

## Index

- academic literacy: demands in writing curriculum, 10–11, 149, 163, 183; in participant FYW experience, 163, 180. *See also* class discussion; reading; vocabulary; writing
- action sensitive pedagogic approach, xv, 60, 61, 174
- activity theory, 19, 62–63, 155–156
- agency, 15, 152–153, 158, 182. *See also* strategic awareness
- Berlin, J., 12, 13, 151, 160
- Canagarajah, S., 9, 141, 158, 160, 180
- class discussion, participants: comparison of L1 vs. L2 peers in, 82–84, 97–99, 103, 157–158; expectation for participation in, 81, 97–99, 107, 170–171; follow-up interviews on experience with, 122–123, 128, 135; listening comprehension and, 84, 163; oral English proficiency and, 84, 86, 98–99, 103; pace of, 84, 97–99, 107, 163; perceived benefits of, 81, 92, 98, 107; reception to ideas in, 100–101; silence in, 103, 158
- classroom culture, 15, 63, 151, 180–182. *See also* socio-academic relationships; socio-academic space
- co-curricular experiences, participants: fraternities and sororities, 120, 121, 132; internship experience, 125–126, 128, 132; off-campus living, 126, 132; study abroad, 120
- constructivism, 55, 62, 159
- content knowledge: in participants' classroom experience, 82–83, 92–93, 111, 146, 159, 160; Western epistemological and content knowledge base, 14, 17–18, 146, 159, 160, 164, 183. *See also* first-year writing; first-year writing course theme
- cosmopolitanism, 16, 140–141, 145, 177
- cultural and linguistic diversity: deficit perception of, xv, 7, 8–9, 17, 158, 163 (*see also* institutional context); as a resource for global engagement, 14, 16, 17, 166, 178, 182–183; of study participants, 38–40, 140–141; on U.S. college campuses, 144–145.

- See also* multilingual reality of U.S. higher education
- Dervin, F., 7–8, 141
- English for Academic Purposes (EAP), xv–xviii, 66–67, 103, 122, 150, 151, 167–169
- English language proficiency, 4–6, 7, 147; experience in first-year writing and, 84–86, 103, 157
- essentialization, 7–8, 123, 141, 157–8, 179
- experience in first-year writing: class activities and assignments, 90, 94, 95, 170; comparison to other classes, 80, 108, 171; comparison to previous educational experience, 85–86; description of classroom environment, 80–82, 94, 97, 99–100, 106–108; perception of faculty, 74, 82, 100, 104, 107, 156, 162, 172; perception of peers, 84, 87, 92, 100, 157, 158 (*see also* perception of L1 peers); perception of rigor, 106, 108, 113, 149, 163; reflection on, 112–113t, 115–118, 122–123, 127–128, 134, 135, 154, 169; role of English language proficiency, 84–86, 103, 147, 157; self-perception within the class, 82–87, 97–99, 102, 156, 182 (*see also* relational self-perception); socialization into community, 98, 104, 107, 154, 161, 164; strategic management of, 99, 110, 115, 138, 152, 153, 173 (*see also* resources for writing)
- faculty perception of L2 students, 9, 15, 163, 173, 179. *See also* institutional context
- feedback on writing, participants: from faculty, 100, 104–105, 110, 172; peer review, 101–102, 105, 109–111, 157, 171–172
- Ferris, D., 9, 10, 144, 163
- first-year writing (FYW): critiques of, 11, 149, 160–161, 162, 163; curricular models, 9, 12, 13, 149–150, 167, 178; fit within the disciplinary institutional structure, 11–12, 181; history of, 11–13, 149; L2 students' placement into, 167–169, 178 (*see also* second language writers); potential as site for global engagement, 9, 166, 178; role of content, xiv, 9–10, 12–13, 17, 146, 161, 162, 167, 178 (*see also* content knowledge); role of ideology, 12–13, 160; role within the curriculum, 161, 180–81, 183; as socialization into academic literacy community, 14, 149, 154, 161, 164, 181. *See also* experience in first-year writing
- first-year writing course selection, participants: networks of information, 74, 76, 152, 170; participants' advice for peers, 116–117t, 118, 162; perception of requirements, 15, 74, 149; relevance of theme, 74, 76–77, 145–146, 160. *See also* strategic awareness
- first-year writing course theme, participant perception of: level of engagement with, 94, 109, 161,

