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Dedication

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