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Teaching English as a Second or Foreign Language

THIRD
EDITION



M A R I A N N E C E L C E - M U R C I A , E D I T O R

Teaching English as a Second or Foreign Language

THIRD EDITION

MARIANNE CELCE-MURCIA
EDITOR

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Foreword



The purpose of this third edition of *Teaching English as a Second or Foreign Language*, also known as “The Apple Book,” remains the same as the first (1979) and second (1991) editions: to produce a comprehensive introduction to the profession of

teaching English to speakers of other languages. The goal has been to maintain a balance between theory and practice—between providing necessary background information and relevant research, on the one hand, and offering many classroom suggestions and resources for teachers, on the other. This edition covers the areas I believe to be critical to successful language instruction: knowledge of past and present teaching approaches, background on and techniques for teaching the language skills, various options for integrating the skills, awareness of important learner factors, and information that is useful for the classroom teacher’s everyday performance and professional growth. I have tried to produce an introduction to the field that would be of sufficient depth and breadth to be suitable for students with some previous teaching experience, yet straightforward enough not to needlessly bewilder the novice.

This third edition covers more topics and has more contributing authors than the previous ones:

- First edition (1979): 31 chapters, 27 contributors
- Second edition: 32 chapters, 36 contributors
- Third edition: 36 chapters, 40 contributors

Nineteen of the thirty-six authors who contributed to the second edition have also contributed to this volume (often—but not always—on the same topic). Sixteen of the chapters appearing in this edition are revised and updated versions of chapters in the second edition and, in most cases, the revisions have been substantial. Ten chapters have been completely rewritten; the remaining ten chapters represent topics that appear as

chapters for the first time in this edition (the author’s name is in parentheses):

- Communicative Language Teaching for the Twenty-First Century (Savignon)
- Syllabus design (Nunan)
- Developing Children’s Listening and Speaking Skills (Peck)
- Cognitive Approaches to Grammar Instruction (Fotos)
- Bilingual Approaches to Language Learning (McGroarty)
- When the Teacher Is a Non-Native Speaker (Medgyes)
- Facilitating Cross-Cultural Communication (Hinkel)
- Action Research, Teacher Research, and Classroom Research (Bailey)
- Reflective Teaching (Murphy)

I am most grateful to all forty contributors to this third edition for their splendid work.

Many of the new topics in this edition were originally suggested by colleagues who anonymously reviewed the second edition for Heinle & Heinle. I am very grateful for their input, which I have used along with my own judgment to create this volume. The reviewers also helped to convince me that a revised and updated third edition was necessary, and they encouraged me to once again undertake the daunting task of preparing a comprehensive textbook for use in methods courses designed to prepare ESL/EFL teachers.

As in both previous editions, each chapter concludes with discussion questions, suggested activities, and a number of suggestions for further reading. These supplementary materials show how the authors feel their chapter can be used in methodology courses to stimulate critical thinking, further reading on a topic, and application of knowledge. The new feature in this edition is the listing of useful websites at the end of most chapters to make teachers in training aware of the vast array of resources available to them via the World Wide Web if they have access to a computer, even if they are working in remote areas.