![AAACE - American Association for Adult and Continuing Education](logo)

American Association for Adult and Continuing Education

2022 Conference Proceeding

October 11th – 14th
Hyatt Regency Milwaukee
Milwaukee, Wisconsin

Editors
Dr. Lisa R. Brown, Chair
Dr. Laura Holyoke
Dr. Yvonne Hunter-Johnson (Past Chair)
Ms. Billie McNamara

American Association for Adult and Continuing Education

Vision Statement

The American Association for Adult and Continuing Education (AAACE) is dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change. We envision a more humane world made possible by the diverse practice of our members in helping adults acquire the knowledge, skills, and values needed to lead productive and satisfying lives.

Mission Statement

The mission of the American Association for Adult and Continuing Education (AAACE) is to provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development, unifying adult educators; fostering the development and dissemination of theory, research, information, and best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.

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Message From Vanessa Sheared
Past President 2021-2022

Publication of the American Association for Adult and Continuing Education Conference Proceedings

The 71st American Association for Adult Continuing Education Conference Theme Adaptability, Flexibility, and Sustainability- Adult Education in Dynamic Times is a reflection of the association's global commitment to Transforming Lives and Communities across the spectrum. For the past three years, the American Association has worked to codify and disseminate the contributions of our members through the continuing development, growth, and advancement of the research and practices that are being conducted in the field of adult education. The conference proceedings provide our members with information and resources that they can refer to and use to transform lives and communities. Over 290 adult educators attended the conference held in Milwaukee WI, from October 11- October 14, 2023.

After three years of uncertainty, government, corporate, business, and educational shutdowns, the members were able to come together to share and discuss ways in which they and their communities of practice were able to identify, resolve, and create alternative ways to operate with one another and within their various spheres of life. Through both hybrid and in-person pre-conferences, workshops, roundtables, and poster sessions, presenters and participants came together to hear and discuss how we might use the knowledge and information presented to transform the ways in which we operate within and across the various educational, business, health, government, military, and community-based sectors represented through AAACE.

This issue represents the American Association for Adult Education organization's continuing commitment to introduce, generate, challenge, encourage, and provide our members with ongoing research and practices from across the educational and professional spectrum, regions, and around the world. A total of 27 presentations are highlighted in the third issue of the AAACE Proceedings. Using qualitative, historical, and quantitative methods that draw upon phenomenological, constructivist, historical, feminist, cultural, and linguistic analysis, the scholars examine teaching and learning, implicit racial bias, and transformative learning experiences. They explore empowering student learners, disability identity, adult learning/profound moments, civic engagement, research capacity building, professional work team building, student advising for undergraduate and graduate students, environmental and social justice, community-based and inter-organizational learning, and psychological and social resistance to name a few of these scholars' and backgrounds, cultures, and countries.

Through their contributions, we can imagine and create curricula, programs, and opportunities for adults across the globe. The experiences of adult populations that represent different racial, gender, class, language, and sociocultural backgrounds and

whose historical, political, and economic realities impact how they/we are viewed, served, and given resources are the focus of this issue.

As the immediate past president of the American Association for Adult and Continuing Education, I want to thank the editors – Drs. Lisa R. Brown (Chair), Laura Holyoke, Yvonne Hunter-Johnson, and Billie McNamara for serving as editors of the third issue of the AAACE Proceedings publication. On behalf of the Board of Directors, we encourage you to read these openly to engage and reflect on the topics, think about ways you can contribute to the field, and use the information found within these proceedings to create opportunities in your communities and areas of practice.

Respectfully,

Vanessa Sheared, EdD
AAACE
Immediate Past President (2022-2023)

Editors' Notes

Dear Reader,

It is our distinct pleasure, and with great anticipation, we present the third conference proceedings for the American Association for Adult and Continuing Education 2022 conference. These proceedings for the general conference provide a platform to highlight the valuable presentations made at the conference. The proceedings reflect a combination of presentations featuring empirical research and practical application within the field of adult and continuing education. As editors, we extend our gratitude to all stakeholders, including the board of directors, members, staff, sponsoring partners, and authors. We are grateful to you, for without you, these publications and conference proceedings would not be a reality.

To the board of directors, we say thank you for your vision to institute such an endeavor and for entrusting us with the opportunity to compile and edit the inaugural conference proceedings for AAACE. We are truly grateful for this was an honor for each of us.

