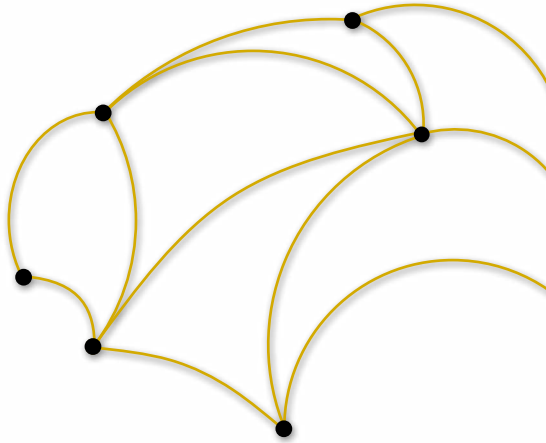


Chapter 1



Language, Identity and Study Abroad:

A Discursive and Power-Inflected Approach to Internationalization through a Brazilian Case Study

Olira Saraiva Rodrigues
Ivone de Bueno dos Santos

Abstract: This chapter conceptualizes internationalization as a complex, relational, and power-inflected process through the analysis of a 14-year-old Brazilian student, referred to as Ed, during a six-month study abroad program in the United States. Adopting a qualitative, interpretative case study design grounded in an interpretivist-constructivist epistemology, the study examines how language operates as a socially situated and discursive practice through which identities are constructed, negotiated, and repositioned. Drawing on Foucauldian perspectives of discourse and subjectivation, alongside contemporary debates on internationalization, the study argues that study abroad contexts function as sites where regimes of knowledge, legitimacy, and participation shape learners' trajectories. Data generated through document analysis are interpreted as discursive artifacts that produce processes of positioning and recognition. The findings indicate that internationalization is not a linear process of adaptation but a multidimensional experience involving linguistic, cultural, and personal transformation. This study contributes to the field by advancing a critical reconceptualization of internationalization as a discursively constructed and power-inflected process shaped by institutional practices and regimes of legitimacy.

Keywords: Student mobility; Intercultural experience; Recognition processes.

1 INTRODUCTION

Internationalization has become one of the most prominent and influential paradigms in contemporary higher education. It is commonly associated with student mobility, intercultural competence, global citizenship, and institutional competitiveness. Universities worldwide have increasingly invested in exchange programs, strategic partnerships, and policies designed to foster international engagement. Despite its growing centrality, however, internationalization is frequently approached through instrumental and metric-driven frameworks, privileging quantifiable indicators such as international student enrollment, mobility flows, and institutional rankings (De Wit, 2020).

Such approaches tend to obscure the complexity of lived experiences and the processes through which individuals engage with, negotiate, and make sense of internationalization. They often rest on the assumption that mobility is inherently beneficial, leading to personal growth, intercultural understanding, and academic development. However, recent scholarship has challenged these assumptions, emphasizing that internationalization is neither neutral nor universally positive (Marginson, 2022; Stein, 2020).

From a critical perspective, internationalization can be understood as a process deeply embedded in power relations. It encompasses systems of inclusion and exclusion, mechanisms of recognition and normalization, and discursive practices that define what counts as legitimate knowledge, acceptable participation, and successful performance. Within this framework, study abroad contexts are not simply sites of learning, but spaces in which identities are continuously constructed, negotiated, and contested.

Language plays a central role in these processes. Rather than functioning solely as a tool for communication, it operates as a mediating practice through which individuals gain access to participation, visibility, and legitimacy. Through language, students are positioned within institutional structures, evaluated according to specific norms, and recognized – or not – as legitimate participants in academic and social contexts (Kramsch, 2009; Pennycook, 2021).

In light of these considerations, this study moves beyond outcome-oriented perspectives to examine the processes through which internationalization is experienced and negotiated. It is guided by three interrelated analytical concerns: how language mediates participation and

recognition in study abroad contexts; how identities are constructed and negotiated through institutional practices; and how cultural, linguistic, and personal dimensions of mobility intersect in shaping internationalization experiences.

By analyzing the trajectory of a Brazilian student engaged in a six-month exchange program in the United States, this chapter offers an in-depth and theoretically grounded account of internationalization as a lived, relational, and power-inflected experience. In doing so, it contributes to the field by advancing a more nuanced and critically informed understanding of international education, foregrounding the central role of language, identity, and discourse.

This chapter also addresses a gap in the literature by examining how institutional discourses mediate identity construction in study abroad contexts through document-based analysis. More specifically, it seeks to illuminate how everyday institutional practices – often taken for granted – actively shape forms of participation, recognition, and belonging, thereby influencing how internationalization is experienced at the level of individual trajectories.

