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Abstract

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Keywords

Identity, Language Socialization, Oral Academic Presentation, Qualitative Study

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This article reports on a qualitative study that explored language socialization through an oral academic presentation in an EFL environment. Drawing from the notions of language socialization (Ochs & Schieffelin, 2011) and Community of Practice (Lave & Wenger, 1991), this paper sought to understand how learners negotiate their competence, as well as their identity in the oral academic activity. The participants were twenty-five student-teachers majoring in the English language at one Thai public university. Data were collected from classroom oral academic presentation transcript, multiple semi-structured interviews, classroom video-taped, and field notes. Results of data analyses pointed out that participants negotiated and constructed their identity in three main themes: (a) constructing their identities through epistemic stance, (b) through being passive and resistant learners, and (c) struggling sense of membership in an oral academic presentation. The findings also reflected that learner's identity in this study is a dynamic process involving many pedagogical factors, incidences, and the classroom environment. These pedagogical factors, as well as implications and considerations for future research, are discussed in the article. Keywords: Identity, Language Socialization, Oral Academic Presentation, Qualitative Study

Introduction

In many institutions, particularly higher education, many scholars have explored the academic discourse socialization of L2 learners (see Friedman, 2019; Hua, 2014; Morita, 2000; Rajoo, 2010) concerning their participation, competence, negotiation, and power in a particular context. Although most of these studies have focused on L2 academic writing discourse (see Lee & Lee, 2015; Nam & Beckett, 2011; Ochs & Schieffelin, 2011), few studies have explored the issue of academic discourse socialization by focusing on oral language production of L2 learners (Morita, 2004; Zappa-Hollman & Duff, 2015).

Watson-Gegeo and Nielsen (2003) emphasize the importance of Language Socialization (hereto LS) in second language acquisition in the way that individual learners could gain information from other learners, especially to those students who have advanced their studies before the class discussion. It is also believed that learners learn language through cultural, social and political contexts that may influence the learning process such as the linguistic forms they hear and use and also mark the social significance of these forms in various ways (e.g., acquisition of pronoun forms in conversation, i.e., the status of pronouns) or of differing syntactic patterns associated with formal and non-formal register in languages (Watson-Gegeo, 2004). Besides, Morita and Kobayashi (2008) argue that language socialization is not just about learning the language or competence through interaction, rather it is also a good avenue to see how learners demonstrate, negotiate, or even construct their identity to survive in a particular socialization task.

Holding this argument, LS could be seen as a tool to understand the sociopolitical status of the target language, the learners' attitude towards the language, and even their way of communication which could be a rich tool in determining their weaknesses and strengths in a particular LS. With this premise, some institutions have extended its importance through academic oral presentation and participating in a small group (e.g., peer sharing, micro feedbacking) or class discussion (e.g., class sharing, debate) and other oral related activities (e.g., thesis defense, conference presentation) have become parcel of most courses offered in institutions of higher learning either for grading or non-grading purposes (Morita, 2000; Rajoo, 2010; Verderber, Verderber, & Sellnow, 2011).

Despite its importance, what is not clear is how learners negotiate their identity while taking these oral related activities (Fielding, 2016; Wesely, 2012). To address this concern, this study closely examines L2 learners' participation in primarily oral activities in a public speaking course. As I demonstrate in this article, the issue of L2 participation and socialization is closely related to important issues such as identity, competence, power, access, and agency (Duff, 2010). By drawing on various perspective of discourse, particularly language socialization (Morita, 2000; Zappa-Hollman & Duff, 2015) and community of practice (Lave & Wenger, 1991), I analyzed how a group of L2 students from one Thai public university negotiated their participation and membership in their Classroom-based Oral Academic Presentation (hereto COAP). Therefore, the central purpose of this study was to better understand how L2 students participate and negotiate membership in their classroom communities. The data analysis and interpretation were guided by the following sets of questions that were developed from the theoretical framework outlined below as well as the ongoing data collection and analysis; (a) how do EFL learners (re) negotiate competence and identities in their classroom communities as they participate in primarily oral activities such as open-ended discussions? and what are the reasons for EFL learners who remain relatively silent or resist in the classroom? In other words, what voices lie behind their apparent silence?

Underlying Theoretical Framework

In this section, I, first, provide the underlying theoretical framework of this current study in order to have a clear distinction of language socialization within the community of learning. After, I review the existing discussions on the status of LS in L1 and L2 context as well as the available studies of LS and CoL in Thailand with other countries.

Language Socialization

Language socialization (or LS) refers to a process of socialization either through the use of language and socialization to use language. Ochs and Schieffelin (2011) highlight that children are acquiring social knowledge as they acquire knowledge of language structure and use. The bodies of social knowledge and patterns of language use acquired in the homes of some groups of children are not always those valued in formal schooling activities. These differences can result in differential participation and achievement in formal school settings. It is believed that through LS, learners or other members could contribute and share different views in order to construct or attain particular objectives set by their community of leaning.

The notion of LS, however, does not explicitly highlight the process of "how" learners construct or negotiate their competence while interacting, presenting, or socializing their ideas in particular academic discourses, but the focus of LS is how individuals become competent members

of social groups and the role of language in this process. Also, Schieffelin and Ochs (1986) noted that LS can only be examined from two perspectives, it is either how language is a medium or tool in the socialization process. In understanding the socializing process, it is not only what someone is verbally communicating rather how the communication is structured in a particular academic task. Thus, it is argued that it is important to include how learners operate as a member of the community of learning, especially to what extent they construct their competence when they are communicating. Therefore, the next section explains this notion of the community of practice.

Community of Practice (CoP)

The community of learning or other scholars used the "community of practice" defined as a process marked by interaction and deliberation among individuals who share common interests and commitment in the learning process (Hord, 2009). However, Lave and Wenger (1991) note that it is not learning as individual cognitive processing, rather a continuous process of participation and interaction in the community of learning. It is in other words, learning is a change in state, which alters how learners act on their community and in turn change it by their actions. Edwards and Protheroe (2004) observe that this kind of learning recognizes changes in mental condition and allows learners to connect knowledge and emotion so that they can comprehend the world they live in. However, through this community, some members may or may not attain the same satisfaction, as every learner has a different background, culture, background, and proficiency. These differences need to be (re) negotiated and (re) reconciled at least in part if the individual is to achieve a coherent sense of self in the community.

Through interaction, learners should participate as a legitimately "peripheral" member of the community. However, this may not happen as it is especially if the learner is a newcomer in the community. Thus, over time, the learner gradually increases in engagement and complexity with the practices of the community: he or she moves centripetally towards full participation, and in so doing both absorbs and is absorbed in the culture of practice. Talking, therefore, becomes an important way of learning. However, talking provides the learner with information not only about how to proceed but also about meanings, norms and ways of knowing that are specific to the particular community of practice. Learning within the socio-cultural community, therefore, involves becoming a different kind of person (Lave & Wenger, 1991, p. 53); it involves the construction of identities.