To the illustrious contributors to the conference proceedings, we extend our gratitude. The conference proceedings would not be a reality without your hard work, dedication, attention to detail, creativity, and ambition. You have provided a platform that serves as an academic inspiration and a source reflecting a conglomerate of topics. Your contributions to theory and practice will benefit scholars and practitioners and align with the overarching theme of AAACE. We are grateful and say thank you!

To members, we thank you for sharing your knowledge and expertise at this year's conference. We strongly encourage all conference presenters in attendance virtually or in-person to submit a manuscript for the upcoming year's conference proceedings. Your knowledge, experience, and ability are worth sharing to inspire and empower other scholars and practitioners in adult and continuing education.

We hope you enjoy reading the conference proceedings.

Thank you,

Dr. Lisa R. Brown, Chair
Dr. Laura Holyoke
Dr. Yvonne Hunter-Johnson (Past Chair)
Ms. Billie McNamara

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Exploring the Roots of Profound Moments: An Empirical Study

Jonathon Aaron Ball, Laura Holyoke, Heather Heward,
Elise Kokenge, Nanci Jenkins, and Shannon Wilson
University of Idaho

Abstract: This phenomenological study explored the concept of profound moments. We previously defined a profound moment as an experience that intentionally or unintentionally continues to surface in our consciousness, has transformed our fundamental perspectives, and has been integrated into how we live. Selected participants experienced highly memorable moments and demonstrated an introspective personality. The interviews used a semi-structured, interpretive phenomenological approach. Interviews were coded, analyzed, and interpreted for preliminary results. Results from preliminary analysis indicate profound moments consist of four elements: acceptance, permeation, humanity, and change.

Keywords: adult learning, profound moments, meaningfulness, humanity, profound learning

Arts-based Reflection in Co-curricular Spaces for Students with Disabilities

Trisha Barefield
University of Georgia

Abstract: This paper introduces a newly implemented arts-based space for reflection and identity development for students with disabilities (SWDs) in a disability services office in the American Southeast. This project aimed to help students make sense of their disability through creating a three-panel art project and an accompanying written description. While the primary aim was to create a space for reflection for SWDs, the secondary benefit is the use of their work for advocacy on campus. The project also brings art-based makerspaces into a co-curricular space for reflection, community building, and advocacy. After introducing the project, the paper will discuss the research findings and lessons for future research.

Keywords: disability identity, critical reflection, arts-based reflection, makerspaces, co-curricular learning

Online Civic Engagement, Political Agency, and Sustaining Communities with Informal Education: Negotiating Misogynoir

Lisa R. Brown and Sandra L. Guzman-Foster
University of the Incarnate Word

Abstract: Misogynoir—expressed gender bias and racial discrimination against Black women—studies have been limited in contemporary adult education empiricism. This mixed methods pilot used social media posts, interviews, and an online survey to examine the phenomenon. The research volunteers centered on American Descendants of Slavery (ADOS), aged 19 to 58. A validated psychometric survey was administered to 110 subjects aged 19 to 82. Results did not support the proposition of a *gender war* between ADOS men and women. Perception of Black women being undesirable partners was significant at the $p < .01$ alpha level. Black women perceived Black men as the key influencers of misogynoir themes compared to white men. However, the higher-order collectivist [V]MEME Spiral Dynamic Theory (SDT) thinking construct, to influence supporting a national reparations project, was notable in Black men.

Keywords: civic engagement, informal adult education, online gender wars, misogynoir, Spiral Dynamic Theory

ResearchYOU: A Faculty-Led Undergraduate Co-Curricular Research Experience

Tomika W. Greer, Melika Shirmohammadi, Olivia D. Johnson, and Barbara L. Stewart
University of Houston

Abstract: ResearchYOU! is a co-curricular research experience designed to improve undergraduate student research skills at a Hispanic-Serving Institution (HIS) and provide research mentoring for undergraduate students who may not typically have access to social science research experiences. This multi-faculty capacity-building research experience is composed of three components: (1) learning and development of research skills through virtual synchronous workshops, (2) performing research tasks under the mentorship of faculty members, and (3) submission of a research poster presentation for the University Undergraduate Research Day. In this paper, we describe the inaugural year of the program and present preliminary data that point to initial impacts of the program.

