In search of effective ELT methodology in college English education: the Chinese experience.


Abstract

The following text is taken from the publisher's website: "There are more than one billion people learning English as a second language around the world, and the majority of these language learners are in China. This book provides teachers of English to Chinese students with relevant information on the linguistic, cultural and pedagogical backgrounds of these students. The authors analyse the importance (and sometimes unimportance) of this background, and provide information on successful classroom teaching methods and student learning strategies. The authors from the Centre for English Language Communication, at the National University of Singapore have taught over six thousand Chinese undergraduate and graduate students since 1990. This book shares their expertise with fellow practitioners. An important contribution to the ESL literature, Teaching English to Students from China is essential reading for all who teach English to Chinese students whether in the East or the West."

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ELT Methodology - University & College teachers. Personal Language Development. School Attachment Experience. School Leadership Training. Subject Content Teaching. We will examine current issues in English language teaching and learning and their theoretical underpinnings and consider the implementation of teaching methodologies in the School English language classroom. We will focus on skills development, exploring how the processes of writing can be developed in students, the development of students' reading skills, listening and speaking skills and the development of both fluency and accuracy. Current approaches in the field of teaching English vocabulary and research in the field of teaching grammar will be explored. Innovations in learning technologies for English language teaching. Edited by Gary Motteram. Innovations in learning technologies for English language teaching. I am sure that this volume will be of practical interest to teachers and researchers in search of teaching ideas and examples of good practice, and provide food for thought for policy makers and school administrators studying the potential of learning technologies in transforming the ELT sector. I would like to finish by thanking all the contributors who have written chapters for the volume and the teachers and researchers who have contributed case studies.