2 THEORETICAL FRAMEWORK (PART 1)

2.1 Language as Discursive Practice

In this study, language is conceptualized as a social and discursive practice rather than a neutral medium of communication. Drawing on Kramsch (2009), language is understood as a symbolic system through which individuals construct meaning and position themselves within specific cultural and institutional contexts. It is through language that individuals gain access to participation, negotiate identities, and engage with social realities. Pennycook (2021) further emphasizes the critical dimension of language, highlighting its embeddedness in power relations. From this perspective, language is not only shaped by social contexts but also actively shapes them. It determines who can speak, what can be said, and how meaning is interpreted. In educational contexts, language becomes a key mechanism through which students are evaluated, recognized, and positioned. To deepen the understanding of how internationalization operates beyond surface-level interpretations, this study

draws on Foucauldian perspectives of discourse, power, and subjectivation (Foucault, 1972, 1977, 1982). For Foucault, discourse is not merely language or communication, but a system of representation that produces knowledge, regulates behavior, and shapes subjectivity. Discourse determines what can be said, who can speak, and what counts as truth within a given context. In educational institutions, discursive practices define what is recognized as legitimate knowledge, appropriate behavior, and successful performance. These practices are not neutral; they are embedded in power relations that structure participation and access. From this perspective, power is not simply repressive but productive. It produces subjects by defining norms and expectations that individuals internalize. Students in international contexts are not merely participants; they are constituted as subjects through institutional practices that classify, evaluate, and regulate them. Subjectivation refers to the process through which individuals become subjects within these systems of power. In study abroad contexts, students are continuously positioned through institutional discourses – such as evaluations, grades, and recognitions – which shape how they understand themselves and how they are perceived by others. Thus, internationalization can be understood as a space of subject formation, where individuals are both enabled and constrained by institutional regimes of knowledge and power.

2.2 Identity, Investment, and Mobility

Identity in this study is approached as dynamic, relational, and continuously constructed. Following Hall (1996), identity is not a fixed essence but a process of becoming, shaped through difference, positioning, and interaction. Similarly, Bauman (2005) emphasizes the fluid and unstable nature of identity in contemporary societies. In the field of applied linguistics, Norton (2013) introduces the concept of identity investment, highlighting how language learning is closely linked to individuals' desires, aspirations, and imagined futures. Learners invest in language not only to acquire skills but to gain access to symbolic and material resources, including recognition, legitimacy, and belonging.

Darvin and Norton (2021) expand this framework by incorporating global dimensions of power, capital, and ideology. They argue that identity is shaped not only by local interactions but also by broader structures, such as

globalization, inequality, and institutional hierarchies. Within this framework, mobility is not limited to physical movement. It involves symbolic and social repositioning, as individuals navigate new contexts and renegotiate their identities. As Brooks and Waters (2021) argue, student mobility must be understood as a complex process involving shifts in identity, belonging, and social positioning.

2.3 Contemporary Perspectives on Internationalization

Recent scholarship has significantly reshaped the understanding of internationalization, moving beyond celebratory narratives toward more critical and nuanced perspectives. Marginson (2022) highlights the global inequalities that structure international education, emphasizing that access to mobility is unevenly distributed and shaped by economic, political, and social factors. This challenges the assumption that internationalization is universally accessible or beneficial. Stein (2020) introduces a decolonial critique, arguing that internationalization often reproduces colonial hierarchies by privileging Western knowledge systems and marginalizing alternative epistemologies. From this perspective, study abroad can reinforce existing power asymmetries rather than disrupt them. Rizvi (2023) situates internationalization within broader geopolitical transformations, emphasizing the role of global flows of people, capital, and knowledge. He argues that mobility must be understood in relation to these larger dynamics, rather than as an isolated educational phenomenon. Together, these perspectives support a critical understanding of internationalization as a complex, power-inflected, and relational process. They reinforce the need to examine how language, identity, and institutional practices interact in shaping students' experiences.

3 METHODOLOGY

3.1 Research Design

This study adopts a qualitative, interpretative case study design. The participant, referred to as Ed, is a 14-year-old Brazilian student who participated in a six-month study abroad program in the United States. This approach is

particularly appropriate for examining complex and situated phenomena, as it allows for an in-depth exploration of processes that unfold within specific contexts (Merriam & Tisdell, 2016). Rather than aiming for generalization, the study seeks to provide a rich and theoretically grounded understanding of how internationalization is experienced and negotiated at the individual level, within broader social, cultural, and institutional dynamics over time.

3.2 Participant and Context

The participant, referred to as Ed (pseudonym), is a Brazilian student who participated in a six-month study abroad program in the United States. The experience took place within a formal educational setting, where the student was enrolled in regular academic classes and engaged in institutional activities. The choice of a single case is intentional. It allows for a detailed and nuanced analysis of processes that are often overlooked in large-scale studies. The aim is not to represent all international students but to illuminate how internationalization operates in a specific trajectory.