- 162; perceived gaps in content knowledge of, 93, 146, 160; understanding of, 78, 80, 90–92, 111–113, 153–154. *See also* content knowledge
- forestructure, 21, 35, 64–65, 155
- future aspirations, participants: career, 46–48, 124–125, 131, 144; field of study, 40*t*, 131, 132, 143; graduate school, 131, 136
- Gadamar, H., xv, xvi, 59, 190
- global competency, 16, 17, 166–167, 183. *See also* internationalization of higher education
- global mobility, student: 1, 35, 36; broad impetus for, 1–2, 141; U.S. as study abroad destination, 35–36. *See also* motivation for transnational migration; recruitment and enrollment of international students
- grammar errors, 86, 105, 110, 172
- Heidegger, M., xvii, 57–59, 152
- hermeneutic phenomenology: action sensitive pedagogic approach, xv, 60, 61, 174; education, 18–20, 173, 176; epistemology and worldview, 18–19, 54–56; history of, 57–60; researcher positionality in, 55, 59, 61 (*see also* subjectivity); role of language in, 55, 59; text as site of interpretive activity in, 58, 174, 179; within qualitative research tradition, 18, 53–54
- hermeneutics, 57–58, 60
- institutional context for international students, research on: assimilation into norms of dominant community, 7, 8, 16, 158–159, 160, 166, 183; curricular contexts, 8–9; ideology of, 9; institutional perceptions of L2 students, 7, 9, 17, 144 (*see also* cultural and linguistic diversity)
- intentionality as a research proposition, xv, xviii, 18, 56, 60, 67, 138
- international student experiences in U.S. higher education, research on: acculturation, 4–7, 146–148; cross-cultural interactions, 5, 148; English language proficiency, 4–6, 7, 147; identity and construction of self, 6, 7; phenomenological research on, 5–8
- internationalization of higher education: complexity of, 2; definition of, 2; extent of, 145, 146; global engagement within the curriculum, 14, 16, 165–167, 178; implications of marketization, 17, 37, 38, 144, 180, 181; practices associated with, 3; rationale for, 1, 2, 35–36, 44; rhetoric of, 16, 183. *See also* recruitment and enrollment of international students
- Knight, J., 2, 3, 140, 144, 145,
- Leki, I., 10, 15, 150–151, 156, 161, 162–163

- lived experience: arc of projection and reflection, xvii, xviii, 58–59, 138, 174 (*see also* thrownness); phenomenological approaches to, 56; research into, xiv–xv, 14, 18–19, 56, 60, 173–174
- Matsuda, P. K., 9, 12, 13, 149, 162, 166, 168, 169
- motivation for transnational migration for higher education, research on: push-pull factors, 36–37, 141, 142; role of family, 37; sources of information, 37, 38. *See also* internationalization of higher education; recruitment and enrollment of international students
- multilingual reality of U.S. higher education, 8, 9, 17–18, 144–145, 169, 179, 180
- participants. *See* study participants
- pedagogy and L2 students, 5, 17–18, 20, 169–173, 180
- peer review. *See* feedback on writing
- perception of L1 peers, participants: and content knowledge, 82–84, 110–111, 160; and ownership of English, 84, 85–86, 102–104, 157–158; as helpful, 109, 157–158, 159 (*see also* feedback on writing)
- persistence, L2 students', 5, 115, 148. *See also* agency; strategic awareness
- phenomenology, 56–57
- placement. *See* first-year writing; second language writers
- push-pull factors. *See* motivation for transnational migration
- qualitative research, 18, 53–54, 177
- reading, participant experiences with, 94–95, 103, 114, 147, 161, 171
- recruitment and enrollment of international students: and internationalization, 3, 145; economic impact of, 3, 17, 37, 38, 144, 180, 181; ethical implications of, 14, 167, 169, 179; profile of international students, 36, 37–38. *See also* internationalization of higher education; motivation for transnational migration
- relational self-perception, 82–87, 100–103, 156–159, 182. *See also* experience in first-year writing
- research design: data analysis, 68; data collection, 67; description of research setting, 14, 66, 149, 167–168; Institutional Review Board approval, 67, 119; interviewing, 67–68, 173–174; limitations, 176–177; memos, 68; methodology, 18, 20, 66–67, 173–174 (*see also* hermeneutic phenomenology); participant voice and language use, 66, 67, 69, 174, 175; research questions, 65–66; selection of participants, 38, 66–67 (*see also* study participants); subjectivity, 61, 174–175
- resources for writing: help from professor, 115, 138, 153, 173;

