Introduction

Megan M. Siczek, *The George Washington University*

This Volume's Origin Story

The idea for this new edited collection emerged when I began to tackle a new challenge in my own English for Academic Purposes (EAP) teaching: redeveloping an oral academic communication course to propose it as a general curricular requirement for international undergraduate students at my university. Although I typically taught our program's required writing class, I knew that oral communication was integral to my under-graduate students' engagement in learning and success in the classroom. Unfortunately, there was not a great variety of resources out there to help me develop this course. As a result, I found myself relying on my experience as an academic writing instructor as I considered new ways to reflect the contexts, genres, and expectations for oral communication across the undergraduate curriculum in my course design. The outcome of this curricular innovation is explained in Chapter 1.

An additional motivation for this book relates to the context for graduate-level EAP instruction at my institution. Despite a university policy that only requires one EAP academic writing class for international graduate students who speak English as a second or additional language, a systematic needs analysis involving document review, classroom observations, and surveys/interviews with both students and disciplinary faculty revealed that oral genres had equal—if not more—importance in preparing students for the communicative expectations of their programs of study and fields. As a result of this needs analysis, we have developed discipline-specific EAP classes for international graduate students in the fields of finance, data science/statistics, and engineering/computer

science; these courses not only target academic writing but also cover a range of speaking tasks, reflecting a more comprehensive approach to communication within an academic discourse community.

Two questions struck me in the process of developing these new curricular innovations:

- To what extent are we applying what drives our approach to second-language (L2) writing to *oral* academic communication?

- How can we promote an understanding of what is currently happening in our field when it comes to teaching oral academic communication?

This volume creates a space for us to share our knowledge, pedagogical approaches, and relevant research results with others within our community and beyond. It is extremely important for us to acknowledge that academic discourse socialization involves both written *and* oral communication, and we as specialists in Teaching English to Speakers of Other Languages (TESOL) need to advocate for its value in our curricula and in our collective scholarship.

Staking Out a Place for Oral Academic Communication

Why am I writing so much about writing in introducing an edited collection about oral academic communication? While there has been a growing interest in oral communication across the disciplines in the undergraduate curriculum (Dannels, Palmerton, & Housely Gaffney, 2017), writing is by far the most common curricular requirement across North American higher education, and many universities invest in writing centers to offer students additional support. Similarly, many institutions offer required academic writing courses for L2 international students but rarely offer required or credit-bearing speaking classes, which again signals the value placed on written communication in institutional settings. In addition, the burgeoning field of graduate communication (see Consortium on Graduate Communication, n.d.; Simpson et al., 2016) reflects a recent interest in scholarship, pedagogy, and institutional support for graduate students, but the focus on writing remains far more prevalent than on oral communication (Caplan & Cox, 2016). A focus on writing also predominates our scholarly research and teaching materials.

Oral communication, on the other hand, remains relatively neglected despite being considered a key to students' classroom success and a skill that is highly valued in both academic and professional contexts. In fact, Duff (2007) emphasizes that "oral communication skills are now being stressed and assessed to a greater extent than in the past, reflecting, in part, the amount and quality of collaboration and communication (and not just textbook knowledge or theory) that are now required in real-world knowledge-building and knowledge-sharing in a variety of professional and academic fields" (p. 9). Particularly important as the oral communication demands on students have intensified over time is the fact that research has documented academic speaking as an anxiety-provoking activity for students who speak English as a second or additional language (Ho, 2011; Kim, 2006; Kobayashi, 2016; Morita, 2000, 2004, 2009; Yang, 2010; Zappa-Hollman, 2007). As a result, it is time for us to apply a similar level of attention to oral academic communication, drawing what we can from writing-specific research and pedagogy but also finding new ways to investigate speaking in academic contexts and prepare students for the dynamic demands of oral interactions within their new discourse communities.

With this in mind, this edited collection targets this neglected area of scholarship on academic discourse socialization: oral communication. Its goal is to gather TESOL scholars and practitioners in exploring the principles and practices that both ground and help innovate the teaching of oral communication in a range of academic contexts in higher education.