3.3 Data Generation: Document Analysis

Data were generated through document analysis, including: Academic report cards; Certificates of achievement; Institutional recognitions; Teacher evaluations; and Written feedback and messages. Importantly, these documents were not treated as neutral records. Instead, they were approached as discursive artifacts – texts that both reflect and produce social realities.

Following Prior (2018), documents are understood as part of social practices. They do not simply describe performance; they actively construct meanings, identities, and forms of recognition.

3.4 Analytical Procedures

The analysis followed a recursive and interpretative approach, guided by the theoretical framework. Data were examined through repeated readings, allowing patterns of meaning to emerge.

Three analytical dimensions guided the process: Participation: how the student engages in institutional practices; Positioning: how the student

is represented and recognized; and Identity construction: how subjectivity is shaped through these processes.

Rather than relying on rigid coding procedures, the analysis prioritized depth and theoretical coherence.

3.5 Methodological Rigor and Ethics

To ensure rigor, the study incorporated: Reflexivity: awareness of the researcher's interpretative role; Theoretical triangulation: integration of multiple theoretical perspectives; and Analytical coherence: alignment between data and theory. Ethically, all identifying information has been removed, and the participant is anonymized. The study adheres to principles of confidentiality and responsible data use.

To enhance analytical credibility, the study draws on theoretical triangulation and maintains reflexive awareness of the interpretative process. The analysis prioritizes depth over generalizability, aiming to provide a conceptually grounded understanding of internationalization

4 ANALYSIS AND DISCUSSION

The analysis centers on Ed's trajectory within the study abroad context¹, examining how participation, recognition, and identity are discursively constructed through institutional practices. His trajectory illustrates that study abroad is not merely an educational experience, but a complex and power-inflected process shaped through linguistic and discursive mediation. While institutional documents present a seemingly coherent narrative of academic success, closer examination reveals underlying processes of positioning, normalization, identity negotiation, and the ongoing construction of legitimacy within institutional settings.

¹ This case study was presented at the International Conference on Innovations in Information and Education (ICIEI-25) in 2025 in Chicago, USA.

4.1 Academic Recognition and Institutional Visibility

A key moment in the early stage of the experience is marked by the student’s initial academic recognition:

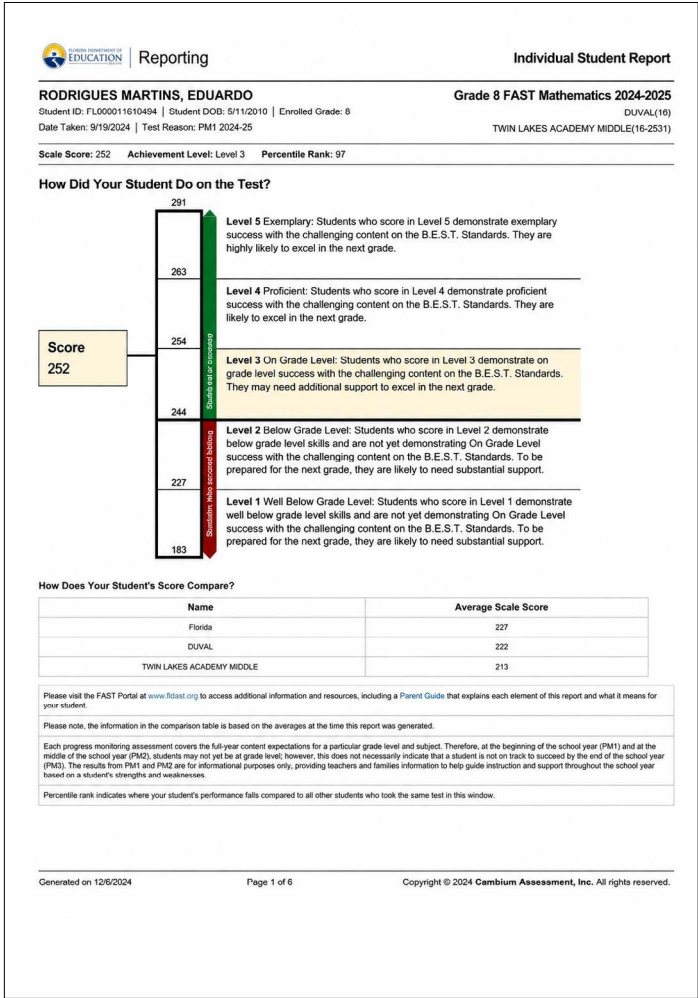
Figure 1 – Certificate of Excellence



Source: Personal archive.

