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Towards "Comprehensive Internationalization": A Study of International Student Perceptions and Experiences of L2 Writing Across the Curriculum

Sandra S. Johnston

TOWARDS "COMPREHENSIVE INTERNATIONALIZATION": A STUDY OF INTERNATIONAL STUDENT PERCEPTIONS AND EXPERIENCES OF L2 WRITING ACROSS THE CURRICULUM

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Sandra S. Johnston

Indiana University of Pennsylvania

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Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Sandra S. Johnston

Candidate for the degree of Doctor of Philosophy

_____ _____
Gloria Park, Ph.D.
Professor of English, Advisor

_____ _____
Curtis Porter, Ph.D.
Associate Professor of English

_____ _____
Bryna Siegel Finer, Ph.D.
Associate Professor of English

ACCEPTED

_____ _____
Randy L. Martin, Ph.D.
Dean
School of Graduate Studies and Research

Title: Towards "Comprehensive Internationalization": A Study of International Student Perceptions and Experiences of L2 Writing Across the Curriculum

Author: Sandra S. Johnston

Dissertation Chair: Dr. Gloria Park

Dissertation Committee Members: Dr. Curtis Porter
Dr. Bryna Siegel Finer

This qualitative study examines how multilingual international students interpret their experiences with L2 writing in their undergraduate academic classes across the curriculum. The purpose of the study was to understand how multilingual international students, who enter the university from a variety of backgrounds and preparations, navigate Writing Across the Curriculum by examining the writing preparation MLISs bring with them from their diverse backgrounds, the kinds of writing tasks they engaged in across the curriculum, the challenges they encountered, and the means by which they mediated their writing tasks. The study sought to illuminate their experiences of being asked to write in a variety of genres in a language they are still learning as they pursue their academic degrees in a US university, as well to determine whether they needed additional support and resources. The study found that while many faculty are incorporating writing in a variety of genres, not all faculty are doing so. Few are incorporating writing to learn activities. The reported experiences of participants in this study indicated that, with a few exceptions, faculty are receptive to helping international students with their writing, but they are not providing extensive written feedback. The lack of feedback was bothersome to students who wanted to improve their writing but not to those who were earning satisfactory grades. While some participants struggled more with writing than others, none reported that the writing they had to do impeded their progress towards their degree. Some faculty are providing detailed rubrics and clear assignment handouts, while others are not, and

students found it easier to complete assignments when instructions were clear and students knew what they needed to do. The writing center is a resource frequently utilized by participants and generally reported as being very helpful to students. Multilingual international students overall are fairly resourceful in mediating their writing challenges. Most participants reported lack of speaking proficiency as a greater challenge than their writing tasks. Implications were presented for universities who seek to internationalize their campuses by recruiting international students.

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CHAPTER ONE

INTRODUCTION

> *Comprehensive Internationalization (CI) is a "commitment, confirmed through action, to infuse international and comparative perspectives through the teaching, research, and service missions of higher education. It is a means to advance the core learning, discovery, and engagement objectives of higher education in a twenty-first century context." (Hudzik & McCarthy, 2012, p. 2)*

Recruitment of international students is one of the major pillars of internationalization of higher education, and it might be hard to find a university nowadays that does not recruit international students and have some form of "internationalization" in its university mission statement. As a teacher of international students, I often imagine what it must be like to leave the familiar culture of home, board a plane and fly 18 hours to undertake higher education in a language that one is still learning. International students take this courageous step because they believe the risks and challenges are worth the potential reward of doing so. For international students, potential benefits may include exposure to different cultures, language immersion, and the possibility of enhanced career opportunities.

American universities likewise actively recruit these students for the potential rewards they believe they will receive from having these students enrolled in their programs. Universities often indicate in their mission statements that they want to help their graduates become "globally competent" (Dewey & Duff, 2009; Brustein, 2017; Ghemawat & Bastian, 2017). They seek to do this by incorporating global and international perspectives into their curriculum and also by giving their domestic students, who might not be able to study abroad, an opportunity to interact with people from diverse cultures and backgrounds. While international students do make many beneficial social and academic contributions to the university, at the same time universities are also reaping tremendous monetary rewards. In discussing the motivations for academic

internationalization, Altbach and Knight (2007) list "profits" first as a "key motive for internationalization projects" (p. 292).

For universities who truly want to engage in comprehensive internationalization, however, there must be a commitment that extends beyond monetary benefits to the university. Commitment involves an obligation and dedication, in this case to doing whatever it takes to help these students not only adapt to American higher education but also to help them become fully integrated into campus life. If a university wants to "infuse international and comparative perspectives" (Hudzik & McCarthy, 2012, p. 2*)*, then it has to welcome international students with their different cultural backgrounds, different world views, and different educational preparations by being open to their perspectives and providing any support necessary to enable these students to actively and fully engage in the educational experience.

Purpose of This Study

This dissertation study stemmed from my work with multilingual international students (MLISs) in an English Language Institute (ELI) at Mid-Atlantic Coastal University (MACU)[1], a mid-sized regional comprehensive public masters institution that is pursuing Comprehensive Internationalization (CI). The purpose of the study was to understand how multilingual international students (MLISs), who enter the university from a variety of backgrounds and preparations, navigate Writing Across the Curriculum. The study sought to illuminate their experiences of being asked to write in a variety of genres in a language they are still learning as they pursue their academic degrees in a US university, as well to determine whether MACU needed to provide additional support and resources for the students. In order to investigate these issues, this study examined the writing preparation MLISs bring with them from their diverse

[1] All names and institutions are pseudonyms.

backgrounds, the kinds of writing tasks they encountered across the curriculum, the challenges they encountered, and the means by which they navigated their writing tasks.

Background

While the Conference on College Composition and Communication's (CCCC) *Statement on Second Language Writing and Writers* notes that multilingual students can include "international visa students, refugees, and permanent residents as well as naturalized and native-born citizens of the United States and Canada" (2009), each of whom has different characteristics and specific needs, the focus of this study is *international* students, who will be referred to as Multilingual International Students (MLISs). Stegemoller (2004) defines international students as "students who completed all of their formal schooling through high school, and possibly some post-secondary education, in their home countries" (p. 60) and have come to the U.S. on an F1 student visa either to pursue higher education at the undergraduate or graduate level or to have an immersion language training experience. Because they came here by choice, their goal may be to return to their home countries after graduation, and they "may or may not want to acculturate" into U.S. culture (Friedrich, 2006, p. 19). The 2015 *Open Doors Report* adds that an international student is "not an immigrant (permanent resident with an I-151 or Green Card), a citizen, an illegal alien (undocumented immigrant), individual with deferred action status, or a refugee" (Farrugia & Bhandari, 2015, p. 135). Preto-Bay and Hansen's (2006) definition of international student further elucidates the nature of these students relative to the focus of this study. These authors include that many [international] students "speak English as a second (L2) or another language, and are developing their English language competence while they study in North American institutions of higher education" (p. 38).

This study focused exclusively on international students because the stated goal of MACU is to increase the number of enrolled international students to 5 percent of the total enrollment (MACU, n.d., International Education Strategic Plan). Although multilingual students from other backgrounds may be present, they are harder to identify because only students with an international student visa are required to demonstrate language proficiency for admission. Student participants for this study were identified using their visa status as a selection criterion. International students are a unique group in that they generally are highly literate in their *first*[2] language, come from relatively privileged family backgrounds, and thus bring with them a certain amount of cultural capital that may assist them in pursuing their education in a foreign country (Zamel & Spack, 2004; Ferris, 2009; Zhou, 2009; Park, 2015; Park, Rinke, & Mawhinney, 2016).

The number of international students attending university classes in the United States has increased 73 percent in the past decade (Farrugia & Bhandari, 2015). U.S. colleges and universities are increasingly recruiting international students for several reasons. Worldwide, 4.5 million "globally mobile" university students take advantage of the opportunity to study outside their home countries largely because they recognize the need to gain an international perspective in order to be competitive in the increasingly global workplace (Qiang, 2003). According to the 2015 *Open Doors Report*, the number of international students in the US during the 2014-2015 period was nearly 975,000 students, a 10 percent increase over the previous year and representing the highest growth rate in 35 years (Farrugia & Bhandari). Hosting 22 percent of all international students seeking higher education study abroad, the US currently ranks as the premier destination for international students seeking to study abroad (Farrugia & Bhandari).

[2] The term "first" here is used to mean the dominant language that the learner uses in his or her home environment. It may or may not be the actual "first" language the individual learned.

The globalization of economics and politics and the global spread of English for business, scientific, and academic purposes have motivated many students in foreign countries to come to the US to study because they believe that a degree from a US university or college will increase their chances of obtaining a good job in the world, and that immersing themselves in the English language will improve their ability to communicate in English, the lingua franca of international business, science, and academics (McKay, 2011; Hu, 2005; Matsuda, Ortmeier-Hooper, and Matsuda, 2009; Canagarajah & Jerskey, 2009; Tang, 2012). The majority of international students coming to the US are enrolled in degree programs; however, the number of non-degree students also increased 18 percent over the previous year (Farrugia & Bhandari, 2015). These students included those in short-term exchange, intensive English programs, and certificate programs.

A key point is that these students have come to the US by their own choice and likely at a great expense with the goal of obtaining a higher education degree from an American college or university. Ferris (2009) draws an important connection between the personal goals and motivations of MLISs for gaining a degree from a US institution and their efforts towards learning to write in English:

> International students are elective bilinguals [who] have usually chosen to study abroad for their personal benefit. They may have very clear ideas about what they want and need to gain from their experience and may resist requirements that strike them as irrelevant to their personal goals. For instance, a student pursuing a degree in science so that he can return to China to become a doctor or to Pakistan to become an engineer may not see the purpose in freshman English requirements or graduation writing requirements (p. 14).

How students navigate the writing tasks of the university may be integrally related to the role that writing in English plays in both the requirements of their academic major and the future career they are preparing for. Peirce (1995) calls student motivation "investment" and posits that if students make the investment to learn another language, "they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital…. [and] give them access to hitherto unattainable resources (p. 17). Students whose goal is to pursue a graduate degree from an English-medium university may desire greatly to improve their ability to write in English in order to be able to write a thesis or dissertation and/or to be published in English medium professional journals. Other students may seek to obtain a job with a multinational corporation, conduct business with international clients, or simply improve their social status by having English language proficiency. Thus their goals for learning English and, specifically, for learning to write in English, may differ from those of students who are living permanently in the United States (whether by choice or circumstance), or from those who seek to go to graduate school in an English-medium university.

If students' goals for obtaining a US degree are purely instrumental and they cannot see themselves needing to write in English once they graduate, they may be focused on making minimal effort to get past the "hurdle" of campus writing requirements and not particularly engaged in developing any level of mastery of second language writing in English beyond the bare minimum necessary to get by (Ferris, 2009). It is also possible that the majors they are enrolling in do not require a great deal of writing. Thus this study sought to understand the role that writing in English plays in both the academic and future career goals of these students, and how that role influences how MLISs mediate their writing tasks. Understanding the kinds of

writing MLISs are being asked to do, as well as the kinds of writing they see themselves doing in the future, will have implications for changes that the campus needs to make to support MLISs with writing across the curriculum. The term "perceptions" in the title of this dissertation is being used to mean the students' subjective interpretations of their own experiences with writing across the curriculum.

Recruitment of International Students

On a practical side, universities recruit international students because it is financially lucrative to do so. According to the Institute of International Education's (IIE's) *Open Doors Report*, international students in 2015 contributed over $27 billion to the U.S. economy (Farrugia & Bhandari, 2015). These students pay full out-of-state tuition rates and are largely funded by sources other than the universities themselves (Farrugia & Bhandari). Thus the economic contributions of international students are often vital to the sustainability of many institutions of higher education, particularly those facing declining enrollments of domestic students and dwindling public support in the form of taxpayer funding. The American Council on Education's (ACE's) 2011 Mapping International Students on US Campuses report found that many institutions view international students as a source of revenue to help balance budgets (Peterson & Helms, 2013, p. 32).

Beyond universities' needs to balance budgets, a driving force behind the increasing number of international students in US institutions of higher education is the desire to graduate students who are "globally competent" in response to globalization. Globalization is a complex process of the "rapidly developing and ever-densening network of interconnections and interdependencies that characterize modern social life" (Fairclough, 2006, p. 3) and can be seen as "the compression of the world and the intensification of consciousness of the world as a

whole" (Coupland, 2010, p. 5). Altbach and Knight (2007) define globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (p. 290). In the higher education context, this consciousness of the world is reflected in mission statements calling for students to become "global citizens" or "globally competent," graduates who can understand the cultural norms of others and who are able to "interact, communicate and work effectively outside one's environment" (Dewey & Duff, 2009, p. 491). In the past two decades, higher education's mission and function has been transformed by forces of globalization, resulting in increased pressure for institutions of higher education to internationalize (Chang, 2015; Duderstadt, 2012; Dewey & Duff, 2009; Hudzik, 2011).

Internationalization in Higher Education

Internationalization can be defined as "the variety of policies and programs that universities and governments implement to respond to globalization" (Hristova, Petrovska, & Dimitrova, 2013, p. 91). In higher education, those policies and programs range from curricular changes (international and global studies, multicultural and intercultural education) to issues of mobility such as study abroad or faculty exchanges between institutions in the US and abroad (Mitchell & Nielsen, 2012; Hristova, Petrovska, & Dimitrova, 2013). Chang (2015) views internationalization not just as the response to, but also a "driving force of, globalization in higher education" (p. 70).

The most common ways in which many universities engage in internationalization is study abroad programs for their domestic students and enrollment of international students. Studying abroad allows domestic students to gain a different cultural perspective firsthand. Unfortunately, fewer than 10 percent of US undergraduate students study abroad each year

(Farrugia & Bhandari, 2015), which means that most university students in the US are more likely to learn about foreign cultures through interaction with international students than they are by studying abroad (Ghemawat & Bastian, 2017). Recruitment of international students, therefore, provides another way for institutions to fulfill their mission of graduating "globally competent citizens." In terms of promoting the goals of internationalization, international students bring innovative ideas and research skills, and they contribute to "federal public diplomacy efforts," (U.S. Government Accountability Office, 2007, p. 1). They are seen as a means for building relationships between Americans and people around the world, and a critical element in providing diverse and multiple perspectives on ways to solve global challenges such as climate change, terrorism, and worldwide hunger and disease (Farrugia & Bhandari, 2015). International students also "contribute to America's scientific and technical research and bring international perspectives into US classrooms, helping prepare undergraduates for global careers, and often lead to longer-term business relationships and economic benefits" (Farrugia & Bhandari, 2015). By offering perspectives from a different cultural background and world view, international students' contributions in the classroom can expose domestic students to different cultural backgrounds and worldviews (Dewey & Duff, 2009; Moir, 2018). All of these benefits make good arguments for increasing the enrollment of international students in US institutions of higher education, provided that international students are welcomed and integrated into the classroom, and are able to participate in a two-way flow of ideas so that they are not only receiving an education but also contributing their different cultural perspectives on the issues being discussed.

Comprehensive internationalization. While many universities engage in some aspects of internationalization, *comprehensive* internationalization (CI) goes beyond simple

internationalization efforts that most universities engage in and impacts all aspects of campus life. Universities who seek to engage in *comprehensive* internationalization do so because they desire to integrate international perspectives into the total education of their students. CI requires an institutional paradigm shift and continuous engagement from members across the institution, from administration to faculty, to students and every form of support services, in order to adjust to "new challenges and opportunities within an evolving global landscape" (Hudzik & McCarthy, 2012, p. 2). While CI involves all facets of the higher education mission, this study focused on just one major pillar, international students. Although the data show that more institutions are increasing their efforts to recruit international students, they do not show "a commensurate increase in the academic and social support structures to help international students make the transition to and succeed on US campuses" (Peterson & Helms, p. 32). From an ethical standpoint, however, institutions must not view this group of students as merely a "cash cow," admitting international students without understanding their cultural and educational adjustments, and without providing appropriate support and resources (Andrade, 2006; Evans, Anderson, & Eggington, 2015; Ferris, 2009).

The Problem

The internationalization of higher education is a growing trend, and one outcome of internationalization efforts is that multilingual international students are increasingly appearing in university classes across the curriculum that require students to engage in a variety of writing tasks. In the US, international students generally must demonstrate English language proficiency in order to gain admission for study at an institution of higher education. Frequently this proficiency is demonstrated by presenting a minimum required score on a language proficiency test such as the Test of English as a Foreign Language (TOEFL). At MACU, international

students are required to have a minimum of 550 TOEFL on the paper-based test[3] or 79 on the internet-based TOEFL for direct admission. According to Educational Testing Services, the TOEFL consists of tests on four areas of competency: Reading, Listening, Speaking and Writing. On the internet-based test, each subject area is worth a total of 30 points, with a perfect score being 120. A score of 79 on the internet-based test (or 550 on the paper-based test) represents an intermediate level of proficiency (Educational Testing Service, 2018). However, having a passing TOEFL score does not guarantee that a student will not struggle with writing. As Bretag (2007) notes, whereas the minimum required IELTS[4] score for admission to Australian universities is 6 to 6.5, an "educated native speaker… could reasonably be expected to achieve 8.5 or 9 on the IELTS, … [and therefore], international students accepted on the basis of minimum language requirements will require significant assistance to complete assignments in English successfully." Furthermore, MACU, like some other universities (Bretag, 2007), has created an alternative pathway for international students to gain admission to undergraduate degree programs. At MACU, international students who complete the highest level (Level IV) of the English Language Institute (ELI) curriculum with a "B" average or better in all subjects can gain admission to MACU's undergraduate programs without presenting the minimum required TOEFL score. (A complete description of the ELI and its function in the university will be presented in the Context section of Chapter 3.)

Whether international students matriculate into the university via completion of the ELI or are admitted directly into the university, their goal is completion of their degree program.

[3] Ninety-seven percent of all TOEFL tests are internet-based (PrepScholar TOEFL, 2017). Paper-based tests are given only where internet testing is not available. The score range for the paper-based test is 310-677.

[4] International English Language Testing System (IELTS) is an alternative to the TOEFL testing the same four areas at the TOEFL: Listening, speaking, reading and writing.

MACU, like most universities, requires all students who matriculate into undergraduate programs to complete a first year composition course (ENGL103); however, unlike at many larger universities with larger multilingual populations, there are no specially designated "ESL" (English as a Second Language) sections for multilingual students at MACU. There are also no English for Academic Purposes (EAP) courses, other than the writing classes that are part of the non-credit coursework of the ELI. However, MACU has a Writing Across the Curriculum program, so although many international students choose majors in science, engineering, and business—which may require less writing as part of their curricula, if the WAC program is functioning as it should, it is likely that students will encounter writing in both general education courses and courses in their major[5]. Many of these students may have been taught English as a foreign language and may or may not have had much instruction and opportunity for practice in speaking and writing English (Hall, 2014; Ferris, 2009). The writing tasks MLISs encounter may present a challenge for MLISs, who come with varied preparations in English, various levels of English language proficiency, and diverse sociocultural backgrounds that may affect their ability to satisfactorily meet the expectations of US faculty regarding writing in their academic classes (Leki, Cumming & Silva, 2008; Wingate, 2015; Evans, Anderson, & Eggington, 2015). Their cultural background and limited practice with speaking and with American academic writing may present challenges for them as they pursue their degrees in the US and also hinder them from participating fully in their classes (Hall, 2014; Wingate, 2015; Evans, Anderson, & Eggington, 2015).

While most universities provide some kind of assistance with academic writing in the form of a university writing center where tutors are available to assist students in various aspects

[5] A full discussion of the WAC program at MACU can be found in Chapter Three as part of the discussion of the context for this study.

of writing for classroom assignments, students for whom English is not their first or dominant language have additional hurdles in the area of writing (Wingate, 2015; Evans, Anderson, & Eggington, 2015). Whereas professors may send students to the writing center for help with their grammatical errors, writing center tutors "are often instructed to look at texts globally and to verify that students understand the broader components of their assignments before repairing grammatical errors" (Moussu, 2013, p. 56). Rafoth (2015) describes multilingual writers' "desire for more instruction, more 'going over,' and more explaining" (p. 17). He notes that in order for multilingual writers to "master the dominant varieties of English," tutors need to be able to examine a piece of writing, "analyze its strengths and weaknesses, and help the writer to zero in on the next steps they need to take. … [To be able to do this] requires that tutors "bring a fair amount of knowledge and experience to the table," … much of which is "rarely taught or available to tutors" (Rafoth, 2015, p. 17). Likewise, WAC faculty may also have little preparation for or understanding of the unique characteristics and needs of linguistically diverse students (Hall, 2009; Cox, 2011, 2014; Zawacki & Cox, 2014). In Chapter Three I discuss, as part of the context of this study, the professional development seminars that are offered for WAC faculty at MACU.

While the focus of this study was the experience of students, the success of comprehensive internationalization relies in part on how well all components affected by the process—faculty, staff, administration, support services—embrace all facets of the process. Faculty, in particular, are one component that students regularly meet, and how faculty respond to the presence of MLISs reflects their understanding and commitment to the internationalization process (Childress, 2010; Knight, 1994; Stohl, 2007). For internationalization efforts to succeed, universities must examine the experiences of international students to determine what support

structures and faculty development are needed. Students' interpretations of their experiences and their subjective reports about the challenges they face, the attitudes of their professors concerning their writing, and the availability of campuses resources to assist them can inform internationalization efforts. If faculty are unaware of the presence and needs of these students – or are indifferent to their needs, MLISs are left to navigate their writing requirements on their own.

As Stohl (2007) points out, "If we want to internationalize the university, we have to internationalize the faculty" (p. 367). In a university with a Writing Across the Curriculum program, a good place to begin is with the experiences MLISs have with faculty and writing assignments across the curriculum. Therefore, it was important to understand how MLISs are navigating the various writing tasks they face and, given their various preparations for writing, what these students bring with them to enable them to succeed, and how their own goals for learning English influence their actions and efforts towards learning to write in English.

Research Questions

To get a more complete picture of how MLISs experience writing across the curriculum, this study specifically sought to understand the writing preparation MLISs bring, the role that writing in English plays in their academic classes and potentially in their future careers, along with the challenges that they face and the resources they draw on as they adapt to writing tasks across the curriculum. Examining the experiences and understandings of international students provides one means of assessing aspects of campus readiness for internationalization. This information gained from this study may help the university make necessary adaptations towards its goal of comprehensive internationalization. It may also help us understand how MLISs view

writing in English in an increasingly globalized world. To understand the writing experiences of MLISs at this institution, I asked the following research questions.

1. What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US?
2. What role does writing in English play in MLISs' pursuit of their current academic and future career goals?
    a. What kinds of writing tasks in English are undergraduate MLISs engaging in across the curriculum as part of their education?
    b. What role do they see writing in English playing in their future career?
3. What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?
    a. What resources do MLISs draw on to navigate their writing tasks?
    b. In what ways do MLISs seek assistance with their writing tasks, and what is their perception of the assistance they receive?

Rationale for Research Question 1: Preparation for Writing

The first research question related to students' perceptions of their preparation prior to matriculating into the university. This question elicited information about writing instruction in their L1 as well as in English. Students were asked about English instruction in primary and secondary schools in their home countries, as well as any EAP, ESL, or intensive English courses they had in college in their home country prior to arrival or upon arrival in the case of students coming through the ELI. Because these students came from diverse backgrounds and preparations, and because it is generally not known how schools in foreign countries may

currently be adapting their writing instruction in response to globalization, it was important to understand what resources MLISs bring with them. Findings for this question add to the body of knowledge concerning writing instruction in other countries and can inform US institutions on the kinds of support services they may need to provide.

This question also helped to illuminate ways in which writing preparation in either or both L1 and L2 serves as a resource that students draw upon as they navigate current writing tasks. As Cook (1992, 1999) suggests, multilingual students may bring multicompetences that allow them to use their first language as an asset, and they may also have strategies for approaching writing assignments that differ from the way monolingual domestic students approach writing. This study sought to discover what those competencies and strategies might be. Tang (2012) posits that the "cultural and linguistic capital that EFL scholars possess … offers them unique opportunities to contribute to and enhance the research in their fields" and therefore we should look beyond problems to "possibilities" (p. 205).

Rationale for Research Question 2: Role of Writing in Current and Future Pursuits

The second question asked about the role that writing plays in both the students' current academic pursuit and their future career. Some research has indicated that certain academic majors require less writing than others, and these tend to be the majors that international students enroll in (Melzer, 2009; Zhang & Mi, 2010; McGaughy et al, 2016; Graves, Hyland & Samuels, 2010). By asking students what kinds of writing MLISs are engaging in their academic classes, this study provides information that helps to inform WAC programs about current practices across the curriculum. It also gives insight about the degree to which the requirement to write in English impedes students' progress toward their degree.

The second part of this question asks students' perceptions about the role that writing in English might play in their future careers. While the focus of this study was not on motivation or on identity, it nonetheless seemed to be a logical question to couple with asking students about the writing they are doing in their academic majors. MLISs are making a huge investment to study in a foreign country in a language they are still learning. As Peirce (1995) points out, "if learners invest in a second language, … they expect or hope to have a good return on that investment" (p. 17). However, if MLISs do not see that writing in English plays a significant role either in their current academic pursuit or in their future career, then their approach to any writing tasks they encounter will be a response to writing as "a hurdle to overcome" rather than something for which they will invest a great deal of effort and time to master. These findings have implications for WAC programming as well as the need (or lack of need) for additional support mechanisms across the campus. In terms of globalization, students' responses to these questions might also give insight as to the "relationship of the language learner to the changing social world" and how MLISs are "organizing and reorganizing a sense of who they are" in response to the rapidly changing world resulting from globalization (Peirce, p. 18).

Rationale for Research Question 3: Resources Students Bring

The third research question asked about the challenges MLISs face as they encounter writing assignments across the curriculum in different genres, for different audiences and purposes, and the resources MLISs draw upon to complete their writing tasks. For a WAC program to successfully address the needs of linguistically diverse students, it is important to understand in which classes and for which types of assignments students struggle, as well as for which types they feel well prepared. From the standpoint of preparing for campus

internationalization and the accompanying increase of international students, this study examined how MLISs seek assistance when needed and their perception of the assistance that is available.

Arkoudis and Tran (2010) assert that, at least in their Australian context, "the sustainability of the education export section depends largely on the extent to which universities are adequately addressing international students' diverse needs" (p. 169). In their review of literature related to faculty strategies for assisting students, they found that many studies identified problems international students encounter with academic writing, but little research focused on what faculty actually do to support their students. Larcombe & Malkin (2008) investigated how faculty identify students who need assistance and found that once students were identified, faculty generally referred students to academic support services to help the students with their writing skills. While this research focused on what faculty do, the finding is nevertheless important because if faculty at MACU have the same approach, the students' perceptions would illuminate where support services may be needed at MACU.

Overview of Methodological Approaches

To investigate the experiences of multilingual international students writing in English in academic classes in a mid-size regional public comprehensive university that is seeking comprehensive internationalization, this study was qualitative in nature. Qualitative methods "allow for more detailed descriptions of student writers as people" and they also set those descriptions in a "broadened context of when, where, and how their writing takes place" (Leki, 2007, p. 1). Qualitative methods also allow a researcher to capture people's experiences in their own words (Patton, 2002) and through multiple perspectives gain insights into complex interrelationships and issues (Stake, 1995; Creswell, 2013). This study sought to understand how multilingual international students experience writing across the curriculum by looking at what

kinds of writing they are engaging in, what kinds of challenges they experience, and how they navigate those challenges. This study also investigated the kinds of resources these writers draw on as they navigate their writing tasks. These resources could include prior writing experience and training, as well as institutional resources through which they seek assistance. Finally, this study attempted to understand the role that students perceive writing in English is playing in both their current academic pursuits and future careers.

Qualitative research methods were the most appropriate for this study because they allowed for multiple data sources that included background questionnaires; multiple individual interviews; the collection and review of artifacts (such as course syllabi, non-graded and/or in-class writing-to-learn activities and graded writing assignments); and researcher non-participant observations of the students engaged in their classes. To understand the meaning that participants made of their experiences of writing across the curriculum, students were asked to provide information about the writing preparation and experiences they brought to MACU, both in their L1 and English, and to discuss the writing they did at MACU during the course of the semester. The background questionnaire provided information about the participants' country of origin and cultural background, and primary and additional languages spoken. Course syllabi and writing assignment handouts helped to illuminate the types of writing tasks students were engaged in during the semester. Writing to learn assignments and graded writing assignments provided information on the kinds and amount of feedback students received on their writing. In the initial interview, students were asked to discuss previous experience and instruction in writing in both their L1 (primary language) and L2 (English). In the follow-up interview, students were also asked to discuss their perceptions and concerns about their writing tasks, how they approached their writing tasks, what challenges they encountered, the ways in which they sought assistance,

and what they perceived the outcomes to be. All interviews were recorded and transcribed immediately after they occurred. Data were coded and categorized according to themes that arose. Transcripts and all other collected data were reviewed multiple times to ensure that the methods chosen were eliciting the desired data and that goals of the study and data being collected aligned. After consulting with students on the nature of their academic classes, I selected several classes in which to conduct non-participant observations. The goal was to "discover recurring patterns of behavior, interactions, and relationships" (Bloomberg & Volpe, 2016, p. 155). Researcher observations and field notes added an additional layer to the data to help crystallize the data collected from the students themselves. Included in the field notes were observations of the classroom setting, participants involved, and activities and interactions between participants and their peers and instructors. I also kept a researcher journal so that I could record all of my actions, note questions that arose, make reflections on what I was observing, and keep notes of how theory connects to what I was observing.

Finally, qualitative research requires researchers to "position themselves." My background, particularly in relation to this context and to these students, informs my interpretation of the study and what I gained from doing this study (Creswell, 2013). I will address my researcher positionality next.

Researcher Positionality

Giampappa (2011) states that 'being in the field' is a complex relationship between the researcher and participants which affects both access to the field site and the data that is co-produced with the participants. As a researcher, I must recognize that my work is "always partial and partisan" because I will not be able to say "everything about anything" and what I do say will carry "ideological weight" (Pelias, 2011, p. 664). What I learned about the students'

experiences and perceptions was only a small reflection of the total experience, and my interpretations of the data were made through a lens that reflects my connection to the study context and participants.

Cameron, Frazer, Harvey, Rampton, and Richardson (1992) state that "researchers cannot help being socially situated persons" who bring their subjectivities to the research process, and this in turn influences what questions they ask and how they seek answers (qtd. in Giampapa, 2011, p. 133). As Giampapa (2011) notes, "our histories, social and linguistic forms of capital, and our identities position us in particular ways in relation to participants and the communities in which they are embedded" (p. 133). In my study, I brought the subjectivities of being an insider on several levels. First, I am an alumna of MACU. The Writing Across the Curriculum director is a professor with whom I have taken several graduate classes. Additionally, I had already become acquainted with some of the WAC faculty through my participation in the two semester WAC professional development seminars offered by MACU.

My relationship to the international students is also one of insider (Giampapa, 2011), as I am a part-time instructor with the English Language Institute and have developed a relationship with the associate director of the Center for International Education (which oversees the ELI). This individual assisted me in identifying international students through their visa status as I sought to recruit participants for the study. As I was interviewing students who are taking academic classes in the university, some of the student participants had graduated from the ELI. Further, since I have been teaching grammar classes in the ELI for the past seven years, it was likely that some of the students I interviewed would have had me as a teacher in the past. None of them would be my own current students, however, which allowed me to avoid any potential conflict of interest stemming from a dual relationship with them. I was aware that while the

students may feel comfortable with me because they know me, they may also be reluctant to be completely honest because of my connection to the ELI program and to the university.

Cameron et al. (1992) calls for a "research approach that moves beyond traditionally drawn lines of research being 'on or for' the participants but more importantly 'with' the participants" (qtd. in Giampapa, 2011, p. 134). It was important for me to establish a relationship of mutuality and trust with the students. English (1994) explains that this research is "not about speaking for a particular community but instead studying 'a world that is already interpreted by the people who are living their lives in it'" (qtd. in Giampapa, 2011, p. 138). At the same time, however, I was representing their world as they have interpreted it, and I wanted my participants to feel that I had represented them accurately as I listened to their stories and co-created with them the realities of what it means to write in English in order to pursue their undergraduate degrees.

I began this study with a number of assumptions informed by my own experience. First, I assumed that all multilingual undergraduate students experience challenges with writing in English; however, given that many international students major in disciplines such as science and business, I assumed that at the undergraduate level, writing does not play such a significant role as to pose major hurdles that international students have to overcome. At the same time, these students do face challenges. Knowing that at some institutions, resources for assisting multilingual students are scarce, and yet these students do graduate, I assumed that there are other factors that play a role in helping MLISs mediate their writing challenges. This study sought to find what those factors are.

Overview of Current and Forthcoming Chapters

This chapter began by providing background information about how globalization has increasingly led to colleges and universities seeking to internationalize their campuses in order to prepare their graduates to live and work in an increasingly globalized world. The various aspects of internationalization of higher education were described and the role of international students in internationalization was explained. The problem was then presented of how internationalization efforts lead to increased numbers of international students on campus, how admission requirements do not guarantee that students will experience no difficulties with writing, and how, as one component of comprehensive internationalization, WAC programs must adapt in order for internationalization efforts to succeed. The purpose of the study was then presented to include the need to evaluate how international students experience writing across the curriculum by examining the writing preparation and other resources they bring, the kinds of writing they are doing, the challenges they encounter, and the ways in which they navigate their writing tasks. The chapter concluded with an overview of the research methodology to be employed.

Chapter Two presents the review of literature relevant to this study. It begins with a review of globalization and internationalization of higher education as a byproduct of globalization, which provides a foundation for why this study is necessary and relevant. An explanation of the nature of second language writing and writers helps to set the stage for a discussion of the nature of Writing Across the Curriculum programs and their need to adapt in response to internationalization. Chapter Two concludes with a review of why institutions that want to internationalize need to understand the background and experiences of the students they are recruiting.

Chapter Three provides a description of the research methodology that guides this study; a description of the elements of the context that are relevant to this study; and the design of the study, including participant selection, the data collection procedures, and data analysis. Chapter Four presents, in narrative format, the findings from the interviews and observations for each participant. Each narrative begins with some background about the participant, how they came to study in the US and their motivations for doing so. Then the findings relevant to each research question are presented, along with some additional themes that were not directly related to the research questions, but that had relevance for Comprehensive Internationalization. Chapter Five presents a discussion of the themes that emerged from the data collected. The discussion first examines the themes that are relevant to the research questions and Writing Across the Curriculum. The discussion then focuses on additional themes related to internationalization. The implications of the findings are then discussed, providing insights for both WAC programs and the university's strategic plan for comprehensive internationalization.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this qualitative study was to explore how undergraduate multilingual international students (MLISs) experience writing across the curriculum. Specifically, this study examined MLISs' prior writing experiences both in their primary language (L1) and in English, as well as the kinds of writing they do in their academic classes now and perceive that they will do in their future careers. It also examined the challenges they encounter, along with the resources they draw on and the assistance they seek to mediate their writing tasks. This study sought to learn how these students, who come from a variety of writing backgrounds, are able to meet the challenges of writing in various genres in courses across the undergraduate curriculum at a university that has minimal formal support structures in place to assist multilingual writers. The study was set in the context of a mid-size regional public master's university that has a Writing Across the Curriculum program and that has stated goals to increase the number of MLISs as part of their commitment to comprehensive internationalization. Hence I ask the following research questions:

1. What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US?
2. What role does writing in English play in MLISs' pursuit of their current academic and future career goals?
    a. What kinds of writing tasks in English are undergraduate MLISs engaging in across the curriculum as part of their education?
    b. What role do they see writing in English playing in their future career?

3. What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?
    a. What resources do MLISs draw on to navigate their writing tasks?
    b. In what ways do MLISs seek assistance with their writing tasks, and what is their perception of the assistance they receive?

As a result of globalization, English has become the worldwide lingua franca of business, education, and science (Chang, 2015; McKay, 2011; Hu, 2005; Matsuda, Ortmeier-Hooper, and Matsuda, 2009; Canagarajah & Jerskey, 2009; Tang, 2012**).** Many institutions of higher education worldwide are adapting to globalization by incorporating English-medium instruction[6] in both secondary and post-secondary schooling, so it is not really known what kinds of preparation MLISs bring with them for writing in English (Altbach, 2004; Altbach & Knight, 2007; Coleman, 2006; Costa & Coleman, 2013). Furthermore, Writing Across the Curriculum (WAC) experts have been for decades calling for WAC programs to adapt to the increased presence of international students (Cox, 2011, 2014; Hall, 2009, 2014; Mallett & Zgheib, 2014; McLeod & Miraglia, 2001; Wingate, 2015; Zamel & Spack, 2006; Zawacki, 2010), yet few studies have examined how these students actually fare with writing beyond first year composition and English for Academic Purposes (EAP) courses. Thus this study sought to understand the preparation that MLISs bring for writing, the kinds of writing being assigned in undergraduate academic courses across the curriculum, how MLISs are mediating those writing tasks, and what challenges they are encountering. Additionally, since pursuing a degree in a foreign country in a language that is not one's dominant language requires a significant

[6] The term "English-medium instruction" is used when English is the medium of instruction, particularly where English is not the dominant language of use of the country in which the school is located, or English is not the dominant language of use of most of the students attending the school.

investment of the part of the learner, this study also sought to understand MLISs' perceptions of the role that writing in English plays in the academic and career goals of these students.

Chapter Overview

This chapter begins by examining the increasing presence of international students on US campuses and the "push-pull" factors (McMahon, 1992; Mazzarol & Soutar, 2002) of globalization and internationalization causing this increase. Admissions criteria related to English proficiency will be discussed, followed by the nature of L2 writers and L2 writing, with accompanying challenges. An overview of Writing Across the Curriculum that will illuminate the variety of writing tasks students may be asked to engage in will be followed by a discussion of the need for WAC to adapt to internationalization. Finally, in light of globalization, it is important to examine how universities have an ethical responsibility to understand the background and experiences of the students they seek to recruit.

As multilingual learners come from diverse backgrounds and appear in diverse research settings, the term 'L2 writing' will be used when referring to research findings on any writing done in English by *any* student whose first, native, or dominant language is not English and who is learning and developing proficiencies in English as an additional language. The term 'L2 writer' will be used when referring to *any* writer who is writing in English as an additional language, not specifically international students. 'MLISs' will be used when referring specifically to multilingual writers who are also international students. Where the literature refers to learners and learning contexts as "ESL" (English as a Second Language) or "EFL" (English as a Foreign Language), the language of the literature will be retained. Although the terms "native speaker" and "non-native" speaker are problematic, where the literature refers to native English speakers (NES) this study will retain that language to refer to English-dominant speakers who

live in a context where English is their dominant language of use. In many cases in the literature this will mean individuals who are either monolingual or for whom English is their primary and first language, but I acknowledge that there are other possibilities as well. Where the literature refers to "non-native" speakers of English (NNES), I will use the term "L2 speaker," while also acknowledging that English may be their first but not dominant language or that the individual could speak multiple languages, with English being a third, fourth or additional language.

I will begin with a review of the literature on globalization and internationalization, as these set the stage and provide a rationale for this study in this particular context.

The Increasing Presence of International Students on US Campuses

The number of international students seeking a post-secondary degree in the United States has grown significantly over the past few decades. In 2015, the number of international students in the United States was nearly 975,000 students, representing a 10 percent increase over the previous year, a 72 percent increase from the year 2000, and the highest growth rate in 35 years, with a contribution of more than $30 billion dollars to the US economy in 2015 (Farrugia & Bhandari, 2015, pp. 68-71). Although it is difficult to know how the Trump administration's policies may affect the flow of students from other countries into the United States, it is generally expected that, given the increasing push for internationalization at higher education institutions in the US, international students will continue to seek an education in and be recruited by US colleges and universities (Farrugia & Bhandari, 2015). What this means for this study is that universities and colleges in the US are likely going to continue to see increasing numbers of international students, and it is incumbent upon faculty and the university in general to prepare to address their needs. For campuses that intentionally recruit international students as part of their internationalization efforts, this study helps to illuminate current trends in student

preparations and needs for faculty development and support resources on campus to assist international students with writing challenges. In particular, there have been calls for Writing Across the Curriculum to adapt in response to internationalization (Cox, 2011, 2014; Hall, 2009, 2014; Hall & Navarro, 2011; Mallet & Zgheib, 2014; McLeod & Miraglia, 2001; Zawacki & Cox, 2014). Further, as internationalization of higher education aims to infuse global perspectives into the curriculum, this study also investigated resources international students bring that help them achieve their goals and gives some insight into how international students view writing in English in relation to their short-term academic goals as well as long-term career goals.

Recruitment of International Students at Smaller Campuses

In the past, international students were most likely to attend large research institutions, where it is probable that, given the sheer number of multilingual students present, support services have been put in place to assist these students. The 2015 *Open Doors Report* indicates that 54.7 percent of all undergraduate international students attended doctorate-granting universities compared to 18.3 percent of undergraduate international students who attended a master's college or university in 2015 (Farrugia & Bhandari, 2015, p. 68). The top doctorate-granting universities average enrollments of more than 11,000 international students, with the top hosting institution, New York University, tallying 13,178 international students in 2015, 26 percent of its total enrollment of 50,007 students (Farrugia & Bhandari, p. 79). In contrast, the top five master's college hosts each had more than 3,000 international students, and the lowest institution reported in the 2015 *Open Doors Report* hosted 938 international students (p. 81) – approximately 10 percent of its total student enrollment of just over 9,100 students (Facts and Figures, n.d.).

One reason smaller institutions such as regional public state schools previously have not made strong efforts to recruit international students is the fear that international students would "deprive local students of the opportunity to attend taxpayer-supported universities" (Stohl, 2007, p. 363). However, with declining domestic enrollments and budgetary restraints, particularly as a result of decreasing support from state legislatures for publically supported institutions, smaller institutions like MACU have sought to increase their pool of potential applicants by recruiting international students (Knight, 2004; Childress, 2009). International students pay premium fees to study in the US, and therefore the recruitment of international students is "big business" (Mott-Smith, 2013, p. 249). In addition to the monetary motivation, smaller institutions are motivated to internationalize their campuses as a result of globalization.

Globalization and Internationalization of Higher Education

The driving force for this study is globalization and internationalization of higher education. In this section I will examine how globalization is creating "push-pull" (McMahon, 1992; Mazzarol & Soutar, 2002) factors that are increasing the number of international students in US institutions of higher education, as well as in institutions in other English-speaking countries such as the UK, Australia, and Canada. Mazzarol and Soutar (2002) define "push" factors as those conditions "within the source country [that] initiate a student's decision to undertake international study," and "pull" factors as those that "operate within the host country to make that country relatively attractive to international students" (p. 82). This section will look at how globalization acts as a "push" factor motivating students to seek education at English-medium universities abroad and how internationalization of higher education in the US "pulls" international students through increased and deliberate recruitment of international students.