Together, it can be seen that participation is quite an important tool in order to be accepted as a one on the community of learning. Participation is depicted as central to situated learning since it is through participation that identity and practices develop. As Lave and Wenger (*ibid*) have suggested, participation refers "not just to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in the practices of social communities and constructing identities concerning these communities" (Wenger, 1998 p. 4). Thus, participation is not just a physical action or event, but it also involves both action ('taking part') as well as connection (Wenger, 1998, p. 55). Participation brings the "possibility of mutual recognition" and the ability to negotiate meaning but does not necessarily entail equality or respect (*ibid*, p. 56) or even collaboration. Thus, this paper argues that combining the notion of language socialization in a community of practice could unpack the holistic view of learners' identity in academic discourse such as an oral academic presentation. In addition, learner's identity, in this study, is defined as any individual who sees themselves as learners, seeks and engages life

experiences with a learning attitude and believes in their ability to learn in particular language socialization activities, such as an oral academic presentation.

Literature Review

In language learning research, L2 socialization has been extended to research on academic discourse socialization in both writing and speaking genres (Duff, 2011; Duranti, Ochs, & Schieffelin, 2011; Friedman, 2019; Lee & Lee, 2015; Morita, 2004; Mukminin, Ali, & Ashari, 2015; Nam & Beckett, 2011). In writing, for instance, Friedman (2019) explored the language socialization of freshmen MA TESOL international students. Through the analysis of participants' written text, he found that students were being socialized into citation as a school-based academic convention, but provides little evidence of dialogue with sources and suggests that students regarded the theoretical and the personal as two distinct and irreconcilable ways of knowing. In the same fashion, Nam and Beckett (2011) investigated five Korean ESL graduate students' access to and utilization of professional and social resources in the process of socializing into American academic writing discourse. Using interviews, findings suggested that socialization into American academic writing discourse was frustrating, difficult, and disempowering with some sort of restriction by lack of coordination among academic resources. Another study was conducted by Huang (2004), who explored how to do classroom instructional activities for the development of academic writing socialize students into the world of school science in a content-based language program. Through the case study, he found the initial conflicts between the students and target ways of thinking and writing are presented with a description of how conflicts are constantly negotiated through interactions with, though, and about written texts. Collectively, these studies have highlighted how academic discourse revealed their conflict, negotiation, and struggles in the community of practice. However, these studies do not explicitly elaborate on how the learners negotiated their identity through their writing pieces in particular academic community. It is argued that socialization does not only show how learners negotiated their academic knowledge in a particular task, rather socialization may also unveil how learners (re) act, claim and demonstrate their knowledge and their sense of belongingness.

In speaking or oral discourse, on the other hand, some scholars have focused on the socialization process or experiences of learners in academic discourse activities. Ho (2011), for example, examined the nature of the small-group discussion of NES and NNES postgraduate students and explores how it fosters oral academic discourse socialization in a TESOL postgraduate course. She found out that small-group discussions provided a context in which students were gradually socialized into the discipline-specific discourse and the practices of an ESL/EFL professional. Another study was conducted by Zappa-Hollman (2007) who explored AP performance of six NNES postgraduate students from different fields such as history, biochemistry, and anthropology at one Canadian university. In her study, she found that even though students encountered conflicts such as not being able to talk extemporaneously with an authoritative stance, they tend to employ the coping strategies in their discussion. Clearly, these studies have highlighted that learners struggle when they are interacting or giving their knowledge in a particular spoken activity. However, what is missing was how these students constructed their identity despite these conflicts. It is argued that in order to facilitate successful academic discourse, it is essential to understand these conflicts and what are the impacts of these conflicts in claiming their membership such as a competent member of the community of learning.

Overall, these studies viewed academic discourse as a "potentially complex and conflictual process of negotiation rather than as a predictable, unidirectional process of enculturation" (Morita, 2000, p. 279). In addition, these studies have also demonstrated LS processes through which learners either inherit or learn the conventions and practices needed in performing academic tasks in a particular community of learning. This may not smooth a process as expected mainly because each learner has unique characteristics (e.g., backgrounds, interests, skills, and knowledge) in the classroom. To address this gap in the literature and to document LS through spoken discourse, I embarked on this study. By exploring, how do learners in this particular speaking course negotiate their competence and identities, the present article can provide insights on designing an LS research, revisiting L2 identities, and suggests an alternative way on how to help L2 or even L1 in their LS, particularly spoken discourse.

Context of the Study

This study was conducted at one of the public universities in Thailand. To brief, Thailand is one of the non-English speaking countries in the Southeast Asian region whose English is introduced as a foreign language. This means that most of the citizens do not speak the English language in their daily activities and it is not a medium of teaching instruction. It is assumed that this condition is the reason why some Thai students have difficulty speaking and understanding the language. Even if the English language has been introduced to them since they were in their basic level, i.e., primary, secondary at their schooling (Kaur, Young, & Kirkpatrick, 2016), still it is not unsuccessful and ineffective in some ways (Nic Fhlannchadha & Hickey, 2018). This is reflected in their low language proficiency scores in TOEFL compared to people from other nations in the region (Noom-ura, 2013). In a test data and score summary released by the Educational Testing Service (2010) for TOEFL Internet and paper-based tests, Thailand consistently trailed behind other Southeast Asian countries with an average score of 75 out of 120 for Internet-based tests and 486 out of 660 for paper-based tests. This low to zero English proficiency level of Thai students is generally associated with the kind of English language teaching and learning they received in their classrooms.

With this situation, one of my objectives in designing a course syllabus for these Thai was to strengthen their proficiency and accuracy towards the target language. Public speaking course is one of the compulsory courses in the Bachelor of Education majoring in English language program. This course is intended specifically to build on students' proficiency in speaking the target language, letting them understand spoken discourse and elements of socialization. During this course, students were provided with the opportunity to take charge of the whole discussion, planning, and presentation. Hence, as a lecturer, my primary role was to assist students if needed and giving feedback at the end of the presentation.

In this study, the researcher examined the oral academic discussion or presentation of the students during the speaking course. The researcher was interested in investigating how these learners negotiated their competence and identities in the Thai speaking course context. Furthermore, this account seeks now to understand how EFL students have been conceived as "language entities," able to comprehend and thus, communicate English as a foreign language (EFL) in a particular English mediated class. This study contributes to the growing research on LS in classroom interaction and in shaping the contours of learner's identity and negotiation in the English community.

Methods

Design

To explore the research questions, the researcher employed exploratory qualitative research design and drew on a discourse analysis approach to gain an in-depth understanding of learner-participant while engaging in COAP. Creswell (2002, p. 2) defines qualitative research as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting." This suggests that qualitative research is concerned with the meaning of human behavior and experiences, and its social functions. This notion is further advanced by Merriam (2002, p. 12), who defines qualitative research as "an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible."

