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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 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.

Adult language learners in particular have specific learning goals that reflect their lives within a global society, and adults negotiate multiple and changing identities throughout their personal, academic, and professional lives. Chapters in Authenticity in the Language Classroom and Beyond: Adult Learners highlight
how teachers have the ability to transform language instruction from a mechanical learning experience to a dynamic interaction to assist learners in reaching real-world goals. Rather than focus only on native-speaker norms of language production, English language instruction can provide adult learners with opportunities to create and act on their own texts, engage with meaningful audiences, and develop interactions that mirror their purpose for learning. The chapters in this volume demonstrate how language teaching practices engage learners in authentic experiences, using and producing texts to meet international and localized communication needs.

All the chapters in this volume demonstrate that authenticity is more than just the materials we use. Authenticity also means using language for real purposes. It means engaging students in collaborative learning, involving discussions, negotiations, and decision making. Authenticity is creating real uses for English, not just holding native-speaker language and culture as the sole model. With English increasingly being used as a lingua franca to connect second language speakers, authenticity takes on new meanings as we seek to develop learners who can face the challenge of communicating effectively in an increasingly globalized world.

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