The Audience for This Book

This book has relevance for stakeholders across institutions—for example, by opening new doors for curriculum development that values oral communication, or as a means to ensure that students can become fuller participants in their new academic discourse community or acquire oral communication skills that are honed for the global workforce. However, its primary audience is TESOL practitioners in higher educational contexts. It will be of direct interest for TESOL specialists, who teach—or want to teach—courses geared toward oral academic communication and who need a new toolkit for their pedagogy. It can also serve as a resource for graduate students who are training to work with L2 students in higher education, ensuring they have access to current best practices relating to oral academic discourse socialization. Finally, this book will

be of value to researchers and scholars, who can examine the status of work in the field and advance scholarship on this important topic. I want to make clear, however, that I hope readership for this collection extends beyond the field of TESOL. *All* students, regardless of their cultural and linguistic background, have to navigate the sometimes fraught terrain of oral communication within a new academic discourse community, and many of the principles and practices highlighted in this book have relevance outside of L2 settings.

This book covers a number of different contexts, and my advice to the reader is "read yourself into each chapter." Even if the context is not a perfect match to yours, pedagogical approaches can be adopted—and adapted—across academic spaces. Think of this book as an opportunity to step back and ask critical questions about how and why we teach speaking in particular ways, in much the same way that I did in reconceiving the oral academic communication class for international undergraduate students at my university. How can you assess the context(s) in which your students will need to communicate? How can you systematically design courses, activities, assignments, and support resources that activate their learning while still drawing on their cultural and linguistic assets? Are there pedagogical best practices you can borrow from this book?

Notes on Terminology

In conceptualizing this volume, I found myself referring to "our field" but then struggled to articulate what I would name that field. Scholars and instructors in our field represent so many disciplinary and interdisciplinary backgrounds—TESOL, applied linguistics, second language acquisition, composition-rhetoric, or writing studies, to name a few. Similarly, the contexts in which we teach also use different terminology, including EAP, English as a Foreign Language (EFL), English for Specific Purposes (ESP), and English as an International Language (EIL), and English as a Lingua Franca (ELF). As a result, though I have occasionally used the term "TESOL" to characterize the broad field for the purposes of this book, I have a very expansive and inclusive notion of "our field," and in the various chapters readers will see different descriptors of the field, its practitioners, and the types of programs we work in.

Similarly, as this collection was coming together, I debated whether it made sense to agree on a standard term to describe the student population this book targets, but in the end, I decided that chapter authors should use the term most appropriate for their own context and perspec-

tive. Thus, readers will see reference to a number of different descriptors, such as "second language (L2)," "multilingual," "culturally and linguistically diverse," "non-native English-speaking (NNES)," and "English as an Additional Language (EAL)," and will have an opportunity to reflect on the origin and evolution of these terms.

Some Underlying Principles

The chapters in this collection are structured with a theory-to-practice orientation in which authors have taken great care to explain not only the context of their pedagogical innovation and how it was implemented but also its theoretical and conceptual framing. But before digging into those chapters, I want to outline what I consider to be some of the core themes and frameworks that ground the overall collection.

Academic Discourse Socialization

This book approaches oral communication as a form of academic discourse socialization; language is a means through which newcomers become socialized into new discourse communities through communicative interactions with others within the community they seek to join (Duff, 2007, 2010; Duff & Anderson, 2015; Duff & Talmy, 2011; Hyland, 2009; Kobayashi, Zappa-Hollman, & Duff, 2017). Duff (2010) considers academic discourse as "forms of oral and written communication—genres, registers, graphics, linguistic structures, interactional patterns—that are privileged, expected, cultivated, conventionalized, or ritualized" and often evaluated by gatekeepers in a particular academic or professional community (p. 175). This socialization is grounded in contextually situated, mediated interactions, often with newcomers learning from more experienced members of the discourse community to become fuller participants in what Lave and Wenger (1991) call a "community of practice." Sociocultural theories of second-language acquisition also emphasize the key role that mediated interactions play in gaining entry to—and increasing legitimacy in—a new discourse community (Lantolf & Pavlenko, 1995; Lantolf & Poehner, 2008; Watson-Gegeo, 2004).

Academic discourse socialization, however, does not occur in a systematic or straightforward way. In fact, it is enormously complex (Duff, 2007; Leki, 2007), and the "rules" of communicating are neither uniform nor transparent. On one level, students need to be able to communicate in a variety of formal and informal oral genres, which Dannels

(2001) calls "places where the knowledge of the discipline is negotiated and learned" (p. 148). At the same time, entry into a new discourse community is shaped by factors such as identity negotiation; power dynamics; affective concerns; agency and motivation; language, culture, and gender; linguistic and rhetorical capacity; pragmatic competence; ideology; and content knowledge—a dizzying array of complications! Another unique challenge of oral academic discourse socialization is that, unlike writing, oral communication is often "spontaneous and public" (Duff, 2010, p. 177). Challenges relating to oral communication for newcomers to an academic discourse community are particularly acute for students who speak English as a second or additional language (Duff & Anderson, 2015; Kobayashi, Zappa-Hollman, & Duff, 2017; Morita, 2009).

