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Series Editor's Preface

The *TESOL Voices* series aims to fill the need for expanding practical knowledge through participant research in the field. Each volume showcases the voices of students and teachers engaged in participant inquiry about language education. These inquiries of participants in various TESOL learning environments are told as insider accounts of discovery, challenge, change, and growth.

What constitutes TESOL classroom life and who is best positioned to research this unique ecology? Traditionally, there has been a hierarchy of credibility in TESOL encouraging the production of knowledge by credentialed “experts” in higher education who offer TESOL practitioners outsider understandings about teaching. In contrast, the *TESOL Voices* series presents insider accounts from students and teachers who are theorizing the practices of both learning and teaching for themselves. In other words, this series positions practice ahead of theory for understanding the complex phenomena of language teaching and learning. In short, the *TESOL Voices* series seeks to elevate the value of localized learning through classroom research.

In this unique series, readers will discover relevant strands of theory extending from accounts of practice. The philosophical point of departure for the series is that enduring theory in TESOL is most likely to surface from participant inquiry that happens among the clutter of classroom desks and chairs. As participants tell their stories, reflective questions and implications for language teaching emerge that illustrate the practical theory practitioners use to make decisions as they experience classroom life.

The *TESOL Voices* series attempts to give readers a view from the classroom floor on the appropriateness of current policy, practice, and theory in language education. While the accounts in these books are personal reflections colored by particular contexts, teachers are likely to find parallels with their own situation. So as you read, listen carefully to discover what the murmurs, echoes, articulation, singing, humming, silence, cries, laughter, and voices that flow from each of the six volumes might teach you.

Insider Accounts From Secondary Education

This volume showcases narrative inquiry in secondary school contexts. The editors have organized the voices of secondary teachers and students into five sections. In the first, **Language and Content Learning**, we hear the voices of student refugees developing financial literacy, students in Singapore learning geography through English, and student perspectives on a project-based approach to integrating content and language. The second section has two chapters about **Learning Through Projects, Tasks, and Strategies**. The first chapter takes us into a Swiss classroom filled with sounds of music and protest, and the second allows us to look into Indonesian classrooms where students develop reading skill through self-questioning techniques.

The next section, **Multimodal Language Learning**, contains three chapters that feature students negotiating projects collaboratively with a variety of media. The fourth section, **Language and Service Learning**, contains chapters about service learning in high schools and a preservice TESOL methods course.

In the final section, **Teacher and Student Voices in the Learning Process**, we listen to Brazilian students and teachers sharing their impressions of language education in the public schools, learn how English teachers in Turkey use L1, and explore the experience of *flow* in coteaching. The volume concludes with a comprehensive look at the place of narrative inquiry in the TESOL field.

Tim Stewart, Kyoto University

Introduction: Inquiry Through Participants' Voices From Secondary Classrooms

MARIA DANTAS-WHITNEY AND SARAH RILLING

Personal stories can help us understand the complexities and nuances of particular learning contexts through the perspectives of the different actors involved. The lived experiences and perceptions of learners, teachers, family members, and school leaders all inform classroom practice and educational policy. By sharing our stories, we can explore teaching-learning relationships, reflect on common challenges, develop context-appropriate strategies for our local communities of learners, and gain a deeper understanding of the impact of educational policy across social and political boundaries. Our voices and our stories are important tools to derive meaning from school situations, develop robust understandings of local realities, and develop solutions that can be adapted and applied across classroom contexts around the world.

This volume adds to the growing tradition of inquiry through participants' voices and narratives in the field of TESOL. Contributing authors write about secondary classrooms representing diverse school settings in North and South America, Europe, and Asia. Language, content, social and academic skills, teacher expertise, and community engagement are recurrent themes throughout the volume. The voices showcased in each chapter reflect everyday events and actions in secondary classrooms where English is taught as a second or additional language (e.g., the United States and Canada), where English has an official status (e.g., Singapore), and where English is taught as a foreign or additional language (e.g., Brazil, Turkey, Indonesia, and Switzerland). We define secondary school-aged learners as ranging from the fifth year of school post kindergarten (about age 11) to the twelfth grade (about age 18).

In their early years of learning, many of these students are emergent bilinguals at the beginning levels of language acquisition and socialization, but as they progress through schooling, they develop into sophisticated oral and written English language users, prepared for high school graduation, college entrance, workforce access, or international baccalaureate requirements. Consideration of age and development of learners as well as locally driven practices, community needs, and educational policies and standards, are at the forefront of each chapter. The volume is divided into five sections, each representing a major theme.

Section 1: Language and Content Learning

The integration of English language and content instruction affords secondary learners the possibility to advance their studies in the academic disciplines, for example, learning the specific registers of the physical and social sciences, as well as meeting general educational and social needs, such as developing literacy in different genres and modalities.

Sharon Newmaster, Ann Woomert, and M. Kristiina Montero demonstrate a successful project integrating math, social studies, and business content in teaching financial and academic literacy to adolescent refugees in Ontario, Canada.

Susan L. Schwartz and her students **Kasia Przybylska, Chihiro Shimomoto, and Julio Moya** showcase two social studies and language arts projects for English learners in Massachusetts, intertwining language support with content learning.

