

Contents

List of contributors vii
Series editor’s preface ix
Preface xi

1 Inquiry into experience: Teachers’ personal and professional growth 1
Karen E. Johnson and Paula R. Golombek

Part I INQUIRY INTO INSTRUCTIONAL PRACTICES 15

Initial reflection 17

2 “And now for something completely different”: Personal meaning making for secondary ESL students . . . and their teacher 18
Pauline A. G. Johansen

3 Putting theory into practice: Letting my students learn to read 35
Lynne Doherty Herndon

4 Rewriting is more than just writing again 52
Patricia Sackville

5 Action for understanding: A study in teacher research with exploratory practice 60
Kimberly A. Johnson

Discussion, reflection, and action 73

Suggested readings 75

Part II INQUIRY INTO LANGUAGE LEARNERS 77

Initial reflection 79

6 Who is in this classroom with me? 80
Suzanne House

vi *Contents*

7 Talking at length and depth: Learning from focus group discussions 91
Bob Gibson

8 My learning through journaling: Forgiveness as a source of power and the communication of voice in the classroom 108
Jennifer L. Esbenshade

9 Understanding our students' families: The hidden community of international wives 118
Linda Winston and Laurie Soltman

Discussion, reflection, and action 131

Suggested readings 132

Part III INQUIRY INTO LANGUAGE TEACHERS 133

Initial reflection 135

10 A tale of names 136
Ling Shi

11 Seeking satisfaction 150
Kazuyoshi Sato

12 The art of drawing theory: A teacher's personal and professional sense making 163
Tobie Robison

Discussion, reflection, and action 175

Suggested readings 176

Part IV INQUIRY THROUGH PROFESSIONAL COLLABORATIONS 177

Initial reflection 179

13 What I learnt from giving quiet children space 180
Michael Boshell

14 Talking ourselves into understanding 195
Steve Mann

Discussion, reflection, and action 211

Suggested readings 212