

Beijing Foreign Studies University
Fall Semester 2015 Room 305 (逸夫楼), Tuesdays 8:00-9:50
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Language Teaching Methodology

This course introduces students to approaches and methods for English language teaching. The course will begin with a brief overview of fundamental concepts of language teaching and learning. After this brief overview, these concepts and theories will be revisited for the insights they provide to L2 teaching and research. Topics will include methods for teaching grammar and vocabulary, listening, speaking, reading, writing, and assessment for learning. The course will be arranged as one week on theory and research and the other week on teaching practice alternatively.

Course objectives

On completion of this course, student will be able to:

1. understand the principles on which English language teaching is based
2. evaluate teaching and learning materials in the light of this understanding
3. apply their knowledge of principles and practice to the process of lesson planning and classroom teaching
4. appraise new 'trends' in language teaching and its implications for the EFL classroom

Texts:

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed). New Jersey: Prentice Hall Regents. (清华大学出版社引进出版)

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Heinle & Heinle. (英语作为第二语言或外语的教学。外研社引进出版。)

Nunan, D. (ed.) (2003). *Practical English language teaching*. The McGraw-Hill Companies, Inc. (体验英语教学。2004 由高等教育出版社引进。)

Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflections*. Multilingual Matters. (教师提供电子扫描版)

Course Requirements

1. This course will include lectures, discussions, and student/group teaching presentations. This course requires active participation from all class members; each person will have a valuable perspective and set of experiences related to language learning/teaching, policies, and research.
2. Students are expected to complete the required readings prior to the class. They are expected to keep a reading log of articles and books and share these informally in class discussions.
3. Students are encouraged to form study groups so that they can continue their discussions on the issues raised in the class and provide peer-peer support for course assignments outside the classroom.
4. Written assignments should be word-processed and double-spaced with relevant bibliographic references using APA format. Students preparing for a thesis on EFL education are encouraged to use the assignments to do preliminary work on their interested topic. All the assignments are required to submit in both soft and hard copies.

EVALUATION	100%
A. 7 assignments	50 %
B. Reflection on Byram (2008)	15 %
C. Term paper (a lesson plan)	25%
D. Participation: discussions and presentations	10%

Teaching practicum

1. Select one lesson from a current textbook for school or university students and teach for 50 minutes.
2. In the discussion session (the 2nd 50 minutes), the practicum group explains why the lesson is arranged in this way for 5 minutes, and the instructor leads the whole class for discussion.
3. Distribute the working load among your team members evenly.
4. Discuss with the instructor about your teaching plan and do rehearsal before the instructor.
5. Give a copy of the lesson selected for teaching and the lesson plan to both the instructor and classmates before the start of teaching practicum.
6. Be good students when you are assigned to play such a role.

Reflection on Byram (2008)

Write your reflection on one or two points in Byram (2008) within 1 to 3 pages.

Term paper: A lesson plan (Due: Jan. 24, 2016)

This paper should include a sample lesson plan and your rationale for it. The main purpose of the term paper is to deepen your understanding of the topics covered in this course. Papers should be about 10-15 pages (plus references) and written as for publications. It could be a group paper.

- A. **Design of paper** (40%): this refers to the way your paper is conceptualized and organised, the ability to focus on a specific area of language teaching or learning. Evidence of originality and creativity of ideas in your writing will merit bonus marks.
- B. **Pedagogical justification** (40%): this refers to your understanding of the theory behind whatever language teaching methods you are writing on. High marks will be given to scripts that display an in-depth and accurate understanding of the principles and practices that underlie the specific model(s), approach(es) of teaching that you have chosen as the basis of your paper. The careful integration of appropriate references to and citations from relevant publications will be an important measure of this understanding.
- C. **Presentation** (20%): the mastery of academic discourse, relevance and cohesion, adherence to a particular documentation style (here the APA) will be important indicators of good presentation. Plagiarism (i.e., lifting words or ideas from published sources without due acknowledgements) will be penalized. The ability to organize and present your ideas in an accurate, succinct and readable manner will be favoured over a convoluted and rambling style. As such you will be well advised to proofread your assignment carefully to weed out careless mistakes and to tighten the language before submitting it.

