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INTRODUCTION

The purpose of this volume is to bring together a wide range of vocabulary-focused activities for language teachers. These activities can be used as they are or adapted to fit particular classrooms, learners, proficiency levels, technology, or needs. Each submission is categorized into a particular part and then into a subsection so that teachers can see where these ideas might fit into a wider program of vocabulary studies for their students. It would be a good idea to dip into different areas for activities to see how they might be adapted.

This revised volume of *New Ways in Teaching Vocabulary* is part of an ongoing strong interest in vocabulary studies in second and foreign language learning contexts. Its predecessor was edited by Emeritus Professor Paul Nation, Victoria University of Wellington, New Zealand. This new volume is timely, as vocabulary studies is an area of major growth over the last few decades. This growth has been supported and encouraged by Paul as one of the leading researchers and teachers in the field and his work is evident in the present volume in several ways. For example, Part III focuses on Nation's (2007, 2014) *four strands*: meaning-focused output, meaning-focused input, language-focused instruction, and fluency. The four strands concept suggests a way to organize and evaluate vocabulary learning in classroom activities, a vocabulary curriculum, and materials design. For more on ways in which he has influenced vocabulary studies, see Coxhead (2010).

The 1994 and current editions of this book are similar in that they both contain more than 90 teaching ideas focused on vocabulary in teaching and learning. These ideas represent a wide range of practical, well-tried, and practiced vocabulary activities. Both volumes begin with sections on learning new words and phrases and then move on to ways to develop deeper understanding of vocabulary. Some categories, such as strategies, collocation work, and encouraging autonomy, are represented in both volumes.

In many ways, however, this new volume is substantially different from the first edition. This revised volume was reconceptualized from the 1994 edition and all the submissions are new. Several new categories reflect developments in vocabulary studies. Vocabulary and Technology (Part V) was added because of the ever-growing use of technology in classrooms and their fairly easy connection with vocabulary studies. See Tom Cobb's (n.d.) website, the Compleat Lexical Tutor, for an example of how technology can adapt a range of vocabulary research and teaching ideas. We are lucky to have some submissions in the technology section from Tom in which he demonstrates the value and ease of using some of those tools. Vocabulary for Specific Purposes (Part VI) was added because of the international rise in language courses focused on preparing students for academic studies as well as for professional purposes.

In this new edition, there is also a wider focus on multiword units, particularly in Part I: Learning New Words and Phrases and Part IV: Strategies for Vocabulary Learning. Multiword unit research is burgeoning in vocabulary studies as we try to find out more about words as they appear in various combinations with other words in common collocations (for example, *bottom-up* and *data analysis*), phrases (for example, formulaic sequences; see Schmitt, 2010, for more on these sequences), lexical bundles, and so on.

Note that receptive and productive vocabulary activities are integrated in this volume. This book is organized into six parts. Part I focuses on learning new words and phrases, including presenting new words, developing connections in meaning, and concentrating on multiword units. Part II looks at consolidating knowledge of vocabulary in terms of meaning and form, and organizing learning. Part III draws on Nation's four strands. Part IV presents strategies for vocabulary learning, including dictionary training, practice, and developing autonomy. Part V is on vocabulary and technology, including ways to find out more about words, focus on them in context, and revise them. Last but not least, Part VI focuses on selecting lexical items to teach and ways to encourage learners to use specialized vocabulary.

Vocabulary is important in teaching and learning a language. In some ways, it is a central building block for all learners. It is unlikely that any language learner ever wished he or she had a smaller vocabulary. There is always room in any busy curriculum for good ideas to share. The contributors in this volume are all or have been teachers and are keen for you to try their ideas and adapt them to your learners, contexts, and needs. We hope you find many thoughtful, interesting, and useful vocabulary activities in this book.

I would very much like to acknowledge the creativity of the authors who submitted activities for this edition of *New Ways in Teaching Vocabulary*. Thank you also to TESOL Press for the editorial support, quick decision making, and guidance. Any errors or omissions are mine.

Averil Coxhead, Editor

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