed inconsistency in using the conventions of the writing guides. For example, the participants mixed both APA and MLA in the same paper. This inconsistency indicates a clear discrepancy between the participants' beliefs of what good disciplinary writing should look like and how they really address that belief when they write.

Current and/or Future Extensive Writing

Three participants pointed out having extensive writing instances or expecting to have such instances after graduation. For example, Salim commented on one of his group projects:

> like our project last semester to the small business institution—we worked as consultant company, as a consultant—four of us, and they tell as the minimum is 40 pages, and we were worried about this one, how we reach 40 pages, like each student 10 pages. We end up by 97 pages by the end of semester and we do not know how we came up by because we were doing research, we find the research then just keep writing about the research, ok, this one is good, this one is bad then we wrote 97 pages through that and more stuff. So there is no such think, ok, good writing is no such thing ok, good writing you have

you make you make your point or not, this is I think good writing for us, you make sense with writing or not. (Salim, April 2018)

Salim's lengthy assignment above seems exceptional in respect to other participants. Yet, what can be noted about such an assignment is that it goes beyond being a mere "pedagogical" (Swales, 1990) or "mutt" genre (Wardle, 2009). It is a response to real business exigency. Salim played what Zhu (2004) calls "dual roles": a role of a student and a role of a business professional. The participants' engagement in current extensive writing can relate to their investment in academic practices or their perception of the potential roles in future contexts. For instance, Salim, in the above example, had seven years' work experience in his major before starting college. He even stated interest in pursuing a graduate degree in business. He clearly stated that he chose that project even though it was optional because he wanted to learn more about real work in his major.

Although the different features and perceptions highlighted earlier are not necessarily exclusive of each other, they indicate three main differences: disciplinary, individual, and genre differences. In terms of disciplinary differences, the finance participants (Ahmad and Ali) clearly pointed out the role of numbers and equations in their writing. In terms of individual differences, one participant (Osama) focused on grammar as key in good disciplinary writing. In terms of genre differences, some of the participants' shared writing samples were formulaic genres (e.g. a control chart) while others were low-stakes reflective writing (e.g. reflection). Finally, similar writing features were also identified by Zhu (2004) in her analysis of business syllabi in the US.

Group Work as Impactful in Disciplinary Learning

All the participants in this study indicated group work as an important learning space in their respective majors. In this respect, two sub-themes (sub-categories) were identified: 1) group

work as a supportive and/or interactive learning space, and 2) group work as a challenging practice. The following is a synthesis of the findings:

1. Six out of the seven participants (86%) reported having *group work as interactive learning space*.
2. Four out of the seven participants (57%) underscored *group work as a challenging practice*.

Table 9

Group Work Categories

Sub-category	Number of utterances	Number of participants
Group work as an interactive learning space	20	6
Group work as a challenging practice	8	4

Group Work as an Interactive Space

Six participants pointed out group work as a supportive space where they learned a lot about their disciplinary practices. For instance, Sally described her perspective on group work:

> I think the like the group project you learn a lot even though it seems they do not, at the beginning because everyone like is separate, like doing their own stuff but once as I get you like together and you compare, you know how that talk, and everyone share their ideas, so I really like group projects, I really like even it the group members are good also, an interesting. (Sally, May 2018)

Sally depicted group work as a space for seeing different perspectives and negotiating her contribution. Another instance comes from Osama who spoke about his teammates in one of his group projects:

> at the beginning I did not know what was the problem, the main problem, I did not see any problem but with the help of my group makes, they showed me how to figure out any problem in any in any kind of business, so I think it was a lot it was helpful for me. (Osama, May 2018)

Osama's statement reveals how he perceived the role of his group members in helping him understand and analyze disciplinary cases.

The participants' emphasis on group work as an interactive space was associated with different perspectives. It was considered as: 1) a division of labor (e.g. Isam's perspective) where dividing the assignment helps reduce the work load, 2) capitalizing on the strengths of other peers (e.g. Osama's perspective), and/or 3) considering multiple approaches into the same problem (e.g. Sally's perspective). This perception of the role of group work by the respective participants speaks to a larger business culture where group work is valued for its multiple perspectives and for being part of the institutional business contexts.

Group Work as a Challenging Practice

Four participants highlighted group work as a challenging practice. For example, speaking of a group project that he did in his investment policy course, Ahmad said:

> the challenging part that was me: texting the others in my group, in my team, it was group project, so it was me text them, guys let's start before time flies… nobody respond for a whole month…so they were lazy and I was lazy, but I tried many times to encourage them… so we had to present in S&T bank in front of nine professional people… so I remember before the presentation, three days or two, we got it and we did it, and we finished it in less than 4 hours, was crazy but we had we had too much caffeine and too much excitement. (Ahmad, May 2018)

Ahmad's instance above shows how coordinating with other people was not an easy task. This could be a logistic and practical challenge. Some other participants also indicated challenges in negotiating their roles as well as in establishing a collective voice reflective of the whole group. Similar findings might be expected in workplace contexts as business contexts are the most collaborative and group work environment.

Finally, there are important points to highlight about the role of group work in the disciplinary socialization of the respective participants. First, most of the professors' shared syllabi at the study site include group projects and emphasize the value of working with other peers. This emphasis speaks to why the participants in this study pointed out group work as key in their disciplinary socialization. Second, even though some participants emphasized the supportive side of group work (e.g. Mazin, Isam, and Salim) while some others (e.g. Ahmad) emphasized the challenging side, there is a third group (e.g. Sally, Osama, and Ali) that underscored both sides at the same time. This third group seems to have internalized the perception that in real business contexts they will not have a choice of who to work with. One of them clearly stated this:

> They [teachers] keep told us … once you graduate and you start going to the working field, you will not be able to choose the people that you that we will work with, so you have to get adjusted to who you are going to work with. (Osama, April 2018)

Third, even though some participants looked at group work as a supportive environment, they were seemingly marginalized in their groups. Speaking of his experience with group work, Isam stated: "sometime like if my friends in the group [are] American students they give me the easy part because I am an international student, that is very helpful for me" (Isam, April 2018). Isam's statement indicates some form of marginalization by his mainstream peers even though he did

not speak of it as so. The way he uses the phrase *"because I am an international student"* suggests looking at him as less competent, at least linguistically. He attributed being given an easy part because of being an international student. Only partially participating in group work would result in depriving Isam of developing his disciplinary literacy and interpersonal skills that are necessary in the business world contexts. Isam's case resonates with findings from Leki (2001) where she found that international students in group work experience marginalization even though they might not feel that personally. To conclude, whether stated as supportive or challenging, the respective participants highlighted the role of group work in their disciplinary socialization.

Disciplinary Challenges

In this fifth thematic category, participants indicated having difficulty with specific disciplinary practices or instances where they asked for help to cope with requirements of these practices. Six challenges or difficulties were identified: 1) difficulties with calculations, charts, graphs and/or statistics, 2) difficulties with disciplinary vocabulary and content, 3) difficulties with finding data about disciplinary topics, 4) structure issues, 5) issues with writing styles guides (e.g. APA, MLA), and 6) lack of clear rubrics for writing. All seven participants indicated having such challenges:

1. Three participants (43%) indicated *difficulties with calculations, charts, graphs and/or statistics*.
2. All seven participants (100%) underscored *difficulties with disciplinary vocabulary and content.*
3. Four participants (57%) stated *difficulties finding data about disciplinary topics*.
4. Four participants (57%) reported *structure issues*.

5. Two participants (29%) stated *issues with writing guide (e.g. APA, MLA).*
6. Two participants (29%) reported *lack of clear rubrics for writing.*

Table 10

Disciplinary Challenges

Sub-category	Number of utterances	Number of participants
Difficulties with calculations, charts, graphs and/or statistics	4	3
Difficulties with disciplinary vocabulary and content	15	7
Difficulties with finding data about disciplinary topics	5	4
Structure issues	10	4
Issues with writing guides (e.g. APA, MLA)	3	2
Lack of clear rubrics for writing	2	2

Difficulties With Calculations, Charts, Graphs and/or Statistics

Three participants indicated difficulties with numeric equations and statistics, and/or graphic presentation and charts. For instance, when asked about one of his challenging assignments, Isam said: "[the teacher] wants me to do the graphs and the graphs was difficult for me because it is new and I did not know how to do it." He added: "honestly, [it] was successful but I failed in the, doing the graphs and I lost many points because the graphs …, he did not give us like the instructions about how to do the graphs in the assignment" (Isam, April 2018). Such instances show the role of visual and numeric literacy elements in the disciplinary writing of the respective participants. Similar difficulties were also reported by Johns (1998) in her study of the visual presentation practices of one student, Margraret, in a macroeconomics class.

Difficulties With Disciplinary Vocabulary and Content

All seven participants reported difficulties with the academic language and vocabulary. Describing his experience with disciplinary language in finance, Ahmad said:

> It has been difficult and too much numbers, but I learned a lot of tricks, and data collection, I… remember, business, English I remember the language used in in the finance was way different than the language used in in in the normal classes, in for like the general classes, so I had to start from zero again, and learn these finance vocabulary and decide to increase the time in the library to study more. (Ahmad, May 2018)

Another example comes from Osama who described the disciplinary language that was used in a sample case study: "the case study were so difficult like I mean, it was like the vocab in that case study was so difficult for me, I did not get like what exactly this case study were" (Osama, April 2018).

Difficulties With Finding Data about Disciplinary Topics

Four participants reported challenges and difficulties with finding data to support their arguments and perspectives in writing. For example, Ali described the challenges he had in completing a privatization assignment in *his seminar in finance course*:

> I'm talking about a topic it is not in the US, it is like in my country so it is hard to find sources like and you know like the news sometimes, sometimes were fake and nobody, nobody knows about the truth in this topic in Saudi Arabia, so it is hard. I believe it is hard talk for about privatization in the US because it all, all the information available for everybody but in Saudi Arabia you know. (Ali, May 2018)

Even though finding data is not always a smooth process, Ali's instance shows how difficult it was to him. His main challenge in that assignment was not with the writing itself but rather with the data that he needed to include in his paper.

Structure Issues

Four participants stated having problems with the sentence structure and grammar when they write. For example, Osama stated having his paper reviewed by the writing center for grammar before submitting it:

> Ok, until I submit my assignment one thing that helped me is the writing center because I have to wait to submit my paper to the writing center in order there to fix my grammar mistake and then I submit the assignment so I have to schedule the meeting with them first. (Osama, April 2018)

Thus, Osama made it clear that grammar was one of his problems. On different occasions, he even associated good writing in his major with having good grammar.

Finally, it is important to emphasize that despite reporting difficulties with grammar, it is only Osama who associated good disciplinary writing with good grammar. It seemed that the other participants coped with grammatical problems by asking friends or going to the writing center (see the Coping Strategies section). Moreover, the lack of associating good writing with good grammar can be situated in the participants' perceptions of the nature of disciplinary writing in their majors. For example, talking about writing in finance, Ahmad made this point clear:

> I would say the professors skim, they do not read, but they skim, super quick and focus on these numbers that they wanted us to find because they already have it in their original

> paper, you know, and then after that whatever you wrote to describe this is not that important but I got full mark on that assignment. (Ahmad, May 2018)

Thus, the participants' coping strategies (e.g. going to the writing center) and/or disciplinary expectations seem to play a role in the way they deal with structural and grammatical problems.

Issues With Writing Style Guides (e.g. APA, MLA)

Only two participants stated problems with following writing style guides. For instance, Mazin said: "I usually get a feedback…about APA style specifics or how do I arrange my ideas in a paper" (Mazin, April 2018). This emphasis on writing style guide also resonates with the professors' shared syllabi and assignments where they clearly pointed out the need to follow one guide (e.g. APA). Importantly, the analysis of writing samples collected from the participants revealed inconsistency in using citation styles. For example, within the same paper, some participants mixed APA with MLA showing significant problems following guide conventions.

Lack of Clear Rubrics for Writing

Two participants reported writing difficulties associated with lack of clear guidance and rubrics. Speaking about one of his difficult assignments, Isam stated: "he [the teacher] did not give us like the instructions about how to do … in the assignment" (Isam, April 2018). This lack of clear guidance seems to result in vague expectations about the disciplinary communities of the respective participants. Not making disciplinary expectations explicit enough, Casanave (2002) and Beaufort (2012) emphasize, leads to disciplinary challenges.

The six challenges discussed earlier show the complexity of the disciplinary socialization of the respective participants. Some of these challenges can be situated in the nature of the respective majors (e.g. the use of statistics and graphs), while others are associated with the

academic discourse itself (e.g. challenges with vocabulary and language). The participants' response to such challenges resulted in using different coping strategies and/or affordances.

Coping Strategies and Affordances

The participants in this study indicated using different coping strategies and/or affordances to respond to the disciplinary challenges and expectations they encountered in their academic socialization. Nine strategies and/or affordances were identified in relation to the respective participants: 1) using the writing center, 2) asking peers/or friends, or family members, 3) asking teachers, 4) looking up models to follow, 5) using L1, 6) transferring knowledge and/or skills, 7) using personal experience, 8) using unconventional data mining, and 9) reading between the lines versus reading for the gist/skimming. The following is a synthesis of the use of these strategies:

1. Five participants (71%) reported *using the writing center*.
2. Five participants (71%) stated *asking peers, friends, or family members* to help with assignments.
3. Two participants (29%) highlighted *asking teachers*.
4. Three participants (43%) reported *looking up models to follow*
5. Two participants (29%) referred to *using unconventional data mining* methods.
6. Four participants (57%) reported *using their L1s*.
7. All of the seven participants (100%) stated *transferring knowledge and/or skills* in their writing.
8. Four participants (57%) emphasized *using personal experiences*.
9. Four participants (57%) reported using *reading between the lines versus reading for the gist/skimming.*

Table 11

Coping Strategies and/or Affordances

Sub-category	Number of utterances	Number of participants
Using the writing center	10	5
Asking peers/or friends, or family members	6	5
Asking teachers	2	2
Looking up models to follow	7	3
Using unconventional data mining	2	2
Using L1	5	4
Transferring knowledge or skills	22	7
Using personal experience	5	4
Reading between the lines vs. reading for the gist/skimming	4	4

Using the Writing Center

Five participants stated going to the writing center for help with their disciplinary writing. They indicated going there for three things: brainstorming ideas, fixing grammar, and asking for help with APA and formatting. For instance, Sally clearly pointed out that she uses the writing center: "I usually get feedback from the writing center in the format. I really forget some, some requirements for the specific assignment" (Sally, May 2018). Although I asked my participants about the revisions they made from the writing center feedback, they only talked about the kind of feedback they received. I was unable to obtain early drafts of the same assignments they shared with me. The lack of available data about how they deal with feedback makes it impossible to elaborate on this coping strategy.

