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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 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 preK–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.

Many consider listening to be the most important of the four language skills and is used most often in everyday communication. Teachers need innovative ways to address the particular listening problems emerging in their own contexts.

Teaching Listening: Voices From the Field

Teaching Listening: Voices From the Field shares successful practices employed by teachers at different levels of education around the world.

The teachers in this book show how they built listening activities around a corpus of academic speech, a checklist of listening dimensions, a manipulated text, a telephone message on healthcare, a song, working in pairs, a challenging movie, an audiobook, podcasts, TV talk shows, note taking, and audio recordings of key concepts from a course. The presentation of these classroom practices will greatly enrich teachers' repertoire of tools for listening development in the TESOL discipline.

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