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LANGUAGE SOCIALISATION PERSPECTIVE**

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**INTERNATIONAL STUDENTS’ DEVELOPING EMPLOYABILITY: A LANGUAGE
SOCIALIZATION PERSPECTIVE**

1. Introduction

Employability and graduate employability have become prominent in OECD countries in the last two decades. While industrial revolution produced a commodity based industrial society, the technological innovation of our age has resulted in a knowledge-based society that promotes international competition, creates new ways of doing work, and focuses on efficiency and productivity (Nilsson, 2017). The shift in the labor market with a focus on knowledge based economy has urged the governments in the developed world to encourage participation in higher education but at the same time reconsider the role of higher education by making it a requirement for the tertiary institutions to produce career ready graduates (European Commission, 2010, Sánchez-Queija et al., 2023). Graduate employability has now become a common denominator between higher education and the economy (Holmes, 2023; Tomlinson and Holmes, 2017).

Drawing on language socialization, this paper examines international students’ developing capabilities and employability in a New Zealand tertiary institution that embedded a list of 25 employability skills into its curriculum (See Appendix 4). The paper further details international students’ perceived employability, that is their perceptions of the “possibilities of obtaining and maintaining employment” (Vanhercke et al., 2014, p. 593) alongside learning the academic practices. Students’ perceptions are the outcome of their study and participation in their tertiary institution, which allows us to delve deeper into their socialization process by going beyond the skills-oriented understandings to graduate employability. Notably, this paper uses the concepts of employability and perceived employability interchangeably.

International students significantly contribute to the New Zealand economy and society. As a top earner industry for New Zealand (Universities NZ, 2020), international students’ numbers

reached 117,248 (NZ Government, 2019) in 2018. International students produced 49,631 jobs in 2017 (NZ Government, 2019). In recent years the New Zealand Government has created pathways for international students to facilitate their transition from study to work (NZ Government, 2017, p. 10). The New Zealand Government has devised an International Student Strategy (2018–2030) to more purposefully cater for the needs of international graduates (ENZ, 2018). Some of these initiatives have been towards creating opportunities to increase international graduates' eligibility to apply for Permanent Residency (PR) (Immigration NZ, 2018). The New Zealand tertiary providers have embedded employability skills into the curriculum to facilitate the transition of international graduates from education to work (Soltani and Loret, 2019). They have also followed their employability using the Graduate Longitudinal Study (Tustin et al., 2016) 10 years after their graduation. However, the skills-oriented approach to graduate employability has been criticized in recent years (Jackson 2016, Akkermans et al. 2023) due to its inefficiency to equip these students for the labor market (Bridgstock, 2009).

To bridge this gap and to understand international students' developing employability, this paper draws on language socialization of these students in their tertiary landscapes of practice. The paper argues that without considering the agentic capacities (i.e., individuals' ability to exercise their intentionality including their desires, aspirations and imagined selves) (Soltani, 2015, 2018) individuals are unable to fully understand their labor market potential and their ability to act with their own volition. Socialization of students into the labor market practices helps learners develop a sounder understanding of their positioning in the labor market. The paper concludes that individuals have agentic capacities and use strategies so that they position themselves more appropriately in their study and work social spaces.

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2. Theoretical framework

2.1 Graduate employability

Graduate employability definitions either emphasize individual capabilities, competences or abilities (Pool and Sewell, 2007; Pool et al., 2019; Van Gelderen, 2023), or employment (e.g., Belarra, 2014). Oliver (2015, p. 56) states “students and graduates can discern, acquire, adapt and continually enhance the skills, understandings and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy.” Oliver (2015, p. 60) takes into consideration the ability of the individual “to secure, maintain, and develop employment”, but at the same time his or her contribution to the society as a good citizen. Scholars have stressed that graduate employability should be interpreted within the context of the globalizing world where transitions; mobility and change, are a reality (Angouri, 2017; Jackson and Lambert, 2023; Vertovec, 2023). Hence, it is worthwhile that tertiary institutions produce graduates who are flexible and could manage ambiguity, uncertainty, and unpredictability.

Stephenson and Yorke (2013, p. 2) defined capability as “An integration of knowledge, skills, personal qualities and understanding used appropriately and effectively not just in familiar and highly focused specialist contexts, but in response to new and changing circumstances”. In addition, capable people refer to those who “have confidence in their ability to take effective and appropriate action, explain what they are about, live and work effectively with others and continue to learn from their experiences as individuals and in association with others, in a diverse and changing society” (Stephenson, 1998, p. 1). Likewise, employability has been defined as “the capability to move self-sufficiently within the labour market to realise potential through sustainable employment” (Hillage and Pollard, 1998, p. 12).

The definitions above lack a sound theoretical basis because 1) They use phrases such as ‘a set of’ or ‘an integration of’ achievements, skills, knowledge, understanding to refer to graduate

employability and capability, that are often ambiguous. 2) They also put the burden on individuals, overemphasize their agency when it comes to gaining capabilities and hence tend to play up for their students the importance of building personal agency to develop their capabilities and confidence. 3) They disregard the positionalities of individuals in relation to the labor market. Hence, constraining the role of agency and the ability of the individuals to appropriate the structural forces of the labor market. 4) They regard capabilities as possessions (Holmes, 2015) by emphasizing the individual dimension responsible for acquiring skills, possessing attributes, and forming attitudes. Therefore, the role of social context of the labor market as an enabling or constraining force and the role of mass higher education are ignored (Pearson et al., 2023; Delva et al., 2019; Tomlinson 2017). 5) They essentialize the identity of individuals and assume that all capable or employable individuals behave in exact certain ways regardless of the circumstances in their social space. 6) They do not refer to any learning process to capture the developmental professional identity construction of individuals within their higher education social contexts (Soltani, 2021a; Soltani, 2021b; Soltani, 2022).

2.2 Language socialization

This study locates graduate employability within a language socialization construct (Soltani and Zhang, 2023; Soltani and Tran, 2023). Language socialization refers to the life long process that “takes into account individuals’ and groups’ movement into new educational, vocational, professional, and other settings, and into the cultures, language and literacy practices, identities, and stances instilled there” (Duff, 2017, p. 257). During this process the novice members are socialized into “specific domains of knowledge, beliefs, affect, roles, identities, and social representations, which they access and construct through language practices and social interaction” (Duff, 1995, p. 508). Language socialization considers how people learn to participate in the practices of everyday life interactions. Some examples of the practices include learning to communicate with other people around, prepare a classroom assignment, work

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together with other members of the team, prepare a report, deliver a talk, and tell stories (e.g., Ochs and Schieffelin, 2008; Duff, 2017; Seloni, 2012) in addition to ideologies and values that underpin such practices.