Transferring Knowledge and/or Skills

All seven participants reported using knowledge and skills (e.g. drafting, outlining, APA conventions) they learned in one class to cope with the disciplinary practices in another class. For example, talking about one of his assignments, Ali made it clear that he used knowledge and skills from two other classes to complete some assignments:

> as I told you like, I got skills from monetary economic, sorry, from financial derivatives, I applied it to my project, and the same thing from my composition 202 in two assignments which is the research and summaries, how can I write summaries or research for that without knowing the grammar, type of style that I should write, and the font, the required font, and the using let's say using appropriate vocabulary because not every vocabulary fit fits in the sentence, you need to choose the best word. (Ali, May 2018)

In Ali's example above, there are two types of transfer which Perkins and Salomon (1988) call: *transfer of knowledge* and *transfer of skills*. The transfer of knowledge seems to be associated with framing and using the same content (subject matter in Beaufort's 2007 model) across different disciplinary contexts while the transfer of skills is more associated with practical elements such as using APA style conventions from English 101 or 202 to major courses. Moreover, Ali's instance shows a *backward-transfer* (Salomon & Perkins, 1989) where he purposefully drew on skills and/or knowledge from previous contexts.

Importantly, there are also instances of *forward-transfer* (Salomon & Perkins, 1989). That is, there are instances where the participants invested in a practice or a skill because they intended to transfer it to future contexts. For example, talking about the academic practices in a psychology class, Mazin said:

> it was so hard language, a lot of hard concepts but I knew that I need psychology in my major as an HR manager and I need to learn… I had a lot of motive to learn, I never missed a class I never missed a homework I tried to do my best in the exams I had to, I tried to understand the concepts. (Mazin, April 2018).

Mazin's instance above shows the use of *forward-transfer*. That is, he was invested in his psychology class because he had the intention to use the skills and knowledge in future contexts as a human resources manager. This kind of transfer speaks to Mazin's investment as he showed high interest in his major. He even stated that he is applying for a master's degree and described his intention to work for one of the well-known international organizations. Mazin's case resonates with that of Natsu in Kobayashi and Rinnert's (2013) study. Natsu, an L2 student, showed high investment in her academic practices. Her investment resulted in capitalizing on skills and knowledge that she learned in one context and/or language to another. Interested in developing her writer identity, Natsu invested in accommodating the skills across different contexts. Similarly, Mazin's intention to invest in his *professional identity* (Norton Peirce, 1995) was clearly impacting his perspective on *forward-transfer* of skills. Another example comes from Osama using multiple drafting to help him complete his assignments:

> I can't write like one time I mean, I have to write at least one draft at least at least one draft two drafts to get my final draft done, I mean like I see the Americans, I notice this in the American, they had an assignment they can done it in 20 minutes. They just keep writing you know, for me I am talking about myself, I have to take time, if I want to write two pages, it takes me like I mean few hours, few hours to get my paper done in the right way, I mean in the right way so, me, this is what I do. (Osama, April 2018)

All the earlier examples speak to the writing process domain in Beaufort's (2007) framework.

Using Personal Experience

Four participants stated that they used their own experiences to either cope with the requirements of assignments or as a source of knowledge to deal with disciplinary practices. Talking about his sources of knowledge in his major, Osama emphasized:

> I get my knowledge from maybe the books that we get in the class…from the professor's lectures as well ….and also from my knowledge [experience] as well like I have the… experience so this is like how we create new knowledge. (Osama, April 2018).

Osama's instance shows three sources for knowledge that he believes to be valid in his major: knowledge from books, knowledge from professors, and knowledge from personal experience. The last source of knowledge, personal experience, has also been documented by Forman (2013) who emphasizes the role of personal stories in the disciplinary socialization of "young professionals" in business contexts (as cited in Faber, 2015). Thus, the use of personal experiences seems to speak to wider disciplinary expectations for the respective participants.

Reading Between the Lines Versus Reading for the Gist/Skimming

Here are instances where participants stated using close reading and/or skimming. Four participants reported using such strategies. For instance, Mazin stated using close reading in his major:

> you have to understand … what is between the lines because like in corporate world… you could see a lot of like you could just summarize a whole page in one sentence like again you have to have that one page … I'm not saying that the one page is not necessary but you have to know how to get that one sentence. (Mazin, April 2018)

Yet, in a different instance, Ali reported using skimming to read quickly and get the gist:

> skimming, that is the easiest way to do the assignment you do not have to read the whole things, you need to know the important points, write about them that is it… because he, he does not care about if you read everything in the articles … if you are smart, you catch that. (Ali, May 2018)

As shown by Mazin and Ali, they employed different reading practices based on their interpretation of the material and its key points.

The two examples above can also be interpreted through disciplinary differences. On the one hand, Mazin is a human resources/supply chain management double major. For him, dealing with employees and their problems seems to require more focused reading to get the details. On the other hand, Ali is a finance major. He seems to look at the text as supplementary and that numeric equations are the main elements to pay attention to. In a different instance, Ali clearly referred to finance as being mainly about numbers. These two instances suggest some differences in the way those participants perceive their majors.

Asking Teachers

Asking teachers is another strategy that the participants reported using. Only two participants highlighted using this strategy to better understand and respond to disciplinary practices. For instance, Ali stated that he prefers going to his teachers when he has a problem with disciplinary practices: "I believe like going to writing center is good idea but my opinion I think going to the professor it is better" (Ali, May 2018). A similar strategy was identified by Leki (1995) in her study of the coping strategies of five L2 students.

Using L1

Four participants reported using their L1s to either translate content or read disciplinary content in L1. For example, Ahmad stated reading content in his L1 from the website of a

company he was doing research on. Since the company had the content in more than one language, he used the Arabic version and thus collected data. Then, he wrote the paper in English:

> I decide to find the stuff that I want in Arabic because it is actually a big company, where let's say we are talking about …General Motors is a big company and there is there in their website there is English and Arabic, so I decide to go with Arabic to understand more and to not get lost, you know, in my choose to write the idea that I found [in English,] … I tried to find tricks to find like Arabic stuff instead of English, you know. (Ahmad, May 2018)

Similarly, Isam stated: "sometime I have problem with the reading when I see new words that is it sometime I read the new word correctly sometime I have to translate it and listen how it is pronounce word" (Isam, April 2018). The use of such a strategy by L2 students was also reported by Angelova & Riazantseva (1999). Yet, due to the nature of disciplinary discourse, translating did not work all the time. Ahmad, for example, admitted "struggling with translating from English to Arabic… [so he] decided to never do that again" (Ahmad, May 2018).

Asking Peers, Friends, and/or Family Members

Five participants stated requesting help from peers, friends, or family members who had disciplinary background. For example, Ali stated asking his friend for help:

> like I have a friend he is very, very good at vocabulary like just ask him how to say this in English, he told me like this and sometimes like when I read, I read him, I read to him my research or my paper sometime he like he sometimes that does that or this word it does not fit in the sentence you need to change it to the other word. (Ali, May 2018)

Ali's friend seems to have played more than one role in helping him (e.g. helping with vocabulary and style). Another example comes from Mazin who asks his brother for help with certain assignments.

Looking up Models to Follow

Looking up samples was another coping strategy that some participants used to better understand how to complete certain genres. Three participants reported using this strategy. Similar strategy was reported by Leki (1995), and Green (2013). Speaking of how he completed a difficult assignment in his development and training course, Isam stated:

> first I read about the company or for the workers need to training, and I saw many steps like do scheduling about the time, and budget of the money … and then I start writing the case and creating new numbers and time and the budget I created and everything, … I saw samples first in google and then I create my own training … and it was successful because I am only the student doing this step and then my teacher asked the students to do the same thing for the final project. (Isam, May 2018)

Thus, looking up samples enhanced the participants' awareness of the genre conventions and the rhetorical moves necessary for completing their respective assignments. In this respect, it is important to emphasize that following sample genres proved very effective in socializing students in Wingate's (2012) study. Sample genres provided them with necessary knowledge about their respective disciplinary culture.

Using Unconventional Data Mining

Two participants used less conventional ways to find the necessary data to complete their assignments. For example, while working on the 2009 recession, Ahmad could not find data

about the companies he was working on because they deleted all old data and information. Thus, he used CNN news from 2009 to get such data:

> so it was really difficult for me to find data....so I had to watch CNN of in 2009 talking about these companies that went bankruptcy and then I have to summarize what they said and how many percentage they lost and how many dollars they lost, and then writing down in in my research, so for me tracking CNN was more difficult than anything else but it was really excited it was really exciting, … I wanted to find something and I know how difficult that thing was, and then at the end of it I got so it made me proud. (Ahmad, May 2018)

Ahmad's example above shows how he needed to self-develop coping strategies to respond to the different disciplinary expectations as an upper level finance major.

The different strategies and/or affordances the participants used show two learning styles: dependent (e.g. asking others) and independent (e.g. looking up samples). These stratgeies also speak to the role of the participants' *agency* (Kormos, 2012) in their socialization process to a large extent. They actively capitalized on affordances or developed their own ones to successfully respond to disciplinary exigencies.

Supportive Environment

Supportive environment was another factor impacting the disciplinary socialization of the respective participants. Unlike affordances in the previous section, supportive environment instances had a symbolic impact on the participants' disciplinary socialization rather than a direct tangible one. Moreover, supportive environment instances were not used to cope with disciplinary challenges as is the case with coping strategies and/or affordances. To this point, five different instances (sub-categories) of supportive environment were identified in relation to

my participants: 1) social surroundings, 2) events and invited professionals/presentations, 3) engagement with the local business community, 4) availability of sources, and 5) challenging teachers and/or assignments. The following is a synthesis of the supportive environment findings:

1. Only one participant (14%) stated the impacted of the *social surroundings* in understanding her majors.
2. Three participants (43%) indicated the importance of *events and professional presentations* held at their college.
3. Two participants (29%) highlighted *engagement with the local business community*.
4. Two participants (29%) underscored *the availably of sources*.
5. All seven participants (100%) underscored *challenging teachers and/or assignments* that enhanced their disciplinary learning.

Table 12

Supportive Environment

Sub-category	Number of utterances	Number of participants
Social surroundings	2	1
Professional events and presentations	4	3
Engagement with the local business community	2	2
Availability of resources	2	2
Challenging teachers and/or assignments	20	7

Social Surroundings

Only one participant highlighted the role of the overall social surroundings in making her more aware of the disciplinary and professional nature of her major. Speaking of the difference between her major and other majors, Sally clearly stated:

> I do not know, even the environment, if you see [x- name of college] …, you can see the kind of environment, … I would say like [x- name of college] is like more professional than, even professors, their classrooms are different… you can see people around dressing with business casual because they have to do presentations. (Sally, May 2018)

Thus, the overall social surroundings seemingly impacted Sally's understanding of some expectations in her major.

Professional Events and Presentations

Three participants highlighted events held at college as important in expanding their disciplinary development. In such events, guest professionals shared information and personal experiences about the business world they engaged in. For instance, Salim underscored how such events are effective to know about his major:

> I think the speakers they bring every time like business day …, the presentation that I have told you about,… they have like events …some of them graduate from …[name of his university] these people already succeeded in the business or they have businesses so in the field and they have like, so I think this way easy they like more interesting to us to learn about what the actual people did after they went, left [college]. (Salim, April 2018)

Like other participants, Salim perceived these events as opportunities for engaging with professionals in the field as well as for bridging the socialization gap between what he might expect to see at college and what he will see in the real business world. In this respect, Forman

(2013) highlights the role of personal stories in socializing young business professionals and making them build necessary disciplinary expectations (as cited in Faber, 2015).

Engagement With the Local Business Community

Two participants stated engaging in projects with the local business community. According to them, such an engagement was very useful in enhancing their knowledge of their majors. For example, Ahmad said:

> we had to present in S&T bank, in front of nine professional people in S&T bank, so I remember before the presentation, three days or two, we got it and we did it, and we finished it in less than 4 hours, was crazy but we had we had too much caffeine and too much excitement to going on… as I said, professionals from S&T bank, Stewart Capital, these people do not play and these people judge you. (Ahmad, May 2018)

In the above passage, Ahmad's sense of his professional status as a finance professional was clearly impacted by working with local business professionals. Even thought working with local business professionals was hard for him, Ahmad still appreciated that experience.

Availability of Resources

This sub-category refers to the kind of sources that are not easily accessible or available through the library database such as the Wall Street Journal. Only two participants indicated the importance of such sources. For instance, Osama stated that students in his major were asked by professors to read the New York Times on a daily basis and that his college provided up-to-date copies for students to read: "we have the New York Times newspaper, it is like for free, anyone can get it like in [name of college]" (Osama, April 2018). Whether students read it or not, providing copies of such journal for free helps those who are interested in doing the reading and learning about the business world.

Challenging Teachers and/or Assignments

All seven participants pointed out the importance of challenging teachers and/or assignments in impacting their disciplinary socialization. For example, speaking of the role of his teacher in one of his assignments, Mazin said: "the professor said that the group who choose the same city that amazon will choose in the future will get a 100 dollar gift card this is kind of created some kind of a motive for years they gave us a motive" (Mazin, April 2018). Another example comes from Ahmad (finance major) who commented on one of his challenging professors:

> I remember … Dr. [X]…, this guy forced us to read, and this guy I was really pissed off, angry, mad, but I learned a lot when I was reading his book and I told him thank you, because I owe a big tie because this guy wanted us to read for a reason, and nowadays I feel that reason …, the reason is to … always remember for me when I want to find a formula. (Ahmad, May 2018)

Thus, Ahmad appreciated his professor even though that professor was hard to handle in the class.

The five supportive environment instances discussed earlier were clearly indicated by the participants as impactful in helping to facilitate their disciplinary socialization. Although some instances were more widely experienced than others, (e.g. challenging teachers and/or assignments), it is still important to note their overall impact on the respective participants' disciplinary journeys.

