

Factors Influencing International Second Language Student's Perceptions of Academic Writing Practices

Authors : A. Shannaq

Abstract : English is the accepted lingua franca of the academic world, and English medium higher education institutions host many second-language speakers of English (L2) who wish to pursue their studies through the medium of English. Assessment in higher education institutions is largely done in writing, which makes the mastery of academic writing essential. While such mastery can be, and often is, difficult for students who speak English as a first language, it is undoubtedly more so for L2 students attempting to adopt Anglophone academic written norms. There does not appear to be a great deal of research with regard to L2 students' perceptions of their academic writing practices. This research investigates the writing practices of international L2 students in their first year of undergraduate study at NZ universities. Qualitative longitudinal data in the form of semi-structured interviews and documentation (assignments' written instructions, students' written assignments, tutors' feedback on the students' assignments) were collected from 4 undergraduate international L2 students at the beginning, middle, and end of the academic year 2017. Findings reveal that motivation, agency, and self-efficacy impact students' perceptions of their academic writing practices and define the course of actions learners take under the time constraints which are set for their assignments.

Keywords : academic writing, English as a second language, international second language students, undergraduate writing practices

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