To enable the researcher to gain an in-depth understanding of the phenomenon under investigation, qualitative research makes use of a variety of methods and data collection strategies. In this study, I used classroom observations, individual learner's interviews and focus group interviews with the students and content analysis. Through these, it helped me to make the results credible and valid. By using different methods at various points in the research process, I could build on the strength of each type of data collection and minimize the weaknesses of a single approach (Denzin & Lincoln, 2008; Liamputtong & Ezzy, 2005; Patton, 2005). As the research aimed for a holistic understanding of learner's engagement in COAP through a thick description of the phenomena observed (Geertz, 1983), without interfering with the course design and instructional strategies of the subject's lecturer. With the specific COAP, this activity investigated the learner-participants' group presentation and how such interaction facilitated the negotiation and construction of their identity.

Setting and Participants

The study was undertaken in English for teachers' courses, an undergraduate course on teachers' education programs in one Thai public university. In 2018, the university academic council issued a memo about active learning techniques in the teaching process. This means that all lecturers are required to utilize a variety of instructional strategies such as mini-lab, peer-lectures, and group-class discussion. In these courses, for instance, the lecturer usually started the lesson with an overview of the topic to be discussed for the day around 10-20 min and then had learners continue their assigned presentation around 30-70 min and remaining hours were intended for open-ended discussion. The topics were given to the students before the course began along with group members and other related concerns about the presentation. The group presentations were usually followed by group-led whole-class discussion in which each group would take turns to their assigned topic. During the presentation, students had autonomy in turn-taking and the subject lecturer did not interrupt except for mediating conflicts.

At the beginning of the course, the course lecturer divided the class through a raffle draw. Students who have picked the same number were placed in the same group. The reason for doing this kind of grouping was to avoid discrimination among learners regardless of gender, age, and proficiency. These participants were from the same cultural background and language, Thai as their mother language, and English as a foreign language. The students knew me as a foreign

lecturer, who was their course lecturer in major subjects for almost two semesters and the researcher. Adler and Adler (1994) highlight that in order to have a legitimate observation of the phenomena the researcher should adhere to "a peripheral membership role" as a participant-observer; that is, the researcher established membership in the classroom by observing and interacting with others, if needed. The class comprised twenty-five student-teachers (fifteen females and ten males) majoring in the English language, with ages ranging from fifteen to twenty. Thus, it is worth noting that class and participants were in the natural setting. This means that they were enrolled in the speaking course. Thai as their mother language, English as their foreign language. Detailed group profiles are summarized below:

Table 1. Participant's profile and summary of COAP

Section and group (S=section; G=group)	Members (M=Male; F=Female) (S=student no)	Role/s in the presentation	Time frame of COAP	Premise	Moves of the presentation
S1/G1	S1: Nath/M S2: Trek/M S3: Nar/F S4: Mata/F S5: Cha/F S6: Nar/F	Presenter/ Group moderator Presenter Presenter assigned for technical Presenter	Time (minutes) 43-87 Average: 47.5 Median 42.0	Presenters discussed the assigned topic with lecturer and shared outline with group member; two day before the COAP, then they were required to submit the outline through google classroom.	1. Introduction 2. Elicitation 3. Body 4. Conclusion 5. Open-ended questions 6. Whole-class discussion 7. Lecturer's summary
S1/G2	S1: Nar/F S2: Boo/F S3: Nas/F S4: Suk/M S5: Aka/M S6: Kaei/F	Presenter Presenter/ Group moderator Presenter Presenter assigned for technical Presenter	Time (minutes) 35-78 Average: 46.7 Median 41	Presenters discussed the assigned topic with lecturer and shared outline with group member; two day before the COAP, then they were required to submit the outline through google classroom	1. Introduction 2. Elicitation 3. Body 4. Conclusion 5. Open-ended questions 6. Whole-class discussion 7. Lecturer's summary
S2/G1	S1: Songt/M S2: Chay/F S3: Thi/F S4: Naa/F S5: Nit/F S6: Wan/F S7: Omp/F	Presenter/ Group moderator Presenter Presenter Presenter/ technical Presenter Presenter Presenter	Time (minutes) 56-89 Average: 41.7 Median 39.7	Presenters discussed the assigned topic with lecturer and shared outline with group member; two day before the COAP, then they were required to submit the outline through google classroom.	1. Introduction 2. Posing questions 3. Body 4. Critique 5. Implication 6. discussion questions 7. Lecture's summary
S2/G2	S1: Wita/M S2: Nari/M S3: Narap/F S4: Mook/M S5: Wor/M S6: Nu/M	Presenter/ Group moderator Presenter Presenter Presenter assigned for technical Presenter	Time (minutes) 57-98 Average: 44.7 Median : 42.5	Presenters discussed the assigned topic with lecturer; classmates had no know/ledge of presenter's choice of topic and little Background on it.	1. Introduction 2. Posing questions 3. Body 4. Critique 5. Implication 6. discussion questions 7. Lecture's summary

Sample of the Group Presentation

The topics for group presentations were designed by the course lecturer based on the course syllabus. The presentation was based on case-based prompts in which learners were required to lead the discussion on their assigned article. Students were given the prerogative to find additional information about their presentation. Based on the actual presentation, it is noticeable that every group has either concluded or summarized their presentation at the end of it, followed by an open-ended discussion where the assigned group has encouraged their classmates to ask the question on the matter being presented. Student listeners raised their hands to bid for the floor, and the group leader called on about three students to ask a question. Typical questions asked were more information and clarification of the presentation. The transcript below was extracted from the observation transcript during the actual discussion.

Table 2. Sample extract from the observation with the topic of globalization and education

Sample Extract:

(see transcript guide in appendix 2)

1. Boo: So, are there any questions?
 2. Nat: I would like to ask about more information about globalization?
 3. Nas: Globalisation is something that (0.7)
 4. Suk: Oh, โอ้ ฉันขอพูดมาแล้วฉันจะแปลให้ *** *you can say and I will translate.*
 5. Nas: โลกาภิวัตน์คือ is something about (0.4) internalization *** *globalization is*
 6. Suk: ใช่ *** *Yes*
 7. Nas: ฉันไม่แน่ใจ *** *I am not sure!*
 8. Boo: I am not sure na (()) but I think globalization is something that pertains to internalization. ↓
 9. Nat: What about it's relevant to Education or linguistics Kha? ↓
 10. Boo: I don't know, maybe Naris knows it na ฉันไม่รู้แต่นาวิสาอาจจะรู้
 11. Nar: Ohh, like we have ASEAN, ใช่ ? *** *Yes?*
 12. Nat: Yes!
 13. Nath: The relevance of globalization to education is that (0.4) -- we all aiming to study abroad right? so it's not about knowing Thai education, but also knowing other countries. For example..English language. ๑ Ajarn? ** *Yes?* ↓
 14. Boo: Yes! ใช่
-