Language socialization is based on the community of practice (CoP) approach (Lave and Wenger, 1991), where newcomers learn from experienced members through observation and peripheral participation. This process involves moving from periphery to full participation, and navigating between different CofPs within a landscape of practice (LofP hereafter) (Wenger-Trayner et al., 2014). A LofP has been defined as an entity having “shared practices, boundaries, peripheries, overlaps, connections, and encounters” (Wenger, 1998, p. 118). Individuals can move between many communities and have multi-memberships in them. Each community is known by its own practices. Boundary encounters (i.e., situations that push the limits of what is known or understood, thereby providing opportunities to expand skills and knowledge) are sites of learning which create special opportunities and challenges for learning. In this paper, employability is constructing one’s capability that is understood through a LofP perspective (Jackson, 2016, 2017). Hence, employability refers to a socialization process through which individuals in their academic and workplace spaces participate in the practices of their multiple CofPs, and not only express knowledgeability of the complex and varying regimes of competence in their study and work communities, but also demonstrate a capable identity as a trustworthy practitioner in familiar and unfamiliar contexts across the study and work LofP. Students are not neutral beings but rather they use their agency to appropriate their social space (Soltani, 2015; Soltani, 2018; Soltani and Tran, 2023). In so doing, they enhance their resources and imagine employable selves for themselves so that they add to their emerging trajectories (Tomlinson, 2023), that could shape their future employment.

Language socialization plays a significant role in the development of graduate employability. It involves a process through which individuals acquire and internalize the norms, values,

practices, knowledge and skills of the relevant CofP's, thereby shaping their identities and impacting their professional capabilities. In the context of international students, language socialization goes beyond language proficiency, per se, to encompass the acquisition of employability forms of capital (social, cultural, linguistics, psychological, human, and identity) (Tomlinson, 2017; Soltani, 2021 a). These forms of capital, combined with students' personal experiences, aspirations, and imagined employable selves, form the basis of their employability construction.

3. Methodology

The guiding research questions underpinning this study were:

1. How did international students socialize themselves and develop capabilities after they started their studies in their new tertiary institution?
2. What strategies did they employ to develop capabilities in their new tertiary institution?
3. How did the students construct their imagined employable selves?

To answer the above questions, this qualitative study used narrative frames to understand the international students' developing capabilities from their own perspective. The first author collected the data from the participants.

3.1 Participants and context

This study took place in a New Zealand tertiary institution. After the study gained ethics approval from the relevant institution's Human Research Committee, the researcher contacted the academic team at the relevant tertiary institution and introduced the project. Then, the participants were recruited through a discussion with the lecturers of the courses. Students in this study were doing an undergraduate degree, diplomas, and graduate diplomas in Business, IT, Construction, and some were doing a program in English for Academic Purposes before starting their mainstream courses. The students were from China, India, Nepal, Sri Lanka, Vietnam, the Philippines, Kazakhstan, and Russia (see Appendix 5 for more details). Most

students were from China and India, many of whom were planning to secure employment in New Zealand after graduation.

3.2 Instruments and data collection

Narrative frames were used as a research tool to collect data from the participants in this study. Narrative frames in the educational contexts are used to elicit the experiences of individuals in the form of a story as they reflect on their experience. The sentence starters within the frames are designed to prompt participants to share their experiences from their own perspectives (see Barkhuizen and Wette, 2008). Unlike semi-structured interviews in which the participants have little time to structure their responses to interview questions, narrative frames allow the participants to take as much time as they require to reflect on their experience before constructing their responses to sentence starters.

Narrative frames were useful in this study because international students for whom English was an additional language could have a structure to build their responses. In addition, they could use sentence starters in narrative frames to produce a coherent story about their socialization and capability construction, and perceived employability from their own perspective. The tool created a safe environment for participants because they had English as a second or additional language and had more time to focus and write. The data that were elicited from the participants were compared and contrasted across all participants (Wette and Furneaux, 2018). The frames were carefully designed so that they elicit the process by means of which participants engaged with one another in their new CofP's. In addition, the frames allowed them to discuss how they developed their capabilities and resources so they could become more employable. Furthermore, the frames elicited information about the professional imagined communities they wished to belong to and the future selves they aspired to construct after their graduation. A disadvantage of this method was that unless the participants were

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3 willing to engage with the frames to discuss their developing capability construction, just like
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5 the interviews, the collected data could be misinterpreted.
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8 Out of 200 international students who were sent the narrative frames, 180 students agreed to
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10 participate and filled out their story templates. The students all studied in the same tertiary
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12 institution in New Zealand. The participants were given information about the frames on the
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14 second page of the story template and assurances of confidentiality and anonymity were made
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16 to them. Participants who agreed to participate in the research emailed their responses to the
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18 first author. The participants were asked to report on 1. General information about themselves,
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22 institution, 3. Strategies they used to overcome challenges and develop capabilities in their new
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24 tertiary institution, and 4. Who they wanted to become with the capabilities and resources they
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26 developed in their tertiary institution, thereby eliciting information about their perceived
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28 employability or future employable selves. Nvivo 11 was used to analyze the data from the
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30 students. Responses to each sentence starter were grouped together. As a result, themes were
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32 developed, which are presented in the next section.
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37 **4. Findings**

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39 In what follows, findings are presented in answer to the following sentence starters: 1) The
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41 capabilities international students developed after they arrived in New Zealand, 2) Strategies
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43 they used to overcome challenges, 3) Who they imagined themselves to become professionally
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45 in future with the capabilities they developed during their studies. To represent international
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47 students' voices, direct quotations have been given. To refer to students, we have used S and a
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49 number based on the NVivo information about that student, field of study, and country of
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51 origin. Tables have also been used in the Appendices to show summaries of comments from
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53 the frames.
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4.1 The capabilities they developed after they started their studies in their new tertiary institution

International students socialized themselves and developed capabilities in their tertiary institution. In this section, the themes emerging from the students’ capabilities are presented. A summary of these capabilities is illustrated in Appendix 1.

4.1.1 Multi-literacies

The most salient capability that international students were socialized into and developed because of their engagement in their new tertiary institution was multi-literacy capability. As an approach to literacy theory and pedagogy, multiliteracies stress a) linguistic diversity and b) multimodal (e.g., visual and linguistic) forms of linguistic representation and expression. This term was coined to address changes in communications technologies (e.g., multimedia and information technologies) in the globalized world, and in cultural diversity because of transcultural migration (Cope & Kalantzis, 2015). For these students, multiliteracies included not only academic writing, participation in spoken academic discourse, learning to give oral presentations, understanding oral academic discourse but it also consisted of other multimodal artifacts. After starting their studies in their new tertiary institution, students reported that they were socialized into a broader range of text types as illustrated below.