In addition, as previously noted, we do not know as much as we should about students' multifaceted oral interactions in higher education, although there have been some genre-focused investigations in specific contexts, including studies of L2 students engaging in group discussions (Ho, 2011; Kim, 2006; Lee, 2009), oral presentations (Kobayashi, 2016; Morita, 2000, 2004; Zappa-Hollman, 2007), and team-based projects (Vickers, 2007; Yang, 2010), and many of the chapters in this book use academic discourse socialization—or language socialization—as a theoretical framework. It is my hope not only that this book will build our understandings of the complex ways students gain entry to a new discourse community via speaking but also that it will serve a call to action for expanding our research into culturally and linguistically diverse students' oral academic discourse socialization.

Context-Responsive Instruction

In building on the explanation of oral communication as a form of academic discourse socialization, it is imperative that we consider the "spaces" in which such socialization occurs. Though we often think of oral academic communication as classroom-based, Duff and Anderson (2015) note that socialization "occurs across a variety of modes and physical spaces and unfolds across different timescales involving numerous actors and interlocutors" (p. 347). Some of these mediated interactions take place within our formal curriculum, within or across disciplines, and others are situated in less formal spaces on campus, such as in English-language or communication support centers or in meetings with professors and peers. In recent years, we have even begun to consider the ways in which multimodality and digital communication mediate oral academic

discourse socialization (Duff & Anderson, 2015; Thorne & Black, 2007; Yim, 2011). And during the time of the COVID-19 pandemic, when the shift to online teaching was immediate and swift, we all had to learn how to engage students in computer-mediated learning through synchronous discussions and presentations on web conferencing platforms such as Zoom and Webex and through asynchronous recordings, both of which are likely to involve multimodal elements. In addition, many peer-to-peer or student-to-instructor interactions have shifted to digital mediums.

Part of the context for oral communication also involves the genres and sources of knowledge that students interact with because, as Dannels (2001) emphasized, "knowledge construction is a rhetorical and social event" (p. 147). This further highlights the importance of a rhetorical awareness that takes into account, among other things, the audience and purpose of any communicative interaction as well as any salient genre features (Dannels, Palmerton, & Housely Gaffney; 2017; Swales, 1990). Within the socialization site, students also need to be able to process—and often respond flexibly to—lecture material and discussion comments offered by their peers while navigating the "socio-academic space" of the learning environment, which Siczek (2018) defines as a "shared environment where course content and formal academic tasks are combined with mediated social interactions among members of the classroom community, all of whom carry with them unique sociocultural histories and perspectives" (p. 64).

The chapters in this volume cover a range of geographical and institutional settings, as well as disciplinary and interdisciplinary contexts. Chapters are situated at the undergraduate level and the graduate level; in the United States, Canada, the United Kingdom, China, and Brazil; within the mainstream curriculum, EAP-type programs, and English-language support units; and in credit-bearing and non-credit-bearing settings. Though the pedagogies described in each of these chapters are located within a particular context and display thoughtful attention to students' experiences and needs, these principles and practices cut across settings and can be implemented in a range of contexts. Chapters also capture a range of oral genres reflecting disciplinary and interdisciplinary content, from oral presentations and class discussions to more targeted genres such as data commentaries, collaborative projects, digital literacy narratives, drama-based performances, graduate student colloquia, and even research-based gallery walks. They also cover more conversational uses of language in academic settings and interactions that support socialization beyond the classroom, such as office hours and small talk at networking events.