Disciplinary Identity and Perception of Future Professional Path

All the participants in this study indicated instances of perceived disciplinary identity development. Such a development resulted from how they perceived themselves as professionals

and thus resonated with their investment in their majors. I will summarize this relationship between their professional role and their investment by quoting one of the participants:

> I have taken a psychology class for instance and in that psychology class, I am not a psychology person it was my first semester and I it was so hard it was so hard language a lot of hard concepts but I knew that I need psychology in my major as an HR manager and I need to learn such this kind of so I had to yeah I had a lot of motive to learn I never missed a class I never missed a homework I tried to do my best in the exams I had to, I tried to understand the concepts. (Mazin, April 2018)

Mazin's statement shows how his investment in some courses was associated with his attempt to develop a disciplinary identity.

The participants' professional identity perception was associated with four ways: 1) assumed role as a professional, 2) perceived connections between practices and future path, 3) imagined future path as a professional, and 4) interest in pursuing a graduate degree. The following is a synthesis of these four ways:

1. Six participants (86%) indicated *assumed role as a professional*.
2. All seven participants (100%) reported *perceived connections between practices and future path.*
3. All seven participants (100%) highlighted *imagined future path as a professional*.
4. Three participants (43%) stated *interest in pursuing a graduate degree*.

Table 13

Disciplinary Identity and Future Professional Path

Sub-category	Number of utterances	Number of participants
Assumed role as a professional	16	6
Perceived connections between practices and future path	21	7
Imagined future path as a professional	9	7
Interesting in pursuing a graduate degree	5	3

Assumed Role as a Professional

Six participants highlighted instances of playing the role of professionals (e.g. thinking like a real manager), having real audience beyond the professor and classmates, or perceiving their imagined audience as so. For instance, Mazin described such a role in one of his assignments:

> as I said here, it is, this was a good assignment because we had to learn about a big company like McDonald's and companies like McDonalds, Walmart, FedEx, these huge global companies are the best examples of supply chain management, while doing this assignment I felt that I have developed my skills in supply chain management significantly. I started to think as an, as a real manager. (Mazin, April 2018)

The passage above shows how engaging with certain disciplinary practices enhanced Mazin's sense of his professional identity by starting to think like a real manager. Even though it is not possible to make sure that Mazin really understands how a real manager thinks based on his statement, it is important to note that he started to develop some pattern of thinking about professional identity in his major. Another example comes from Sally who described her

perceived audience in one of her assignments: “My expected audience as well were investors or possible people that are willing to spend some capitals in the whole sponsor” (Sally, May 2018). This assumed role as a professional was also identified by Zhu (2004) in her analysis of business syllabi where students were expected to develop a dual role as both students and professionals in responding to disciplinary exigencies.

Perceived Connections Between Practices and Future Path

All seven participants reported perceiving connections between what they do and their future jobs. Speaking of the skills he learned from one of his assignments, Ali said:

> as I mentioned first, he told us like this research will teach you how to analyze the problem because if you work at a job, if you work at company they will give you a situation you won’t [will not] solve it, they just say literally you are dump because you need to like do it by yourself because you will be in the same situation in the future, so use your skill or experience, save it to the future. (Ali, May 2018)

Some participants associated such connections with their teachers’ statements about certain practices and future jobs like the example above, while others just referred to possible connections without associating them with teachers’ statements. These two types of perceived connections seem to speak to the participants’ investment in their disciplinary practices. For example, Mazin talked about investing in his psychology class because he wanted to use the knowledge from that class within his future job. Even though his teacher did not state connections between that class and future supply chain managers, Mazin himself built them.

Imagined Future Path as a Professional

The seven participants in this study also showed instances of future status as professionals. For example, commenting on his future plans, Ahmad said: “I would like to be …

a credit analyst" (Ahmad, May 2018). Another example comes from Mazin who emphasized: "I want to work for one of the global organization" (Mazin, April 2018). This imagined professional status by the participants speaks to their socialization as upper level students. That is, they indicated a pattern of thinking and awareness of their future professional paths.

Interest in Pursuing a Graduate Degree

Three participants showed interest in doing a master's degree in their respective majors. For instance, Mazin said that he had already applied to graduate school: "I graduate in May and after that I already applied for graduate school" (Mazin, April 2018). The participants' interest in doing a graduate degree in the same field suggests an intention to develop their professional statuses or identities.

The fours ways (sub-categories) into developing and/or perceiving a professional identity discussed earlier indicate high awareness of the respective disciplines' epistemologies, practices, values, and expectations by the respective participants. Such an awareness speaks to the participants' disciplinary "insider status" (Ivanic, 1998) suggesting that socialization was successful, at least to some extent. That is, the expected outcome of disciplinary socialization is to develop a disciplinary identity (Casanave & Li, 2008): to think, act, write, and communicate like a professional. Yet, this socialization does not guarantee success in the real business workplace because this latter one might have its own expectations. In this respect, some of the participants (e.g. Isam and Ali) highlighted a possible gap between their socialization at college and the future work context by stating the need for training after graduation.

Perceptions of the Value of L1

L1 value was highly underscored by the participants in this study. Unlike using it as a coping strategy as discussed in the Coping Strategies and/or Affordances section earlier, the

participants here associated their L1s with making them marketable in the business world as well as providing them with a rich perspective in dealing with different cultures and contexts in today's globalized business world. Five participants (71%) highlighted *the value of having an L1* other than English.

Table 14

Perceptions of the Value of L1

Sub-category	Number of utterances	Number of participants
L1 as an asset to enhance disciplinary perspectives and/or make student marketable	9	5

The participants' perceptions of the value of their L1s in this study contradict findings from Liu and Tannacito (2013) whose focal participants considered their L1s as inferior to English and reported feeling incompetent for having an L1 other than English. My participants looked at their L1s as an asset enhancing their disciplinary perspectives and/or making them more marketable as business professionals. For example, Sally considered her L1 as an "asset" giving her a further privilege that other students might not have. She perceived her L1 as a form of capital in the current global business context. She emphasized: "I think I have an advantage as having these [multiple languages] for my major because no one …. knows another one's culture so that like spread your view and your perspective a lot, the concepts that you are learning in the class" (Sally, April 2018). She added: "I think knowing languages allows me to be more marketable, allows me to communicate" (Sally, April 2018). Such a perception seems to resonate with the current global perspective in the business world which encourages multiple languages and perspectives (Bhatia & Bremner, 2012). The emphasis on having multiple perspectives is

also clearly highlighted in the mission statement of Sally's department. It underscored the role of global business perspectives in international job market. Another example comes from Mazin who described himself as "multicultural" or "international person." Even though he admited to "find some language barriers" when reading English, he still considered his L1 as making him marketable:

> I am a global person who can communicate to the outside and this means that I'm wherever I go I would be I would act as an added value and …to the firm that I would be working on because I speak different languages this kind of makes me proud of myself …I am also an added value to that field not only because of the language but because I have a different background a different cultural background when I look at an issue I might look at from a different perspective. (Mazin, April 2018).

Mazin thus looked at his L1 as a necessary tool for the global business perspective. He associated L1 with developing an international and multicultural identity. Not only did this perception make him more willing to use his L1 in response to disciplinary practices and interpersonal communication, but it also gave him the feeling that he had a privilege in his major and future jobs opportunities.

Considering the perceptions of the value of L1 discussed earlier, there are three points to highlight. First, such perceptions are important in academic socialization where the participants' beliefs and assumptions about who they are can impact their performance and academic investment. Such beliefs were reported as influential in L2 academic socialization contexts by different researchers (Levine, 2011; Liu & Tannacito, 2013; Norton Peirce, 1995). For example, perceiving their L1s as inferior to English, the participants in Liu and Tanncito's (2013) study rejected capitalizing on L1s potentials to facilitate their socialization. Yet, my participants

seemed to see their L1s as an asset. Second, having L1 can enhance the disciplinary perspectives of students as learning a language enables them to access different data and to better understand different cultures. This second point was clearly stated by Mazin who emphasized: "I am also an added value to that field not only because of the language but because I have a different background, a different cultural background when I look at an issue I might look at from a different perspective" (Mazin, April 2018). Thus, speaking a language other than English would contribute to expanding the participants' disciplinary perspectives on how business is run in today's globalized world. Third, multilingual and/or international students are expected to be more marketable in the job market since they can deal with different people in diverse contexts. Researchers called for a shift from using an *only-English-westernized perspective* to other global perspectives (Bhatia & Bremner, 2012; Du-Babcock & Bhatia, 2013).

L1 perceptions need also to be situated within the overall disciplinary culture and personal perspectives of the respective participants. In this study, two participants (Ali and Isam) did not emphasize the value of their L1s in making them more marketable or enhancing their disciplinary understanding. Such a lack of emphasis on L1 value can be interpreted in two ways. First, as a finance major, Ali mainly focuses on the quantitative side of his major. This emphasis is reflected in his journey into his major: "I find finance is good for me this is where I go to finance, calculation and theories and fun stuff there" (Ali, May 2018). Thus, it seems that Ali's focus on the quantitative side of his major made him less interested in languages. Second, Isam's, a human resources and supply chain management double major, lack of emphasis on the value of L1 might be interpreted considering his future professional path. Speaking of his plans after graduation, he said: "well my career plans after graduation go back home …start my own business because now in my country it is hard to [find a job]" (Isam, April 2018). Thus, he might

see his future as only dealing with local culture where people around him speak Arabic, his L1, making it less of marketing tool than he expected.

Finally, it is important to emphasize that the participants' perceptions of their L1s values suggest not only a form of linguistic and cultural capital (Bourdieu, 1986) but also a form of *disciplinary capital*. Considering the global perspectives in today's business world and the clear focus of the academic departments of the respective participants on enhancing global perspectives, having multiple languages seems to resonate with having multiple global perspectives too. Thus, my participants clearly stated feeling privileged for having L1s other than English. Their perspectives on L1 does not mean that they devalue English as the lingua franca of the business world, but rather it means seeing their L1s as valuable sources too.

Disciplinary Differences

Considering the disciplinary differences identified in this study, it is important to emphasize that there was only one salient difference of how my participants perceived literacy categories (textual, visual, and/or numeric) in the construction and communication of disciplinary knowledge. This disciplinary difference was the overemphasis on numbers and equations (quantitative literacy) by the two finance majors (Ahmad and Ali) over other forms of disciplinary practices. Both Ali and Ahmad pointed out that finance is all about numbers and equations and that other forms of reading and writing are meant to support the quantitative or numeric elements and components. In this respect, Ahmad stated:

> I think finance…is really connected to reading and, and writing of course, but it is it is not finance people who do the writing or reading, the financial people only focus on calculating numbers and finding the correct numbers, the writing and reading is somebody else's job, so when I when I make the numbers, I, I give it to someone,

> someone …in management majoring in human resource and this business and the other business majors …but accounting and finance I think …are more connected to numbers, even …their research is full of numbers than their writing, but yet we did write a lot because they the university need to see that we are able to write and divide our thoughts, and arrange them you make it good, but we really do not, I do not think that we need to read and write …future but read yeah but not write, read yeah of course. (Ahmad, May 2018)

This excerpt shows how Ahmad perceived his major, finance, in relation to other business majors. Yet, this overemphasis on the quantitative part was also pointed out by Salim, a supply chain major. Salim made it clear that he highly focused on numbers in his writing:

> so it is about, it is not always about vocabulary and grammar and this kind of stuff because if I do the right analysis I will save the company like millions, if I do not do the right calculation and they have good writing [there is no value of the good writing]. (Salim, April 2018)

Salim's perspective might be situated in two possible interpretations. First, he already had seven years of work experience in supply chain and operations. Throughout this experience, he stated dealing with different supply chain operations. This experience revealed Salim's perception of the relationship between supply chain and numbers. Second, his future professional plan is to pursue and/or work in data analytics. As such a track is mainly about numbers, Salim's focus on numbers seems to speak to his interest in the quantitative side of writing. Thus, disciplinary differences seem also to resonate with the overall expectations of the respective discourse communities.

Finally, having only one clear disciplinary difference does not speak to the overall disciplinary differences. This absence of many disciplinary differences needs to be situated in the very nature of the current study. It focuses on the participants' disciplinary socialization rather than on disciplinary differences across the four studied majors.

Summary of the Chapter

In this chapter, I have shown how the seven participants in this study experienced academic literacy and disciplinary socialization in their senior years. The findings indicated that the participants' socialization journeys were shaped and impacted by different factors, practices, and perceptions whether before they joined their majors, or while doing their majors. These factors included: their path to the major, disciplinary reading and writing practices and perceptions, group working, and the use of coping strategies to deal with disciplinary challenges. Their socialization was also impacted by important supportive environment. As a result, the respective participants clearly stated developing a sense of disciplinary statuses and identities in their respective majors through adopting professional roles, identifying with future professional roles, or perceiving possible connections between their disciplinary practices and future expectations of the workplace context. They also highlighted the value of their L1s as making them more marketable and enhancing their disciplinary perspectives. Even though the participants came from four different business majors, data analysis did not reveal many disciplinary differences. The only salient difference was the overemphasis on the quantitative literacy by the finances major participants.

In the next chapter, I will provide a deeper discussion of these findings. I will also highlight important areas for future research. I will conclude the chapter with a reflection on

expanding the discourse community framework to be more effective in accounting for students' disciplinary socialization.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND CONCLUSIONS

This chapter provides a discussion of the findings presented in Chapter Four as guided by the study's research question: *How do international undergraduate students in business and management experience academic literacy and disciplinary socialization in their majors?* First, I will discuss the participants' socialization in regard to their paths to their majors, disciplinary reading practices and perceptions, disciplinary writing perception, group work, disciplinary challenges, and the coping strategies they used. Second, I will discuss the role of environment on the participants' socialization and how their socialization has resulted in disciplinary identity development. I will also shed light on the participants' perceptions of the value of their L1s as key in having a global business perspective. Third, I will highlight some disciplinary differences. Following this discussion of the findings, I will refer to areas for future research. I will conclude the chapter with a discussion of my developed version of the discourse community framework to better account for disciplinary socialization. This expanded version will enhance ways of looking at academic journeys and disciplinary socialization and will hopefully enrich future research.

Discussion of the Findings

The Path to the Major or Discipline

The path to the major is one of the most salient themes identified in this study which shows an important connection between the respective participants and their selected majors. This path or journey to the major has been impacted by two main factors*: the personal interest in the field itself,* and *interest in the field surrounding*. For instance, all seven participants (100%) showed personal interest in their majors. Two of them (Isam & Salim) reported having relevant educational background that fueled this interest. Some of them (e.g. Salim) stated having a

relevant work experience too. In addition to the relevant educational background and work experience, the participants' high personal interest in the major speaks to their noticeable investment in their majors. It shows intrinsic motivation and personal investment to pursue degrees in their majors (Dornyei, 2009; Norton Peirce, 1995). For instance, Sally revealed high interest in international business even before joining her major. Osama, the second international business major in this study, indicated that he always wanted to do business administration. He chose the international business track because it was the closest track available at the college he was studying in. Salim, the supply chain management, came to the major after seven years of experience in the business world where he worked in supply chain and operations and started to like the major. Ahmad, one of the finance major participants, stated being always interested in doing finance because he considers that finance is everywhere and that choosing this major was a way to enhance and pursue his interest.