Globalization as a "push" factor. The increasing presence of international students in US institutions of higher education is largely a result of globalization (Qiang, 2003; Dewey & Duff, 2009; Hudzik, 2011) and internationalization. Globalization is defined as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (Altbach & Knight, 2007, p. 290). The globalization of higher education refers both to the "massive growth underway in global higher education capacity, particularly in countries outside of Europe, North America, and the Antipodes," as well as to "the growing flow of students and faculty globally and the formation of cross-border inter-institutional collaborations and partnerships" (Hudzik, 2011, p. 9). Mott-Smith (2013) speaks of globalization as "the increasingly integrated world economy and the use of new information and communications technologies," (p. 249) which brings about a growing 'knowledge economy' in which Western universities and English dominate (Altbach & Knight, 2007, p. 303). Whether one agrees with the dominance of English as a result of globalization, this increasing dominance of English in the knowledge economy provides a motivating "push" force for students from around the world to seek higher education in English-speaking Western universities (Mott-Smith, 2013). Among reasons given for seeking a degree from a US or other English-medium university, Kirkgoz (2005) found students wanted to "get a well paid job," "become broadly educated," understand and be able to interact with "English-speaking people," read, discuss, and be involved in research in one's academic field, "understand foreign points of view," "get to know tourists," and "be involved in international affairs" (p. 110). Collier (2014) found that many international students view English as "the road to success because of its status as an important global language in business and other fields" (p. 6). Some in Collier's study reported that they came to the US because advanced degrees in their particular field of interest were not

available at home, and others came because they were "heavily recruited by US universities who want to internationalize their campuses and reap the financial benefits of full rate tuition paid by these students (p. 6).

Student motivations and goals for pursuing a degree at an English-medium university is a subfield of research in itself and beyond the scope of this study. Nonetheless, considering that MLISs have to travel sometimes as many 14 or 18 hours from home and complete their studies in a language that is not their primary or dominant language of use, one aim of this study was to gain an understanding of the role that writing in English plays in MLISs' pursuit of an undergraduate degree. Being required to write in English may be seen as a necessary hurdle, something to be avoided, a tool to develop their overall English language proficiency, or an asset for future academic and/or career goals. It may also be found that writing does not play a significant role in the degree programs that MLISs are pursuing. Although studies on student motivations for studying a foreign language date back to the 1950s (Gardner & Lambert, 1959, 1972; Dornyei, 1990, 1998; Shaaban, 2000), to date, few, if any, studies have focused on the students' perspective of how *writing in English* contributes to or hinders multilingual students' personal, educational, and career goals.

Internationalization and recruitment of MLISs. Higher education internationalization plans can also act as a "pull" factor for bringing international students to US universities and colleges. Internationalization is a byproduct of globalization and includes "the policies and practices undertaken by academic systems and institutions… to cope with the global academic environment" (Altbach & Knight, 2007, p. 290). Internationalization of higher education is most frequently defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p.

2). Program strategies related to internationalization of the academic programs in higher education in the US include study of foreign languages, domestic students studying abroad, international students studying here, faculty exchanges through visiting scholars, infusion of international perspectives into the curriculum, areas studies, and other cross-cultural training opportunities (Knight, 2004). Some institutions are developing new ways of delivering courses through distance education or by establishing branch campuses in foreign countries or forming partnerships with institutions in foreign countries to facilitate a two-way exchange of students and scholars (Hudzik, 2011).

Institutions seek to internationalize for a variety of reasons. As more countries become focused on a market economy and trade agreements among nations continue to develop, the labor force becomes more mobile as businesses expand overseas, and higher education institutions seek to graduate students who have the intercultural skills and attitudes to work in an internationalized context (Knight, 2004; Qiang, 2003; Stromquist, 2007; Hudzik, 2011; Peterson & Helms, 2013). Most higher education administration officials would agree that to be competitive, their institution needs to internationalize (Hudzik & McCarthy, 2012; Childress, 2009), which is why many higher education institutions have incorporated internationalization into their strategic plans. After the terrorist events on September 11, 2001, the need became more urgent to prepare graduates who could tackle threats to national security and mediate the conflicts that motivated these threats (Peterson & Helms, 2013). The case for increased internationalization of higher education is articulated by the American Council on Education (2017):

> In order for the United States to have a truly world-class higher education system, colleges and universities must be globally engaged and prepare students to be

> citizens of a multicultural community both at home and in a globalized world. Institutions accomplish this by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners. ("Making the Case for Internationalization")

For many institutions, study abroad programs and the presence of international students on the college campus are two common means to achieve internationalization of higher education. Many US institutions of higher education recruit international students to their campuses as a way to infuse global perspectives into their curriculums. International students help domestic students, who might not have the opportunity to study abroad, to learn about other cultures and perspectives first hand (Dewey & Duff, 2009). International students also bring innovative ideas and research skills, offer an international perspective on global challenges such as climate change, and they also contribute to improving diplomatic relations with other countries (U.S. Government Accountability Office, 2007).

While many institutions engage in internationalization efforts on a small scale, engaging in one or a few aspects of internationalization – study abroad, faculty exchanges, area studies, enrollment of international students, -- such efforts are limited and do not require institutions to significantly alter their missions and operating procedures (Hudzik & McCarthy, 2012). Fewer schools seek to incorporate all aspects of internationalization, a process that is referred to as *comprehensive internationalization* (CI). Comprehensive internationalization is defined by NAFSA (Association of International Educators), as "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It … touches the entire higher education enterprise," and must be embraced by all facets of the higher education institution, including administration,

faculty, students, and all support units (Hudzik, 2011, p. 6). To have a coherent, integrated plan for comprehensive internationalization "requires highly committed leaders, wide faculty engagement, and persistence over time" (Green, 2003, p. 14). While major research universities have the infrastructure and means to engage in CI, far fewer smaller regional public universities have committed to CI (ACE, 2017, "Making the Case"). Although MACU is a relatively small institution, at the time of this study, it was in its third five-year International Education Strategic Plan, which includes plans for Comprehensive Internationalization.

The "pull" factor of internationalization provided another rationale for this study. After working with eight institutions in planning for CI, the American Council of Education (ACE) found that many institutions fail to plan properly and lay the groundwork among stakeholders so that all involved parties understand the goals and are conceptualizing internationalization in the same way (Green, 2003). Further, any given institution's approach to internationalization is necessarily shaped by its mission, availability of resources, and governing structures (Hudzik & McCarthy, 2012). Thus, for a public regional institution largely focused on undergraduate education, the approach to comprehensive internationalization may look different than the approach for a Carnegie doctoral institution with a focus on research and graduate education. Large research universities who host greater numbers of international students may have budgets to provide appropriate resources, whereas smaller -- especially public-funded—institutions such as MACU, which have more limited budgets, may have a difficult time justifying funding of certain campus resources when the number of international students is small relative to the overall student population. Therefore, the institution must carefully evaluate the impact that increasing the number of international students would have on its infrastructure, as well as

evaluate how open faculty are to adapting to the presence and needs of international students in their classrooms, particularly when the number in any given class is extremely small.

While recruiting international students does generate revenue for the host institution, if revenue is the institution's only goal, "the academic issues of the integration of international students into campus life and their ability to serve as a learning resource may receive short shrift" (Green, 2003, p. 15). The ACE recommends that institutions conduct a comprehensive review to determine what is already in place in terms of programs and support, ascertain the readiness of the institution to make curricular changes, allocate resources, and make other changes as required by the internationalization process (Green, 2003). To understand the institutional affordances and constraints that would help or hinder the university's efforts to internationalize, MACU was one of 13 institutions nationwide participating in the American Council of Education's Internationalization Laboratory 13th Cohort (2015-2017). These laboratories provide campuses with the opportunity and guidance to self-assess their internationalization efforts and plan for future growth ("MACU selected", 2015). Upon completion of the yearlong study, the university compiled a report, not yet published, of the findings and recommendations for all areas of campus internationalization. This report, *The New Global MACU* (2017), reveals some very real challenges that institutions of this size face when trying to recruit international students. Namely, as their draft report from the laboratory reveals, the institution has

> absorbed all that we can absorb with the resources at our disposal. In order to return to the double digit annual growth [of international student enrollment] to which the institution had become accustomed during the period 2010-15, MACU must invest more in the infrastructure to recruit, admit, house, support, retain, and

> graduate students, as well as facilitate their post-graduate transition to career paths." (*The New Global MACU,* 2017, p. 19)

Herein lies the problem that is to be addressed in this study. Smaller institutions will continue to have international students, but they may not have the institutional resources to address those students' needs, such as ESL sections of first-year composition, EAP courses, and special tutoring services for multilingual writers. This lack of resources leads to the second part of the problem, which is the focus of this study. MACU, in its report on its internationalization efforts, acknowledges international students as the one pillar of internationalization that most needs to be strengthened (*The New Global MACU,* 2017). Larger universities may have resources to allow for individual academic units, such as a business department, for example, to house their own international offices and their own study abroad professionals within their individual schools; however, "the four academic schools at MACU are not in a position to support such levels of professional staffing on their own" (MACU, IESP 2014-2018, n.d.). Therefore, MACU must advance its CI strategy "as a single university community" (MACU, IESP 2014-2018, n.d.). In recognition of this university reality, MACU has developed four action items under Strategy 3 of its International Education Strategic Plan 2014-2018, the most important of which for my study is the fourth action item, described below verbatim from the strategic plan:

> Create faculty development program to promote effective teaching of international students in the spirit of Writing Across the Curriculum. Program will provide stipends for faculty members to complete development activities focused on international students, including observation of the English Language Institute

classes, sample testing of Institutional TOEFL test, and instruction on international student success. (MACU, n.d., IESP 2014-2018).

The university recognizes the need for faculty development that will assist faculty in working with international students. The findings of this study could help provide insights to the WAC director on faculty development needs for working with MLISs. At MACU currently, two levels of faculty development are offered by the Writing Across the Curriculum program to help faculty incorporate writing into their curricula. I participated in these seminars during the fall and spring semesters of the academic year 2015-2016 as a way to learn more about the WAC program at MACU and the faculty development provided by the program. Although several faculty expressed concerns about the writing of international students, neither workshop provided any explicit or tangible assistance to the faculty for dealing with these concerns. The lack of training specifically related to the needs of international students may be one reason why the university's strategic plan calls for additional faculty development. As a part-time faculty member in the ELI, I have also occasionally encountered some of my former ELI students who expressed frustration with their writing assignments, and international students often contact the ELI for assistance because they perceive that writing center tutors do not have sufficient background and preparation to effectively assist them. By investigating both MLISs' successes and challenges, what this study can contribute to the university's planning for internationalization is information on the specific kinds of assistance that may be needed in order that the university (and perhaps other small universities like it) can target limited resources to best serve and strengthen the experience for international students and provide for faculty development for the WAC program itself in order to make the most of what these students can contribute to the internationalization of the institution.

Institutions do have an ethical obligation to provide assistance to all students. While data can be collected in various ways to assess what is needed, student input concerning their experiences can add another useful dimension. Also, although this study did not examine faculty attitudes directly, by focusing on how MLISs experience writing across the curriculum, MLISs' perceptions of faculty attitudes and of the students' experiences in the classroom give some insight into campus readiness for this aspect of internationalization. One source of possible negative faculty attitudes, if they exist, may arise from a misconception that if international students have met admissions requirements, they have mastered all the linguistic competencies required to succeed in academic classes, including the ability to write well in English (Evans & Andrade, 2015). I will address writing proficiency and admissions requirements next.

Admissions and Writing Proficiency

Generally, for international students to be admitted to an American university, they must demonstrate English language proficiency, most often by presenting acceptable scores on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. There are varying policies of how the linguistic proficiency of international students is handled. Many institutions require all international students to present acceptable scores[7] on the TOEFL, the IELTS, or other similar language proficiency exam. Studies demonstrate, however, that institutions commonly assume that students who pass the language testing requirements for admission (such as the TOEFL) possess adequate language skills to succeed in undergraduate-level academic writing (Bifuh-Ambe, 2011; Evans &

[7] Language proficiency exams, such as the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing Service), assess students' language proficiency on reading, writing, speaking, and listening, and they assign a level of proficiency ranging from beginner to advanced. "Acceptable" scores for these kinds of tests generally fall in the "intermediate" range. The exact numerical score that qualifies as "intermediate" proficiency varies by the exam.

Andrade, 2015; Zamel & Spack, 2004; Andrade, Evans, & Hartshorn, 2014). Therefore, they often provide little support for non-native English speakers beyond a first-year English as a Second Language (ESL) writing class (Evans & Andrade, 2015). While multilingual college students do generally possess a certain level of second-language proficiency, many have not developed the level of skills in academic reading and writing that will allow them to succeed in higher education. Ewert (2011) notes that while many international students study English for six or more years prior to arrival in US colleges, they present "considerable variation in their literacy competencies in both their first languages and in English, … [and many] "still struggle to adequately comprehend and produce academic texts, not simply because they may lack control over lexico-grammatical features, but because they have limited experience with English academic texts and limited knowledge of literacy expectations in US universities" (pp. 5-6).

Another avenue for admission to some universities is through completion of an Intensive English program offered by the university, such as an English Language Institute (ELI). Some schools still require students to take the TOEFL even if they complete the ELI, but a number of schools are now creating "pathways" that allow students to matriculate into the university after having completed that university's ELI or EAP program (Collier, 2014). At MACU, students who do not have passing TOEFL scores may be admitted to the university after completing the fourth level of the ELI with a grade point average of B or better. Intensive English programs generally offer non-credit courses in reading, writing, listening, and speaking to improve students' academic language proficiency. The mission of the ELI at MACU, for example, is to "improve both English language and study skills of students in preparation for study at an American college or university, or for personal or professional purposes," as well as to "acquaint

students with the cultural knowledge and awareness necessary to transition from life and study in their home countries to life and study in the US (MACU, 2017, ELI Mission Statement).

Although these stated goals are noble in purpose, the research shows that what is taught in intensive English writing classes, EAP classes, and even "ESL" composition courses often does not prepare these students for the kinds of writing tasks they will face in their academic classes across the curriculum (e.g., Spack, 2004; Wardle, 2009; Ismail, 2011). These classes tend to focus on general writing skills, rather than specific academic genres students may encounter in their academic classes (Wardle, 2009). In addition, while college faculty in the content areas may expect international students to be proficient in English before they reach their classes, the process of acquiring "syntactical and lexical competence... [takes] a lifetime" (Matsuda, Ortmeier-Hooper, and Matsuda, 2009, p. 462). Since language proficiency continues to develop throughout students' four years of college, it is important to evaluate the kinds of linguistic support colleges are providing for students.

Linguistic Support

Even if universities provide special "ESL" sections of first year composition, language learning continues beyond the first-year writing course (Arkoudis et. al, 2012; Handstedt, 2012; TESOL, 2010; Tang, 2012; Evans & Andrade, 2015). As Hall (2014) asserts, "if language learning … continues throughout a student's college career and beyond, then administrators at all levels [must] ask questions about how particular programs, courses, and instructors are approaching the challenge of providing an equitable writing education for students of all language identities" (p. 3) because the degree to which these students are successful is dependent largely on the degree of support that is available across the campus (Evans, Anderson, & Eggington, 2015). Because of the diverse learning backgrounds of multilingual university

student populations and the time required to achieve academic language proficiency --- it takes five to seven years of immersion in the target language to achieve fluency (Cummins, 1981a, 1981b, 1999)---, it is not reasonable to expect these students to have achieved mastery of English "before they begin to grapple with the demands of the academy" (Zamel & Spack, 2006, p. 127). It is now incumbent on all faculty, not just ESL faculty, to assist these students in their acquisition of language and literacy.

Small schools such as MACU may not have the resources to offer much in the way of linguistic support to students once they are admitted. In other schools, students who are admitted by presenting a passing score on the TOEFL or IELTS may be required to take specially designated sections of first year composition designed for L2 speakers of English. These are sections that are taught by faculty who have training and experience working with learners whose native language is not English, and they are designed to address the writing challenges and linguistic needs of L2 writers. Other institutions require or offer English for Academic Purposes (EAP) courses, which sometimes are a prerequisite to the first year composition course. Some schools have intensive English programs such as an English Language Institute (ELI). Usually the intensive English programs are a prerequisite for admissions and are designed to help students improve their language proficiency and prepare for the TOEFL. There are various policies regarding how students may be placed into any of these programs. However, unless they are mandated, many international students try to avoid these classes. One reason is that international students generally pay full out-of-state tuition rates, making it very expensive to study abroad. For that reason, students try to take the least number of non-credit courses possible in order to more quickly advance towards their degree (Bifuh-Ambe, 2011). Furthermore, even if those resources are available, the goals that MLISs have for learning to write in English can also

play an important role in students' willingness to take additional support classes, if they are not required, to improve their writing and academic proficiencies. Hence, this study seeks to understand the role MLISs perceive that writing in English plays in their academic and career goals.

Institutions generally assume that once students demonstrate language proficiency and are matriculated, there is no further need to track these students (Andrade, Evans & Hartshorn, 2014). Therefore, little is actually known how they fare once they are admitted, particularly concerning how they are experiencing writing beyond first year composition (Cox, 2011; Zawacki & Cox, 2011). An expressed goal of this study is to investigate how MLISs are faring with writing in classes beyond first year composition, so findings from this study add to the knowledge base of WAC research.

To understand the factors that may influence how multilingual students do with writing across the curriculum, I will now discuss a variety of characteristics of L2 writers and L2 writing.

The Nature of L2 Writers and L2 Writing

Since the start of the WAC movement, college classrooms have increasingly become linguistically diverse (CCCC, n.d; Hall, 2009). Although this study focuses exclusively on multilingual international students, multilingual students in U.S. colleges and universities now include (but may not be limited to) bilingual permanent residents or naturalized citizens, children of immigrants (often referred to as Generation 1.5), and refugees who have been granted asylum, along with international students. Linguistically diverse students whose prior schooling was in diverse contexts present challenges for faculty who may have somewhat "unrealistic

expectations about the level of proficiency a non-native speaker can attain in written prose' (Johns, 2001, p. 141).

International students studying in the U.S. typically come from the middle class in Asian and Latin American countries and in "poorer nations of the developing world that lack capacity to meet growing demand" for higher education (Altbach & Knight, 2007, p. 294). The top five countries of origin for international students at the undergraduate level in 2015 were China, South Korea, Saudi Arabia, India, and Canada, with only two of the top 25 countries sending international students abroad being countries where English is the dominant language (Farrugia & Bhandari, 2015, p. 48). Thus the majority of international students studying abroad are L2 speakers (Andrade, Evans, & Hartshorn, 2014).

Drawing on Silva's (1993) review of 72 studies that investigated second language writers, there are key differences in composing processes, linguistic features, and organizational structures of texts written in a student's L1 versus their L2. Silva (1993) also found that essays written in students' L2 generally received lower holistic scores than essays written by L1 speakers in their L1. Many factors can influence writing in an L2 because it is a "complex interaction of cognitive and social phenomena" (Stegemoller, 2004, p. 63). Friedrich (2006**)** also marks differences between international multilinguals (MLISs) and resident multilinguals (RMLLs), along with monolingual basic writers. Resident multilinguals in Friedrich's study would be L2 students who had at least some secondary schooling in the US. She charts the differences among these three groups on twelve different attributes. Most salient and relevant to this study are the findings that MLISs tend to be "well-trained in L1 writing strategies transferable to L2," are more in tune with their L1 cultural and linguistic traditions than those of the L2 and may not want to acculturate, are generally aware of differences in oral and written

language but continue to make “ESL errors”, and “are often prevented from expressing their frustrations and needs because of their limited oral skills” (Friedrich, 2006, pp. 18-19).

Reid (1997) differentiates international students from other multilingual groups as coming from relatively privileged backgrounds, being “literate and fluent in their first language,” and having learned English typically as a foreign rather than second language (p. 20). This last point is significant because they are what Reid calls “eye” learners. These students learned English by studying vocabulary, verb forms, and language rules; they typically know grammar rules very well and are frequently good at reading in English (Reid, 1997), as opposed to other multilinguals whom Reid calls “ear” learners, who perhaps did not formally study the rules of English but learned English more by speaking and listening. Hall (2014) notes that while many international students come with “considerable literacy in their first language, [they have] often highly variable proficiency in English” (p. 7). Reid asserts that students who study English as a foreign language often have listening and speaking skills that are less well-developed due to limited contact with proficient users of the language. However, a contradictory observation is offered by Serverino (2004) who indicates that faculty at her institution perceive that multilingual students “struggle with English writing because their EFL classes emphasize speaking instead [of writing]” (p. 6). Other contradictions exist in the literature regarding student preparation. Some literature reports that multilinguals’ writing skills are not as developed since they have had few opportunities to write lengthy compositions (e.g., Reid, 1997; Matsuda, Ortmeier-Hooper, & Matsuda, 2009). These contradictions regarding writing development will be discussed next in the section on writing preparation.

Preparation of MLISs

Since the time of early studies of multilingual students, the number of international students attending undergraduate programs in the US has grown exponentially (Lawrick, 2013). As much of what we know about the differences between the types of multilingual learners was derived from studies conducted in the 1990s, Lawrick (2013) calls for an "update of assumptions regarding international ESL students that is supported by data and takes into consideration the sociolinguistic realities of the global spread of English" (p. 27). Within each type of multilingual learner group, the varieties of diversities are increasing. International students studying in the US come from 220 different countries, each with its own literacy practices and methods of teaching English (Farrugia & Bhandari, 2015; Severino, 2004; Reichelt, 2009). Not only are there international students studying at US colleges and universities who began their undergraduate education in the US as freshmen, but there are now growing numbers of "transfer" students resulting from increasing numbers of partnerships between US institutions of higher education and universities worldwide (Lawrick, 2013). Students in these programs may complete two or three years of study at a college in their home country and then transfer to a U.S. institution to complete their undergraduate degree. MACU currently has several "2+2" and "3+1" degree agreements with partner institutions worldwide. These students thus must adapt to "two distinct academic cultures," and therefore "are more likely to undergo profound social and cultural adjustments in order to survive in the educational context in which writing is perceived as the foundation of literacy" (Lawrick, 2013, pp. 29-30). Since the partner programs are an integral part of MACU's Strategic Plan for Comprehensive Internationalization, the university needs to understand how MLISs adapt to US academic culture and what resources they draw on in order

to help them succeed. One such resource is the kinds of writing instruction the students received in their home countries in both their L1 and English.

In a review of 12 studies that looked at how instruction and experience in writing in the L1 influences writing in the L2, Rinnert and Kobayashi (2009) found "a positive role of previous writing instruction/experience in the development of writing ability, providing evidence that both the kinds and the amount of instruction/experience affect writers' acquisition of textual features and also help shape their perceptions/attitudes towards writing" (p. 37). Their study also revealed that writing instruction in both L1 and L2 settings is both "varied and locally situated" (p. 38). Thus, if certain strategies or rhetorical forms were emphasized in the L1 or the L2 in their EFL classes, these features were more likely to appear in the students' L1 or L2 essays (Rinnert & Kobayashi, 2009).

Another study compared Asian international students' perceptions of similarities and differences between the EFL instruction they received in their home countries with the ESL instruction they received in the US (Severino, 2004). In this study, the student participants indicated their perception that the English language instruction they received in their home countries "emphasized grammar rules and sentence structure more than writing and rhetoric," and that they saw this instruction as "more helpful for language learning than academic writing" (Severino, 2004, p. 5). Ten of the 42 students in this study reported "nonexistent" writing instruction, while five said that their "EFL instruction prepared them for nothing or almost nothing here in the US" (Severino, p. 10). In contrast, in a study of MLISs on her campus, Patton (2011) asked international English L2 students to evaluate their English language preparation in the areas of speaking, listening, reading, writing, and grammar using a Likert scale where 1 represented 'very prepared' and '5' represented 'not prepared at all.' She found that

> no student responding to the survey selected '5' for any of the language areas, and only a few students selected '4' for speaking and listening. However, there was considerable variation otherwise. On the whole, more students felt more prepared to speak, listen, and read than to write, but any given student might be quite proficient in one area and less proficient in another. (Patton, 2011, n.p.)

In a study of writing instruction in six foreign language contexts that included Germany, Poland, China, Japan, Spain, and the US, Reichelt (2009) found diversities in EFL writing instruction. According to her study, Germany emphasized "creativity, close reading of texts …[and] critical thinking (p. 185). In Poland Reichelt found that while "Poland lacks a strong tradition of L1 writing instruction" (p. 187), writing instruction for English majors has shifted from a "traditional, product-oriented approach" to activities "typical of process-oriented classrooms: use of sample texts, in-class prewriting activities, peer review, revision based on peer and teacher feedback, register work, grammar exercises, and journal writing" (p. 189). In China, Reichelt found that since 2002, English language instruction has been a required subject, and one study she reviewed indicated that students "entered university with the ability to write short compositions in English, although they had received no systematic training in EFL writing at the elementary or secondary level" (p. 194). In college, students continued instruction in English, but for most students the instruction focused on listening, reading, speaking, and translation, with English majors receiving more writing instruction than non-English majors (Reichelt).

In reviewing foreign language instruction in Japan, Reichelt (2009) reports that "many secondary school students do not perceive EFL writing as important for their future study or careers," … [and] "at the university level, non-English majors often do not perceive a need for

writing in English" (p. 196). Reichelt also reports that Japanese "students in one university EFL writing course were unfamiliar with terms like thesis statement, unity, coherence and support," while in another setting, "because of his students' heavy workloads, [the instructor] imposed Western rhetorical frameworks in his composition class for practical reasons" (cited in Reichelt, p. 198).

These contradictory findings in a just a few EFL settings underline the need for any university that seeks to recruit international students to investigate what writing preparations these students bring. Understanding MLISs' prior instruction in writing may give insight to the particular challenges these students encounter when asked to write in a US university or college, and it may help faculty to adapt their instructional practices to meet the needs of MLISs.

Challenges

Lawrick (2013) posits that some challenges faced by international undergraduate students "are largely shaped by their limited fluency in English and scant knowledge of US cultural values" (p. 28). Whereas resident multilingual students have had some exposure to US schooling and culture, international students tend to lack familiarity with the culture and idioms of the US. In addition to factors that affect the *writing* of MLISs, Leki (2007) suggests that MLISs are more likely to find it difficult to establish and maintain socioacademic support networks with native English speaking peers and faculty, networks which can help them with academic and personal needs and can make their educational experience easier and more satisfying. One purpose of this study was to understand the challenges MLISs at MACU experience and what resources they draw on to meet those challenges. In asking MLISs what resources they draw on and in what ways they seek assistance with their writing, this study sought to provide some insights about

how to help MLISs establish these kinds of socioacademic support networks and what factors hinder them from doing so, again adding to the body of literature on this topic.

Also, unlike their monolingual peers, who only have to negotiate one language and who have familiarity with the cultural norms of US school writing, multilingual writers, regardless of proficiency level, "are faced with the complex linguistic act of shuttling between multiple languages and discourses as they write in English" (Canagarajah & Jerskey, 2009, p. 473). While this "shuttling" may present challenges, this study also sought to examine ways in which MLISs draw on L1 resources and competencies to assist them with their L2 writing tasks. Understanding resources MLISs already possess not only gives insight into how they are navigating writing tasks, but it also helps to counter a focus on deficits that seems to be prevalent among American university faculty.

Moving Away From a Focus on Deficits

Compositionists and L2 writing experts tend to focus on helping L2 students acquire linguistic competence and master the conventions of US-based academic writing so that they can function more effectively in their college writing classes, but this tends to be a focus on "deficits" rather than assets (Tang, 2012; Tran, 2010; Zhang & Mi, 2010; Zamel, 1995). Zamel (1995) says that a "deficit model" focuses on students' deficiencies rather than their strengths, and it results from an "essentialist view of language in which language is understood to be a decontextualized skill that can be taught in isolation from the production of meaning and that must be in place in order to undertake intellectual work" (p. 510). Zamel and Spack (2004) remind us that multilingual learners are "remarkably diverse, bringing with them a multiplicity of specific experiences that influence how they manage the work assigned in each of their classes" (p. x.). Some students may have more competence in speaking than writing, and some will

continue to produce errors even after studying the English language for years. Thus, it is important for faculty to "consider unexamined assumptions" about students' abilities and "resist the temptation to conflate linguistic proficiency with intellectual ability" (Zamel & Spack, p. xi).

Tran (2010) notes that there is often an "unbalanced approach to constructing the image of international students within the institutional structure, … [with their] presence in the classroom [often being] linked to concerns about problems emerging from cultural difference and diverse learning styles and characteristics" (p. 160). Trice (2003) conducted a study at a Midwestern research university in the US which examined lecturers' perceptions of the needs of international students, and the benefits and challenges international students pose to an academic department. Through interviews with 50 faculty members and four student leaders, Trice (2003) found that while faculty could cite many benefits of having international students in their classrooms, they still had an "ethnocentric view of international students' learning characteristics" (p. 170). Faculty may feel frustrated when the writing of their multilingual students does not meet their expectations for college writing, but Canagarajah (2002) argues that their frustration results from viewing differences in L2 writing as a "deficit," and results in their treating L2 writers' "distance from the English language and Anglo-American culture… as depriving them of many essential aptitudes required for successful academic literacy practices" (p. 217).

An institution that claims it wants to internationalize must examine its ideology of being the gatekeeper of knowledge. Matsuda (2012) asserts that "with the globalization of economy and information, teaching writing to college students is not just about preparing students for academic, professional, and civic writing within the national boundary; it is also about preparing students – both domestic and international—for the increasingly globalized world that has

always been, and will continue to be, multilingual" (p. 36). The globalization of English drives international students to seek a Western education that gives them an opportunity to immerse in the English language while pursuing higher education. But as Hall (2009) points out, "the globalization of English has … [created] a sense that as more and more people are using English, we are starting to lose control of it, and it is starting to seem less 'ours'" (p. 36). In the past under the "melting-pot" metaphor, immigrants were expected to learn English and fully assimilate, losing their previous cultural identities and ceasing to use their native languages. This subtractive bilingualism model is no longer the norm throughout the world where more people are multilingual than monolingual. Additive bilingualism is the new model, one in which "educated people who aspire to learn a second language, sometimes going to considerable expense, inconvenience, and effort to do so… have no intention of ceasing to use their first language…." (Hall, p. 37). If US university administrators want to graduate students who can "interact, communicate and work effectively" in a globalized context (Dewey & Duff, 2009, p. 491), then faculty must start to see MLISs and the differences they bring as assets, rather than deficits.

Cox (2014) posits that while the end goal might be to move faculty from a "difference-as-deficit" to "difference-as-resource stance," the interim goal might be a "difference-accommodated stance" (p. 304). Faculty must not only develop empathy for what the L2 students experience as they attempt to write in another language, but they must also develop an awareness of the "wide range of linguistic, educational, cultural, and literacy history backgrounds that have an impact on language acquisition, and that language acquisition itself is a long and complicated process" (Cox, 2014, p. 308). Cox (2014) asserts that "native-like writing cannot, and should not, be the goal"… [and that] "it is unethical to demand native-like (or error-free) writing from L2 students" (p. 308). Knowing what MLISs' prior writing experiences are may inform faculty

about the kinds of difficulties or challenges MLISs have in writing the "US" way, and it may help them to adapt their instructional practices to meet the needs of MLISs. When looking at challenges MLISs encounter, one challenge could be the degree of frustration students feel about writing in English, so it is also important to discover how MLISs feel about writing in English, how important it is to them to be able to conform to a US-centric writing conventions, and what resources they bring that WAC faculty could incorporate into their teaching strategies. For the university to fully embrace internationalization from the standpoint of infusing international perspectives into the curriculum, we need to look not just at deficits, but also assets that MLISs bring.

Viewing Differences as Assets

Tang (2012) calls for a more balanced approach that focuses on "opportunities" that come from being "different" and not just challenges and problems (p. 205). In a study of eight EFL postgraduate students seeking to write for publication in English-medium academic journals, Tang examined how these students navigated the research and publication process and found that while they did encounter challenges, they also were able to "make use of their unique cultural and linguistic capital that they possess" (p. 205). Undergraduate students likely have not acquired the same level of proficiency necessary for publication in academic journals that postgraduate students have, yet in asking MLISs what resources they draw on as they navigate writing across the curriculum, this study illuminates the kinds of "cultural and linguistic capital" they do possess and adds to our understanding of how international students engage with writing across the curriculum, especially when there are few institutional resources to help them.

Zamel and Spack (2004) note that although some MLISs "face difficulties stemming from the challenge of having to negotiate new literacy practices and social identities – and

having to do this in a language they are still in the process of acquiring," others are able to draw on their "translingual and transcultural resources" to perform "as well or better than students who know only English" (p. x.). In a longitudinal case study with three multilingual students in an EAP class, Morton, Storch, and Thomson (2015) found that while two of the students struggled with writing, the third accessed websites in her own language, used a mix of languages in writing drafts, and had discussions in her L1 with family and friends at home to help her negotiate her writing tasks.

To ensure that faculty are not simply reducing multilingual learners to their language differences, it is important to ask multilingual students what their experiences are in their classes across the disciplines (Rich, 2005). Zhang and Mi (2010) assert that "rather than focusing on 'what international students are not able to do,' a deficiency-based perspective," they should focus on what these students do well (p. 385). By investigating the resources MLISs draw on to navigate their writing tasks, this study shows to what extent MLISs draw on prior writing experiences, L1 writing instruction, and other aspects of their cultural and educational backgrounds to assist them with writing in English. These findings could help inform ways that campus WAC programs can incorporate international perspective for writing instruction and help reframe the differences MLISs exhibit in their writing as assets.

In this study, the Writing Across the Curriculum program is a major component of MACU's "writing education," and one small part of the overall campus internationalization review is to assess the current experiences of international students with regard to writing across the curriculum. An important goal of this research study was to discover what kinds of faculty development support are needed by examining writing in WAC classrooms through the eyes of

the MLISs, and this begins by understanding the experiences of the students in these WAC classrooms.

Writing Across the Curriculum

Writing Across the Curriculum (WAC) began in the 1970s as a way to help faculty use writing as a tool for learning and critical thinking, and as a way to teach students how to write in the disciplines (McLeod & Soven, 2000; Thaiss & Porter, 2010). Critical thinking and problem solving are considered essential elements of higher education (McLeod & Miraglia, 2001). A basic assumption of WAC is that "writing and thinking are closely allied, that learning to write well involves learning particular discourse conventions, and that, therefore, writing belongs in the entire curriculum, not just in a course offered by the English department" (McLeod & Soven, 2000, p. 4). The 2010 U.S. Survey of the International WAC/WID Mapping Project found that WAC and WID programs had grown in the U.S. by approximately 30 percent since the 1987 nationwide WAC/WID survey, with 65 percent of the Ph.D.-granting institutions (131 institutions), 55 percent of the MA/MS-granting schools (128), 60 percent of the BA/BS-granting (191), and 33 percent of the community college (92) institutions who responded reporting having a WAC/WID type program (Thaiss & Porter, 2010). Thus, Writing Across the Curriculum continues to be a pedagogical force across institutions of higher education.

Advocates of WAC believe that writing is "best taught not just in the first year and not just by English instructors, but across all four years and in all departments" (Handstedt, 2012). Learning to write well requires repeated opportunities for practice and feedback, not unlike learning to play an instrument. Psychologist Ronald T. Kellogg has found that for individuals to achieve "amateur" level of proficiency in a skill such as playing the violin, 1,500 hours is the minimum amount of instruction and practice time required. The very best violinists, he notes,

spend more than 10,000 hours practicing alone (Handstedt, 2012). Handstedt (2012) draws a parallel between this finding and what is required for students to master academic writing, noting that "very few students arrive at college with 1,500 hours of highly motivated individual practice in writing under their belts, much less 10,000 hours" (n.p.). If a monolingual English speaking high school student arrives at college with less than 1,500 hours of writing instruction and practice, a key question to ask is what kind of writing practice and instruction are MLISs bringing to a US context. Furthermore, the 45 contact hours a student might get of writing instruction in a first year composition course during a typical 15-week semester does not match the amount of practice these students would need to meet the different writing requirements of courses in their sophomore, junior, and senior level courses, assuming that writing is, in fact, being assigned beyond first-year composition in academic courses across the curriculum.

Although Melzer (2009, 2014) found that writing assignments were more frequent in WAC-associated courses than in non-WAC classes, others suggest that even with WAC programs, there is still variation in the amount of writing undergraduate students are doing, and this variation can correlate with the area of study that students are majoring in. A study of Chinese international students studying at eight Australian universities found that some courses of study were less "linguistically demanding," and one student in this study noted that he "did not need to worry too much about English proficiency because [his] discipline does not have a high requirement for English" (Zhang & Mi, 2010, p. 381). It may be possible that MLISs at MACU do not find that their level of writing proficiency impedes their degree progress in the programs of study they have chosen.

In a study designed to assess what kinds of assignments were given in entry-level college courses, the Educational Policy Improvement Center evaluated 2,210 documents that included

course syllabi, assignments and assessments from three content areas (McGaughy et al., 2016). The three content areas were English (including English Composition I, English Composition II, and English Literature), Social Sciences (including introductory courses in psychology, sociology, economics, statistics, U.S. government, and U.S. history), and Sciences (including introductory courses in biology, chemistry, physics, and anatomy and physiology). Spanning 773 institutions of higher education in the US that included only two- and four-year public and private institutions, the study found that writing assignments were the most common type of assignment for only nine of the 13 course types named above—namely the English and Language Arts courses and the courses in Social Sciences. Writing assignments were defined as "papers or essays" (p. 14). Papers averaged three to six pages in length and were assigned in 79.7 percent of the English courses and 34.3 percent of the social science courses, but only in 8.1 percent of the science courses, which tended to assign problem sets instead (McGaughy et al., 2016, p. 14). A study of how writing is being used in STEM discipline found that "writing-to-learn (WTL) practices are still not widely implemented" partly because of a "lack of a community of science faculty committed to undertaking and applying the necessary pedagogical research" (Reynolds, Thaiss, Katkin, & Thompson, 2012, p. 17).

Melzer (2014) found a wide variety of genres being assigned, but the most common type of writing was writing to inform, with 21 percent of this kind of writing being in the form of short answer and essay type exams. In a Canadian study, 179 syllabi from one university revealed that, on average, 2.5 writing assignments were assigned per course, with nearly half of these being four pages or fewer in length (Graves, Hyland, & Samuels, 2010). Graves, Hyland, and Samuels (2010) note that the "inconsistencies in concepts and terms across studies… make it difficult to achieve a clear understanding of the range, frequency, and characteristics of

assignments that students might encounter" (p. 295). However, it seems evident that the humanities and social sciences are requiring writing assignments, while it is less certain the type and amount of writing that is being assigned in the sciences.

In order to understand how MLISs at MACU are experiencing writing across the curriculum, it is important to first understand what kinds of writing they are actually doing. Assuming, however, that the presence of a WAC program would suggest a greater likelihood of writing being assigned across the disciplines, it is important to note that various disciplines require different kinds of writing tasks, with each discipline having its own conventions and values of what is considered good writing in that field. A special challenge of WAC and WID is that students have to learn the writing practices specific to each discipline, which can include "linguistic and discourse conventions, audience expectations as well as dominant cultural and epistemological assumptions" (Matsuda & Jablonski, 1998, p.1). There are a multiplicity of skills required to write in a particular discipline, and it is not only multilingual students who find academic writing difficult. Tang (2012) cites research on native-English-speaking students (e.g. Bartholomae, 1985; Ivanic, 1998; Lillis & Turner, 2001; Woodward-Kron, 2004) that reveals "novice academic writers encountering difficulties when faced with the demands of academic discourse," and some of the problems highlighted in these studies -- such as "difficulties with citation, academic conventions, genre expectations, argumentation, word choice, cohesion, sentence structure and writer identity are not so very different from those encountered by ESL/EFL writers" (Tang, 2012, p. 11).

If international students struggle with academic writing in English, some struggles may be less the result of their being L2 writers and more "a consequence of the fact that 'academic discourse' is not the natural 'first language' of any writer" (Tang, 2012, p. 12). The difficulty of

learning discipline-based writing even for native-English speaking (NES) students has prompted some to use the metaphor that "learning to write in various academic contexts is akin to learning a new language" (Matsuda & Jablonski, 1998, p. 2). This "L2 metaphor" is illustrated in McCarthy's (1987) study in which she studied the writing of a college student in various disciplinary classrooms and came to see him as a "stranger in strange lands," as the student believed that the writing he was asked to do in each course was "unlike anything he had ever done before," and McCarthy likened his experience to that of a "newcomer in a foreign country… as he worked to use the new languages in unfamiliar academic territories" (p. 234).

Although the L2 metaphor has been a useful way to explain the difficulty NES students have in learning to write in the disciplines, Zawacki (2010) critiques the use of this metaphor because it "masks the complexities of second-language learning and risks further marginalization of L2 writers in our courses and L2 issues in our WAC programs" (p. 8). Use of the L2 metaphor for explaining the difficulties of NES students learning to write academic English in different contexts, as Matsuda & Jablonski (1998) point out, means there is "no language left for to explain the experience of second-language writers, who are literally learning a second language in addition to learning various disciplinary 'languages'" (p. 3). As a result, second-language issues in WAC programs can be marginalized and can contribute to what Matsuda (1999) called the "disciplinary division of labor" model in which content faculty see the job of teaching writing as belonging to composition and ESL specialists, and the job of teaching discipline-specific discourse practices as belonging to them.

While WAC has been successful as a tool to improve learning in higher education, WAC programs must respond to the increasing presence of second-language writers and their accompanying needs. To determine whether WAC practices were hindering or helping

multilingual students, Cox (2011) surveyed published literature on WAC and L2 writing, focusing on studies conducted in US settings and eliminating from her review any studies related to first year composition, in order to determine ways in which second-language learners may be negatively impacted by the practices of WAC and WID programs. Contradictory findings emerged. One approach of faculty seemed to be to "pass L2 writers along" (Cox, 2011, p. 7). Janopoulis (1995) found that a majority of faculty across the curriculum gave L2 writers extra time and reward "good faith efforts" in their assessments (p. 45). In contrast, other studies found that faculty tend to unduly penalize second language writers for the "written accents and/or to assess them based on U.S.-centric assignments" (Cox, 2011, p. 7). In a study of L2 students in writing-intensive courses, Wolfe-Quintero and Segade (1999) found that faculty concerns centered largely around sentence-level errors and felt that these students should have more L2 coursework before being permitted into a writing intensive class. Zamel (1995) and Zamel and Spack (2004) also discovered that faculty across the curriculum felt that it wasn't their role to provide support for second language writing, that students should have learned how to write prior to entering their classrooms, and tended to conflate insufficient linguistic proficiency with intellectual capability. These and other studies (e.g., Leki, 1995, 1999, 2003a, 2003b) raise the question of whether the practices of WAC classes unfairly disadvantage second-language writers, underscoring the need for WAC programs to examine the ways in which multilingual students are experiencing writing in these courses and to "creat[e] mechanisms that allow L2 students to succeed as writers" (Cox, 2011, p. 6).

