International Undergraduate Students' Socialization and L2 Writing: A Case Study

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This qualitative study applies the frameworks of language socialization and social network theory to investigate how international students' construction and negotiation of their identities influence their L2 writing development. Two students (One Korean and one Motswana) at a US university, one from South Korea and one from Botswana, participated in a year-long study, which included semi-structured interviews and classroom observations. For purposes of triangulation, the data for this study were collected for a year from multiple sources. The findings indicate that instructors can play a crucial role in enabling international students to expand their social networks, for example, by helping them locate and utilize available resources to develop their L2 writing, and by providing additional scaffolding to help them understand group dynamics and become active learners in their new communities. The results offer pedagogical implications on the role of instructors and universities in providing explicit guidance to empower international students to better socialize into the new community.

Key words: socialization, social network theory, identity, international student

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1. INTRODUCTION

Sociolinguistic perspectives on second language acquisition (SLA) have enriched our understanding of international students' second language learning and socialization in diverse academic contexts(e.g., Duff, 2010, 2019; Duff, Zappa-Hollman, & Surtees, 2019; Zappa-Hollmann & Duff, 2015). In the study-abroad context, most studies have reported that immersion in the target culture and interaction with native speakers are important factors in international students' socialization into the target community (e.g., Dewey, Belnap, & Hillstrom, 2013; Kinginger, 2009). As novices and newcomers, international students gain linguistic and sociocultural knowledge, such as knowledge about local values or ideologies, from native-speaker peers, teachers, and other international students (Duff, 2010). Therefore, it is crucial to examine their second language (L2) socialization processes to understand these newcomers' experiences and to provide them appropriate scaffolding.

Despite the importance of L2 students' socialization in all areas of the new environment, few studies have investigated a combination of in-class and out-of-class socialization. While most prior studies have focused on in-class socialization (e.g., Reinhardt, 2019), students engage and learn from diverse social contexts beyond the classroom, including media, such as internet sites and social media, and peer communities as they construct a new identity within a discourse community (Lam, 2004; Reinhardt & Thorne, 2017). Consequently, their L2 socialization is affected by a variety of interaction types, which affect their linguistic and sociocultural practices and behaviors (Zappa-Hollmann & Duff, 2015).

This study analyzes international students' socialization from the perspective of social network theory (Milroy, 1987), which describes social relationships through the linguistic practices of speech communities and identifies the roles of individuals within social networks. The theory has been used in SLA studies to show how L2 students establish social networks, develop L2 proficiency, identity, and acculturate into a new community (e.g., Isabelli-García, 2006; Popadiuk & Arthur, 2004). Based on social network theory, the current study expects to find that international students are socialized through engagement in various activities, both on and off campus (Kobayashi, Zappa-Hollman, & Duff, 2017). Considering that international students need to be socialized into both the community where they have come to live and into a new discourse community (e.g., classrooms in the U.S. university), social network theory can shed light on how these L2 learners cultivate the norms and practices of their new communities.

This case study contributes to the previous research on L2 socialization by unpacking the complexities of two international students' L2 writing experiences and their socialization in the United States. By drawing insights from language socialization and social network theories, this study demonstrates how the two participants shaped their identities after

arriving in the United States and how their engagement in distinct social networks influenced their writing development.

2. LITERATURE REVIEW

2.1. Language Socialization

The theoretical framework of language socialization explains the processes by which newcomers are socialized through the medium of language into the language and culture of new social contexts (Duff, 2010, 2019). In studying abroad, international students as newcomers experience language development and practices specific to the target community (Garrett, 2017). In their language socialization, international students use the linguistic and sociocultural repertoires they develop in the new community as they negotiate their socialization within it, while they also use the linguistic and cultural repertoires of their original communities to understand and negotiate the practical norms of discourse in the new community.