Caroline Ho, Natasha Rappa, Yuna Bong, Yvonne Chin, and Linda Ng present a series of language frameworks that learners can use in interpreting and representing visual data in geography, such as reading and writing about climographs. They walk us through teacher and learner inquiry in Singapore by using these frameworks for content learning.

Section 2: Learning Through Projects, Tasks, and Strategies

Engaging language learners in collaborative tasks and open-ended projects promotes critical thinking and reflection. Working on focused strategies that target specific language skills fosters self-confidence and autonomy in the learning process. These skills and traits are essential for meeting the complex demands of secondary classrooms.

Holli Schaubert and Jayne Brady engaged learners with protest genres combining speeches and music for literacy and oral language skills development in a high school in Switzerland. The authors also made use of a portfolio assessment system to enhance student learning and increase motivation.

Dyah Sunggingwati and Hoa Thi Mai Nguyen demonstrate how self-questioning strategies can increase engagement and improve reading skills in English in secondary classrooms in Indonesia. By showcasing students' voices, the authors explain that the benefits of self-questioning go beyond particular reading lessons, because students develop critical thinking skills that can be applied to other aspects of learning.

Section 3: Multimodal Language Learning

Multimodal learning combines the linguistic modality with various other means of communication, such as sounds, photos, drawings, videos, and gestures and other physical expressions, often using digital interactive tools. The integration of multiple communicative modes can provide secondary language learners with important resources for language and content learning, as well as boost their motivation and engagement.

Youngjoo Yi, Chin-chiang Kao, and Joohoon Kang's inquiry takes place in a community-based digital literacy project for youth, where learners and teachers alike developed their technology and communication skills.

Blaine E. Smith and Luciana C. de Oliveira launched an inquiry into multimodal digital literacy learning in a high school English language arts class in a large urban area of the United States, and they found that students learned valuable content and literacy skills as well as technical and interpersonal communication skills.

Anne Marie Dutcher Foltz recounts how students in a rural setting in the United States expanded a high school curriculum framed by rigid requirements for proficient writing by expressing their individuality and creativity through a digital identity text project that involved three genres of writing: poetry, argumentative essays, and expository essays.

Section 4: Language and Service Learning

Service learning has become an effective approach for language teaching, particularly in secondary settings. Service-learning experiences occur in authentic communicative environments that foster close relationships and promote collaborative reflection. These experiences often have a very meaningful and profound impact on all participants.

Barbara Page and **Toshiko Maurizio** organized a Saturday newcomer program in Oregon, where service-learning students from a local high school support middle schoolers with their school literacy projects. Learning was reciprocated, because while the high school service-learning students gained teaching and multicultural skills, the middle school learners gained confidence with interactional skills and academic literacy.

Michaela Colombo, **Sarah Bouchard**, and **Sebastian Marte** showcase the collaborative reflections of a teacher-educator, an in-service teacher, and a language learner while engaging in a service-learning experience in a secondary science classroom in Massachusetts.

Section 5: Teacher and Student Voices in the Learning Process

Many outside forces affect the local contexts of secondary language classrooms, such as national standardized tests, ideologies surrounding language teaching methods, and requirements for teacher education programs. Exploring teachers' and learners' perspectives related to micro-level classroom practices and macro-level educational policies can maximize our potential for professional development and growth.

Juliana Jandre and **Vander Viana** inquired into students' and teachers' perceptions of English as a foreign language instruction in public schools in Brazil, and found that there is a gap in their beliefs regarding desirable pedagogical practices. The authors urge students and teachers to openly discuss goals and expectations regarding English language instruction so that learning can be maximized in the classroom.

Yasemin Kirkgöz investigated the use of students' home language in second-language instruction in Turkey to demonstrate the functional patterning of first-language use by teachers. The amount of home language to use in second- or additional language classrooms is often prescribed in written or unwritten teacher policies and school cultures. This chapter opens the discussion of the role of the home language in supporting second and additional language literacies.

Andrea Honigsfeld and **Maria G. Dove** describe the qualities of optimal collaborations between English as a Second or Other Language (ESOL) and core content teachers. In their coteaching arrangements, these teachers achieve 'flow' in their partnerships using high levels of pedagogical and interpersonal skills, ongoing training, and mutual support.

In their concluding chapter, **Sarah Rilling** and **Maria Dantas-Whitney** outline a framework of narrative inquiry in TESOL built upon reflective teaching practices, systematic inquiry, and professional collaborations. They highlight themes developed in the volume, such as student and teacher identity development, literacy and numeracy learning, academic skills acquisition, advocacy, and agency. They point to how these threads represent possibilities for further investigations and collaborations.

Expanding Our Professional Understanding

Like many of our colleagues in TESOL, we (the editors of this volume) have found ourselves occupying multiple roles and positions in different classrooms around the world: as language learners, language teachers, parents of language learners, teacher-educators, administrators, and sometimes policy advisors. We add to our understanding of teaching in additional and international language contexts with each class we teach or school we visit; every formal or informal discussion with a parent; our chats with administrators; and all of the school, community or professional meetings we attend. While teacher preparation programs provide a background in theory, a glimpse into classroom practices, and an opportunity to build professional skills, it is the sharing of ideas that builds the craft of teaching over time. Through sharing our narratives, we are able to critically examine our roles in and out of our local classrooms so we can constantly improve our practices. It is our hope that this book will add to our collective repertoire of voices in TESOL to accomplish just that.

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