As is evident, students in the class attuned to the unorderedly sequence of this interaction using epistemic downgrading (e.g., Is it?) and silencing (e.g., line 8), and negotiation of competence (e.g., Line 10, *I do not know*). Interestingly, here and the remaining data, students did not follow the common classroom procedure as (Mehan, 1979) called typical initiation-reply-evaluation (IRE) sequence in which the leader initiated a turn sequence with a prompt or question, a member or class must comply with an expected response or an approximation thereof. This IRE pattern was not hybridized in this classroom discourse. In line 3, for instance, it can be viewed that learners tried to answer the questions, however, S2/G1 did not know how to deliver the answer in English. Hence, Line 4 then tried to translate the answer of Nas in English in order to address the question. This extract shows negotiation where other members are seen to be more competent than others. Hence, the sample extract led this paper to explore the

complexity of language socialization in an EFL context. Below is the physical classroom set-up of the COAP.

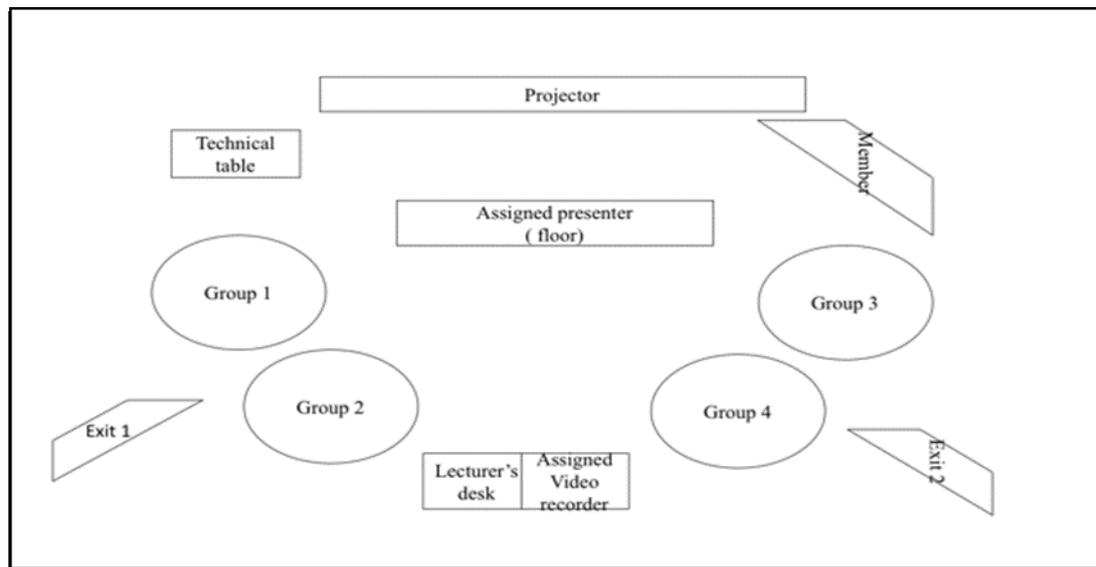


Figure 1. Physical classroom set-up

Data Collection

Data were collected as part of four months during the second semester of the school year 2018-2019. In the study, the researcher served as a participant-observer in the classroom during weekly two-hour lectures in one teachers' program course within one academic semester. To allow data to be triangulated, multiple collection methods were used (Marshall & Rossman, 1995).

First, four sets of formal semi-structured interviews were conducted with the students 9 interviews with the average 40-60 minutes each. The reason why I choose 9 participants for the interview was that due to the availability of the learners. As some of the students in the course were irregular students which means that they had some classes in other subjects and faculties. This corroborates the idea of deMarrais and Lapan (2003), who argue that it is important to check the availability of the participants as part of conductivity and ethical consideration. Hence, the appropriate instrument employed in this study was an in-depth semi-structured interview (e.g., a set of open-style questions), which as Longhurst (2003) highlights, directs interviewers to ensure that the responses would address the research questions from the learners. Additionally, the researcher wanted to optimize the limited time with participants by ensuring that the information sought was directly relevant to the focus questions for the study and, at the same time, providing an opportunity for participants to guide the interview in their direction and to provide as much information through their stories as possible. The questions asked during the interviews were typical reflection such as how did you feel about your presentation, what were the weaknesses, what were the strengths, and other questions related to the presentation.

Second, the focus group interview was instituted for clarification about the presentation. For the focus group, the first author used a semi-structured interview consisting of 5 open-ended questions that were based on the previous research literature. The grand tour questions used during the focus group were designed by the authors, reviewed by colleagues in the faculty, and informed through an extensive review of the literature. The questions selected for use for the focus group interview were: (a) How do you feel being with your friends in the

presentation? ; (b) what do you think are the reasons why you resist to answer the question of your classmates? ; (c) do you feel confident enough to work with your classmates? ; (d) Are there any hesitations happened during your presentation ? ; and (e) what do you perceive your performance with your group?. The focus group interview itself lasted about one hour and the data collected from the focus group interviews were transcribed immediately.

Third, the researcher observed the whole course the students were taking since the researcher was also the lecturer of the course for the entire academic semester (15 lessons in 1 course: 48 hours of presentations/discussions/lecturers in total). Therefore, 15 observations were conducted and transcribed. In this case, the researcher was a peripheral member of the COAP (Adler & Adler, 1994), but had a limited responsibility since the COAP was learner-centered activity. Observation provided valuable insights regarding not only the overall nature and interactional patterns of a given class but also the focal students' verbal and nonverbal behavior and informal interactions with peers and instructors, which they might not have described in their reports. Third, the researcher had recorded a video of the daily classroom presentation to capture the silencing of the learner-participants. In this study, however, the researcher randomly selected a video to analyze (1 video per group) 4 videos in total. Table 3 summarizes data sources.

Data Analysis

I began the data analysis in this study by first transcribing audio and video recordings of data gathered from classroom observations, focus groups, and interviews. I then organized all the transcribed data together with data gathered in the form of field notes from classroom observations. I started the open coding phase through familiarizing such concepts, which include language socialization (Morita, 2000) and community of practice (Lave & Wenger, 1991) but the researcher had no idea prior expectations regarding their relevance for this project. I finally searched and identified patterns and made synthesis through iterative readings of data coded from the individual interview, focus group interview, and classroom observation. With this process, it involved “organization, classification, categorization, a search for patterns, and synthesis” (Schloss & Smith, 1999, p. 190). Thus, I followed the notion of constant comparative approaches by Schloss & Smith (1999, p. 192) such as:

- (1) Collect data from several cases;
- (2) Identify important issues and recurring events; use them to create categories;
- (3) Collect additional data to provide many examples for each category.
Elaborate on the dimensions within any given category;
- (4) Write about the categories and describe how they can account for all the events you have documented. Reformulate some categories and delete others as the data dictate;
- (5) Identify patterns and relationships; and,
- (6) Develop a theory by continuing.