In the study-abroad context, many previous studies have traced international students' socialization in academic discourse communities (e.g., Cheng, 2013; Morita, 2004, 2009; Okuda & Anderson, 2018; Zappa-Hollman & Duff, 2015). For instance, in a case study, Morita (2009) examined one Japanese student's socialization into a Canadian community. The researcher found that the differences in language, culture, and gender practices experienced by the student impacted both his socialization and the construction of his identity. Because of these differences, the Japanese student minimized his participation both in and outside the classroom. Nevertheless, he tried to overcome the differences, including cultural differences, by adopting diverse strategies, such as talking one-to-one with his classmates outside the classroom. By choosing his conversation partners, he gained useful information about his assignments and other classmates (e.g., country of origin). Acknowledging his marginal status as an international student, he tried to understand the norms and expectations of the diverse academic discourses he encountered in the new context (i.e., a Canadian university). Through negotiating these socialization processes, the student constructed a new identity and established his status in the community (Diao & Maa, 2019; Morita, 2004).

More relevant for the current study, Okuda and Anderson's (2018) case study examined how three Chinese graduate students (one in a master's degree program and two in doctoral degree programs) were socialized at a Canadian university writing center. Okuda and Anderson found that the two doctoral students struggled with their socialization into the new community, while the master's student spent more time building a relationship with her tutor

and was more successful at becoming socialized into the writing center's practices. The doctoral students wanted help editing and finding specific errors in their writing, but the tutors at the writing center used indirect strategies rather than helping them with more focused editing. The tutors rarely understood the difficulties and struggles the international students were experiencing. The study suggested that the writing center failed to provide appropriate scaffolding for the doctoral students.

Identity is formed through language as an outcome of language socialization, and previous studies have documented that international students' identities are changed and shaped by socialization processes (e.g., Duff & Anderson, 2015; Duff et al., 2019; Kinginger, 2017; Morgan & Clarke, 2011; Norton, 2000; Norton & Gao, 2008). In the case of international students, they must grapple with informal uses of English in everyday social interaction in addition to academic linguistic and literacy practices (Duff et al., 2019). As they are positioned by others in the community, they develop their L2 while constructing and negotiating their identities. Norton and Toohey (2011) suggested that newcomers in a community can marginalize themselves in response to unfamiliar interactional behaviors arising from different linguistic and cultural practices, so teachers must address such marginalization by providing diverse opportunities and artifacts to scaffold the students. As they gain experience in the language and community, international students can negotiate their relationships as well as their identities in the new discourse community.

2.2. Social Network Theory

In the study-abroad context, researchers have drawn on Milroy's (1987) social network theory to explain the processes of L2 language socialization (e.g., Dewey et al., 2013; Isabelli-García, 2006; Isabelli-García, Bown, Plews, & Dewey, 2018). The term social network, coined by Milroy (1987) and discussed by Milroy and Llamas (2013), describes the informal relationships of individual learners that result in linguistic development and socialization into a new community. For instance, international students who have existing personal networks move into a study-abroad context that is unfamiliar to them. To become involved in the new community, they must reach out into unfamiliar network zones. Network zones are crucial to understanding the role that social networks play in social interactions. As Figure 1 demonstrates, student X has contacts with several people in his close community, where X is familiar with everyone in the open zone. When X extends his network by participating in a social network in which friend Y (e.g., the friend of a friend) is part of a closed second order zone that is less directly connected to X, student X's interaction greatly increases. Examining social networks makes it possible to explore how international students are socialized into a new community (Isabelli-García, 2006). In addition, social network

theory informs the examination of international students' identity construction within socialization and predicts the language behaviors of international students (e.g., Terry, 2022).

