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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 number 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.

The chapters in Authenticity in the Classroom and Beyond: Children and Adolescent Learners describe instructional practices that have been found to be particularly successful with children and adolescent language learners, taking into account the unique needs and characteristics of these age groups. They reflect
a wide range of educational contexts, goals, and challenges from classrooms in the United States, Latin America, Africa, Europe, and Asia. All chapters use the theme of authenticity as a unifying force that connects language-learning experiences to the everyday lives of young learners. However, the definition of authenticity in ESOL embraced by the authors in this volume is not static or externally imposed by native uses and norms. Rather, authenticity is a dynamic concept that is constantly defined and redefined through interactions among learners, teachers, and community members, as well as by our languages in contact and our larger societal contexts. Through their descriptions and reflections, the authors are able to establish what counts as authentic language in their particular settings.

Maria Dantas-Whitney, Western Oregon University  
Sarah Rilling, Kent State University  
Lilia Savova, Indiana University of Pennsylvania