# Table of Contents

Series Editor’s Preface ............................................................... v
Introduction ............................................................................. 1

## Section 1: Spheres of Influence: The Community

Chapter 1  Kaupapa Wānanga: The Impact of an Institutional Philosophy ........................................... 7  Zina Manu

Chapter 2  Community English on a Shoestring: Team Teaching Volunteers ........................................... 13  Rob Sheppard

Chapter 3  Therapy for Teachers: Inciting and Practicing Reflection ..................................................... 19  Ana-María Nuevo and Heather Weger

Chapter 4  Applied Theatre, Adult Learners, and the Embodiment of U.S. Immigration Reform ................................................................. 27  Spencer Salas, Beth Murray, Mónica Rodríguez-Castro, Iman A. Aljughaiman, Jumanah A. Aljughayman, and Faizah A. Alzahrani

Chapter 5  Giving Voice to Students and Teachers Worldwide Through Public Speaking Skills Development ........................................................................... 33  John Schmidt and Christine Coombe

## Section 2: Spheres of Influence: Course Planning and Structure

Chapter 6  When Laughter Becomes an Academic Matter ................................................................. 43  Beatrix Burghardt

Chapter 7  To Have and to Hold High Expectations for Student Writing ............................................. 51  Michael Winans with Ginger Chiu

Chapter 8  Making a Doctor’s Appointment in Real Life ...................................................................... 57  Lucy Bunning

Chapter 9  The Use of First and Target Language When Teaching Adult Learners: A Balancing Act ............................................................................. 65  Jenna Bollinger, Zuzana Tomaš, and Marla Metler

## Section 3: Spheres of Influence: Linguistics and Learning

Chapter 10  Teaching Grammar Through Lexical Phrases .............................................................. 73  Grant Hartley

Chapter 11  Attention, Awareness and Cognition as Tools for Improving Pronunciation .................. 79  Rolf I. Naidoo
Chapter 12  Indispensable Idioms: CALL, Online Materials, and Motivation of Iranian Adult Language Learners ......................................................... 85
  Fatemeh Alipanahi and Rana Mahmoodi

Chapter 13  A Suggestopedic Approach to Teaching Prepositions ......................... 91
  Edith Flahive

Chapter 14  Conclusion: Emergent Issues From Adult Education TESOL Classroom Voices .... 99
  Phil Quirke
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 Adult Education

This volume explores three Spheres of Influence in contemporary Adult Education. The first sphere of Community contains five chapters that take readers on a journey from indigenous learning, to drama, speeches, and program management. In the sphere of Course Planning and Structure, we learn the importance of things such as laughter, setting high expectations, and the use of first language. Chapters in the Linguistics and Learning sphere describe a variety of classroom-tested approaches for helping adult students develop English proficiency. Authors in this volume display four stages of awareness and professional knowledge development: seeker, discusser, user, and, finally, provider. The concluding chapter uses these four stages to highlight pertinent issues of theory and practice that emerge from the classroom stories in this volume.

Tim Stewart, Kyoto University