Keywords: undergraduate research, research capacity-building, program implementation, program evaluation, Hispanic-Serving Institution (HSI)

Exploring the Advising and Communication Experience Among International Doctoral Students in Online Learning Environment

Yankun He, Kenan Xiao, and Shuqi Du
Auburn University

Abstract: This study examined the international doctoral students' perceptions of graduate advising and communication with their advisors in online learning environments during the COVID-19 pandemic. This study utilized semi-structured interviews to investigate how international doctoral students at Auburn University perceive their advising relationships with academic advisors. The finding of this study indicated that lack of guidance and support are the main concerns in the advising relationship for international doctoral students. Moreover, the communication delivery way is not the key point for them to connect with their advisors and influence communication satisfaction with their advisors.

Keywords: doctoral students; advising experience; online education; students' perceptions

Infusing Training with Meaningfulness: An Essential Pairing for Learning?

Laura Holyoke, Heather Ebba Maib, and Tricia Gehrlein
University of Idaho

Abstract: Professional development in higher education is increasingly shifting to online formats. However, online professional development often does not lend itself well to fostering meaningful human interconnection. Taking a constructivist approach, we share findings from a qualitative research study that explored what participants found meaningful in a professional development training based on creating biocratic organizations designed for a student services department. We explain how research findings can be applied to designing and delivering professional development to workgroups.

Keywords: meaning, engagement, professional work-team development

Examining Community-Based Approaches to Decolonizing Environmental Science Education

R. Justin Hougham
University of Wisconsin-Madison

Abstract: Decolonizing science education takes many forms. One important facet of this work is connecting school-based projects to meaningful community engagement. A subset of science education that occurs in community context is environmental education. Engagement and diversity in environmental education are important initiatives. However, this field has low levels of diversity in its staffing now and historically. This paper examined strategies to develop justice, equity, and inclusion work in this area through professional development. Emerging literature offers practical and applicable strategies for improving inclusion and diversity work in environmental education. Periodic evaluation of the field indicates where challenges remain in employee professional development and adult education. Lastly, a specific example of this type of work provides a case study of how the community plays an important role in environmental education.

Keywords: environmental justice, community-based science, professional development

An Inter-organizational Knowledge Sharing Model for Sustainable Workplace Safety

Heather Lindell, Shinhee Park, Trisha Barefield
University of Georgia

Abstract: Workplace safety recommendations and regulations are constantly evolving. This paper reviews workplace safety literature on safety culture and inter-organizational knowledge sharing among healthcare organizations. The research question asks, *how does sustainable workplace safety occur in a healthcare* setting? The findings of the literature review assisted in the creation of a model to promote a culture of safety within healthcare fields and moved beyond individual organizations to support sustainable workplace safety practices. The context of hazardous drug handling is used as an example for model application throughout the paper. The C^2oST^3 model promotes *collaboration* among and within organizations to promote a *culture of safety* (C^2oS) through *transfer* (T), *translation* (T), and *transmission* (T) of knowledge.

Keywords: knowledge sharing, inter-organizational learning, culture of safety, healthcare

Adaptive Learning for Change and Uncertainty: Preparing Tomorrow's Medical Professionals

Elizabeth Locklear and M. Jayne Fleener
North Carolina State University

Abstract: Today's physicians must be equipped to address the changes and complexities in healthcare. This study focused on medical educators' experiences and understanding of the Master Adaptive Learner (MAL) model, which uses a metacognitive approach to teach physicians to develop adaptive expertise to manage change and uncertainty effectively. Findings included five major themes that describe how medical educators prepare future-ready physicians with guidance from the model. Using a Futures Literacy (F.L.) framework, the research supports the need for adaptive and futures learning in medical education to develop physicians equipped with adaptive expertise and skills to anticipate the future.

Keywords: adaptive learning, futures literacy, medical education, master adaptive learner (MAL)

Virtual Reality as a Transformative Learning Experience to Reduce Implicit Racial Bias

Cory Logston
Fielding Graduate University

Abstract: Virtual reality promotes prosocial behavior on various issues, including homelessness, ageism, and the environment. Recently researchers have explored the potential for a virtual reality experience to promote an empathic perspective transformation with promising results. The purpose of my proposed research is to investigate and explain the effectiveness of virtual reality as a strategy to bring about a transformative learning experience through historical empathy and reduce implicit racial bias. The expected outcomes of my research will show virtual reality as an intervention to reduce implicit racial bias through historical empathy. Consequently, indicating engagement in virtual reality is more effective than traditional methods, a 2D desktop or written transcript. Results of this proposed study are hypothesized to demonstrate that virtual reality is a beneficial strategy for prosocial behavior.