The academic journey to the major of some participants, including Mazin and Ali, was characterized by a noticeable shift in major choices. Mazin started with engineering, but he changed it to business (human resources and supply chain management double major) because he found himself more interested in this new major. Although he did not directly associate this change with the impact of his family, he clearly pointed out his exposure to the human resources sector early enough before starting his new double major. He stated that all his family work in the field of human resources. He used to see his brother, a graduate student in human resources, reading about human resources management. This family environment suggests some early exposure to the disciplinary community of business even before joining college. Ali was mainly interested in political science, but he changed it to finance because all his friends were in finance: "all the Saudis going to business, I wanna go with them" (Ali, May 2018). Ali's interest

in being with his friends who are also enrolled in the same major implies a search for "literacy brokers" (Zappa-Hollman and Duff, 2015) through his friends who might help facilitate with disciplinary practices.

The role of relevant background was also clear in shaping the participants' journey into the field. This included educational background and work background. Isam stated that he wanted to complete his education in relevant business track. He thus chose a double major in human resources and supply chain management. The same can be said about Salim who also had a diploma in supply chain as well as work experience. This background suggests an early exposure to the overall disciplinary expectations.

The participants' journeys to their majors also shows important aspects of their impact on later disciplinary socialzation. First, these ways into the major were not exclusive of each other. For example, Salim highlighted his personal interest in his major, stated having a diploma in his major as well as work experience. Second, the participants' personal interest speaks to their investment in their majors. This personal interest resonates with Leki's (2007) findings who found that early interest in the major was profound in Yuko's disciplinary socialization. Yuko showed high motivation and geared all her academic practices to help her develop expertise in her major. Third, relevant background (education and work) was important in the participants' journeys into their majors. The different paths to the major suggest that discourse community affiliation can start even before the real engagement with that community (Kanno & Norton, 2003). Although some of the respective participants were encouraged by their families or other people to choose the US rather than other places, it was still their individual decision into these majors that shaped their disciplinary socialization. For instance, Salim engaged in a project with a local business community with some peers even though his choice of that project was optional.

His investment in developing his disciplinary expertise made him engage in that project. Fourth, some participants' personal interest in the major was not the main reason that made them choose their majors (Ali and Isam). Yet, they stated investing in their majors later on. Ali and Isam's cases resonate with Jan, the business major in Leki's (2007) study, who was less invested in academic practices at the beginning of his college journey. Yet, Jan became more invested in his major in his junior and senior years and even stated interest in pursuing a graduate degree in business. Ali and Isam's cases also speak to the recursive nature between engagement in disciplinary discourse community (Beaufort, 2007; Swales, 2016) and investment in developing expertise in that community (Norton Peirce, 1995).

Finally, it is important to note the relationship between the participants' socialization and their paths to their majors. This relationship implies a need for blending the immediate five layers of discourse community suggested by Beaufort (1997, 2000, 2007, 2012; see also Swales, 1990, 2016) with the imagined community concept suggested by Kanno and Norton (2003). That is, the participants' interest in their majors do not come out of a vacuum. They already identified themselves with their majors through real engagement (e.g. background experiences) or symbolic engagement (e.g. family environment). To this point, the discourse community framework needs expansion to be more effective and comprehensive in responding to disciplinary socialization (see Disciplinary Socialization Framework section).

Disciplinary Reading Perceptions and Practices

The participants in this study emphasized the role of disciplinary reading in their disciplinary socialization. Three important sub-themes emerged out of this emphasis: 1) *reading for up-to-date disciplinary knowledge acquisition*, 2) *reading-writing interaction*, and 3) *sources*

for quick disciplinary reading. All seven participants (100%) highlighted each of these sub-themes in shaping their disciplinary socialization.

My participants associated their disciplinary reading with acquiring up-to-date disciplinary knowledge as well as information about the business world. This reading included learning main concepts and theories and how they are applied in business contexts. For instance, Salim, the supply chain major, made it clear that: "business it is always about theories" (Salim, April 2018). As Sally emphasized, this reading is expected to result in a deeper understanding of how companies work: "we are not just reading about companies, we trying to understand… the definitions" (Sally, April 2018). Some participants (e.g. Mazin, Sally, and Ali) connected understanding theories and concepts with possible decision-making processes they expect to engage in as future business professionals. In this respect, Beaufort (2007, 2012) emphasizes that understanding theories and concepts are important for understanding the main epistemologies in the students' respective majors; thus, she recognizes that discourse community knowledge is the first domain in her framework. This reading is also maintained to provide up-to-date information about the business world. In this regard, Bhatia and Bremner (2012) highlight the dynamic nature of the business world and the need for reflecting this dynamic nature when teaching business students. Unlike lay people who also read about the world corporations, the participants' reading is filtered through disciplinary critical eyes as well as through the theories and concepts they are learning. My participants stated reading to learn the ongoing changes in the world and their impact on businesses. They also read to understand how corporates respond to such changes and thus understand how theories are changing, developing, and applying to different contexts. Connecting this kind of reading to the discourse community framework, it seems important to

point out that reading provided the participants with an important access into the changing epistemologies, values, ideologies, and practices of the respective disciplines.

The second sub-theme identified here is *reading-writing interaction.* All seven participants (100%) emphasized such an interaction. This interaction included obtaining data and learning the disciplinary style and language. Some of the participants clearly stated engaging in a lot of reading before writing. They also emphasized that the most challenging part in many of their assignments was finding data to support their arguments and viewpoints. One participant even connected reading to find data to the decision-making process: "we are talking about organizations and what are the future decisions" (Sally, April 2018). This emphasis on data in business writing has been highly emphasized by Bhatia and Bremner (2012) in their state of the art article on business English and in Zhu's (2004) analysis of business syllabi in US business majors. To this point, the participants needed to develop high reading skills that enable them to find relevant data as much as possible and to understand how this data is analyzed. For instance, Mazin clearly stated:

> You have to read you have to focus on what you are reading you have to understand … what is between the lines because like in corporate world …there is like you could see a lot of like you could just summarize a whole page in one sentence like again you have to have that one page I'm not saying that the one page is not necessary but you have to know how to get that one sentence out of that one page so you have to have that skill. (Mazin, April 2018)

Thus, Mazin's example shows his awareness of the importance of close reading in his major.

Even though advanced reading skills are key in data mining, developing such skills is not easy. In this respect, Carillo (2016) emphasizes that the changing nature of literacy and the

constant transition between digital and printed resources makes developing advanced reading skills more challenging. Considering this change in literacy modes, “students (and the rest of us) are potentially becoming less adept at reading closely and deeply when [they] need to” (Carillo, 2016, p. 2). She adds that students have started to develop more skimming skills at the expense of close reading ones. Such skimming was a noticeable strategy that some of the participants in this study reported using. For example, Ali emphasized that he used skimming to cope with assignments:

> skimming that is the easiest way to do the assignment you do not have to read the whole things, you need to know the important points, write about them that is it, because he, he does not care about if you read everything in the articles, he needs like what is the important thing in the article, if you are smart, you catch that. (Ali, May 2018)

Ali’s perspective on using skimming above is seemingly associated with his perception of what his professors (as discipline experts) are interested in.

Speaking to the reading-writing interaction, it is important to emphasize that both skimming and close reading are important reading skills for these participants. For example, Ali’s example above speaks to a wider business perspective where “busy readers want to waste as little time as possible” (Eustace, 1996, pp. 53-54). In another example, Mazin emphasized the role of close reading as very important for mining accurate data. Yet, there is the risk of misusing each of these strategies in place of the other. In this respect, Carillo (2016) points out that students could misuse one skill for another especially in cases when they need to write data-based reports. The problem could be “that students write from sentences not from sources, relying on paraphrasing, copying, citing, and patchwriting rather than summary, [which results in] raising questions about students' ability to comprehend the larger ideas and concepts in

sources" (Carillo, 2016, p. 2). Even in the real business context, there must be an attention given to data sources and how they are presented in the original source because misusing such data could lead to harmful decisions. Considering a more immediate consequence, students might also get into plagiarism problems if they do not know how to use this data properly in their writing. Surprisingly, neither analyzed business syllabi in Zhu's (2004) study nor the ones I collected for this study clearly point out the role of critical reading skills. Teachers might have had the assumption that students have already developed such skills. Such an assumption leaves the students struggling with the implicit rules and expectations in academia (Casanave, 2002; Leki, 1995; Wenger, 1998). Thus, Beaufort (2012) calls for teaching such implicit rules more explicitly so that students can both succeed and transfer skills across boundaries and disciplinary contexts.

It is also important to emphasize that the impact of reading on disciplinary writing goes beyond only helping students to gather necessary data for their papers. The participants associated reading with understanding how analytical skills are used and developing more professional disciplinary style using certain words, rhetorical moves, data presentation, and argument building. For instance, Salim stated:

> reading I think help you a lot, you read cases and like this you use the same style the same thing. It is not about copying the style, your writing, by reading different writing you just pick your style, you do not know, you do not know, you're just using style---but you keep learning. (Salim, April 2018)

Like Salim's perspective above, researchers (Green, 2013; Hoey, 2001; Wingate, 2012) have highlighted the role of reading on how students learn the disciplinary styles in their majors. As interpersonal interactions with members in the respective academic community are important,

textual interactions are also a key part in understanding disciplinary discourse. Such an interaction is expected to result in understanding the disciplinary epistemologies and develop a better sense of how disciplinary insiders interact, what they value, and why. In this respect, Wenger (1998) points out that in any disciplinary community, members have their shared repertoire and discourses via which they interact and communicate. Speaking to this point, Hoey (2001) emphasizes that the

> [r]eader and writer are like dancers following each other's steps, and the reader's chances of guessing correctly what is going to happen next in a text are greatly enhanced if the writer takes the trouble to anticipate what the reader might be expecting; that is one of the reasons for regularity of patterning in genres. (p. 43)

Through disciplinary reading, students develop an understanding of the overall disciplinary instances. Moreover, reading provides access to the different domains of disciplinary literacy suggested by Beaufort (2007): "*discourse community knowledge, subject matter knowledge, genre knowledge, rhetorical knowledge*, and *writing process knowledge"* (p. 18, emphasis is added). For example, participants in this study showed how disciplinary reading helped them understand disciplinary epistemologies, learn relevant subject matter, learn the disciplinary genres (conventions), and become aware of rhetorical choices within these genres, and learn about the writing processes to complete these genres. Yet, it is also important to note the impact of reading on these different domains is recursive and accumulative. Reading about the genre conventions also necessitates learning about the disciplinary epistemologies that the respective genre communicates and constitutes. Moreover, constant disciplinary reading results in learning the kind of disciplinary "lexis" (Swales, 2016) that academic community members use to communicate.

The third sub-theme identified in relation to my participants' reading is highlighting *sources of quick disciplinary reading* (e.g. newspaper articles and PowerPoint slides). The collected syllabi for this study also highlight such sources as integral reading texts. This emphasis on these reading sources seems to resonate with a broader disciplinary culture in the business world which highly values getting direct and up-to-date information as quickly as possible (Bhatia & Bremner, 2012). That is, which source to use for disciplinary knowledge is also situated in the very discourse community expectations; what counts as a valid source in one discipline is not considered so in another.

Although reading is central to disciplinary socialization, none of the participants connected their reading with explicit teaching experiences by their teachers teaching them how to actively engage in disciplinary reading. On the contrary, one of the participants clearly stated: "I had to start from zero again and learn these finance vocabulary" (Ahmad, May 2018). This lack of emphasis on explicit disciplinary reading seems to result from the perception that college students have already developed high reading proficiency that enables them to successfully and easily navigate across texts (Carillo, 2016). In this respect, it is important to explicitly teach advanced reading skills (e.g. reading with annotations) especially for international students. They already have a dual challenge: performing in a language other than their L1s and encountering disciplinary language challenges. Moreover, they might not be used to reading long texts. Even though Osama was in his last semester as a senior, he still encountered reading difficulties:

> the case study were so difficult like I mean, it was like the vocab in that case study was so difficult for me, I did not get like what exactly this case study were, …, and so it was also a long case study about 17 to 16 pages so, I am not used to read like this long pages,... this like what was the challenging for me. (Osama, April 2018)

Osama's example showed that he struggled with the disciplinary language in that reading as well as with the text length itself.

Considering the discussion of the role of disciplinary reading in academic socialization above, it is important to teach critical reading skills more extensively especially to international students. Even when their standardized tests are high enough to qualify them for institutional requirements, those students might still struggle with reading (Matsuda & Hammil, 2014; Spack, 1997). In this respect, Carillo (2016) provides a good heuristic model for teaching necessary reading skills through making students engage in note-taking, and marginally annotating texts. As they annotate texts, students have to re-define key terms, note the writers' rhetorical moves, highlight instances of voice, document their responses to the reading, etc. Once students learn to read critically, they will better understand disciplinary discourse and write more effectively in their majors.

Disciplinary Writing and the Participants' Socialization

Like reading above, disciplinary writing has been a very salient theme that my participants underscored with different features emphasized. For example, there was an emphasis on *good writing as direct and/or data-supported.* All participants emphasized that disciplinary writing should be direct, simple, focused, and situated in data. For instance, Sally stated: "In my major I think a good writing it has to be straightforward and also simple for the readers… everything has to be proven like no study but like maybe the data." (Sally, April 2018). Mazin added:

> I mean in English major, I am not really an expert in that but I suppose that if you write a piece it has to be more emotional, more poetic yeah has more meaning but in business field, the, the more focused your paper, the better. (Mazin, April 2018)

In my background research, I noted a similar emphasis in business professors' shared syllabi where they highlighted clarity, directness, and the use of data in the writing of their students. This emphasis speaks to a wider business culture where data use is highly valued. Even though the participants' perspective needs a confirmation from their instructors, they still show a perception of what they think of disciplinary writing in their majors.