FIGURE 1
Low Density Network Showing First and Second Order Zones (Milroy, 1987)

Low density, open 1st order zone   High-density, closed 2nd order zone
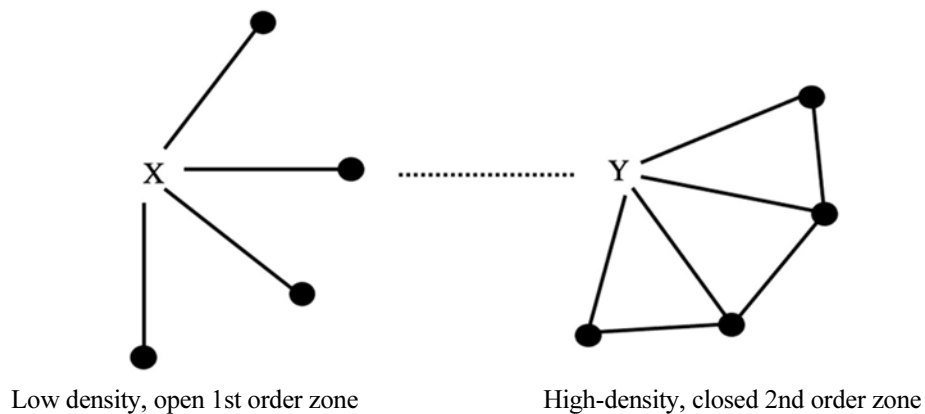
Previous studies have examined the intricate nature of the study-abroad context and of L2 socialization within it through the lens of social network theory (e.g., Dewey et al., 2013). For instance, in a case study of four American students' social networks in a Spanish-language study-abroad context in Argentina, Isabelli-García (2006) found that their social networks were closely related to how the learners positioned themselves in the new community. One student (Stan) usually stayed with American friends but tried to maintain contact with Spanish speakers as he participated in multiple social networks. In constructing diverse social networks, he also developed Spanish proficiency. Another student (Jennifer) was marginalized and isolated from the Spanish-speaking community and tried to restrict her social network to American friends because she struggled to interact with Argentines. Although she found it difficult to become socialized into the new community, her American friends helped her to address the difficulties arising from linguistic and cultural differences and to develop her accuracy in Spanish (although her verbal proficiency did not change). Thus, the study showed how variation in social networks can affect language development.

2.3. The Current Study

Through the frameworks of language socialization and social network theories, this case study focuses on two international students' socialization during one academic year. Previous studies on socialization have described international students' trajectories as they

encounter difficulties in a new context, such as during a study-abroad program. However, these studies have tended to focus on the participants' identities instead of their construction of social networks, leaving an important gap in our understanding of international students' socialization processes. In addition, in order to identify the challenges international students' experience as newcomers and to provide appropriate scaffolding, how they are socialized into the new community needs to be investigated. To address this research gap, the current study uses social network theory as a guiding framework to delve into how international students construct their identities through their socialization process and how these identities contribute to their writing development.

1. How do international students construct their identities within L2 socialization?
2. How does the construction and negotiation of their identities influence international students' writing development?

3. METHODOLOGY

3.1. Context

The research site was a large university in the midwestern United States. The participants were a freshman and a sophomore taking a prerequisite writing course (before college writing) intended for international students. The course was designed and taught by professors in the writing and rhetoric department to help students prepare for college-level writing courses, develop academic writing skills, and successfully transition to academic writing and reading. In the class, the students were encouraged to visit the writing center for consultations on their writing assignments and final paper. The consultations involved a student and a single trained undergraduate or graduate tutor and usually lasted 30 minutes to an hour. Throughout the course, the students engaged in various pair or group activities to develop their academic writing skills. The two focal participants were chosen for this study because while they shared the status of being international students, each of them had to negotiate different academic and social challenges.

3.2. Participants

Two international students participated in an extensive research project sponsored by a large university in the midwestern United States. Minji (pseudonym) and Carter (pseudonym) were recruited from a writing class for first-year international students. Both participants voluntarily participated in this research and worked hard over the course of it. Both students

were highly motivated students in the writing class. Minji was a sophomore and Carter was a freshman. Their standardized English test scores (TOEFL 74 for Minji; IELTS 6.5 for Carter) indicated that their English proficiency was intermediate. Minji was from South Korea and was majoring in psychology. She moved to the United States when she was a high school student. A native speaker of Korean, she also spoke Chinese at the beginner level as well as English at the intermediate level. Carter, who was from Botswana, spoke four languages (Kalanga and Ndebele, his tribal languages; Tswana, the official Bantu language in Botswana; and English, the official language in Botswana). Carter went to an international school in Botswana. He moved to the United States for his undergraduate degree after receiving a four-year scholarship from the Mastercard Foundation.

