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INTRODUCTION

Nearly 20 years ago, TESOL launched the challenge to collect new ideas for teaching adults. Teachers from many countries of the world sent in their contributions. What is surprising is that so many have stood the test of time. Therefore, this new edition brings together the best of the past with suggestions for the future. It also brings in a second editor who adds a 21st century flavour to the book.

New Ways in Teaching Adults, Revised, intends to provide classroom teachers with a range of activities for all stages of the learning process. Some encourage discovery learning, others provide practice, and a third group extends students' learning beyond the classroom. Some focus more on form and others more on fluency, although both aspects are important in all of them. We are also aware of the many diverse ways in which teachers organize language classes. Therefore, various activities allow for work in pairs, in small groups, individually, and with the whole class. Another difference in this new edition is in the timing. There are quick time fillers and others that could take a big chunk of the lesson. An overview of the offerings that came in from many sources suggests that teachers' imaginations continue to produce an interesting and varied range of ways to learn English within the broad guidelines of communicative language teaching.

How might teachers access the vast collection of activities in this collection? We have tried to provide a number of categories for people who have specific needs for their classes. The table at the start of this book lists activities according to the skill they emphasise: speaking, reading, writing, listening, vocabulary, or grammar. As you will see, many of the activities integrate more than one of these. The same table also suggests activities that can be done out of class, along with the usual in-class ideas. Then there are categories for specific types of courses, whether English for specific purposes in general, English for academic purposes in particular, or computer-assisted language learning. We also suggest levels for each activity and, in addition, activities that can be completed quickly.

We would like to thank all the contributors to this book, who so generously share their expertise and their time with the community. Finally, we wish teachers and their classes enjoyment as they learn and practice English in the ways suggested here.

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