The second feature characterizing the participants' perception of disciplinary business writing was their emphasis on the *use of analytical and/or problem-solving skills*. All my participants (100%) emphasized the role of such skills in their disciplinary writing. These skills include such tools as SWOT analysis (strengths, weaknesses, opportunities, and threats). For example, Osama clearly used SWOT analysis in one of his shared writing samples. The emphasis on such skills also resonates with the professors' shared syllabi at the study site and the findings from the literature (Bhatia & Bremner, 2012; Zhu, 2004).

The third identified feature of disciplinary writing was *the textual-numeric-visual interaction*. Five participants associated good disciplinary writing with the use of *equations, numbers,* and *graphs*. This visual-numeric orientation speaks to disciplinary epistemologies and conventions in the respective majors and in the business world. For example, the professors' shared syllabi and rubrics clearly emphasized the need for using visual and numeric tools in the students' writing. Such an emphasis also resonates with the important role of the numeric and visual components in business writing (Bhatia & Bremner, 2012; Johns, 1998; Zhu, 2004). It could also imply directness and time-saving necessary in the business world. For instance, Ahmad described writing in finance: "the professors skim, they do not read, but they skim, super quick and focus on these numbers that they wanted us to find because they already have it in their original paper" (Ahmad, May 2018). He added:

> finance is really connected to reading and, and writing of course, but it is it is not finance people who do the writing or reading, the financial people only focus on calculating numbers and finding the correct numbers, the writing and reading is somebody else's job. (Ahmad, May 2018)

Ahmad's statement revealed how he perceived writing and reading in his major. He implies that one chart or one equation is what he mainly needed in his paper.

The emphasis on textual-visual-numeric interactions was also evident in the participants' collected writing samples as well as in the professors' shared syllabi. For example, 35% of the participants' shared writing samples (5/14) revealed multiple instances of textual-visual-numeric interaction. Such triple interaction (text, numbers, and charts) speaks to the very nature of business corporate interaction. For example, one of the participants who already had a work experience in supply chain and operations clearly stated:

> it is not always about vocabulary and grammar and this kind of stuff because if I do the right analysis I will save the company like millions, if I do not do the right calculation and they have good writing, it is the same thing. (Salim, May 2018)

Like Ahmad, Salim's example shows that equations and charts are sometimes what is mainly required in a paper.

Even when the participants focus on qualitative and structural elements like grammar, they still give the priority to the numeric and visual side. The qualitative part seems to either interact with the quantitative-visual ones or to fully feed into them. Despite the importance of the numeric-visual component, some participants (e.g. Isam and Sally) stated having challenges in dealing the graphs and numbers. This challenge resonates with findings from Johns' (1998) study of business students which revealed that her focal participants were less prepared to deal with

quantitative and visual literacies. Henceforth, more attention must be paid to teaching such literacies not as supplementary to the textual literacy but rather as integral to it.

Innovation and/or creativity was another salient feature highlighted by the respective participants (71 % [5/7]). This creativity was also highlighted in the professors' shared syllabi. Even though the participants emphasized the role of creativity, it is still their professors who can decide on whether their writing is creative or not. Yet, this emphasis on creativity seems to resonate with the needs in the real business contexts which necessitate the role of creative ideas to attract investors' and customers' attention in today's competitive business world. This finding does not mean that all business majors emphasize such creativity. In this respect, one of professors in Zhu's (2004) study points out:

> Students in the same class, same materials, different answers. That happens to management all the time. It's one of the good things about management in my view. One of the bad things about management is if you are an accounting student, this drives accounting students nuts that there isn't the right answer. (p. 127)

Zhu's (2004) example shows an important disciplinary difference between some business majors, namely management and accounting. Such a difference speaks to a wider disciplinary culture in these majors.

The participants also emphasized the role of *following the conventions of writing style guides* such as APA (57% [4/7]) and *good grammar* (14% [1/7]) as key elements in good disciplinary writing. This focus speaks to what Zhu (2004) calls "professional status of a student" (p. 123). Through following writing styles, students show their professionalism which is highly valued in business contexts. This emphasis on following writing styles conventions was also clearly stated in the professors' shared syllabi for this study. Yet, the participants' shared

samples show inconsistency in terms of both in-text citation and references where more than one style were used in the same writing sample. Even though such inconsistency indicates lack of mastery of the style mechanics (Carillo, 2016), it can also be interpreted as a form of prioritizing content over other elements (Annous & Nicolas, 2015; Eustace, 1996) and/or some resistance or compromising strategy that the participants use. In this respect, Leki (1995) found that her participants used resistance as a coping strategy. Yet, more attention needs to be paid to citation and style conventions in teaching because not only do they speak to the students' professionalism but also result in serious consequences. However, grammar plays a different role and holds a different value than citation use and writing style. Surprisingly, only one participant associated good disciplinary writing with good grammar. To this point, there are three possible interpretations for having only one participant associating good writing with good grammar: the other participants have a good command over grammar, they can visit the writing center, and/or they focus more on main ideas and numbers. In this respect, Salim stated: "it is not always about vocabulary and grammar and this kind of stuff because if I do the right analysis I will save the company like millions" (Salim, April 2018).

Three participants also stated instances of extensive writing instances or extensive future writing. For example, Salim reported engaging in a 97-page project with a local business company in one of his courses. Mazin showed a similar instance too when he reported that his professor expected him and his peers in one class to write a "mini dissertation." Yet, these two instances are understood considering the disciplinary journeys of these two participants and their writing contexts. For Salim, he chose an optional class where he engaged in a real project with a local business company. Salim's case suggests a departure from "mutt" (Wardle, 2009) or "pedagogical" genres (Swales, 1990) to real ones where one is expected to fully respond to the

professional exigence. Moreover, Salim already worked for seven years in the field of supply chain and operations and is highly invested in engaging in real work. Mazin, on the other hand, has had his assignment for a graduate level class that he was allowed to take as an undergraduate. Having already applied for graduate school, he seems very invested in his discipline and in developing a disciplinary identity. Some participants (e.g. Osama and Mazin) also indicated that they expected extensive writing after graduation. This expectation speaks to the participants' perceptions of future potential careers and their expected disciplinary practices.

The discussion earlier shows the multiple perspectives the participants take on disciplinary writing. As a key element in their socialization process, the participants' perceptions and practices of disciplinary writing speak to a more dynamic and complex nature in their majors. Connecting these writing features to the overall framework of discourse community, disciplinary writing seemingly provided the respective participants with opportunities to apply different necessary data mining and/or analytical skills, learn professional writing styles, show innovation and creativity, etc. The interaction among the different disciplinary writing elements also helped my participants to develop an awareness of the discourse community expectations, subject matter knowledge, the different disciplinary genres, the rhetorical moves within genres, and the writing processes required to complete such genres. Moreover, the participants' perspectives on disciplinary writing included expectations about writing after graduation.

Group Work and Its Impact on the Participants' Socialization

Group work was one of the most salient practices highlighted by the respective participants: "usually assignments are group projects like I am meeting groups… and presentations" (Sally, April 2018). They reported group work as an important practice in their disciplinary socialization. The focus on group work was also identified in the professors' shared

syllabi. This finding resonates with those from other researchers (Bhatia & Bremner, 2012; Laster & Russ, 2010; Zhu, 2004). For example, in her analysis of business syllabi within the US context, Zhu (2004) found that "67% of business reports, business projects, design projects, and case analysis required of graduate students, and 65% of these assignments required of undergraduate students, were team projects" (pp. 122-123). This finding also speaks to a wider culture in the corporate world itself where collaborative writing is the norm rather than the exception. In this respect, Burnett (2001) found that "75% to 85% of organizational writing is carried out collaboratively" (ac cited in Bhatia & Bremner, 2012, p. 433). Yet, in the context of the current study, group work included not only collaborative writing but also presentations. The emphasis on presentations speaks to enhancing the students' interpersonal and oral skills necessary for successful performance in the business world (Annous & Nicolas, 2015). The professors' shared syllabi clearly highlighted presentation skills as key in the business contexts too.

In respect to group work, two sub-themes were identified in this study. The first sub-theme was *group work as supportive and/or interactive learning space*. Six participants (86%) emphasized this interactiveness. This emphasis was associated with different opportunities group work offers such as providing multiple perspectives (as in the case of Sally and Osama) or being assigned an easy part for being an international student (as in the case of Isam). For instance, Osama commented on one of his group projects:

> at the beginning I did not know what was the problem, …but with the help of my group… they showed me how to figure out any problem in any in any kind of business, so I think it was a lot it was helpful for me. (Osama, April 2018).

Sometimes, the participants considered group work as an interactive environment that helped to provide a collective view over projects and/or problems (as in Salim and Mazin).

The second sub-theme was *group work as a challenging practice*. Four participants (57%) highlighted the challenging aspect of group work. Yet, even though group work was challenging to them, they still appreciated it as an effective learning process. This seems to speak to a wider expectation in the real business world where group work is an integral part. In this respect, one of the participants clearly pointed out:

> They [teachers] keep told us … once you graduate and you start going to the working field, you will not be able to choose the people that you that we will work with, so you have to get adjusted to who you are going to work with. (Osama, April 2018)

This perspective also resonates with the expectations of the discourse communities in the respective majors.

Regarding the context of my participants, group work has to be considered on two levels: theoretical and pedagogical. In theoretical terms, group work seems to be a constitutive part in the respective majors. It also helps scaffold the completion of tasks and thus serves as a division of labor (Engstrom, 1987). In pedagogical terms, group work is supposed to achieve important goals: 1) engaging with and/or negotiating roles in collaborative writing processes (Forman, 2004), 2) developing speaking and interpersonal skills, 3) enhancing intercultural competence through working with other peers from different cultures (Laster & Russ, 2010), 4) learning from other peers through having multiple perspectives (Rogoff, 1990), and 5) being prepared for possible conflict in future work contexts. These different goals are addressed in a *business and interpersonal communication course* that the participants' college offers. Two professors who teach this course at the study site shared their syllabi with me where the above goals were stated

in different ways. Even though my participants should have taken this course as juniors according to the university undergraduate catalog, they still reported challenges working with others. For instance, talking about one of his group projects, Ali stated that he did not participate in the group presentation: “for me this is my role, created the presentation, analyze the case, do a little bit of the solution, but I let my student [co-presenters] talk” (Ali, May 2018). In another instance, Isam spoke of his group work with mainstream students, “sometime like … if my friends in the group American students they give me the easy part because I am an international student, that is very helpful for me” (Isam, April 2018). These findings resonate with those of Leki (2001) who found that, on many occasions, international students avoided presentation and group work because they do not feel confident in their speaking skills or because they have been marginalized and looked at as less competent by mainstream students. Although both Ali and Isam looked at this lack of full participation as effective and helpful, they have missed important socialization opportunities. Like participants in Leki’s (2001) study, Isam and Ali have only partially capitalized on group work for their academic socialization. This partial participation can have serious consequences in real business world. For instance, “an employee might not… be invited to a meeting – and therefore be excluded from decision making – because of lack of communicative proficiency in the language used” (Louhiala-Salminen, Charles, & Kankaanrant, 2005, p. 417).

Pedagogically speaking, students need to be engaged in discussions on how to negotiate their contributions in collaborative writing projects and presentations. They should be affirmed that their disciplinary knowledge qualifies them as other students regardless of their linguistic skills. On the presentation level, they have to be affirmed that communication requires more than linguistic competence. It also requires a set of interpersonal communicative skills that can make

up for any linguistic weaknesses. They can also be guided into working on interactive presentation materials to better engage their audiences and compensate for any linguistic problems in presentations. More broadly, like Laster and Russ (2010), I also call for more incorporation of communication theory teaching in courses such as *business and interpersonal communication*. I also see the importance of focusing more on the writing process rather than the product, especially within group projects. This focus helps to provide individual mentoring to each student rather than assuming their full participation in such projects. Through multiple updatings on students' peer evaluations, teachers can provide necessary intervention to help all students fully participate in group wok and maximize their benefits.

Finally, it is important to reconsider the process knowledge domain in Beaufort's (2007). It should be expanded to include not only the necessary steps for completing a project but also perceiving it as part of the overall discourse community expectations. Although group work is mainly a process knowledge domain, it also speaks to the overall discourse community expectations in the corporate business world. It implies being prepared to work with others and anticipate possible conflicts resulting from such a group work. To this point, group work seems to be a key practice in the disciplinary socialization in the respective business majors explored in the current study. It helps build certain expectations about how nuanced is working with others in the real context.

Socialization Challenges/Difficulties and Coping Strategies

The disciplinary socialization of the respective participants in this study was associated with a variety of challenges dealing with *graphs/numeric equations, data mining, disciplinary language, structures and styles conventions (e.g. APA),* or *lack of clear rubrics and writing instructions*. Similar challenges were documented by other researchers in different contexts

(Angelova & Riazantseva, 1999; Leki, 1995). Some of these challenges seem to be more discipline-specific, at least to some extent (e.g. graphs and numeric equations, data mining), while others are more general academic challenges (e.g. structural problems, writing styles conventions). In response to dealing with these challenges, the respective participants used a number of coping strategies and/or affordances. These strategies included: 1) going to the writing center, 2) asking friends, peers, and/or teachers, 3) looking up models to follow, 4) developing data mining skills, 5) using their L1s, 6) transferring skills and/or knowledge, 7) using personal experience, and 8) skimming versus close reading.

Like participants in Angelova and Riazantseva's (1999) study, the current study's participants' use of strategies seems to speak to two learning styles: dependent versus independent styles. For example, some participants (e.g. Sally, Osama, Mazin, and Isam) showed more dependent learning styles by asking friends or going to the writing center for grammatical errors and brainstorming; while others (e.g. Ahmad and Salim) showed a more independent learning style. This learning style preference does not mean that they are all the time dependent or independent learners. Sometimes they alternated between styles as necessary, but these styles played an important role in facilitating the participants' socialization process.

One of the strategies that my participants used was applying less conventional data mining methods like watching old TV news for inaccessible data (as in Ahmad's case). This kind of data mining suggests a high level of awareness and understanding of how to cope with the requirements of the respective discourse communities. For instance, when Ahmad could not find data about bankrupt companies in 2009, he watched CNN news from that period and collected data from those news bulletins.