3.3. Data Collection

For purposes of triangulation and to deepen the analysis, the data for this study were collected for a year from multiple sources, including writing center observations (twice per semester), classroom observations (twice per semester), extracurricular activity observations (e.g., interactions with friends/classmates at dorm halls), literacy logs to track the participants' writing process, questionnaires, and semi-structured interviews (twice per semester).

At the beginning of the research, the students completed a background questionnaire. Next, each student's classroom writing activities and visits to the writing center were observed twice per semester to find their development or changes over the semester (at the beginning and end of the semester). Their interactions with writing center tutors and with peers and instructors in their writing course were audio-recorded, and field notes were taken during the observations. In addition to the observations, the researcher conducted four interviews over the course of the year with each student immediately after the course's writing assignments were submitted. In the interviews, the participants described their experience of writing the assignment and shared their thoughts about the writing class, writing center, and writing assignments. As Minji and the researcher shared an L1 (i.e., Korean), their interviews were conducted in Korean, while the interviews with Carter were conducted in English. Because of Carter's limited English proficiency, he freely made use of an online translator and dictionary to search for appropriate vocabulary during the interviews. The interviews lasted 40 to 50 minutes and were recorded with a Sony ICD-UX560F recorder.

3.4. Data Analysis

This study employs a constant-comparative approach (Strauss & Corbin, 2008) to qualitatively examine the findings emerging from the semi-structured interviews and

observation data such as field notes. The focus of analysis is how the students negotiated identity in their socialization and how their writing experiences were socially mediated. After transcribing the interview data, the researcher conducted a preliminary analysis of the data, and a research assistant reexamined the findings of that analysis. In the initial coding, the researcher and the research assistant examined the data closely to become familiar with it. Next, they independently coded the data line by line, and discrepancies in the coding results were resolved through discussion. The researcher then closely examined the coded data, noting the data most relevant to this study's specific research questions. In the final step of coding, the researcher identified and examined links between the codes and social network theory. This step was justified because one of the main goals of this study is to explore how these international students negotiated their identities as they were socialized in the specific educational context, which means that their social networks were relevant to the research questions. By taking an inductive approach, the researcher identified the units of analysis and examined the international students' negotiations of identity as well as their socialization in and outside of the classes in which they worked on writing projects (Lankshear & Knobel, 2004). An iterative process was employed to connect the results of the coding to social network theory to demonstrate the process of socialization.

3.5. Researcher's Role

For the present study, my intention was to take the role of a reflexive researcher and to position myself as a resource and friend to the participants by helping them with any academic, social, and/or personal concerns or questions that they had. As an international student myself, I shared some of the participants' experiences of encountering a different culture and language, empathized with the participants' strong motivation to pursue their academic careers, and understood some of the challenges they faced as first-year international students. In this way, the participants and I found shared ground, which seemed to foster their willingness to share their thoughts during the data collection process and beyond.

4. RESULTS AND DISCUSSION

4.1. Identity Construction Within L2 Socialization

Minji and Carter visited one of the campus writing centers for consultations on their writing assignments. As Excerpts 1 and 2 show, both were disappointed in their consultations with their native-English-speaking tutors. They expected the tutors to help them revise their