The Conference on College Composition and Communication (CCCC) recognizes that second-language writers can now be found in all levels of writing programs from first year composition to writing across the curriculum through all four years of undergraduate education.

While intensive language programs such as the ELI and ESL sections of first year composition, if they are available, do provide some support, the CCCC asserts that these programs "do not remove the responsibility of writing teachers, researchers, and administrators to address second-language issues because the acquisition of a second language and second-language literacy is a time-consuming process that will continue through students' academic career and beyond" (*CCCC Statement*, 2001, p. 669). In addition to urging writing teachers and writing program administrators to recognize the presence of second-language writers in writing classes, the CCCC's *Statement on Second Language Writing and Second Language Writers* asserts that all teachers in any class that emphasizes writing should understand the unique characteristics of second-language writers and to "develop instructional and administrative practices that are sensitive to their linguistic and cultural needs" (p. 670).

Since the CCCC first issued its *Statement on Second Language Writing and Second Language Writers* in 2001 (revised in 2009 and reaffirmed in 2014), however, there has been little "substantive support for L2 writers" (Mallett & Zgheib, 2014, p. 387). To ensure that all students receive adequate writing instruction, Matsuda (2006) urges WAC programs to become "ESL ready," meaning that WAC administrators and WAC faculty across the disciplines must become aware of the presence and needs of multilingual classes and make adaptations in their teaching practices to address those needs, which in the long run will benefit all students. Very little exists in the literature on how university WAC programs can become "ESL ready." One university that has taken the initiative to develop an "ESL ready" WAC program is George Mason University in Fairfax, Virginia. The ACCESS program at George Mason is a "language-supported approach to campus internationalization" that has adapted WAC practices to accommodate their increasing numbers of international students through changes and adaptations

in curriculum and pedagogy, and incorporation of support structures such as ESL-trained tutors in the university writing center. The students enrolled in the program are provisionally admitted after completing EAP preparatory courses. Mallett & Zgheib (2014) conducted a study of the ACCESS program at George Mason in which they compared the ACCESS students' perceptions of their academic experiences with the perceptions of the faculty teaching in the ACCESS program. The focus of the study was whether the resources they had put in place were adequate, whereas in the study, I was soliciting students' perceptions of what resources are needed. Also, George Mason is a large public research institution, enrolling 23,062 undergraduates ("George Mason University Overview", n.d.), and MACU is a mid-size regional public comprehensive institution with a much smaller total enrollment of around 8,000. Thus, my study helps to fill a gap in the WAC literature on the first steps WAC programs can take to become "ESL ready."

As increasing the number of international students enrolled in one's institution is a major component of internationalization, and more institutions are seeking comprehensive internationalization, there is a need to examine how the increased presence of international students may alter the ways in which instruction can or must be delivered, yet few studies have focused on the impact of internationalization on writing programs in higher education. I will look at recommendations for how WAC must adapt to internationalization next.

WAC and Internationalization

As comprehensive internationalization infuses global perspectives into courses and major curricula, the changes required for Writing Across the Curriculum cannot be overlooked. The American Council on Education found that faculty engagement and support structures and resources across the campus are required for institutional success in the internationalization process (Olson, 2005), yet many institutions are not providing the academic and social support

structures needed to help international students succeed in US higher education (Peterson & Helms, 2013). For comprehensive internationalization to be successful, a strong commitment is required across all levels of an institution, from faculty, staff, and all levels of administration from deans to the president (Hudzik & McCarthy, 2012; Hudzik, 2011**).** In their *Statement on Second Language Writing and Writers*, the Conference on College Composition and Communication (2009) recommends that "institutions requiring undergraduates to complete writing-intensive courses across the curriculum should offer faculty development in second language writing..." and that "any writing course..., as well as any writing-intensive course that enrolls any second-language writers should be taught by an instructor who is able to identify and is prepared to address the linguistic and cultural needs of second-language writers." If Writing Across the Curriculum is to succeed on a campus that has undergone comprehensive internationalization, then faculty development will be necessary to provide faculty with the resources and understanding of the adaptations needed to support multilingual international writers in their classrooms. Just exactly what faculty development is needed must be investigated. While the university should at some point survey faculty to get their perspectives, this study illuminates from the students' perspectives how they perceive the writing assignments and feedback they are given, the helpfulness of the professors if the students seek assistance from them, the general reception students are given in the classroom and whether they feel their contributions are valued. The first step in assessing whether changes need to be made was to understand the students' experiences.

What WAC faculty need to recognize is that multilingual learners in advanced courses will continue to be multilingual and language learners, which means that we cannot expect the language acquisition process to end with the completion of the ESL courses and freshman

composition (Hall, 2009). It is now incumbent on all faculty, not just ESL faculty, to assist these students in their acquisition of language and literacy. Hall (2009) asserts that the future of Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) programs is "indissolubly tied to the ways in which higher education will have to, willingly or unwillingly, evolve in the wake of globalization and in response to the increasing linguistic diversity of our student population" (p. 34). To understand what kinds of adaptations are necessary, we must begin with the students themselves and their perceptions of the challenges they encounter and the resources they find to assist them in meeting the writing requirements of the academy. The findings of this study can help MACU assess the degree to which MLISs perceive that faculty are willing to help them, and they also suggest ways that the WAC faculty, and perhaps even the university as a whole, may need to adapt.

Why should faculty know about their specific students? International students represent only 2.5 percent of enrollments at four-year institutions, while comprising 10.1 percent of all graduate enrollments, and 33.0 percent of doctoral degree enrollments (Johns, 2001). This may be why studies that have examined how multilingual students learn to write in their disciplines have been concentrated on graduate students rather than undergraduate. Still, if universities are seeking to increase international enrollments, and writing across the curriculum programs are also remaining strong, it will become increasingly important that faculty across the disciplines gain an understanding of the population they are to serve. Johns (2001) found that on her campus, when faculty are aware of the diversities represented in their classrooms, they "tend to model and scaffold their assignments more conscientiously," and she suggests that knowing about the diverse needs of the students in their classes can help them enrich their courses with a more multicultural or international approach.

In order to make WAC more culturally inclusive, it is imperative that institutions learn about the multilingual students they are serving. Because of the different types of multilingual students, their differing levels of proficiency, different types of preparation, and diverse cultural backgrounds, there is no "one-size-fits-all" approach for WAC. As Hall (2014) points out,

> WAC/WID can only maintain its viability as a twenty-first century pedagogical movement and academic discipline if it recognizes the ways that linguistic diversity is transforming our institutions. Multilinguality across the curriculum is not a matter of adapting multilingual students to a monolingual English norm, but rather of helping faculty adapt to the reality that multilingual students are not going to check their other languages at the door; rather, the academy has to open up the door and listen to what is being said in the hall, and bring that conversation in side, where it can be continued. (Hall, 2014, p. 12)

Large schools such as George Mason and other large research institutions have the capacity and institutional resources to recruit and support large numbers of international students. In smaller institutions, an increase of only 2 percent in the number of international students could amount to only several hundred international students. Thus, international students do not represent a large enough group in many institutions who desire to internationalize to make it necessary or feasible for an institution to designate special sections of "ESL" first year composition, and the institution may not be able (or willing) to invest in specially trained ESL tutors or other support services. When faculty may not see more than one or two international students in any given class they teach in the course of a whole academic year, the faculty may not be motivated to adapt their curricula to meet the needs of a linguistically diverse population. However, as many institutions are now creating strategic plans that incorporate the goals of

internationalization of their campuses, there will come a time when these institutions will have reached what best-selling author Malcolm Gladwell *(The Tipping Point, 2000)* calls a "tipping point." A tipping point is defined as a point at which "one or more seemingly minor changes in the external environment produce a dramatic change in the existence or behavior of a few key people, a change that spreads quickly to others" (Preto-Bay & Hansen, 2006, p. 38). Drawing on this concept, Preto-Bay and Hansen (2006) call the increased presence of international and multicultural students in college classrooms the tipping point in American academia.

In smaller institutions, particularly public institutions whose mission is first and foremost to the local residents of the state, increasing the numbers of international students enrolled may never reach a tipping point that would motivate the university to invest a great deal in support for these students. Nonetheless, if a university wants to increase the number of international students and successfully integrate them into the university, even if that number is small relative to the overall student enrollment, it has an ethical responsibility to understand the experiences of these students in order to evaluate what changes or accommodations need to be made to help these students to succeed in meeting writing requirements, particularly in conjunction with Writing Across the Curriculum objectives**.** Karathanos and Mena (2014) state that "a key tenet of WAC is that it is the responsibility of higher-education programs and faculty in all disciplines to support students in the ongoing development of their academic and professional writing skills" (p. 1). Others have also expressed the idea that campuses have a responsibility to support their multilingual students, and this responsibility is shared by not just faculty, but staff and administration as well (Anderson, 2015). Evans, Anderson, and Eggington (2015) assert that "everyone on campuses that host ESL students bears some responsibility for these students' language development" (p. iii). MACU's mission statement indicates that diversity is one of the

institution's core values, that the institution is "committed to excellence and openness to a broad array of ideas and perspectives," and that "these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live" (Mission Statement 2014, n.d.). While this mission statement does not specifically state that the university has an ethical responsibility to support international students, it does indicate that the university is committed to the success of all students and that it values the contributions of diverse students. Thus, it is incumbent on the university to understand the experiences of the international students it is seeking to recruit.

In addition to examining changes that need to be made to assist international students with challenges, it is also important to investigate what facilitates their successes. At MACU, for example, there is evidence that international students are experiencing success in spite of limited resources. While the university does not track retention and graduation rates of international students who were admitted directly to the university, the ELI has kept track of the success of international students who graduated from their program and matriculated into MACU. Of the 622 total students served by the ELI since summer 2011, a total of 101 students have matriculated into MACU – 89 in undergraduate programs and 12 in graduate programs (The New Global MACU, 2017, p. 42). (Others served by the ELI went elsewhere upon completion.) Looking only at the undergraduate students who have matriculated, 13 students have already graduated, and 59 are currently enrolled, giving an 81 percent retention rate for the MLISs who came through the ELI and pursued undergraduate degrees at MACU (The New Global MACU). The chart below summarizes the number of ELI students who have matriculated into MACU since its beginning. It is unknown whether the students who have not continued have transferred to other universities or possibly failed out.

Table 1
Success Rates of ELI Grads Who Have Matriculated Into MACU

	UG	Grad	Total
Total ELI Students served since Summer 2011			622
Students who have matriculated	89	12	101
Percentage of ELI Students who have matriculated			**16%**
Students who have graduated	13	9	22
Percentage of total matriculated	**15%**	**75%**	**22%**
Students currently matriculating	59	3	62
Percentage of total matriculated	**66%**	**33%**	**61%**
Percentage of matriculated ELI students who are currently matriculating or have graduated	**81%**	**100%**	**83%**

Note: To avoid double-counting, one student who is included in the UG graduated number was excluded from the currently enrolled UG number because she is seeking a second UG degree. Adapted from *The New Global MACU*, 2017.

The findings of this study help to illuminate for the ELI the aspects of their program that contribute to these students' success and also what they could add or improve based on what students have said about their preparation.

Summary of Chapter

This chapter began by discussing the "push" and "pull" factors related to internationalization and globalization that are resulting in increasing numbers of international students enrolling in US institutions of higher education. A discussion of globalization and internationalization illuminated reasons why smaller colleges and universities are pursuing plans for campus internationalization. With the global spread of English as the lingua franca of business, education, and science, many institutions of higher education around the world are adapting their curriculum not only through the use of English as the medium of instruction in many cases, but also in aligning their curricula as a result of partnerships with universities in the

US. Thus MLISs who are coming to the US to pursue an undergraduate degree bring with them various and unknown preparations relative to their overall English language proficiency, as well as writing preparation both in their L1 and in English. This study sought to investigate what these students bring and how MLISs are able to draw on both their L1 and their preparations in English to help them with the writing tasks they are encountering across the curriculum.

The chapter also discussed comprehensive internationalization and emphasized the need for institutions to assess their readiness for internationalization, particularly in terms of resources necessary to support increasing numbers of multilingual students. This study sought to assess campus readiness for internationalization in one specific university program: Writing Across the Curriculum. Admissions criteria and new alternative paths for admissions that do not require a passing TOEFL score were discussed, along with common misconceptions about students' writing proficiency relative to their scores on standard admissions tests. Because students' language proficiency continues to develop over the course of all four years of their education, the need for faculty to provide assistance with writing was emphasized. A discussion of Writing Across the Curriculum revealed that many problems that students encounter with writing across the curriculum are similar to those faced by NES students. Thus this study examined the specific challenges MLISs encounter in writing across the curriculum, which will inform the WAC program of faculty development needs, some of which might be relevant for assisting all students to become better writers.

The chapter then looked at specific differences that might appear in L2 writing and discussed the need to examine these differences as assets rather than deficits. This study sought to investigate what resources MLISs draw upon to mediate their writing tasks, and findings illuminate certain multicompetences that multilingual students possess. In looking at how

students perceive their writing assignments and how they mediate challenges they encounter, this study sheds light on what support resources may be necessary, including faculty development to help faculty welcome and adapt to increasing numbers of MLISs in their classrooms. Specific calls for WAC to adapt to internationalization were then discussed, along with the ethical responsibility universities have to assess campus readiness for internationalization and provide necessary support and resources. One way of assessing what is needed is by asking students what kinds of writing they are engaging in, the challenges they encounter in the writing tasks they are required to do, and the ways in which they seek assistance. Students' perceptions of the availability of assistance illuminate what is needed to support these students.

Chapter Three provides a discussion of the research methodology for this study, including a justification of qualitative methods and a discussion of specific aspects of the context that are relevant for this study, including MACU's Strategic Plan for Comprehensive Internationalization, the creation of their English Language Institute as an alternative pathway to admission, and MACU's Writing Across the Curriculum program. The design of the study including data collection instruments will be described, along with data collection procedures and data analytical methods. Ethical considerations such as confidentiality and protecting the rights of participants will be addressed.

CHAPTER THREE

METHODOLOGY

The purpose of this qualitative research study was to investigate the experiences and perceptions of undergraduate multilingual international students (MLISs) as they write in English in their academic classes across the curriculum. The goal was to understand what writing preparation they bring in both L1 and English, the kinds of writing they are doing in their academic classes and future careers, the challenges they encounter, the resources they draw on and assistance they seek to mediate their writing requirements. Hence, this study sought to answer the following research questions:

1. What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US?
2. What role does writing in English play in MLISs' pursuit of their current academic and future career goals?
    a. What kinds of writing tasks in English are undergraduate MLISs engaging in across the curriculum as part of their education?
    b. What role do they see writing in English playing in their future career?
3. What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?
    a. What resources do MLISs draw on to navigate their writing tasks?
    b. In what ways do MLISs seek assistance with their writing tasks, and what is their perception of the assistance they receive?

This chapter describes the research methodology of the proposed study, including the justification for qualitative research, description of the study's context, an overview of the data sources, description of data collection methods and analysis, and ethical considerations.

Justification for Qualitative Research

Qualitative research was the best method for this proposed study because "qualitative data describe. They take us … into the time and place of the observation so that we know what it is like to have been there. They capture and communicate someone else's experience of the world in his or her own words" (Patton, 2002, p. 47). The goal of this study was to understand, from the students' perspective, how MLISs experience writing in English across a variety of academic classes and the role they see writing in English playing in terms of their future goals and their place in a globalized world. Denzin and Lincoln (2011) state that qualitative research is "situated practice" consisting of "a set of interpretive, material practices that can make the world visible" (p. 3). These 'material practices' are the data that I collected by spending time in the setting of MACU as I observed students in the classroom, interviewed individuals about their experiences, and analyzed documents they produced as part of their college courses to understand the perceptions and experiences of the international students enrolled in undergraduate programs at this particular university. These material practices -- "in-depth, open-ended interviews; direct observation; and written documents" represent the three main types of qualitative data (Patton, 2002, p. 4).

Situated practice is "going into the field – into the real world of programs, organizations … and getting close enough to the people and circumstances there to capture what is happening" (Patton, 2002, p. 48). The "situated practice" is an important component of my study due to Mid-Atlantic Coastal University's on-going five year strategic plan toward comprehensive

internationalization, one goal of which is to increase the number of international students at the university. This study examined how the international students at MACU are experiencing writing across the curriculum at this institution and how they see writing in English in their current and future pursuits. The data gained from studying these individuals will help us understand how MLISs perceive the practices that exist at this particular institution, as well as what they bring with them that enables them to succeed in their writing tasks.

Because context is an important element of conducting qualitative research, it is important to explore how the context of MACU influences the ways in which international L2 students perceive and understand the experiences of the educational process. Specifically, the university seeks to have more international L2 writers present in academic courses across the curriculum, as part of the comprehensive internationalization plan is to increase the current international student population from just under 2 percent in 2015 to 5 percent by 2018 (MACU, IESP 2014-2018, n.d.). Whether these students were admitted directly with passing TOEFL scores, are bridging to the university through the ELI, or are attending as study abroad students for one or two semesters, they bring varying levels of L2 writing proficiency and academic socialization with regard to Western academic traditions.

Stake (1995) distinguishes qualitative research as "searching for happenings…. Qualitative researchers have pressed for understanding the complex interrelationships among all that exists" (Stake, 1995, p. 37). In order to identify current strengths and to assess what changes may be needed, this study sought to understand how international students experience writing in their university classes across the curriculum. Inquiring into and understanding the perceptions of the international students could best be accomplished by interviewing students about their experiences, as well as examining writing assignment handouts and students' graded written

work, and observing the support mechanisms already in place to assist students with their writing. These ways of understanding their experiences and perception are at the very heart of qualitative research.

Creswell (2013) documents that qualitative research is appropriate when the researcher needs a "complex, detailed understanding of the issues" (p. 48). In my study, there could be a myriad of factors influencing the experiences and perceptions of the international students, including their country of origin, academic socialization, prior preparation for writing in an L2, various sociocultural factors, investment in writing in English, preferred learning styles, and personality factors. The complex nature of the problem to be studied required a holistic account that entailed "reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges" (Creswell, 2013, p. 47).

Another element of qualitative research is its emphasis on "researcher as key instrument" and "multiple methods" (Creswell, 2013, p. 45). My study involved collecting data through multiple methods such as background questionnaires; individual interviews; examination and discussion with students of artifacts such as assignment handouts, drafts in progress, and graded writing assignments; and non-participant observations of the students in their classes. I interviewed students using semi-structured and open-ended questions, and I examined documents such as assignment handouts and graded student papers to "build categories and themes from the 'bottom up'" (Creswell, 2013, p. 45). Because I was trying to understand the perceptions and experiences of students at this point in time at this particular university, I focused on the "meaning that the participants hold about the problem or issue," which is why an emergent design was necessary. Creswell (2013) notes that research plans "cannot be too tightly prescribed," and various phases of the process may need to be altered in response to emerging

data (p. 47). Because the specific context of this study is crucial to the purpose of the study, I will discuss the study context next.

The Study Context

The context of this study was a mid-size regionally accredited four-year comprehensive institution and member of the University System of Maryland that offers 58 graduate and undergraduate programs, including twelve master's degree and two doctoral degree programs (About Mid-Atlantic Coastal University, 2016). To protect the privacy of the institution, its students, its students, faculty, and staff, this institution will be referred to throughout this dissertation as the Mid-Atlantic Coastal University[8] (MACU). This institution is now in its third five-year Strategic Plan for Comprehensive Internationalization, one goal of which is to increase the number of international students from its current number of approximately 1.8 percent to 5 percent of the total student population (graduate and undergraduate). The most recent publically available published data reported total enrollment of 8,671 students (Viewbook, 2016). The international student population at MACU can be divided into five types of students: degree-seeking undergraduates, degree-seeking graduates, English Language Institute enrollments, and bi-lateral exchange students (The New Global MACU, 2017). An additional category is Optional Practical Training (OPT), which are international students who are staying in the US for up to 12 months after completion of their degree to engage in paid employment directly related to their academic major. The associate director for the Center for International Education at MACU reported a total of 155 international students enrolled at MACU for the Spring 2018 semester across ELI, undergraduate and graduate programs, and OPT. The breakdown of that enrollment is illustrated below.

[8] All names and institutions are pseudonyms.

Table 2

Number of International Students by Classification in Spring 2018

Classification	Number of Students
Graduate Students	10
Undergraduate Students	110, 7 of which were J-1 Exchange students
English Language Institute	21
OPT	14
TOTAL	**155**

Internationals students enrolled in Spring 2018 came from 46 different countries, including Bangladesh, Bolivia, Brazil, British Virgin Islands, Burkina Faso, Cameroon, Canada, Chile, China, Czech Republic, Dominican Republic, Eritrea, Estonia, France, Great Britain, Guyana, Haiti, Honduras, Hong Kong, India, Japan, Jordan, Kenya, Korea, Lebanon, Mexico, Netherlands, Nigeria, Pakistan, Philippines, Puerto Rico, Russia, Saudi Arabia, South Africa, Spain, Sri Lanka, Sudan, Sweden, Tanzania, Thailand, Turkey, Uganda, Ukraine, Venezuela, Vietnam, and Zambia.

Below is a chart showing the variety of majors that matriculated international students were enrolled in during the 2017-2018 academic year. The numbers do not equal the total number of international students enrolled within MACU because ELI students are not listed as having an academic major, but the chart demonstrates where the interests of the international students who have matriculated into MACU lie. As can be seen, business-related majors constitute the largest percentage of international students at MACU. One purpose of this study was to determine the types of writing students were doing in the academic classes and to determine whether the the majors chosen by international students had bearing on the types and amount of writing students were asked to do as part of their academic degree program.

Table 3

International Student Majors 2017-2018

Majors-- BUSINESS	# of students
• Economics	19
• Accounting	8
• Finance	5
• Business Administration	5
• Finance	5
• Marketing	4
• Management	3
• International Business	3
• Information Systems	2
	TOTAL = 54
Majors-- SCIENCES	# of students
• Biology	9
• Exercise Science	5
• Respiratory Therapy	5
• Nursing	3
• Physics	2
• Geo-Information Systems	2
• Physical Education	1
	TOTAL=27
Majors—MATH/COMPUTER SCIENCE	# of students
• Computer Science	8
• Math	1
	TOTAL=9
Majors—OTHER	# of students
• English (MA/BA/ESOL)	8
• Interdisciplinary Studies	8
• Undeclared	8
• Communication Arts	6
• Art	5
• Conflict Analysis and Dispute Resolution	3
• Political Science	2
• Psychology	2
• Sociology/Social Work	2
• French	1
	TOTAL=45
Grand Total All International Students	135

Three specific aspects of the context were directly related to the purpose and rationale of my study. First was the university's Strategic Plan for Comprehensive Internationalization, which aims to increase the total number of international students studying at MACU. Second was the English Language Institute's program, which functions as an alternative route for international students to gain admission to undergraduate programs at MACU. Third was the presence of an institutional Writing Across the Curriculum (WAC) program. Since it was expected that all classes at MACU participate in the WAC program, this study asked students to report any kind of writing they engaged in as part of both their general education and academic major classes. I will describe each of these components next.

Strategic Plan for Comprehensive Internationalization

During the period of 1999-2004, Mid-Atlantic Coastal University's first strategic plan for internationalization resulted in the creation of the position of director of international education and in 2006 the creation of the Center for International Education (CIE). The CIE director and the International Education Committee of the Faculty Senate have subsequently worked toward the goal of "Comprehensive Internationalization" (CI) for the university (International Education Strategic Plan 2014-2018, n.d.). Comprehensive internationalization, as defined by the Center for the Internationalization and Global Engagement (CIGE), is a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions" (American Council on Education, 2015). In addition to already existing study abroad programming, the 2009-14 strategic plan called for the implementation of two additional efforts related to global faculty mobility (faculty exchanges with partner institutions abroad) and international students. Global faculty mobility allows faculty to travel to foreign institutions to teach, conduct research

in an international setting, and to work on setting up partnership programs with institutions abroad. These three programming efforts are the "pillars" of the university's plan for CI.

A stated goal of the university is "to create a global learning environment on [MACU's] main campus [in Maryland] by increasing the percentage of the student body made up of international students from 2% to 5% of the total student body" (The New Global MACU, 2017, p. 17). Using fall 2016 enrollment numbers, this would translate to an increase from approximately 175 to 437 international students. Overall, this is still quite a small number, compared to larger universities that have total enrollments of 20,000 or more students. For comparison, University of Maryland College Park, during the 2016/2017 academic year, reported a total enrollment of 39,083 students, with 5,498 being international students—14 percent of total enrollment (University of Maryland, n.d.).

It is important to note that many larger institutions with high numbers of international students have structures in place to help meet the linguistic challenges of multilingual international students. These include specially designated "ESL" sections of first year composition designed to provide extra assistance with English language learning and/or classes designated as English for Academic Purposes (EAP). Larger institutions may also have writing center tutors specially trained to recognize and assist with multilingual students' linguistic challenges in writing. None of these resources exist at MACU. International students are admitted to MACU by presenting a minimum 550 TOEFL score, or now with the creation of the English Language Institute (discussed next), successful completion ("B" average in all classes) of the highest level (level IV) of the ELI can substitute for the minimum TOEFL score.

Creation of the English Language Institute

To achieve the goal of increasing the percentage of international students in the student body to five percent, the English Language Institute (ELI) was created in 2010. The mission of the English Language Institute (ELI) at MACU is to "provide high quality English language acquisition courses and a smooth transition to US culture for international students, professionals and other non-native speakers by means of an intensive English program" (About the English Language Institute, 2015). Among the objectives of the ELI are improving international students' English language and study skills to prepare them for study at an American college or university, and helping international students to transition from their home countries to life and study in the US. The curriculum consists of three components: language acquisition, acculturalization, and academic adaptation. During the academic year, programs are semester long (15 weeks) and include core/required classes in reading, writing, grammar, listening and speaking for both academic and social communication purposes, as well as elective classes related to American culture, such as American movies, history, music, art education, and social studies. Classes in notetaking for academic purposes and TOEFL preparation are also offered.

Students enrolling in the ELI are placed in one of four levels of proficiency after taking a placement test that assesses listening, language usage, sentence skills, and reading skills. Students take four core/required courses each semester and two elective classes. Students must complete all levels of core/required courses for completion of the ELI program, and completion of the ELI program is one way students can demonstrate language proficiency for admission to the university. In level four, students may "bridge," that is, take elective classes in the university rather than ELI elective courses. Class size in the ELI is generally 12 to 18 students in

core/required courses. Once students complete the four levels of the ELI, many choose to seek enrollment in a US college or university. Students who wish to enroll in MACU are offered acceptance to undergraduate programs without presentation of TOEFL scores upon completion of the ELI if they have completed level IV classes with a B or higher grade average. Students completing the ELI who wish to enroll in graduate programs at MACU must still present a passing TOEFL score, but the ELI does offer TOEFL preparation classes.

Writing Across the Curriculum

MACU participates in Writing Across the Curriculum (WAC) as a demonstration of its commitment to "assisting students to improve their writing via writing assignments in every academic course" (WAC Program Information, n.d.). Writing Across the Curriculum programs focus on writing to learn and development of critical thinking skills. The mission statement of the WAC program at MACU states that faculty

> assumes responsibility to help students explore and perfect their thoughts through writing. In our classes we use writing as a means by which students can explore ideas and clarify their thoughts. Consequently, we often use informal (frequently un-graded) writing-to-learn activities in our classes, as well as formal (usually graded) written assignments where we pay particular attention to their writing skills. (Writing Across the Curriculum, n.d.).

Information available on the university WAC website reveals that writing intensive courses have been developed in the following departments: Communication arts, education specialties, English, math, and philosophy. The WAC website also has samples of both formal and informal writing assignments. The website defines formal writing assignments as "longer, more structured assignments designed to deeply engage students in your class' material.

Assignments include an assignment sheet, response plan (detailing when and how to respond to drafts), and a rubric" (Writing Across the Curriculum, n.d.). Formal assignments have been posted for biology, business, education, English, geography, health and sport sciences, history, and psychology. Informal writing assignments are defined as "short exercises designed to engage students in a particular class topic" (Writing Across the Curriculum, n.d.). Informal assignment samples have been posted for biology, business, communication arts, English, geography, health and sport sciences, math, and psychology.

The assignments and departments listed on the WAC website as participating in the WAC programs at MACU illustrate the range and scope of faculty commitment to the program. It is not known whether this listing is complete and up-to-date, as the website currently lists the previous director of the program.

While international students on MACU's campus bring global perspectives to enrich undergraduate education and play a significant role in increasing graduate student enrollment (MACU, SP 2014-2018), their presence on campus also presents some challenges as well. More international students admitted to the university means more L2 writers in academic classes across the curriculum. The Conference on College Composition and Communication (CCCC) *Summary Statement on Second Language Writing and Writers* recognizes that

> second-language writers have become an integral part of higher education … and urge[s] writing teachers and writing program administrators to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs. (CCCC, 2014, "Teaching Second Language Writing").

Specifically in the guidelines section for Writing Across the Curriculum/Writing in the Disciplines Programs, the CCCC statement extends beyond first-year writing or L2 writing instructors, recommending that "institutions requiring undergraduates to complete writing-intensive courses across the curriculum should offer faculty development in second-language writing" and that "any writing course…that enrolls any second-language writers should be taught by a writing teacher who is able to identify and is prepared to address the linguistic and cultural needs of second-language writers."

At MACU faculty development is provided to assist faculty in developing writing assignments to fulfil the WAC mission. The university offers two different faculty seminars, one each semester, and provides $500 stipend faculty for each seminar they complete. The stipend is a token compensation for the time commitment involved, as the seminar meets for an hour every two weeks during the semester, and faculty have reading and writing assignments to complete. Below is a description of the seminars from the university's Writing Across the Curriculum web page:

> **Writing Across the Curriculum I**
> The WAC I seminar introduces participants to the goals of Writing Across the Curriculum, discusses and lets participants experience the writing process, and explores approaches to developing assignments appropriate for different courses. Participants develop formal and informal assignments for use in their own classrooms, as well as strategies for responding to and evaluating student writing.
>
> **Writing Across the Curriculum II**
> The WAC II seminar is an intensive, research-based seminar in which participants explore the nature of writing in their own disciplines. The goal of the seminar is to produce curriculum for writing intensive courses as well as research papers

suitable for publication or presentation at professional conferences. (WAC Faculty Seminars, n.d.)

Prior to this study, I personally participated in both of these WAC seminars as a way to acquaint myself with the WAC program at MACU. Although some faculty expressed concerns about the writing of international students, there was no formal discussion or tangible instructional support information given during either of the two faculty development seminars. Thus in this context, in is unclear whether faculty who participate in the WAC program have received any formal instruction or faculty development support to assist them in working with MLISs.

The Focal Participants

The participants for this study reflected the purpose of the study, which was to understand the experiences and perceptions of multilingual international students writing in academic classes across the curriculum at MACU. Therefore, the students who participated in this study were F1 visa students who belong to one of the following three groups.

- Regular Admit Students -- These are international students who have been admitted directly to the university for an undergraduate degree program having met the minimum required TOEFL score of 550 on the written exam or 79 on the internet-based exam or 6.5 on the IELTS.
- ELI graduates and Bridge Students -- Also included were international students who had been admitted to the university after graduating from the ELI program, having successfully completed the Level IV courses with a B or better grade point average. These students are not required to present the minimum TOEFL score, as the ELI provides classes in academic reading, writing, listening, speaking and grammar, and this preparation is considered to provide for proficiency equivalent to the minimum TOEFL

score. Sometimes students have completed the fourth level of classes, but they have not obtained a "B" average in all of the level IV courses. These students are given an opportunity to retake the ELI courses which they failed to earn a B grade, and they are permitted to take one or more courses at the university level while they complete the ELI requirements. These students are said to be "bridging." While it was possible that I might have been able to recruit students who are in this status, none of my participants were bridging.

- International Study Abroad Students -- A third possible participant that was able to participate in this study was international students who are at MACU for a one- or two-semester study abroad experience. While it was not essential for the purpose of this study to include this group, I did not exclude any international study-abroad students who desired to participate because their motivations for writing in English may differ from students actually seeking a degree from MACU, and their perceptions would add an additional facet to our collective understanding of how international students experience writing across the curriculum. One of my participants was a one-semester J-1 Exchange student from Spain.

The chart below illustrates the diversity of the participants in my study:

Table 4

Background Demographics of International Student Participants

Pseudo., Age, Gender, Country of Origin, Primary or "native" language	Method of Admission to MACU *(except as noted, all participants are F1 visa students.)*	Academic Major and Year in school during Spring 2018 semester
Derrick, 21, Male, China. (Mandarin)	Admitted after completing the ELI. Took 50 credits at a Chinese university. Then he came to the ELI for one semester and decided to finish ELI and transfer to MACU.	International Business; currently a sophomore. He has completed 1 year at MACU.

Pedro, 23, male, Vietnam. (Vietnamese)	Came to ELI directly from high school. He was admitted to MACU after completing the ELI.	Finance, first semester at MACU
Joe, 24, male, Japan. (Japanese)	Attended two years of community college in Japan. Then he was admitted directly to MACU with passing TOEFL score.	English, 3rd semester at MACU
William, 21, male, Spain. (Spanish)	J1 Visa one-semester exchange student	Audiovisual Engineering
Mary, 21, Female, China. (Mandarin)	Transferred from a partner institution in China on a 2+2 program. She completed 2 years in China, spent one semester in ELI, and completed 3 semesters at MACU.	Economics -- Currently in final semester (graduating)
Kayla, 20, female, Myanmar (Burma). (Burmese and English) Attended an international school.	Attended Study Abroad Connections[9], a two year partner institution in Myanmar. Then she transferred to MACU with passing TOEFL score.	Communication Arts major, marketing minor; first semester at MACU
Frank, 21, male, China. (Mandarin)	Transferred from a 2+2 degree program at partner institution; spent one semester at ELI.	Economics – first semester at MACU
Amy, 22, female, Korea. (Korean) Attended 4 years of high school in a private school in Texas on an F1 visa.	No TOEFL required since she graduated from a U.S. high school.	ESOL Education; in senior year- thinks she has one more semester.
David, 19, male, Myanmar (Burma). (Burmese and English). Attended an international school.	Attended Study Abroad Connections[5], a two year partner institution in Myanmar. Then he transferred to MACU with passing TOEFL score.	Business/Professional Writing; second semester at MACU

[9] Pseudonym

Method of Participant Selection

Since the purpose of this study was to understand the experiences of multilingual international undergraduate students at MACU, the first step was to identify potential candidates by obtaining a list of international students currently enrolled at MACU. This was accomplished with the help of the assistant director of the Center for International Education (CIE). This individual is responsible for verifying visas for international students. Since international students must have an F1 visa[10], a list of the names of all students who have such visa was compiled, and students enrolled in graduate programs were eliminated so that only undergraduate students matriculated into the university remained. Additionally, the assistant director of the CIE compiled a list of international students enrolled in the ELI, and this list was culled to identify any students who were currently "bridging" by taking credit-bearing undergraduate courses at MACU. However, none of the students who were bridging were interested in participating in the study.

A recruitment letter (Appendix A) was sent via email to all the individuals on the lists of eligible international students. The letter asked students to contact me directly via email if they had any questions about the study or wished to participate in this study. Students who indicated willingness to participate in this research study were asked to meet with me to sign the Informed Consent form (Appendix C). At this initial meeting, I once again explained my study and asked if they had questions. I also obtained their class schedule and contact information, and we set up a time for the first interview. The students were asked to choose a pseudonym to protect their

[10] An F1 visa is a non-immigrant visa issued to international students who are "attending an academic program or English Language Program at a US college or university" (F1 visa, 2017). These individuals must have foreign residence and return home at the completion of their studies.

privacy. A list was compiled that matched their student ID number with their pseudonym, and this list was kept in a locked cabinet to which only I had the key.

Research Design

This qualitative study focused on multilingual international undergraduate students enrolled at MACU. It was my goal to recruit 7-10 individuals to participate, with a minimum of seven qualified participants to allow for possible attrition during the course of the study. I was very happy to recruit nine participants from a diversity of backgrounds, and all of the students remained in the study through its completion. To understand the writing experiences of these students across the undergraduate curriculum, research questions were explored to collect the needed information regarding students' attitudes, experiences, and actions related to writing in English.

Data Sources and Their Justifications

Denzin and Lincoln (2011) state that qualitative researchers analyze "spoken and written records of human experience" (p. 418). The data sets used for this dissertation study included background questionnaires; transcriptions of two interviews with each individual student; artifacts such as syllabi, assignment handouts, and students' graded written assignments; and a researcher journal that included my notes from in-class non-participant observations and my reflections on those observations. Qualitative studies frequently use "multiple gathering techniques … as a deliberate strategy to develop a more complex understanding of the phenomena being studied, … [and] this practice will illuminate different facets of situations and experiences and help portray them in their entirety and complexity" (Bloomberg & Volpe, 2016. p. 157). I will provide a justification of each data source next.

Survey questionnaires. The first data collected was questionnaires that solicited relevant demographic information about the students' country of origin, ethnicity and cultural background, past educational experience including history of English language learning, languages spoken, and personal information such as age and gender. Information of this kind "is needed to help explain what may be underlying an individual's perceptions, as well as the similarities and differences in perceptions among participants" (Bloomberg & Volpe, 2016, p. 149). The initial background questionnaire that was given to students who agreed to participate can be found in Appendix D.

Interviews. Since this dissertation examines the perceptions and experiences of international students concerning writing in English in academic classes across the curriculum, an important data source that is used frequently in qualitative research is interviews because they allow the researcher to "reach areas of reality that would otherwise remain inaccessible such as people's subjective experiences and attitudes" (Denzin & Lincoln, 2011, p. 529), and they "have the potential to elicit rich, thick descriptions," as well as provide opportunity for the researcher to "clarify statements and probe for additional information" (Bloomberg & Volpe, 2016, p. 154). Denzin and Lincoln (2011) define interviews as "accounts given to the researcher about the issues in which he or she is interested" (p. 529).

I conducted semi-structured interviews, which "facilitate more focused exploration of a specific topic (Bloomberg & Volpe, 2016, p. 155), and these interviews were tape-recorded in order to provide "the richest possible data for the study of talk and interaction" (Denzin & Lincoln, 2011, p. 534). To better understand students' perspectives on their experiences with writing in academic classes, interview questions for the student participants focused on how well the students felt that their prior learning experiences prepared them for writing in English in

academic classes. These prior learning experiences could include writing instruction in their home academic institutions prior to coming to the U.S., writing classes they took through the ELI, and/or writing instruction they received in the first year composition class. Another area that was explored through interviews was the students' perceptions of faculty support as evidenced through the clarity of assignment instructions, faculty availability to provide assistance when requested, helpfulness of feedback from the faculty on their writing assignments, and faculty tolerance for grammatical errors. Interview questions also explored international students' perceptions of the kinds of assistance available on campus outside of class, as well as whether and how the students utilized such assistance. Sample interview protocol for the initial interview can be found in Appendix E and for the follow-up interview in Appendix G.

Artifacts. In addition to multiple interviews, textual artifacts were used to triangulate the research findings. Bloomberg and Volpe (2016) use the term "documents" and broadly define them to include "an assortment of written records, visual data, artifacts, and even archival data" (p. 157). Writing assignment handouts when available illuminated the writing instruction given to students, and graded writing assignments helped to document the amount and kinds of feedback students received on their written work. Where assignment handouts were not available, I asked students to explain the assignments as they understood them. Few of the students were able to give me graded assignments, as they often were submitted electronically, and instructor grades and comments were available only in the online course management system, MyClasses. In these cases, I simply asked students their grades and we discussed what kind of feedback they received online, if any. I did not collect students' notes taken during course lectures or when studying on their own, but I did ask students about notes and other kinds

of informal writing they did in conjunction with their classes. Informal assigned writing included in-class writing activities, lab reports, and essay responses on an exam. These data were analyzed by the researcher and were used as part of the interview process to elicit student reflections and perceptions on their experiences with writing assignments, as well as the ways in which they use writing in their academic pursuits.

Non-participant observations and field notes. My own observations and field notes were the final piece of data used in this study. As Patton (2002) notes, "There are limitations …to how much can be learned from what people say. To understand fully the complexities of many situations, direct participation and observation of the phenomenon of interest may be the best research method" (p. 21). Patton (2002) discusses a number of advantages of using direct observation, some of which are the following: 1) it allows the researcher to better "understand the context within which people interact"; 2) it allows the researcher to be "open, discovery oriented, and inductive;" 3) it gives the researcher the "opportunity to see things that may routinely escape awareness of people in the setting"; and 4) it gives the researcher the "chance to learn things that people may be unwilling to talk about in an interview" (p. 263).

After consulting with the students in conjunction with their course syllabi, I determined several class periods in which to observe the student participants. Bloomberg and Volpe (2016) say that observation can be an effective way to "discover and explain complex interactions in social settings, … [and] through this type of open-ended entry, the researcher is potentially able to discover recurring patterns of behavior, interactions, and relationships" (p. 155).

In this study, all students who agreed to participate in the interviews were enrolled in at least one class that required some form of graded writing, although not necessarily essays or research papers. In the interviews, I explored with the students all the ways in which they used

writing in their classes, including taking notes, informal writing activities as part of the classroom instruction. Where possible, I tried to observe classes engaged in some kind of writing activity, and my observations of students' interactions in the classroom provided insight into students' perceptions about their classes. Observations allow the researcher to obtain a "first-hand account of the phenomenon of interest rather than relying on someone else's interpretation or perspective" (Bloomberg & Volpe, 2016, p. 155). The value of adding observations to the interviews and document review is that "interviewing and observation are mutually reinforcing qualitative techniques" that act as a "bridge to understanding the fundamentally people-oriented nature of qualitative inquiry" (Patton, 2002, p. 27). The protocol for Non-Participant Observation can be found in Appendix F.

Method of Data Collection Procedures

Using qualitative research methods, I examined the experiences and perceptions of international students with regard to international students' writing in academic classes across the curriculum. The time allotted for data collection was one full semester. The steps I took in the data collection process are described next.

1. *IRBs* -- Once the three chapter proposal defense was successfully completed in the fall of 2017, I filed the IRB forms first at IUP and then at MACU.
2. *Recruit Participants* -- Upon approval of the IRB's, I began the process of recruiting international students in a number of ways. First I distributed recruitment posters (See Appendix B) to the Center for International Education (CIE) and the Writing Center. These were posted in a prominent and visible place for students to see and pick up if they were interested in the study. I also attended an end of fall 2017 semester dinner party for all international students where, with the assistance of the associate director of the CIE, I

introduced myself to international students and handed out my recruitment posters. Neither of these methods netted me any participants at that time, although I did become reacquainted at that dinner with a former ELI student, whom I later emailed to see if she would like to participate in the study and she agreed.