After starting my course the first assignment which we had to do was a research work, and the second one was video making, earlier I had no idea of how to even merge a video, but now I can make a whole movie on the video editing software (S38, Business, India).

The student above identifies that the *multi-literacy-scape* of his new tertiary institution was clearly at odds with what he had experienced in his previous educational institution. The student, further indicated,

Nowadays, everything is done with social media and video making can help me with my future job especially in digital marketing (S38, Business, India).

As reported by the student above, video making could enhance his linguistic capital (Soltani, 2021a) and enrich his perceived employability, particularly given that social media played an important role in his career and video making specifically in his field of work was a capability that he thought he could transfer to the future work contexts.

4.2.2 Teamwork

The analysis of the students' narratives suggested that students developed their teamwork capabilities after they started their studies and interacted with others in their wider tertiary institution, as shown in Table1 below.

Students had to meet individual targets in their home country, not work as a team.	"In India, I worked with [name of IT company] for more than one year, every individual get their own targets." (S92, Business, India)
Students enjoyed teamwork and its benefits in new country.	"I really love to work in teams. I think this helps an individual to learn different things." (S92, Business, India)
Students found it difficult to work in teams and cooperate with others in their new country.	"I should learn how to work in group because in my group members have different skills and I have different skills I should learn how I cooperate with each other." (S88, Business, India)
Students improved communication and learned strategies for working in teams	"To improve my communication skills for example i speak English more confidently than before learn how to work in team and with different culture. Students learned different kinds of strategies to use in business." (S144, IT, India)
Students recognized the importance of teamwork for future workplaces.	"In my future work, I need to communicate with others in teams. So, it is important for me to practice now." (S144, IT, India)

Table1: Students' teamwork narratives

As shown above, students socialized themselves in new team expectations and developed experiences regarding the challenges they faced and the opportunities they gained from engaging with other students from different cultures in a team setting. The students found this investment crucial for their future workplace.

4.2.3 Research and analytical capabilities

Another salient capability that students developed was research as indicated by S44's

(Vietnam, Business) narratives in the Table2 below.

Qualitative interview skills	"I have learned the concept of qualitative interview... that I am capable of handling and taking control over an interview nicely and safely."
Citation practices	"I have learned to get in the habit of citing all sources, especially when using information directly, either in quotations or in paraphrases."
Research lens	"Applying a research lens in every aspect of classroom and life."
Finding reliable information	"finding reliable information."
Technology use	"learning to use technology as mediating tools to look for and learn new information."
Online research	"finding relevant reliable information online for assignments."
Literature reviews and analysis	"doing literature reviews and analysis."
Inquisitiveness	"learning to be more inquisitive when approaching problems in everyday life."

Table2: Research and analytical capability narratives

As stated above, students socialized themselves in a range of resources, which enhanced their confidence and better prepared them intellectually and analytically for their study and future work contexts.

4.2.5 Intercultural understanding

Another key capability that international students developed because of their interactions with other social agents was intercultural understanding. Students referred to their appreciation of difference, diversity, and the Treaty of Waitangi (i.e., a founding document signed between the Maori chiefs and the British Crown in 1840) principles (S82, Business, China) to refer to this capability. This capability gave students an opportunity to learn about each other’s languages and cultures (S71, Business, India). Students learned that people from various backgrounds think, act, and work differently and that an understanding of culture and difference is essential for people in multilingual/multicultural spaces (S76, Business, India). Students also realized that their sociocultural space helped them to engage with other peers that facilitated their learning through collaboration, developing their inquiry capabilities such as reflecting on their practice, and assessing their own learning. Engagement with the host culture also assisted students to learn the cultural norms of being punctual, and submitting

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3 assignments on time (S68, Business, India).
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5 The importance of social space in helping students develop this capability was significant as
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7 shown below.
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10 I've always been acceptable regarding diversity and new environment. I love being
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12 with different people, want to learn new things about different topics, people,
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14 subjects, and personalities (S31, Business, India).
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17 Students developed their sociocultural learning capability by interacting with members of
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19 other cultures and engaging with diversity, but also learning to master the social norms of
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21 being and doing within the larger New Zealand space. This transferable capability, the
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23 students realized ran through every educational and work context of the New Zealand society.
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26 **4.2.6 Negotiating community boundaries** 27

28 Wenger-Trayner et al. (2014, p. 53) argue that boundary encounters and transitions faced by
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30 learners create challenges for their sense of identity, but they are also “an important location
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32 for developing resilience; for building the capacity for successful negotiation of identity
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34 change and continuity in landscapes of practice”. Students’ capability to negotiate the former
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36 social space of learning with the current one and as a result practicing resilience was another
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38 capability for the learners to master as indicated below.
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42 When I started to study here I found that I should learn about [was] practicality
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44 because in India I just read the books and gone deep to the chapters and given answers
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46 of the questions. But here I should do practical work then theoretical e.g. to make
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48 assignments made surveys and find results by practicality (S21, Business, India).
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51 Reflecting on the norms in his new social space (Ishii and Soltani, 2022), the student above
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53 realized that he needed to socialize himself in the new practices (e.g., do assignments, prepare
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55 surveys) so that he could demonstrate his learning in the new educational space. Students
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57 also found they had to negotiate the new norms of their academic social space (Soltani,
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2018). In this regard one of the students mentioned, “I think the law is very important to know, so that we know what could do and what we can’t do” (S166, Construction, China).

Also pertinent to the above, students (e.g., S164, India, Construction) not only had to master the academic norms, but they also needed to negotiate the codes of conduct within the larger New Zealand workspace.

New Zealand had its own standards of work. They had site safe and council standards. These things make NZ construction different from my experience. After I started studying I started learning the standards and it make me familiar with NZ construction standards. Managing the work in New Zealand working environment.

As seen above, the student needed to familiarize himself with the ‘working environment’ of New Zealand. This familiarity comprised developing his awareness of the new regime of competence i.e., the New Zealand construction standards that focused on health and safety that he found different from what he had experienced in his own country and that he had to learn in his new space.

In addition to the above, the female learners in the study indicated that the workplace itself may create challenges for them as shown below.

And I am female, I don’t have more advantages than males. It [is] hard to find part time job on site. And if you want to work for this [construction field], you must be very professional and well-experienced. That is what I’m trying to be (S167, Construction, China).

The construction industry was a space that was heavily male dominated in New Zealand. Hence, working within this industry required females to negotiate not only their professional identities but also their gender identities.

4.2 Strategies students employed to develop capabilities

To cope with the challenges that international students faced, they exercised their agency, employed strategies, and constructed (pre-professional) identities. A summary of the strategies students used is illustrated in Appendix 2.