work to express their intended meaning appropriately, but the tutors tended to limit themselves to checking grammar errors. The participants were interested in ensuring that their writing was grammatically perfect, but they also wanted to check whether their writing assignments followed the norms and conventions of writing appropriate to the context. They considered the writing center a site for interaction, and they wanted to negotiate linguistic and literacy practices through that interaction (Diao & Maa, 2019; Duff et al., 2019; Morita, 2004). Both participants expressed their perception that they needed someone to go over their writing slowly and determine whether their message was properly delivered, and their writing met the instructor's guidelines. They prioritized the tutors' comments on the content of their writing over comments on grammatical mistakes. However, the writing center tutors did not engage with questions of the norms and conventions of the discourse communities (e.g., Duff & Anderson, 2015). The participants' disappointment suggests that the writing center may not have been the best venue for supporting their socialization into a new community. Nevertheless, Carter mentioned that he genuinely needed the writing center as a resource for meeting new people and obtaining information he needed to live in the new environment. In other words, he considered the writing center as a means of moving into a second order zone, where he could meet new people to learn language and culture in addition to writing. These findings are similar to those of Okuda and Anderson's (2018) study, where the two doctoral students struggled with socialization and did not receive the support they wanted at a writing center, while the master's student, who focused more on the social aspect of the writing center experience, was able to utilize the writing center to help her with her writing. For Minji, the writing center failed to provide appropriate scaffolding by not giving explicit feedback on the norms and conventions of writing. On the other hand, Carter considered the writing center as a site for interaction and visited frequently to build relationships with the tutors. Possibly, depending on the dynamic between tutor and tutee, the tutors might not have fully understood the difficulties and struggles the international students encountered.

> Excerpt 1. Minji's complaints about her native-English-speaking tutor's consultation
> *English native tutors do not know why I make a mistake. L2 English tutors try to find and understand why I make a mistake as they read the overall content of my writing. The L2 tutors told me "I know what you mean, but you need to rephrase the sentence to deliver your message clearly." The English native tutors just check my grammar without understanding my writing. They seem to have no idea what I would like to explain in my writing.*

Excerpt 2. Carter's disappointment about his native-English-speaking tutor's consultation
I thought that she was a bit tense. So that's how I felt about her. You know, sometimes if someone is tense, you don't know…what you're going to say. Yeah, you know how she's been going to finish it so quickly. [I don't] think it is comfortable.

Excerpt 3. Carter's attitude toward the writing center
Well, one of the resources that I've had. Not friends, professors…But, sometimes they've already been there. So yeah, the writing center is surprising to me. So far, the writing center is good for me so far to get information and get some comments and meet someone…Discussion with the tutor in the writing center is more like individual person relationship. You just get the idea of feedback from that person based on her thoughts and ideas and experiences, which is sometimes, I feel like if you need to develop your writings, you have to go to different people.

For study-abroad and international students, it is often difficult for them to extend their social networks beyond their initial boundaries (e.g., Dewey et al., 2013; Isabelli-García, 2006; Isabelli-García et al., 2018; Milroy & Llamas, 2013). As a Korean, Minji struggled to extend her social networks to native English speakers beyond her writing center visits. As an eager learner, she visited the writing center whenever she wanted to practice English and check her writing. In addition, because she had a Chinese boyfriend, she had many Chinese friends. As Chinese students constituted the largest international population on campus (approximately 70%), they actively shared a variety of useful information, such as their experiences of a given instructor's teaching style, on their own social networking service (i.e., WeChat). Thanks to her Chinese friends, Minji was able to receive some such information indirectly, which was helpful for her development on the campus. Nevertheless, in spite of appreciating her Chinese friends' help, she felt jealous of them because the Chinese students received many benefits as the largest international student population. (Excerpt 4). In other words, she believed they knew many "shortcuts" to successful development, and she observed that, unlike herself, the Chinese students were able to live comfortably without needing fluent English on and near campus.

Excerpt 4. Minji's attitude toward Chinese students
I was jealous of the Chinese in that they can be settled here easily because there are a lot of Chinese. Their bond is so strong. They can encounter Chinese wherever they go. They don't have to use English. For instance, they can use Chinese at the bank. I'm jealous. In the US, they can survive even if they can't speak English at all. They just can call other Chinese to communicate...They treat me well because I am Korean.