Next I asked the associate director of the CIE to print a list of all international undergraduate students who were attending MACU on an F-1 or J-1 visa. These lists contained their student ID, name, major, country of origin and academic major. I decided that direct email to individual students one at a time might be more effective than sending a mass email to all students together. I then scanned through the list to select students at random to send my recruitment letter. To try to ensure a wide variety of participants, I scanned the lists to select students in groups of 10, choosing students from a variety of countries and academic majors in each recruitment round of emails. I did not send to all students at one time because I did not want to take the chance that I would get only former ELI students or only students from one or two countries or only a few select majors. Since I knew that I could have no more than 10 participants, I wanted to stop recruitment when I achieved that number, and I wanted the greatest representation I could achieve with that small number of participants. The recruitment letter can be found in Appendix A.

For the first round of recruitment, I identified former ELI students I recognized and emailed each student directly to inform them of my study and request their participation. One of my former students did agree to participate as a result of that email. I was able to enlist another former ELI student by texting him. My daughter also attends MACU, and she had had a class with this student in the fall and had worked in a group with him. Since she had his phone number, she texted and asked him if he would like to participate in my study. When he

said he would, I contacted him directly. Later when I went to observe his class early in the semester, he told me that another former ELI student was also in that same history class, so I approached that other student after class and asked if he would participate, and he agreed. Another student was recruited by a chance meeting at Walmart. While I was shopping, I encountered several of my current ELI students, one of whom was bridging. I asked him about participating in my study, and while he was not interested, his friend with him, whom I did not know, expressed interest in participating. I took his contact information and emailed him when I got home to confirm his interest

The remaining F-1 visa students were recruited when they responded to emails that I sent out to all the international students informing them of my study and requesting them to contact me if they wanted to participate. These students were all students who had been admitted directly to the university without going through the ELI. I sent the emails out in batches of ten and waited to see who responded before sending to another set of ten students. In selecting students to directly email, I selected names at random, attempting in each round of emails to target a variety of different countries and majors. I did not send emails to students from any country that the associate director of the CIE identified as a nation where English was an official and main language, particularly in the education system, such as Canada or Nigeria. While I hoped to have representation from each continent represented, none of the students from Saudi Arabia, or any South American or African countries, responded to my emails. The final participant was a J-1 via exchange student from Spain. I recruited him also by direct contact. My daughter had signed up to participate in MACU's Conversation Buddy program, which pairs up American students with international students to build friendships and allow the international students to practice their English skills.

Because my daughter is seeking to be fluent in Spanish, she had signed up as a buddy to an exchange student from Spain. She asked him if he would like to participate, and he agreed.

While some of these participants did have a personal connection to me as former students in the ELI -- or in the case of the exchange student, through friendship with my daughter, and thus may have wanted to help me with my study, I do not believe that any of these students felt coerced in any way to participate. In fact, when I expressed appreciation to one of my former ELI students for participating in this study, she said, "I am very willing to talk about this!" (Mary Interview 1, March 2, 2018). I did not in any way pressure these students, and I was careful to emphasize that participation was strictly voluntary, that they had no obligation to participate if they did not want to, and that as they had no current relationship with me personally, they would in no way be negatively affected by their non-participation.

3. *Consent Forms* -- Once a pool of participants had been recruited, I made initial appointments with each student individually to review my study with them and have them sign the required consent forms. Obtaining informed consent forms was necessary "to ensure that all human subjects retain autonomy and the ability to judge for themselves what risks are worth taking for the purpose of furthering scientific knowledge" (Bloomberg & Volpe, 2016, p. 162). The sample consent form is found in Appendix C.
4. *Initial Background Questionnaire* -- Also during the initial meeting to obtain consent forms, I asked students for a copy of their class schedule, I had them complete the background questionnaire (Appendix D), and I obtained their contact information. We then set a date and time for their initial interview. The survey gathered basic background information such as cultural background, whether they entered the university directly or after completing the ELI,

and how many academic courses they have had at MACU that have required writing assignments or writing to learn as part of the class.

5. *Initial Interviews.* – Prior to the first interview, I asked students to obtain copies of their course syllabi and either email them to me or bring them to the first interview. At the first interview, we went through each syllabus to determine which class might be best for me to observe. All interviews were semi-structured and also asked open-ended questions. The prepared questions that all students were asked discussed their early English language learning experiences, writing instruction received both in English and their home language, and writing preparation and course requirements. Students were asked to reflect on how they saw themselves as writers and how well-prepared they felt for academic writing in English, as well as their own writing process and their awareness of support services on campus that could assist them with their writing. A sample protocol for this interview can be found in Appendix E. In addition, the students each had interesting and unique educational backgrounds, so I followed their stories with additional follow-up questions not on the initial interview protocol. All of the initial interviews were completed prior to the mid-semester spring break.
6. *Artifact Collection* – In the initial interview, I went through the students' course syllabi with them to identify classes in which writing in some form would be required. Students were asked to save all writing assignment handouts and graded writing assignments during the semester in a folder I gave them or to email them to me if that was their preference.
7. *Non-participant Observations* – After consulting with the students and examining their course syllabi, I scheduled non-participant observations of each student in one of their classes. The students suggested which class(es) they wanted me to observe, and classes were

selected that involved either a writing activity, active class discussion, or group activities. I avoided attending any class that was merely lecture as I felt it would yield little useful data about the student. Once a class was selected, I emailed the professors to request permission to attend their class. Nearly all the professors were very accommodating and welcoming of me in their classroom. Only one professor refused to allow me to attend his class, and one other professor did not respond to my email.

8. *Follow-up Interviews* – In the final three weeks of the semester follow-up interviews were scheduled. In preparation for this interview, I asked students to either email me all their remaining writing assignments they had collected or to bring them to the interview in the folder I had given them. During this second interview, we began by going through all their assignments and discussing what was required, how they understood the assignment, and what writing processes the student used in doing the assignment. Students were asked to talk about their perceptions of faculty support they received regarding their academic writing, in terms of clarity of assignment handouts, and their ability to get assistance from faculty (including whether or not they ever sought such assistance). Next I asked students to reflect on how they mediated their writing assignments, about challenges encountered, and what personal strategies and resources they employed to mediate those challenges. If the student utilized the campus writing center, I asked their perceptions of the help they received there as well. Next I asked about the types and helpfulness of any feedback received on graded assignments. In addition to writing assignments, we discussed any other types of writing students did as part of their coursework. Finally, I asked them to reflect on how they felt about the writing they had produced this semester. After looking at all their assignments, we

then talked about their perceptions of preparedness for the types of writing they had been asked to do and what might else have been helpful to them.

In addition to discussing writing assignments, I also explored the role that English, and particularly writing in English, might play in their future, what their future goals were, and what possibilities being able to write and speak English would open up for them. This led to a discussion of whether they considered their investment worthwhile and how their life would have been different if they had not come to the US to pursue their undergraduate degree. The protocol for the Follow-up Interview can be found in Appendix G.

Table 5 identifies the data collection methods that were used to obtain the necessary information for each research question.

Table 5

Research Questions and Data Collection Methods

Research Question	Information Needed	Data Collection Method
What writing experiences in both L1 and English do undergraduate MLISs bring to their studies at a mid-size regional public institution of higher education in the US?	Prior writing instruction and experiences students had in their L1 prior to coming to the US. Writing instruction and writing experiences students received for writing in English.	Background Questionnaire Initial Interview
What role does writing in English play in MLISs' pursuit of their current academic and future career goals?	Types of writing tasks in English MLISs are engaging in as part of the coursework. How students are using writing in their academic work and the kinds of non-graded in-class writing that is being incorporated in their classes.	Interviews Artifacts Observation/Field Notes

What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?	Student perceptions concerning writing challenges and resources and assistance available to help them. Student explanations of how they approach writing assignments. How students interact and participate in class.	Background Questionnaire Interviews Artifacts Observations/Field Notes

Table 6 identifies the timetable for data collection for each participant.

Table 6

Schedule of Data Collection

Participant	Interview 1	Nonparticipant Class Observation	Interview 2
Pedro	February 20, 2018	HIST101 – February 13, 2018	May 8, 2018
Derrick	February 9, 2018	HIST101 – February 13, 2018	May 11, 2018
Frank	February 15, 2018	ENGL103 – March 9, 2018	May 3, 2018
Mary	March 2, 2018	PHYS101 -- April 11, 2018	May 4, 2018
Joe	March 2, 2018	ENGL432 -- April 19, 2018	May 4, 2018
David	March 8, 2018	CMAT240 – March 13, 2018	May 11, 2018
Kayla	March 9, 2018	CMAT101 – March 13, 2018	May 3, 2018
Amy	March 9, 2018	ELED350 – April 4, 2018	May 1, 2018
William	March 9, 2018	MUMT200 – March 12, 2018	May 10, 2018

Data Analysis

To make the process of data analysis easier, Walliman and Buckler (2008) recommend organizing the data soon after collection, while the details are still clear in one's mind. This

organization includes transcribing interviews, rewriting field notes, and making short summaries of each contact soon after the data is collected. To prepare the data for analysis, the first step was to transcribe the interviews verbatim. Immediately after completing the first round of interviews, I transcribed all the interviews myself using ExpressScribe software to assist me. I chose to transcribe the interviews myself for two reasons. First, because some of the students had accents, and I am accustomed to listening to those accents, I felt I would be more likely to produce accurate transcriptions of what the students actually said. Secondly, because I am an auditory learner, as I listened to the students, I relived the interviews and I began to hear recurrent themes and patterns in what students said. Later this made data organization easier as I began to analyze the transcripts.

Analyzing qualitative data is an inductive and iterative process that seeks to bring "order, structure, and meaning to the masses of data collected" (Bloomberg & Volpe, 2016, p. 189). This process begins even as the data are being collected. When research involves either individuals or small groups of people, it is "not always possible to determine precisely what data should be collected as the situation or process is not sufficiently understood" (Walliman & Buckler, 2008, p. 223). Stopping periodically to analyze the data collected thus far can inform the researcher on what further data need to be collected. The researcher can then make adjustments to what is further analyzed, as well as make adjustments in questions to be asked and actions to be taken based on what has already been analyzed and carried out. Walliman and Buckler (2008) call this "emphasis on reiteration and interpretation … the hallmark of qualitative research" (p. 223). By transcribing all the first interviews before conducting the follow-up interviews and also reviewing my class observation field notes, I was able to refine my follow-up questions and even add additional questions that were individualized for each participant according to specific

comments they made in the first interview or observations I made in the classroom. By transcribing the first interviews before the second interviews, I also discovered places where I needed clarification on what the participant had said in the first interview, and by making notes of that information, I was able to refine my understanding of their responses in the second interview.

Once the follow-up interviews were transcribed, the process of really analyzing the data began. Creating a set of standard headings aided in keeping information organized. Walliman & Buckler (2008) suggest that these headings should include "contact details, main issues, summary of information acquired, interesting issues raised, [and] new questions resulting from these" (p. 225). Bloomberg & Volpe (2016) recommend sequential phases of "organizing the data, generating categories, identifying patterns and themes, and coding the data" (p. 189). I began first by going through the transcripts and marking blocks of text that corresponded to each original research question. In this study, since a large portion of the data collection was via interviews, the "enormous amount of text" generated by these interviews had to be "reduced to what is of most importance and interest and then transformed to draw out themes and patterns" (Bloomberg & Volpe, 2016, p. 192). Bloomberg & Volpe (2016) note that "the analytic process is an interweaving of inductive and deductive thinking" (p. 192). The research questions of this study presented potential categories to initially organize the data. I also made note of terms and phrases that stood out to me or that were said by more than one participant. The table below shows categories I used for initially organizing the data derived from the research questions.

Table 7

Initial Data Categories Derived from the Research Questions

Research Question	Data Categories
1. What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US?	L1 Writing Instruction, L1 Writing Experience L2 Writing Instruction, L2 Writing Experience
2. What role does writing in English play in MLISs' pursuit of their current academic and future career goals?	Current Academic Role of Writing in English Perceived Future Role of Writing in English
3. What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?	Challenges Resources Assistance

After going through each interview transcript and marking text according to the research question it corresponded to, I then read through each interview inductively to identify emergent patterns and themes (Patton, 2002; Denzin & Lincoln, 2000). In inductive analysis, "findings emerge out of the data, through the analyst's interactions with the data" (Patton, p. 453). The transcripts and other data were searched recursively for "recurring words or themes" and to "identify core consistencies and meanings" (Patton, p. 453). Denzin and Lincoln (2000) define themes as "abstract (and often fuzzy) constructs that investigators identify before, during, and after data collection" (p. 780). Although there are multiple ways to identify themes, "schema analysts suggest looking for metaphors, for repetitions of words, and for shifts in content" (Denzin & Lincoln, p. 780). Denzin and Lincoln also suggest a variety of "arenas [that are] likely to yield major themes in cultures"; these include: "looking for evidence of social conflict, cultural contradictions, informal methods of social control, things that people do in managing

impersonal social relationships, methods by which people acquire and maintain achieved and ascribed status, and information about how people solve problems" (p. 780). Schema analysis begins with "a careful reading of verbatim texts and seek[s] to discover and link themes into theoretical models" (Denzin & Lincoln, p. 784). In this method, the researcher begins by "looking at patterns of speech and repetition of key words and phrases" (Denzin & Lincoln, p. 784). As I listened to and transcribed the interviews, and again as I read and re-read the transcripts, certain phrases and common themes became evident.

Once themes were identified, chunks of text were coded. Bloomberg and Volpe (2016) define coding as "the process of noting what is of interest or significance, identifying different segments of the data, and labeling them to organize the information contained in the data" (p. 198). A code is a word or phrase that is generated by the researcher to "symbolize and thus attribute interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory-building, and other analytic purposes" (Bloomberg & Volpe, p. 198).

Ethical Considerations

Researchers have a moral obligation to conduct research in such a way as to minimize risks to the participants (Bloomberg & Volpe, 2016). The risks for participants in this study were be minimal. However, to ensure the protection of the rights and privacy of my research participants, I took the following precautionary measures. The purpose and intentions of the study were explained fully to participants, and all participants were asked to sign voluntary informed consent forms before any data collection began. All names were changed to pseudonyms that the students chose for themselves. All names and other identifying information were kept confidential. Students were permitted to withdraw from the study at any time. Research-related records were stored in a locked cabinet and no one other than the researcher

had access to it. Participants were permitted to review at any reasonable time any data that pertained directly to them. (Bloomberg & Volpe, 2016) Only one of the students asked to see any of my data. This participant asked for the transcript of her first interview because she wanted to hear how she "sounded."

Issues of Trustworthiness and Limitations

One issue of trustworthiness could be researcher subjectivity due to my role as a part-time instructor in the ELI. Several of the participants I interviewed were former students, and they may have felt a need to tell me what they thought I wanted to hear or may have been reluctant to say anything negative against the university. To "continually monitor [my own] subjective perspectives and biases," I kept a research journal where I recorded "reflective field notes" throughout this study (Bloomberg & Volpe, 2016, p. 163). I also offered participants the opportunity to review the transcripts of their interviews to help "determine the accuracy of the findings" and to ensure that my "biases do not influence how participants' perspectives are portrayed" (Bloomberg & Volpe p. 163).

Another issue of trustworthiness is dependability (Bloomberg & Volpe, 2016). To establish inter-rater reliability, I asked a colleague at the ELI to "code several interviews" to reduce the "potential bias of a single researcher collecting and analyzing the data" (Bloomberg & Volpe, p. 163).

A limitation of this study is the restricted sample size due to the relatively small number of international students enrolled at MACU and/or their willingness to take the time to be involved in this study. It is quite possible that the students who agreed to participate had generally positive impressions of their experiences, were well adapted to studying in English, and therefore were more willing to take time to discuss their experiences. Perhaps there are other

international students whose experiences are vastly different and/or who are struggling and therefore would offer responses that would present different themes than the ones commonly presented by my participants.

Summary of Chapter

This chapter began with a review of the purpose of this study and research questions. A justification for using qualitative research methods was given, followed by an overview of the majors that undergraduate international students are enrolled in. An extensive description of three aspects of the research context that are critical to the purpose and focus of this study included the university's Strategic Plan for Comprehensive Internationalization, the purpose of the English Language Institute, and the Writing Across the Curriculum program, including descriptions of the faculty development seminars. The participants who were recruited were described; these included regular admit international students, students admitted without a TOEFL score after successfully completing the ELI, and international study abroad students who are taking classes at MACU for one or two semesters. How participants were recruited was described next.

The research design was explained, including justification of all the data sources, which included questionnaires; interviews and transcripts; artifacts that included course syllabi, assignment handouts and graded assignments; and researcher observations and field notes. This chapter concluded with a discussion of data analysis, ethical considerations, and limitations of the study.

CHAPTER FOUR

FINDINGS: NARRATIVES OF THE INTERNATIONAL STUDENTS

To present insights on how multilingual international students (MLISs) experience writing across the curriculum, this chapter presents the narratives of nine international student participants pursuing their undergraduate degrees at a mid-size regional public university. During the Spring 2018 semester, the students' perceptions of their experiences were collected through 18 interviews and nine classroom observations. Assignment handouts and students' written assignments were examined with students during their interviews to triangulate the data derived from the interviews and observations. Combining the data from the interviews and observations with writing samples of assignments students completed in their classes that required writing, this study sought to contribute to our understanding of how MLISs view writing in English in an increasingly globalized world by examining the writing preparation MLISs bring, the role that writing in English plays in their academic classes and potentially in their future careers, along with the challenges that they face and the resources they draw on as they adapt to writing tasks across the curriculum.

The participants in this study each come from uniquely different backgrounds. Two (Pedro and Derrick) came to the ELI intentionally and were admitted to MACU after completing Level IV[11], a process of several semesters for both of them. Mary and Frank transferred to MACU from a partner institution in China on a 2+2 cooperative program. Both completed one semester at the ELI in lieu of presenting a passing TOEFL score. Three other participants (Joe, David, and Kayla) were admitted with passing TOEFL scores and had completed a two-year (community college type institution) that connects students to four-year institutions in the US for

[11] Level IV is the highest level of instruction at the ELI. Once students complete Level IV, they have completed the ELI program.

completion of their bachelor's degrees. Amy is a unique participant in that she attended four years of high school in the US on an F-1 international student visa before being admitted to MACU. She did not need to present evidence of language proficiency (TOEFL or equivalent) because she graduated from a US high school. The final participant, William, was a one-semester exchange student on a J-1 visa, who also came from a partner institution. He met the language proficiency requirement by presenting the Cambridge B-2[12] certificate in lieu of the TOEFL.

In order to provide a space to voice their very individual experiences, a participant profile approach was chosen for presenting each student participant's experiences. The profiles each begin with a quote from the participant that presents a window into the participant's motivation, followed by some background information on how the students began to study English and how they came to the US. Although each profile contains sections that correlate to answers to the research questions, in the opening section for each, I tried to capture the unique situations and backgrounds each participant brought to the study. I was particularly impressed with the investment of the parents and the sacrifices both student and parents made for the participants to come to the US to study, and thus these opening sections capture the participants' most interesting quotes about their lives prior to coming to the US. Following this introductory material, each profile is organized to correspond with the following research questions: (a) What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US? (b) What role does writing in English play in MLISs' pursuit of their current academic and future career goals? (c) What challenges have MLISs faced with writing tasks in academic

[12] B-2 is an intermediate level proficiency on the Common European Framework of Reference for Languages (CEFR), which is "an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language" (International Language Standards, 2018).

classes across the curriculum, and in what ways have they attempted to mediate those challenges? For all of the participants, English was a required subject in school, most beginning in elementary school. Following the individual narratives, a summary of data specifically related to the research questions is presented in table format.

Pedro

I put myself in challenge, maybe I can become better.

(Interview 1, February 20, 2018)

Pedro is a 23-year-old male from Vietnam, who was admitted to MACU after completing several years at the English Language Institute (ELI). He couldn't remember when he first came to the ELI, but he came in at Level II the fall immediately after his high school graduation and failed several times at the ELI. I first met Pedro in Spring 2016 when he was a student at the ELI in my grammar Level III class in the Spring 2016. I also taught him three more semesters. The semester in which data was collected for this study was his first semester as a fully admitted undergraduate student.

Curiosity, Desire for Challenge, and Hope for a Better Future

Although Pedro had been studying English since the third grade, he did not indicate an early desire to study abroad while he was attending secondary school. In fact, Pedro's decision to come to the US occurred very quickly at the end of his high school senior year. He said his father and uncle showed up at his school and asked him if he wanted to study abroad. He said, "I just think very quick and I feel like 'okay, that fun,' so I say like yes, I want that" (Interview 1, February 20, 2018). His parents seemed to have recognized that studying abroad would be good for his future. "Sometimes, like, my parents tell me to come to the US to study – maybe have a

better future. When I go back home, I might have a better future, so I decided to come to the US" (Interview 1, February 20, 2018).

Making a hasty and last-minute decision to study in the US, Pedro probably could not have comprehended the investment he was about to make. For Pedro, studying in the US was not merely a four-year endeavor. It took him four or five years to complete the ELI because his language proficiency was so low when he entered and he experienced several failures that threatened to dismiss him from the program. Even after finishing the ELI, he still felt unprepared for university classes. At the time of this study, he was only in his first semester at MACU, which meant he would still have at least three and a half more years to complete his degree.

Although he felt unprepared when he first came here, Pedro embraced the opportunity his father offered him because he wanted to know how finance is taught in the US and he wanted a challenge. He also wanted to know what people from other countries think about and how they view the world.

> The US is the immigration country. There's a lot of people [from] another country [that] come to the US, so I can meet with a lot of people that represent their country. … So when I come [here] I take a look back, and I see, I compare, and also I get some conclusion for myself about the difference and how people react with each other. (Interview 1, February 20, 2018)

It is his intense desire to know how others think and view the world that has sustained him during this long journey. Coming to the US to study did not seem risky to him because the knowledge he would learn about finance in the US would be the same that he would learn in the Vietnam, and he said that "even if I fail in this challenge, I can go back. Because the knowledge is the same, I can go back and… learn in my country" (Interview 1, February 20, 2018). He was

not concerned that if he failed, his coursework would be wasted. He would be able to finish his degree at home.

Prior Writing Experiences in L1 and L2

Pedro began learning English in the third grade, but he says he didn't really learn a lot and he did not have much opportunity to speak English because he lived in a small village. "People don't have the opportunity to talk, to write or to do, so whatever they learn they will forget" (Interview 1, February 20, 2018). He sees speaking as one of his challenges.

Vietnamese Writing Instruction: "I Don't Want to Write Like That"

Writing instruction in Vietnamese was an important part of Pedro's schooling. He recalled writing process, but not research, essays as well as stories and poetry in his Vietnamese schooling. He was taught to make an outline and that the essay should have an introduction, body paragraphs, and a conclusion. In comparing Vietnamese and English essay structure, he said the two are very similar, but Vietnamese essays do not contain a "hook" or provide background information. "My teacher didn't tell me about exactly the hook, background, and thesis. Just write an introduction" (Interview 1, February 20, 2018). Also, although Vietnamese writing does not use topic sentences, he says that Vietnamese students know they must have a main idea in each paragraph. Vietnamese writing is more verbose than English, using long, flowery sentences. He has noticed that "in Vietnamese … they write a sentence really, really long, but in English, it need to be shorter … so I need to fix it when I write in English" (Interview 2, May 20, 2018).

In high school, he wrote an essay in class every week or every two weeks, most often about poetry. They were given 90 minutes to write, and he often spent about forty minutes just thinking about an idea. He does not like interpreting the meaning of a poem.

> The author say, 'I want to turn off the sunlight.' -- So the teacher or the student can talk a lot about that, like that expresses the author's sadness or something…but the meaning of the poem – maybe the author think about sunlight too. The sun is too light, so he just want to turn off the sun. Like it's not about sadness or something like that. They make up – maybe they make up the author's ideas. It's not the author's idea. So I hate that. I don't want to write something like that. (Interview 1, February 20, 2018)

Not only does he not like interpreting literature, he also does not think he is a good writer either "because in an essay, teacher want [me] to like make up the idea, write more of the idea than the author. But I don't like that. I just want to express the author's position, not about my position" (Interview 1, February 20, 2018). Writing in Vietnamese is harder for Pedro than writing in English because "in my language, … there's no instruction, no information. Example, the teacher gives us about the poem, about the format of the poem. She say, what do you see in the poem? Sometimes I can't see anything in that poem (Interview 1, February 20, 2018).

English Writing Instruction in Vietnam: Limited

Early writing instruction in English was limited. His parents paid for him to go to a high school that was semi-private because he did not score well on the high school exam.[13] The instructors told him about the writing required for the TOEFL test, but he said he didn't get any real practice for it. He did not write essays in English, just short paragraphs based on personal experience. He only wrote in English for school, no emails or letters or social media posts.

[13]Vietnamese schools have comprehensive exams for entrance to high school and for entrance to college. The students' scores on these exams determine which schools they may attend. Students who do not score well go to less prestigious or less privileged schools.

English Writing Instruction at the ELI: Good Preparation

Pedro gained his most valuable writing instruction at the English Language Institute at MACU. He said he learned more at the ELI about structure and outlines, and about being concise and precise in his language. Required to write a variety of types of essays – comparison, process, and research essays, Pedro thought that the ELI prepared him well for the types of writing he has done so far in his first semester at MACU and that the ELI required higher standards than are required in his academic classes. "The ELI teacher require more professional than academic class" (Interview 2, May 8, 2018). He thought that college teachers are less concerned about structure. In his academic classes at MACU, "they just looking for ideas" (Interview 2).

Academic Writing Opportunities in Degree Program and Future Career

Writing, either formally or informally, was incorporated in only two of his academic classes during the semester I interviewed him, world history and communication.

History 102 World Civilizations II: Writing is Not the Real Problem

The only formal paper Pedro had for his world history course was a one page movie analysis that the instructor had them write about a movie they watched in the first weeks of class. The professor gave him 7 out of 10, and the only feedback was two checkmarks on points in the paper that the student addressed. It appeared that professor was mostly concerned about the content, not the grammar or writing style. Writing was also required for the history exams, and on the day that I observed this history class, the instructor was teaching them how to prepare for the essay portions of their exams. He gave them a writing prompt and explained about how to create a thesis and outline for the exam. Students practiced writing thesis statements in groups. Pedro was grouped with two girls, who did most of the talking, and for much of the group time, they did not appear to pay any attention to Pedro (Field notes, February 13, 2018). Later they asked his opinion and the leader wrote down his response. When I asked Pedro about it

afterwards, he felt that they included him and his ideas, "but sometimes I cannot give them exactly my sentences about my ideas. I give them part of my ideas so they can write in the sentence" (Interview 1, February 20, 2018). His lack of vocabulary was evident during the class I observed when the teacher called on him. He made an attempt to answer, but he appeared to be struggling for the words to say (Field notes, February 13, 2018).

CMAT100 Introduction to Communication: **Feedback Is Scarce**

Pedro's communications class required a variety of types of writing. One assignment involved students critiquing the speakers of two events. Pedro missed the deadline to attend a live event, so he only turned in the second event paper, on which he received a 90 out of 100. The instructor marked a few grammar mistakes and a part that was unclear to her. Even though the assignment he missed was worth 100 points, he said he still had a B in the class. For his speeches, Pedro says that the other students in the class did the critiques. He had a stack of feedback sheets from his classmates, with mostly 4's and 5's (out of 5) on each criterion. "They [the students] understand what I'm saying, and they just put about I need to talk louder for the speech" (Interview 2, May 8, 2018). They also told him to have more confidence. "When I'm not confident, my speech – I mean my grammar – yeah, I got mistake on my grammar" (Interview 2). The official grades he got were all in the B range – 80, 82, 83. He said the teacher really didn't give him any feedback on the speeches. He thinks his grade was based on the students' evaluations.

Improvement is important. For Pedro, being able to write well in English is "really important. -- The first (reason) I can get a good grade. -- The second, when I write English -- it's kind of like the practice" to help him remember grammar and vocabulary (Interview 2, May 8, 2018). Thinking about his future career as a banker, he thinks writing will be important because

"I think they [bankers] need to do about the, like, contract. It's really important if you write out some mistake in the contract" (Interview 2). His future career goal is to go back to Vietnam and pursue a career in banking there.

Challenges in Academic Writing

Pedro's biggest challenges were not with academic writing, but rather with reading and speaking. In reviewing all his assignments for his history class, Pedro said that the assignments handouts were clear, and he understood what he had to do for each. He did not think that the writing he had to do was difficult. "In history, I just feel difficult that I need to remember the facts, not about the writing that's going on" (Interview 2, May 8, 2018). His history class required lots of reading, which he could not keep up with. He said he usually had to read 20 pages before each class period, and "sometimes I didn't read it, so that's why I felt lost, you know" (Interview 2). He said the professor explained the ideas in class, but "there's a lot of detail in the book. He tests on the details, so if I want to do well on the test, I need to read" (Interview 2). He also said he had trouble taking notes in class. "Sometimes I understand. Sometimes I not understand" (Interview 2). Not being able to keep up with the reading may have been a factor in his poor test grades. Each exam was worth 20 percent of the total grade, and he got 60 and 66 percent on his exams

Speaking and listening continued to be main challenges for Pedro. It is easier for him to talk with other international students because they share the "same experience. …[W]hen I talk to American students, I feel like I need to be careful for any word I say. – I say something like, like not good, they can see me like I'm not good" (Interview 1, February 20, 2018). He says that American students are patient with him, but he feels that their faces show that they are struggling to understand him. He would like more opportunity to interact with American students. Although

there is a Conversation Buddy program, an organization at MACU that pairs up international students with American students for conversation, it is held at night on campus, and he lives off campus. He doesn't want to go out at night because he "sometimes not feel safe" (Interview 1).

Mostly his experience is "happy more than not. …[but] I'm not prepared" (Interview 1, February 20, 2018). He arrived with a low level of proficiency, especially with speaking. "When I come here, I mean I can't listen any word, and I don't know how to talk without I learn' (Interview 1). He wished that the ELI had taught him "more about the vocab … just give us, like – talking more" (Interview 2, May 20, 2018). Lack of opportunity to speak and interact with English speakers has made it difficult for him to develop confidence in his speaking, and even after intensive English study in the US for the past four or five years, his pronunciation is still difficult to understand at times. For example, "knowledge" sounded like "no-lex" to me, and "process" like "po-sett." It was more important to him to have conversational vocabulary than it was for him to have academic vocabulary for reading. "Like even you cannot read, but you can speak and communicat[e] with another people" (Interview 2, May 20, 2018). In addition to difficulties with speaking in English, he also struggles with listening skills. He said, "they talk too quick, and sometimes in ELI, we don't have opportunity to talk with the native – native speakers. … More of that would have been helpful" (Interview 2).

Resources

For the writing he currently is doing at MACU, Pedro draws on what he learned in the ELI about structure and outlines. If he understands the content, he tries to write about it in English, and he takes notes in English. "I write everything in English," he said, "because I want to … remember the words" (Interview 1, February 20, 2018). He thinks that writing in English helps him to remember what he has learned about English. However, if the content is a hard

topic, he thinks about it in Vietnamese first. “Then I translate to English. Because when it’s a harder topic, sometimes it’s harder to have the words, so I need to think about it in Vietnamese first” (Interview 1). It takes less time to think in Vietnamese, and it’s not difficult for him to translate to English, but he hopes that in the future he will be able to think more in English.

Lack of Feedback

In reflecting on the writing he did this semester, Pedro feels that he has improved. However, he received very little feedback from his professors on his writing. “So how can I improve it?” (Interview 2, May 8, 2018). Since this is his first semester in academic classes, he’s not sure how much writing he will do in his finance major, but he thinks he will have to write, and he wants to write better. “I need to improve -- Even CMAT – marked little on my writing, but I know my writing is not good” (Interview 2, May 20, 2018). His CMAT teacher had marked a few places as being not clear. He said that if “even she mark a little bit,” and she is not an English teacher, then “it seem to be a problem, a really big problem if English teacher see about my writing” (Interview 2).

Although he received very little feedback, he sometimes emailed his professors to clarify what he needed to do. He said the professors realized he was an international student. “Everyone realize that. It’s – okay when I miss some grammar or something like that. They still understand, but sometimes some other student help me to fix it” (Interview 2, May 20, 2018). In both his CMAT and history class, students had created group chats for their group assignments, and although he did not request their help, some students would just correct his grammar for him, which he appreciated.

Interpreting Pedro's Experience

Persistence in the face of difficult challenges is a hallmark of Pedro's personality. Of all the participants in this study, Pedro was the least prepared. When he arrived at the ELI right out of high school, he placed at Level II and failed each level several times. His speaking proficiency was very low, and it continues to be one of his biggest challenges. Despite his low starting proficiency, the intense desire to understand how others see the world, the love of a challenge, and the desire for a better future motivate Pedro to keep persevering. In order for him to learn more about other cultures, he needs the ability to interact more with students on campus, both in and outside of class. He has a desire to improve his writing, which he believes will also help him develop overall proficiency, but little feedback from his professors makes it difficult for him to know how he can improve.

Derrick

"You want to get something, you have to leave something. You have to give up something. … Not everyone wants to learn English... but for me, I have a reason to study." (Interview 1, February 9, 2018)

Derrick is a 21-year-old male from China, who was admitted to MACU after completing the ELI. A sophomore at MACU during this study, he is an international business major and had completed one year in the university prior to this semester. I first met Derrick in spring 2016 when he was a student at the ELI. I taught him both Level III and Level IV grammar.

Making Money is the Reason for Learning English

Although English instruction in Chinese schools is mandatory, not everyone receives the same education. In Derrick's home town, children begin studying English at age 10, but he began learning English at age 7. "The reason why my father sent me to other place to study English

earlier is very simple reason: Money. He wants me to export business. You know, exports, import business just like international business" (Interview 1, February 9, 2018). In addition, his parents paid for him to attend a private high school because he did not score high enough on the high school exam to be able to attend the "good" public school.

Derrick also did not score well enough on the college entrance exam to go to a good university. "In China, we have the national exam. And that separates you to different life of university. Actually I did not good on that exam. So my Chinese university, the degree is not very good. It's not famous" (Interview 1, February 9, 2018). Derrick's father began encouraging him to study in the US even while Derrick was still in high school, but he spent three months first at the less than good Chinese university. He decided to come to the ELI for a semester to improve his English, but his father convinced him to stay and finish the ELI and then transfer to MACU. "We think American education is better. Yes, better than Chinese. And also, you go to America you have a better language environment" (Interview 1). He emphasized repeatedly the importance of knowing English. "Study English can lead you get higher income in the future. … Whatever you do -- business or go to the international companies" (Interview 1).

Prior Writing Experiences in L1 and L2

Vocabulary, grammar and writing were the basis of Derrick's early learning experiences. "Chinese people basically good at writing and grammar rather than speaking and listening. … But for me, you know, I'm not good for anything. …I'm not good at writing and grammar" (Interview 1, February 9, 2018). Opportunities to speak in English were very limited, and even when students asked questions in their English classes, they often asked it using Chinese. Some teachers did not even require them to speak in English in English class. "They just need you

remember the vocabulary and remember the grammar. That's enough. So the speaking is the weakest part of our English" (Interview 1).

Chinese Writing Instruction: "Just Make Your Writing Pretty"

Writing instruction in Chinese began in early grades, making up stories to go along with a series of pictures. In high school, Chinese writing instruction was mostly creative, focusing on poetry and stories. He said, "We do not do research papers. No research paper. No academic paper. We do not use resource. …We usually use the poetry. Just make your writing look more beautiful" (Interview 1, February 9, 2018). Research papers are not taught until they are in college. Derrick does not like writing and does not consider himself a good writer in Chinese or in English.

English Writing Instruction: "Don't Write Too Much"

In high school English writing classes, "we do not write long paper. We just write …maybe like 300 [words]. Just a few paragraphs. It's like, test your grammar and vocabulary." (Interview 1, February 9, 2018). He said the main focus was grammar. Compared to the 800 or more words they are required to write in Chinese, "for English, it's like 200, no more than 300 [words]. And our teacher say, 'Do not write too many words. 'Cause you write more, you get a higher chance to get grammar mistakes. You just write enough words" (Interview 1).

Academic Writing Opportunities in Degree Program and Future Career

During the semester I interviewed Derrick, he had writing in only two of his classes: HIST102 World Civilization II and ENGL103 Composition and Research. For history he had to work in a small group to prepare a video presentation documenting the history of a primary source artifact, and he had three exams which required essay questions, short answers identifying terms and names, and identification of features on a map. He expected to fail his history class

because he had overslept and missed an exam, and there was too much reading for him to keep up with. For his English class he had to write an annotated bibliography, a literature review, an argumentative essay, and an oral/visual presentation of his argument. Derrick is not concerned about doing his best in his English classes. The instructor encouraged students to send her drafts for early feedback to improve their papers, but Derrick didn't bother to do that. "I didn't show my paper before I turn it in. … I just lazy!" he said (Interview 2, May 14, 2018). He also didn't utilize the writing center. "I cannot make an appointment -- just too popular there" (Interview 2). He admitted that he had finished his paper only two before it was due, so there wasn't time to get an appointment. He also feels that the writing center tutors "do not find all the language problems" (Interview 1, February 9, 2018).

"Good enough" was clearly his attitude about his writing. "I think 79 [on his paper] is not that bad, 'cause, you know, my goal of this class is like get a B, that's enough" (Interview 2, May 14, 2018). Overall, he had an 82 in the class, so he was happy. His main interest is in his business classes, so he "just want to get B" in the English class (Interview 2). "To be honest, I not like want to get very, very high grade like A. …. You cannot do everything best. You have to give up something" (Interview 2). He does not want to spend too much time on classes other than his major business classes.

"B" is Good Enough for Writing

Derrick hates writing, and he said his composition class was "painful" because of the amount of work involved (Interview 1, February 9, 2018). But he knows that he will benefit because writing skills "change your way to speaking" (Interview 1). For his future career, he believes being able to speak English is more important than being able to write academic English. Therefore, he is willing to work at whatever might improve his speaking ability because

he can see that ability as being useful in his future career. For his academic classes, however, he "just want to pass the assignments. ... Just enough to do what I should do. I'm more focused on the speaking and listening --for the daily life, not for academic" (Interview 1).

Even though he knows he could do better if he tried, he says, "Just B enough. It's not bad. That's good enough for me" (Interview 2, May 14, 2018). "Good enough" is also good enough for Derrick's parents. He said his parents "do not have much… expect[ation] on my studies. They know I not good at studies" (Interview 2). As long as he graduates with "nice language skill… like you can talk… just like you are born American," they will feel that their money was well invested in sending Derrick to the US. …"But after that, I still need to make money" (Interview 2).

Challenges in Academic Writing

Derrick thinks in Chinese to come up with ideas and then translates, using what he learned in English writing instruction for "style," because American writing style is "completely different" from what he learned in Chinese (Interview 2, May 14, 2018). Grammar is a challenge for him, so he uses the website Grammarly to help with his grammar, but he thinks professors are not so concerned about grammar. Going to the professor is helpful, though, because "they will give you many idea … and lead you think from other side… and they will tell you their idea and that will help you" (Interview 1, February 9, 2018).

Not Encouraged to Speak

Speaking is the biggest challenge Derek has had in his academic classes. He has difficulty expressing his meaning, and he uses simple vocabulary. He sees that "native" people make mistakes in their grammar, "but it doesn't affect them. … But for us, like, we speak something, like they cannot understand. They know <u>each</u> vocabulary, but they do not understand

the whole sentence" (Interview 1, February 9, 2018). He is sure they know the words he is using, but he's not sure if his pronunciation is wrong or his accent makes it hard for them to understand. This problem discourages class participation. "To be honest, it's not encourage your speaking. … 'cause you want to speak something, but the professor do not understand, or you want to say something, but you don't know how to say. You don't even know the vocabulary" (Interview 1). He tries to cope with this challenge by forcing himself to take notes and think in English, because his ideas don't always translate well from Chinese to English, and it slows him down.

Interpreting Derrick's Experience

For Derrick, learning English is motivated solely by the desire to make money. His journey has been longer than many because he had already completed 50 credits at a Chinese university before he decided to come to the US for a semester to study English, and he says that these credits will not contribute toward his degree program here. His father saw that one semester would not be enough for him to become fluent enough to do business internationally in English, so he encouraged Derrick to complete the entire ELI course levels and then go to school at MACU. Even though the coursework he completed in China will not count towards his degree in the US (he changed majors), he is willing to give up his previous studies and spend more than the usual four years in the US because he believes it will help him to make money in the future and to improve his life. Because his goal is to do business on the international level, he is not very concerned about being able to write well in English. "Just good enough" is the standard he has set for himself concerning writing. He wants to do his best in his major courses and become "native-like" in oral fluency. Those goals motivate him to persevere and also guide how he approaches all his studies at MACU. Like Pedro, he has not received much feedback on his writing, but since he only wants to get a "B," he is not too concerned about the lack of feedback.

Mary

"My grandfather want me to go to another country to see the other worlds. … In China everybody says US is the greatest country in the world, so I really want to know the realities." (Interview 1, March 2, 2018).

Mary is 21-year-old senior economics major who came to MACU as part of a 2+2 partner program with Anqing Normal University in China and spent one semester in the ELI in lieu of a passing TOEFL score. She previously had been a student in my Grammar IV class at the ELI. The semester I interviewed her, she was taking 18 credits in order to graduate in May.

Following in Her Grandfather's Footsteps

Unlike many other participants in this study, Mary's journey to the US was not motivated by the desire to secure a good job and have a better future. Mary was highly influenced by her grandparents, who raised her. Her grandfather was both an economics reporter and professor. Mary would like to follow in his footsteps. While she understands that being able to communicate in English will open up job opportunities, the more important reason she is studying in the US is that her grandfather had gone to many different countries, and he "wants [her] to become an international person" (Interview 2, May 4, 2018). Her parents were also influential in her decision. "I think maybe my parents want me to be more independent" (Interview 1, March 2, 2018).

Prior Writing Experience in L1 and L2

Mary began learning English at age 12. She did not get much speaking practice throughout her years of learning English. The focus was on grammar and some writing. English is one of the subjects students must pass on an exam for entrance to high school. In high school,

she had English every day because students must pass the Gaokao, the Chinese college entrance exam.

Chinese Writing Instruction: More Writing Than Many Chinese Students

Chinese writing instruction began in elementary school and focused on writing narratives. Argument writing was introduced in middle school. In high school she did "lots of writing," both in Chinese and English class because writing is a "big problem on our test" (Interview 1, March 2, 2018). The Chinese writing test requires students to write 800-1,000 words in Chinese. She did not write papers for other subjects. The papers were all arguments, and they were taught a very definite structure. They did not do any research for their writing assignments. To support their arguments they used well-known examples about "famous people" who "did something right" (Interview 1, March 2, 2018).

English Writing Instruction

Mary likes writing in Chinese, but she is not sure how she feels about writing in English. "It's hard to say I like or I don't like because it's very different" (Interview 1, March 2, 2018).