Other relevant texts:

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Addison Wesley Longman.

Shrum, J. L. & Glisan, E. W. (2000). *Teacher's handbook: Contextualized language instruction*. Heinle & Heinle. (教师手册：外语教学语境化)

Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Pearson Longman.

- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press. (语言课堂中的教与学。2002 由上海外语教育出版社引进出版。)
- Parrott, M. (1993). *Tasks for language teachers: A resource book for training and development*. Cambridge: Cambridge University Press.
- Richards, J. C & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press. (语言教学的流派。外研社引进。)
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University press. (语言教学的基本概念。上外引进出版。)
- Williams, M. & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press. (外研社引进出版)
- Wright, A., Betteridge, D., & Buckby, M. (2006) (3rd ed.). *Games for language learning*. Cambridge: Cambridge University Press.
- Wong, W. (2005). *Input enhancement: From theory and research to the classroom*. The McGraw-Hill Companies, Inc. (输入的强化：从理论和研究到教学实践。2007 年世界图书出版公司引进出版。)
- VanPatten, B. (2003). *From input to output: A teacher's guide to second language acquisition*. The McGraw-Hill Companies, Inc. (从输入到输出：第二语言习得教师手册。2007 年由世界图书出版公司引进出版。)
- Snow, D. (2007). *From language learner to language teacher: An introduction to teaching English as a foreign language*. TESOL Inc.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge University Press. (洞察第二语言阅读：跨语言途径。2007 年由世界图书出版公司引进出版。)
- Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. McGraw-Hill. (《第二语言与外语写作教学》，世界图书出版社引进)
- Kumaravadivelu, K. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, NJ: Lawrence Erlbaum.
- Lightbown, P. M. & Spada, N. (1999). *How languages are learned* (revised edition). Oxford University Press. (外研社引进出版)

Applied linguistics in actions series: (外研社出的应用语言学实践系列丛书)

- Dörnyei, Z. (2002). *Teaching and researching motivation*. Pearson Education Limited.
- Grabe, W. & Stoller, F. L. (2002). *Teaching and researching reading*. Pearson Education Limited.
- Hyland, K. (2002). *Teaching and researching writing*. Pearson Education Limited.
- Hughes, R. (2002). *Teaching and researching speaking*. Pearson Education Limited.
- Rost, M. (2002). *Teaching and researching listening*. Pearson Education Limited.

Cengage Learning series (圣智英语教师丛书, 外研社引进)

- Lewis, M. & Hill, J. (2002). *Practical techniques for language teaching*. Heinle. (语言教学实用技巧)
- Campbell, C. (2003). *Teaching second language writing: Interacting with text*. Heinle & Heinle. (讲授第二语言写作：与文本互动)

- Anderson, N. J. (2003). Exploring second language reading: Issues and strategies (第二语言阅读探索：问题于策略)
- Larsen-Freeman, D. (2003). Teaching Language: From grammar to grammaring. Heinle & Heinle. (语言教学：从语法到语法技能，外研社引进)
- Stevick, E. W. (1998). Working with teaching methods: What's at stake? Heinle & Heinle. (教学方法论：问题出在哪儿？)
- Graves, K. (2000). Designing language courses: A guide for teachers. Heinle & Heinle. (语言课程设计：教师指南)

高教社外语教师教育与发展丛书：体验英语教学系列

- Parrish, B. (2004). Teaching adult ESL: A practical introduction. The McGraw-Hill Companies, Inc. (实用英语教学法入门)
- Nunan, D. (2007). Practical English language teaching: Grammar. (语法教学与研究)
- Bailey, K. M. (2007). Practical English language teaching: Speaking. (口语教学与研究)
- Edwards, C. & Willis, J. (eds.) (2005). Teachers exploring tasks in English language teaching. Palgrave Macmillan. (任务型英语教学法：课堂研究与实践)

Relevant journals

There are a number of journals on second or foreign language teaching and learning. Students are encouraged to surf the net broadly, and follow up bibliographic leads where they may lead.