FIGURE 2
Minji's Social Networks: First and Second Order Zones
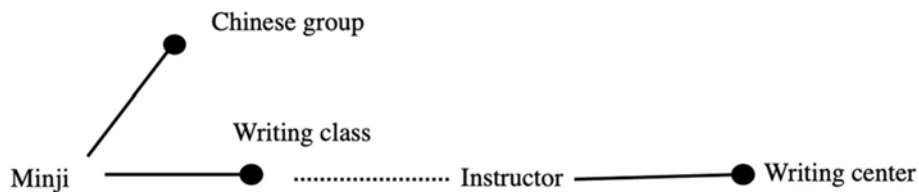
Minji's social networks included close relationships with the Chinese student community and her writing class (see Figure 2). In addition, her networks extended to the second order zone of the writing center via her instructor. As her instructor encouraged her to visit the writing center for assignments, Minji was able to expand her social networks. At the writing center, she interacted with both native- and nonnative-English-speaking tutors as she was academically socialized into the new community.

By contrast, Carter extended his social networks beyond the people who shared his background and living space by joining a club and often visiting the writing center as a resource for help with his writing (see Excerpts 5 and 6). He was also aware that he could make friends via Facebook. It was through social media that Carter found the club he joined, which was a Christian club where he attended weekly Bible study meetings and met many people whom he might not have met had he not looked at Facebook. As he participated actively in the Christian club, he was able to develop his language skills to interact with native English speakers, as well as nonnative English speakers whose L1 was different from his own. In the club, he also encountered several cultural events such as Thanksgiving and learned firsthand how Americans celebrate such cultural events. By extending his networks and interacting with people who were not in his inner circle (those who shared his L1 and culture), Carter experienced the culture of his new community and improved his English skills. As noted by Isabelli-García (2006), extending their social network to the second order zone helps international students become socialized into the study-abroad context. Carter's social networks were related to how he positioned himself in the new community (Isabelli-García, 2006). By participating in various activities such as the Christian club, Carter gained confidence in a new environment thanks to the encouragement and help he received from the community members, including the club's members. Carter's social network exemplifies how international students establish social networks and acculturate into a new community in addition to developing their L2 English proficiency (also see Milroy & Llamas, 2013).

Excerpt 5. Carter's social network development
The university has a lot of pages and I meet my friends in the Facebook. It's a Christian club so yeah. I found it in the Facebook. There are some weekly reading meetings posted in the Facebook. I went there. I met many people from different majors. It's really helpful, because I develop my confidence.

Excerpt 6. Carter's social networks in the Christian club
Oh well, we meet every Wednesday so every time we meet you get to speak. They come—we have a group leader—they come up with the topic, they say um today, like yesterday we had a topic, we're talking about Thanksgiving, so talk about that, so before we start like I studied before we started. They only like, okay, let's all stand in a line so that everyone can get the chance to talk about what, that thing, full of, so yeah, you get to talk to a group of people that, we boost your confidence.

Figure 3 depicts Carter's social networks. He had a close relationship with his African friends, writing class peers, and people in his dorm. He often visited the writing center to interact with tutors and get help with his writing, and he broadened his boundaries by searching for diverse communities on campus and finding a church club in which he met and befriended various people, including native English speakers. He used social media wisely to become acculturated into the new community and become an active learner in it. Considering that identities are shaped by the positions of others, Carter was an active learner who was eager to be involved in the new community (Duff et al., 2019).

FIGURE 3

Carter's Social Networks: First and Second Order Zones
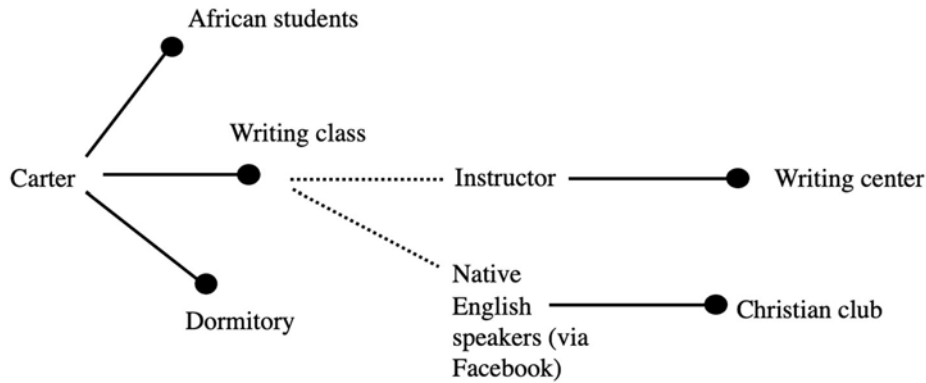
4.2. The Impact of Identity on Writing Development