In China, preparation for the test. Writing instruction in English was focused on passing the high school and college entrance exams. Students were only required to write 500 words in English for these tests. On the English portion of the exam, students were given 20 minutes to write a paragraph. They were taught a very definite structure that would be appropriate for the exam. "In China the teacher usually gives examples of the sentences and we just need to remember, like, 'at first, second, finally,' and the three steps and follow the teacher's steps, maybe one or two paragraphs" (Interview 1, March 2, 2018).

At the ELI, preparation for real writing. What Mary learned about writing at the ELI was different from what she learned in China. She learned about how to write an introduction

and body paragraphs, as well as how to do citations and reference list. She learned about MLA and APA and how to read scholarly papers.

Academic Writing Opportunities in Degree Program and Future Career

During the semester of this study, Mary was taking two economics classes, for which she did not have any writing assignments. She was also taking a literature and film course, which required a lot of writing, a history class that required two short papers about some readings, and a physical science class which required writing for the labs and short explanations on the exams. In addition to the required academic writing, she writes all her notes in English. For her major classes, this is not difficult because the concepts are familiar to her. "Maybe some specific word like in history or the film class I will write some Chinese because it's hard to understand" (Interview 1, March 2, 2018).

Throughout her time at MACU she has written a lot of research papers for previous classes in her major, and she is very conscientious about her writing. Even though she has received many "A's" on her writing, Mary thinks she is a bad writer in English, and she doesn't enjoy it very much because it usually involves a lot of reading and "in English we just … say something directly [in contrast to writing in Chinese], and it's very boring" (Interview 2, May 4, 2018). In contrast, she likes writing in Chinese and feels she is a good writer in her native language. Writing in English is a major hurdle, and she expends a lot of effort to succeed. She gets frustrated if she doesn't understand what kind of paper the professor wants or if there are many papers. "Maybe for one course I can accept one or two essay. If you let me do lots of paper, I can't" (Interview 1, March 2, 2018). Although Mary says that writing in English is a struggle for her, she is earning "A" grades on her writing assignments, so her efforts are paying off.

Being able to write well in English will continue to be important for Mary because she already has plans to attend graduate school. She is a little worried about the writing she will have to do there. “Before we get our master’s degree, we need to do a very long research [paper]” (Interview 1, March 2, 2018). She wants to get her master’s in the US even though it requires her to do it in English because she thinks “there is more opportunity here” (Interview 1). The opportunity to learn more about US culture is important enough for her to stay here for her master’s degree. After that she has no plan. However, being able to read, write, and take classes in English is very important to her because she has been learning English since she was 12 years old and because her parents, her teachers, and other people have always told it was important. “It’s a skill, and I will be proud of myself” (Interview 1).

While writing is important for her future school plans, she believes that oral ability is more “important because I’m an international student. I think, for the American native people, the writing is more important than the oral. … When I come to a new country, first thing I need to learn is how to talk to the other people. And not I need to write something to give people to look at. … Oral is just the basis of the language. If you do this well, your writing maybe is good” (Interview 1, March 2, 2018).

After she graduates with her master’s degree, writing may still be important for Mary. “It’s kind of like a skill. If you work in the international company,…you can do some trades with foreign country, like if you can write the English paper, maybe helpful” (Interview 2, May 4, 2018).

Challenges in Academic Writing

One challenge Mary faces is that her peers or her professors often don’t understand what she’s trying to say. “Maybe some American don’t understand what I say. Maybe some words, I

think this word I use is correct, but they think, 'Oh, I don't understand.' …I try to write more clearly and, um, more scholarly, but it's so hard" (Interview 1, March 2, 2018). She says that because it's a different culture, the words she uses and the way she expresses her ideas are not how Americans do it. She handles this challenge by going to the writing center or her professor. Some professors are very helpful, but others just tell her to go to the writing center. Some classes use peer review, and she says her peers are "very helpful and very harsh" (Interview 1). They are very blunt about saying they don't understand what she is trying to say, so then she goes to the writing center. Even the tutors at the writing center aren't always able to help her. Sometimes tutors have said, "I don't understand what you're trying to say" (Interview 1). She has to try to explain and sometimes they can help her with the vocabulary.

Working in groups is another challenge for Mary due to her shy personality and her oral English proficiency. "My English is not very good, and not very fluent. So when we do some group work, I can just write the problem. I don't know how to talk about it to my group members" (Interview 1, March 2, 2018). She feels like she is on the side watching, and she doesn't like this, but it doesn't affect her grades.

History class was also a challenge for her because so much of it focused on Christianity, for which she said she did not have a cultural reference. She did not have the background for many of the events or ideas. Some of the readings were in old English, which was hard for her to understand. Lack of cultural understanding was also a factor in her literature and film class. One of the films was about events in British history, about which she knew nothing.

Even though Mary has faced many challenges, and she doesn't like challenges, she believes "everything is the challenge. If you're not to do that, you'll not know how you can do

it" (Interview 2, May 4, 2018). Rather than being intimidated by the challenges of studying in the US, she embraces them because she knows they will prove her mettle.

Interpreting Mary's Experience

While Mary is aware that English proficiency will open doors for her, she is more motivated by her grandfather's desires that she become an "international" person than for the desire to make money. Writing in English requires a lot of effort for her, but her grades indicate that her diligence is paying off. Her biggest frustration is the lack of oral proficiency and a lack of confidence to be able to interact with peers in classroom groups or socially outside of class. She is not able to participate to the level that she would like because she is hindered by her lack of speaking proficiency.

Frank

"China is a country with a huge population. … It is inevitable that many people have to face the brutal competition when they apply for a job. Since a college degree is a prime concern for employers, education becomes extremely important. .. Every student in China has much more pressure in their life, and education becomes the culprit of causing anxiety"

(Frank, unpublished essay, 2018).

Frank is a 21-year-old male from China, majoring in economics. He was admitted to MACU as a transfer student in a 2+2 degree program from Anqing Normal University, a partner institution. He spent one semester in the ELI taking Level IV courses in fall 2017 because he did not pass the TOEFL. He took one academic class in Winter 2018 session, and this is his first regular semester taking university courses at MACU. Even though he attended the ELI for a semester, I did not know him there or have him as a student.

The Brutality of Chinese Schools and Competition to Succeed

When Frank talks about his education in China, one theme stands out repeatedly. That is the intense competition to succeed in school. When he was in middle school, his parents sent him away to boarding school where he could get a better education. In a literacy narrative he wrote for his ENGL103 class[14] he talks about his experiences at boarding school:

> School turned into brutal battlefield…. I was sent to a strict middle school in a big city which was far away from my hometown when I was eleven. The school was a boarding school where I could only visit my aunt on weekends because the city was so distant that my parents could come to see me once every month. I buried my sadness deeply into my heart and I studied hard to keep up with my classmates. Sometimes assignments from one day were too heavy to finish them in three hours during the night classes where a teacher was responsible to supervise students. Therefore, I usually violated the rule of sleeping, sneaking to the restroom at the midnight to borrow the light in order to finish the rest of homework. I was tired and missed my home. (Frank, unpublished essay, paragraph 2)

Students not only have to pass an intense exam to get into high school, they also have to pass the Gaokao, the college entrance exam. Students prepare for this exam for at least three years. As the time of the exam approaches, students "sit in classes from 6:40 a.m. to 10:40 p.m. every day except Sunday. … During the most grueling three months before the National College Entrance Examination, every week had at least six tests" (Frank, unpublished essay, paragraph 3)

[14] From a literacy/education narrative essay titled The Weakness of Chinese Education. Essay written for ENGL103 Research and Composition class. February 26, 2018.

Franks says that even though elementary and middle school are free for all children, if a student wants to attend an "excellent" school, he or she must have very high grades. Because of the huge population in China, children face heavy pressure to do well in school, and "the competition is brutal" (Interview 2, May 3, 2018). Students' grades are posted publically for everyone to see, even from elementary school, and students are "ranked from high to low" (Frank, unpublished essay, paragraph 5). Many students don't perform well on the Gaokao, so they go to some … not… nice… university [in China]… and people judge that" (Interview 2). If students do not get score well and get a degree from a good university, then they can still get certain types of jobs, but "these jobs… always lower salary" (Interview 2).

The competition and extreme emphasis on excelling on the exams are connected to thousands of years of history, in which people aspiring to be an officer or governor had to pass an exam. "You get a good grade and you can do something good, like be someone. It's glory, and since we were small, we were educated to study harder" (Interview 2, May 3, 2018). Although the desire for a government job is still a trend, now more people desire to work for private companies, but the demand for a "high score diploma" (Interview 1) is still there, and the kind of degree and where an individual got it and their scores are "very important. Higher degree means higher salary. …If you don't have the higher ranked degree, people ask, "What's your excuse? They will say, 'I have a higher degree. Then it's reasonable I can get a higher level" (Interview 2).

The Chinese universities system has ranking system, and students try to get into the best universities. Only a limited number can get into the very best universities, so many try to go to universities in the US. "A famous university in America, they are ranked in the world, right?"

(Interview 2, May 3, 2018). Frank did not score high enough to go to the university of his choice in China, so he chose a school that had a 2+2 partnership with an American university. Even though MACU would not be highly ranked in China compared to other more prestigious American universities, Frank seemed to be saying that getting a degree from any college in America is still highly desirable. "I mean it's like evidence… it can show you are better than others, like you have broader experience" (Interview 2). In addition, he says that studying in the US in English requires more discipline, and he saw that as desirable. "I don't want to waste my time" (Interview 2). At the master's degree level, "the competition is more brutal. …They can't apply for a master degree in China, so they target here. And this is more valuable. I mean this university are more valuable than that of China (Interview 2, May 3, 2018).

Studying abroad is key to a good future. Frank's goal of studying abroad began in high school when his cousin studied at Columbia University. He realized that studying abroad would be good "for my own future. Studying abroad …I can get a good resume. It means I can get a good job" (Interview 1, February 15, 2018). Studying in the US enables him to understand American culture and a different way of doing business. "My job is mostly dealing with people. Most of them might be foreigners, so studying here helps me to know the culture. … I can't use the Chinese way to deal with American people. Here I learn the American way" (Interview 2, May 3, 2018). Studying in the US also will help him to become more fluent in his speaking ability. He says that companies "may demand you to speak English," and he would not have the opportunity to become fluent had he stayed in China (Interview 2, May 3, 2018). Studying in the US is six times more expensive than studying in China, and that fact alone motivates him to "force" himself to study hard. His parents were willing to pay that money because "it's beneficial to [his] future" (Interview 2).

Prior Writing Experiences in L1 and L2

Frank began learning English in the third grade. He remembered emphasis on vocabulary and few opportunities to listen to English being spoken. His English teachers mostly spoke Chinese in class. “Like, I mean, they tell you the words, how to pronounce them they will speak [English], but generally, no” (Interview 1, Feb. 15, 2018). Frank felt that his education in a smaller city was not as good as that available in Shanghai, Beijing, and other big cities. He said learning “has to be combined with speaking. Learning, listening, I mean, and writing, right? … but we just focus on reading. We don’t practice speaking very much. And listening is our weakness” (Interview 1, February 15, 2018).

Chinese Writing Instruction: Focus on the Exam

Frank did not feel that he was taught very much about how to write in Chinese. His Chinese writing instruction did not include details about paragraph structure, thesis statements, or conclusions. Although Frank liked writing when he was in elementary school, “as our grade gets higher, our studying pressure gets higher. We lose interest and we practice so much that we … just focus on how to pass the exam” (Interview 1, February 15, 2018). The focus was always on practicing for the Gaokao. He doesn’t like writing as much anymore, and although he liked to read, he doesn’t have time now that he’s in college. Writing well in Chinese was just a hurdle to overcome in order to achieve the goal of admission to the next level of study.

English Writing Instruction: Practice for the Test

English writing instruction in high school was just short articles [his word for “essay”] to prepare for the tests. The teacher did not give much feedback. “She just give you a score and return. She didn’t tell you how to get improvement” (Interview 1, February 15, 2018). He blamed the poor English writing instruction on the fact that he lived in a small town. What he did

learn in China about writing in English was somewhat different from what he learned when he got to the ELI. His Chinese teachers taught him how to "expand a sentence" by adding words, especially "fancy" words. "But when I use this here, I found it's totally wrong. … Dr. Martin[15] tell me how to write it precisely. How to use clear words to express my ideas" (Interview 1). Another difference that he found difficult was to "write something in detail. … how to prove it, demonstrate it… and you have to write examples. … We don't do that [in Chinese], and we don't use in-text citations, references in high school" (Interview 1). It was in the ELI where he also learned to "write an outline, get some support, how to write sub-claims" (Interview 1). Dr. Martin gave him a lot of feedback which, to him, was very helpful and also frustrating. His Chinese teachers had never given him that kind of feedback on his English writing. "They can't," he said. "They have limited ability as well" (Interview 1). He said the Chinese teachers don't read the essays very carefully.

> They just use ten seconds…. 'cause they just look at -- 'are there any fancy words? Oh, okay, good. Does he have a structure? Okay. And the end, check they have fancy words again. Then give a score. … You have good writing if your words are beautiful – like even if you didn't write well, but you write beautifully. (Interview 1, February 15, 2018)

Even though his Chinese English professors did not rate Frank's writing well, Frank sees himself as a pretty good writer in English. "Well, not too bad, I think. … My [Chinese] teachers… maybe they're not as good as me, now" (Interview 1).

[15] Professor in the English Language Institute at MACU. Name has been changed.

Academic Writing Opportunities in Degree Program and Future Career

During the semester I interviewed him, Frank had writing only in one class, ENGL103 English Composition and Research. His other classes were math, art, and economics. Frank earned high grades in this class, but it was intensive and difficult for him. Although the semester we talked was his first full semester of academic classes at MACU, he thinks writing will be important in his classes. “Every class needs to write in it, and writing’s completely important” (Interview 2, May 3, 2018). In contrast, unless he goes to graduate school, he thinks that speaking will be more important in his field (economics) than writing will be.

Challenges in Academic Writing

Frank’s biggest challenge was vocabulary and the length of his reading assignments. He often had assignments that were twenty or more pages long. Reading is difficult for him. “The sophisticated words I read, I really don’t understand” (Interview 1, February 15, 2018). He uses translation tools on his computer, but “the translation is not good ‘cause it’s a machine – Machine is stupid” (Interview 1). The process takes two or three hours for one article. “I just can’t read half of them” (Interview 1). He frequently makes notes in the reading in Chinese so that he can remember what the words mean. After reading, he tries to write a summary in Chinese “for efficiency” (Interview). When he writes his outline for his essay, however, he makes himself write in English. This is also for efficiency, so he doesn’t have to write the essay twice. Frank relies heavily on vocabulary books and an app on his phone to help him learn new words he can use in his writing. He frequently goes to the writing center, but he never talks over his ideas with anyone else. “I do it on my own. … ‘cause I can handle it” (Interview 1). He feels confident that even if his work is challenging, he is up to that challenge, and he wants to prove to himself that he can do the work on his own as much as possible.

Lack of Speaking Proficiency Impedes Participation

He also finds it hard to participate in class discussions because he can't express his ideas very often. The readings contain academic language and "refer to something I find hard to express" (Interview 1, February 5, 2018). Sometimes he just doesn't have the vocabulary, but other times, he says, "I can't come up with them immediately. I need to think. And when my classmates talk so fast, I feel unconfident" (Interview 1). He says his classmates are kind to him, but "sometimes I do not understand what they talk about. … If I get lost, I keep silence" (Interview 2, May 3, 2018).

As a 2+2 student, Frank is taking on an extra challenge to finish his economics degree in English rather than staying in China to finish. He understood he would have challenges with translating, fitting in with the American students, and expressing himself. But these challenges didn't stop him.

> I knew before [I came here], like 'of course I will meet them. It didn't stop me. That's the reason I be here. Like I meet them, I solve them, and I get improvement. It's necessary that I need to conquer them. … If I conquer them, -- I become more brave. (Interview 1, February 15, 2018)

His motivation for taking on this challenge is simple: "Well, I have to say it's because reality, like I need a job. If I have this experience in America, I can get a high salary in China" (Interview 1, February 15, 2018). Like many other international students, he fervently believes that getting a degree in the US and being proficient in English will lead to a better job. "Yes, my parents told me [that studying in the US would open opportunities], but it's really a fact. [It's] like strong people will survive in the jungle like people with a higher ability" (Interview 1). Frank is acutely aware of the price he and his

parents are paying for this opportunity, and it motivates him to work very hard, something he is accustomed to doing. "If I don't practice then it's really expensive to study here. If I don't achieve, it's really a waste of time and money" (Interview 1, February 15, 2018).

Interpreting Frank's Experience

Frank is a student who is not afraid of a challenge. He has already endured hardship and difficulty in his early schooling in China, and he is convinced that not only can he endure whatever is required here, doing so will open great doors of opportunity back home when he is finished. This intense awareness that he needs to succeed drives him to work very hard, just as he was required to do in China. Writing may not play as important a role in his future as speaking, but he makes diligent effort to do well because doing well is a source of pride for him. Like Pedro, Derrick, and Mary, the lack of oral fluency hinders his ability to participate in class and interact with students outside of class. He would like opportunities to improve his oral fluency because the ability to speak well in English is more important for his future career than the ability to write well. His writing ability is not hindering him from doing well in his degree program.

Joe

"Very good opportunity…. Speaking English or writing English, Japan demands many English speaker" (Interview 1, March 2, 2018).

Joe is a 24-year-old male from Japan who was admitted directly to MACU with a passing TOEFL score after completing a two-year community college in Japan, which he called Kanda school.[16] An English major, he was in his third semester at MACU at the time of this study. Joe

[16] Kanda Institute of Foreign Languages provides 2+2 programs, offering only the first two years of a bachelor's degree and then transferring students to partner institutions.

has a strong accent that made it extremely difficult for me to understand what he was saying at times.

A Trip to Utah State While in High School Changed His Mind

Joe got a late start learning English, not beginning until he was 13, and there were few opportunities to speak in English. When he was in junior high school, he came to Utah State University with his school for a two-week American institute and stayed with a US host family for those two weeks. He only knew how to say, "Hello, nice to meet you" (Interview 1, March 2, 2018). These kinds of trips are common in his country, he said, and he came because it was an opportunity to meet "real English… native speaker. I met many native speaker on that school trip. … I had never been out of the country, and that trip changed my mind [about going abroad]" (Interview 1). After high school, he spent one year at a preparatory school, and then he enrolled in the Kanda school because they had a study abroad option and he wanted to write English.

Unlike other participants in this study, Joe does not indicate that there was any pressure from his culture or his family to learn English in order to have a better future. Although Joe's family is supportive of his decision to come to the US for college, they didn't encourage him to come here. His mother had studied Chinese when she was in college, and later worked as a merchant in China before coming back to Japan to teach Japanese and Chinese in the local public schools. Her work abroad influenced his desire to study in the US, but he said his mother "didn't have any comment" about his coming to the US (Interview 2, May 4, 2018).

Prior Writing Experiences in L1 and L2

Joe had no exposure to English prior to age 13 when it became mandatory for students to learn English. He said the first English test he took in junior high he was at the bottom. Clearly it is important in his culture for students to do well. "Sad. My mother scolded me… and she make me remember all sentences in the English textbook" (Interview 1, March 2, 2018). In his early English learning he remembers vocabulary workbooks and writing a lot of sentences and spelling practice. There was no opportunity to practice speaking.

Japanese Writing Instruction: "I Might Be a Good Writer"

Joe remembers writing essays in Japanese in both elementary school and junior high. Usually the writing prompt was a social problem, and he used textbooks and the school library to do research. In high school, they practiced writing maybe ten times to prepare for the university entrance exam. Joe likes writing in Japanese and finds it easy. He thinks he might be a good writer, as long as he isn't writing poetry.

English Writing Instruction: Prepare for the Exam

Joe doesn't remember any writing instruction in English in high school, other than preparation for university exams. He did not remember writing any essays in English while in high school, but in Kanda school he did time-limited writing because he was an English major. All the essays were written in class and were similar to the kinds of essays he has experienced at MACU. He also was instructed in vocabulary, grammar, punctuation, and essay structure. In addition to the timed essays, he wrote several four-page research papers, and he learned about citations. To help him prepare for the writing portion of the TOEFL, he used a YouTube video that provided instruction on preparing for the test.

Academic Writing Opportunities in Degree Program and Future Career

When he came to MACU, because Joe had a passing TOEFL score, so he did not go to the ELI, but he felt completely prepared for the writing he has had to do as an English major at MACU. "Yesterday's test [for his ESOL Reading class]– that was due yesterday. I wrote it yesterday" (Interview 1, March 2, 2018). He doesn't think that writing in English is difficult, but figuring out what the professor wants is very difficult. He frequently goes to the writing center for help at the beginning of his writing assignments to understand what he needs to do. He sometimes goes after the paper is written for help with grammar and citations.

Although he feels confident as a writer, he does not know his exact writing level. His grades vary. "Some course – some paper, my paper is very high. But some course, very low" (Interview 1, March 2, 2018). Most professors are helpful when he seeks their help, but he had one who just kept telling him, "Go to the writing center," and he felt she did not have any patience with him (Interview 1). As an English major, he likes to read, so writing about literature is very easy for him, but if a paper has "many words or many information… or difficult commentary or process, I cannot understand it sometimes" (Interview 1).

In his classes he takes notes in English and thinks in English. Translating is too hard and time-consuming. He does not draw on anything he learned about writing in Japanese for writing in English. In addition to his academic writing, Joe also corresponds in English by email to some Americans he knows who are living in Japan and who want him to explain Japanese culture to them. These practices offer him additional opportunities to use and improve his English writing.

Limited Feedback

Joe has received limited feedback on his writing assignments, most often the comment being that he needed to add more detail, or less summary and more critique. His grades reflect what he said about having a hard time understanding what the professor wanted. Where he

understood the assignment, he mostly received "A" grades on his papers. On assignments he did not fully understand, his grades were much lower, sometimes in the C and D range.

Writing in His Future

Joe's goal is to become an English language teacher in Japan. He chose this major because he got good grades in English at the Kanda school, although he did not get good grades in high school. He thinks that knowing English provides job opportunities, but he thinks that ability to speak in English will be more important than writing ability. Although he will have to teach writing, he knows he will not write academic papers again like he is doing now, and the ability to speak English well may be more important than writing. Nonetheless, the ability to write in English is very important to him personally. "[Writing] is one of my desire – what I want to know" (Interview 2, May 4, 2018). He also is very happy that he can "read English newspaper, or I can read English novel or literature, magazine. That is one of the good benefits to me" (Interview 2).

Challenges in Academic Writing

The one type of writing Joe had not done before MACU was an annotated bibliography class, and he found that difficult. He also found it hard to write papers in his history class because the novels he had to read were very long, and "what I need to write is … somehow I lost my mind in topic. What is important for my essays I cannot find" (Interview 1, March 2, 2018). He didn't know how much of his papers should be summary and how much critique. Writing is more difficult when he doesn't understand what the professor wants him to do.

Joe expressed frustration about one assignment that required him to interview a second language learner because he didn't know how to conduct an interview and didn't have time to learn how. He also said he had a large amount of reading to do on difficult subjects he did not

understand, and he felt he didn't have enough time to read them fully. "Test requires my deep understanding of course materials. … I need to read more about textbooks and maybe focus on course lecture" (Interview 2, May 4, 2018).

Interpreting Joe's Experience

Joe's desire to learn English is intrinsic for him. He did not talk much about his parents, and they did not seem to influence his desire to study abroad. He also did not indicate that he thought English would open doors for him in the future, although he does desire to return to Japan and teach English in an international school. For him, the ability to read English newspapers and books, and write for his own pleasure in English, were motivating factors. Like other participants, he struggles to keep up with the readings, and he feels frustration when professors do not make their assignments clear and do not offer feedback to help him improve. He also believes that speaking ability will be more important in his future than writing, but he wants to be able to write well for his own satisfaction.

David

"I do want to escape poverty and all that. I mean, nobody wants to be poor. But I've always been adaptable, and I've always been pigheaded and stubborn, so I know that if I want to do something, I'll try to find a way." (Interview 2, May 1, 2018).

David is a 19-year-old male who came to MACU after completing two years at Connect University in Myanmar, a two year institution that provides general education courses and then transfers students to partner universities in the US to finish their bachelor's degrees. He is a Communications Arts/Multimedia Journalism major with a minor in Business and Professional Writing. The semester of this study was his second semester at MACU.

A Change in Fortunes Opened a Privileged Path

David began learning English in kindergarten. Although in his early years his family was quite poor, his grandmother paid his tuition to attend a private international school because the "vast majority of [public] schools are just bad. Like really, really shitty, to be honest. They get no school funding. They're just subsidizing on the bare minimum" (Interview 2, May 1, 2018). A few years later his family's fortunes changed when the "country opened up, and my dad was smart enough, or maybe he bribed someone, I don't know, but he was able to improve finance" (Interview 2). His parents then took over paying for him to attend private school. David is acutely aware of how privileged he is to be able to do what he's doing.

> If you had told me, like five years ago, that I would be … owning a Mac [laptop], I would have called you crazy and laughed you out of the room, because – to be honest, we lived in an apartment with the entire family. My dad and mom and my sibling and me, and one of my grandmothers and my aunt and uncle. We all lived together in an apartment because we just didn't have anything. – Never would I have imagined I would be here, to be honest. (Interview 2, May 1, 2018).

The vast majority of people in his country are very poor, and there is no minimum wage. "I am super privileged. I am probably in the, like, two-three percent of the top of Burma. I'm super rich. I know that" (Interview 2, May 1, 2018). In his country there is a lot of turmoil, and some of the colleges had been "shut down by the government – protesting and stuff like that" (Interview 2). Surprisingly, escaping poverty is not the driving force for his coming to the US, but if things become really bad in his country, he will go anywhere else he can, and English will help him to do that. David is not emotionally attached to his parents or his home country, but his citizenship and history is there. However, if he "ever get[s] American citizenship, then, yeah, [he] probably would prefer America to Burma," due to the conditions there (Interview 2).

Unpremeditated Decision to Come to the US

Unlike many of the other participants, David does not express parental pressure to come to the US or to learn English. He said they did want him to study overseas but they were not very directive. "They figured out that English would equal more job opportunities, being able to go overseas, stuff like that, but other than that, no, not really" (Interview 2, May 1, 2018). He would have been happy to just stay home and work or maybe attend college there. He wasn't even planning to go to Connect University, but a friend was applying and encouraged him to attend as well. His parents were both English majors, but David says they took English because it was the easiest major in college. Even so, they "have horrible English" (Interview 1, March 8, 2018). He never spoke English with them at home. However, his parents did teach him that knowing English was a "survival-'slash'-money-making mechanism" and that "if things ever did go shit in the country, … it'd be good to have" (Interview 1).

When he went to Connect University[17] David originally listed his major as international business, trade, and commerce. It's not clear why he chose that major, whether he was influenced by his father, who has an import/export business, but he was not very committed to that major, and students at Connect University only take general education courses and then transfer to a US university. David changed his major to journalism once he enrolled at MACU after a three-month internship at a lifestyle (food, fashion and similar topics) magazine, MyanMore, that he worked after completing Connect University's program. He said he had a lot more responsibility than a typical intern would get. "I would oftentimes go by myself or with my

[17] Connect University is a 2+2 university in Yangon, Myanmar that has partnerships with US universities. For the first two years, students take "a broad range of General Education courses required by and transferrable to affiliated U.S. universities. Upon completion of the two-year program at Connect, students choose their majors and finish their Junior and Senior years of study in the United States at one of our partner universities." (Connect University, 2018)

photographer to a new restaurant or bar opening up or things like… if they want to promote a new band or a new gym opening up" (Interview 1, March 8, 2018). He was both a reporter and a reviewer, testing foods and writing reviews of the food and the restaurant. The publication was for an international audience, so he wrote in all English. This experience opened his eyes to possibilities for using English in his future and influenced him to declare journalism as his major when he enrolled at MACU.

The cultural knowledge he has attained while here is one of the most important benefits to David. "American culture is super influential in the world, so I couldn't pass that up. … Cross cultural references… American culture… make it easier for us to relate to each other [anywhere in the world]" (Interview 1, May 1, 2018).

Prior Writing Experiences in L1 and L2

For the early elementary years, the international school taught in Burmese except for English class, but in middle school it was reversed. Students had a Burmese poetry class and a separate Burmese reading and writing class, but everything else was taught in English. He remembers that in elementary school students recited grammar rules in English, and he frequently got himself in trouble because he wasn't paying attention. He was such an avid reader, however, that he had learned a lot of grammar from reading on his own. He had a Kindle and downloaded books in English, especially fan fiction, all the time. Even though he did not follow all classroom procedures, his grades "backed him up" and his teachers gave him a "free pass," overlooking his behavior because he knew the grammar (Interview 1, March 8, 2018).

Burmese Writing Instruction: Rote Learning and Memorization

In Burmese language classes, David learned poetry and wrote "very, very long and very Orientalish essays. … very long, very wordy, full of prose" (I-1, lines 163-164). The kinds of essays they wrote were "a lot of regurgitation of what you have done. So there's a lot of rote learning" (Interview 1, March 8, 2018). He thinks that they had to make arguments on topics, but a lot was about material from the textbooks that they had to memorize and "write complete sentences, more or less, straight from the books" (Interview 1). David never did a research paper in Burmese. He doesn't like writing in Burmese because there are too many rules. "It was a little bit too strict for my taste" (Interview 1). Because most of his schooling was taught in English, he really does not connect to Burmese. He doesn't really know if he likes writing in Burmese because he never does it. He did, however, think it was a hard adjustment to transition from the Eastern Burmese writing style to the Western style of writing English, but because that was so long ago, he believes he has "gotten over it" (Interview 1).

English Writing Instruction: Good Instruction but He Didn't Pay Attention

In middle school, David wrote stories in English, but in secondary school[18] he wrote essays. He remembers writing very long essays on their exams, but he can't remember if they wrote separate stand-alone essays in addition to the exams. He thinks they might have written essays once a month, in addition to the tests. His teachers gave feedback on everything – grammar, sentence structure, content, organization, etc. He remembers being taught essay structure using introduction, three body paragraphs, and conclusion. He thinks they also learned about thesis statements, topic sentences, and transitions. "I'm actually not the best person to be asking because I honestly didn't pay attention" (Interview 1, March 8, 2018). However, he is

[18] Burma follows the British education system. Secondary school begins in seventh grade.

certain that he did not learn anything about using sources or citations in either his Burmese or his English writing classes.

David enjoys composing in English, but only on the computer. He hates writing anything by hand. He does not find it a burden at all to write or study in English because he went to a private school.

> If someone had went [sic] to public school, they … would have some trouble, to be honest, transitioning in. Because even now, a lot of my thoughts are now in English. They've transitioned into it. It started before I came here. … When I was in Burma, … I think at least over half of my thoughts were in Burmese and the other half were in English, but now it's all mostly English (Interview 1, March 8, 2018).

Everything He Knows Is From Reading

David has excellent oral fluency, which he attributes to his extensive reading. "I love to read. That has been the sole thing" (Interview 1, March 8, 2018). He said that even those who went to private school like he did would not have his proficiency level. "I don't want to sound arrogant, or anything like that, but they wouldn't have the proficiency I have, not in speaking or writing" (Interview 1). Reading has helped him achieve a very broad vocabulary and also has improved his writing style and understanding of grammar. "Everything I know about English comes from reading," he said (Interview 1).

Academic Writing Opportunities in Degree Program and Future Career

With his academic major and minor, David does a lot of writing in his academic classes, but amazingly he said that he doesn't "love, love, love it. I enjoy it, I guess" (Interview 1, March 8, 2018). The biggest challenge initially was curbing his penchant for using too many commas,

which he said are used a lot in Burmese writing. He has utilized the writing center quite a bit to help with that. He also uses the writing center when the assignment handout seems unclear or if he needs help developing his ideas. When he loses points on his writing, he says it's usually for minor errors like incorrect heading or not indenting the Works Cited. He's never had a professor say he or she could not understand his writing. He does all his thinking and composing in English. "I try to tell my friends, 'if you want to learn English, just try to think in English, or try not to translate – except for the very big words… If it's just a normal sentence, do not translate it" (Interview 1, March 8, 2018). The writing assignment he showed me contained some fairly sophisticated vocabulary, such as "acclimatized," "palpable," and "convoluted." He is taking all of his notes in English, and he prefers to type them on his laptop because it's easier.

Not Prepared to Do Research

Even though David has high English proficiency, he says he wasn't prepared for the types of writing he has had to do here. "The writing I had to do back in high school was just the bare minimum. … I wish they had given us more research topics, papers to write… how to cite and how to do research" (Interview 2, May 1, 2018). David said that in Burma plagiarism is more accepted in his country than it is here. "I mean, officially it's frowned [upon], and if the teachers catch you cheating, obviously they'll take your paper away or knock your grade off or something like that. But the vast majority of students cheat" (Interview 2, May 1, 2018).

Uses Social Media in English

Outside his classes, David does writing in English using Twitter and online forums. He said these are all in English because "there's obviously a wider audience and more people write in English" (Interview 1, March 8, 2018). He reads these because he is interested in the topics and not because he is trying to learn English. "I am not one to do that" (Interview 1). Presumably

he meant that he is motivated for his own interests and does not read and participate in these forums merely in order to improve his English. Nonetheless, his love of reading and participation in English-medium forums has, in fact, improved his English.

Because of his internship at MyanMore, his goal is to continue working in multimedia journalism, but he is open to whatever opportunity come to him, and working around the globe is a possibility he has thought about. If the doesn't get a job in the journalism field, he thinks he could do almost anything with his major – editing, marketing, or publication relations, for examples. He thinks that his minor in business and professional writing will also help him get a job. Despite the fact that his aspirations are to use his ability to write in English for his career, he rated the importance of being able to write well in English only 8 on a scale of 1 to 10, with 10 being the highest. It was unclear why he didn't give it a 10, given his career choice, but it seemed that except in journalism stories where accuracy is extremely important, he feels he has sufficient ability to use his English anywhere in the world.

Challenges in Academic Writing

For David, taking quizzes is one his academic challenges. "The only thing I'm bad at – that I'm really bad at – that I've always been bad at is the quizzes. … I hate multiple choice. It always gets me. I don't know why people like it, but I hate it" (Interview 2, May 1, 2018). He would actually rather have to write something than to select the correct answer. "I cannot compartmentalize all of it. … Even if I print out the notes, I cannot just get it in my head. … Multiple choice… just confuses me." (Interview 2).

Hates Following Rules

Following rules is another challenge. In the journalism class I observed, the professor actually allowed students to print out their notes and use them for the daily quizzes, but they

cannot use notes on their laptop or phone. During the quiz I observed, the instructor had to first tell him he couldn't use his notes on his laptop, and then a second time she had to tell him to put away his phone. He said this professor is also a strict grader. "She checks the facts, so like if I misspell a guy's name, for example, 'bang.' If I get the age wrong, 'bang.' If I, for instance, get the, um, grammar wrong, that's even more of a 'bang.'" (Interview 2, May 1, 2018). He said he got a lot of "bangs" in this class, but considering that it was a journalism class, it wasn't surprising that the professor would be so strict. Being so accurate just didn't quite fit his personality because it felt like rules he had to follow. The hardest part of the class was "attention to detail and… getting what she wanted right 'bam, bam, bam, bam'" (Interview 2). Of all his classes, he said this was the worst grade. His low quiz scores had brought him down overall to 70.45 percent at the time of the second interview. "My critiques and the homework, I had 92, but the readings and the AP style quizzes – they're just 'bang!'" (Interview 2). Even though this class has been challenging, he still feels that he would like a career in journalism, as long as he can learn to be more attentive to detail. If working for a magazine doesn't work out, he feels he has plenty of other options such as editing, marketing, or public relations.

Other than going to the writing center and occasionally checking with a classmate, he never seeks assistance from his professors. "I don't think I've ever been one to approach professors. … I'm stubbornly independent. … Sometimes I'm very, very pigheaded" (Interview 2, May 1, 2018).

Interpreting David's Experience

David, more than any other participant, is acutely aware of his privilege and where he came from. Motivated from within himself to seize an opportunity, he knows that English will take him anywhere in the world, and while he does not have any definite goals, he knows that

English will open doors for him. The opportunity to study in America has allowed him to learn American culture more intimately, and he sees that knowledge of American culture can help him to connect with people all over the globe because of the influence of American pop culture everywhere in the world. He is a person who seizes opportunities, whether it was the internship at MyanMore or the opportunity to study in the US. He is not academically driven to excel for the sake of excelling, but rather he follows his own interests. His love of reading in English has given him tremendous fluency, and he intends to use that to his advantage.

Kayla

"My dad had plans to send me abroad study … and have the international experience."

(Interview 1, March 9, 2018)

Kayla is a 20-year-old female from Myanmar, majoring in Communications Arts-Human Communication, with a minor in marketing. The semester of this study was her first semester at MACU. She was admitted directly with a passing TOEFL score after completing two years of study at Connect University. She met David, another participant in this study, at Connect University and learned that they had both attended the same international school in Myanmar, even though they did not know each other at the time.

Parents Planned Her Life

Kayla began learning English at age 3 in a nursery school, but she does not speak English in her home, except occasionally with her sister, who also attends the international school. Her parents do not speak English. Her father enrolled her in an international school once she was old enough for regular school because he wanted her to learn English, be able to study abroad, and meet people from all over the world.

Because of the conditions in Burma (she prefers to call her country Burma rather than Myanmar), her father felt it was very important that she become proficient in English, which would enable to her study abroad and gain experience on the international level. "He thinks that [if she went to a Burmese school]… you will just meet one type of people. You won't have enough experience with people around the country – around the world" (Interview 1, March 9, 2018). Her father had traveled internationally doing trade and international commerce, but now he owns a taxi service. Her mother is a fashion designer, but she doesn't travel outside of Burma for her career. It was her parents who found the opportunity for MACU for Kayla after she expressed a desire to go to America. Surprisingly, though, her parents, "at first, they didn't want me to come because they said they will be missing me and stuff, but when they think about it, it's for my future, so they send me" (Interview 1, March 9, 2018).

Privilege

Like David, Kayla also is aware of her privileged status. Learning English in Burma is a point of pride as is attending a US college for those who can afford it. Kayla's mother is very proud that her daughter is learning English. "She just goes around and just talk to the relatives: 'Oh, my daughter is in the US.' And then she talks about my education. … just me and my sister that go to international school. So she's proud of it" (Interview 1, March 9, 2018).

The quality of the kind of school Kayla attended far exceeds what most Burmese children attend, and it is quite expensive. Kayla's international school day was from 8 a.m. to 3 p.m., but the public schools have to split the day so that elementary school attends from 7 a.m. to noon, and the high school can attend from 1 to 5 p.m. Public schools do not have enough teachers, and there are 40 to 60 children in the classroom compared to 20 or 25 in the international school. The internationals schools, located only in the cities, can offer special classes such as physical

education, art, and music classes, while the public schools in the rural villages have barely enough money to offer the basics.

Independence

Being so far away from home has been hard for Kayla because she isn't used to making decisions for herself. "In my country, people … stay with their parents for a long time until they get married. So I never stayed alone. And it's hard for me because I don't even know what to start to do when I wake up" (Interview 1, March 9, 2018). When she is at home, she's with her mother all day long, who always prepares food for her, and when she goes out, it's always with her father. Since she has been here, Kayla's perspective has changed.

> I feel like I have a lot to do to be more mature and to be better than others. When I see that Americans – most Americans—and other international students who are the same age as I am, are more independent, and they're doing a lot well than me. … I feel like I have to do more. (Interview 2, May 9, 2018)

Prior Writing Experience in L1 and L2

Kayla has always watched movies in English. When she was young, she used English subtitles to help her learn English, so she could see what the people were saying. Now she tries to keep the subtitles off to improve her listening. Her teachers in the international school were Burmese, so sometimes they spoke in Burmese. "It's just the books which are in English. Sometimes when they can't explain really well, they just explain in Burmese" (Interview 1, March 9, 2018). Most of her high school teachers had experience abroad and could speak English very well.

Burmese Writing Instruction: A Lot of Memorization

Like David, Kayla remembers a lot of memorization in her Burmese writing. “We just memorized the Burmese essays. Because for us, Burmese is like the second language. At school, we are more in touch with English, so it’s harder to write Burmese essay than English essay” (Interview 1, March 9, 2018). Comparing Burmese essays to English essays, however, Kayla thought they were similar, only Burmese essays do not have a thesis, but the introduction and conclusion need to be strong. This is in contrast to David’s perception that the Burmese essays were very different from English essays.

In Burmese, they never wrote their own stories or poems. Kayla remembers having to write five paragraphs of memorized essays for Burmese tests. When she got to high school, Kayla found writing in Burmese easier. “Now I can write by myself. I don’t even need to memorize it. So it gets easier, and yeah, I like it. But memorizing it, I don’t like it” (Interview 1). She does not consider herself to be a good writer, though. She just does what she has to do.

English Writing Instruction: Just the Basics

In elementary school, Kayla did not write poetry, mostly narrative essays about personal experiences. In upper grades, they wrote persuasive essays. Kayla learned how to write the introduction, body, and conclusion during elementary school. In high school, she learned how to write a thesis and how to structure and organize an essay. She also remembers instruction in grammar and vocabulary. There was no instruction on citations or how to do research. How often they wrote essays depended on the teacher. “Some teachers, they don’t let you write. Some teachers, they let you write once a week, like one essay a week. Some teachers, they don’t really ask you to write. They just practice for you if exams are near” (Interview 1, March 9, 2018).

Except for English class, students were not required to write in English for any other subject. Occasionally she might write a short report for another subject, but only one or two pages.

At Connect University, she had classes in English literature and writing. She did not know where to find credible sources or how to cite them before she came to MACU. To get help, she would sometimes go to the writing center and then to her professor.

Academic Writing Opportunities in Degree Program and Future Career

In her academic classes, writing in English is easy if it's just about her experience, but if she has to do research, Kayla finds that more difficult. If the topic is interesting to her, she doesn't mind doing the research. When she needs help she will visit the writing center first and then go to the professor. She is conscientious about her work, and she tries to make sure her grammar is correct before she shows her paper to her professor. She is not really struggling to write in English, and she is getting "A's" on her papers.

In the field Kayla has chosen for her major, communication will be very important. "I chose this major because I like talking to people, and I like to … communicate with them, to know them" (Interview 1, March 9, 2018). She believes her major will allow her to do almost anything she would like – journalism, media, public relations, even business. She is taking marketing as a minor because she likes fashion design and would like to go into business in advertising or marketing. Influenced by her mother, who is a fashion designer, Kayla hopes to get a job "somewhere else" immediately after graduation, and then save money to get a master's degree in fashion design (Interview 1). She's not sure where she will get her master's degree, but she's not planning to return to Burma to work because she doesn't think they pay much. "I want to go to Singapore because they pay well, and it's nearer to my country" (Interview 1). Singapore

is only two hours from her home by plane, compared to the 40 hours it takes her to travel from Burma to the US, and they also speak English.