Following the procedure above, the data analyses were conducted recursively to until data saturation was reached to facilitate the construction of findings as subsequent pieces of data were reviewed. In other words, the analyses were carried out by iteratively identifying recurring events, which later were categorized, confirmed or triangulated with results of data analyses from different sources to generate findings that reflect how learners constructed their identity and negotiate their competence in a particular community of practice such as classroom academic oral presentation.

Table 3. Study coding tools and source of data

Analytical tool applied to the data	Data source 1	Data source 2	Data source 3	Data source 4	Data source 5
	COAP transcripts	COAP individual interview	COAP recorded video	Classroom field notes from January-April 2019	Survey questionnaire
Identity construction through COAP - using epistemic stance - using resistance - Using silencing (Heritage & Raymon, 2005; Bucholtz & Hall, 2005)	X	X	X	X	X
Negotiation of self or group in COAP - competence and membership - Addressesity (Morita, 2000; Lave & Wenger, 1991; Zappa-Hollman & Duff, 2015)	X	X	X	X	

Ethical Consideration

For ethical considerations for this study, it is important to clarify that we do not have the Institutional Research Board (IRB) for the approval process. However, I, as research, had undergone training and got a certificate about conducting human research. Apart from this, the Director of Academic Research in our university encourages the faculty members both foreign and local lecturers to conduct research and observe the ethical issues while conducting research. I informed the participants about the aims of this research and that if some were not interested to be involved in the study, they have the right not to participate. In this study, moreover, I followed the ethical research practices to protect the confidentiality of the collected information as well as the participants' identities.

Findings

Analyses of data from all the different sources and methods described above resulted in the emergence of three themes reflecting how learners constructed and negotiated their identities in oral academic presentation, namely, (a) constructing their identities through epistemic stance, (b) through being passive and resistant learners, and (c) struggling sense of membership in oral academic presentation.

Constructing Identities Through Epistemic Stance

The first extract (1) was taken from the COAP discussing the importance of technology in the educational setting. The hot discussion of this topic came up when one learner directly asked the assigned presenter if do Thai students in the province and the city have the same experiences in using technology in their classroom.

Table 4. Extracted from the class discussion about the importance of technology

Extract 1
(see the appendix for transcription guide)

1. Nar: Do you think (0.3) what..? there is an equal opportunity..- for students..who are studying in Mountain and in the city like Bangkok?
2. Nari: Yes? (0.4). I studied in a rural area and most of our computers there too old..and no ..? fast wifi connection. So? when I came.. here at the University, I am bit afraid how to use some computer application(ฉันกลัวเรื่องการใช้ออฟฟิศชั่น), because I have not experienced those before.??
3. Cha: =Yes? teacher! I also experienced that. I hate it. (())
4. Suk: Weren't (0.4) you??
5. Nar: (()) Yes?

From table 4, it can be seen Nar (Line) initiated the socialization by asking if there is an equal opportunity of using technology in rural and urban areas. Apparently, it seemed that Nari (Line 2) tried to answer this question through narrating her experiences when she was in the rural school. From this point, it shows that it attracted other interlocutors to socialize in the discussion by presenting also their experiences in their previous school. Thus, it appeared that each learner employed different stances regarding the topic (e.g., their experiences, agreement on the experience of others, and questioning others' experiences) (Heritage & Raymon, 2005). What made it interesting was that Nar did not use an authoritative epistemic stance (Kiesling, 2009) to argue on the question raised by Nari, she used experiential stance as a way of presenting her answer instead. On the contrary, other learners employed other stances in the discussion. In the case of Cha, for example, she used confirmation and agreement to support the story of the presenter (Nar) by saying that she had also experienced the same situation when she was in the rural area. Heritage and Raymon (2005) observe, that this kind of stance was used when one interlocutor has the same experience as others. Suk (Line 4), however, seemed to doubt the previous speaker by saying (weren't you?) in her segment. This stance normally employed when one speaker has a question towards the others or in another term "downgrading" (ibid). Although line 4 did not apply any explicit sequence whether this tag question was either intended for lines 2 or 3.

Table 5. Extract from the classroom observation

Extract 2
(see the appendix for transcription guide)

6. Teacher: what about you Natya?-
7. Nat: Nooooo.. teacher?? I don't know
8. Nar: ooooo! In my city in my school (())... we can use the internet -- and everyone -
- can use the computer and easy to use in every lesson.

-
9. Suk: Wow True? sounds..terrible (())
 10. Nar You are so lucky ↑but (0.3.) // in my previous school. we did not have that-
 11. Mat: Its.. not fair nah()
 12. Nari. ohh, It's not equal right?
 13. Nar: Yes (())
-

The lecturer (line 6) tried to turn the discussion by asking other members of the COAP to react to the given question. When the lecturer, however, encouraged the speaker Nat, she then tried to deny [I do not know] the matter being discussed. This interlocutor implies non-referential stance generally acts as a degree of denying. Although there was no explicit referent of the function [I do not know] in the discussion, mostly likely Line 7 portrayed self-conscious or lack of knowledge or taking up an explicitly unknowledgeable stance (Pichler, 2008). A closer outlook in Line 8, Nari shared her experiences in using technology in her previous school where the computer is assessable for all. This speaker demonstrated the privilege of being students in the urban area which implies that Nari seemed to be a privilege learner in the class while Nar portrays being a marginalized learner. This may also inform us of the spectrum where technology is seen as beneficial to society at one end and harmful at the other (Darvin, 2019, p. 90). By analyzing these interactions, they asserted how language development in these online spaces is interlinked with the construction of identities. Furthermore, what made in more interesting was that Nari employed indexicality through using 3rd person “we” (Silverstein, 1976, p. 145) in her narrative. This may explain that Nari was not the only learner who came from the city, as well as other members of the COAP. As Bucholtz and Hall (2005) agree that learners in particular speech event employ linguistics forms to demonstrate identity relations among other members of the group. This epistemic orientation in discourse has made explicit how other dimensions of interaction can be resources for learner's identity construction. Inline 9's behavior, on the other hand, seemed questionable as he said [wow, true? sounds terrible], this line shows the prospect of behavioral evidence being used either to strengthen or weaken the evidential provided in the previous line. Another extract that shows stances are provided below.