Minji found that the internal dynamics among international students impacted her socialization, as she felt marginalized as a passive participant or observer in the new community. Excerpt 7 describes how other international students marginalized her in their group work, and shows her passive participation in their writing class. Like the participants in Morita's (2009) study, Minji was marginalized and became silent in group work. All the participants in the groupwork were international students, but Minji was the only one who did not use Chinese, and she was not involved in the group's work of developing ideas for their writing. Previous studies have documented that the distance between international students' first language and their study-abroad language can affect their construction of identity as they are socialized into a new community (Cheng, 2013; Morita, 2004, 2009; Okuda & Anderson, 2018; Zappa-Hollman & Duff, 2015). Unlike most previous studies, such as those of Morita (2004, 2009), this instance demonstrates that the languages used among international students can affect an individual student's identity, in this case, via Minji's socialization in writing class. As Korean students were a minority in an international student population dominated by Chinese students, Minji felt marginalized and participated less when she engaged in group discussion with Chinese students.

Excerpt 7. Part of Minji's group discussion with Chinese students (Chinese S1 and S2) in the writing class
 Chinese S1: [Chinese] *I am asking her something about homosexuality.*
 Chinese S2: [Chinese] *You are writing a play about homosexuality. I'm the female*

actress. We two need to [know] *how it feels to be a homosexual, their inner feelings, then, to act out those feelings.*
Chinese S1: [Chinese] *When a homosexual person was facing a bunch of accusations, what should he/she have done?*
Chinese S2: [Chinese] *What did he/she feel? What were his/her inner feelings, mental activities?*
Chinese S1: [Chinese] *His/her inner feelings, what was he/she thinking?*
Chinese S2: [Chinese] *Yeah.*
Chinese S1: [Chinese] *Teacher, it's really difficult!*
Chinese S2: [Chinese] *So I will write a play about homosexuality...*
Chinese S1: *She is a psychologist. Maybe she has an office.*
Minji: *Yes, like conference office room.*
Chinese S1: *We sit there, like me and* [Chinese S2] *one by one. You ask her "What does a lesbian think about that?" And I may ask "How might they express their feelings?"*
Chinese S2: *I'm writing a book about a lesbian, but I have no idea. Could you tell me something about...?*

To overcome her marginality as an international and non-Chinese student, Minji had to rely on the instructor's feedback. As she could not otherwise find adequate resources to develop her writing, she visited the instructor during office hours, asking many questions about the writing assignments and rubrics (see Excerpt 8). Although she had initially been anxious about her writing development and scores, Minji felt relieved and better able to develop her writing when she could obtain the instructor's feedback and responses. Thus, as a motivated student, she found a resource she could use. However, she would have benefited from more guidance to adjust to the new community, develop her language and writing skills, and become an insider in the new community (e.g., Norton & Toohey, 2011). As Excerpt 8 demonstrates, the role of teachers can be crucial in helping students adjust to and overcome their marginality as outsiders in their new community.

Excerpt 8. Instructor's help on Minji's writing
After the instructor gave some further directions for revision, I revised my writing based on her feedback and stopped by the writing center to confirm whether my writing covered the requirements for the writing assignment. If I need more, like last time when I did not have much time, I usually go to the writing center once more before submitting my writing assignment.