Challenges in Academic Writing

Academic writing does not really present a challenge to Kayla. She sees oral communication with English speakers as her bigger challenge. Although Kayla has been learning English since age 3 and attending school, and she has virtually no detectable accent, she says that communicating in English is the hardest part of being in the US. "It's like a language barrier. Even though I speak English since I was very young, I can express more in Burmese than English" (Interview 1, March 9, 2018). She keeps in contact with her friends back home, and in her daily life, even while she is at school in the US, she talks only in Burmese to her friends. However, she has American roommates and she has joined a dance team on campus, so she has many opportunities to interact with American speakers.

Interpreting Kayla's Experience

Kayla comes from a very privileged background with parents who saw very early the benefits of giving their child advantages that many in their country cannot have. She is grateful for the opportunity to be here, and she is agreeable to following her father's plan for now, although she hopes to follow her own dream by getting a master's degree. Unlike David, Kayla is closer to her parents, but they are willing to move out of the country to be wherever Kayla finds a job. This is a kind of privilege that few people have, and she is not oblivious to that fact. Although she sees speaking in English as a challenge, her speech has virtually no accent, and I would not have guessed she was an international student had she not told me.

Amy

"I just didn't want my parents to be disappointed… because it's a lot of money. … I just wanted to really try hard, my best, so maybe I can gain all the knowledge and my English fluency through my life here" (Interview 1, March 5, 2018)

Amy is a 22-year-old female from South Korea. In her third year at MACU, she is majoring in ESOL (English for Speakers of Other Languages) Education. Her story is unique in that she attended four years of private high school, first in Florida and then in Texas, on an F-1 international student visa. Because she graduated from an American high school, she did not have to take the TOEFL or present proof of language proficiency.

Her Journey Began Much Earlier

Amy came to the US when she was in the ninth grade. Amy liked learning languages and really wanted to learn English, so through a connection her mother's friend had with a pastor in Florida, Amy and three other teenagers from Korea whom she did not know, spent a year at a small, private, Christian school in Florida, all of them living with a host family. The adjustment was hard initially. The school was very small with kindergarten through twelfth grade in the same building. The four Korean students kept to themselves. "I don't think they [the Americans] wanted us to be part of them" (Interview 1, March 5, 2018). She didn't learn much English that first year, during which she focused on adaptation and survival. After that first year, Amy's parents wanted her to go to a bigger school, so through an agency, her mother located a private high school in Texas and Amy alone transferred there. Once she finished high school, she learned about MACU through the pastor from Florida who had at one time taught Korean at MACU.

A Huge Investment With No Specific Plan

When Amy first came to the US, she didn't know she would become an ESOL education major, and she didn't have any definite career plan. Even though her parents made a huge investment in sending her here not just for college, but also for high school, Amy is not aware of her parents having had any career plan for her. She believes they just wanted to support her desire to learn English. It was her parents who presented the opportunity for her to go to the US for high school. They gave her a week to think about it, and she decided that it would benefit her to study abroad.

Sending a child to a foreign country to study is expensive for any parent, but to do so for eight years is a monumental investment. "They [her parents] say they just want me to have a better life since I like to learn languages. And … they didn't think that I will be as successful as then I would have just lived in Korea" (Interview 1, March 5, 2018). Now that she has been away from home for even longer than most international students (nearly 7 years at the time of this study), a special challenge for her has been to believe that the investment has been worth it.

> I sometime thought how it would be different if I just went to high school in Korea and then just lived a normal life. Because coming to America and living, it's not actually normal, I don't think. So … whenever I had difficult times, I just thought, 'Oh, what if I just didn't come?' (Interview 1, March 5, 2018).

Parental Disappointment

Until the middle of the semester of this study, Amy believed that she would be able to go home and get a teaching job right away. Mid-semester, Amy had learned that her degree in ESOL education from MACU would not really qualify her to teach English in Korea without gaining an additional TESL certificate in Korea, which would require an additional six months of

training once she returns home. “My parents actually expected … *much* more than I have now. … They actually wanted me take my major as business because business connects directly to money, so I can get money, like a lot of money” (Interview 2, May 1, 2018). In the beginning her parents had just wanted to support Amy’s desire to study in America and become fluent in English, but after supporting her for nearly eight years and spending “a lot of money” (Interview 2), they are rethinking their investment. They would like if she could work in a business, and she thinks they regret not encouraging her to study business rather than English. “I didn’t want to try the business major… because I know I will not be able to be successful” (Interview 2).

While it is not apparent that Amy understands the reasons her parents were willing to make such a huge investment in her future, she recognizes their disappointment. “I don’t think … they are fully satisfied about my works I’ve done here because, um, they actually expect me to get a job. Like I could get a job right after graduating from college” (Interview 2, May 1, 2015). Competition for jobs in Korea is high, Amy said, and while it may be hard to get a job in the US, “it’s harder to get a job in Korea. Most students, even though they went to good universities, like Seoul University, … they will sometimes don’t just get a job” (Interview 2, May 1, 2015). If students study abroad, “school title is very important” (Interview 2). While it doesn’t have to be Harvard or something in that league, University of some state name is a title they look for. Since MACU is not a “name” school, Amy’s parents are worried she might not be able to get a job when she graduates. “Then it will be a waste of all the money – a *lot* of money. Then they just kind of worry I might not be able to do anything in Korea” (Interview 2).

Although she is frustrated and a little discouraged about having to do additional training in English once she returns home, she wasn’t sure whether she would have gone home to study English in Korea had she found this out earlier.

> I would still have come because I wanted to learn. … I thought maybe if I go to college here and then improve my English skills, then I would have more chance … because I would be more exposed to all English, so then that will eventually help me to …just teach better, I guess, in English" (Interview 2, May 1, 2018).

Amy is not planning to look for a job in another country if she can't get one in Korea, but she doesn't really have an alternative plan other than work at the airport as a translator.

Prior Writing Experience in L1 and L2

Amy began learning English in the third grade. The focus was on vocabulary, grammar, and sentence structure and syntax. They did not focus on reading, and they did not get much speaking practice other than repeating what the instructor said. Classes were focused on preparing for tests. Amy did not indicate what type of school she attended prior to coming to the US, but it seemed that she attended public school.

Korean Writing Instruction: Limited, Mostly Test Preparation

In elementary school, Amy did not have any writing instruction in Korean. She thinks she may have had some writing instruction in middle school, but they did not write essays, stories or poems. Her Korean instruction was also test focused. In her Korean language class, she remembers learning grammar, poems, and some literature. Since she went to high school in the US, she never had to write an essay or research paper in Korean. "I learned how to write essays and then research papers and everything here. And then I started writing here [in English]" (Interview 1, March 5, 2018).

English Writing Instruction: American High School Focused on Literature

Amy did not receive a lot of writing preparation in English. Her high school classes in the US focused on both literature and two-page essays based on the literature. They did not do

research papers. She learned how to do a longer research paper and literature review when she came to MACU. During her freshman year at MACU she went to the writing center almost every day. “I would write and then I would need to fix everything so I went there” (Interview 1, March 5, 2018).

Academic Writing Opportunities in Degree Program and Future Career

Amy doesn’t remember doing much writing in her general education classes at MACU, but as an ESOL education major, she usually has to write ten or more pages for each class, and exams are always essay format. “Maybe if my major was just accounting or other business major, then I wouldn’t have to …worry about writing” (Interview 2, May 1, 2018). Most frequent are reflection papers, book critiques, and summaries. Her bilingualism class required five essays and take-home essay tests. She did not find these papers hard to write because she understood the concepts. Writing is not difficult if she understands the content. In her Women in Literature class, she was surprised at her grade. “I don’t know how I got an A, but --- I try hard” (Interview 2, May 1, 2018). In her history class, however, she did not do well on the reaction papers – “maybe like a C.” (Interview 2). She knows she should try harder with classes she is not good at. “I will try, but I will not try as much as I would for my major classes. … but, like for this history class, I’m actually trying harder than the other ones because I don’t really want to fail” (Interview 2). She had failed this class once before, so it was important to pass this time.

Outside of her academic writing, Amy does not write in English. She doesn’t like writing that much and considers herself to be just an average writer. “I don’t know if I can write well in English…. I would like to receive some feedback from people … about my writing skills, but I didn’t really get a chance” (Interview 2, May 1, 2018). However, her professors have never made comments on her paper indicating they could not understand what she is trying to say. Amy’s

future goal is to be an English teacher in her home country, so she believes that writing "is going to be very important personally. … I will have to teach my future students grammar and all of vocabulary and then finally writing" (Interview 1, March 5, 2018).

Unlike some participants who saw a direct and deep connection between being able to speak English and getting a good paying job, Amy thought that people in her country "see people who speak …fluent English… [as] 'cool'" (Interview 1, March 5, 2018). She thinks knowing English might also help her get a better job. "If we have to do the interview in English, then the student who have more experience with English will obviously get more, I don't know, better benefits?" (Interview 1). She seemed a little unsure about whether English proficiency would actually be a benefit.

> I can maybe teach my students about my life in America and maybe how I learned. I just want to share my experiences, my life here, when I become a teacher, and then hopefully I will be more proficient teaching English since I learned here. (Interview 1, March 5, 2018)

Challenges in Academic Writing

Because she attended high school in the US, Amy did not continue to have special English language classes to teach her how to write in English or to review grammar, so her first year in college presented some challenges. During her first year she visited the writing center almost every day because "it was my first year and then I didn't really know what was going on, so I didn't want to make a mistake and misunderstand the instructions" (Interview 1, March 5, 2018). Now she doesn't often visit the writing center; she just reads the instructions very carefully. "I try to do what I need to do, and maybe if I have a question I will ask the professor" (Interview 1). She also asks her American roommates or her Korean friends on campus for help

with her writing when she needs it. She did visit the writing center for her Bilingualism class this semester because she didn't remember how to do the literature review, though she had learned about it in her freshman composition class her first year at MACU.

History Is a Struggle

Her history class is a current challenge. "I'm really struggling in that class. It's really hard to write all the reaction papers after reading the whole… I think the book is so long. I have to read six books and then I have to write a reaction paper. And then I don't really have time to read the whole book, so I sometimes just read some parts" (Interview 1, March 5, 2018). It is the not the language she is struggling with, but rather the concepts. "I'm not really good friends with history, so it's really hard" (Interview 1). Her professor is allowing her to record the lectures so she can listen to them again after class and rewrite her notes. "It takes a long time. But I still have to survive in the class" (Interview 1). She also goes to see her professor every week for additional help. The professor "tries to explain thoroughly, like in detail, so I can understand much better" (Interview 2, May 1, 2018). She is willing to make the extra effort so she can pass the class. Another way she handles the content challenges in this and other difficult courses is to look up unfamiliar words in Korean so she can get a better understanding.

Lack of Feedback Makes It Hard to Know How She Is Doing

Feedback is scarce on most of her papers. Her Women in Literature professor just highlights sentences on the exam "if she thinks it's something significant" (Interview 2, May 1, 2018). For the papers Amy wrote for this class, the professor did provide feedback in the form of short comments, but "she usually writes in cursive. … I don't really understand that well. … I really can't read them, and then I don't really, um, care about them'" (Interview 2). Amy also did not receive feedback on the reaction papers she wrote for history class, but she was sure she

didn't do well on those because she didn't fully understand the content she was writing about. Her Bilingualism professor collected rough drafts for their research paper but handed them back without comments. A graded reflection paper for this class contained the comments "well done" and "good job." "Because I didn't really get, like, specific feedback from this class, … I'm not sure if I am actually fluent or just do well on the writing. So I'm just wondering" (Interview 2). There were a lot of other short writings in this class that were given credit for completion. "Sometimes I feel if he gives full point for whatever I have, I will wonder if, 'did he really read my paper?'" (Interview 2).

Participating in Class Is Another Challenge

In her Elementary Education course there are a number of activities and group projects, and the challenge here had to do with her ability to participate in the groups. The professor puts the students in different random groups every week for discussion and activities. Amy doesn't like participating in groups.

> I think I would feel better working by myself than actually working with groups because, um, sometimes I actually, I don't know. I have a hard time like, saying my opinion. I want to say something, but, um, I feel if it's wrong, then I don't want to say it. If I'm not sure about what I think, I would rather write my ideas and then just the professor can look at it or something. (Interview 2, May 1, 2018)

Not only is it hard for her to speak up in groups, but she also doesn't feel like her classmates welcome her in.

> I think they have, like, their own group. … So I don't, I'm not … trying to enter those groups because … I feel like they already have their own friendship groups, so I don't wanna enter those, but I will just be friendly then, … if necessary, I will

> just do group works with them, but I don't really want to approach them if they don't, if they are not like that. (Interview 2, May 1, 2018)

The day that I observed Amy in this class, there were two tables where groups of eight or ten students sat eating their dinner before class, laughing and talking. Amy sat at a third table alone, until another student joined right before class began. When the professor put them in groups, the two American students in her group dominated the discussion and only occasionally turned to her for input (Field Notes, April 4, 2018). Amy said that usually there was an older woman student who misses a lot of class because she has small children, and Amy usually worked with her. "I feel more comfortable with just talking with one person who is actually open" (Interview 2, May 1, 2018).

Amy acknowledges that she is an introvert. "I don't really volunteer unless the professor actually asks me directly. I will say something, because I want to say something, but I don't know. I'm so introverted" (Interview 2, May 1, 2018). However, she also feels a little intimidation about being a foreign student. "I actually [would] say things if there were more Korean students. …I would say my ideas because they will not look at me as a foreigner or (laughs) … be biased about what I say" (Interview 2, May 1, 2018). Not being able to participate in class makes her feel like an outsider. "I feel more outsider because I don't really participate in class. …I want to say something, but I can't say something. … I just don't want to make mistakes while I'm saying [my] opinions" (Interview 2). No one has actually said anything unkind to her. "It's just my own perception, but I don't know how to change it" (Interview 2).

Interpreting Amy's Experience

While Amy had some adjustments to make in order to be able to write college-level English, Amy utilized the resources available to her, and she now seems to have little difficulty

writing what is expected. Her introverted personality, coupled with her perception that American students see her as an outsider, makes it difficult for her to participate in class, unlike others who expressed difficulty in participating in class due to a lack of speaking proficiency.

Unlike other participants who had clear career goals either of their own or directed by their parents, Amy is perhaps the least sure of her goals. She seems to realize less than the other participants the extreme privilege she is enjoying, and she seems to have come to the US simply because she thought it would be a fun adventure. She does not seem to fully understand how knowing English will help her attain a good job, other than she wants to teach English. She seems to be simply pursuing the path her parents made available for her without really understanding the stakes, although she does realize her parents are spending a lot of money, and she is acutely aware that they do not feel they are getting their money's worth. She doesn't want to disappoint her parents, but she is vague about how she will make this investment pay off for her parents and herself.

William

"If you speak English, you don't really need to learn any more languages. … For me, it's the most important one, English. … I think that English works everywhere"

(Interview 1, March 9, 2018).

William is a 21-year-old male exchange student from University of Malaga, Spain. Majoring in audiovisual engineering, he is in his fourth year at his home institution. In the US on a J-1 exchange student visa, he was taking advantage of the partnership between MACU and University of Malaga to spend a semester in the US, something that would be very difficult to do without this partnership.

Exchange Student of the World

William first realized he wanted to study abroad when he visited his uncle in Ireland and saw the high schools there. It didn't work out for him to live with his uncle and attend high school in Ireland, so he took advantage of several one- and two-week exchange programs in Poland, Austria, and Italy. "They speak better English than we do in Spain, so I learned English" on these exchanges (Interview 1, March 9, 2018). Then he decided that he wanted to do exchanges at the college level. His university in Spain offers many opportunities to study abroad. Erasmus is a program that allows students to study in any European country. The university also has exchange opportunities for students to study in the US, Canada, Australia or South America. He applied and was accepted to both Erasmus and the study program in the US. He chose to come to the US because he had always wanted to visit the United States, and he thought, "I don't know again when I will have this chance to come to the United States. … because to come here is way harder than to go anywhere else in Europe" (Interview 1, March 9, 2018). The difficulty for William lay in the fact that MACU doesn't have his major, so it would be hard to find suitable classes that would transfer back to Spain if he waited.

Love of English Music Led to Privileged English Schooling

William began learning English in elementary school, around the age of 8. He didn't remember exactly how old he was, but he says he never learned well in elementary school, so at age 10 he enrolled in an English language academy that taught only English classes: reading, writing, listening, speaking, and grammar. He attended academy two days a week outside his regular school. Although William's parents agreed to enroll him in the language academy, the decision was his. "I always liked the English language, and probably because of the music. … The music I like the most and still like is the music with English lyrics" (Interview 1, March 9,

2018). His mother thought it would be a good idea to study English because many tourists come to southern Spain where they live. She works at a beach bar in Spain and has to speak in English often. His father works in maintenance of air conditioning systems, and although his English skills are more limited, he often has to communicate in English with wealthy tourist clients who own vacation homes in Spain. William said his parents support his desire to learn English because they recognize the importance of knowing English. "They've been struggling a lot with English, and they also now are probably missing a lot of things because they don't have the best English" (Interview 1). In public school, William had English classes all the way through high school, but "they weren't the best classes in the world. … We didn't learn a lot. If you wanted to learn English, real English, you have to go outside the school" (Interview 1).

The teachers at his first academy were Spanish, but later, during high school, he went to a different academy that was connected to Cambridge University, and all the teachers were from England.

> They couldn't speak that well in Spanish, so if you wanted to say something – you really wanted to ask something, you had to ask it in English. And if they wanted to explain something, it would be in English. … So that was for me the best thing. Probably in high school, it was more or less fine because they were still teaching me vocabularies and grammar. That's always useful, but for the best was the academy because I could speak English. … I think that is the best thing to learn" (Interview 1, March 9, 2018).

Prior Writing Experience in L1 and L2

In public school English classes, William remembers learning vocabulary and grammar. Speaking was not considered very important and was only practiced in the final year of high

school. The most important activity in all other years were cloze activities, worksheets with fill in the blanks. Currently schools in Spain are moving towards bilingual instruction in English and Spanish, but when William was attending, it was not bilingual.

Spanish Writing Instruction: Detailed and Thorough

Instruction in Spanish was very detailed. "I have to spend more hours on that [learning to write in Spanish] than in English writing probably. .. I have to learn a lot of stuff" (Interview 1, March 9, 2018). He remembered learning about not only the same topics he had for writing in English, such as organization, and starting and ending sentences, but also intense focus on syntax. "We take a sentence and we… analyze every word and how it works .. in Spanish language writing" (Interview 1). He also read literature, learned grammar, and wrote essays in his Spanish language classes. The writing practice in Spanish involved writing editorials and opinion pieces, along with practice for the university entrance exam writing requirements for Spanish.

William remembers doing research papers not only for Spanish language class in high school, but for other classes as well, such as history and science. He said these research papers were probably only two pages long, but he remembers writing one once a week or at least every two weeks because there were three or four different subject classes that required writing. He was given instruction on how to quote information he borrowed and cite the sources. It was not a particular style, such as MLA or APA, but they were required to document where they got their information for the papers they wrote.

English Writing Instruction: Excellent in the Academy, Not So Much in High School

William received significant writing instruction in the English academy. Frequent essays on assigned topics required them to write a minimum number of words, and they also had to do

sentence transformations. These exercises involved changing the grammar of the sentence but keeping the same meaning. "You had to know a lot of grammar because you will make, uh, from past to past perfect. … you had to do many transformations. That was useful, and essays were also useful for me" (Interview 1, March 9, 2018). The academy also taught essay structure, "how to organize it, how to start and end a sentence, … how to use the verbs. … Yes, they taught me a lot of things about the writing. It was very useful for me" (Interview 1).

In his high school, however, there was very little writing instruction in English until the last year. High schools in Spain are six years, with the first four being mandatory and the last two solely for preparation for the university. Because William had already earned the B-1 English[19] certificate when he was 15 or 16, he really could have skipped the high school English classes, but he chose to take them to improve his overall grade point average because he knew he could get good grades in English. William says the English classes up until the final year of high school are "very bad," and when they do finally write in English, the teachers tell them, "Okay, you know how to write now because you already have 16 years old. You should know how to write [in Spanish, so] do it, but in English" (Interview 2, May 10, 2018). The structure of Spanish essays are similar to English essays, so the teachers tell them to just write and translate.

Spain has a university access exam at the end of the sixth year of high school. Students who want to attend a university must take this exam, and English is a mandatory subject on the exam. The score a student receives on the exam determines which universities they will be permitted to attend. Although university classes in Spain are not taught in English, in some

[19] B1 level proficiency is a preliminary intermediate level of proficiency for higher education on the Common European Framework of Reference for Languages (CEFR), which is "an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language" (International Language Standards, 2018).

majors, such as his, the books are in English, "but the teacher speaks in Spanish all the time" and the students also discuss the material in Spanish (Interview 1, March 9, 2018). He thought this was a reason why English was a mandatory part of the college entrance exam, but he wasn't sure. William has never bought a textbook in Spain because all the materials are posted online. Usually the professors create their own materials, which William thinks is better because it's more streamlined to just what they need to know. The materials are only in English when the professor has not taken time to translate them for the students.

Academic Writing Opportunities in Degree Program and Future Career

William had only one class at MACU that incorporated any writing. The other classes were music theory and video production courses. In his Introduction to Music Business and Entrepreneurship class, he had weekly written homework assignments, which were short papers only one or two pages in length. The papers were submitted electronically to the course management system website, MyClasses, and the teacher provided feedback there. "It's not that big feedback….For example, [on one of his projects]… the thing that she only told me was, 'Yes, it's an original idea. I like it, how you link it with your Spain experience.' And that's all" (Interview 1, March 9, 2018). The instructor did not give feedback on his actual writing, only on his ideas. William said the teacher gave them a few guidelines on how to write each assignment, but the writing was "not the most important thing" when she graded them (Interview 1). Even though he got very little feedback on his assignments throughout the semester, William was happy with his grades, and he felt the assignment handouts were clear and he knew what he needed to do. He said the assignments were similar to writing he had had to do in high school. He doesn't write much in his Spanish university because his major is a technical, hands-on type major.

For his future career, William believes English will be "very, very important. I want to travel around the world as much as I can, work in something that I like. I think that wherever you go in the world, if you speak English, you probably will understand most things" (Interview 1, March 9, 2018). Even if he stays in Spain, English will be important because they have a lot of tourists. William recognizes that not only his parents but other family members "could get better jobs if they sp[oke] English better. … Although his career is more hands-on and he doesn't anticipate writing a lot, he thinks it's important for him to learn to write well in English because "if I need to write sometime, you have to know how to do it. I mean, you should not be learning how to write when you need it. You have to know before you need it" (Interview 2, May 10, 2018).

Challenges in Academic Writing

William does not find it difficult at all to write in English and actually enjoys it. "I don't struggle doing it. I know that sometimes I could make … mistakes, but I also make mistakes in Spanish" (Interview 1, March 9, 2018). The main difference is that it takes him longer to write in English than in Spanish, but the structure of Spanish essays are similar to the structure of English essays, and he thinks it helps that he also likes to write in Spanish. "Writing is something that I like. … [and] I don't think I'm bad at all [writing in Spanish" (Interview 1). While it could be much harder for him to study just one semester in the US, he says that the advantage he has

> is that I can do it by myself on my own, so if there is some kind of word that I'm thinking only in Spanish that I know is really complicated word, but at the same time I want to use it because I know that it fits, I will try to search the meaning, google … in some kind of dictionary. That's a big help because I think I can make a better writing if I choose better words. … It's not really difficult because at the

end of the day, writing is something I have done a lot in my life" (Interview 1, March 9, 2018).

The biggest challenges for William were finding ideas and translating difficult ideas that he has to think about in Spanish. "Then I have to change the whole thing because in English that doesn't make any sense. Because that's it. Sometimes in your language you can't translate it in any other language, so I have to change it" (Interview 2, May 10, 2018).

Resourceful at Finding Ways to Improve

William actively continues to seek ways to improve his English. He watches a lot of TV shows and films that are in English and puts on the English subtitles so he can see what the actors are saying. If he doesn't know the meaning of a word, he will stop the film. "I will search the meaning and then I will learn one more word" (Interview 1, March 9, 2018). He also reads comic books in English, again using the dictionary to learn new words he encounters. William uses English a lot outside of class to speak with people on social media both here and back home. He talks to people who don't live in Spain, so they use English as the lingua franca.

Although he was informed about the writing center on campus, he has not found a need to go there. "The grades that I had with my last writings were good. … I haven't had any really difficult, really hard, writing" (Interview 1, March 9, 2018).

Writing process. Although writing comes naturally for William, because he is now writing in English rather than Spanish, he tends to write in Spanish and translate.

I think that ideas comes better for me in Spanish. And how I want to organize all the writing, but then I try to translate, and if I don't know the word, or it's something that I can't say in English -- because some things you can't say in

English, -- I will try to fix it or change things. … But first I think in Spanish.

(Interview 1, March 9, 2018).

Although he thinks and writes first in Spanish for his essays, when he is in classes at MACU, he takes notes in English because it is too fast and he doesn't have time to translate, so he just listens and writes in English. When he has difficulty finding the right word in English, he uses an online dictionary called Word Reference that helps with phrasal verbs and idiomatic expressions. He did not go to the writing center during the semester, but he would have if he had needed to, "if I saw that my grades were bad and my teacher says, "Hey, you know, your writing is not good" (Interview 2, May 10, 2018). However, the assignments he had this semester were not difficult, and he was earning "A" grades. The papers I reviewed of his were quite coherent, although he acknowledged that his writing "is not the best in the world, but I didn't need to make it the best in the world, because so far, I'm getting good grades" (Interview 2).

Interpreting William's Experience

William has come from a very privileged background both in the amount of writing instruction he had in his L1 and in the fact that he could attend an English Academy in addition to his English classes in public school. He also is privileged in the number of opportunities he had already had before coming to America to visit other foreign countries and get a taste for being a world traveler. This has fueled a desire in him to work all around the globe, and he knows that English is the ticket that will take him where he wants to go. He is not particularly attached to his home country, and his parents support his desire to travel and work all over the world. This experience for him was a great opportunity made available by the partnership his home institution has with MACU, and without that partnership, this opportunity might not have been in reach for him.

As a result of the extensive writing instruction he had both in his L1 and in English, as well as opportunities to gain speaking practice in the English academy, William was not struggling in his classes, and his major interests of soccer and music provided cultural bridges between him and the other students on campus.

Summarizing the Participants' Responses to the Research Questions

Each participant in this study had unique experiences prior to coming to MACU. Their individual experiences were summarized following each individual narrative. In this section I summarize the responses specific to the research questions of this study. The chart below summarizes the participants' responses for the first question: What writing experiences in both L1 and English do undergraduate multilingual international students (MLISs) bring to their studies at a midsize regional public institution of higher education in the US?

Table 8

Prior Writing Experiences in L1 and L2

Participant (Country of Origin)	Writing in L1	Writing in L2 elementary through high school	Additional Writing prior to MACU
Pedro (Vietnam)	Wrote essays, was taught to make outlines, learned essay structure; did in-class timed writing about literature and poetry (40 minutes).	Limited instruction– semi-private high school. Wrote short paragraphs only in English.	ELI at MACU – learned about structure and outlines. Wrote many types of essays.
Derrick (China)	Narratives in elementary grades, poetry and creative writing in high school. Focus on making writing "pretty". No academic papers.	Very short writing in English (300 words) to prepare for high school and college exams and to test their grammar.	Had writing instruction at the ELI at MACU but did not discuss it.
Mary (China)	Narratives in elementary school.	Short writings in English (500 words)	One semester at ELI – learned structure

	High school 800-1,000 words – preparation for high school and college entrance exams. Argument essays but no research.	to prepare for exams. In-class timed writings (20 minutes).	and how to write scholarly papers and do citations.
Frank (China)	Focus was on preparing for high school and college entrance exams. Chinese writing instruction did not include anything about structure or thesis.	Focus was on practicing for the English portion of high school and college exams. He felt that teachers gave very little feedback and barely read their writing. Teachers looking only for "fancy" words.	One semester of instruction at ELI – he did not discuss what he learned there.
Joe (Japan)	Remembers essays in elementary and high school, focus was on social problems.	No exposure to English until age 13. Writing in high school focused only on exam preparation.	Writing instruction in Kanda school (2-year community college) required time-limited essays in class, as well as research papers.
David (Myanmar)	At international school, Burmese classes in poetry and literature and writing. "Orientalish" essays, long, wordy prose; writing focused on memorized texts.	At international school, wrote stories in middle school. In high school, he wrote long essays for exams. Learned essay structure and received extensive feedback.	Took composition class at Connect University prior to MACU.
Kayla (Myanmar)	Memorization and reproduction of 5 paragraphs of Burmese essays for tests.	Narrative essays in lower grades, persuasive essays in upper grades. Grammar and vocabulary instruction. No research.	English literature and writing classes at Connect University.

Amy (Korea)	No writing instruction in Korean in elementary school. Limited writing in middle school. Went to US high school, so she never wrote an essay or research paper in Korean.	Did not receive much writing instruction in English because she went to US high school, where teachers assumed students knew how to write in English. Mostly wrote short papers about literature.	Went to the MACU writing center every day her first year to learn how to do research and cite sources.
William (Spain)	Extensive writing instruction in Spanish focused on organization, sentence syntax, writing editorials and research papers in courses across the curriculum.	In high school, little writing instruction in English until the final year. Students were told to apply what they knew about writing in Spanish to writing in English and simply translate.	English Academy provided additional instruction on essay structure. Frequent essays in English, along with sentence transformations.

Although the participants had diverse preparations relative to writing in English, the students from China had the least amount of exposure to writing in English prior to coming to MACU, and they also reported few opportunities to practice speaking in English as well. The student from Japan got a later start in his English classes, but his attendance at a community college prior to coming to MACU more fully prepared him for the kinds of writing he would do in the US. The two participants from Myanmar had the highest degree of oral proficiency in English because they attended an international school that was taught in English, but they received their most relevant writing preparation through the classes they took at Connect University. Because this institution functions to help students attend universities in the US, it has designed the curriculum to align with the writing expectations of American universities. The student from Korea also had high oral proficiency as a result of attending high school in the US, but she felt less prepared because most of her writing exposure was in the US high school, where

teachers assumed students had been writing since elementary school and evidently did not provide extensive instruction specifically on how to write. The student from Spain reported the best overall writing preparation both in his Spanish language through middle and high school, and in English because he attended an English academy in addition to high school.

Role of in English in Current Academic and Future Career Goals

The second research question asked, "What role does writing in English play in MLISs' pursuit of their current academic and future career goals. All the students in this study reporting some kind of writing in one or more of their academic classes. The chart below details the writing each student was required to do for their academic classes during the semester of this study.

Table 9

Academic Writing Opportunities in Degree Program[20]

Participant *(Country of Origin and Major)*	Class and Writing Tasks	Class and Writing Tasks	Class and Writing Tasks	Class and Writing Tasks
Pedro *(Vietnam, Finance)*	CMAT100 Introduction to Human Communication. In addition to exams, two event papers (short, formal), 3 speeches, small group presentation and informal self-evaluation paper on group project.	HIST102 –3 exams that included essay questions and short answer definitions of terms, a literature/film analysis paper, and a group project that involved making a video.	MATH155 – Statistics course. No formal or informal writing	.
Derrick *(China, International Business)*	ENGL103 Composition and Research. Annotated bibliography, literature review,	HIST102 –3 exams that included essay questions and short answer definitions of terms, a	ACCT248 Legal Environment. – extensive notetaking for himself. No	ACCT201 Introduction to Financial Accounting.– No formal or

[20] Some students took only three or four courses because courses in the school of humanities are worth four credits rather than three. All student participants took a minimum of 12 credits total.

	argumentative essay, and oral/visual final presentation. Detailed assignment handouts provided.	literature/film analysis paper, and a group project that involved making a video. Derrick was in the same class with Pedro.	textbook. Students had to take notes from the lecture. No formal or informal writing	informal writing
Mary *(China, Economics)*	ECON441 International Economics – exams, classes presentations, and quizzes. No formal or informal writing. ECON311 -- No formal or informal writing	ENGL221 Literature and Film. Two short papers (800 words), class presentation, and final exam. Research paper (2,000 words) analyzing a film adaptation of a text.	HIST102 World Civilization II. Three short papers summarizing articles.	PHYS102 Physical Science – written justifications for all off these: labs, in-class group work, and exam problems.
Frank *(China, Economics)*	ENGL103 Composition and Research. Annotated bibliography, literature review, argumentative essay, and oral/visual final presentation. Frank's class was also required to write a personal narrative in response to class reading assignments.	ECON338 Personnel and Human Resources Economics. Math based problem sets, 3 exams, and a project presentation that involved analyzing a small, local company. No formal writing assignments.	MATH160 Calculus. No formal or informal writing. ART130 Introduction to Drawing. No formal or informal writing	ECON435 The Economics of Voluntary Exchange. Short (250 words) summaries of podcasts. He dropped this course because of the workload in ENGL103.
Joe *(Japan, English)*	SCED300 Development, Learning, and Assessment. Hybrid class that met infrequently. Involved field work and observations. Short essay questions on quizzes and exams, short papers (first impression and five field reflections), research paper on multiple intelligence, and final field experience paper. Detailed assignment	ENGL439 Second Language Acquisition. Midterm project – written report; final project – second language learner biography, involving interview and 2500-word written report; presentation to class; writing on quizzes and exams.	ENGL432 Literacy and ESOL Reading. Annotated bibliography, article/book chapter presentation to class, critical response to a journal article, two written/ take-home exams (essay based, 3-4 four pages required for each), and ESOL lesson plan.	BIOL101 Fundamentals of Biology with lab. Multiple choice exams, online quizzes. No formal or informal writing

	handouts and extensive rubrics provided for all assignments.			
David *(Myanmar, Communication Arts/Multimedia Journalism major with Business/ Professional Writing minor.)*	ENGL240 Introduction to Journalism. Readings and AP Style quizzes, critiques and written homework, journalism assignments: writing for online and social media, breaking news, meeting news, government news, soft news, and photojournalism. Also 3 projects that involved proposing and carrying out story assignments.	ENGL307 Writing for Digital Environments. Involved remixing videos, creating Photoshop collages. Five projects and a one-page reflection paper for each project.	IDIS280 Special Topics in Interdisciplinary Studies. Focus was on climate change. Each week they wrote a 500-600 word paper about a different guest speaker's lecture.	FTWL106 Lifelong Fitness and Wellness. Online nutrition modules and multiple choice exams. Develop a fitness plan, carry it out and write a reflection paper.
Kayla *(Myanmar, Communication Arts/Human Communication major with marketing minor.*	CMAT101 Introduction to Human Communication. Writing activities included: Journal article analysis and class presentation; Briefing Memo about conducting business in another culture (required sources; detailed rubric was provided); group research proposal. Students also gave individual and group speech presentations.	CMAT102 Introduction to Mass Media. Writing activities included worksheets involving short written responses, film review, email assignment, and a final paper involving semester-long research on one media product.	HIST101 World History I. Four exams plus two 10 page papers based on two different books.	BUAD103 Introduction to Business. In addition to multiple choice exams, writing activities included two papers, one of which also required a presentation to the class.

Amy *(Korea ESOL Education))*	HIST102 World Civilizations I. Short papers analyzing movies, midterm and final exam with short answer and essay questions, short (1-2 pages) reaction papers written in class or at home in response to readings, and in-class presentation on an article or book.	ELED350 Children's Literature. Writing activities include create a PowerPoint commercial for a book; Analyze a read-aloud performance event in a school setting; create a directory of at least 40 book titles (short summaries of each book).	ENGL342 Women in Literature. Writing required on three exams, along with two essay assignments.	ENGL438 Bilingualism. Article/book chapter presentations, five short (2-page) reflection papers, two take home essay exams (3-4 pages), library research report, and literature review.
William *(Spain)*	MUSC201 Intro to Music Theory – music notation assignments, quizzes, midterm and final exam. No formal or informal writing.	MUMT Intro to Music Business and Entrepreneurship – weekly written homework assignments, short papers, final oral presentation using PowerPoint with embedded student-created video. Detailed rubrics provided by instructor.	CMAT343 – Video Production – video projects. No formal or informal writing.	

All of the research participants had some form of informal and/or formal writing activities in at least one of their classes. As would be expected, the participants with the most writing in their classes also had majors related to English (Joe and Amy) or communication (David and Kayla). The participants majoring in economics (Frank and Mary), finance (Pedro), and international business (Derrick) experienced the most extensive writing tasks only in their general education courses: history (HIST101 and HIST102), composition (ENGL103), the interdisciplinary course (IDIS280), and physical science (PHYS101). Some of the other general education courses (MATH155, ART130, and BIOL101) required little to no formal or informal writing assignments. Major courses in economics and finance often were problem based and

required little to no writing tasks as well. Ironically, the student who seemed to have received the most extensive writing instruction both in his primary language and English (William) also had the least amount of writing tasks in the courses he was taking this semester.

Writing opportunities in future career – speaking may be more important. The participants varied in their responses regarding how much writing they expected to do in their future careers, but the majority of them said that speaking would be more important that writing. Pedro was only in his first semester at MACU, so he was not sure how much writing he would do in his future banking career, but he felt that any writing he did would be important, so he wanted to improve his writing. Derrick was not motivated to excel at writing because he was certain that the ability to speak English would be much more important for him in his future international business career. As an economics major, Mary was not sure how important writing would be, and although she earned "A" grades on her writing, she felt it was extremely difficult and time-consuming for her. Since she plans to go to graduate school in the US, she thinks writing will be important at least for that, but she also agreed that speaking ability in English was more important overall. Also an economics major, Frank believes that speaking will be more important in his career field than writing.

The two participants who attended an English-medium international school for all of their primary and secondary school also had high proficiency in both writing and speaking. David plans to work in a field of journalism, so writing will be very important in his career. Kayla plans to go to graduate school, but her preferred career will be in fashion design, so she believes that oral communication will be more important for her than writing. The participant who attended four years of high school in the US (Amy) also had high oral and written proficiency in English, but she was not sure that writing would be very important to her as a future teacher of English,

other than grading papers and teaching her students how to write. She felt that oral proficiency was more important for her, particularly when applying for a job in her home country. Also an English major, Joe does not believe that he will write academic papers as he is doing now after he graduates. In his mind, writing will not be important for his career as an English teacher, but the ability to write well in English is important for him personally, as is the ability read well in English.

For the one-semester exchange student, William does not see writing in English being very important in his future career because his career field (audiovisual engineering) is a hands-on, technical career. Nonetheless, he thought it was important to learn to write well in English so he would be prepared should he ever need to write in English. Living in a country that hosts a lot of international tourists, William believed that the ability to speak English was of prime importance. He also felt that the ability to speak English would allow him to travel and work anywhere in the world.

Challenges With Writing and Resources Used

The third research question asked, "What challenges have MLISs faced with writing tasks in academic classes across the curriculum, and in what ways have they attempted to mediate those challenges?" For many of the participants, *writing* was not the main challenge. For three participants, keeping up with the amount of required reading was a major challenge. Five participants indicated frustration at not being able to express themselves orally in English as a more important challenge than their writing tasks. While nearly all of the participants reported receiving limited feedback from professors, three specifically felt this hindered them in knowing how to improve their writing. Others said that if their grades were good, it did not really matter to them whether they received feedback..

Resources. In this study, none of the participants felt that writing hindered their pursuit of a degree at MACU. The three most proficient participants (David, Kayla, and William) expressed that they did not experience any real challenges with the amounts and types of writing that there were asked to do. Frank and Mary noted the time and effort required to do well, but they were receiving "A" grades. Derrick did not consider writing that bothersome because he was not concerned about getting an "A" grade. Although Pedro assessed himself as having low levels of proficiency across the board, he said that the writing he had to do was not that difficult for him. Amy and Joe had a lot of writing to do in their English classes, but the most notable difficulty they reported was understanding what the professors wanted. Overall, the participants reported getting "A" grades on their writing, except for Derrick, who was happy with a "B," and Joe, whose writing sometimes received good grades and sometimes not. He was not really sure why his grades were inconsistent.

To mediate any challenges they did encounter, the participants cited the writing center and their professors as two key resources. Amy reported that in her first year at MACU she had visited the writing center very frequently, but now that she was further along in her education, she used it occasionally when she was unsure of how to do a particular assignment, such as an annotated bibliography. She was more likely to visit her professor for assistance. David also reported that he had visited the writing center frequently his first semester to review how to do citations and fix his punctuation errors, but now he felt that he did not need the assistance. Mary, Frank, and Kayla reported that they frequently visited the writing center, particularly for assistance with citations and grammar. Joe had visited the writing center a few times, but he said he usually did not have time because he had so many writing assignments. Derrick only tried to use the writing center once, but he was unable to get an appointment because he did not go there

early enough before the due date of his paper. He said he would not go there because he felt that the writing center was too busy, but he also admitted that he was not that motivated to improve his writing. William said he would use the writing center if he needed it, but he was satisfied with his grades and therefore saw no need to go to the writing center. With the exception of Derrick, those who used the writing center all felt that it was very helpful to them.

Professors also proved to be a helpful resource for most of the participants in this study. Mary, Kayla, and Amy reported that their professors were welcoming and provided good assistance to help them understand the assignment and what they needed to do to improve their papers. Joe said that his professors always told him to go to the writing center, but it was unclear what their reason was for not assisting him with his writing. Derrick reported that his teacher had invited him (and the other students in the class) to come to her for assistance before a paper was due, but he did not take advantage of that offer because he was "lazy."

None of the participants reported drawing on anything they learned in their primary language writing instruction, although William said that writing in Spanish was very similar to writing in English, and he had received the most extensive writing preparation of any of the participants. Both William and Pedro translated from their primary language when concepts were difficult to understand or express in English. The students who had attended either a community college (David and Amy at Connect University, and Joe at the Kanda School of Foreign Languages), as well as the students who had taken writing classes at the ELI (Pedro, Derrick, Mary, and Frank), were able to draw on the writing instruction provided by those institutions, as the instruction aligned more closely with the expectations for writing in American universities.

In addition to professors and the writing center, some participants utilized online resources such as the Grammarly website for help with grammar, translation tools on the

computer, and a vocabulary app on their phone. Other students reported using social media to interact with English speakers, watching movies and TV shows with English subtitles on, and reading books, newspapers, and magazines in English as ways to improve their English proficiency.

The chart below summarizes all the various challenges participants faced with academic writing tasks and the resources they utilized to mediate their writing tasks.