Leveraging the Strengths of Our Field

It was also important to me that this book honor the work of our field (expansively and inclusively considered). Chapter authors will reveal their expertise as readers progress through the book, but I would like to highlight the fact that the pedagogical approaches described in the chapters are grounded in the scholarship, principles, and best practices of fields such as EAP and ESP (Belcher, 2009; Charles & Pecorari, 2015; de Chazal, 2014; Hyland, 2006; Hyland & Shaw, 2016; Newton et al., 2018; Paltridge & Starfield, 2013). Curricula that embed an EAP or ESP approach target the teaching of English in specialized academic contexts to develop students' capacity for further study in English (Hyland & Hamp-Lyons, 2002) and to support students in developing the communicative skills to "participate in particular academic and professional cultural contexts" (Hyland, 2002, p. 392). In addition to the development of academic literacy skills in English, EAP also promotes students' "familiarization with the target academic culture" (de Chazal, 2014, p. 6), which can become particularly specialized at the graduate level, where students need to enculturate into the literacy practices and discourse conventions of their disciplines (Casanave & Li, 2008).

Preparing to teach in such settings involves understandings of academic or disciplinary socialization, as outlined above, and is characterized by needs analysis, awareness of the contexts in which English-language use will take place, analyses of authentic language use in context (e.g., corpora), and the authenticity and relevance of materials and pedagogical approaches. The authors of the chapters in this volume clearly leverage their expertise, and it is particularly interesting that many of the chapters describe a reenvisioning of an approach, or the systematic reworking of a class or campus support mechanism. In this sense, the generative potential of such pedagogical innovations is clear. Further, I believe that the agency faculty and practitioners demonstrate in innovating curricula and instructional and support practices helps promote agency on the part of their students as they navigate new academic communication domains.

Asset-Oriented Pedagogy

The fourth core principle that undergirds this collection is attention to the value diverse students bring to our learning communities. In light

of increasing global mobility and the strategic internationalization of higher education, we need to acknowledge that classrooms are sites of global engagement. Yet despite the fact that our classrooms have become increasingly multilingual and multicultural, monolingual and monocultural approaches to instruction remain entrenched. In addition, rather than being viewed as assets in the larger internationalization enterprise, L2 international students are generally expected to take responsibility for a one-way adaptation to status quo institutional arrangements and instructional approaches (Ryan, 2011; Siczek, 2018). Such assumptions are reinforced by research documenting a deficit view of L2 students by faculty across the curriculum and the perception that language difference is a problem rather than an asset (Gallagher & Haan, 2018; Jin & Schneider, 2019).

It is important that this book pushes back against these perceptions while still acknowledging the challenges of navigating a new academic discourse community in a second language. We can do this by "treat[ing] L2 learners (as well as native-speaking domestic students) as valuable intellectual and cultural resources and giv[ing] their unique contributions adequate legitimacy" (Morita, 2004, p. 598), going beyond an appreciation for linguistic diversity and teaching students to draw on their own rhetorical and linguistic repertoires in ways that empower them (Shapiro et al., 2016). This book is premised on the idea that, through our work, we can facilitate culturally and linguistically diverse students' entry into a new discourse community, not just as consumers and producers of spoken genres but as participants with agency who are engaging in mediated interactions while they negotiate their place within the new community as well as within their own global future(s).

A Guide to the Book's Organization

This edited collection pulls together chapters written by a diverse set of TESOL scholars and practitioners, inviting them to share the principles and innovative practices that shape how they teach oral academic communication. Chapter authors were asked to share information about their teaching context, the underlying principles that supported their pedagogical approach, details about the pedagogical innovation they developed and its outcomes, and any implications or recommendations they wanted to share with readers. The book is divided into four main sections, each briefly outlined below.

Part I: Leveraging Global Interconnectivity:
Oral Academic Communication in Undergraduate Contexts

Part I focuses on oral academic communication across three different undergraduate settings: a thematically oriented EAP oral academic communication class for international undergraduate students at a U.S. university; a cohort-based initiative for Brazilian university EFL students; and a "top-up" international business program at a U.K. university. In Chapter 1, I make the case for oral academic communication courses that not only target genres of relevance in the U.S. undergraduate curriculum but also incorporate global and intercultural content that leverages the cultural and linguistic assets of students and helps them develop digital literacies for today's globally interconnected society. The authors of Chapter 2, Liberato Silva dos Santos and Rejane Maria Gonçalves Maia, combine design thinking (DT) and language immersion to engage Brazilian EFL students in oral academic socialization activities that promote multidisciplinary, creative, and collaborative problem-solving on issues of global significance. Chapter 3, written by Andrew Preshous and Tega Cosmos Akpogi, describes how a blended learning approach that integrated subject-specific content with language and skills development was implemented in a course for international business students preparing for a group presentation. The approach focused on enhancing skills in oral communication, teamwork, and digital literacy, not only in academic settings but also as preparation for global workplace contexts.

