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Dedication

To our loving spouses Shigeo and Michael,
who remind us daily of the importance of pragmatics.

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 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.

Language teachers have long been aware of the devastating effect of learners' grammatically correct, yet situationally inappropriate spoken or written communication. This volume addresses how to raise learner awareness of pragmatic gaffs through field-tested activities such as e-mail requests, giving advice, making

workplace requests, expressing opinions, providing constructive peer-to-peer critical feedback, negotiating refusals, and collaborating activities enabled by an online tool called Talkpoint. Teachers are given vital support in these activities through extensive worksheets, audio files, transcripts, and answer keys.

The chapters in this volume provide information and activities primarily related to the realization of speech acts and the effect of different contexts on their form. The subsequent volume, *Pragmatics: Teaching Natural Conversation*, focuses on the role of formulas in performing speech acts and on the characteristics of longer sequences.

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