

Table of Contents

Series Editor's Preface	ix
Introduction	1
Section 1: Voices from EAP Classrooms	
Chapter 1 EAP Learners Explore Their Language Learning Lives Through Exploratory Practice	7
<i>Susan Dawson with Phappim Ihara and Kan Zhang</i>	
Chapter 2 Working the Problem: Finding Solutions to Student Dissatisfaction in EAP for Engineering	15
<i>Yasemin Kirkgöz</i>	
Chapter 3 Expanding the Boundary of L2 Literacy: Teaching Research Skills in the EAP Classroom	23
<i>Beatrix Burghardt and Megan Hansen Connolly</i>	
Chapter 4 Learners Deconstruct Classroom Experiences Through Critical Thinking	31
<i>Asli A. Hassan, and Roger Nunn with Hanan Nasser Salem Al-Hasani and Hanouf Ahmad Saleh Al-Enezi</i>	
Chapter 5 Formative Assessment to Promote Self-Regulated Learning in EAP	39
<i>Saeedeh Haghi and Gerard Sharpling</i>	
Section 2: Voices from Language & Culture Classrooms	
Chapter 6 Our Stories: Narratives for Culturally Responsive ESL Teaching	49
<i>Debi Khasnabis, Coert Ambrosino, Saina Sajjadi, and Catherine Reischl</i>	
Chapter 7 Sharing Experiences of Intercultural Education Through Student Autoethnographies	55
<i>Gregory Strong</i>	
Chapter 8 Scaffolding Free Choice in Lessons: Negotiating Global Identity in EFL	63
<i>Ekaterina Talalakina and Idaliya Grigoryeva</i>	
Chapter 9 Throwing Away Stereotypes: Deepening Intercultural Understanding Through Cambodia-Japan Letter Exchanges	73
<i>Nicole Takeda</i>	
Chapter 10 Pragmatic Development and Study Abroad: Building and Maintaining Competence	81
<i>Mark Firth, James Broadbridge and Joseph Siegel</i>	

Section 3: Voices on Approach & Collaboration in Classrooms

Chapter 11	Exploring Multiple Feedback Loops in EFL Writing Classes.....	91
	<i>Gordon Blaine West, with Sun A Kim, Juyoung Song, and Chae-eun (Cathy) Sung</i>	
Chapter 12	“I learn listening skill to get high marks”: Student Voices About Listening Instruction in Vietnam	99
	<i>Nga Thi Hang Ngo and Hoa Thi Mai Nguyen</i>	
Chapter 13	Dealing With Resistance to Student-Centered Instruction: The Struggles of a Japanese NNEST.....	105
	<i>Ryan W. Smithers and Rie Smithers</i>	
Chapter 14	Teacher Collaboration in an ESOP Course: A Recipe for Success.....	115
	<i>Akiko Tsuda and Darcy de Lint</i>	
Chapter 15	Students and Teachers Co-Researching Difficulties With Vocabulary in Academic Writing: A Case Study of Exploratory Practice	123
	<i>Qiao Wang and David Dalsky</i>	
Chapter 16	Conclusion: Theorizing Forward on TESOL Classroom Practice	131
	<i>Tim Stewart</i>	

Dedication

For Isuzu and Kai whose voices resonate throughout my life,
making it all possible and worthwhile.

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. The 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 amongst 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 Higher Education

This volume featuring higher education classrooms shares insider accounts of TESOL practice by colleagues from various countries teaching and learning at colleges and universities. The volume contains 15 main chapters in three sections: voices from EAP classrooms; voices from language and culture classrooms, and; voices on approach and collaboration in classrooms. The concluding chapter situates the practical knowledge gleaned from each chapter within the big picture of contemporary theory and practice for second language teaching and learning.

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