International students within the English dominant New Zealand space learned that they needed to invest in their learning by enhancing their linguistic capabilities. One way of doing this was for students to “communicate with different cultural people” (S10, Business, India) inside and outside classrooms. In their classrooms, students used opportunities to practice their oral presentations in front of other students and get feedback. One of the students reported, “For further improvement of presenting skill I always make some effective presentation. For example: after completing project I present the content of assignment/project on front of my group” (S5, Business, India). In addition, they developed their paraphrasing and referencing skills (S3, Business, India) and practiced writing ‘long reports’ (S17, Business, China). In addition, some reported that they tried to overcome stage fright (S12, Business, India) by practicing their oral presentations with other friends. Yet, others got support from Student Success team to develop a ‘Kiwi style CV’ (S73, Business, Kazakhstan).

Another strategy international students used to develop their capabilities in their new academic social space was to engage themselves in collaborative activities with others because they thought they could learn and enhance their capabilities more easily. This strategy included their engagement in group assignments (S5, Business, India), teamwork (S13, Business, India), observation of other peers’ actions in teams (S25, Business, India) because they reported it was through engagement in collaborative work in their classroom learning communities that they would learn (S44, Business, Vietnam).

Researching various sources to find the relevant information was another important strategy

students used. When facing challenges, students used any resource around them to find possible ways to overcome their challenges. They asked their peers (S148, IT, Sri Lanka), their teachers (S 132, EAP, Nepal), others (S11, Business, India), googled their questions (S55, Business, India), or watched YouTube videos (S39, Business, China) to find possible answers to their questions.

Improving their organizational skills was another important capability that international students learned to utilize to overcome their challenges. Students learned to prioritize things and focus on one thing at a time (S 48, China, Business), and submit their assignments on time (S27, Business, India) and apply time management strategies.

To develop their understanding of the Kiwi culture, students used various strategies. They began to read about New Zealand (S110, EAP, China), watch 'English movies online' (S115, EAP, China), be proactive (S145, IT, the Philippines), practice their English with their Pakeha (i.e., Maori term for white New Zealanders) landlords and English-speaking friends (S112, EAP, China), and used the internet to learn about Kiwi culture (S119, EAP, India; S83, Business, Russia).

Students also reported that to overcome the emotional barriers they motivated themselves (S 56, Business, China) particularly through positive thinking (S22, India, Business). In this regard one of the students pointed out, "Make myself more confident, and tell myself don't worry and be afraid of asking teachers questions. It is a good chance to tell teacher your ideas. All classmates are very happy to listen to me. Let myself more motive to study, survey and find materials after class" (S56, Business, China).

Some students (S169, China, Construction) reported that they needed to engage themselves in practical work as stated below.

First, I work on site as a carpenter. Now my carpenter skill level is mid-career, I know how to complete a house from brown earth. I have change to a kiwi construction

group to improve my English communication skills. Even study in Chinese construction group is better for me to improve my carpenter skill.

As stated above, the student realized that although working in a Chinese company would facilitate his professional work-related capabilities, he preferred a New Zealand company because working in an English language space would help him to develop his English language more easily and set him for the job market.

4.3 Students' imagined employable selves

International students' capability development was closely connected to their imagined employable selves. International students who participated in tertiary studies imagined an identity and a life they wanted to live with regards to the investments they made in their study and work in a second language medium of instruction. Some discussed their ideal future professional selves, others discussed broadening their possibilities, yet others thought of securing a job which would enable them to have a competitive edge over others in the job market. The students in this study imagined different possibilities regarding their future careers with the capabilities they developed in their tertiary landscape of practice.

Some students mentioned that they wanted to pursue their studies to Masters and PhD's (S14, Business, India). One student (S2, Business, India) reported, "I would be able to study Masters and PhD as it's my dream to have higher education qualification and learn as much as I can in my field". Most students imagined an ideal employable self for themselves because of studying in an English-speaking tertiary institution (S29, Business, China). Others discussed that studying in a tertiary institution in an English-speaking country would open opportunities for them and enable them to "work anywhere in the world" (S120, EAP, India), which, they reported, would make their mobility easier as international workers. Some students reported that they could have a chance to support their families in their home countries and send money back home (S72, Business, India). There were also those who

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thought they would return to their countries of origin and use their international experience as an advantage to secure employment (S122, EAP, China). Yet, there were others who could see themselves as more effective employees in their workplace due to the capabilities they had developed in their studies. For example, some students mentioned that they wanted to be leaders (S79, Business, India) and work with people from diverse backgrounds (S19, Business, China) by demonstrating the capabilities they had developed through engagement in teams and collaborating with others in their diverse tertiary institution. Some students wanted to become entrepreneurs. For example, one student mentioned that at the end of his studies, he would go to the South Island and open his own Coffee business (S81, Business, India) or develop apps (S149, IT, China). Some mentioned that studying in a tertiary context beside enhancing their career development would enable them to become a more understanding human being (S100, Business, India) that could make them feel proud (S105, Business, India) of their life experience.

As seen in the extracts above, international students invested in various forms of capital (Tomlinson, 2017, Soltani, 2021) through engaging with people from diverse backgrounds, developing their resilience (e.g., learning to work with others), enhancing their discipline specific capabilities, and getting familiar with the practices and cultural norms of the workplace and wider society. Such an investment enabled them to think resourcefully and independently, hence exercising their capacity to act, that resulted in their perceived future employability and professional identity.

5. Discussion and conclusion

This study combined a language socialization perspective with a narrative methodology to explore the developing employability and pre-professional identities of international students in a New Zealand tertiary institution, focused on employability skills embedment into the curriculum. The findings showed that international students’ developing employability is a

complex process that depends upon multifarious factors (Tomlinson and Holmes, 2017).

Through pedagogical practices and familiarity with the norms of their relevant disciplines, students exercised their agency (Soltani and Tran, 2023), while being socialized, inducted, and acculturated into learning practices and processes, that impacted on their perceived employability.

As evident from the findings, students come with various capabilities in their new tertiary LofP which position them differently with regards to their developing employability.

Building capabilities depends upon their prior life, study, and work experience. It depends on how students experience the tertiary institution, the networks they build within and outside their tertiary context, the practices they are engaged in, the possibilities they have, and the future selves, intentions and desires they imagine for themselves (Soltani and Tran, 2021).

The newcomers in a new tertiary LofP learn the norms, ideologies, and the thought systems including the career ready norms in a process of capability construction through which they master the regimes of competence in their new CofP. So long as they perform the competence of their new communities, they will own the competence of those new communities and become legitimate practitioners in their communities. This paves the way for them to be able to work effectively with other members of their CofP.