This certificate can be interpreted as a discursive event through which the student becomes visible within the institutional gaze. The expression “Outstanding Academic Achievement” does not merely describe performance; rather, it actively constructs a subject aligned with institutional expectations. From a Foucauldian perspective (Foucault, 1977), such recognition operates as a mechanism of normalization, defining what counts as legitimate success. As the experience unfolds, further evidence of alignment with institutional expectations becomes apparent:

Figure 2 – FAST Mathematics Assessment



Source: Personal archive.

The assessment results indicate not only academic improvement but also increasing alignment with institutional norms of evaluation. Learning is framed through standardized criteria, reinforcing what is recognized as valid knowledge. This suggests that academic development is inseparable from discursive alignment with institutional expectations.

4.2 Institutional Positioning Through Evaluation

The student's positioning becomes progressively stabilized through ongoing academic evaluation (Figure 3)

The report card functions as a regulatory artifact that classifies and positions the student within institutional hierarchies. Expressions such as “meets expectations” and “exceeds expectations” reflect normative frameworks that define acceptable performance. In this sense, identity is shaped through evaluative categories that regulate participation. Recognition extends beyond academic performance into broader forms of institutional engagement (Figure 4).

This certificate extends recognition beyond academic achievement, indicating participation in social and institutional practices. It suggests that legitimacy is not restricted to cognitive performance, but also encompasses behavioral alignment with institutional values. In this way, the student is evaluated not only for academic competence, but also for the capacity to embody expected norms of conduct and engagement.

4.3 Recognition and Institutional Inclusion

A particularly significant moment of institutional recognition emerges through the following invitation (Figure 5).

This invitation represents a discursive act of inclusion. It signals that the student is not only meeting expectations, but is also recognized as embodying institutional ideals such as leadership, responsibility, and academic excellence. However, such inclusion is inherently conditional, reflecting alignment with predefined norms and reinforcing the selective and regulatory nature of recognition. This process is further consolidated through formal confirmation (Figure 6).