To complete assignments, some participants (Isam and Mazin) looked up models to follow. For instance, Isam looked up samples before doing his training scheduling project. The samples helped him successfully complete that genre. Lacking genre knowledge in this assignment was compensated by following samples. He was even praised by his teacher who asked other students to follow his example: "it was successful because I am only the student doing this step and then my teacher asked the students to do the same thing for the final project" (Isam, April 2018). Like participants in Wingate's (2012) study, Isam's use of sample genres proved very successful. This textual interaction and genre guidance (Hoey, 2001; Green, 2015) scaffolded completing a difficult assignment. Considering the discourse community framework, genre samples seem to feed into two main domains in that framework. First, they help to provide knowledge about the expected genre conventions. Second, within the respective genres, they also enhance knowledge about the rhetorical moves used. Thus, encouraging students to engage more critically with sample genres can facilitate their socialization to a large extent.

Transferring skills and/or knowledge was another strategy that my participants used (e.g. Ahmad, Ali, and Mazin). The main instances for transfer were *backward-reaching high road transfer* (Salomon & Perkins, 1989). That is, the participants mainly capitalized on the skills they learned in previous classes to help them successfully respond to disciplinary exigencies. Some participants' (e.g. Mazin) instances were *forward-reaching high road transfer*. They clearly stated that their investment in certain practices was mainly to transfer learned skills into future contexts. This finding also resonates with that of Bremner (2012) whose focal participant, Sammi, drew largely on prior knowledge to cope with disciplinary socialization requirements. Henceforth, I would add my voice to other researchers (Beaufort, 2012; Driscoll, 2011; Perkins & Salomon, 1988; Wardle, 2007) who call for explicit teaching for transfer. My main

perspective here is that explicit teaching for transfer would not only help students build connections and capitalize on their learned skills but also help them see through discourse communities' boundaries and do not fall for unsuccessful transfer (Lea & Street, 1998).

Like Angelova and Riazantseva's (1999) and Leki's (1995) focal students, the participants in this study also used *their personal experiences* and *their L1s* to respond to writing and reading exigencies. For example, my participants used their personal experiences to complete some of their assignments. The use of personal experiences here indicates that "personal experience could count as viable sources of data" (Zhu, 2004, p. 126). Yet, these experiences can be appropriate for reflective and/or low-stakes writing rather than more formulaic and/or high-stakes writing (e.g. financial reports). The use of L1s helped my participants to understand disciplinary language. Yet, L1 proved useless when disciplinary discourse was very contextual and language-sensitive. For example, Ahmad stated that he regretted using Arabic to translate financial and business discourse because many words and terms did not have meaningful counterparts in Arabic or were totally meaningless.

The respective participants also alternated between skimming (e.g. Ali) and close reading (e.g. Mazin). This strategy speaks to two important orientations in responding to business discourse. For instance, skimming seems to be situated in the overall focus on quick reading where "busy readers [, herein students as business professionals,] want to waste as little time as possible" (Eustace, 1996, pp. 53-4). It is also situated in how the participants perceive their majors. For example, Ali repeatedly stated that finance, his major, is all about numbers and that the main thing is doing the right equations. Ali's perspective was also supported by Ahmad, the other finance major, who emphasized that it is not finance people who do the writing and reading

part but rather other people such as secretaries and management people. Commenting on his major, Ahmad said:

> the financial people only focus on calculating numbers and finding the correct numbers, the writing and reading is somebody else's job, so when I when I make the numbers, I… give it to someone … in management majoring in human resource and this business and the other business majors … like communication. (Ahmad, May 2018)

Ali's perspective in the above example speaks to his perception of the disciplinary epistemologies of his major.

Connecting the different coping strategies discussed earlier to Beaufort's (2007) framework of discourse community, they respond to different domains in that framework: *discourses community, subject matter, genre domain,* and *rhetorical domain*. For example, Isam's search for samples for his training scheduling is in fact a response to a lack of knowledge of that respective genre while Sally's request for help in statistics is a response to the subject matter domain. Similarly, Mazin's visit to the writing center is a response to the formal knowledge domain. More importantly, these strategies speak to more than one domain reflecting the interdependence between the different domains in disciplinary socialization. Yet, sometimes the participants failed to cope with some disciplinary challenges. For instance, Isam stated that he could not manage to do the graphs effectively for one of his major assignments. This lack of sufficient preparation to deal with visual literacy needs special attention. Pedagogically speaking, I call for more attention to teaching visual and numerical literacies in parallel with textual or prose literacy (see Johns, 1998 for similar calls). Finally, as my participants reported problems with vocabulary and grammar, these problems necessitate expanding the discourse community

framework to include a lexico-grammatical domain (see Disciplinary Socialization Framework section for further discussion).

Considering the discussion above, it is clear that the participants in this study learned how to do school (Pope, 2001) or do their discipline (Zamel, 1998). They managed to develop coping strategies to successfully navigate through their disciplines.

The Impact of Environment on the Participants' Socialization

The disciplinary socialization of the respective participants has been impacted, to some extent, by the supportive environment at their college. This environment mainly included the *overall social surrounding* (14% [1/7]), *presentations by guest professionals* (43% [3/7]), *engagement with the local business community* (29% [2/7]), and *challenging teachers and/or assignments* (100% [7/7]). These instances played an important role in facilitating my participants' responses to disciplinary exigencies as well as in perceiving their majors.

The first instance of the supportive environment was the overall social surrounding. Speaking of the social surrounding at her college, Sally stated: "I do not know, even the environment… you can see people around dressing with business casual because they have to do presentations" (Sally, April 2018). This surrounding was thus communicative of how Sally perceived the overall expectations of her major. It fed into her disciplinary identity in that even physical appearance is counted in the professional business world. Interestingly, only one of my participants highlighted the role of social surrounding in her major.

The second sub-theme of supportive environment was *professional guest presentations*. These were optional events that students were encouraged to engage in. Through sharing their personal experiences, invited professionals gave my participants a sense of what to expect once they leave college and start working in business contexts. They also helped my participants be

more aware of how their current socialization relates to workplace and the real business world. The possible contribution of such events can be interpreted regarding three interconnected elements. First, interacting with those guest speakers would help students build expectations of the overall business discourse communities. Those people are disciplinary insiders (Lave & Wenger, 1991; Wenger, 1998) who serve as *agents for socialization* (Duff, 2012) or *literacy brokers* (You & You, 2013). That is, they give the participants an access to a different layer of disciplinary socialization and bridge the gap between the participants' perceptions of the business world dynamics and their current academic socialization. Second, it speaks to the role of personal experience as a viable source for disciplinary socialization (Zhu, 2004). In his review of Forman's (2013) *Storytelling in business: The authentic and fluent organization*, Faber (2015) underscored "how stories often enculturate young professionals into new careers and how those professionals then use the same texts as stories to regulate each other's actions, enabling collaboration and temporal agreement" (p. 238). Third, such shared stories about successful professionals can also serve as "external motivation" (Dornyei, 2009) to the participants and thus enhance their investment in their disciplinary socialization.

The third sub-theme about the role of environment in the participants' socialization is their *engagement with the local business community*. This engagement gave my participants an opportunity to act like professionals in their respective fields. Thus, the respective participants' socialization was facilitated by this "mentorship of members of the local business community" (Belcher, 2004, p. 107). It also helped bridge the gap between the real business world and the participants' current socialization through perceiving disciplinary practices in regards to the expectations in real workplace context (Bremner, 2012). Moreover, these practices helped to

create a sense of a real audience beyond teachers and peers and thus resulted in real genres rather than "pedagogical" (Swales, 1990) or "mutt" (Wardle, 2009) ones.

Challenging teachers and/or assignments was another important contributor to the participants' socialization. Even though the respective participants referred to such teachers and/or assignments as challenging, they still considered those teachers/assignments as effective in learning about their majors. For instance, Mazin commented on such assignments: "I learned a lot from all three [assignments] whether was easy or hard but I think the hard assignments are the ones you learn more from" (Mazin, April 2018). Sometimes, it was the teacher who was so challenging: "this guy [the professor] forced us to read, and this guy I was really pissed off, angry, mad, but I learned a lot when I was reading his book and I told him: thank you" (Ahmad, May 2018). Relating this instance to the academic discourse community and the concept of peripheral legitimate participation (Beaufort, 2000; Wenger, 1998), these challenging assignments were scaffolded through engagement with expert members (e.g. professors) in the field.

Finally, it is important to emphasize that such a supportive environment is key in disciplinary learning (van Lier, 1997, 2004). It is not possible to separate learners from their learning environment since this environment can facilitate or inhibit their learning to varying degrees. To this point, all the instances above helped scaffold the disciplinary socialization of the respective participants.

Socialization and Disciplinary Identity

Disciplinary socialization is intended to result in some form of "insider status" (Ivanic 1998) that entitles its members to certain privileges associated with respective communities or disciplines. It necessitates some form of disciplinary identity development. That is,

> to become a member of a[n academic] community of practice of any kind entails a change in one's identity. For as one accepts and internalizes a set of values and practices, semiotic or material, one's "internal plane of consciousness" … is invariably modified or reshaped in the process. (Casanave & Li, 2008, p. 5)

This identity development requires building disciplinary expectations and patterns of thinking which shape disciplinary practices.

In this study, four salient sub-themes indicated a development of disciplinary identity by the participants. First, there is *the assumed role as a professional*. On different occasions, my participants (86%) perceived their audience as real even though it was their professors/classmates. They also stated engaging with real audience. For instance, Sally described the audience of one of her assignments: "My expected audience as well were investors or possible people that are willing to spend some capitals in the whole sponsor" (Sally, April 2018). Her perception of dealing with real people conveys her assumed role as a business professional. She was playing what Zhu (2004) calls "dual role": a role of a students and a role of a professional simultaneously.

The respective participants (100%) also emphasized the *perceived connection between disciplinary practices and future path*. This emphasis resonates with how they project themselves as future business professionals. Describing one of his assignments, Mazin emphasized that he "started to think …as a real manager" (Mazin, April 2018). Considering the overall framework of discourse community (Beaufort, 2000, 2007), such disciplinary practices seem to have resulted in making the respective participants think, act, speak, and communicate like supply chain managers or financial analysts and thus develop a sense of disciplinary identity.

Developing a *trajectory into their future professional paths* was another sub-theme speaking to the respective participants' perceptions of disciplinary identities. All my participants (100%) stated developing such trajectories. For instance, speaking of his plans for future, Ahmad said: "I would like to be … credit analyst" (Ahmad, May 2018). Some of them (43%) even showed interest in doing master's degrees (e.g. Mazin, Salim, and Ali).

The different instances above speak to how the respective participants' socialization resulted in developing disciplinary identities in their majors. Yet, some of the participants showed clearer paths than others. Connecting this identity development to Beaufort's (2007) discourse community, this framework does not highlight the role of disciplinary identity in disciplinary literacy acquisition. The expected outcome for joining a major or being socialized into a major is to develop and co-construct disciplinary identity: think, act, write, and communicate like insiders in that major. Having said so, Beaufort's (2007) framework needs to incorporate disciplinary identity as a key element in understanding disciplinary socialization (see Disciplinary Socialization Framework section for further discussion).

Perceptions of the Value of L1 and the Participants' Socialization

International students' perceptions of themselves and their L1s play an important role in their academic journeys (Leki, 2001, 2003, Liu & Tannacito, 2013; Norton Peirce, 1995). They perform in a language other than their L1s and in an environment different from their home countries. Contrary to research showing international students' perceptions of their L1s as inferior to English (Liu & Tannacito, 2013), the participants in my study reported feeling privileged for having an L1 in addition to English. They perceived their L1s as a form of capital (Bourdieu, 1986; Bourdieu & Thompson, 1991) and capitalized on it to help them respond to disciplinary practices. Five participants (71%) referred to their L1s as positive in their business

majors. Those participants (Sally, Osama, Mazin, Salim, and Ahmad) emphasized being marketable for having L1s in addition to English. For instance, Sally stated: “I think knowing languages allows me to be more marketable, allows me to communicate” (Sally, April 2018). Another example comes from Mazin:

> I speak many languages it means that I’m an international person and I am a global person who can communicate to the outside and this means that I’m wherever I go I would be I would act as an added value …to the firm. (Mazin, April 2018)

The only exceptional cases in this study were Ali (a finance major) and Isam (a supply chain and human resource double major). These two cases can be interpreted in two ways. First, Ali neither felt privileged nor de-privileged for having an L1 in addition to English. He was more interested in the math side in his major. On different occasions, Ali described finance as being mainly about numbers. Thus, his perspective to language speaks to his perception of his major. That is, learning languages seemed less important to Ali compared to learning the math side in his major. Second, Isam’s perspective seemed to speak to his future career plans. As he showed interest in starting his own business in Saudi Arabia, his home country, his L1 did not count as a capital in any way as all locals there share and speak the same native languaget.

Finally, it is important connect the participants’ perceptions of their L1s to the global perspective in the business environment and the need for a deep understanding of other cultures. This global perspective was clearly emphasized in the mission statements of the participants’ respective departments. These departments highlighted the role of acquiring global perspectives in today’s business world. This emphasis was also stated in the professors’ shared syllabi and in the names of courses at the study site. Henceforth, knowing languages suggests understanding different cultures which is key in marketing products and services globally. It also resonates with

the view that "[cultural] differences can, and should, be acknowledged as a resource, rather than as a constraint" (Louhiala-Salminen, Charles, & Kankaanranta, 2005, p. 418) in business contexts. To this point, the participants' disciplinary socialization was impacted by their perception of their L1s making them perceive themselves as multicultural and global people.

Disciplinary Differences and/or Lack of: Re-Interpretation

Despite having participants from four different departments and/or tracks from the college of business at the study site, the findings only show one salient disciplinary difference across these majors. This difference was the overemphasis on numbers and equations (quantitative literacy) by the finance major participants (Ali and Ahmad). Both Ali and Ahmad emphasized that finance is all about numbers and equations and that other forms of reading and writing are meant to support the quantitative side of finance.

The lack of disciplinary differences across the four majors in this study can be interpreted in three ways. First, this study focuses on disciplinary socialization rather than disciplinary differences. This focus makes it hard to delve into possible differences across the explored majors. Second, three of the four explored majors in this study are under the same department, namely the department of management: supply chain management, human resources management, and international business management. This suggests a lack of very noticeable differences especially when considering that two out of the seven participants are human resources and supply chain double majors. Third, the interconnectedness of many business majors makes it less visible, even for specialists, to see through disciplinary differences. For example, in her study of business faculty perceptions of teaching business students in Hong Kong, Jackson (2005) found that:

Lecturers held differing views about disciplinary variation and the ability of students

> to cope with this aspect within and across subject boundaries. *Some lecturers acknowledged that the boundaries were not clear between disciplines and, as a result, students sometimes confused certain concepts.* For example, the management concept of corporate strategy (the long-term overall aim of a company) was sometimes mixed up with the marketing concept of strategy (promoting a product or service). Along similar lines, economics lecturers noted that students sometimes used marketing arguments on their exams and did poorly as a result. (p. 299, emphasis is added)

Finally, the specialty credits in some of the explored majors did not even exceed 15 credits. Therefore, crystal-clear differences cannot be expected.