As shown in the findings, students are socialized and socialize themselves to perform the capabilities in conjunction with other community members. Therefore, capability is not a standalone entity that individuals either possess or not but rather it is a construct that is the product of an individual's engagement in the practices of a CofP that is gradual, dialogic and its mastery is fraught with challenges (Soltani and Zhang, 2023). This finding is in sharp contrast with the skills-based conceptualizations of graduate employability.

The findings of the study showcased that individuals socialized themselves in multiliteracies.

While traditionally our education was shaped by what Morgan (2009) concurred 'the merit of

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ideas’, enacted usually through reading and writing modes, what was expected from the students in the new academic social space was a multi-literacy capability which was shaped by ‘the rhetorical force of images and slogans’ which was indeed a new regime of competence. In this meaning making process, students were required to move away from a ‘marketplace of ideas’ to a ‘marketplace of signs’ (Morgan, 2009), that was a characteristic of public life, so that they be regarded as effective participants in their new tertiary LofP. In this process, students appreciated the need to enhance their linguistic capital (Soltani, 2021 a) by focusing on multimodal artifacts such as video making in order to do meaning making within their social spaces.

In alignment with the research in language socialization, individuals learned to work together in teams and sought assistance from the more experienced team members (Seloni, 2012; Kobayashi, 2003). Individuals also learned that to become study / work / life ready in their new second language environment, they needed to apply a research lens to every aspect of their social life and use technology as a mediating tool to access reliable information.

To be career ready, individuals learned to reflect on their own experience (e.g., by using rubrics as criteria against which they evaluated their own performance). This occurred in collaboration with other peers as individuals learned to apply critical and creative thinking to come up with possible ways to overcome problems and use their agency to voice their problems to other peers (Soltani and Zhang, 2023). This finding is in line with Kobayashi's (2003) study that showed multilingual students assisted one another to overcome challenges when solving academic problems.

Individuals acquainted themselves with the Treaty of Waitangi principles, learned to celebrate diversity and difference, and appreciated that people from various backgrounds might think, act, and work differently and that an understanding of culture and difference were key to social relationships in New Zealand.

Becoming career ready also meant for the individuals to familiarize themselves with New Zealand's work and ethical norms and regimes of competence. For example, in the case of Construction students, they developed an awareness that health and safety were a prerequisite and an important capability for everyone to master if they wanted to be employable in New Zealand.

Getting accustomed to and learning 'the rhythm of life in New Zealand' including learning about accommodation, transportation, commuting to and from work, and (ethnic) food were influential in helping individuals to be study / work / life ready in New Zealand. The students' imagined employable selves and career ready strategies were closely connected to their participation in tertiary education. The more they invested in their capabilities in their university study, the more confident they felt about preparing for their future careers and perceived future careers.

The findings of the study also showed that socialization was a way for international students to construct capability (see Appendix 1) and capitalize on available resources they had (see Appendix 2). By navigating through different CofP's, international students learned to develop capabilities. The study's findings suggest that capability construction does not stop once students secure employment. It continues post-graduation. Interaction with experienced learners and exposure to the tertiary institution's practice environment help students internalize valued workplace practices. In addition, tertiary institutions often come with lists of employability skills/capabilities (see e.g., Appendix 4) and they expect students to master those skills by graduation. However, students' narratives suggest ongoing learning is crucial to adapt to changing labor market demands, emphasizing the importance of understanding capabilities as a lifelong social and contextual activity.

In line with other studies in graduate employability research (Helyer and Lee, 2014; Bridgstock, 2009; Van Gelderen, 2023), this study highlights that tertiary institutions should

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move away from a fixed skills mindset and consider more holistic approaches to enhance employability of their students (Akkermans et al., 2023), that underscore the socialization process of the learners while developing their employability.

The findings of the study further show that through a socialization process, students actively participated and purposefully engaged in the activities of their academic social space and developed mastery of the norms, rules, practices of their real and imagined communities of practice. This process encompassed developing an imagined employable self that was characterized by the practices, norms, and expectations of the social space of which the educational context was a part. The workplace was not a neutral space for the students though. To be employable, then, one needed to not only negotiate the professional identities but also the gender identities given that some workplaces were gendered spaces, hence creating various challenges for individuals.

The students’ new social space of learning promoted a practical view to knowledge construction which was different from that of their previous social space that focused on mastering the contents of their specific disciplines. As seen from the example of the construction students, for one to be successful in this field, mastering the New Zealand construction standards, familiarization with the sociocultural space of New Zealand, and having practical experience were equally important. In addition, crossing the boundaries and transitions experienced by the students in this study required them to practice resilience. In the words of Wenger-Trayner et al. (2014, 53) crossing a boundary is “an important location for developing resilience; for building the capacity for successful negotiation of identity change and continuity in landscapes of practice”.

This study had several implications. It showed that a language socialization perspective can reveal not only the employability that individuals develop during their studies but also the process through which they construct identities, overcome challenges, and imagine who they

want to become professionally in future. Therefore, the dominant skills-oriented approach to graduate employability is inadequate. Tertiary institutions should equip learners using a process-oriented approach to graduate employability whereby students employ strategies to overcome their possible challenges in their academic and future work spaces. This study used a novel and targeted approach to look at the employability of international students from a practice based, situated, and processual perspective. Employing other approaches that could capture the developing employability of students will be timely. Tertiary institutions are spaces where international students can be socialized into their academic but also the wider cultural and social practices. Designing classroom activities that could foster international students' sociocultural knowledge, forms of capital, and leadership could help them to transition to the workplace more smoothly. This study showed the importance of socializing international students into how the organization works including mastering academic culture and practices. Designing activities that enhance students' learning through real life activities and reflection on action could better facilitate students' transition to work.

The study has implications for future research. The findings were drawn from a sample of 180 international students, yet the study relied on self-reported data. In future, a longitudinal study could be designed to investigate the developing employability of students over time using observations and other participatory methods. Engaging international student populations from other tertiary institutions could also be of value. Significant, too, is to introduce interventions that could enhance students' different forms of capital so we could see their value in their imagined employable selves and employment outcomes.