Keywords: virtual reality, historical empathy, transformative learning, implicit racial bias

Trauma-Informed Practice: Designed for Children, Necessary for Adults

Heather Ebba Maib, Laura Holyoke, and Tricia Gehrlein
University of Idaho

Abstract: Trauma-informed practices were initially designed for children; however, we argue that higher education is well-positioned to address the needs of adults as well. This paper discusses adopting trauma-informed practices in organizations and relational spaces. We also share preliminary findings from a qualitative pilot study that explored the attitudes of student affairs professionals toward the concepts and strategies of providing trauma-informed care in an institution of higher education. Study participants engaged in a post-training survey and semi-structured interviews after completing a trauma-informed services training intervention developed and delivered by research team members.

Keywords: trauma-informed, organization development, higher education, professional development

Critical Digital Andragogy

Jacqueline M. McGinty and Kimberly M. Rehak
Indiana University of Pennsylvania

Abstract: Critical educational approaches challenge practices and structures that perpetuate inequalities. The goal is to surpass knowledge acquisition, emphasizing the interconnections of community and context. Twenty-first-century adult education environments must attend to digital literacy and aim to help close the digital divide. One way to address this issue is to promote critical digital andragogy as part of adult education practice. This article explores the concept of critical digital andragogy and the effects of technology on adult education. Adult educators must empower learners when engaging in digital spaces. The authors suggest strategies that adult educators should implement when using digital tools in their teaching practice.

Keywords: critical, digital, andragogy, adult learning, technology

"You Can't Be a Hippie Forever!" – A Septuagenarian Makes Meaning from His PhD Pathway

Billie R. McNamara

University of Tennessee, Knoxville

Abstract: This single-participant phenomenological study derived from an advanced graduate-level qualitative research course assignment in 2022. I investigated the graduate school experiences of a purposefully selected septuagenarian male PhD student at a large, Southeastern U.S. university. The well-established University of Tennessee Transdisciplinary Phenomenology Research Group (TPRG) method framed the study. TPRG acknowledges multiple philosophies but is situated in Merleau-Ponty's approach, which recognizes four existential grounds: Body, Time, Others, and World. Structured analysis of the interview transcript elicited numerous themes; I chose six for focus in this paper. The self-described "unusual ... lifelong learner" provided incredibly rich data that could be analyzed for numerous topical papers and explored through follow-up interviews.

Keywords: phenomenology, lifelong learning, senior-aged graduate student

First Listen Closely: Establishing a University Center for Educator Professional Development

Makena Neal

Michigan State University

Abstract: The literature on teaching centers and faculty development increasingly recognizes teaching centers are well-positioned to support institutional effectiveness activities. There is critical importance in collaborating with educators to establish topics of engagement, positioning and partnership including the importance of stakeholder buy-in, which can be enhanced or promoted by inclusion of stakeholders' voices in center planning and decision-making. Many teaching and learning centers historically focused on *faculty* as primary stakeholders, but welcoming, seeking out, and embracing a diversity of thoughts, perspectives, and ideas in voices represented by adopting a widely inclusive definition of *educator* is vital to successful teaching center establishment. This case study shares the intentional design of educator listening activities for center development.

Keywords: stakeholder engagement, center for teaching and learning, designing structures of support, faculty professional development

Journey of Reshaping the Meaning of Work as an Underemployed Woman: Cases of Korean Millennial Women

Jiyea Park
University of Georgia

Abstract: This paper reports the results of a qualitative study based on the feminist perspective and qualitative feminist interviews. Before their interviews, the 10 participants wanted to share their negative experiences of underemployment; however, deep conversations revealed that while their stories were negative, they were also positive. Through the interviews, participants disclosed what motivated them to continue their careers despite the onus of gender-specific job segregation in the Korean job market that is biased against Korean millennial women. As they were sharing their experiences, the participants had an *"A-Ha!"* moment that reshaped their definitions of the meaning of work. These findings have important implications for policy decisions regarding women's career development education and adult education programs for overqualified women in the workplace.

Keywords: Korean millennial women, meaning of work, reshaping, underemployment

Trying to "Do the Work": Teacher Transparency and Journeying Toward Antiracist Education

Amy Pickard[1] and Alisa Belzer[2]
[1]*Indiana University*
[2]*Rutgers University*

Abstract: Professors of adult education often encourage learners to engage in antiracist practice yet fail to make clear that this is easier said than done. *Teacher transparency* is one way to model adult educators' responsibility to be reflective, problematize practice, and deepen conversation and analysis during antiracist adult education classroom activities. In the paper, we explore the definition of antiracist education, describe the theoretical foundations for and define our vision of teacher transparency, and provide examples and steps for enacting this practice.