Figure 3 – School Report Card

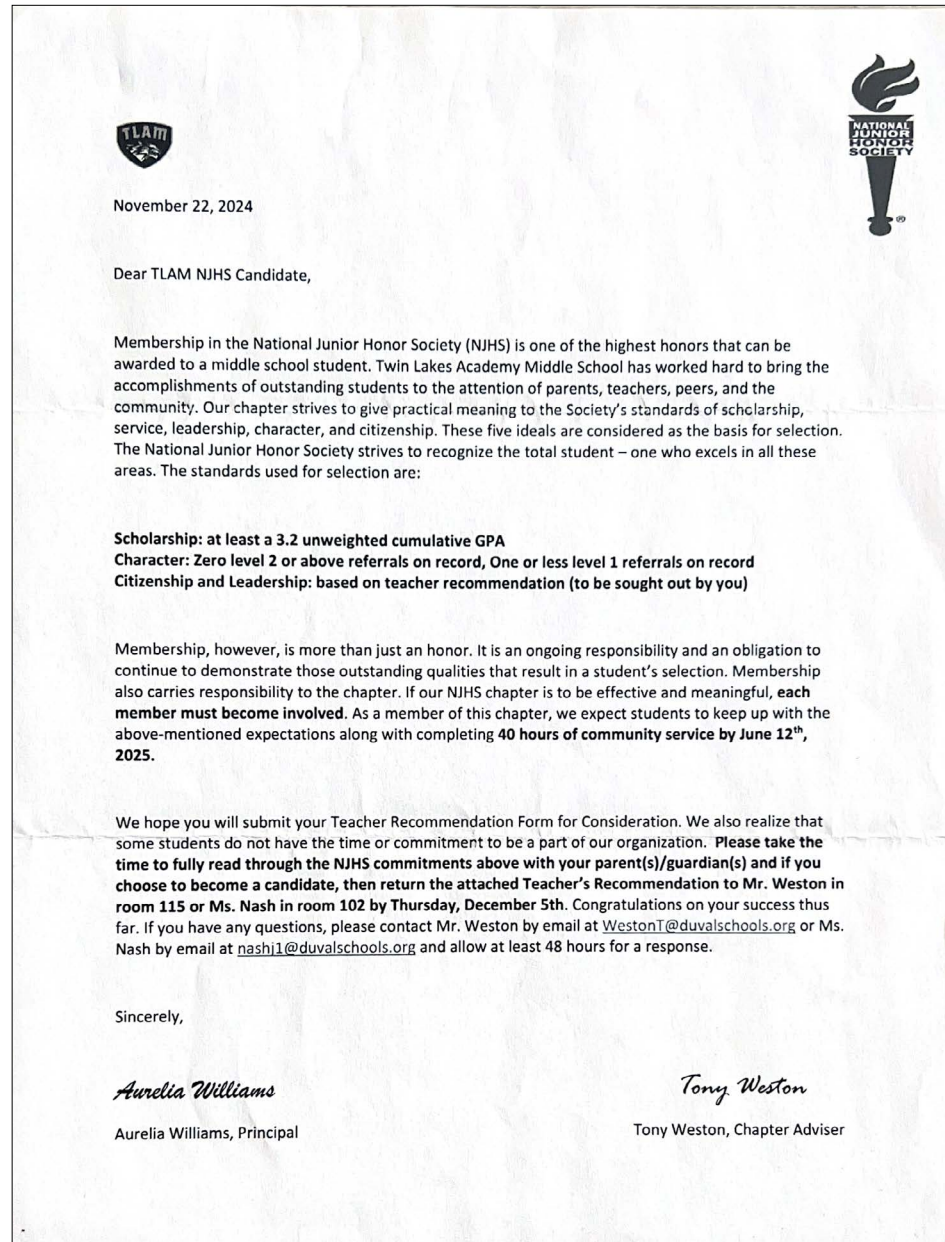
DUVAL COUNTY SCHOOL BOARD SECONDARY REPORT CARD																									
DR. CHRISTOPHER BERNIER, SUPERINTENDENT																									
STUDENT NAME		STUDENT NUMBER		GRADING PERIOD		GRADE LEVEL		HOMEROOM		REPORT DATE															
Rodrigues Martins, Eduardo		20257929		Quarter 1		08				October 23rd, 2024															
PARENT NAME / ADDRESS				SCHOOL ADDRESS				PRINCIPAL				SCHOOL TELEPHONE													
RODRIGUES, OLIRA				Twin Lakes Academy Middle School - 2531 8050 Point Meadows Dr Jacksonville, FL 32256-7011				Aurelia Williams				904-538-0825													
								LAST PERIOD TEACHER				GUIDANCE TELEPHONE													
								Vernis, Loma																	
COURSE		DISTRICT SCHOOL		TEACHER GRADES		EOC		FIN		PERIOD ABSENCES		COMMENTS		EARN		TEACHER									
TITLE	NUMBER-SECT			1	2	3	4	SS	EXM	EXM	AVG	1	2	3	4	SUM	1	2	3	4	SUM	CRED			
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MJ Civics	2106010 - 802	16-2531	02	A								0	2	0	0	0	0	0	0	0	0	0	0	0.00	McGow
MJ Comp Sci	2002100 - 802	16-2531	03	A								0	1	0	0	0	0	0	0	0	0	0	0	0.00	Dr. Chris
MJ Crs Pre-Alg	1205070 - 802	16-2531	04	A								0	1	0	0	0	0	0	0	0	0	0	0	0.00	T Taylor
MJ Health GR 8S	0803050 - 802	16-2531	05	A								0	1	0	0	0	0	0	0	0	0	0	0	0.00	E Stanek
MJ Inter Read 1	1000910 - 802	16-2531	10	B								0	1	0	0	0	0	0	0	0	0	0	0	0.00	L Morris
MJ LA3	1001070 - 802	16-2531	01	A								0	2	0	0	0	0	0	0	0	0	0	0	0.00	A Ramos
				1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Summer		Total											
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Please see information below for explanation of grades, absences, and comments																									
EXPLANATION OF GRADES										COMMENTS															
A - OUTSTANDING PROGRESS (90-100) B - ABOVE AVERAGE PROGRESS (80-89) C - AVERAGE PROGRESS (70-79) D - LOWEST ACCEPTABLE PROGRESS (60-69) F - FAILURE (59 AND BELOW) A "+" or "-" may be used with any quarter grade or final average.										A - PASSED FIRST SEMESTER ONLY B - PASSED SECOND SEMESTER ONLY C - EXCESSIVE TARDINESS E - LACK OF INTEREST F - PREPARES ASSIGNED WORK REGULARLY G - DOES COMPLETABLE WORK H - USES CLASS TIME EFFECTIVELY I - IMPROVING J - AGENCIES EXCEEDED ATTENDANCE POLICY K - ABSENCE APPROVED L - NEEDS TO IMPROVE CLASS ATTENDANCE M - CONDUCT PROMOTES ACADEMIC PERFORMANCE N - CONDUCT DOES NOT HINDER ACADEMIC PERFORMANCE O - CONDUCT HINDERS ACADEMIC PERFORMANCE P - DOES NOT COMPLETE ASSIGNED WORK Q - DOES NOT COMPLETE MAKE-UP WORK R - DOES NOT USE TIME WISELY S - COMES TO CLASS UNPREPARED T - POOR TEST GRADES U - BEHAVIOR PRESENTS CLASS PROBLEM V - DOES NOT PAY ATTENTION W - INSUFFICIENT CLASS PARTICIPATION X - LACK OF COOPERATION Y - DOES NOT SEEK HELP Z - PARENT-TEACHER CONFERENCE REQUESTED															
* An asterisk in a grade column indicates student is working below grade level standards. PERIOD ABSENCES The number of times the student was absent, excused or unexcused, from each period for each quarter																									

Source: Personal archive.

