

Perceptions of American Academic Discourse: Cases of Three Saudi Undergraduate Students

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Abstract

A qualitative study conducted with three Saudi Arabian undergraduate students over the course of summer semester 2013, explored their perceptions of American academic discourse. The focus was on the spoken discourse. The study was informed by the theory of Second Language Acquisition and considered activity and interaction with American faculty and classroom as the space for socialization into the new academic discourse. Students reflected on various activities in and out of classrooms that enhanced their English language learning. Implications for faculty are drawn.

Keywords: second language socialization, academic discourse, Saudi Students in the US.