In one of his interviews, by contrast, Carter described a positive experience during his group work in writing class (Excerpt 9). As an active learner, he used the group work as a

resource to develop his ideas for writing and polishing his writing. His group was of mixed background (i.e., the other students did not share a single language), so he was able to interact freely with the other students in English, and he found the group work beneficial in improving his writing. As he was socialized into the new community, his positive attitude toward different cultures and people helped him to become an active learner and insider in the new community. Thus, in negotiating the socialization process, Carter constructed his identity and found his place in the new community (Diao & Maa, 2019; Morita, 2004).

Excerpt 9. Carter's positive attitudes toward group work
Through group work [I] *meet different people every time…and that way, yeah, boost*[s] *your confidence. Now* [I] *feel like "I can do that!"…It improves* [my] *confidence even though* [I] *know that I'm not good at it but* [I'm] *always willing to learn…Improves a lot. Here* [students] *understand that English is not* [my] *first language, yeah. If we're struggling,* [they'll] *always be there to help, yeah.*

His identity as an active learner impacted his writing development as well as his English language skills (Excerpt 10). As he participated in group work in his writing class, he enjoyed interactions with different students and gained confidence through the group work. In addition, he also obtained useful ideas for his writing from the other students involved in the same group, which improved his writing. The class interactions with the instructor and other students helped him construct his identity and led to his writing development. This instance exemplifies how identity construction can affect writing development. As explained in Morita's (2009) study, interactions with peers help international students gain information and get used to the new community as they construct their identities.

Excerpt 10. Carter's identity and writing development
My English has been improved thanks to the writing class. It's amazing because I've just been here for three months and [a] *few days back I had to like, I have few essays I wrote in previous years, so I had to I sit down and try to compare my writing down, so I was like, there's a lot of improvement here… Every time she* [the instructor] *emphasized on group works.*

4. CONCLUSION

This study examined international students' language socialization and construction of identities surrounding writing development through the lenses of language socialization and social network theory. By employing socialization and social network theories, the case study delved into how two international students developed their identities and writing skills as they took a writing class for first-year students. The focal students were highly motivated and made efforts to extend their boundaries to become socialized into their new communities.

This study demonstrated, however, that even highly motivated international students may lack knowledge of campus resources and may need additional support from instructors or the school. As Minji's case shows, an instructor's help is particularly important for encouraging international students to use the resources available to them to develop their L2 writing. The instructors in this study tried to be aware of the group dynamics among international students, but nevertheless Minji was marginalized in group work due to the other members all sharing Chinese as a first language, despite her friendship with Chinese students. On the other hand, her instructor's office hours created a space for her to ask questions and get feedback, and her instructor advised her to use the writing center as well. Although Minji's experience of the writing center was mixed, she continued to visit it, and she put effort into discovering how she could best profit from its services. As noted by previous studies (e.g., Okuda & Anderson, 2018), writing centers can serve as a site for language socialization, if they can provide appropriate scaffolding. The tutors themselves must be educated in how to discern and address international students' needs, which can range from explicit feedback, detailed editing, and/or discussion of local academic norms and conventions.

Carter's case, meanwhile, demonstrates that he developed his writing and L2 as he socialized with many people at the university, including in a club he found through the university's social media pages, in group work in his writing class, and at the writing center. In contrast to Minji's group work experience, Carter benefited from working in groups whose members did not share a first language, and he appreciated that the instructor changed the groups' members often, providing him with more diverse interactions in class. Additionally, like Minji, he benefited from the instructor's advice to use the writing center, which provided some support for the development of his writing but also served as a resource to improve his L2 and knowledge of the L2 culture.

This case study offers pedagogical implications on the importance of instructors and universities providing explicit guidance to introduce students to useful resources on campus, such as clubs, office hours, and writing centers, to help them become better socialized into the new community and, consequently, to be successful in their study abroad. This study also contributes to the previous research on writing tutors' work with international students.

International undergraduate students′ socialization and L2 writing: A case study

The findings of this study show a promising approach that future research on writing development and socialization explores further. More studies on this issue are necessary to find what types of affordances the international students need as they become a member of new community.

Applicable levels: Tertiary

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