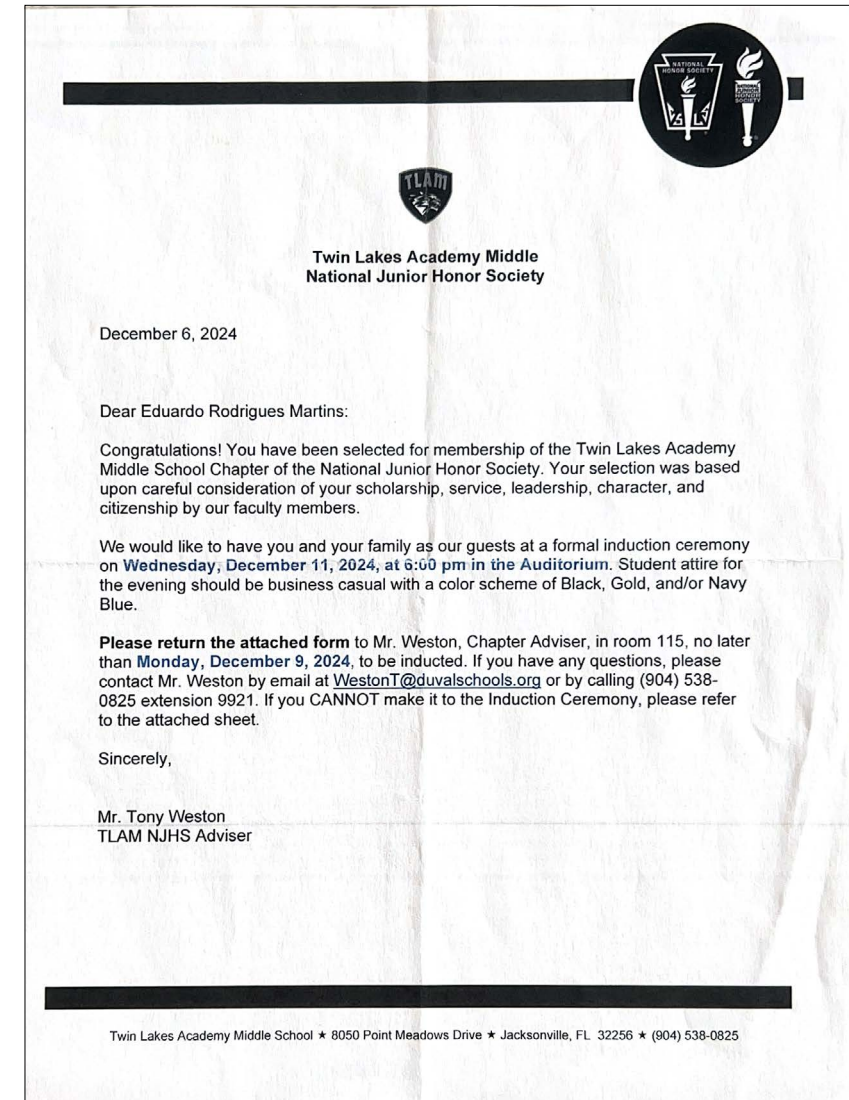
Figure 4 – Certificate of Appreciation



Source: Personal archive.

Figure 5 – National Junior Honor Society Invitation

Source: Personal archive.

Figure 6 – NJHS Selection Confirmation

Source: Personal archive.

The confirmation reinforces the student's legitimacy within the institutional structure, marking a transition from participation to formal recognition. It stabilizes the student's position as a legitimate subject. From a Foucauldian perspective, this can be interpreted as a moment of subjectivation, in which the individual is constituted as a subject within institutional discourse.

4.4 Recognition, Visibility, and Symbolic Capital

The student's increasing visibility within the institutional context becomes particularly evident through symbolic recognition:

Figure 7 – Student of the Month Medal



Source: Personal archive.

This award functions as a form of symbolic capital, enhancing the student's visibility and status within the institutional field. It reflects not only academic success, but also alignment with broader behavioral and social expectations. Recognition, in this sense, operates as a mechanism through which institutional values are reproduced and reinforced.

However, it is important to acknowledge that not all forms of participation are equally recognized, suggesting the presence of implicit hierarchies that shape visibility and legitimacy.

