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From Jon:

This book is gratefully dedicated to my students, who humble me with their multilingualism, and to Cynthia, Gus, and Atticus, who inspire me every day.

From Susan:

I dedicate this book to each of the authors of this volume, who worked so creatively and caringly to share their stories about their joy in teaching.
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 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.

Integrating Language and Content is about how the definition of English class is changing. When students have the opportunity to learn content and language at the same time, disciplinary boundaries overlap. Teachers are rethinking how they design courses, plan lessons, assess students, and collaborate with colleagues
to support student learning and facilitate their own professional growth. In these chapters, contributors describe practical examples of integrating language and content in a variety of classrooms. Although these insights are neither new nor revolutionary, they emerge as consistent themes for classroom practice. The authors’ honest reflections and their students’ experiences help to show how integrating language and content learning can be an effective and meaningful way of engaging with English as a new language.

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