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Appendix 1: The capabilities they developed after they started their studies in their new tertiary institution	Description
Multi-literacies	<ol style="list-style-type: none">1. Academic writing2. Participation in spoken academic discourse3. Learning to give oral presentations4. Understanding oral academic discourse5. Using various semiotic resources for meaning making (e.g., video making and editing)
Teamwork	<ol style="list-style-type: none">1. Learning the team dynamics, who could do what, and allocate responsibilities among team members2. Learning ‘different skills’ from other team members e.g., how to do the assignments and oral presentations

	3. Mentoring others and facilitating other team members' learning
	4. Meeting the team goals and expectations by cooperating with one another
	5. Developing cultural understanding through working with other team members from diverse backgrounds
	6. Learning to learn from other team members
	7. Using the learning environment of the team to socialise into the dominant norms
Research	<ol style="list-style-type: none"> 1. Familiarity with the concept of quantitative and qualitative (e.g. qualitative interviews) research methods 2. Learning to cite sources, especially when using information directly, either in quotations or in paraphrases 3. Developing a research lens to 'every routine things of the everyday life' 4. Using Google and YOUTUBE as mediating learning tools
Analytical capabilities	<ol style="list-style-type: none"> 1. Learning to identify a problem and learn more about the problem 2. Applying critical thinking tools, analysing the problem, critiquing it, and evaluating it 3. Reflecting on the learning 4. Writing reports 5. Assessing their learning against rubrics 6. Building networks to share problems with other peers and overcome the problems collectively
Intercultural understanding (Engaging with difference, the other, and diversity)	<ol style="list-style-type: none"> 1. Developing an intercultural competence (e.g., accepting and respecting other people's cultures, learning about different cultures people and their languages, places and others' thoughts, understanding and power relations 2. Learning that people from various backgrounds think, act, and work differently 3. Developing an understanding that time management and meeting deadlines are culturally regarded as important qualities for study and work in New Zealand context

	<div>4. Learning how to learn by engaging with peers through collaboration, developing their inquiry capabilities, reflecting on their practice, and assessing their own learning</div> <div>5. Learning to co-operate and work with people from different cultural backgrounds</div>
Negotiation (understanding different educational contexts)	<div>1. Negotiating the practices and epistemologies of knowledge in the students’ former and current contexts</div> <div>2. Negotiating the codes of conduct and best practice</div> <div>3. Learning to master the new regimes of competence</div>
Appendix 2: Summary of students’ strategies to develop required capabilities for their studies	Description
Learning about life in Auckland	<div>1. Learning ‘the rhythm of life in New Zealand’ (e.g., learning about accommodation, transportation, commuting to and from work, (ethnic) food and their prices, and their location</div>
Familiarizing oneself with the academic culture	<div>1. Giving oral presentations in front of others, speaking English at home, overcoming stage fright, paraphrasing and referencing and practicing writing reports, expanding the friends’ network.</div> <div>2. Learning to prioritize, be punctual, meet the deadlines (e.g., submitting assignments on time), and not to procrastinate</div> <div>3. Learning to work more effectively with computers</div> <div>4. Motivating self, staying positive, and studying hard</div> <div>5. Reading texts and watching educational videos</div> <div>6. Learning more about academic culture and life online</div> <div>7. Learning from experiments</div> <div>8. Being more flexible with others</div> <div>9. Learning to write a New Zealand style CV</div>
Engaging in collaborative activities with others	<div>1. Doing group assignments, teamwork,</div>

	2. Learning from others in groups through observing others
Being inquisitive and asking for support	1. Getting help from teachers, peers, and others 2. Searching for information online (e.g., Google, and YouTube)

Appendix 3: Summary of students' imagined employable identities

	Description
Becoming a leader	Working with people from diverse backgrounds Team player, developing leadership and decision making capabilities
Working for international companies	Gaining international experience to be able to work in different countries
Furthering studies	Pursuing studies to Masters and PhD levels
Securing a high paying job	Gaining the necessary experience to be able to meet the employment expectations of employers
Becoming an entrepreneur	Starting businesses (real estate and coffee)
Becoming a more understanding human-	Contributing to society at any capacity and promoting humanistic values
Belonging to the technical professional society	Investing in the discipline's practices and knowledge to meet the future communities of practice expectations
Fulfilling family dreams	Succeeding in tertiary study Enhancing employability potential Returning the higher education financial costs

Appendix 4

List of 25 learner capabilities

• Communicates effectively in writing	• Reflects on performance and applies personal learning
• Communicates effectively verbally	• Acts responsibly
• Communicates effectively visually	• Practises health and safety
• Displays effective interpersonal behaviour	• Demonstrates digital competence

<ul style="list-style-type: none">• Displays cultural competence	<ul style="list-style-type: none">• Participates in behaviour change
<ul style="list-style-type: none">• Displays bi-cultural proficiency in a New Zealand context	<ul style="list-style-type: none">• Organises effectively
<ul style="list-style-type: none">• Works independently	<ul style="list-style-type: none">• Demonstrates resilience
<ul style="list-style-type: none">• Works in teams	<ul style="list-style-type: none">• Thinks creatively
<ul style="list-style-type: none">• Displays leadership	<ul style="list-style-type: none">• Thinks critically
<ul style="list-style-type: none">• Inspires others	<ul style="list-style-type: none">• Solves problems
<ul style="list-style-type: none">• Practises sustainably	<ul style="list-style-type: none">• Communicates bilingually
<ul style="list-style-type: none">• Practises ethically	<ul style="list-style-type: none">• Displays work life balance
<ul style="list-style-type: none">• Performs community service	

Appendix 5

Demographic information about the participants, n=Number of participants

Nationality	Degree	Discipline	Gender
India	Undergrad	Hotel Management (n=14)	Males (n=80)
		Applied Management (n=45)	Females (n=21)
		Accounting (n=7)	
		Construction (n=1)	
		ICT (n=16)	
China	Undergrad	English (n=18)	
		Hotel Management (n=9)	Males (n=50)
		Applied Management (n=6)	Females (n=12)
		Accounting (n=1)	
		Construction (n=42)	
Nepal	Undergrad	ICT (n=1)	
		English (n=3)	
Nepal	Undergrad	Hotel Management (n=8)	Males (n=8)
Vietnam	Undergrad	Applied Management (1)	Males (n=2)
		English (n=1)	
Sri Lanka	Undergrad	ICT (n=2)	Females (n=2)
Philippines	Undergrad	ICT (n=1)	Male (n=1)
Kazakhstan	Undergrad	Applied Management (n=2)	Males (n=2)
Russia	Undergrad	Applied Management (n=2)	Males (n=2)

Table1: Students' teamwork narratives

Students had to meet individual targets in their home country, not work as a team.	"In India, I worked with [name of IT company] for more than one year, every individual get their own targets." (S92, Business, India)
Students enjoyed teamwork and its benefits in new country.	"I really love to work in teams. I think this helps an individual to learn different things." (S92, Business, India)
Students found it difficult to work in teams and cooperate with others in their new country.	"I should learn how to work in group because in my group members have different skills and I have different skills I should learn how I cooperate with each other." (S88, Business, India)
Students improved communication and learned strategies for working in teams	"To improve my communication skills for example i speak English more confidently than before learn how to work in team and with different culture. Students learned different kinds of strategies to use in business." (S144, IT, India)
Students recognized the importance of teamwork for future workplaces.	"In my future work, I need to communicate with others in teams. So, it is important for me to practice now." (S144, IT, India)

Table2: Research and analytical capability narratives

Qualitative interview skills	"I have learned the concept of qualitative interview... that I am capable of handling and taking control over an interview nicely and safely."
Citation practices	"I have learned to get in the habit of citing all sources, especially when using information directly, either in quotations or in paraphrases."
Research lens	"Applying a research lens in every aspect of classroom and life."
Finding reliable information	"finding reliable information."
Technology use	"learning to use technology as mediating tools to look for and learn new information."
Online research	"finding relevant reliable information online for assignments."
Literature reviews and analysis	"doing literature reviews and analysis."
Inquisitiveness	"learning to be more inquisitive when approaching problems in everyday life."