Table 6. Extract from the classroom observation

Extract 3

From Extract 2

(see the appendix for transcription guide)

14. Boo: It is true..⊥
 15. Akar: Yeah↑.. technology (0.3) ♀ is important in education--, แต่ไม่ใช่สำหรับทุกคน// ***
but not for everyone//
 16. Nasc: Yes↑ it is important ⊥
 17. Kaew: I wish I had experienced that before
 18. Nare: ∇ Me too↑, I have a hard time now.. ทำการบ้านโดยใช้เทคโนโลยีไปด้วย *** *do my homework using technology.*
 19. Boon: As what I said earlier ⊥, it is really true// that technology is .really important in education.. especially (0.3) nowadays.
-

From the first instances, it is worth noting that the above case is unique; extract 3 shows reported speech used by a speaker as a response in the prior discussion. In the case of extract 3, we can see that Boo (line 14) strongly agreed on the previous line; however, it seemed

nowhere to determine which agreement was all about. This line did not demonstrate the centrality of a sequential position whether the agreement was for the presenter or to the queerer. In contrary to Line 15 who seemed that he agreed on the presenter by saying that [technology is important in education, but not for everyone]. Natcha, on the other hand, produced simple declarative evaluation and praise agreement [Yes, it is important]. This production shows that Nat followed subordination assessment towards the matter (Clift, 2006). The line (18) may be modulated as showing sympathy to the presenter about her experiences being a learner without technology. The turn 19 [As what I said earlier, it is really true that technology is really important in education especially nowadays], on the face of it, fits the usual characterization of an evidential marker: that is as reporting what someone else said, such that what is reported is, in fact, hearsay evidence from the position of the speaker. Together, these extracts presented above seemed that participants engaged and construct their own diverse identities in particular COAP. These findings further support the idea of Bucholtz and Hall (2005) in locating identity in language, where they argue that "identity as a relational and socio-cultural phenomenon that emerges and circulates in local discourse contexts of interaction rather than a stable structure primarily in the individual psyche or fixed social categories" (p. 19). In these lights, using an epistemic stance is an important aspect of language socialization because learners are required to show their knowledge in a way that demonstrated their membership in the organization.

Constructing Identities Through Passive and Resistance

Through the data analysis, also shows that learners within COAP demonstrated multiple identities when they interact with their classmates. As shown in the extract below, learners tried to use different strategies to include themselves in the discussion. Their language accommodation and alteration can also be viewed as verbal and nonverbal indexical signaling during their interaction in COAP, just as monolingual learners rely on the register, style, and intonation (Kalliokoski, 2011) to fully negotiate themselves and their ideas within COAP discourse. The following is an excerpt of an interaction in which they demonstrated being passive learners:

Table 7. Extract from the classroom observation

Extract 4

(see the appendix for transcription guide)

110. Wit: How do you think about (()) ahh Thai students (0.3) who want to be an exchange student in London (0.4) or all countries if they don't know the culture, what then is the first thing to do? ↓
111. Nut: คุณคิดอย่างไรกับนักเรียนไทยที่ไปแลกเปลี่ยน *** *how do you think Thai children in going to exchange program?*
112. Nara: ใจ พวกเรากำลังคิดคำตอบอยู่ รอแป็บนึง (0.14) *** *yes I know.. we're thinking answer? Please wait*
113. Witt: ใจ เป็นคนไทย ****Yes, I'm Thai to exchange another place ใจไหม ถ้าคุณไม่รู้เกี่ยวกับวัฒนธรรมต่างชาติ อะไรคือสิ่งแรกที่คุณจะทำ ***If you don't know the culture what will you do*
114. Nut: Learn it ↑ เพราะพวกเราเป็นคนไทย ****Because we are thai...*
115. Nara: shh
116. Mook: Because we don't know –
117. Witt: That right?↑
-

-
118. Mook: Culture ใหม่ไหม *** *Is it right?*
119. Wanw: นะ ?*** *culture*
120. Witt: so what ...what you want to do the first?
121. Mook: I don't know ไม่รู้ ก็ไปทีมนั้นเลย(ไปเลยโดยที่ไม่เรียนรู้อะไรวัฒนธรรม) *** *I'm going to go there first without learning about the culture*
122. Nawi:ohh (())
123. Wora: Because this [is excuse me] (())
124. Nitt: eh // enjoy ahh culture oops! (()) ha ha ha .
125. Nut: I think a
-

This account informs us that some learners further establish resistance through pausing and silencing. Berger and Iyengar (2013) describe these strategies as a way of shaping messages in a particular interaction. This may happen either when learners are not knowledgeable on the topic or when the learner has to fight against the power or more knowledgeable members of the COAP (Doerr & Lee, 2013). The extract delivers us that pausing is used in different directions, whereas, it demonstrates different functions such as thinking, linking ideas, and brainstorming. Line 112; for instance, demonstrated pausing for almost 14 seconds (.14) before answering the questions from Line 111 by admitting that she knows the answer [...please wait]. What is surprising was that S12 tried to re-ask the question by giving a concrete example related to the question asked in Line 110. Although line 114 reported that learning the culture on the country is a must when learners would like to be an exchange student abroad, however, line 115 demonstrated admission of having a lack of knowledge by saying that she did not actually know. Candela (1998) claims that this kind of situation in classroom conversation is normal as “a person’s knowledgeability is ... a function of the environments in which he or she operates,” in a classroom discourse (p. 141). Given this premise, it is still questionable whether Nar (Line 112) did not know the answer or did not read her presentation given the fact she was the assigned presenter for the day. After the class, the researcher had a chance to interview S1 about her presentation. Consider the excerpt below:

Table 8. Extract from the focus group interview

Extract 5

(Individual consultation)

1. Researcher: How was your presentation?
 2. Nara: Actually, I know the answer, but (0.5) I am -- not sure about the right word or sentence to say(())
 3. Researcher: Did..you practice your presentation?↓
 4. Nara: Yes, I did (0.4) but I am really afraid about the expectation (()) -- since I am not well confident about my accent in English.
 5. Researcher: Why?
 6. Nara: Because I feel that เพื่อนในห้องเก่งภาษาอังกฤษ and I am not. *** *my classmates are good in English*
 7. Research. Oh. Don't think that.
-

Struggling Sense in the Oral Academic Presentation

The analysis suggested that a major challenge for the Thai undergraduate students was negotiating discourses, competence, identities, and power relations so that they could

participate and be recognized as a legitimate and competent member of a given classroom learning community such as COAP. During the learning process, negotiations varied widely depending on the set-up of the classroom settings, the knowledge background of each student, the values, and culture of the given context. Although I found interesting examples and intriguing issues regarding the negotiation of discourses and power (Morita, 2000), in this article I focus on the negotiation of competence and identity, which appeared to be central to the students' classroom experiences across the COAP. The community of Practice (COP) understands competence as situated abilities—abilities that a given COP value (Wenger, 1998). By the same token, COP recognizes identity as situated and constructed within a COP as well as the culture of students in the context. It is worth mentioning that learners negotiated themselves through addressing some members in the COAP. Of these addressed, Kha, Krub, and Ja were visible.