At the same time, teacher evaluations provide a more nuanced and detailed form of positioning:

Figure 8 – Teacher Evaluation

Twin Lakes Academy Middle
Every Student. Every Day
8th Grade | English Language Arts
Ms. Abigail Ramos
Email: RamosA3@duvalschools.org

Name: Eduardo Martinez Period: 1st/6th Laptop No.: 23 Date: 12/03 Score: A

Teacher Notes: Great Work!

Unit 2: Past and Present
Lesson 5: The Road Not Taken by Robert Frost
Essential Question: What makes you, you?
Spotlight Benchmarks and Lesson Objectives:
ELA.8.R.1.4: Analyze structure, sound, imagery, and figurative language in poetry.
ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in the text(s).
ELA.8.R.1.2: Analyze two or more themes and their development throughout a literary text.

Dear Eduardo,
I am so honored that I became your teacher. I always believed in you!
Love,
Ms. Ramos

Task 1: Complete the guided notes
Instructions:
1. Open the TEAM Channels and click on the slide deck titled "The Road Not Taken."
2. Carefully read through each slide, making sure to understand the key points. Use the information to complete your guided notes.
3. Work with your shoulder partner to discuss ideas, share insights, and ensure both of you complete the notes thoroughly.

Thank You!
My pleasure!!

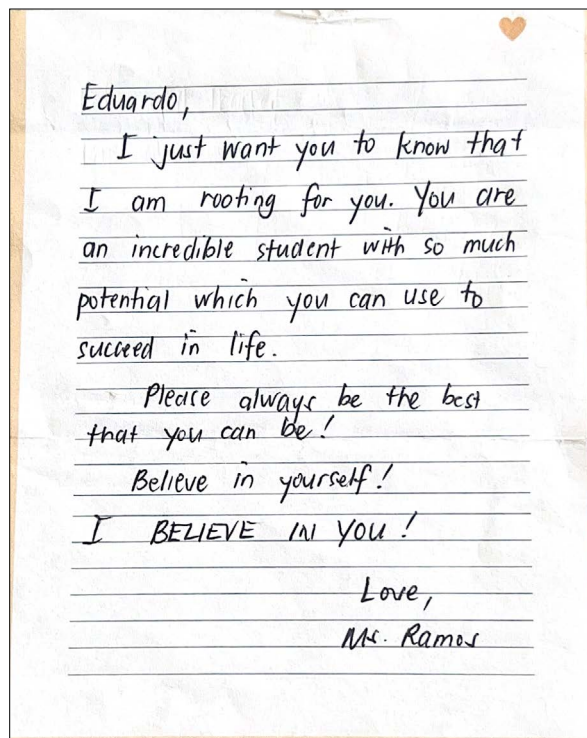
Source: Personal archive.

Teacher evaluations operate as technologies of power that classify, describe, and regulate the student. Through language, they construct identity in terms of participation, behavior, and competence. Statements such as "actively participates" or "demonstrates responsibility" are not neutral descriptions, but discursive acts that define acceptable forms of engagement.

4.5 Belonging and Relational Integration

Beyond formal recognition, the relational dimension of the experience becomes visible through affective expressions (Figure 9).

These messages suggest emotional integration and relational belonging. However, from a discursive perspective, belonging is not merely a subjective experience. It is actively constructed through repeated acts of recognition and validation. The student becomes a "valued member" of the community through participation in institutional practices that affirm inclusion.

Figure 9 – Farewell Message

Source: Personal archive.

4.6 Internationalization Beyond Mobility

The impact of internationalization extends beyond the period of mobility itself:

Figure 10 – Brazilian School Record

COLÉGIO GALILEU		Boletim Escolar	
Aluno(a)	EDUARDO WITTER RODRIGUES MARTINS	Matricula	8528
Curso	Ensino Médio 1ª SÉRIE B - Matutino	Ano Letivo	2025
Resultado	Cursando	Emissão	23/04/2025

Source: Personal archive.

This document demonstrates that the effects of study abroad continue to shape the student's academic trajectory upon return, as he was placed in a higher-level class after taking the placement test. The experience produces lasting transformations in positioning, expectations, and forms of participation. Internationalization, therefore, is best understood as an ongoing process with long-term implications, rather than a bounded or temporary experience.

4.7 Internationalization as Identity Reconfiguration

Taken together, the analysis suggests that internationalization is most effectively understood as a process of identity reconfiguration.

Ed's trajectory reflects a movement from peripheral participation toward institutional legitimacy. However, this movement is neither linear nor uniform. It is shaped by discursive and institutional conditions that define what counts as success, competence, and belonging.

From a Foucauldian perspective, study abroad contexts function as spaces in which individuals are simultaneously enabled and constrained. They provide opportunities for development, recognition, and transformation, while also imposing norms that regulate participation and shape subjectivity.