Table 10

Summary of Participant Challenges and Resources Used

Participant *(Country of Origin and Major)*	Challenges in Academic Writing Tasks	Resources Used
Pedro *(Vietnam, Finance)*	• Keeping up with the amount of reading. • Participation in class hindered by speaking proficiency. • Lack of feedback makes it hard to know how to improve writing.	• Draws on what he learned in the ELI for his writing tasks. • Thinks in Vietnamese first if topic is hard to understand and then translates.
Derrick *(China, International Business)*	• Grammar • Participation in class hindered by speaking proficiency.	• Draws on what he learned in the ELI for his writing tasks. • Uses Grammarly website to help with grammar.
Mary *(China, Economics)*	• Lack of cultural background for some topics in general education courses. • Participation in class hindered by speaking proficiency. Professors don't understand what she is saying. Working in groups is hard because of her speaking proficiency.	• Goes to see her professors • Writing center.
Frank *(China, Economics)*	• Keeping up with the amount of reading. • Vocabulary	• Translation tools on his computer • Vocabulary app on his phone • Writing center.

Joe *(Japan, English)*	• Participation in class hindered by speaking proficiency • Limited feedback from professors • Understanding what the professor wants for an assignment.	
David *(Myanmar, Communication Arts/Multimedia Journalism major with Business/ Professional Writing minor.)*	• No real academic challenges. • Does not feel prepared for doing research. • Hates having to be exact and follow the rules	• Reading books on his Kindle • Social media to interact with English speakers all over the world
Kayla *(Myanmar, Communication Arts/Human Communication major with marketing minor.*	• No real academic challenges.	• Goes to see her professors • Writing center.
Amy *(Korea ESOL Education))*	• Keeping up with the amount of reading required in history. • Lack of feedback makes it hard to assess her own writing skills. • Introverted personality and sense of being an "outsider" hinders her ability to participate and/or work in groups in class.	• Goes to see her professors
William *(Spain)*	• Thinking and translating difficult ideas from Spanish. • No real challenges with writing.	• Watches TV shows and films with English subtitles on. • Uses social media a lot to interact with others around the world, using English as the lingua franca.

Summary of the Emergent Themes

In analyzing the narratives of each of the diverse participants' experiences, several clear themes emerged, some of which were not directly related to the research questions, but which are

relevant for an institution seeking Comprehensive Internationalization to consider. The two major areas of focus are Writing Across the Curriculum and Internationalization. The themes that emerged under these two broad categories will be discussed in depth in Chapter Five and are summarized below.

Writing Across the Curriculum

Findings revealed that a variety of writing tasks were being assigned, and overall, when the assignment handouts were clear to the students and rubrics were included, students felt able to navigate those writing tasks. Problems occurred mainly when students could not determine exactly what the professor wanted, in which case they usually visited their professors or the writing center for clarification. Students were very resourceful in finding ways to navigate writing tasks. In addition, they utilized online grammar tools, and some sought assistance from their American classmates or friends. With a few exceptions, most students found the writing center and the professors to be very helpful.

The major theme relevant to Writing Across the Curriculum that was clearly articulated by all participants was the lack of feedback. If students received satisfactory grades, they were not concerned about the lack of feedback, but students who felt less prepared and less proficient indicated a desire to receive feedback in order to improve their writing. Feedback is a theme that will be discussed in Chapter Five.

Comprehensive Internationalization

A more prominent concern than writing of nearly all of the participants was the perception that they were not able to participate in class discussions and group work as much as they desired due to a perceived lack of English speaking proficiency, and in one case, a sense of intimidation because she was a “foreigner” (Amy). This finding has implications for the

university's stated desire for comprehensive internationalization, as it reveals a hindrance to international students being able to contribute global perspectives to the curriculum. The need to help students participate in class, as well as their perceived importance of speaking proficiency over writing proficiency will be discussed in Chapter Five.

An additional finding relative to internationalization is the role that partner institutions and preparatory programs played in the success of the participants, and the privilege that the participants necessarily had in order to be able to take advantage of these programs. This finding, which also has implications in terms of globalization and internationalization of higher education, will be discussed in detail in Chapter Five.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This study originated from a desire to understand the experiences of Multilingual International Students (MLISs) as they pursued their academic degrees in a language they were still learning. As a teacher of international students in the English Language Institute, I wanted to know how they were faring once they began their academic classes and what I could do to better prepare them. I wondered whether students who came through the ELI would do as well academically as those who were admitted directly with a passing TOEFL score. Knowing that it takes many years to develop academic language proficiency, and that an institution that participates in Writing Across the Curriculum would require students to write in many, if not all, of their classes, I was further curious about what kinds of writing they were being assigned and how they were able to navigate those different writing tasks. At the same time, I knew that many of our ELI graduates were, in fact, succeeding in their academic classes once they matriculated into MACU. Thus, I wanted to know what preparation and capital they drew on to help them navigate their challenges.

Revisiting the Purposes

The two driving forces behind this study initially were Writing Across the Curriculum (WAC) and Comprehensive Internationalization. Matsuda's (2006) call for WAC programs to become "ESL ready" and Hall's (2009) assertion that WAC must adapt to internationalization and respond to increasing linguistic diversity in the student population are strong reasons for a university to evaluate the experiences of their multilingual students with writing across the curriculum. Thus, one purpose of this study was to get a more complete picture of how MLISs experience writing across the curriculum. To do this, the study first looked at the writing

preparation that MLISs bring with them to their university study in the US: what kinds of writing instruction students were receiving and whether students felt prepared for the types of writing they encountered in US university classes. By asking students to relay their own narratives of how they learned to write, both in the L1 and in English, some insights were gained about what preparation was helpful for students and what additional preparation they felt was needed. This information can inform intensive English programs, such as the ELI, as well as partner institutions abroad who seek to send their students to the US for the completion of their degrees, about ways they can better prepare their students.

Along with whether they felt prepared, there was a need to gain an updated assessment of just what kinds of writing students are being assigned across the curriculum and which types of assignments students found challenging. Gaining student perspectives on their writing tasks could help to inform WAC about faculty development needs to help WAC respond to internationalization and become "ESL ready." To learn what kinds of writing tasks students were being asked to do, students were asked to share syllabi, writing assignment handouts, and drafts as well as graded assignments. This data was presented in Chapter Four. The data from this inquiry provided some insights on how WAC faculty may adapt their pedagogy to assist not only their MLISs, but also all students.

A parallel purpose to learning about the importance of writing in the students' academic pursuits was to understand how students perceived the importance of writing in English to their futures as a way of gaining insight into their motivation to improve their writing. The students' responses to questions regarding the perceived importance of English in their future careers helped to shed light on their motivations to improve their writing, as well as revealed some ancillary needs that students deemed more critical to them than being able to write well in

English. These findings are relevant not only for WAC, but also give insight into some effects of globalization in shaping students' perceptions about the importance of English and thus their investment in an education from a US university.

Another purpose was to investigate what competencies and strategies students bring with them, and the resources they draw on to assist them with writing tasks and challenges they encounter. This purpose was driven by a need to assess whether additional resources and/or faculty development is needed to help MLISs in their acquisition of L2 writing proficiency. While writing was the main focus of this study, campus assessment for internationalization in general was also an ancillary purpose. The questions related to this purpose also revealed a challenge not related to writing but relevant to the goals of internationalization – that of infusing international and global perspectives into the classroom. Students' challenges with participating orally in class discussions revealed a need for the university to further assess how faculty may assist international students in acquiring language proficiency if the institution wants to fully reap the benefits of the global perspectives these students can offer.

This study helps to illuminate what it's really like, from the student's point of view, to be asked to write a variety of genres in academic classes taught by faculty not specifically trained in L2 writing instruction. Looking at both challenges and resources of multilingual students, these students' experiences help shed light on how the institution can better assist multilingual writers. While the study was focused on the particular context of Mid-Atlantic Coastal University (MACU) and the findings are not generalizable to other institutions, nonetheless the experiences of these multilingual international students do offer insights into the kinds of challenges international students may experience when pursuing a degree via a language they are still

learning. Further, the findings of this study also offer insights into ways that faculty could adapt their WAC programs in ways that would benefit not only MLISs, but all students.

While the initial purposes of this study focused solely on writing experiences with an aim to help prepare faculty to assist multilingual learners, other themes emerged that were particularly relevant for campus internationalization and will be discussed in this chapter as well.

Assumptions

A major assumption I had at the outset of this study was that international students were necessarily struggling with writing, and that writing was likely their most pressing difficulty. I did not expect that speaking would present greater challenges for the students. While I was pleased to discover that the students who had come through the ELI felt that the preparation they received was adequate to help them with their academic tasks, I did not expect that many directly admitted international students would have had such privileged preparation that also enabled them to succeed with little difficulty. I knew that most of these students had been learning English from elementary school days, but I was unaware of the degree to which parents with the means to do so would invest in their children's future by enrolling them in private international or boarding schools or paying for language academy classes, or even going so far as to send their child to the US for not just college but four years of high school as well. This finding also has implications for WAC, because WAC is tasked with adapting to meet the needs of a growing population of linguistically diverse students, not all of whom are highly privileged international students, and other groups of multilingual students who are not so privileged may present very different experiences and have additional difficulties with writing not presented by the MLISs. This finding further illuminated the role that English plays in the global economy and the effects that globalization has had worldwide in creating a desire for English that shapes people's

pursuits to make themselves more competitive in a global economy. Their desire for an English education provides the fuel to drive the mechanisms of campus internationalization while at the same time reinforcing the class-based social hierarchy of higher education and perhaps limiting access to those less privileged. I will discuss these implications later in this chapter.

Discussion of the Emergent Themes

In analyzing the narratives of each of the diverse participants' experiences, several clear themes emerged that were not only relevant to the research questions but also important for an institution seeking Comprehensive Internationalization to consider. Although there were many interesting findings from this study, this chapter will focus on the most prominent, clearly articulated themes that relate to Writing Across the Curriculum and Comprehensive Internationalization. As a driving force for this study was to evaluate campus readiness for internationalization and how WAC can adapt to increasing numbers of international students, I have chosen to discuss in detail findings relevant to the importance of writing in their academic pursuits, feedback, and challenges and resources, all of which have relevance for WAC. I will also discuss additional themes of oral participation in class, the perceived importance of speaking proficiency over writing proficiency, and the role of partner institutions and pathways to student preparation, all of which reflect on both WAC and internationalization. Finally, I will discuss two additional themes that emerged which are particularly relevant for campuses seeking to internationalize in response to globalization. These are social privilege and desire for English, both of which can be exploited by institutions to their own benefit and result in perpetuation of the class-based hierarchy of higher education. After the discussion of findings I will discuss the implications of these findings both for the university and for the broader academic community, as well as suggest future research directions.

Writing Across the Curriculum Themes

In Chapter Four a number of findings relevant to Writing Across the Curriculum were presented, including the types of writing assignments students are being given and the resources students draw on to navigate their writing tasks and mediate challenges. Two important themes relevant to WAC that will be discussed here are the importance of writing to students' academic pursuits and the importance of feedback on writing assignments.

Writing Varies Across the Curriculum, but Not All Classes Incorporate Writing

The participants in this study all reported being assigned writing tasks, both formal and informal, in one or more of their courses, particularly their general education courses, but most of the participants did not have significant amounts of writing in *all* of their classes. For students not majoring in an English or communication major, the most writing they had was assigned in the general education world history course and the freshman composition course. Table 8 in Chapter Four details the writing assignments noted on the syllabi presented by participants for each of their classes, some of which were short writing assignments such as journals and personal reaction papers, and film reviews. Peters (2011) notes that many undergraduate faculty, particularly those in STEM fields, tend to "shy away from assigning written projects that require research, multiple drafting, and feedback" (p. 59), and this finding was supported by the experiences of the participants in this study majoring in math-oriented majors such as finance and economics. More general education faculty incorporated writing in the form of PowerPoint presentations, and often these were graded as group projects, so the writing was not as significant as the content itself and the oral presentation of that content.

Consistent with Melzer's (2014) updated study of writing on US college campuses, the writing assigned to the participants in this study was mostly writing to inform with teacher as

audience, and short answer exams were also popular. The journalism class offered the most diverse rhetorical situations with assignments designed for real audiences and real purposes such as a social media post, a news story, a meeting report, etc. However, this course was a writing-major course.

Contrary to Melzer's (2014) findings that "the majority of instructors focused heavily on grammatical correctness … even when they claimed to focus on critical thinking," (p. 111), the participants in this study repeatedly emphasized that their instructors were concerned more with content than the writing itself and grammar. However, considering the limited comments faculty provided regarding content, which I will discuss shortly, it is debatable whether their focus was critical thinking either. For a campus whose website seems to suggest a robust WAC program, the syllabi of the participants revealed many courses with little or no writing incorporated, including writing to learn.

Writing-to-learn offers a way to incorporate writing in courses through activities that do not require extensive grading and feedback. While research shows that writing to learn activities can increase student engagement and enhance learning (Peters, 2011; Reynolds, Thaiss, Katkin, & Thompson, 2012; Anderson, Anson, Gonyea, & Payne, 2009), few participants in this study reported doing this kind of writing. With the exception of Pedro's history course and Mary's science lab course, none of the syllabi submitted by the students indicated that these kind of informal writing tasks were part of the course. If they did occur, it's possible that students simply did not view these as "writing" because they focused on writing assignments that received a grade. However, the syllabus for Mary's science lab did contain a statement that this professor participated in the university's WAC program. On the day that I observed that class, the professor gave me copies of the lab worksheet students did that day in which they wrote short

explanations of what they had observed in their experiments. The world history professor also engaged students in classroom writing to learn activities designed to help them prepare for their essay exams. This activity was described in Chapter Four in Pedro's narrative.

The WAC program at MACU should further investigate the kinds of writing to learn that is occurring across the curriculum to determine whether further faculty development is needed to assist faculty in incorporating ungraded writing activities, even in courses where students report that the work is problem based, such as math and economics. Reynolds et al. (2012) suggest that there is a "disconnect between research and practice, which prevents instructors from identifying and incorporating appropriate WTL interventions" in science and math-based courses (p. 18).

Students Are Not Trying to Avoid Writing

Some academic majors (English, Communication Arts) require extensive writing in major courses, while other majors (Economics, Finance, International Business) require limited writing, if any. While the findings of this study were consistent with previous research findings indicating that some academic majors required less writing than others, they did not indicate that these majors were more popular with international students as some other research had indicated (Melzer, 2009; Zhang & Mi, 2010; McGaughy et al, 2016; Graves, Hyland & Samuels, 2010). In this study, four of the participants were enrolled in majors that by students' report seemed to require less writing: Economics (Mary and Frank), International Business (Derrick), and Finance (Pedro). The participants reported that their economics and finance courses were math based and did not require any graded writing tasks. However, two of the participants (Joe and Amy) were English majors, so all of their courses required graded writing assignments in the form of research papers, literature reviews, and reaction papers, along with class PowerPoint presentations. Two other participants (Kayla and David) were communication majors, and they

also had numerous graded writing assignments including research papers, book reviews and film critiques, journalistic writing assignments, speeches, and PowerPoint presentations. For these participants, their choice of academic major was not guided by a desire to avoid writing. In fact, they fully expected that their writing skills in English would open career opportunities for them. The fact that nearly half of the participants in this study were majoring in English-intensive majors (Communication and English) may be indicative of a perception of increasing influence and role of English as a lingua franca throughout the world.

A recent study on how students choose their field of study indicates that prestige of the institution and the salary that can be obtained with a particular academic major are the top two factors influencing students' choice of academic major (Shtudiner, Zwilling, & Kantor, 2017). For the students majoring in finance, economics, and international business, money was a motivating factor, particularly for Derrick, who repeatedly asserted that his parents expected him to make money and that his English proficiency, particularly speaking proficiency, would be a key factor in his ability to conduct international business. Neither Kayla nor David (both communication majors) indicated whether they expected to be able to make a lot of money in their field, but they both expected that their communication majors would open doors for them in a host of career fields and that jobs in their field would be available anywhere in the world because they knew English. Joe and Amy, both English majors, intended to go back to their home countries and become English teachers. Their choice of major was influenced by a perception that there is a demand for English teachers who have "native-like" proficiency, and that was a motivating factor in their desire to study abroad rather than to study English in their home countries.

As the findings in Chapter Four reveal, participants in this study did not find their writing tasks to be too challenging overall, and most had multiple resources they utilized to help them mediate those challenges. Although many participants did not report difficult challenges with the writing they were required to do, nearly all participants reported a lack of feedback from professors.

Guidance and Feedback Are Frequently Lacking

While writing is being assigned in many but not all classes, and some professors provided detailed assignment handouts and rubrics, limited feedback from professors makes it difficult for students to know how to improve their writing. Most of the participants reported submitting their assignments electronically through their course management system online. Students reported that some faculty provided a few comments on the online submissions, but the online comments were not extensive. The few graded assignments that students received from their teachers in hard copy format revealed that many faculty were making checkmarks next to key points the students had made, writing questions marks where something was unclear to them, and providing brief encouraging comments such as "nice job" or "well done." Nearly all of the participants noted substantive lack of feedback from their instructors, although students varied in their response to the lack of feedback.

For many of the participants (David, Kayla, William), the lack of feedback was not bothersome to them because they were receiving "good" grades in their opinion. William noted that his professors did not provide feedback and he felt that the instructors were more concerned with content than the writing. However, he had the most writing preparation of any participant, both in his native language (Spanish) and in English, so he did not find any of the writing tasks he was assigned to be troublesome, and he was not bothered by the lack of feedback since he was

getting “A” grades. Kayla also did not indicate a lot of written feedback on her papers, but she said that she regularly visited her professors in the process of writing papers to get feedback orally before turning in her assignments, and her grades reflected the effort that she made to excel in her writing, as well as the level of proficiency she already possessed. Also, many of her professors provided detailed grading rubrics in the assignment handout, so she knew in advance how she would be graded. Like William, Kayla had received extensive preparation for writing both in the international school she had attended and at the community college partner school.

Other participants (Frank and Mary) were also reporting excellent grades (“A’s”) on their writing, but they also said they were investing a great deal of time and effort to achieve those grades. Both of these participants had more limited writing preparation prior to coming to MACU. Frank’s experiences underscore the students’ perception of the importance of teacher feedback. He said that his English teacher in China “just give … a score and return. She didn’t tell you how to get improvement,” and he was frequently disappointed in the grades that he had received in his writing classes in China. In contrast, the feedback he received at the ELI was much more detailed and explicit, and he said that the instructors there taught him how to “write it precisely. How to use clear words to express my ideas” (Frank, Interview 1, February 15, 2018). The explicit instruction he received at the ELI led him to believe that he is a “not too bad” writer of English, even better than his English teachers in China (Frank, Interview 1), and his grades on his essays in his composition class seemed to reinforce his self-assessment, although he reported spending many hours working on his writing assignments. As the semester of this study was his first semester taking academic classes at MACU, and the only course he had with writing tasks was the composition class where the focus was writing, it remains to be seen how content faculty will respond to his writing. Frank was in a 2+2 degree program, so he will only have two years

of study at MACU, and most of those courses will be in his major of finance. Likewise, Mary received high marks on her writing, but she also invested a lot of time in order to do well. While written feedback was limited, she reported going to her professors frequently for assistance, and this oral feedback may have been what helped her to improve and do well on her assignments. Unlike Frank, who was just beginning his coursework at MACU, Mary was in her final semester. She, too, had been a 2+2 student, so she had only spent four semesters at MACU, and her major of economics required little writing. Most of the writing Mary had been required to do was in her general education courses. Nonetheless, after a semester in the ELI and four semesters of academic classes in the US, writing was still a formidable challenge in her opinion, even though she was earning "A" grades.

Joe reported receiving very little feedback, with most of what he did receive telling him to add more critique or develop his ideas with more detail, comments not unlike what many domestic students receive (Tang, 2012). He did not always understand what this meant. His grades were inconsistent, and he attributed this inconsistency to how well he had understood the assignment. That complaint of unclear assignment instructions was echoed by others who indicated that writing was not too difficult if they understood what the professor wanted, but very challenging when they were unsure what to do. He reported having gone to his professors on several occasions for assistance and being told to go to the writing center. He is the only participant who reported that his professors were not receptive to providing assistance when it was sought. Since the grades he received were inconsistent, Joe did not attribute poor writing skills as a factor in the professors' admonition that he go to the writing center. He blamed his lower grades on unclear assignment instructions that resulted in his not understanding what he was supposed to do.

Derrick's experience was a bit different from the other participants. His composition instructor, in particular, had invited him to send her drafts early for feedback, but he did not take advantage of that offer because getting an "A" was not his priority. Although he acknowledged that he could have done better if he had taken advantage of the assistance that was offered him, he did not so because his aim was to be just "good enough." David reported that his English instructors at the international school he had attended gave extensive feedback on everything he wrote. While he claimed to have not paid attention to the feedback, his writing demonstrated a strong command of the English language and Western writing conventions, which he attributed to the extensive reading he does (and has done for years) in English. In his journalism classes at MACU, feedback came in the form of points deductions for not following the conventions of journalism writing. While he hated losing points, that kind of "feedback" did let him know how to improve his writing in those classes. In other classes where feedback was absent, his high grades were adequate feedback to make him think his writing was good.

For other participants, the lack of feedback was troublesome. Pedro, in particular, knew that his writing was "not good" (Interview 2, May 20, 2018). He knew that he needed to improve but felt that without teacher feedback, he would not know what he needed to do. Amy also expressed a desire for more feedback. She was unsure just how well she could write because she did not receive helpful feedback on her writing. Her one English professor gave her checkmarks, to indicate important points that she had made in her paper. That professor did make some comments on the papers but they were written in cursive, which frustrated Amy because she didn't know how to read cursive and therefore the comments were useless to her. Her bilingualism professor simply made comments like "well done" and "great job," which made Amy think he had not actually read her paper (Interview 2, May 1, 2018).

Participants' desire for feedback on their writing, particularly if they wanted to improve their writing, is consistent with previous literature that indicates that students value feedback from their instructors, not only on error correction but also on content and development (Hyland & Hyland, 2006; Leki, 2006; Lee, 2008; Evans, Hartshorn, & Strong-Krause, 2011). Hyland & Hyland (2006) found that students wanted feedback not only on academic expectations, but also on "how native speakers would express the same ideas, suggesting… they wanted their feedback to have a dual content/language focus" (p. 87). Hyland (2013) asserts that feedback from the instructors plays "an important role in scaffolding cognitive development, alerting students to their strengths and weaknesses, and contributing to their acquisition of disciplinary subject matter and writing conventions" (p. 240). Amy and Joe, both of whom planned to be English teachers, expressed a desire to know what their strengths and weaknesses were. Joe did not understand why he could get an "A" on one assignment and a "C" on another, while Amy felt unsure of everything that she did, even while receiving "A" grades.

In addition to getting their degree, one reason international students seek to study abroad in an English-medium university is to "improve English language proficiency" (Knoch, Rouhshad, Oon, & Storch, 2015). Knoch et al. (2015) found that after three years, international students' writing proficiency improved only in terms of fluency, but not in "accuracy, grammatical and lexical complexity … [or] global scores of writing" (p. 39). The participants in Knoch et al.'s (2015) study reported that they were required to do very little writing, and when they were required to write, professors commented only on content. The researchers concluded that "lack of opportunity to produce extended writing and to receive feedback on their writing" were possible causes for their lack of improvement (Knoch et al., 2015, p. 42). An Australian study found that after a year of university study, undergraduate "ESL" students showed no

improvement in “accuracy, syntactic and lexical complexity,” and “global scores of writing also showed no change over time” (Knoch, Rhouhshad, & Storch, 2014, p. 1), but these students indicated that their content professors had also not given them any feedback on their writing. While there has been an ongoing debate on the effectiveness of corrective feedback (e.g., Truscott, 1996, 1999, 2007; Truscott & Hsu, 2008; Ferris, 2006, 2009; Ferris & Roberts, 2001), some studies have indicated that dynamic written corrective feedback can assist multilingual writers in improving their linguistic accuracy (Evans, Hartshorn, & Strong-Krause, 2011; Hartshorn et al., 2010), yet the participants in my study reported that this kind of feedback was lacking in nearly every assignment they wrote. While many of the participants did not expect to use writing much in their future careers, it did seem important to them to be able to write accurately.

The participants in my study who were studying writing-intensive majors did have opportunity to “produce extended writing,” but these professors also were not providing extensive feedback. This means that not only are MLISs not learning how to improve their writing, but domestic students are not either. Since all students majoring in English or communication fields can reasonably expect writing to be a significant part of their coursework and also relevant in their future careers, faculty feedback on student writing would be beneficial to all students, not just MLISs. This is an area that the WAC program at MACU should evaluate if their goal is to help all students become better writers.

While learning to write is one goal of WAC, writing to learn is another, and for MLISs writing can be a vehicle not only for learning content but also for continuing to learn language (Manchon, 2011) Whereas many participants felt that their professors focused mainly on content rather than the writing, it is possible that given the right kind of feedback, writing could also

assist MLISs with language acquisition, although studies are not conclusive (Polio, 2012; Bitchener, 2012; Bitchener & Storch, 2016). The question remains as to what kind of feedback will assist students with this goal and how it can be measured. Given that Derrick was offered assistance and feedback with his writing but did not take advantage of it, it is evident that individual factors could contribute to whether learning and uptake occur (Bitchener, 2012; Storch & Wigglesworth, 2010). Bitchener and Storch (2016) argue that the L2 development may be influenced not only by individual factors such as cognitive factors and motivation, but also by the types of feedback students receive. They suggest that more research is needed on the factors that mediate the effectiveness of feedback on improving learner output as well as language acquisition. Motivation for improving one's writing may be one of those factors.

There seem to be no definitive answers, except that many international students desire to have feedback concerning their writing, if only to reassure them that they are making progress in language acquisition. If international students are coming to the US for an immersion language experience with the aim of developing their English language proficiency, but the result is no improvement in their writing, how are their needs being served? If it is incumbent on all faculty to assist multilingual students in their acquisition and mastery of the English language (Zamel & Spack, 2006), then appropriate feedback may an important component that multilingual students need in order to improve their writing, and all students can benefit from this feedback as well if they are motivated to want to improve their writing.

Challenges and Resources

Chapter Four presented the findings related to challenges participants faced with writing and resources they drew on. While writing was not the most difficult challenge these participants reported, two particular findings bear some discussion. First, the participants who used the

writing center reported that the tutors were very helpful in assisting them with their writing, and those that utilized this resource often went more than once, or at least until they felt that they had learned what they needed to know. For example, David reported having had a lot of trouble with knowing how to use commas in his first semester and how to do citations. After a few visits during his first semester at MACU, however, he felt that he knew what to do and no longer needed to use the writing center, at least not for these problems. Amy (the participant from Korea who had attended high school in the US) also reported having used the writing center several times a week in her first year at MACU because she felt that she did not know how to do anything that was expected in college writing. During the semester of this study, however, she said that she only went once because she could not remember how to do a literature review. Otherwise, she felt that she did not need the same amount of help that she had sought when she was a freshman. Kayla, Mary, and Frank also used the writing center for general review of content, as well as grammar and citations. Except for Derrick, who said that the writing center was "too busy" but also admitted he was "too lazy" to seek assistance, the perception of the participants who utilized the writing center was favorable.

In assessing the university's readiness for internationalization, this study focused mainly on student interpretations of their reported experiences, so it is not really known what actually occurred in the writing center session. Further study on the knowledge base of the tutors and the training that they are receiving for working with multilingual writers may be warranted. Also, more study may be needed to determine that tutors are not appropriating students' writing (Severino, 2009), or providing too much assistance in an effort to make the writing appear more "native"-like (Wingate, 2005).

The second finding related to challenges was that while the participants varied in the amount of preparation they had for writing in English, all of the participants except William indicated that they had little prior preparation for conducting research, citing sources, and avoiding plagiarism. David, specifically, addressed the concept of plagiarism, stating that in his country (Burma), it was "way more accepted over there than here" … and the "vast majority of students cheat" (Interview 2, May 1, 2018). McCabe (2005) found that plagiarism is also a problem among domestic students, reporting in a study involving 80,000 students and 12,000 faculty from the US and Canada, that "one quarter to one half of undergraduates and as many as one quarter of graduate students" have admitted to engaging in various forms of plagiarism" (p. 7). Tang (2012) notes that many of the same kinds of difficulties cited by the participants in this study are also cited by domestic students. These include citations, knowing what the professor wants or how to do particular types of assignments (genre expectations), and general academic conventions in general. Thus, the WAC program at MACU could provide assistance that would benefit all writers if faculty incorporated these topics into their writing instruction.

WAC and Internationalization Themes

While the focus of this study originated with a desire to understand how MLISs experience writing across the curriculum, the findings of this study revealed some areas that the university should consider as they are implementing their plans for comprehensive internationalization.

Oral Participation Is Perceived as a Greater Challenge Than Writing

When students were asked about the challenges they faced with writing across the curriculum, speaking proficiency in English emerged as a challenge that was perceived as greater than and more important than writing. Pedro felt inhibited when trying to interact with

classmates and lacked confidence about his speaking. He acknowledged that he had come to the ELI with very low oral proficiency, which he blamed on limited opportunities to speak in his English classes in his home country. While he felt that he had learned a lot about writing at the ELI, he also wished that the ELI had given more opportunities for students to develop their speaking proficiency. Likewise, Derrick desired to participate more in class but felt intimidated by his lack of speaking proficiency. He felt that he did not have the vocabulary needed and was unsure of his grammar when speaking. He also observed that "native" speakers make mistakes with grammar in their speaking, but it does not hinder their ability to communicate. Yet when he speaks, he feels that even if he using the correct words and he is sure that the listeners know the meaning of the words he is using, American students, and even some professors, act as if they do not understand him. He was not sure whether it was because of his pronunciation or because the way he expresses an idea is not the way an American would say it. This reaction from his peers when he tries to speak inhibits him from wanting to speak up in class. This is particularly troublesome for Derrick because his sole reason for coming to the US – and the reason his father encouraged him to complete the ELI and get his degree at MACU – was to develop "native"-like oral proficiency that would facilitate his career in international business.

Mary also felt that her oral proficiency was poor, and she said this hindered her from being able to participate in groups, but it did not affect her grades. Although she felt like she was often "on the sidelines watching" (Mary, Interview 1, March 2, 2018) when assigned to group work, she seemed to accept this as a reality of studying in a foreign country, and her aim was to graduate and go on to graduate school where she hoped her experience would be different. Lack of confidence in speaking also hindered Frank, who said it was difficult to express his ideas in

class because it takes him a while to think of the words he wants to say. When his classmates talk fast, he does not understand what they are saying and thus feels left out and remains quiet.

This sentiment of feeling left out was also expressed by Amy, who had attended four years of high school in the US and presented a high level of oral proficiency when I interviewed her. She expressed a feeling of being an outsider even when she was attending high school, and she felt intimidated to offer her perspectives in class, not because she couldn't express herself well in English, but rather because she felt that Americans would not see her contributions as valid because she was a "foreigner." Her introverted personality also contributed to her unwillingness to participate in class. In Amy's case, factors other than oral proficiency inhibited her participation in class, but these factors are nonetheless important for faculty to be aware of if they wish to include diverse perspectives in their classrooms. Similar to Amy in that she had had years of schooling in an English-medium environment, Kayla also indicated that communicating in English was sometimes problematic for her and felt there was a language barrier. This was surprising given that she demonstrated high oral fluency when I spoke with her, and she was involved in activities on campus that facilitated her interacting with American students.

In contrast to the above participants, David, Joe, and William did not express concerns about their ability to communicate in English. David had high oral proficiency most likely because he had attended an international school for most of his primary and secondary schooling, so he had years of immersion in an English-speaking environment at least at school. He also communicated in English frequently with others around the world via social media, and he had had an internship working for an international magazine which had required him to conduct interviews. It is likely that his life experiences and personality gave him confidence about his

speaking proficiency. He expressed that he does not speak up in class simply because he does not want to.

William likewise had attained a great deal of proficiency through the language academy he had attended in addition to his English classes in regular school, but he did not speak up in class often because he simply did not know much about the subject matter. Because he was an exchange student, the classes he was taking were not entirely relevant for his actual major in Spain, so he felt he did not have the background knowledge to make an intelligent contribution most of the time. Socially, though, he interacted freely with others, and he said that he would speak up in class if he felt he could contribute something. He did not feel inhibited by his oral proficiency or left out of class discussions.

The third participant who did not report difficulty communicating in class was Joe, who had gotten a later start in learning English than the other participants. Attending a community college designed to prepare students for university study in America gave him an immersion experience prior to coming to MACU. While he had a strong accent, and perhaps a speech impediment, that made him difficult for me to understand, he had an outgoing personality that I observed in the class I attended that may have made him more confident about participating in class and in conversations with his peers.

The experiences of these participants indicate that a variety of factors that influence the degree to which students participate in class, one of which is perception of oral proficiency. While speaking proficiency is not directly related to Writing Across the Curriculum, it does have implications for internationalization. Participants who felt that their lack of oral proficiency impeded their ability to participate in class group activities are unable to contribute their perspectives to class discussion, which is contradictory to the goals of comprehensive

internationalization. An important benefit of having international students in the classroom is the contributions they can make toward helping domestic students understand different cultures and worldviews and learn how to interact in a global marketplace, particularly for those domestic students who will not have the opportunity to study in another country themselves (Dewey & Duff, 2009; Farrugia & Bhandari, 2015). As Farrugia & Bhandari (2015) note, fewer than ten percent of US undergraduates study abroad each year. An important justification universities put forth for the recruitment of international students is that their presence allows the ninety percent of American undergraduates who do not study abroad to have interaction with students from other cultures (Farrugia & Bhandari, 2015). Furthermore, interactions with diverse peers is one way that students can develop the "competencies required in the connected world" (Lehtomaki, Moate, & Posti-Ahokas, 2016, p. 2011. See also Deardorff, 2009; Soria & Troisi, 2014). As several of the participants in this study articulated, one reason they came to the US was to understand how people from other cultures think. Thus it is important not just for domestic students but also international students to have opportunities for cross-cultural dialogue in the university classroom that can "open up new perspectives to students … and thereby increase their sense of global connectedness" (Lehtomaki, Moate, & Posti-Ahokas, p. 2023).

If comprehensive internationalization seeks to enroll more international students for the infusion of diverse cultural perspectives they could provide, the inability of students to contribute to classroom discussion is problematic. When a real or perceived lack of speaking proficiency makes it difficult for international students to articulate their ideas, or they are silenced because they feel intimidated or that their cultural perspectives would not be welcome, or if faculty do not intentionally engage these students for the benefit of all students, then neither the American nor the international students benefit. It is incumbent on the university to investigate what can be

done to facilitate interaction among domestic and international students, and to provide faculty development to help faculty engage international students more fully in their class discussions.

Pathways, Preparation, and Performance

Another finding of this study which is related to both WAC and internationalization is the importance of the "pathways" that many universities have developed to increase the number of international students enrolling in their institutions. Pathways are programs designed to help international students "learn the language and cultural skills necessary for success" in US colleges and universities and to facilitate their matriculation into these institutions (Miller, Berkey, & Griffin, 2015, p. 344).These programs have affiliations with the university recruiting the international students for study in the US. With the exception of Amy and William, who had an alternative additional preparation, the participants in this study all came through a "pathways" program of sorts, even those directly admitted with a passing TOEFL score. For most of the participants, their pathways program and additional elite preparation are likely the reasons that they reported that writing was not their most difficult challenge.

English Language Institute (ELI). One pathway is an intensive English programs such as MACU's ELI, which MACU instituted in order to facilitate the recruitment of more international students. ELI programs help universities to draw international students because they provide the language preparation necessary for study in the US, including TOEFL preparation. While many institutions that have an ELI still require students to present a passing TOEFL score, a growing trend is for these intensive English programs to offer an alternative to presenting a TOEFL score. MACU's ELI program allows students to gain provisional admission to the university upon completion of the highest level of instruction (Level IV) with a B or higher average in the ELI coursework.

In this study, two of the participants (Pedro and Derrick) had entered the ELI as a means to improve their English proficiency and then gain access to a US university. While these students may have begun their studies in the US with the lowest levels of English proficiency initially, they each completed two or more years of intensive English instruction that was designed specifically to help them meet the writing requirements of classes in MACU. The participants in my study who attended the ELI said they felt that the ELI had adequately prepared them for the kinds of writing they were being asked to do across the curriculum, although it's important to note that Pedro was only in the first semester of study at MACU at the time of this study, so he had not really had time yet to know how well prepared he was for academic writing in the university. He had expressed a feeling of being unprepared overall, but he was only taking three classes during the semester of this study, and writing was required only in his history class. Pedro reported that he did not feel that the writing he had to do in that class was too difficult. He had more trouble keeping up with all the required reading and remembering all the facts of history. Derrick expressed repeatedly that he was not concerned about his writing as long as he could earn a B, and he had no intention of going to graduate school. As an international business major, many of his major classes did not require graded writing assignments, and he was able to navigate the writing required in his general education classes. Therefore, Derrick's perception of the preparation he had received for writing in English was "good enough," as he was content with the "B" grades he was receiving on his writing assignments (Derrick, Interview 2, May 14, 2018).

Articulation agreements with partner institutions. While Derrick and Pedro gained admission to MACU by enrolling first in the ELI, others gained access to MACU through partner institutions with 2+2 and 3+1 articulation agreements. These agreements streamline the process

for international students, allowing them to complete a portion of their degree program in their home institution and have an abbreviated language immersion experience while finishing their degree in the US. Students in these programs who present a passing TOEFL can immediately transition to their major academic classes at MACU upon arrival in the US from the partner institution, either in their junior year (in a 2+2 program) or their senior year (in a 3+1 program). However, for those who do not have a passing TOEFL score, the ELI is a pathway that allows more students in cooperative degree programs to continue with their studies in the US with minimal interruption because they do not have to take the time to prepare for the TOEFL[21]. These students are given an assessment to determine their level of proficiency and then placed into the appropriate level of the ELI. Two participants in this study (Mary and Frank) attended one semester of the ELI at Level IV before continuing their cooperative degree program at MACU. These two students, both from China, indicated that writing was extremely challenging for them, particularly if they were unfamiliar with the subject matter. However, both of these students reported excellent grades on their formal graded writing assignments (research papers and essays), and expressed that they had worked extremely hard on their writing assignments, investing a tremendous amount of time in order to achieve "A" grades. Both of these students reported that their writing instruction and practice in English prior to coming to the US had been very limited, and they had not had additional preparatory classes outside their high school English classes. Nonetheless, they both felt that they had learned a lot in their one semester at the ELI that helped to prepare them somewhat for their writing tasks. Frank reported that he was pleased that the expectations of the composition teacher at MACU were the same as what he had

[21] Students in the 2 +2 and 3+1 degree programs from partner institutions must present acceptable TOEFL scores or complete Level IV of the ELI with a B or higher grade point average before they are permitted to enroll in MACU academic classes to complete their degree program.

been taught at the ELI. This finding contradicts previous studies that indicated that what was taught in intensive English classes, "ESL" and EAP classes does not prepare students for the kinds of writing they would do in academic classes (e.g., Leki & Carson, 1997; Spack, 2004; Wardle, 2009; Ismail, 2011). Students who attended the ELI all reported that they learned about citations and doing research, something they did not learn in high school, but they felt that more even focus on research would be helpful. This may be an area where WAC needs to share the instruction of how to do research and use citations correctly in the content classes

English language preparatory programs. Another pathway program is found in two year community type colleges overseas that have partnerships with US institutions to enroll their graduates. These preparatory programs offer a two-year program with general education courses that transfer to the US institution, along with prescribed courses that "integrate intensive English language training and preparation for undergraduate and/or graduate courses" (Miller, Berkey, & Griffin, 2015, p. 335). The preparatory schools facilitate the completion of US degree programs because while students are attaining the necessary English language skills, they are also completing coursework that counts towards their degree at the US partner university. Three participants in my study (Joe, Kayla, and David) were able to present the required minimum TOEFL score for direct admission, but all three had attended a partner preparatory school similar to a community college where they completed the equivalent of MACU's first year composition course and received academic writing preparation to enable them to meet the writing requirements of their US academic classes. All three of these participants indicated that it was at their community college/preparatory schools that they learned how to write in English and received preparation that they felt helped them to succeed at MACU. This preparation was probably even more influential in Joe's success in that he had begun learning English later than

all the other participants (at age 13 rather than age 6 or 7). All three indicated that the writing they did in high school English classes was not at all like what they were now doing in college. This would seem to indicate that if they had not been able to attend the two year community college and receive Westernized writing instruction, they likely would have had more difficulty adapting to the US style of writing required in their academic classes at MACU, similar to Frank and Mary, who had the least amount of additional preparation and reported the greatest perception of challenge with writing. While this pathways program provided extensive writing preparation, like the other participants, Joe, David, and Kayla also reported that they had not learned enough about citations and doing research.

Access through private US high school study abroad programs. A final "pathway" to study in the US, which did not exist through a partnership with MACU, is through private US high schools. A growing number of international students are enrolling in US high schools on an F1 visa through an extended study abroad program to complete a high school diploma as a means of gaining access to a US institution of higher education without presenting a TOEFL score (Farrugia, 2014).

Since Amy graduated from a US high school, she did not have to present a minimum TOEFL score for admission to college; however, not having to present a TOEFL score means that if a university did have any programs designed for "ESL" students, students taking this path would not be identified and offered that assistance. Universities see this growing market as a potential source of international students that they can recruit "locally" rather than appealing to students overseas. It is thought that, "given their prior exposure to U.S. classrooms and successful adjustment to U.S. life, these students may have academic, language, and cultural skills that can … contribute to their success on campus" (Farrugia, 2014, p. 5). While this

pathway enhances the internationalization efforts of the host school, little research has been conducted on the success of these programs in preparing international students for higher education in the US. In Amy's case, she did not feel that her high school English had prepared her for college writing. In particular, because the classes were not designed for English language learners, she did not feel that she received adequate writing instruction for writing in English.

In terms of other preparation, Amy reported that she did not have any real writing instruction in her native Korean language because she came to the US in the ninth grade. Thus, she was unable to draw on any prior writing instruction in her L1. In addition, she said that her high school English classes focused on literature, with some essay writing. However, her teachers seemed to assume that students had already learned basic writing skills in earlier grades. Therefore, Amy reported that during her *first* year at MACU, she visited the writing center four or five times a week in order to learn the conventions of academic writing in English, along with research skills and use of citations, something that all of the participants said they needed help with. Since many domestic students also report needing help with research and citations (Tang, 2012), WAC programs may need to consider how they can incorporate more of this instruction across the four years and in all disciplines as a way to benefit all students (Handstedt, 2012). In the semester of my study, Amy was still visiting her professors for assistance and utilizing the writing center occasionally, but she would have benefitted from additional instruction offered in her disciplinary courses. Universities recruiting international students through this pathway should investigate the preparation these students have received, perhaps offering assessments of writing proficiency and additional assistance to boost their skills and confidence.

Additional forms of preparation. One reason many participants in this study may have reported having only minor challenges with writing may be the kinds of preparation these

pathways programs gave them. While none of the students said that they drew on their L1 to help them with writing in English, many also reported having weak writing preparation in English in their regular secondary schooling. However, with the exception of Amy, who attended high school in the US, all of the participants participated in some kind of additional preparation that gave them more focused instruction for writing in English.