In this present study, the focal students constructed multiple identities that were often based on their rooting and changing sense of competence as a member of the COAP. The common denominator demonstrated by many of the learners in the COAP was being less competent than others. Students seemed to develop this type of identity-based on the difficulties they were experiencing in the classroom, such as not fully understanding reading materials, lectures, or class discussions, and not being able to contribute to discussions as much as others. At the same time, students often constructed such an identity based on their sense of how others might perceive them; Cha, Wan, Naw, and Onp, for instance, learners who were concerned to varying degrees about being viewed as less competent by their peers and instructors because they perceived either their proficiency in English is limited or because they did not speak often in class.

Table 9. Extract during the group focus interview

Extract 7

(During focus group)

1. Teacher: How... are you today?
 2. Wanw: I am good Ajarn, but (0.4) I am shy in the class↓, because I ((()เพราะฉันพูดภาษาอังกฤษไม่ค่อย ****can not speak English fluently.*
 3. Chay: I am not good like them ajarn-- ฉันไม่เก่งเรื่องไวยากรณ์ ****My grammar is not good((().*
 4. Onpr: I. am crazy ajarn (()
 5. Teacher: You should try your best nah.
 6. Chay: I tried Ajarn↑, but still I am afraid to speak English ฉันกลัวที่จะพูดภาษาอังกฤษ
 7. Wanw: But sometimes (() I can speak English good ⊥ if I prepared. But now (0.4) no ajarn. I am busy --
 8. Onpre: I like learning from them Ajarn.
 9. Naw: Yes Ajarn, I was not also sure about my presentation (0.4) เพราะว่าฉันไม่รู้เรื่องหัวข้อ *** *because I don't know the topic.*
 10. Teacher: Are you sure?
 11. Naw: Yes, Ajarn. Because I cannot understand some difficult words. คำศัพท์ที่ยากๆ
 12. Teacher: Did you use any google to understand it?
 13. Naw: NO↑//, ajarn. My house does not have wifi and ฉันไม่มีคอมพิวเตอร์ ****I don't have also a computer*
-

This account may explain that an individual's identity construction during the class interaction is unpredictable which resulted in the negotiation of self in the learning context. Wan, for example, claimed that she is good, but she is a shy person in the class because of her low proficiency in the English language. However, she also reported that she is sometimes good in English language if she is prepared and not busy. This suggests that time is essential in delivering competence in the particular COAP. This corroborates to the view of Stahl (1994), where he constructed the concept of "think-time," defined as a distinct period of uninterrupted silence by the teacher and all students so that they both can complete appropriate information processing tasks, feelings, oral responses, and actions. Onp, on the other hand, mentioned that she is crazy, but she likes listening from other classmates. This portrays the attitude of Onp in learning particular content. Csizér and Kormos (2009) explain that the attitude of learners towards learning affects their identity being a student inside the classroom. Also, their attitude, perception, and beliefs in learning influenced their positioning in the learning process (Wesely, 2012). In the case of Cha, however, she claimed that she was not as good as others in the classroom. From a traditional psycholinguistic perspective on SLA, Cha's problem in socialization was her linguistics problem with some psychological issues such as insecurity and feeling inferior. While from a COAP perspective, however, her challenge was negotiating competence and membership in the classroom. On one hand, she had a strong claim that she was trying her best to socialize in the classroom. In contrary to the case of Naw, where she admitted that she did not have enough knowledge about the topic, particularly the vocabulary in the assigned presentation. This shows that Naw's lack of vocabulary resulted in her identity as an incompetent member of the COAP. Interestingly, when the teacher asked Naw whether she tried to use google to search the assigned topic or not, she responded that they do not have Wi-Fi in their house and also a computer to do so. It is, in other words, the situation of Naw affects the learning process. This is to assume that factors such as Wi-Fi, computer, and their digital literacies affect the learning process of one learner. This corroborates the ideology of Darvin (2019), where he argues that materials or learning resources could hinder the negotiation process of learners, particularly in proving their legitimacy in the community of learning. In addition, Lave and Wenger (1991) argue that participants or in-coming members are encouraged to negotiate themselves in any means for them to claim their membership in the COAP. In some classrooms, however, students were able to develop an identity as a relatively competent classroom member. Consider the following extract.

Table 10. Extract during the focus group interview

<ol style="list-style-type: none"> 1. Teacher: How was your presentation? 2. Song: I think we did our best ajarn? 3. Teac: Why did you say so? 4. Thip: Because we delivered very smooth □ , and there was no question from our classmates.-- 5. Nath: We feel confident enough.--with the knowledge that we have learned before because our topic was related to education. (()) 6. Song: Before we presented our topic ajarn-- . We had peer feedback-- , we watched each other and we commented on each slides. 7. Phat: Yes ajarn, we were open because we know other also ajar 8. Thip: I am also learning Ajarn because ไม่มีคำถามจากเพื่อนในชั้นเรียน *** <i>I am just a beginner in Presentation.</i> 9. Song: Yeah//, I think ↓ . But I have already experienced in presentation ajarn . 10. Nitt:
--

-
11. Sonk: You can speak in Thai, then I will translate for teacher *** (thai)
 12. Nitt: ฉันเรียนจากอาจารย์ เพราะฉันไม่รู้เกี่ยวกับข้อมูลบนสื่อการสอน *** *I learn from the teacher as I do not know all information in my slides.*
 13. Sonko: Ajarn she said, "I learn from the teacher, but I think I know that I presented my assigned topic well."
 14. Teacher: Good!
-

From the extract above, it can be seen that some learners employed addressivity in COAP. This suggests that some learners negotiated their legitimacy in the COAP based on the hierarchy or social structure in a given context. These findings further support the notion of how the individual negotiates themselves in a community of practice are based on the structure of the community (Burapharat, 2001; Lave & Wenger, 1991). This social addressivity had not been derived solely from the classroom setting, rather influenced by the highest setting or norms such as culture and tradition. Line 1 and 12, for instance, employed *Krub* and *Kha* in their segment as a way of submitting their opinion about the matter being discussed. To brief, *Krub* is a word used by man speaker and *Kha* for female whoever their interlocutors are. In the case of line 9 (the word *Ja*), it was being used to agree on the previous line. In the Thai context, *Ja* shows being a polite speaker and can be used to both female and male speakers. In contrary Line 6, used "arai wa" meaning "what," this segment depicts an impolite way of asking given the fact that COAP activity is situated informal learning. While the use of "Pi" for elder and "nong" for younger depicted social hierarchy of the learners in the COAP activity. Overall, these results indicate that power and legitimacy in this COAP were in association with various layers of the micro and macro-social structures, i.e. the COAP classroom, the setting, and the societal level. This also shows that the cultural factor of age in the Thai context affects power relations in this particular COAP. Deference to seniors in age implies that age is a factor that makes a participant legitimate. In other words, younger participants appear to be more submissive or listen to their older peers.