Appendix 1: The capabilities they developed after they started their studies in their new tertiary institution

Description

Multi-literacies

1. Academic writing
2. Participation in spoken academic discourse
3. Learning to give oral presentations
4. Understanding oral academic discourse
5. Using various semiotic resources for meaning making (e.g., video making and editing)

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Teamwork	<ol style="list-style-type: none">1. Learning the team dynamics, who could do what, and allocate responsibilities among team members2. Learning ‘different skills’ from other team members e.g., how to do the assignments and oral presentations3. Mentoring others and facilitating other team members’ learning4. Meeting the team goals and expectations by cooperating with one another5. Developing cultural understanding through working with other team members from diverse backgrounds6. Learning to learn from other team members7. Using the learning environment of the team to socialise into the dominant norms
Research	<ol style="list-style-type: none">1. Familiarity with the concept of quantitative and qualitative (e.g. qualitative interviews) research methods2. Learning to cite sources, especially when using information directly, either in quotations or in paraphrases3. Developing a research lens to ‘every routine things of the everyday life’4. Using Google and YOUTUBE as mediating learning tools
Analytical capabilities	<ol style="list-style-type: none">1. Learning to identify a problem and learn more about the problem2. Applying critical thinking tools, analysing the problem, critiquing it, and evaluating it3. Reflecting on the learning4. Writing reports5. Assessing their learning against rubrics6. Building networks to share problems with other peers and overcome the problems collectively
Intercultural understanding (Engaging with difference, the other, and diversity)	<ol style="list-style-type: none">1. Developing an intercultural competence (e.g., accepting and respecting other people’s cultures, learning about different cultures people and their languages, places and others’ thoughts, understanding and power relations2. Learning that people from various backgrounds think, act, and work

differently

3. Developing an understanding that time management and meeting deadlines are culturally regarded as important qualities for study and work in New Zealand context
4. Learning how to learn by engaging with peers through collaboration, developing their inquiry capabilities, reflecting on their practice, and assessing their own learning
5. Learning to co-operate and work with people from different cultural backgrounds

Negotiation (understanding different educational contexts)

1. Negotiating the practices and epistemologies of knowledge in the students' former and current contexts
2. Negotiating the codes of conduct and best practice
3. Learning to master the new regimes of competence

Appendix 2: Summary of students' strategies to develop required capabilities for their studies

Description

Learning about life in Auckland

1. Learning 'the rhythm of life in New Zealand' (e.g., learning about accommodation, transportation, commuting to and from work, (ethnic) food and their prices, and their location)

Familiarizing oneself with the academic culture

1. Giving oral presentations in front of others, speaking English at home, overcoming stage fright, paraphrasing and referencing and practicing writing reports, expanding the friends' network.
 2. Learning to prioritize, be punctual, meet the deadlines (e.g., submitting assignments on time), and not to procrastinate
 3. Learning to work more effectively with computers
 4. Motivating self, staying positive, and studying hard
 5. Reading texts and watching educational videos
 6. Learning more about academic culture and life online
-

	<ol style="list-style-type: none">7. Learning from experiments8. Being more flexible with others9. Learning to write a New Zealand style CV
Engaging in collaborative activities with others	<ol style="list-style-type: none">1. Doing group assignments, teamwork,2. Learning from others in groups through observing others
Being inquisitive and asking for support	<ol style="list-style-type: none">1. Getting help from teachers, peers, and others2. Searching for information online (e.g., Google, and YouTube)

Appendix 3: Summary of students' imagined employable identities	Description
Becoming a leader	Working with people from diverse backgrounds Team player, developing leadership and decision making capabilities
Working for international companies	Gaining international experience to be able to work in different countries
Furthering studies	Pursuing studies to Masters and PhD levels
Securing a high paying job	Gaining the necessary experience to be able to meet the employment expectations of employers
Becoming an entrepreneur	Starting businesses (real estate and coffee)
Becoming a more understanding human-	Contributing to society at any capacity and promoting humanistic values
Belonging to the technical professional society	Investing in the discipline's practices and knowledge to meet the future communities of practice expectations
Fulfilling family dreams	Succeeding in tertiary study Enhancing employability potential Returning the higher education financial costs

Appendix 4 List of 25 learner capabilities	
<ul style="list-style-type: none">Communicates effectively in writing	<ul style="list-style-type: none">Reflects on performance and applies personal learning
<ul style="list-style-type: none">Communicates effectively verbally	<ul style="list-style-type: none">Acts responsibly

• Communicates effectively visually	• Practises health and safety
• Displays effective interpersonal behaviour	• Demonstrates digital competence
• Displays cultural competence	• Participates in behaviour change
• Displays bi-cultural proficiency in a New Zealand context	• Organises effectively
• Works independently	• Demonstrates resilience
• Works in teams	• Thinks creatively
• Displays leadership	• Thinks critically
• Inspires others	• Solves problems
• Practises sustainably	• Communicates bilingually
• Practises ethically	• Displays work life balance
• Performs community service	

Appendix 5

Demographic information about the participants, n=Number of participants

Nationality	Degree	Discipline	Gender
India	Undergrad	Hotel Management (n=14) Applied Management (n=45) Accounting (n=7) Construction (n=1) ICT (n=16) English (n=18)	Males (n=80) Females (n=21)
China	Undergrad	Hotel Management (n=9) Applied Management (n=6) Accounting (n=1) Construction (n=42) ICT (n=1) English (n=3)	Males (n=50) Females (n=12)
Nepal	Undergrad	Hotel Management (n=8)	Males (n=8)
Vietnam	Undergrad	Applied Management (1) English (n=1)	Males (n=2)
Sri Lanka	Undergrad	ICT (n=2)	Females (n=2)
Philippines	Undergrad	ICT (n=1)	Male (n=1)
Kazakhstan	Undergrad	Applied Management (n=2)	Males (n=2)
Russia	Undergrad	Applied Management (n=2)	Males (n=2)

Dear Editor,

We have addressed all the reviewers' comments and we believe this has enhanced the quality of the paper. Below, please find our responses.