AILA Review	Annual Review of Applied Linguistics
Applied Linguistics	Asian EFL online journal (http://www.asian-efl-journal.com/)
Canadian Modern Language Review	Canadian Journal of Learning and Technology (http://www.cjlt.ca/index.html)
English for Specific Purposes	College Composition and Communication
Written Communication	Journal of Asia TEFL (http://www.asiatefl.org/journal/journal1.html)
Language Learning	Language Learning and Technology online journal (http://llt.msu.edu/)
Language Teaching	Modern Language Journal
Language Testing	Research in the Teaching of English
System	TESL-EJ online journal (http://www.tesl-ej.org/wordpress/)
TESOL Journal	The reading Matrix: An International Online Journal (http://www.readingmatrix.com/journal.html)
TESOL Quarterly	Journal of Second Language Writing
PORTA LINGUARUM: An International and Interuniversity Journal of Foreign Language Didactics http://www.ugr.es/~portaln/	
International Journal of Teaching and Learning in Higher Education (IJTLHE) http://www.isetl.org/ijtlhe/	
Electronic Journal of Foreign Language Teaching, http://e-flt.nus.edu.sg/main.htm	
TESL Canada Journal (www.teslcanadajournal.ca)	
Journal of Writing Research (www.jowr.org)	

Course Schedule and Assigned Readings

(The papers and books with * are recommended readings.)

Unit 1 Sept. 8 Introduction

Course outline, concepts of language learning and teaching

Richards, J. C. (2002). Theories of teaching in language teaching. In J. C. Richards & W. A. Renandya (eds), *Methodology in language teaching: An anthology of current practice* (pp. 19-25).

Cambridge: Cambridge University Press.

Brown, H. D. (2007). Teaching by principles (Chapter 4), Intrinsic motivation in the classroom (Chapter 5), Teaching across age levels (Chapter 6), Teaching across proficiency levels (Chapter 7), Sociocultural, political, and institutional contexts (Chapter 8)

*Brown, H. D. (2007). A “methodical” history of language teaching (Chapter 2).

*Celce-Murcia, M. (2001). Teaching methodology (Unit 1)

*Shrum, J. & Glisan, E. (2000). Understanding the role of contextualized input, output, and interaction in language learning. (Chapter 1)

*Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 1)

Assignment 1: Discuss the role of teacher, learner and material in one’s foreign language learning, drawing on your own learning and/or teaching experience and this unit’s readings (1-3 pages).

Due: Sept. 13.

Unit 2 Sept. 15 Teaching Grammar (theory and practice)

Brown, H. D. (2007). Form-focused instruction (Chapter 22), pp. 420-434.

Larsen-Freeman, D. Teaching grammar. In Celce-Murcia, M. (2001), pp. 251-266.

*Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 83-107.

*Larsen-Freeman, D. (2003). Teaching Language: From grammar to grammaring. Heinle & Heinle. (语言教学：从语法到语法技能，外研社引进)

*Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 8: Grammar)

*Scheffler, P. (2011). Grammar and meaning in early adult foreign language instruction. *International Journal of Applied Linguistics*, 21 (2), 183-201.

*Y áñez Prieto, M.C. (2010). Authentic instruction in literary worlds: Learning the stylistics of concept-based grammar. *Language and Literature*, 19(1) 59–75.

Unit 3 Sept. 22 Teaching Grammar (practicum)

Fotos, S. Cognitive approaches to grammar instruction. In Celce-Murcia, M. (2001), pp. 267-283

Shrum, J. & Glisan, E. (2000). Using a story-based approach to teach grammar (Chapter 7)

Brown, H. D. (2007). Lesson planning (Chapter 10).

*Nunan, D. (2007). Practical English language teaching: Grammar.

*Thornbury, S. (2008). How to teach grammar. Pearson Longman.

*Jensen, L. Planning lessons. In Celce-Murcia, M. (2001), pp. 403-413.

*Shak, J. & Gardner, S. (2008). Young learner perspectives on four focus-on-form tasks. *Language Teaching Research*, 12(3), 387–408.

Assignment 2: Design a grammar teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the grammar practicum group write a reflective journal on what they have learned from this practicum experience. Due: Sept. 27.

Unit 4 Sept. 29 Teaching Vocabulary (theory and practice)

Brown, H. D. (2007). Form-focused instruction (Chapter 22), pp. 435-439.

- Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 7: Vocabulary)
- Nation, I.S.P. (2005). Teaching and learning vocabulary. In Eli Hinkel (ed.), *Handbook of research in second language teaching and learning* (pp. 581-595). Mahwah, New Jersey: Lawrence Erlbaum.
- *Nation, I.S.P. (2006). How large a vocabulary is needed for reading and listening? *The Canadian Modern Language Review*, 63(1), 59–82.
- *Laufer, B. (2006). Comparing focus on form and focus on forms in second-language vocabulary learning. *The Canadian Modern Language Review*, 63(1), 149–166.
- *Hepburn, E., Egan, B., & Flynn, N. (2010). Vocabulary acquisition in young children: The role of the story. *Journal of Early Childhood Literacy*, 10(2), 159-182.

Unit 5 Oct. 13 Teaching Vocabulary (practicum)

- Decarrico, J. S. Vocabulary learning and teaching. In Celce-Murcia (2001), pp. 285-299.
- *Folse, K. S. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly*, 40, 273-293.
- *Thornbury, S. (2002). How to teach vocabulary. Pearson Longman.
- *Nation, I.S.P. (1990) Teaching and learning vocabulary (英语词汇教与学). (外研社引进)
- *Eckerth, J. & Tavakoli, P. (2012). The effects of word exposure frequency and elaboration of word processing on incidental L2 vocabulary acquisition through reading. *Language Teaching Research*, 16(2), 227–252

Assignment 3: Design a vocabulary teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the vocabulary practicum group write a reflective journal on what they have learned from this practicum experience. Due: Oct. 18.

Unit 6 Oct. 20 Teaching Listening (theory and practice)

- Brown, H. D. (2007). Teaching listening (Chapter 18)
- Morley, J. Aural comprehension instruction. In Celce-Murcia (2001), pp. 69-85.
- *Wilson, J.J. (2008). How to teach listening. Pearson Longman.
- *Cubillos, J. H., Chieffo, L., & Fan, C. (2008). The impact of short-term study abroad programs on L2 listening comprehension skills. *Foreign Language Annals*, 41(1), 157-185.

Unit 7 Oct. 27 Teaching Listening (practicum)

- Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 2: Listening)
- Peterson, P. W. Skills and strategies for proficient listening. In Celce-Murcia (2001), pp. 87-100
- *Vandergrift, L. (2003). Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener. *Language Learning*, 53(3), 463–496.
- * Vandergrift, L. & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470–497.

Assignment 4: Design a listening teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the listening practicum group write a reflective journal on what they have learned from this practicum experience. Due: Nov.1.

Unit 8 Nov. 10 Teaching Speaking (theory and practice)

- Brown, H. D. (2007). Teaching speaking (Chapter 19).
- Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 3: Speaking)
- *Thornbury, S. (2005). How to teach speaking. Pearson Longman.

- *Kang, S. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In J. C. Richards & W. A. Renandya (eds), *Methodology in language teaching: An anthology of current practice* (pp. 204-211). Cambridge: Cambridge University Press. Originally appeared in *Forum*, 35(30), 8-13/29.
- *Green, C. F., Christopher, E. R., & Lam, J. (2002). Developing discussion skills in the ESL classroom. In J. C. Richards & W. A. Renandya (eds), *Methodology in language teaching: An anthology of current practice* (pp. 225-233). Cambridge: Cambridge University Press. Originally appeared in *The ELT Journal*, 51 (2), 135-143, 1997.
- *Kormos, J. & Trebits, A. (2012). The role of task complexity, modality, and aptitude in narrative task performance. *Language Learning*, 62(2), 439-472.

Unit 9 Nov. 17 Teaching Speaking (practicum)

Lazaraton, A. Teaching oral skills. In Celce-Murcia, M. (2001), pp. 103-115.

*Shrum, J. & Glisan, E. (2000). Developing oral interpersonal and presentational communication (Chapter 8)

*Bailey, K. M. (2007). Practical English language teaching: Speaking (口语教学与研究). 高等教育出版社引进。

*Hubert, M. D. (2013). The development of speaking and writing proficiencies in the Spanish language classroom: A case study. *Foreign Language Annals*, 46(1), 88-95.