In addition to the pathway programs described above, some of the participants in this study had additional advantages that helped to develop their English language proficiency. David and Kayla had both attended an international school in their home country, which gave them English immersion long before they came to the US to study. As academic language proficiency takes years to develop, this education greatly advantaged David and Kayla, and it is likely the single-most contributing factor to their high level of oral and writing proficiency. The exchange student from Spain was probably the best-prepared for writing in English, but he, too, felt that his *high school* English classes had not prepared him at all for writing in English at the college level. The reason that he considered himself a good writer was in part due to the writing instruction he received in his native language, which he felt was similar to English, but mainly due to instruction for writing in English that he obtained by paying for additional language schooling on his own at a foreign language academy. His willingness to enroll in additional schooling, along with his parents' ability to afford those classes, gave him an advantage for writing in US academic classes.

Social Privilege

As was noted in Chapter One, international students in general tend to come from relatively privileged family backgrounds and therefore have certain types of cultural capital that enable them to succeed in their studies (Zamel & Spack, 2004; Ferris, 2009; Zhou, 2009; Park,

2015; Park, Rinke, & Mawhinney, 2016). The participants in this study were no exception. The extra kinds of preparation that the participants in this study had reveals much about their privileged status. It is not known whether all international students attending MACU come from such privileged backgrounds, or whether those who do not would have presented different experiences and reported more challenges with writing. While pathway preparatory programs facilitate the success of multilingual international students, the students' relative success may mute the need for WAC programs to provide faculty development to help faculty adapt to the needs of a diverse student population. In an institution such as MACU, where the linguistic diversity of the student population is largely due to the presence of international students who tend to come from privileged backgrounds and preparation, it may be easy for a university to overlook the ethical responsibility to more fully prepare its faculty for comprehensive internationalization.

Privilege is also an important consideration for a university seeking to infuse international perspectives into the curriculum first because students from privileged backgrounds will represent their cultural background and native countries differently than those who come from disadvantaged backgrounds. While pathways make recruitment of socially privileged students easy and advantageous for the university, recruitment of MLISs from only these kinds of backgrounds serves to reinforce the hierarchy of higher education. Pennycook (2016) argues that not enough attention is paid to issues of "power and polities" in English language teaching (ELT) in part because of the "role ELT plays as a form of service industry to globalization" (p. 27). The global spread of English, which creates a market demand for universities like MACU to recruit international students and provide pathways for them to gain admission, also creates barriers for the less privileged. Those who do not have access to the privileged kinds of

education and preparation that participants in my study had face even greater "obstacles to education, employment, and other activities requiring English proficiency" (qtd. in Pennycook, 2016, p. 27). As Gao (2014) notes, "English education is increasingly becoming a site for the reproduction of social-class differences" (p. 94), and American universities are playing a significant role in reinforcing these inequities.

The Role of Internationalization in Reinforcing the Hierarchy of Higher Education

While the focus of this study was primarily on how multilingual international students experience writing across the curriculum as a means to assess the readiness of MACU for an increased number of international students that would occur as part of their comprehensive internationalization efforts, in the final part of this discussion, I would like to focus on a few additional themes that emerged from this study that have relevance to internationalization of higher education in response to globalization.

The Global Elite … or Almost

Vandrick (2011) discusses a group of international students which he calls "Students of the New Global Elite" (p. 160) that US universities are increasingly recruiting and enrolling, particularly because these students have the money to study in the US. Vandrick distinguishes this group from other international students by their social class privilege and high level of affluence. As Vandrick defines this group, the students have often lived or traveled in multiple countries and may have parents with businesses in more than one country. Some of these students have also been educated at Western high schools prior to enrolling in a US college.

Although none of the participants in this study meet exactly Vandrick's description of this "new global elite," many of them are pretty close. Derrick's father is an international businessman, and he wants his son to become fluent in English so that he can make money doing

the same business. He had the means to pay to send Derrick to a "better" school than his local public school when he was younger, and he did so in order to give Derrick an advantage he would not otherwise have because, in Derrick's own words, he was not a good student. Likewise, Frank's parents had sent him to a boarding school in order to give him a better education. Even so, Frank admitted that his school was not as good as some, and he did not have high enough scores to be admitted to an elite university in China, which is why he came to the US.

David's father now owns an import business, and while David's family was extremely poor when he was young, as soon as his family fortunes changed, David was enrolled in an elite international school so he would have advantages his family never had had. Kayla's father had plans for his daughter to become an international elite from a very young age, and for that reason paid for her to have an elite education in an international school in Myanmar beginning at age 3, and Amy's parents paid for her to attend high school in the US so she would have an advantage for her future. Mary's grandfather had traveled and worked in many different countries, and he wanted Mary to become an "international" person as well.

Joe's mother had lived and worked in another country for a period of time, and while she did not apparently push him to do the same, the fact that she had lived and worked in another country was influential on his decision to study in the US. Likewise, William saw the importance of knowing English from the kinds of work his parents did – and the work they were not able to do because of their lack of English proficiency – and this encouraged him to attend an additional foreign language academy alongside his regular education. His parents had the means to support this endeavor, which gave him an elite and superior education in English. Pedro is probably the least privileged of all the participants, but even he had attended a semi-private high school, and apparently his parents not only recognized the need to give their son advantages he would not

have at home but also had the means to pay for him to spend more than four years in the US in order to help him succeed.

In discussing the privilege students of the global elite have, Vandrick (2011) notes that while these students

> did not completely take [their financial] security for granted, and all expressed appreciation of their parents' financial support of their studies, and although the students were charming and not arrogant, there was a clear sense of entitlement, of feeling that it was natural and given that they would be among the affluent and elite. (p. 166)

Among the participants in this study, only David seemed acutely aware of how much privilege he had in order to be able to study in the US. This awareness likely results from the fact that he remembers what it was like when all his extended family lived in a small apartment, and they did not have anything like what he now enjoys. He noted in his interview that most international students are arrogant and unaware of how privileged they are. All of the other participants expressed gratitude for their parents' investment, but did not seem to understand their privileged status. Frank, for instance, attended a boarding school because the schools in his village were "not good," yet he stated that his schooling was inferior to what students in big cities could get. Still, Frank did understand that if he did not succeed in his schooling in the US, his parents' money would be wasted, and this was a motivating factor for him to work hard and excel. Kayla is aware that most Burmese children do not get to go to a private nursery school at age 3 in order to begin learning English early, and she talks about how proud her mother is to be able to brag that her daughter attends school in the US (Interview 2, May 9, 2018). However,

because her father "had a plan" for her from the time she was very young, she grew up having a natural expectation for being able to go to elite schools and travel the world.

Derrick, in particular, responded that he "expect they [his parents] will do this [send him overseas to school]" (Interview 2, May 14, 2018), and expected he would to the same for his children one day. When expressly asked, Amy did not understand what I meant by "privilege," and although she knew it cost her family a lot of money to send her not only to college but also four years of high school in the US, she seemed to think it was natural for her parents to give her this opportunity because they wanted to support her desire to learn English, and she did not understand any other reason why they might make such an investment other than they wanted to support her interests.

Although it takes quite a bit of privilege to be able to afford to study abroad, especially for four years, the participants in this study for the most part did not recognize how privileged they were in relation to most of the rest of the world. They measured themselves in relation to those who could attain a prestigious education, and for most of them, coming to the US to MACU represented the best that they could attain for their station in life.

Prestigious Education … but Not Quite

As Ramanathan and Morgan (2009) note, "English teaching is … a class-based endeavor" (qtd. in Vandrick, 2014, p. 87)). The participants in this study illustrate how people seek to get the best education they possibly can. Vandrick (2014) reports on a research study in Japan that found that there were different types of schools that were "targeted toward and attended by students of different social classes," and these schools offered "unequal access to studying elite languages, such as English" (p. 89). As discussed earlier in this chapter, the participants in this study commented frequently on the types of schooling they were able to

attend. David and Kayla were able to attend what would be considered in their country a very elite international school. The kind of program that Amy participated in by attending high school in the US is what Shin (2014) refers to as "early study abroad" (ESA), a way that Korean middle-class families can "acquire valuable forms of global English capital" (p. 100). Shin sees ESA as an "alternative path to acquire high-statues Western educational and linguistic capital, without … [having] … to compete with the Korean elites" (p. 100).

This idea of competing for the best education one can attain was expressed by other participants in my study. Derrick, Pedro, and Frank, in particular, commented on how even though they had attended private and/or boarding schools, the schools they attended were not, in their opinion, the very best. Sometimes the reason these students could not attend the "best" schools was their location in large cities far from their villages, and other times it was because they did not score high enough on their high school admission test to be admitted into the better schools.

Even though MACU was not viewed as a prestigious university by any of the participants, they still felt that their education in the US would help them in their future careers. One of Vandrick's participants said that " 'successful business people send their kids to study overseas; a degree from a foreign university is better'" (p. 167). Some of my participants also expressed the same ideas. Derrick, in particular, said, "we thinking America education is better. Yes, better than Chinese" (Interview 1, February 9, 2018). He had originally begun his college education at a university in China that he said "was not famous" and therefore his degree was "not good" (Interview 1). Amy said that employers back home put value on a "name" school in the US, particularly if it is the flagship university for any particular state. She said it's very difficult to get a job in Korea, and most students in her country, "even though they went to good

universities, like Seoul University, or like other top, top university, they will sometimes don't just get a job" (Amy, Interview 2, May 1, 2018). Even though she admitted that MACU is not one of those "name" schools that are preferred in her home country, she still expected that it would in some way open doors for her to get a job. Frank also indicated that employers will ask what school a person attended in the US. He said that the pressure to do well is so high in China because it's extremely difficult to get into the best universities. "Many students don't perform well in Gaokao [the university entrance exam], so they go to some not nice university… and people judge that" (Frank, Interview 2, May 3, 2018). He also indicated that degrees from less elite Chinese schools always result in lower salaries, but studying in *any* US university would still be seen as advantageous.

Institutions like MACU, which are not high profile, elite institutions, are able to tap into the international student market because of something Motha and Lin (2014) call "desire."

The Desire for English and All That It Represents

> *"At the center of every English language learning moment lies desire: desire for the language; for the identities that English represents; for capital, power, and images that are associated with English; for what is believed to lie beyond the doors that English unlocks. The lure of English sets off intense yearnings and compels individuals to make tremendous, sometimes unfathomable sacrifices in order to gain access to the language." (Motha & Lin, 2014, p. 332).*

In this study, as I listened to the participants' histories and reasons for coming to the US, it became very apparent that these students were highly motivated and had made a tremendous investment, not just in coming to the US, but in their prior pursuits of learning English. At the heart of each participant's story lay a desire that for many was not solely their own, but was "situated and co-constructed" (Motha & Lin, 2014, p. 331), most often with parents or other

family members who played a significant role, particularly in the investments they made in order that their children could have a better life. For many of these participants, their desires were co-constructed by a number of influences that helped to create in them an awareness of the advantages studying in another country would give them. Like the participants' in Vandrick's (2011) study, many of my participants also indicated an awareness that "learning about different languages and cultures and interacting with different types of people … would help them in their businesses and their careers; their purposes were very instrumental" (p. 167). For the participants in my study, desire for English was a fusion of the perceived advantages and the "identity of a person who speaks English proficiently" (Motha & Lin, 2014, p. 344).

For Pedro, it was his desire to learn how others view the world and his father's desire for him to have a better future. For Derrick, it was both his father's and his own desire to make money and have a quality life. Derrick's father sent him to the US so that he would develop oral proficiency in English that would enable him to do international business. He said that "English is very important, and … usually Chinese products is exported to America. So that's why my father let me study English" (Derrick, Interview 1, February 9, 2018). Mary's desire was shaped by the influence of her grandfather who had traveled and worked internationally, while Frank was driven by the extreme competition to excel and have as prestigious a degree as he could get in order to secure a better paying job. His ultimate goal was to own a big corporation or franchise like McDonalds, but even if he doesn't do that, he said, "If I have this experience in America, I can get a high salary" (Frank, Interview 1, February 15, 2018).

Joe and Amy saw an opportunity to capitalize on the global desire for English by seeking to become more expert teachers of English by studying in the US. They felt that studying in America would give them more native-like proficiency and knowledge of American culture that

they felt would give them an advantage over other English teachers who studied elsewhere. David, Kayla, and William desired a "passport" to opportunities, the ability to get a job anywhere in the world, and the opportunity to meet all kinds of people from different cultures. English was seen as the most important language in the world and the language that could take them anywhere they wanted to go. "If you speak English, you don't really need to learn any [other] language. … English works everywhere" (William, Interview 1, March 9, 2018). David, in particular, expressed that an advantage of studying in the US was the knowledge of US culture it would give him. He said, "Obviously, American culture is *super* influential in the world," and he believed that knowledge of American culture would help him to connect with people from all over the globe (David, Interview 2, May 1, 2018). To him American culture acted as a kind of common ground among different cultures.

All of the participants had been influenced by the "particular meanings that the language carries globally in today's world" (Motha & Lin, 2014, p. 334). As Motha & Lin (2014) argue, "the English language is most frequently presented as good and desirable, [and]… an English speaker identity is desirable in the same way that wealth is desirable; indeed it is heavily associated with wealth" (p. 334).

The role of the state in shaping desire. In the stories of these participants, it became clear that their desires for English were also "shaped in powerful but invisible ways by the state through curriculum… and language policy," in particular (Motha & Lin, 2014, p. 336). In each country represented by the participants, English was a mandated part of their curriculum beginning in early elementary grades. In China, in particular, tremendous emphasis is put on English proficiency on the gaokao (the college admission test), and scores on this test, along with grades, act as a gatekeeper to the best and most prestigious universities in China. Students who

cannot gain admission to the elite Chinese universities are forced to seek education abroad if they want to be competitive in getting a job. Derrick also observed that American education is viewed as superior and highly desirable. Whereas a degree from *any* institution of higher education in the US is advantageous, Amy pointed out that in Korea there are hierarchies of prestige even for US universities, and both she and Frank recognized that MACU was not on the list of prestigious universities. Still, their desire for English compelled them to make the investment of coming to the US to study in the hope that it would somehow yield them a better future.

Other contributors to desire. Motha and Lin's framework for theorizing desire includes not only the desires of the students themselves, but also their communities (which includes their parents), their teachers, institutions, and the government. The interconnectedness of influences shaping the participants' desires were clearly seen in this study. On the individual level, Pedro's desire was to know how others in the world think about things and how they are taught, but he had not thought about studying abroad until his father, recognizing that Pedro was not a high-achieving student, offered him the opportunity to come to the US. Derrick had a desire to make money, but that idea was implanted in his mind at a young age when his father, recognizing the economic value of English fluency, paid for him to attend a private school for one reason: "money" (Derrick, Interview 1, February 9, 2018).

Mary was most influenced by her grandfather who raised her, and it was her desire to follow in his footsteps that led her to the US. Frank was keenly aware that he had not had the most elite education, and his emphasis on "brutal competition" to excel in school and get into the best university, illustrate the influence of the education system and government in creating a desire for English.

Joe and Kayla both had personal interest in learning languages, but Joe's desire did not take shape until he had a high school exchange experience in the US which "changed his mind" (Joe, Interview 1, March 2, 2018). Here we see the role of the education system creating desire for study abroad and for learning English. His desire to return home and teach English reveals his awareness that there is money to be made in the teaching of English, and studying in the US would give him an advantage when he sought a job in his home country. Likewise, Amy also had a personal interest in learning languages, but she naively believed that her parents' investment of sending her to the US for four years of high school was merely because they wanted to support her interests. At the final interview, when she had become aware of her parents' disappointment that Amy's degree from the US would still not qualify her to teach English in Korea without an additional TESL certificate, it became apparent that her desire for English had been shaped by the parents' desire for her to be able to get a job and make money.

Kayla's desire for English was forged at the tender age of 3 when her father, "who had plans for her," enrolled her in a private nursery school where she would be able to learn English earlier than the state education system allowed. She further was shaped by her complete schooling in a highly privileged international school where she gained tremendous fluency, as well as an awareness that English could take her places in the world. David also became aware of the importance of English through his enrollment in an international school. He was aware of the great sacrifices that his family made initially for him to have that opportunity. When his extended family all lived under one roof, he had a grandmother who managed to pay for his private schooling because she recognized that English could help her grandson take "flight from an undesirable condition" (Motha & Lin, 2014, p. 335). He saw English as one of the most

important languages. “English is used all over the world. It’s a pretty important language to know” (David, Interview 1, March 8, 2018).

William’s desire for English originated through a love of music with English lyrics and was further fueled by parents whose own career opportunities were stunted by their lack of English proficiency. He felt that if he knew English, he didn’t need to know any other language. It could take him anywhere he wanted to go. “If you speak English, you don’t really need to learn any language… any more languages. I mean, it’s like for me, it’s the most important one, the English” (Interview 1, March 9, 2018).

The problem with desire. As the stories of the participants in this study illustrate, there are complex factors that motivate international students to study in another country and pursue a degree in a language they are still learning. Their desire for English and all the advantages they perceive it will provide did not originate solely within themselves. Although each participant had his or her own reasons for pursuing their degree in the US, they all indicated a deep desire to succeed and to obtain for themselves certain perceived advantages or return on their investment.

Universities seeking to internationalize must be aware of the “interconnectedness of desire with motivation and investment, the commodification of English, …[and] globalizing forces” because “desire can be manipulated in exploitative or unethical ways” (Motha & Lin, 2014, p. 331). While a full investigation of this aspect of internationalization is beyond the scope of this research study, the desire that drives international students to enroll in US universities is nevertheless an important consideration for a university seeking to internationalize its campus through the recruitment of international students. While the desire of a US university to help its domestic students become more culturally competent to live and work in a globalized world is

noble on the surface, "an uncritical pursuit of internationalization can result in a reproduction of the economic dimensions of globalization" (Beck, 2012, p. 133).

Conclusions and Implications

A major driving force behind this study was the internationalization of higher education in response to globalization and the worldwide spread of English as the lingua franca of business, science, and education (Chang, 2015; McKay, 2011; Hu, 2005; Matsuda, Ortmeier-Hooper, and Matsuda, 2009; Canagarajah & Jerskey, 2009; Tang, 2012). As MACU had a Writing Across the Curriculum program and was pursuing comprehensive internationalization of the university, which calls for increased numbers of international students, the study was designed to elicit data that might provide insights into the implications of increasing the numbers of multilingual students in classrooms where writing presumably would be expected. The research questions of this study focused on what preparation the participants brought to help them adapt to writing in English and what challenges they were experiencing in doing so. While the students did express some difficulties with skills such as citations and understanding the expectations of the professors, any many desired more feedback to help them improve their writing, mostly they reported that having to write in English was not impeding their ability to pursue their degree at MACU and that they did not foresee writing in English as playing an important role in their future careers.

A number of conclusions can be drawn about MACU's Writing Across the Curriculum program. For the classes that the participants in this study were enrolled in, many faculty were incorporating writing, both as formal, graded assignments and as informal, writing to learn activities, but not all faculty were doing so. The WAC program director may want to consider doing a more comprehensive assessment of the level of participation by faculty across the

disciplines. As many of the original faculty who initiated the WAC program at MACU have retired, and the program has had several changes in leadership in the past decade, it may be time for the WAC program director to reinvigorate the program. While the participants reported a felt need for clearer assignment instructions in some cases and a desire for more feedback, the university could incorporate a variety of assessments to solicit feedback from a representative sample of the entire student body, as well as solicit faculty input on their needs for additional faculty development.

My initial goals in conducting this study were to assess ways in which ELI faculty could better prepare MLISs for study in an American university, as well as assist university faculty in adapting to the needs of MLISs in their classrooms. The perceptions of the MLISs participating in this study indicated that, with a few exceptions, faculty are receptive to helping international students with their writing, although some students felt that faculty were not providing extensive written feedback in terms of what the international students apparently expected. The writing center is a resource frequently utilized by participants and generally reported as being very helpful to students. MLISs overall are fairly resourceful in mediating their writing challenges, including using websites and apps, and sometimes seeking help from classmates and friends, along with the writing center and faculty.

While the study focused on how MLISs were experiencing *writing* across the curriculum, what emerged was a perceived need for what Louisiana State University calls "communication across the curriculum" (LSU, 2019). The CxC program at Louisiana State University, initiated in 2005, focuses on not just written skills, but also oral, visual and technological communication skills across the curriculum. For the participants in this study, development of oral communication skills was articulated as a felt need. While the ELI certainly could adapt its

curriculum to expand its focus on a variety of communication skills, the implication for the university might be that it should assess whether other students at the university also could benefit from an expanded focus on developing multifaceted communication skills across the curriculum.

Whereas I was initially motivated by Matsuda's (2006) call for WAC programs to become "ESL" ready" and Hall's (2009) call for WAC to adapt to internationalization, the results of this study point to a need to look more toward Frigo and Fulford's (2018) call to internationalize the WAC/WID classroom by "bringing the outside in." As was noted in Chapter One, universities increasingly seek to graduate students who can communicate in the global workplace. Frigo and Fulford (2018) note that "international competency is prized by prospective employers and graduate programs, and there is thus significant pressure on institutions to develop courses to satisfy this need." Daniel, Xie, and Kedia (2014) reported that 39 percent of American companies "believe they have failed to fully exploit international business opportunities in the past five years due to lack of internationally competent personnel" (p. 18). Finding ways to incorporate the perspectives of the international students and engage both domestic students and international students in cross cultural dialog may be a way to help both groups become more "globally competent" and more completely fulfill the goals of comprehensive internationalization. The participants' reported experiences that they did not feel able to fully participate and contribute to classroom discussions, however, is an important finding that presents another implication related to the contributions international students can make to the internationalization efforts of the university.

Helping MLISs to engage more in cross cultural communication may require changes on a number of fronts. Perhaps the university could provide additional orientation upon arrival to

help MLISs understand the culture of US academic classrooms, as well as offer faculty development to assist them with aspects of cross-cultural communication. The Conversation Buddy program offered at MACU could be expanded and promoted to increase the number of domestic students who are pairing up with international students to interact in English, which would not only facilitate comfort among MLISs for interacting in English, but would also provide further opportunity for domestic students to engage on an interpersonal level with international students. Faculty may need to be made more aware of the goals of internationalization and given opportunity to create ways to encourage the participation of international students in their classrooms.

Assuming that MLISs can be assisted in participating more in class discussions, this study reveals an additional concern about the contributions these students can make. Certainly it is rational for a university to want to "increase the global understanding of their students" (Globalization of Higher Education, n.d., p. 4). However, in recruiting international students as a means to infuse global perspectives into their curriculum, universities must consider that the perspectives this group could offer would be those of the elite, many of whom are even more privileged than the American students with whom they are studying. The participants in my study all understood how English would help them achieve their goals, but they were able to take advantage of the opportunity to study in the US because they came from privileged backgrounds. Any contribution they might make to the global understandings of American students will come from a privileged perspective and not necessarily reflect the realities of many in the nations represented by these international students. The problem with recruiting international students, particularly through pathways that require additional privilege, is that these students do not represent the full spectrum of the cultures and countries from which they come. The presence of

these elite students in the American university -- if our aim is to infuse global perspectives -- presents a skewed picture to American students, whose perceptions of the countries and cultures represented are formed by their interactions with elite students. The role of social class and the "ways in which English language teaching … reproduces and reinforces privilege, or lack thereof remains unchallenged" (Vandrick, 2014, p. 85) by the practices of higher education in the US to internationalize their campuses. To truly give their students a global perspective, MACU must be mindful to consider its role in reproducing inequalities as it taps into ready markets for international students who have the ability to pay for access. More conversation needs to occur about the goals of internationalization to determine how the campus can facilitate and realize the *educational* benefits of comprehensive internationalization in addition to the monetary benefits and the "face value" of populating the campus with individuals from foreign countries who do not represent the true spectrum of those cultures.

Limitations

A limitation of this study may be that not all academic majors of all international students at MACU were represented in this study. If MLISs from each represented major, such as natural sciences and nursing, were included, the findings may have revealed a different picture of not only what writing was being assigned but also the types of challenges students faced with writing. It is possible that the majority of the participants in this study did not report difficult challenges because they were in academic majors that do not require much writing, or in the case of the English and communication majors, they were students who had a natural talent for writing to begin with, which is why they chose those particular majors. An additional limitation of this study is that all of the participants were students who had come through some kind of "pathways" program that provided additional preparation for writing. Students who had not had

additional preparation for writing to meet Westernized academic conventions and standards may have reported more challenges with writing. Further, while some participants in this study noted minor difficulties, it may be that the type of students who would participate in a study focusing on writing across the curriculum are not those who regularly experience writing difficulties. Students who perceive their majors as more challenging or who have less success overall in their academics may not have felt that they had time to participate in a research study. Thus it is not known whether the participants in my study are completely representative of all MLISs attending MACU.

Future Research Directions

One focus of this study was the preparation that multilingual international students bring to their study in the US. Staklis and Horn (2012) assert that language background and history are factors that influence student success. This study was limited in that not all countries represented by international students at MACU were reflected in the findings. Future studies should seek to investigate the language learning histories of students not represented in this study, particularly from Africa and the Middle East. Also, no science or arts majors were represented in this study, so it would be enlightening to know what kind of preparation students in these majors bring and compare the challenges they perceive with those voiced by the participants of this study.

Also, since all the participants in this study had received additional English preparation beyond what was provided in their public schooling, future research could focus on whether students without additional preparation in English are being admitted to the university, and if so, how their challenges compare with those of the participants in this study.

Another perception of the participants in this study was that writing in English would not be as important in their future careers as speaking ability. A longitudinal study that followed

international student graduates in their careers could help determine the accuracy of their perceptions.

Final Reflections

When I began this study, my advisor kept encouraging me to narrow the focus and limit the scale of what I was investigating. However, the more I read, the more I wanted to know. The more I talked with students, the more questions I had. Their experiences are so diverse, and they exhibit incredible motivation and persistence to obtain goals so vitally important to their futures, that I cannot help but admire them. At the same time, I recognize how easy it is for a university to tap into this ready market of students eager to study in the US and to be satisfied that their presence on the campus adds an international dimension without really investigating the degree to which these students can actually contribute their perspectives. Whereas internationalization is supposed to involve a two-way flow of ideas, it seems that the scale is tipped in our favor in economic terms, and we are less concerned about receiving what they can contribute to our global perspectives and more concerned with how their presence improves the image of university. By recruiting international students predominantly through partner programs, we are filling seats with students who have received a lot of preparation for study in the US (and thus do not require much investment from the university to accommodate their needs), and we are perhaps denying opportunities to international students from less privileged backgrounds who could offer a different global perspective. One problem with recruiting international students in this way is that we are leading domestic students to believe they are becoming "globally competent" because they share classroom space with someone from a foreign country, without acknowledging that these international students do not present a complete picture of the cultures from which they come. Furthermore, when these international students are not able or welcome

to contribute their perspectives in class, we are not really taking advantage of the contributions they could make towards comprehensive internationalization. Likewise, we are not fulfilling our obligation to give back to these international students who have made a tremendous investment of time and money to obtain, not just a U.S. degree, but also English language proficiency that will help them in their future careers. If the university truly wants "comprehensive" internationalization, then it needs to really examine and question the ways in which they are recruiting international students and how the curriculum can be overhauled to truly create a two-way flow of ideas.

When so many highly privileged students are eager and able to take advantage of the opportunities the university is providing, and these students are finding success with little apparent need for additional assistance with their writing, it is easy for a WAC program to be satisfied that they have internationalized. It is also easy for the university as a whole to be satisfied that it has internationalized. While creating partnerships with foreign institutions does enable our students to more easily study abroad, and recruitment of international students does add an international flavor to the campus community, I do not believe that "comprehensive" internationalization is truly possible. Smaller schools like MACU should continue to seek ways to incorporate international perspectives, continue to create partnerships to allow our students and faculty to study and teach abroad, and continue to recruit international students. All of these efforts are beneficial and good. However, the institution should not be deceived into thinking that they are truly achieving "comprehensive" internationalization.

Having worked with the international student population at MACU for more than eight years now, I have become highly invested in learning about their experiences and in helping them to achieve their goals. I do not believe that the university seeks only to obtain revenue

through the recruitment of international students, but I do believe that it does not fully realize the contributions these students could make if their voices were incorporated into the educational discourse of the university, nor does it make an equal investment back into the success of the students.

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Appendix A

Student Participant Recruitment Letter

Indiana University of Pennsylvania
www.iup.edu

Department of English
Humanities and Social Sciences Building, Room 506A
981 Grant Street
Indiana, PA 15705
www.iup.edu/english

P 724-357-2261
F 724-357-2265

Dear International Students,

I am emailing you to invite you to participate in a research study that I am conducting for my doctoral dissertation. My study is titled "Towards Comprehensive Internationalization: A Study of International Student Perceptions and Experiences of L2 Writing Across the Curriculum."

My goal is to understand your perceptions and experiences with writing in English in your academic classes as you pursue your undergraduate degree here at MACU. Some students enjoy participating in this kind of study because it gives them an opportunity to talk about their experiences and contribute information that may help to improve the program for future students.

If you decide to participate in my study, I would like to talk to you about the kinds of writing you are doing in your courses, what value you place on being able to write in English, how well prepared you feel for the kinds of writing you are being asked to do, and what resources and strategies you draw upon to meet the writing requirements of your undergraduate education. To better understand your experiences and perceptions, I will ask you to complete a background survey and keep in a folder that I will give you a copy of all your writing assignment handouts, graded writing assignments, and any other informal writing tasks you complete during the semester whether graded or not. I will also ask you to meet with me individually in at least two interviews to discuss specific writing tasks you are engaged in. The first one will be at the beginning of the semester, and another interview will occur sometime between the middle and end of the semester.

Although I hope very much that you will want to be part of my study, you are not obligated in any way to participate. Students who participate in the study through its completion will received a $15 gift certificate to the campus bookstore and will also be invited to a celebration party at the end of the semester. There are no real risks to participating in this study. If you choose to participate, I will keep your identity private. No collected information about you will be shared with your professors or the university at any time.

If you would like to participate in my study, please respond to this email. I will ask you to read and sign an informed consent form and fill out a questionnaire to provide me with some background information about you. We will then schedule an initial interview at a day and time that works best for you, during which time I will ask you to share your course syllabi with me so we can discuss the kinds of writing you might do during the semester. Later in the semester I will ask you to meet with me again to discuss your writing assignments, challenges you encountered, and how you mediated those challenges. Each individual interview with me will be no longer than one hour.

Please email me if you would like to learn more about my study and/or would like to participate in this study! I hope to hear from you!

Thank you,

Sandra Johnston
Ph.D. Candidate
Indiana University of Pennsylvania
Indiana, PA 15705
443-783-1179
lygt@iup.edu

Researcher's Faculty Advisor
Dr. Gloria Park
Professor
Indiana University of Pennsylvania
Sutton 346
Indiana, PA 15705
724-357-3095
gloria.park@iup.edu

Appendix B

Student Recruitment Poster

Invitation to Participate in a Research Study

- Are you an undergraduate international student enrolled at MACU on an F1 international student visa?

- Are you at least 18 years old?

- Are you enrolled in at least one course that requires you to write as part of the class (formally or informally)?

- Would you like to earn $20 in gift cards for sharing your writing and talking about your experiences?

If you answered yes to all of the above questions and would like to participate in a research study that allows you to discuss how you experience writing across the curriculum, email **s.s.johnston@iup.edu** for more information!

Appendix C

Student Informed Consent Form

Indiana University of Pennsylvania
www.iup.edu

Department of English
Humanities and Social Sciences Building, Room 506A
981 Grant Street
Indiana, PA 15705
www.iup.edu/english

P 724-357-2261
F 724-357-2265

You are receiving this consent form because you told me you would like to participate in my doctoral dissertation research study titled "Towards Comprehensive Internationalization: A Study of International Student Perceptions and Experiences of L2 Writing Across the Curriculum." As I mentioned in the first email you received, the purpose of this study is to research the writing experiences of multilingual international students in their academic classes across their undergraduate curriculum and to explore their attitudes and perceptions about writing in English. You are eligible to participate in this study because you are an undergraduate international student enrolled at MACU on an F1 student visa.

There are no real risks to your participation in this study. The main benefit to you is the satisfaction you may feel in contributing information about your experiences that may help the university to improve its programs and services for future international students. If you participate in this study to its completion, you will be offered a $20 gift card to the university bookstore and also be invited to a celebration party with the other participants at the end of the semester.

The information below will help you decide whether or not you want to participate. If you have questions about this study, please email or call me.

If you decide to participate in the study, I will ask you to meet with me for two interviews during the semester to talk about specific writing experiences in the classes you are currently taking. The interviews will also be audio recorded and transcribed so that I can review the conversations and study them to understand your experience. Each individual interview will last no more than 60 minutes. All interviews will be conducted on campus at a time and place mutually agreeable to you and me.

To better understand what writing across the curriculum is like for you, I will also ask you to provide me with the syllabi of the classes you are taking, any writing assignment handouts from your professors, and your graded writing assignments. I may ask you about these during our interviews.

Your privacy during this study is very important to me. If you choose to participate, your identity will be kept private and none of the information you provide to me during this process, including any email correspondences we may have, will be shared with any other person or the university. Your name will be removed from any written texts you share with me to protect your privacy, and you will be able to choose a pseudonym or "fake" name by which to identify yourself in the study. All documents, audio recordings,

and transcriptions of interviews and focus group discussions will be kept in a locked cabinet to which only I have the key.

Your participation in this study is **voluntary**. You are free to choose whether or not to participate. If you choose to participate, you may quit at any time by notifying me using the contact information below. All collected information about you will be destroyed if you request to stop participating in the study. Withdrawal from the study will not in any way affect your relationship with me or the university. Participation or non-participation in this study will not in any way affect any grade in any class you are taking at MACU.

If you choose to participate in this research study, you may request to see all information I have collected about you, and you may read the transcriptions of our interviews if you desire to do so, so that you may make sure that you are represented fairly and accurately.

If you choose to participate in this study, please complete and sign on the consent form on the next page.

Contact information

Researcher
Sandra Johnston
Ph.D. Candidate, English-Composition & TESOL
Indiana University of Pennsylvania
Indiana, PA 15705
443-783-1179
s.s.johnston@iup.edu

Researcher's Faculty Advisor
Dr. Gloria Park
Professor
Indiana University of Pennsylvania
Sutton 346
Indiana, PA 15705
724-357-3095
gloria.park@iup.edu

VOLUNTARY CONSENT FORM:
I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed consent form to keep in my possession.

_____
Student Participant Name (please print)

_____
Student Participant Signature

_____
Date

Phone number and/or email where you can be reached:_____
_____

Best days and times to reach you:
_____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

_____ _____
Investigator's Signature Date

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 D

Student Background Questionnaire

Directions for the students: Please fill in the blanks with the appropriate information to the best of your knowledge. Be as descriptive as you can and give as many details as you can remember about your experiences.

Pseudonym _____
_____

Age _____

Gender_____

Country of origin _____

Academic major _____

Academic minor (if applicable) _____

Language Background

Official language(s) of your home country_____

Other languages used in your country (if applicable) _____

Primary language you speak in your home country _____

Other languages you speak _____

What languages did you and your teachers use in your elementary, middle and high schools? (Please specify if different languages were used in different levels of your pre-college schooling.)_____
_____

Admission to MACU

How were you admitted to MACU? (please check the one that applies)

_____ Direct admission with TOEFL or IELTS score. If you selected this choice, please indicate what your TOEFL of IELTS score was (if known): _____

_____ Admitted after completing the MACU English Language Institute program.

_____ Transferred from a partner institution on a 2+2 or 3+1 cooperative degree program. (Please indicate if you are in a 3+1 or 2+2 degree program) _____

_____ Currently "bridging." (Taking some MACU undergraduate courses while completing some coursework at the ELI.)

_____ One semester Study Abroad Student. If you select this choice, please indicate the name of your home institution. _____

_____ Two-semester Study Abroad Student. If you select this choice, please indicate the name of your home institution. _____

Number of undergraduate credits you have completed. (Do not count classes currently enrolled in.) _____

Number of undergraduate credits you are currently taking (this semester) _____

Appendix E

Initial Interview Protocol

After students have agreed to participate in this study and have returned the Student Background Questionnaire, I will meet with each focal participant early in the semester for an initial interview. The purpose of this interview will be to expand on the information gained from the background questionnaire and to learn more about the students' language learning experiences, particularly with regard to writing. This interview will also elicit information about how the focal participants are currently using writing in English in their academic classes and how they feel about writing in English.

English Language Learning

1. At what age did you begin to learn English?

2. Tell me about your English language experiences. (Describe how you were taught English.)

3. How did you use English in your schooling in your home country?

4. How much opportunity did you have to practice *speaking* in English?

Writing in your Primary Language

5. Describe the writing instruction you received in your L1 (native language or the dominant language you used in your home country).

6. Describe the kinds of writing assignments you were required to do in your L1 in your secondary schooling in your home country.

7. Describe how you feel about writing in your first language? Do you enjoy it? Why or why not?

8. Would you call yourself a "good" writer in your first language?

Writing in English in your home country

9. Describe any instruction you received for writing in English. How is it different from what you were taught about writing in your L1? Are there any similarities?

10. How much were you required to write in English and for what purposes?

11. What kinds of academic writing assignments did you do in your secondary schooling?

12. What other ways do you write in English? (For example, social media, letters, email, etc.)

13. Describe how you feel about writing in English?

    a. Is it difficult for you? (Explain what aspects of writing in English make it difficult for you.)
    b. Do you enjoy it? Why or why not?

Writing Experiences at MACU

9. Have you completed ENGL103(Freshman Composition) yet?

    a. If so, what grade did you receive in ENGL103

    b. If you have not taken ENGL103 yet, why not?

10. Tell me about some classes here at MACU (other than ENGL103) where you were required to do writing in English. What kinds of writing were you required to do? *(Tell the name of the course and the types of writing you did. These could include lab reports, blogs, reading or reflection journals, short response papers, essay questions, ungraded in-class writing, etc.)*

11. How did you feel about having to write assignments in English?

12. When you take notes in classes here at MACU, which language do you use?

13. Describe your writing process.

    a. How do you approach a writing assignment?

    b. Do you draw on your L1 in completing a writing assignment? If so, explain how and why.
    c. Are you translating from your L1 or are you thinking and writing in English when you compose?

Support Services

14. What support services are you aware of on campus to assist you with your academic writing?

15. How often have you utilized these services and for what purposes?

16. If you have utilized any support services on campus, what is your perception of the assistance you received?

17. If you have not utilized any support services on campuses, why not?

Appendix F

Non-Participant Observation Protocol

In my invitation to the focal participants to come for the initial interview (Appendix E), I will ask students to bring all course syllabi for the semester. As part of that interview, we will look at their schedule of courses and determine one or more classes that I will observe as a non-participant.

Selection of course(s) to observe -- Courses will be selected in consultation with the focal participant, but preference will be given to classes that we anticipate will involve note taking, writing to learn activities, and/or discussion.

Focus of the Observation – I will record my observations in my field notes. Included will be the following:

- **Description of the setting** (location, layout of the room, position where participant is seated)
- **Activities of the class** – I will document what occurs in the class, particularly focusing on any writing activities that occur in the class.
- **Body language and activity of the participant** -- I will take notes regarding what the participant does during the class (takes notes, asks questions, interacts with the instructor or peers, etc.)

As soon as possible after the observation (preferably later that day), I will meet briefly with the focal participant(s) for confirmation of my observations and to ask any follow-up questions that may arise about what I observed.

Following Patton's (2002) guidelines on conducting observations, I will first describe the setting. To avoid drawing attention to myself, I will try to position myself towards the back of the classroom, but in a position where I can observe the actions and interactions of the focal

participant. In my observation report, I will diagram the layout of the room and where the focal participant(s) are seated relative to the instructor and other students in the class. In addition to the layout of the room, I will document the activities that take place during the class period, focusing in particular on what the focal participant is doing and any interactions the focal participant has with the instructor and/or any of his or her peers. While I will note anything that seems particularly relevant, I will specifically observe body language, note-taking/writing, and oral interactions.

Appendix G

Follow-Up Interview Protocol

This interview protocol examines how students are encountering writing across the curriculum, how prepared they feel for the kinds of writing they are asked to do, and the importance of writing in their future careers.

In the initial interview (Appendix E), students will asked to bring all course syllabi for the semester. As part of the initial interview, we will look at their course syllabi and determine what kinds of writing will be required in each course. Since it is not known how many courses will require formal, graded writing assignments (such as essays or research papers), this interview protocol has been designed to address all the kinds of writing students may be doing in their coursework.

For formal graded writing assignments (such as an essay or research paper), I will ask students to reflect specifically on how they navigated the assignment, including their approach to the assignment, difficulties encountered, strategies they drew on, and any assistance they may have sought. These are reflected in questions 1a through 1f in Writing Tasks Encountered Across the Curriculum (below). For all other types of informal writing done as part of their coursework, the remaining questions will be applicable to all focal participants, as they focus on other ways in which students engage in writing in English as part of their coursework, their perceptions of preparedness, and their perceptions about the role writing will play in their future careers.

Writing Tasks Encountered Across the Curriculum

1. Discuss any graded formal writing assignments you had this semester.

    a. How did you understand the assignment?

    b. Describe the process you took in completing this assignment.

    c. Describe any difficulties you encountered, and tell me how you resolved them.

    d. In what ways did you seek assistance with this assignment, and what are your perceptions of the assistance you received?

    e. What other kinds of help did you use in completing this assignment? (internet, talking with family members, etc.)

    f. What strategies for writing that you learned in either your L1 or your English instruction did you use in completing this assignment?

    g. How do you feel about the papers you produced this semester?

2. Discuss any other kinds of writing tasks you were given in the context of your academic classes. These could include in-class writings, blogs, short response papers, essay questions on exams, etc.
3. When you take notes during class, do you take notes in English or in your L1? (Explain).

Perceptions of Preparedness

1. What aspects of your L1 writing experiences do you draw upon as you write in English here? (or in what ways does the writing instruction you received in your L1 help you with L2 writing tasks here?)
2. Are there any ways in which you feel that your L1 writing experiences hinder your ability to write in English, in the ways that your instructors expect you to write?
3. Now that you are enrolled at MACU and pursuing an undergraduate degree in an English medium university, in what ways do you feel that your previous writing instruction in English has prepared you for the kinds of writing you are being asked to do in your classes here at MACU?
4. In what ways do you feel unprepared for the writing tasks you are being asked to do? (Or what kind of preparation do you wish you had received?)

Importance of Writing in English

1. How important is it for you to be able to write well in English?
2. What role does writing in English play in your pursuit of a degree from this institution?
3. In your future career, how much writing in English do you anticipate you will do?
4. What drew you to study in the US and specifically at MACU?
5. How would your life be different if you had gone to school in your home country and in your home language?
6. What possibilities does being able to speak in English open up for you?