Keywords: antiracist education, teacher transparency, adult education

Motivation to Study Abroad and Intercultural Adaptation of Chinese Doctoral Students in Italy

Ruoyi Qiu, Monica Fedeli
University of Padova

Abstract: The transitional and adaptive process of studying abroad for international students is challenging. This study explores the motivation to study abroad (MSA) and the intercultural adaptation (I.A.) of international Chinese doctoral students (ICDS) at an Italian university by conducting a narrative inquiry approach through semi-structured interviews. Findings included: MSA has seven selecting principles, including the cooperation policies; social support; personal goals, beliefs, and values; the attraction of Italy; the attraction of Italian university; the doctoral program; and Chinese sociocultural and educational system. Secondly, ICDS span two cultures who experience cultural disequilibrium. Last, this study summarizes a dynamic virtuous and vicious cycle model to explain the role of MSA on I.A.

Keywords: motivation to study abroad, decision-making, intercultural adaptation, cultural disequilibrium, transition

Using Learning Science Strategies to Enhance Teaching Practices and Empower Adult Learners

Kimberly M. Rehak and Jacqueline M. McGinty
Indiana University of Pennsylvania

Abstract: By leveraging research-backed strategies from the learning sciences, adult educators can help learners develop effective study habits that lead to deeper learning. This paper will discuss the harm in perpetuating neuromyths and how doing so can lead to negative outcomes for learners. Then, six strategies will be shared to help adult educators build and implement evidence-backed research practices in their classrooms. The strategies should lead to better study habits, more knowledge retention, and quicker retrieval speeds. Additionally, employing these techniques can lead to adult learners' building self-efficacy and confidence, which are essential to learner success.

Keywords: knowledge retention; learning sciences; learning strategies; memory; neuromyths

Academic Journal Success and the Anonymous Peer Review Process

Carol Rogers-Shaw[1], Lilian H. Hill[2] and Davin Carr-Chellman[3]
University of Dayton, USA[1, 3]
University of Southern Mississippi[2]

Abstract: Scholarly journals shape adult education research, disseminate knowledge, and serve readers worldwide. Journals' success depends on peer reviewers, yet editors face challenges securing reviewers. We discuss the galvanizing role of journals and issues contributing to reviewer reluctance. We explore strategies to encourage participation in the adult education community.

Keywords: peer review, adult education journals

Overcoming Imposter Syndrome by Creating Intentionally Inclusive Cultures in Online Doctoral Classrooms

Carol Rogers-Shaw, Corinne Brion, Kara Czepiel, Colissa Jordan and Megan Burden-Cousins
University of Dayton (USA)

Abstract: Increased access to online education has led to more diversity within doctoral courses in terms of geography, disability, race, ethnicity, age, professional background, and socioeconomic status. Imposter Syndrome (I.S.) occurs when individuals are unable to believe their achievements are legitimately achieved as a result of their knowledge, efforts or skills and is exacerbated by feelings of exclusion. Online class communities that promote belonging through open, honest communication and collaboration can alleviate doctoral student Imposter Syndrome. Doctoral program directors, department chairs, instructors, students, and online adult educators all have a role in building class and program communities that recognize and value individual cultural identities and substitute I.S. with strength-based self-images that can increase academic success.

Keywords: imposter syndrome, online doctoral study, community, class culture

Leading Your Way to Success: Turning Your Leads into Participants in Your Adult Degree Completion Program

Tina M. Root
University of Arkansas-Fort Smith

Abstract: In the United States, there is a significant need for higher education institutions to provide adult degree completion programs (ADCP) to help students complete their degrees. The purpose of this article is to discuss a Northwest Arkansas regional university's adult degree completion program, which successfully guides students from initial lead generation to facilitating students' progression to graduation. The following research provides a guide to best practices, including program development, program requirements, lead generation, marketing, nontraditional credit, onboarding, retention, and program success, for higher education institutions.

Keywords: adult degree completion programs, student retention, credit for prior learning (CPL), prior learning assessment (PLA), and non-traditional students.

