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# Series Editors' Preface

The TESOL Classroom Practice Series showcases state-of-the-art curricula, materials, tasks, and activities reflecting emerging trends in language education and in the roles of teachers, learners, and the English language itself. The series seeks to build localized theories of language learning and teaching based on students' and teachers' unique experiences in and out of the classroom.

This series captures the dynamics of 21st-century English for speakers of other languages (ESOL) classrooms. It reflects major shifts in authority from teacher-centered practices to collaborative learner- and learning-centered environments. The series acknowledges the growing numbers of English speakers globally, celebrates locally relevant curricula and materials, and emphasizes the importance of multilingual and multicultural competencies—a primary goal in teaching English as an international language. Furthermore, the series takes into account contemporary technological developments that provide new opportunities for information exchange and social and transactional communications.

Each volume in the series focuses on a particular communicative skill, learning environment, or instructional goal. Chapters within each volume represent practices in English for general, academic, vocational, and specific purposes. Readers will find examples of carefully researched and tested practices designed for different student populations (from young learners to adults, from beginning to advanced) in diverse settings (from pre-K–12 to college and postgraduate, from local to global, from formal to informal). A variety of methodological choices are also represented, including individual and collaborative tasks and curricular as well as extracurricular projects. Most important, these volumes invite readers into the conversation that considers and so constructs ESOL classroom practices as complex entities. We are indebted to the authors, their colleagues, and their students for being a part of this conversation.

ESOL teachers use language games to increase motivation, provide authentic and meaningful language practice, increase student engagement, and infuse the classroom with fun. This volume describes a variety of innovative games used today in language classrooms around the globe, reflecting different contexts and

cultures. Chapters in this book demonstrate how both theory and practice inform our teaching approaches. While some of the games focus primarily on the four traditional language skills, reading, writing, listening, and speaking, as well as the supporting areas of vocabulary and grammar, other games clearly have a different emphasis, such as critical thinking and content-based language instruction. Yet other chapters focus on objectives such as getting acquainted, or provide ideas for game templates that teachers can adapt for various purposes and types of content.

This book stands apart in that the contributions reflect multiple classroom uses. Themes evident throughout the volume reflect pedagogical goals and practices for language learning such as communicative competence, interaction, authenticity, skills integration, content emphasis, and collaboration.

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