Assignment 5: Design a speaking teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the speaking practicum group write a reflective journal on what they have learned from this practicum experience. Due: Nov. 22.

Unit 10 Nov. 24 Teaching Reading (theory and practice)

Brown, H. D. (2007). Teaching reading (Chapter 20).

Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 4: Reading).

*Extensive reading: <http://extensivereading.net/er/index.html>

*Grabe, W. (2004). Research on teaching reading. *Annual Review of Applied Linguistics*, 24, 44-69.

*Anderson, N. J. (2003). Exploring second language reading: Issues and strategies (第二语言阅读探索: 问题于策略). (外研社引进)

*Green, L. (2005). Two birds with one stone: Teaching reading and teaching thinking. *School Psychology International*, 26(1), 109-120.

Unit 11 Dec. 1 Teaching Reading (practicum)

Grabe, W. & Stoller F. L. Reading for academic purposes: Guidelines for the ESL/EFL teacher. In Celce-Murcia, M. (2001), pp. 187-203.

*The Pennsylvania assessment system: Reading instructional handbook. Available in the website of <http://smasd.k12.pa.us/pssa/html/reading/rihand.htm>

*Lockwood, M. (2012). Attitudes to reading in English primary schools. *English in Education*, 46(3), 228-246.

Assignment 6: Design a reading teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the reading practicum group write a reflective journal on what they have learned from this practicum experience. Due: Dec. 6.

Unit 12 Dec. 8 Teaching Writing (theory and practice)

Brown, H. D. (2007). Teaching writing (Chapter 21).

- Kroll, B. Considerations for teaching an ESL/EFL writing course. In Celce-Murcia (2001), pp. 219-232.
- Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 5: Writing).
- *Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. McGraw-Hill.
- *Raimes, A. (1991). Out of the Woods: Emerging Traditions in the Teaching of Writing. *TESOL Quarterly*, 25(3), 407-430.
- *Shi, M. (1986). Content-based approaches to teaching academic writing. *TESOL Quarterly*, 20(4), 617-648.
- *Ferris, D. (1999). The Case for Grammar Correction in L2 Writing Classes: A Response to Truscott (1996). *Journal of Second Language Writing*, 8(1):1-11.
- *Truscott, J. (1999). The Case for “The Case against Grammar Correction in L2 Writing Classes”: A Response to Ferris. *Journal of Second Language Writing*, 8(2), 111-122.
- *Yang, L. & Zhang, L. (2010). Exploring the role of reformulations and a model text in EFL students’ writing performance. *Language Teaching Research*, 14(4), 464-484.

Unit 13 Dec. 15 Teaching Writing (practicum)

- Olshstein, E. Functional tasks for mastering the mechanics of writing and going just beyond. In Celce-Murcia (2001), pp. 207-217.
- Hyland, K. (2002). Research-based writing course. In K. Hyland, *Teaching and researching writing* (pp. 87-111). Pearson Education Limited.
- *Harmer, J. (2004). How to teach writing. Pearson Longman.
- *Frodesen, J. Grammar in writing. In Celce-Murcia (2001), pp. 233-248.
- *Shrum, J. & Glisan, E. (2000). Developing written communication skills through integration of the three modes (Chapter 9)
- *Campbell, C. (2003). Teaching second language writing: Interacting with text.
- *Yang, L. & Gao, S. (2013). Beliefs and practices of Chinese university teachers in EFL writing instruction. *Language, Culture and Curriculum*, 26 (2) ,128-145.

Assignment 7: Design a writing teaching activity (be specific about target students, time and procedures needed for the activity) and explain your rationale (1-3 pages). But the writing practicum group write a reflective journal on what they have learned from this practicum experience. Due: Dec. 20.

Unit 14 Dec 22 Assessment for Learning

- Brown, H. D. (2007). Classroom-based assessment (Chapter 24) & Language assessment (Chapter 23).
- Shrum, J. & Glisan, E. (2000). Assessing language performance in context (Chapter 11).
- *Nunan, D. (ed.) (2003). Practical English language teaching. (Chapter 15: Classroom-based assessment; Chapter 14: Learner autonomy in the classroom)
- *Yoshida, Y. (2001). Authentic progress assessment of oral language: Oral portfolios. ED 453 674.
- *Hirvela, A.; Sweetland, Y. L. (2005). Two case studies of L2 writers’ experiences across learning-directed portfolio contexts. *Assessing Writing*, 10(3), 192-213.
- *Crusan, D. (2010). Assessment in the second language classroom. Ann Arbor: The University of Michigan Press.