Areas for Future Research Exploration

Considering the findings in this study, further research should be conducted to delve more into the disciplinary socialization of international business students in upper levels (juniors and seniors in pursuit of an undergraduate degree). In this respect, I would highlight three main questions. The first question is: *how do international business students negotiate their contributions in collaborative writing?* Guiding this question, the findings in this study revealed that group work is key in the disciplinary socialization of the respective participants suggesting a negotiation process of contributions with other peers. It can be explored using interviews, writing samples, and observations of business majors while working in small groups. The second question is: *how do international business students perceive writing for local business communities versus writing for teachers and classmates?* Both my findings and the literature revealed that business students do internships and engage in other transitory writing practices. Researchers can use interviews, writing drafts, and questionnaires. The third question is: *what instances of backward-reaching transfer do international business students engage in as*

seniors? The findings in this study showed multiple instances of skills and/or knowledge transfer. These instances included both *forward* and *backward* transfer. Regard this question, researchers can investigate instances of backward transfer using interviews and writing drafts.

Examining the previous questions will enhance the understanding of the different layers of disciplinary socialization of international business students. It will also help to build more dynamic theoretical models and guide better teaching practices. Finally, it will help to better prepare international business students for possible future jobs.

Disciplinary Socialization Framework: An Expanded Alternative

Beaufort's (2007) discourse community framework provided useful assistance in understanding multiple layers of the participants' disciplinary socialization in the present study. Its five knowledge domains were key in revealing the nuances of their disciplinary socialization. These domains included: "discourse community knowledge, subject matter knowledge, genre knowledge, rhetorical knowledge, and writing process knowledge" (Beaufort, 2007, p. 18). The findings in this study show important insights feeding into this framework. First, within upper level contexts, subject matter knowledge seems to hugely impact other knowledge domains (e.g. genre knowledge, rhetorical knowledge, and writing process knowledge). Second, the rhetorical knowledge domain should be associated with visual/numeric levels in disciplinary interaction. These levels were as primary as the textual one to my respective participants. Third, the process knowledge domain should be associated with instances of collaborative writing, negotiation of roles, and division of labor. Including these instances would help to better understand group projects that are considered to be a normal practice rather than the exception in disciplines such as business majors.

Despite the theoretical potential of the discourse community framework, this study offers it some expansion, on different levels, beyond its original context. First, as it mainly focuses on disciplinary practices, it does not pay attention to how students' journeys into their majors impact their learning. These journeys played important role in impacting my participants' investment in their academic practices in their respective disciplines. They also revealed some form of early exposure to disciplinary expectations whether through interacting with disciplinary insiders (e.g. family members working in the field) or real experiences (e.g. work experiences or educational background). Second, disciplinary identity co-construction should be included as an important expected outcome of any socialization process (Casanave & Li, 2008). Without such a disciplinary identity development, it is not possible to say that socialization is successful; that is: thinking, acting, writing, and communicating like disciplinary insiders. Thus, I would suggest considering students' disciplinary identities as another layer in the discourse community framework. For example, one of the participants in this study, Mazin, clearly stated investing in his psychology class because he expected to use it in the future as a human resources manager. Thus, Mazin's projected disciplinary identity shaped his investment. The same can be said about other students. Third, discourse community does not clearly speak to the role of environment in how students understand their disciplines and develop their disciplinary identities. The current study has shown how my participants' socialization was also impacted by the environment they performed in. This necessitates considering the role of environment when exploring students' socialization (see van Lier, 1997, 2004). Fourth, this framework does not pay enough attention to the role of lexis and grammar in disciplinary writing. The current study has revealed that grammar was one of the participants' weaknesses. This weakness requires including a lexico-grammatical domain (see Tardy, 2009) especially for international students. Fifth, this

framework does not pay attention to the students' investment and agency in their disciplinary socialization. In this study, my participants' investment in certain academic practices was key in transferring learned skills across contexts. Thus, it is important to include investment into this framework to better respond to the students' agency in their socialization process.

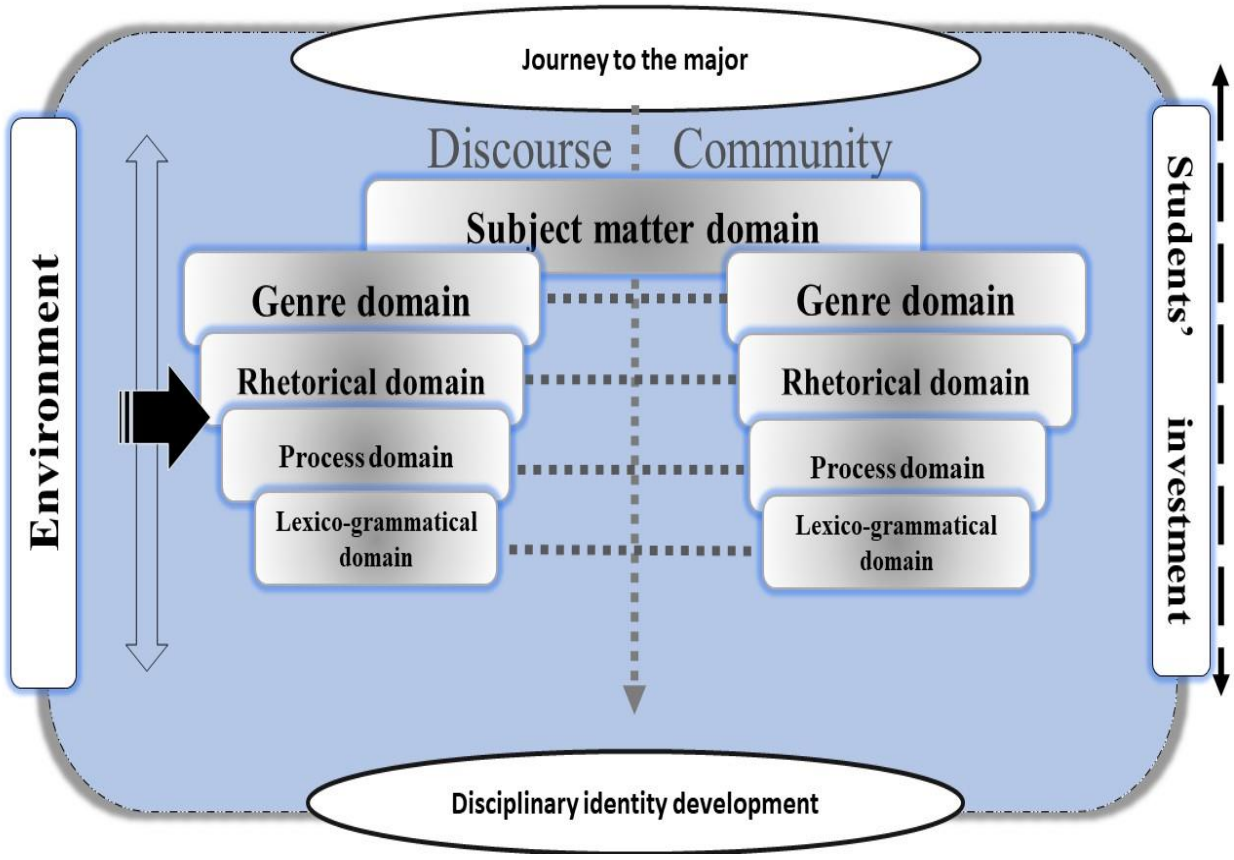

Figure 7. Disciplinary socialization framework.

Considering the discussion above, I suggest including other domains to this framework to help better respond to disciplinary socialization and its various nuances. This call also resonates with other researchers who have started to synergize and blend this model with other models (Prior, 2003; Swales, 2016). I refer here to Rafoth's (1990) perspective in that "discourse community is not by itself emancipatory. It is a concept in whose definition and illustration lie emancipatory possibilities" (pp. 149-150). To this point, I incorporate five domains to this

framework: *identification with major*, *disciplinary identity development*, *environmental impact*, *lexico-grammatical knowledge*, and *students' investment* (see Figure 7). I refer to this developed version as a "*disciplinary socialization framework*" to avoid theoretical assumptions associated with using *discourse community* alone. My expanded version will hopefully provide more comprehensive theoretical lenses to account for disciplinary socialization.

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Appendix A

Codebook

Category	Code	Definition	Example
The path to major	Personal interest in business major(s)	Reference to personal interest in having a degree in business or being interested in getting to know business.	Sally: "I was always interested in management and as I wanted to travel around." Mazin: "I wanted to be an engineer so I have not chosen business but after I came here … I took a couple of engineering courses. I know I did not see myself in that field and then, … I saw myself in business more so I switched to business."
	Relevant educational background	Statement that show the student has had an educational background in business and s/he wants to stay on the track.	Isam: "I had diploma in marketing so because that I wanted to complete my degree in business."
	Relevant work experience before college	. Statements to relevant work experience that made the student more interested in doing a degree in business.	Salim: "I start my career … in 2006 so I started with McDonald's there where I became very interested in management and how the whole management changing the world."
	Influential others	References to instances of other people impacting the student's decision to choose their majors.	Ali: "I changed it to business, all the Saudis going to business, I wanna go with them."
	Interest in the American business perspective	Reference to/ or statements about being interested in having the American perspective in business or due to having the biggest	Sally: "I thought that for continuing for getting a business degree it was important to have also the

		corporations and companies in the US.	American perspectives because the biggest corporations are born here."
Disciplinary reading perceptions and practices	Reading for updatedness and disciplinary knowledge acquisition	This refers to instances where the student reads to know about theories, concepts, and definitions in the discipline; or references to reading instances to get updated about the business world.	Sally: "we are not just reading about companies, we trying to understanding the definitions." Osama: "I expect to do a lot especially in reading."
	Reading-writing interaction	This refers to instances when the main reason for reading is to complete writing assignments, through obtaining knowledge/data, or to pick up writing style and disciplinary language.	Ali: "you should read, read a lot, to be good writer because you won't [will not] write if you do not have information, information you can get them from reading, without reading you won't [will not] be able to write, that is what I comments." Salim: "reading I think help you a lot, you read cases and like this you use the same style the same thing. It is not about copying the style, your writing, by reading different writing you just pick your style, you do not know, you do not know, you're just using style---but you keep learning."
	Sources of quick disciplinary reading	This refers to the sources for reading that students engage with.	Osama: "most of the time we read articles from newspapers."

Disciplinary writing perceptions	Good writing as direct and/or data-supported,	Instance where students state that good writing should be direct, clear, and/or supported by data.	Sally: "In my major I think a good writing it has to be straightforward and also simple for the readers." Sally: "everything has to be proven like no study but like maybe the data."
	Disciplinary writing as innovative,	References to the role of innovation and fresh ideas in disciplinary writing.	Osama: "they want good writing, good grammar and idea as well because there is no advantage of submitting a paper with no god idea"
	Use of analytical and/or problem-solving skills.	Instances of using research, analytical and/or problem-solving skills in disciplinary writing to complete assignments.	Sally: "[I used] research skills, also analysis skills and also it was a paper, also you know."
	Textual-numeric-visual interaction	Reference to cases where students either point out to the importance of using numbers and charts; learning them after completing an assignment; or losing points for not doing them in a writing assignment.	Ahmad: "it is it is more with numbers, forecasting, finding, finding the cashflow, you know, like finding the Beta, it is more about finance and numbers and like the the way, let's say, let's 5 pages research, the whole writing is one page, the rest is just numbers and calculations."
	Disciplinary writing complies with APA style,	Reference to instances where students highlight using APA in their writing; or valuing the use of citation and format style in their writing.	Sally: "there is a lot of requirements in the format while you handle a paper, there is the MLA or APA."
	Current and/or future extensive writing	References to instances of extensive unusual writing or perceptions about such	Salim: "we worked as consultant company, as a consultant—four of

		writing in the future possible jobs.	us, and they tell as the minimum is 40 pages, and we were worried about this one, how we reach 40 pages, like each student 10 pages. We end up by 97 pages by the end of semester" Mazin: "I expect to do a lot of writing and reading."
	Grammar as important element	Reference to the role of grammar in disciplinary writing.	Osama: "they want me to write about the business…about the idea that what I am writing is not like about the grammar and punctuation."
Group work as impactful in disciplinary learning	Group work as supportive and/or interactive learning space	Reference to instances where students point out that group was helpful to them.	Osama: "at the beginning I did not know what was the problem, the main problem, I did not see any problem but with the help of my group makes, they showed me how to figure out any problem in any in any kind of business, so I think it was a lot it was helpful for me."
	Group work as a challenging practice	Reference to cases where students indicate that working with others was hard, or difficult, or challenging.	Sally: "The challenging assignment was about a business plan, it was a group project …. [T]he first thing that was difficult was to coordinate with the, with all the members of the group."

Disciplinary challenges	Dealing with calculations, charts, graphs and/or statistics	Reference to instances where students state that they failed to do graphs, or right statistics/ or being weak in these things.	Isam: "[the teacher] wants me to do the graphs and the graphs was difficult for me because it is new and I did not know how to do it."
	Difficulties with disciplinary vocabulary and content	Instances where students point out that they could not understand disciplinary vocabulary or content.	Ahmad: "I remember the language used in in the finance was way different than the language used in in in the normal classes, in for like the general classes, so I had to start from zero again, and learn these finance vocabulary." Osama: "the vocab in that case study was so difficult for me, I did not get like what exactly this case study were."
	Lack of clear rubrics for writing	References to lack of clear writing guidance or rubrics.	Isam: "honestly, was successful but I failed in the, doing the graphs and I lost many points because the graphs …, he did not give us like the instructions about how to do the graphs in the assignment."
	Difficulties with finding data about disciplinary topics	Instances where students state that the challenge in completing assignments.	Ahmad: "those companies who filled bankruptcy will delete everything in the past, every source of documentary they delete it because they already re-organized, they are now a different company so it was

			really difficult for me to find data."
	Grammar and/or structure issues	Statements where students indicate that they have issues with grammar and/or structure issues.	Ibraheem: "I have to focus more about my grammar and the wrong sentence."
	Issues with writing style guides (APA, MLA)	Instances that show students pointing out to problems with citation styles, mainly APA.	Mazin: "I usually get a feedback…about APA style specifics or how do I arrange my ideas in a paper."
Coping strategies and/or affordances	Using the writing center/skill-zone	Reference to writing center where students go to for help with assignments and reference to the use of skill-zone for help with assignments.	Sally: "I usually get feedback from the writing center in the format."
	Asking peers/or friends, or family members	Statements revealing students asking for help in assignments from peers, friends, or family members (who are business graduates).	Mazin: "I usually go back to my brother who is a graduate from IUP as well."
	Asking teachers	Statements that show students request help or clarification from their teachers.	Ali: "I believe like going to writing center is good idea but my opinion I think going to the professor it is better."
	Looking up similar models to follow	Statements where a student points out that s/he looks up samples online to follow for completing assignments.	Isam: "I saw samples first in google and then I create my own training."

