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# Series Editor's Preface

The *English Language Teacher Development (ELTD)* series consists of a set of short resource books for ESL/EFL teachers that are written in a jargon-free and accessible manner for all types of teachers of English (native, nonnative, experienced, and novice). The ELTD series is designed to offer teachers a theory-to-practice approach to second language teaching, and each book presents a wide variety of practical approaches to and methods of teaching the topic at hand. Each book also offers reflections to help teachers interact with the materials presented. The books can be used in preservice settings or in in-service courses and by individuals looking for ways to refresh their practice. Now, after nearly 10 years in print, the ELTD series presents newly updated, revised editions that are even more dynamic than their first editions. Each of these revised books has an expanded number of chapters, as well as updated references from which various activities have been drawn and lesson plans for teachers to consider.

Katya Nemtchinova's revised edition of *Teaching Listening* again explores different approaches to teaching listening in second language classrooms. Katya updated the references and research, and added a chapter on "Assessing Listening" and also added sections on genre-based listening, and 'one- and two-way listening' while also presenting the concepts of

interactional, and transactional listening, and reciprocal listening. She also expanded the chapter on “Teaching Listening with Technology” by adding the newest tools and materials are included (e.g. digital audio, speech analysis software, mobile technology). This revised edition is again a valuable addition to the literature in our profession.

I am very grateful to the authors of the ELTD series for sharing their knowledge and expertise with other TESOL professionals to make these short books affordable for all language teachers throughout the world. It is truly an honor for me to work again with each of these authors for the advancement of TESOL.

*Thomas S. C. Farrell*