Part II: Entering Discourse Communities:
Graduate Contexts for Oral Academic Communication

The chapters in Part II invite readers to consider the diverse ways graduate students are socialized into academic discourse communities through a targeted focus on oral communication. In Chapter 4, Joseph A. Davies, Tyler J. Carter, and Maxi-Ann Campbell present a pedagogical model for a graduate oral academic communication course taught at a new Sino-American joint-venture university that implements a process-orientated pedagogical approach involving three primary components to develop students' academic presentation skills: performative habit building, interdisciplinary audience awareness, and reflection. It further discusses how these themes can be successfully integrated into the oral academic communication skills curriculum. Chapter 5, written by Susan M. Barone,

Summer E. Dickinson, and Romy Frank, is situated within the specific disciplinary context of an LLM program but focuses on two key genres that law students encounter outside of their coursework, both of which facilitate their disciplinary socialization: office hours and small talk at social, academic, and professional events. Jane Freeman, in Chapter 6, also focuses on communication that happens outside of formally produced genres, making a case for incorporating Metacognitive Strategy Instruction (MCSI) in both listening and speaking in order to increase incoming L2 graduate students' conversational confidence and expand their capacity for self-regulated learning long after the course ends. Chapter 7 rounds out Part II of the book. In this chapter Michelle Crow (formerly named Michelle Cox), Nathan Lindberg, and Melissa Myers discuss an approach to disciplinary and professional socialization for international and multilingual students enrolled in professional graduate programs, such as engineering, business administration, and health sciences, articulating the benefits of a co-inquiry approach in which instructors partner with students to define, clarify, and address students' needs.

Part III: Cross-Disciplinary Collaborations

This part highlights innovative cross-disciplinary approaches to oral academic communication. It begins with Chapter 8, in which Carmela A. Romano Gillette and Deric McNish present an approach for assisting students in navigating the challenge of academic discourse socialization by integrating techniques from actor training into the EAP curriculum. Students are encouraged to make choices and practice agency in the development of an English-language academic persona. Greer Murphy and Marcus Weakley, in Chapter 9, recount how field research can be adapted from sociolinguistics into graduate-level EAP to facilitate the experiential development of informal interaction, hands-on research skills, and formal presentation. The authors of Chapter 10, Kyung-Hee Bae, Tracy Volz, Jennifer Shade Wilson, and Sandra Parsons, describe a curricular intervention to improve students' presentation skills in a graduate-level research seminar in the computer science department at a private research university. Drawing on academic socialization and language socialization theory and using students' interview responses, the authors demonstrate and discuss a discipline-based approach to addressing NNES graduate students' oral communication needs.

Part IV:
Valuing Linguistic Diversity and Elevating Students' Voices

The final part of the book represents the ethos of the entire collection: How can we approach oral communication instruction in a way that honors students' cultural and linguistic backgrounds and aspirations? In Chapter 11, Karen Lenz investigates the implementation of an EIL curriculum in the context of U.S. higher education, shedding light on students' differing experiences, goals, and priorities and suggesting an approach to EIL-oriented pronunciation instruction that addresses potential tensions in the local context. In the final chapter, Norah Fahim, Jennifer T. Johnson, and Helen Lie highlight classroom activities and tutoring scenarios to illustrate ways critical language awareness and the valuing of multilingual identities and diverse rhetorical traditions in oral academic communication can be embedded across teaching and learning contexts.

Each chapter in this book is a story in its own right, and arranged collectively they give us insights into the principles that ground the teaching of oral communication in academic settings and the ways in which TESOL practitioners have innovated their practices within their local contexts. Chapter authors also show a thoughtful awareness of their own students across space and time: their cultural and linguistic pasts, their educational presents, and their global futures. This reflects my view that innovation comes from knowing what grounds our work, surveying our current landscape, and scanning the horizon for opportunities. Part of our responsibility as TESOL practitioners is to prepare our students to navigate the oral communication demands of their academic and professional environments with an increasing sense of agency and rhetorical capacity; in this sense, we empower students to manage the discursive expectations of their current programs of study while giving them the tools to adapt to the discourse communities they may encounter in the future (Duff, 2007). It is my hope that by engaging with the chapters in this book, you will find ideas that will change your perspective, help you innovate your own pedagogy, and inspire you to find spaces within your curriculum or campus where you can advocate for the importance of instruction and support for students' oral academic discourse socialization.

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