Discussion

This study attempted to yield a better understanding of the academic socialization of Thai undergraduate student-teachers majoring in the English language through their engagements and participation in an oral group presentation in their major courses (hereto English for teachers). Drawing mainly on language socialization and CoP, it explored the larger view of language learning in a sociocultural context, the local cultures and expectations of the focal activity, and the speech activity as a locus and resource for students' oral discourse socialization. It was found that students gradually became apprenticed into the academic discourse by negotiating with instructors and peers as they prepared for, observed, performed, and reviewed COAP throughout the course. This study also revealed the complexity of one very commonplace academic activity.

Although many previous language socialization research studies have documented interactions in which the established member and newcomer distinction is normally static and obvious (e.g., supervisor-supervisee, teacher-students, teacher-principal), the context of Thai undergraduate student-teachers in this study involved more dynamic, moment-by-moment negotiations of expertise among participants who contributed different knowledge, experiences, and specializations to the group (see Fielding, 2016; Morita, 2004). Furthermore, these negotiations could be seen as a conflictual or complex process for the participants (Barton & Tusting, 2005). Many students in the COAP had encountered conflict in negotiating themselves during the open-ended class discussion which resulted in them to employ epistemic stance, resistance, and silencing. These strategies were also a way of constructing a learner's

identity in which their knowledge, skills, performances, and behavior were noticeable. As one instance (extract 2 Line 9) in the open-ended discussion, shows the learner's behavior seemed questionable as he said [wow, true? sounds terrible], this line demonstrates the prospect of behavioral evidence being used either to strengthen or weaken the evidential provided in the previous line. Although some learners also applied some stances such as tag question, confirmation, and agreement, negative interrogatives, and evidential weakening (see table 4 for more details) in the COAP. These findings corroborate the idea that epistemic stances are fundamental to how linguistic forms are used to construct identity position (see Bucholtz & Hall, 2005, for more discussion on locating identity in language) in a particular speech event. At the same time, however, learners also demonstrated silencing during the COAP which resulted in the researcher to go further in knowing the reasons for their silencing. Thus, in performing a COAP, students sometimes had to negotiate different, conflicting identities within themselves in addition to negotiating expertise with peers and instructors. These negotiations were manifested, for example, in the presenters' employment of silencing in the COAP discourse. In addition, it shows from the extracts that learners have encountered problems that resulted in their silencing such as linguistics problems, accuracy, psychological problems, level of the target language, and problems, in turn, taking and the remaining learners that they did not have any problems during the COAP. These reasons for silencing may also bring an effect on their identity negotiation and construction (Lee & Lee, 2015).

These dynamic negotiations of expertise and identity in COAPs seem to provide insights into the negotiation of identity and membership in a particular community of learning that Lave and Wenger (1991) and Morita (2004) discuss. In the present study seems to agree with the deterministic view of academic discourse as statically oppressive to students who are not good in English and of that good one. As one learner in the COAP put it, [*I am not good like them ajarn*, Extract 6 Line 3], which seems to oppress herself because of comparing to other members of the COAP. From the traditional perspective of SLA, this problem in socialization was a linguistics problem with some psychological issues such as insecurity, anxiety, or feeling inferior. This also in line with the idea of Csizér and Kormos (2009), where they highlight that the attitude of the learners towards learning could affect their identity being a student inside the classroom. Although most of the self-claimed not-good-learners faced various challenges and felt insecure in their attempts to become competent in the academic community, they also reported that they were trying their best. Findings also show that learners in COAP have different ways of negotiating their competence, legitimacy, and membership. Extract 7 Line 5, for instance, mentioned that he was confident enough because he has a piece of background knowledge about the topic while the Line 8 in the same extract said that she was still learning and suddenly admitted as a newcomer. These two extracts seem to illustrate being knowledge as an expert and beginner as a newcomer in the COAP. These results were anchored to the study of Lewis et al. (2012); Contu and Willmott (2003); Harris and Simons (2008); and, Zappa-Hollman and Duff (2015), who investigated negotiation of learners' identities through participation, in particular, LS; wherein, it was agreed on that knowledge, experiences, and competency is essential tool in claiming membership in a community of practice. Apart from knowledge, experiences, and competency, however, there was another emerging pattern of negotiation of identity and legitimacy in the COAP, that is grounded by "pseudo-sibling relationship" (Burapharat, 2001), where the deployment of pronouns such as *pii* (older brother/sister), *nong* (younger brother/sister), *ja* (for both speakers), *krub* (male speaker), and *Kha* (female speaker) which illustrated that age is a factor in power relations in the classroom. This shows that the cultural factor of age in the Thai context affects power relations in this particular CoP (Taylor, 2015). It was worth noting that the construction of identities is not only a negotiation of knowledge, experiences, and competencies but also the culture of each member in the CoP.

In short, the findings of this study seem to suggest that academic discourse socialization is not a predictable, entirely oppressive, unidirectional process of knowledge transmission from the expert (e.g., instructor) to the novice (e.g., student) but a complex, locally situated process that involves dynamic negotiations of expertise and identity. This is consistent with the main findings of recent naturalistic studies of academic writing, such as those by Nam and Beckett (2011) and Nikou and Nikou (2012).

Pedagogical Implications

This study provides several implications for L2 pedagogy on both conceptual and practical levels regarding how to learners achieve equal opportunity in the classroom participation without depriving their rights as a learner and how to enhance the participation of students considering the various needs to achieve the desired outcome of the community of learning. On the conceptual level, first of all, it is essential to recognize the sociocultural context to which learners negotiate themselves in the community of practice (see Kim & Duff, 2012; Gomez, 2007; Morita, 2004; Ochs & Schieffelin, 2011; Zappa-Hollman & Duff, 2014) and also the relationship between SLA in classroom set up (see Mazak & Herbas-Donoso, 2015) as part of learning process. Instead of assuming that individual learners simply behave according to their abilities or cultural/personal preferences, lecturers should question what kinds of roles and statuses a given classroom community comprises and how those roles are shaping or being shaped by classroom interactions. Then, the classroom community should treat learners equally regardless of their status (e.g. Native, Non-native, native-alike). The practical level of this study, on the other hand, suggests several pedagogical interventions. Lecturers may provide or use scaffold strategies to assist learners' comprehension before, during, and after COAP. This strategy portrays transparency as Lave and Wenger (1991) state "a way of organizing activities that makes their meaning visible" (p. 105).

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Appendix

Transcription Guide

Symbols	Function
.	One second
..	Two seconds
... (0.3)	More than two pauses
*** + the italics	Translated phrase
↑	Rising speech
↓	Falling speech
(())	Paralinguistic elements (e.g., laughing)
Δ	Turn-taking
//	Switching
--	Normal tone

Author Note

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