- models for writing, 85, 115, 153;  
writing center, 115, 134, 138, 153,  
172. *See also* strategic awareness
- Ricouer, P., 74–75, 176
- second language (L2) writers:  
classroom-based interactions  
and, 15; ethical treatment of,  
9–10, 14, 168–169, 172, 179; in  
mainstream curriculum, 10,  
150–151, 163; placement of, 8, 9,  
10, 150, 167–169. *See also* first-year  
writing; institutional context for  
international students
- self-actualization: coherence of  
self over time, 130, 132–133, 136,  
154–155; evolving self-view,  
121, 123, 126–127, 132–133; as  
motivation to study abroad, 48,  
142–143
- Silva, T., 13, 162, 166, 168, 169, 172
- situated learning: communities of  
practice, 6, 64, 156; legitimate  
peripheral participation, 64
- social constructionism, 55, 60, 155,  
173
- socio-academic relationships, 15,  
156. *See also* classroom culture
- socio-academic space: as concep-  
tual model, xvii, 36, 64–65, 71,  
90, 107, 151, 174, 177, 181–182;  
classroom as research site, xvi,  
15, 150, 155, 181–182; definition  
of, xvi–xvii, 14–15
- sociocultural history. *See*  
forestructure
- sociocultural theory: in compo-  
sition studies, 62–63; role of  
language, 19, 62–63
- Spack, R., 8, 9, 10, 150, 153, 160, 163,  
169
- speaking. *See* class discussion
- strategic awareness, participants; in  
first-year writing course selec-  
tion, 75–76, 152; in study abroad,  
46, 144 (*see also* study abroad);  
participant management of  
first-year writing, 115, 118, 148,  
152–153, 173. *See also* agency
- study abroad, participants: advice  
for peers considering, 124, 130,  
136; application to U.S. universi-  
ties and, 45–46, 142–143; family  
role in decision to, 41–45; moti-  
vation to, 46–50, 141; prospect  
of return to home country, 124,  
130, 136; reflection on decision  
to, 123, 129–130, 135–136, 137;  
socio-economic considerations  
of, 45, 142–143
- study participants: educational  
background of, 39–41, 140; fam-  
ily background of, 39–40,  
41–43, 142; language background  
of, 39–40, 140; narrative intro-  
duction to, 21–34; profile of,  
38–41, 140; recruitment for study,  
38; travel and global opportuni-  
ties, 41–43, 141
- subjectivity, 57, 59–60, 61,  
174–175. *See also* hermeneutic  
phenomenology
- thrownness, xvii, 59, 70, 152. *See  
also* lived experience
- van Manen, M., xx, 18, 19, 20, 54,  
56–57, 59–60, 61, 66, 68, 173–174,

- 176. *See also* action sensitive pedagogic approach
- vocabulary, 83, 95
- Vygotsky, L., 19, 61–63, 155–156, 172
- writing, participant experiences
  - with: anxiety about, 84–85, 87–88, 95–96, 101–102, 104, 163;
  - assignments, 95–96, 114, 115, 152, 163, 164, 172; confidence in, 96–97, 114–115, 122, 134, 135, 138, 154; course theme vs., 111–114, 154, 164, 170; development of knowledge and skills for, 114–115, 116–117, 147, 161, 164; final-year reflections on, 122, 127–128, 134; instructional practices for, 164; previous experiences with, 70–74, 147, 151; response to written work (*see* feedback on writing)
- writing center. *See* resources for writing
- Zamel, V., 8, 15, 151–152, 158, 163, 181–182
- Zone of Proximal Development, 62–63, 155–156. *See also* Vygotsky