Impact of International Office's Role in Teaching English in an ESL/EFL Context

Martina Schiavo
Ball State University

Abstract: The purpose of this study was evaluating international office services at the university level considering potential improvement for English proficiency and assimilation in the American community for English as a Foreign Language (EFL) or English as a Second Language (ESL) students. Programs provided by these offices target different cultural experiences in an American university. Students shared their viewpoints on activities' crucial effects for language proficiency and integration into the American community. The methodology consisted of online surveys given to 12 graduate international students selected through purposive sampling. The surveys were analyzed through thematic coding. The findings demonstrate relevance of including programs organized by the international office as part of the English language program curriculum to promote academic and social growth outside the classroom.

Keywords: international students, cultural adjustment, U.S. institution, language proficiency, international office

From Classroom to Career: Preparing Students for the Workplace in Dynamic Times

Jennifer Warrner
Ball State University

Abstract: New hires must prepare to make an immediate impact in a fluctuating and dynamic job market. Teaching career readiness and employability skills helps prepare college students for a job search and, ultimately, success in their careers. This paper discusses how an academic program at a university adapted to prepare students for the workplace during a global pandemic and fluctuating job market. Highlighted virtual initiatives include a career fair, career counseling, internship and job search programming, and interview preparation.

Keywords: career readiness, career development initiatives, college-to-career transition, employability skills

Interprofessional Education (IPE) for Healthcare Students: How Does Teamwork Develop?

Dana H. Washburn, Caitlyn Anderson, and Stephanie Schrader
University of Wisconsin - Milwaukee

Abstract: A recent interest in the improvement of teamwork in the healthcare industry has occurred as well as a realization that medical errors are often related to poorly functioning interprofessional teams. This interest is triggering changes in pre-professional accreditation standards for allied health programs which require the use of interprofessional education (IPE). A mixed-methods study using an experiential learning framework is underway to assess the effects of IPE clinical simulations on the development of teamwork skills and the extent to which this improves the understanding of teamwork among allied health students.

Keywords: teamwork, interprofessional education, experiential learning theory, allied health students, clinical simulation

Continuous Improvement: A Best Practice for Online Teaching and Learning

Janet M. Williams[1] and Laurie Pulido[2]
[1]North Orange Continuing Education
[2]Ease Learning

Abstract: During the COVID-19 pandemic, an adult noncredit program in the California Community College system partnered with Ease Learning to help convert face-to-face courses to an online modality. Subsequent data revealed a misalignment in the courses' Student Learning Outcomes and Instructional Objectives which became a barrier to student success. Wile's External Tangibility (E-T) Model of Human Performance provided the framework for analyzing the quantitative data presented to the program in the Skillways Continuous Improvement Analytics reports and helped identify potential internal and external causes of performance gaps. This process allowed the program to develop best practices and prioritize the remaining gaps in the curriculum development and approval processes as part of continuous improvement efforts to create a student-centered culture.

Keywords: continuous improvement, student equity, diversity, equity, inclusion

Cognitive-Psychological Resistance in Adult Learners Learning English as a Second Language

Yuan Zhang and Jonathan E. Taylor
Auburn University

Abstract: Whether an adult is motivated or unmotivated to learn depends on the actual learning experience. To further our understanding of English as a second language (ESL) learners and their language learning experience, this paper delves into the intricate realm of learning resistance. Ultimately, we seek to provide a comprehensive perspective on motivation and resistance within the complex landscape of adult ESL learning. By shedding light on the multifaceted nature of learning resistance and its impact on learners' motivation, the paper aims to contribute to the development of effective pedagogical strategies and enhance the ongoing dialogue between researchers and practitioners in the field of adult ESL education.

Keywords: cognitive-psychological resistance, motivation, English as a second language (ESL), adult learning

Text in Context & Action in Interaction: Genre-Based Pedagogical Practice in Teaching Chinese as a Foreign Language in the U.S.

Yuan Zhang
Auburn University

Abstract: This paper investigates optimal practices for teaching Chinese as a foreign language, situated within the context of adult learning theories, with a specific focus on adopting Vygotsky's sociocultural perspective. The examination delves into the theory of genre and its role in constructing meaning within cultural and social contexts, exploring its impact on language acquisition. The paper underscores the pivotal role of learner-centered teaching and the potential efficacy of genre-based pedagogy in enhancing the Chinese language learning experience for adult learners, particularly those with limited linguistic and cultural backgrounds in a foreign language. Through this exploration, a contribution is made to the understanding of effective teaching strategies tailored to this distinct group of language learners.

Keywords: genre-based pedagogy, foreign language learning, instructional effectiveness