Reviewer's comment	Authors' response
Please note that you must address all the reviewers' comments, especially the limitations of using student perceptions and assuming these reflect actual employability.	Thank you very much for the comment. To address this comment, we emphasized that we have examined student perceptions in the introduction (please see p.1. last paragraph lines 3-9).
You should also engage with recent debates in E+T and have ignored two recent special issues on graduate employability.	Thank you very much. We engaged with recent debates in E+T by citing two 2023 articles.
The article also needs to be made more succinct.	Thank you for this comment. We made the article more succinct by significantly cutting down on the words from all parts of the article.
1. The paper contains new and significant information adequate for publication.	Thanks for this comment.
2. The theoretical framework is limited to the more or less separate definition and analysis of the concepts of graduate employability and language socialization. The role and place of language socialization in the development of graduate employability could be more clearly and conceptually disclosed in this part. This would help to strengthen a bit loose coherence of theoretical framework with research questions	Thank you very much for this comment. We added a paragraph to the literature review to address this question (see the last paragraph of p.5 and the first paragraph of p.6).
3. Research provides impressive volume of valuable and interesting findings. However, this volume seems to be too big for the presentation in the format of article, what results in oversize of text. It can be suggested to author(-s) to select and to focus on the most pertinent and significant findings in order to reduce their volume.	Thank you very much for the comment. We cut down on the number of words particularly in the discussion section and other parts of the paper to meet the word limit.
4. Discussion and conclusions are highly interesting and comprehensive, but also could be shortened. For example, all the information about social, institutional and cultural context of New Zealand could be subsumed to separate section and located after the theoretical framework. Now this information is scattered in the different parts of the text what creates difficulties in understanding this context.	Thanks very much for this comment. We shortened the discussion section. In addition, we subsumed information about New Zealand when we first discussed the context of the study.
5. Paper contains some specific concepts which should be defined or explained, for example:	Thanks very much for the comment. For the sake of clarity and the word count, we removed

<p>neoliberal-based capabilities, neoliberal values, neoliberal practices.</p> <p>New Zealand-related socio-historical concepts (Kiwi culture) should also be introduced and explained for international readers.</p>	<p>those concepts from the manuscript (see last paragraph, p.2).</p>
<p>Additional Questions:</p> <p>1. Originality: Does the paper contain new and significant information adequate to justify publication?: The paper contains new and significant information adequate for publication.</p>	<p>Thanks for this comment.</p>
<p>2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The literature review is adequate in terms of scope and coverage of literature sources.</p>	<p>Thanks for this comment.</p>
<p>3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The theoretical framework is based only on the more or less separate definition and analysis of the concepts of graduate employability and language socialization. The role and place of language socialization in the development of graduate employability could be more clearly and conceptually disclosed. This would help to strengthen a bit loose coherence of theoretical framework with research questions.</p>	<p>Thanks very much for the comment. As discussed in Q.2 above, we added a paragraph to the end of the literature review to address this comment.</p>
<p>4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Research provides impressive volume of valuable and interesting findings. However, this volume seems to be too big for the presentation in the format of article, what results in oversize of text. It can be suggested to author(-s) to select and to focus on the most pertinent and significant findings in order to reduce their volume.</p>	<p>Thank you very much for the comment. As also discussed in Q3 above, we cut down on the number of words particularly in the discussion section and other parts of the paper to meet the word limit.</p>

Discussion and conclusions are highly interesting and comprehensive, but also could be shortened. For example, all the information about social, institutional and cultural context of New Zealand could be subsumed to separate section and located after the theoretical framework. Now this information is scattered in the different parts of the text what creates some difficulties in understanding this context.	Thanks very much for this comment. As discussed in Q 4 above, we shortened the discussion section. In addition, we subsumed information about New Zealand when we first discussed the context of the study.
5. Practicality and/or Research implications: Does the paper identify clearly any implications for practice and/or further research? Are these implications consistent with the findings and conclusions of the paper?: The implications for practice and further research are indicated and consistent with the findings.	Thanks very much for this comment.
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Paper contains some specific concepts which should be defined or explained, for example: neoliberal-based capabilities, neoliberal values, neoliberal practices. New Zealand-related socio-historical concepts (Kiwi culture) should also be introduced and explained for international readers.	Thanks very much for the comment. As discussed in Q 5 above, for the sake of clarity and the word count, we removed those concepts from the manuscript (see last paragraph, p.2).

Reviewer: 2

Recommendation: Minor Revision

Reviewer's comments	Authors' responses
1. You have citations in the text that I can't find in the references, such as "NZGovernment" or "UniversitiesNZ" or "ENZ" or "TARGETjobs" . You need to correct citations wrongly spelled such as "EuropeanCommission" and "Kalantzis" .	We added the following to the reference list and corrected the misspellings.

<p>2. To me some expressions are not clear such as "what Morgan (2009) concurs 'the merit of ideas' or 'the boundary ... may cause mayhem' It's good to have reference to the Treaty, but I think its importance could be rendered more economically.</p> <p>3. The Discussion section is quite wordy and repetitive, and would be strengthened by some rigorous editing.</p>	<p>Thanks very much for the comments. We added a line or two to explain the merit of ideas and boundary in the discussion section. We made the reference to the Treaty more succinctly.</p> <p>Thank you very much for the comment. We significantly deleted words from the discussion section and other parts of the paper and proofread the paper carefully.</p>
<p>Additional Questions:</p> <p>1. Originality: Does the paper contain new and significant information adequate to justify publication?: The language socialisation approach used probably contributes enough to warrant publication, assuming that the journal has not already and recently published along similar lines.</p> <p>2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The LR now has been well done and the literature is well applied to the purposes of the research.</p>	<p>Thanks very much for the comment.</p> <p>Thanks very much for the comment.</p>
<p>3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The underpinning theory is well-chosen and the research approach is appropriate.</p>	<p>Thanks very much for the comment.</p>
<p>4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The authors are quite clear about their results but as noted in comments to the authors their conclusions and discussion</p>	<p>Thanks very much for the comment. As mentioned in Q.3 above, we shorted the discussion section as recommended.</p>

section could readily be shortened and made more readable.	
5. Practicality and/or Research implications: Does the paper identify clearly any implications for practice and/or further research? Are these implications consistent with the findings and conclusions of the paper?: This is done to a fair extent.	Thanks very much for the comment.
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: As stated, some hard editing would improve the quality of the paper.	Thanks very much for the comment. We proofread the paper and edited accordingly.