Internationalization thus emerges as a complex and ambivalent phenomenon, involving both transformation and regulation, inclusion and exclusion, opportunity and constraint.

5 ANALYTICAL SYNTHESIS

The analysis developed throughout this study demonstrates that internationalization cannot be adequately understood through linear or outcome-based frameworks. Instead, it emerges as a multidimensional and power-inflected process in which language, identity, and institutional practices intersect. The trajectory analyzed reveals that internationalization involves at least four interconnected dimensions: Linguistic transformation, as language mediates access to participation and recognition, Cultural negotiation, as individuals navigate differences and reconfigure meanings

Personal development, as subjectivities are reshaped through experience. Institutional positioning, as recognition and legitimacy are constructed. These dimensions are not independent. They operate relationally, shaping how individuals experience and interpret internationalization. Language, in particular, functions as a central axis connecting these processes, enabling participation while simultaneously regulating it. Importantly, this study advances a critical shift in perspective: internationalization is not something that individuals simply undergo, but something that is actively produced through discursive practices. Institutional documents, evaluations, and recognitions are not passive reflections of performance – they are mechanisms that construct subjects, define legitimacy, and regulate belonging.

Thus, internationalization should be understood as a process of discursive production of identity, in which individuals are continuously positioned, recognized, and transformed within systems of power, highlighting how agency and structure are constantly negotiated within institutional and sociocultural contexts.

6 FINAL CONSIDERATIONS

This study examined how language mediates participation, recognition, and identity construction within study abroad contexts, offering a discursive and power-inflected perspective on internationalization. By focusing on Ed's trajectory during a six-month exchange program in the United States, the analysis foregrounded the ways in which language operates not merely as a communicative tool, but as a central mechanism through which identities are negotiated, validated, and repositioned. The findings suggest that internationalization is not a linear process of adaptation, but a dynamic and ongoing negotiation shaped by discourse, institutional practices, and relations of power. Within the study abroad context, language emerges as a key site of mediation, enabling access to participation and recognition while simultaneously regulating forms of legitimacy and belonging. In this sense, language is deeply implicated in the production of subjectivity, shaping how individuals come to understand themselves and be understood by others within institutional environments. From a theoretical perspective, this study contributes by advancing a critical

reconceptualization of internationalization as a discursively constructed and power-inflected process. By integrating Foucauldian notions of discourse and subjectivation with contemporary perspectives on identity and mobility, it offers a framework that captures the relational, situated, and evolving nature of international educational experiences. More specifically, it highlights how study abroad functions as a site where language, identity, and power intersect, producing both opportunities for transformation and conditions of regulation. Methodologically, the study underscores the value of document analysis in accessing processes that are often difficult to observe directly. By treating institutional artifacts as discursive texts, the analysis reveals how recognition, legitimacy, and belonging are not simply experienced, but actively constructed through everyday practices and evaluative frameworks. This approach allows for a more nuanced understanding of how internationalization is lived at the level of individual trajectories. From a practical standpoint, the findings suggest that institutions should move beyond simplified models of internationalization focused solely on mobility and performance. Greater attention must be given to how language mediates participation and how institutional practices shape students' experiences of identity, recognition, and belonging. Supporting international students, therefore, involves not only facilitating mobility, but also creating environments that acknowledge diverse linguistic resources and forms of identity. Importantly, this study highlights the ambivalent nature of study abroad experiences. While they can offer opportunities for growth, recognition, and identity expansion, they are also shaped by norms and expectations that may constrain participation and marginalize alternative forms of knowledge and expression. This duality reinforces the need to approach internationalization as a complex and power-inflected process rather than a universally positive phenomenon.

Ultimately, this study calls for a rethinking of internationalization – not as mobility alone, but as a deeply social, discursive, and power-laden process in which language, identity, and study abroad are fundamentally intertwined. Recognizing this interconnectedness is essential for developing more critical, reflexive, and inclusive approaches to international education in the contemporary world.

At a broader level, these findings speak to ongoing global debates on equity, access, and the reconfiguration of knowledge in international

education, highlighting the need to critically examine how institutional practices reproduce or challenge existing power structures.

6.1 Limitations and Future Research

This study is limited to a single case and relies primarily on document-based data. While this approach allows for in-depth analysis, it does not capture all dimensions of the student's experience, particularly those related to personal perception and interaction.

Future research could expand this work by: including multiple participants; incorporating interviews and ethnographic observation; exploring longitudinal trajectories; examining diverse geographical and institutional contexts

Such studies would contribute to a broader understanding of internationalization as a global and heterogeneous phenomenon.

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Attachment – Ed receiving the certification of excellence



Source: Personal archive.