	Using unconventional data mining	References to instances where students communicated used less conventional data mining methods such as communicating with company for data that is no accessible.	Mazin: "at some point we had to email McDonald's, the company itself and asking questions explaining why we are doing this and then they were they welcomed us and they, they gave us a lot of information that we used actually in this assignment." Ahmad: "so it was really difficult for me to find data....so I had to watch CNN of in 2009 talking about these companies that went bankruptcy and then I have to summarize what they said and how many percentage they lost and how many dollars they lost."
	using L1	References to using L1 for translating or reading content in L1 on companies' websites.	Isam: "I have problem with the reading when I see new words that is it sometime I read the new word correctly sometime I have to translate it and listen how it is pronounce word."
	Transferring knowledge or skills	References to/or statements where student points out that s/he use knowledge or skills developed in other courses/or contexts to help complete or solve present disciplinary problems or complete assignments. This also includes prior knowledge and skills.	Ali: "as I told you like, I got skills from monetary economic, sorry, from financial derivatives, I applied it to my project, and the same thing from my composition 202 in two assignments which is the research and summaries."

	Using personal experience	Statements about students' use of personal knowledge as a content to complete assignments.	Sally: "I have … other sources like … experience, traveling."
	Reading between the lines vs. reading for the gist/skimming	Reference to instances where the student points out to skimming and/or reading between the lines.	Mazin: "you have to focus on what you are reading you have to understand and what is between the lines."
Supportive environment	The social surroundings	Statements or references to how the social surroundings inside/or outside the class communicates professional business environment.	Sally: "I do not know, even the environment… you can see people around dressing with business casual because they have to do presentations."
	Professional events and presentations	Reference to events, and invited presentations that students can voluntarily attend and that help them be informed in their discipline or when guest professional share their experiences.	Salim: "for Eberly, I think the speakers they bring every time like business day …these people already succeeded in the business or they have businesses so in the field and they have like, so I think this way easy they like more interesting to us to learn about what the actual people did after they went, left IUP."
	Engagement with business community	Reference to or statement about having to directly present before or work with professionals/companies in the real business corporates.	Salim: "like our project last semester to the small business institution—we worked as consultant company, as a consultant—four of us, and they tell as the minimum is 40 pages."
	Challenging teachers and/or assignments	Statements to assignments or practices that were challenging, interesting, or meaningful assignments;	Mazin: "since we talked about an easy assignment and a hard assignment and then the one that I learned a lot from, I learned a lot

		Reference to teachers who are supportive, and challenging ones.	from all three, whether was easy or hard but I think the hard assignments are the ones you learn more from."
	Availability of resources	References to the availability of resources that are not necessarily available in the library such as Wall Street journal and different newspapers.	Osama: "we have the New York Times newspaper, it is like for free, anyone can get it like in Eberly."
Disciplinary identity and perception of future professional path	Assumed role as a professional,	Reference to performing as a professional in assignments, or imagined/real audience other than classmates or teacher.	Sally: "My expected audience as well were investors or possible people that are willing to spend some capitals in the whole sponsor."
	Perceived connections between practice and future path,	Statement of assumed or imagined connections between practices and future role as a professional.	Mazin: "a lot of courses and all of them offer us such examples such assignments that gives us more hands- on experience."
	Imagined future path as a professional	Statements that refer to students' interest to work in their field.	Ahmad: "I would like to be an, an credit analyst, credit analyst."
	Interest in pursuing a graduate degree in major	Statements that show students' interest in doing graduate degree in their majors	Mazin: "I already applied for graduate school … I want to work for one of the global organizations."
Perceptions of the value of L1	L1 as to enhance perspectives and/or make student marketable	Reference to the student's perception that his/her first language helps him develop and gain more about his/her major/ or instances where the student points out that his/her L1 makes him more marketable in the business world.	Mazin: "I am a global person who can communicate to the outside …I would act as an added value …to the firm … because I speak different languages."

Appendix B

Participation Invitation Email

Subject line title: “Attention international students in business and management majors”
Dear Student,
I would like to invite you to participate in my dissertation research project about how you have developed an understanding of your major and relationship to your major’s literacy practices. If you are an international undergraduate student, you are then qualified to participate in this study. Your participation in this study will help me better understand your academic disciplinary literacy experience in your majors. Participation in this study is voluntary. Participation in the study will include two interview sessions (60 minutes each), collect writing samples, and ask you to reflect over a period of four weeks.
If you are interested in participation or in knowing more about this study, you can contact me, the principal researcher, at: a.s.darwish@iup.edu or call me at 724-541-6488.

Thank you for your assistance!
Sincerely,

Principal investigator
Abdullah S. Darwish
Doctoral Candidate, English (Composition and TESOL)
Indiana University of Pennsylvania
Indiana, PA, 15701

Faculty sponsor
Dr. Dana Driscoll
Associate Professor of English
Indiana University of Pennsylvania
Email: ddriscol@iup.edu
THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730).

Appendix C

Consent Form

Indiana University of Pennsylvania

Exploring Academic and Disciplinary Literacy Socialization and Enactment of International Undergraduate Students.

Abdullah S. Darwish, Principal Investigator, Indiana University of Pennsylvania
Dr. Dana Lynn Driscoll, Faculty Sponsor, Indiana University of Pennsylvania

Consent Form

Purpose of Research: The purpose of this research project is to gain a better understanding on how international undergraduate students in business and management majors experience academic disciplinary socialization in their majors.

Data collection method: For this research project, three data collection methods will be used: two semi-structured interviews (60 minutes each), reflection journal, and writing samples. I will be interviewed twice on two different occasions for 60 minutes in each interview session and that each interview will be audio-recorded by the principal investigator for his later use in his dissertation project. During the interviews, I will be asked questions about the kind of academic disciplinary genres and practices I have been engaged in for my major, how I completed specific assignments, what good and bad writing in my major looks like, and how my major creates and communicate knowledge. The interviews will be conducted in a quiet study room in the Stapleton Library at IUP. I will also be requested to provide the researcher with three writing samples I have done for my major. I will be asked questions about the process I used to complete these assignments. The researcher will collect my writing samples copies and use them in his research project. I will also write four reflection entries (around 500 words each) in four weeks (one entry each week) during the study in response to two prompts about the academic practice that I have done for that journaling week. In this reflection journal, I can submit the entries digitally or handwrite them and the researcher will collect them twice: during the second week of journaling and in the fourth week of journaling and use them in his research project.

Duration of Participation: For the interview sessions, the researcher will interview me twice. Each interview session will be 60 minutes. I will write four reflection entries in 10-30 minutes each.

Eligibility Criteria: I am currently enrolled in one of the business and management programs/tracks at IUP and I am not under 18 years old. I also do not hold a US citizenship at the

current time, I did not finish an academic degree from a school or college from the US beyond language courses, and I am junior/senior in my major.

Risks to the Individual: This research involves no more than minimal risk to me. This minimal risk is similar to the one(s) I encounter in my everyday life. I understand that the researcher will use the findings for research publication, conferences and academic meetings with a pseudonym replacing my identifying information.

Benefits to the Individual or Others: Academically, I might benefit from reflecting on the kind of academic practices in my major and how they relate to my future career.

Compensation: I will receive no compensation for participation in this research project.

Confidentiality: I understand that the researcher will keep my data in high confidentiality. He will keep them in a locked file-cabinet in his office and in a password-protected hard drive and no one except the researcher will access the data collected from me. The researcher will also use pseudonym in reporting the findings. I understand that the information collected will be kept available for three years on the password-protected hard drive on the researcher's laptop and in his file-cabinet in his office in compliance with federal regulations.

Voluntary Nature of Participation: I understand that my participation in this research project is voluntary. If I agree to participate, I understand that I can withdraw from the study at any time without penalty and that the data collected from me will be destroyed and not used in the research project in any form. If I decide to withdraw, I understand that I can contact the principal investigator, at any time during my participation, to be withdrawn from this study using his contact information provided in the contact information section below in this consent form. I also understand that if I want to withdraw, my withdrawal will not affect me as a student at IUP in any way and will not make me lose any right or service as a student.

Contact Information: If I have any questions about this research project, I can contact the principal researcher, Abdullah S. Darwish, at: a.s.darwish@iup.edu or call him at 7245416488, or the faculty sponsor, Dr. Dana Lynn Driscoll, at: ddriscol@iup.edu or 724-357-2266, ext. 3968. This project has been approved by the Indiana University of Pennsylvania Institutional Review board for the protection of human subjects (724.357.7730).

I have read this consent form and understood all its details. I had the opportunity to ask any questions about this research project. I voluntarily decide to participate in this research project. By signing below, I consent to participate in this research project.

Participant name: _____
Signature and Date:_____

Appendix D

Interview Protocols

Student name:_____ Date_____

The first interview session: (60 minutes)

Part one:

1. What is your current major and standing?
    a. Were you always in this major or have you changed majors?
    b. How long have you been in the current major?

2. Can you tell me about your journey into this major?

3. How many courses are you taking this semester?
    a. Which of these courses are tied to your major?

4. What are your career plans after graduation?

5. How much reading and writing do you expect to do in your field after graduation?
    a. How do you know about reading and writing in your field?

6. What kind of writing and reading activities and assignments do you do in each of these courses?
        a- Any examples?
        b- Can you describe a typical week for you in terms of reading and writing?
        c- How have your reading and writing practices changed since you came to IUP?

7. How does your discipline create knowledge?
    a. Follow up: How do people learn new things in your discipline?
    b. Have you had a chance to create new knowledge for your discipline?

8. How do professionals in your discipline communicate what they know?

9. How does it feel to be in your major as a person who knows multiple languages, in addition to English?
    a. Do you find that this has impacted your studies in your discipline?
        i. In what ways has it been a benefit?
        ii. In what ways has it caused a struggle?

10. Tell me about your reading practices in your major.
    a. How do professionals read in your discipline?

11. What does good writing in your major look like?

12. What advice would you have to new students learning to write in your major?

13. How do the practices and assignments that you do in different courses relate to your future profession? (for example, writing like a management analyst, or thinking like a management analyst)?
    a. Can you see a relationship?
14. What similarities/differences between what you do in your major and what you do in other courses?

    a- Can you give specific examples?

15. Are there any other things that you like to add or comments you want to make?

Part two:

16. Can you tell me about your experience learning English both in your home-country and in the USA?
17. How long have you been in the US?
18. How would you describe your English proficiency now in writing, reading, speaking, and listening?
19. Are there any languages in addition to English and your L1 that you speak or know?
20. Can you talk about your educational background?
21. What is your home-country and L1?
22. Why did you choose to come to the US to get a business degree?

In the next interview, prior to the interview, please email me three assignments that you have done: one that was challenging for you, another sample that was an easy one, and a third sample of assignment you think you learned the most about your major in.

The second interview session (60 minutes)

As we agreed in the last interview, this interview will be to talk through three of your assignments: one that was challenging for you, one that was easy for you, and one that you learned the most about your major in. We will start with the challenging assignment. We will walk through that assignment.

Can you describe that assignment?

1. What was its focus/topic?
2. Who was your expected audience?
3. What were your teacher's expectations for completing this?
4. In what course did you have this assignment?
5. What was challenging or difficult about this assignment?
6. Walk me through the steps that you took to complete this assignment.
7. Is it similar to/or different from anything that you have done before whether in English or in your L1?

    a. What was similar?
    b. What was different?
8. How does this assignment relate the work you will do as a future professional, if at all?
9. What kind of skills do you think you used in this assignment from previous courses?
10. What have you learned from that assignment, if any?
11. What did your teacher expect you to learn?
12. Was this assignment successful?

Can you describe the easy assignment?

1. What was its focus/topic?
2. Who was your expected audience?
3. What were your teacher's expectations for completing this?
4. In what course did you have this assignment?
5. What was easy about this assignment?
6. Walk me through the steps that you took to complete this assignment.
7. Is it similar to/or different from anything that you have done before whether in English or in your L1?
8. How does this assignment relate to your future work as a professional, if at all?
9. Do you expect to have writing similar to that assignment in the future? If yes, where? How do you think you will deal with that future writing when it comes?
10. What kind of skills did you used in this assignment?
    a. Where did you learn those skills?
11. What have you learned from this assignment, if any?
12. What did your teacher expect you to learn?
13. Was this assignment successful?

Now, I want you to think of an assignment that you feel you learned the most about your major:

1. What was that assignment?
2. In what course was it?
3. In what ways did you learn most about your major?
4. What specific things did this assignment teach you about your major?
5. Walk me through the steps that you took to complete this assignment?

Do you have any comments that you want to add about these two assignments?

General writing questions:

1. Did you find the writing requirements and expectations in the USA to be different than your home country? If so, how?
2. Let us take the current semester as an example, do you use any of the skills that you develop in your (x) class, for example, to help you in your (y) class or the skills that you develop in your (English 202, for instance) in any of the other courses? If yes, how?

3. Can you tell me about the usual process or steps you go through when you start a writing assignment?
    a- Are there peers, friends, or family members helping you in any of these assignments? If yes, how?
    b- In what assignment might you ask for help?

c- What kind of feedback do you receive from your teacher, peers, or writing center tutors? How do you deal with it?

4. If you have participated in any group project or presentation, can you talk about that group project?

    a- what was your role in that project?
    b- How did you feel about that project and your role? why?
    c- How do people collaborate in your discipline? How was this different or similar to the work you did in groups?

5. Do you have anything else to add about reading or writing in your major?

Finally, what would you like to be your pseudonym in the interview scripts if you have any preference?

Appendix E

Reflection Journal Prompts

Prompt one: What are the academic literacy practices that you have engaged in for this week (e.g. readings, writing, analysis)?

Prompt two: How do these practices help you relate to your major?