Unit 15 Dec. 29 Wrap-up

- Brown, H. D. (2007). Integrating the “four skills” (Chapter 17) & The postmethod era (Chapter 3).
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly*, 40(1), 109-131.
- *McKay, S. L. Literature as content for ESL/EFL. In Celce-Murcia (2001), pp. 319-332.
- *Snow, M. A. Content-based and immersion models for second and foreign language teaching. In Celce-Murcia (2001), pp. 303-318.

*Stevick, E. W. (1998). Working with teaching methods: What's at stake?

Extra References

Online resources for language teachers

http://www.teachingideas.co.uk/foreignlanguages/contents.htm	http://www.rethinkingschools.org/
http://tech.groups.yahoo.com/group/academic_writing/	http://www.kn.pacbell.com/wired/21stcent/
http://cla.univ-fcomte.fr/english/paragraph/index.html	http://www.edweek.org/ew/index.html
http://buckhoff.topcities.com/for_university_students.htm	http://www.oise.utoronto.ca/research/sle/
http://www.makebeliefscomix.com/How-to-Play/Educators/	http://iteslj.org/Lessons/
http://www2.actden.com/writ_den/tips/contents.htm	http://www.eslpartyland.com/
http://home.gwu.edu/~meloni/eslstudyhall/	http://www.rong-chang.com/
http://schmooze.hunter.cuny.edu/	http://www.eslflow.com/
http://www.manythings.org/	http://www.eslcafe.com/
Shared Reading http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm	Reading teaching www.aloveforreading.com
National Literacy Trust Shared Reading: http://www.literacytrust.org.uk/Pubs/shared.html http://www.teachingenglish.org.uk/	

Networking sites for EFL teachers

1. International Association of Teachers of English as a Foreign Language (IATEFL)
(<http://www.iatefl.org/>)
2. Teachers of English to Speakers of Other Languages (<http://www.tesol.org/>)
3. Teaching English of Cultural and Education Section of British Embassy
(www.englishonline.org.cn/teachers)

British Literature Project

Each BritLit resource kit contains a range of downloadable materials to help teachers using literature in the English language classroom. You can find a range of materials based around the works of various authors. Find out more about the BritLit project at <http://www.teachingenglish.org.uk/britlit>.

A website for portfolio assessment

<http://www.cse.ucla.edu>
<http://rgfn.epcc.edu/programs/trainer/www/central/portfolio.htm>
<http://www.uncg.edu/~ericcas2/assessment/diga10.html>

The International Children's Digital Library (www.icdlbooks.org)

This site provides on-line free access to published children's book. This project has been funded by the National Science Foundation and the Institute for Museum and Library Sciences and is striving to create a collection of over 10, 000 books in 100 languages.

The International Reading Association (IRA) (www.reading.org)

The International Reading Association (IRA) is a professional organization dedicated to the improvement of reading for school-age learners around the world. A discounted membership price is offered to teachers in countries which have been designated as developing.

儿童故事网站

http://www.terntec.com/thomas_vandoon.htm

http://www.terntec.com/the_whole_world_smells.htm (The whole world smells)

http://www.terntec.com/charles_q_mcfay.htm (the adventures of Charles Quigley McFay)

Songs for teaching (www.songsforteaching.com)

This website provides a wealth of songs for teaching virtually every curriculum area.

Tongue twisters for children (www.indianchild.com/tongue_twisters.htm)

This site provides traditional and contemporary tongue twisters which are appealing to children of all ages.

Writing

National Writing Project (www.writingproject.org) (该网站免费提供有关写作教学研究和实践的文章。)

Northwest Regional Lab Analytic Writing Assessment (www.nwrel.org/assessment/index.php)

Vocabulary Learning

Little Explorers English Picture Dictionary (www.enchantedlearning.com/dictionary.html)

Word Central (www.wordcentral.com)