

Teaching Secondary English with ICT

Edited by Anthony Adams & Sue Brindley



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Teaching Secondary English

Jessica J Manson



Teaching Secondary English:

Succeeding as an English Teacher Abigail Mann, Lyndsay Bawden, Fe Brewer, Davina Canham, Mary Hind-Portley, Ruth Holder, Kaley Macis-Riley, Laura May Rowlands, Andy Sammons, Zara Shah, Laura Tsabet, Holly Wimbush, 2021-10-28 Clever comprehensive and current a book I'll be returning to again and again Stuart Pryke Every English teacher will get huge value from this timely book Alex Quigley The ultimate guide to teaching English in a secondary school this book supports you on your journey from trainee to head of department and everything in between *Succeeding as an English Teacher* provides practical guidance in an accessible format to help you teach English at Key Stages 3 4 and 5 It covers key topics including planning a knowledge rich and diverse curriculum and schemes of learning delivering engaging and effective lessons advancing your subject knowledge supporting students with revision applying the science of learning in your English classroom This book is perfect for any newly qualified or experienced teacher looking to develop their practice and progress in their career Featuring the varied perspectives of 12 English teachers this unique compilation offers invaluable advice and top tips for making every English lesson count as well as real life examples opportunities for reflection and a foreword by Jill Berry The *Succeeding As* series offers practical no nonsense guidance to help you excel in a specific role in a secondary school Including everything you need to be successful in your teaching career the books are ideal for those just starting out as well as more experienced practitioners looking to develop their skill sets **Teaching Secondary English** John James De Boer, Walter Vincent Kaulfers, Helen Rand Miller, 1970 *A Practical Guide to Teaching English in the Secondary School* Andrew Green, 2012 *A Practical Guide to Teaching English in the Secondary School* is an essential companion to the best selling *Learning to Teach English in the Secondary School* Written by expert professionals it offers straightforward advice inspiration and support for all training and newly qualified English teachers *Teaching Secondary English* Daniel Sheridan, 2013-03-07 This new edition of *Teaching Secondary English* is thoroughly revised but its purpose has not changed Like the popular first edition it balances content knowledge with methodology theory with practice and problem posing with suggested solutions The tone and format are inviting while addressing student readers on a professional level Rather than attempting to cover everything the text provides a framework and materials for teaching a secondary English methods course while allowing considerable choice for the instructor The focus is on teaching literature writing and language the basics of the profession Attention is given to the issues that arise as one seeks to explore what it means to teach English The problems and tensions of becoming a teacher are discussed frankly in a manner that helps students figure out their own attitudes and solutions Features Focuses on a few central concepts in the teaching of secondary English Provides an anthology of 22 readable and challenging essays on key topics allowing students to hear a variety of voices and opinions Includes an applications section for each reading that extends the discussion and asks students to explore problems and grapple with important issues related to the articles Offers short writing assignments in questions that follow the readings and in brief

writing tasks in the applications and a longer writing assignment at the end of each chapter Addresses student readers directly without talking down to them New in the Second Edition This edition is shorter tighter and easier to use The opening and concluding chapters more directly address the concerns of new teachers The anthology is substantially updated of the 22 articles included 14 are new to this edition Each essay is preceded by a brief introduction and followed by questions for further thought There are fewer applications but these are more extensive and more fully integrated within the text A writing assignment is provided at the end of each chapter Interviews with college students before and after student teaching are included in Chapters 1 and 6 The bibliographies at the end of each chapter are fully updated **Teaching Secondary**

English Rod Ellis, Brian Tomlinson, 1980 Teaching Secondary English With Ict Adams, Anthony, Brindley, Sue, 2007-03-01 Annotation Teaching English in Middle and Secondary Schools Rhoda J. Maxwell, Mary Jordan Meiser, 2001 For courses in Secondary English Methods This text offers a comprehensive and up to date view of teaching secondary English based on sound research and classroom practice The third edition reaffirms the value of a holistic integrated approach to teaching English language arts While separating the language arts into separate chapters the strands are reconnected in every chapter A separate chapter is devoted to grammar giving this component focused attention Materials and instructional strategies for students with increased diversity and needs are offered in greater detail Problem solving skills and reflective applications integrated into chapters as simulations are included to heighten the reflective skills of novice and experienced teachers **Secondary English Teacher Education in the United States** Donna L. Pasternak, Samantha Caughlan, Heidi L. Hallman, Laura Renzi, Leslie S. Rush, 2017-12-14 Winner of the ELATE Richard A Meade Award 2018 Identifying key areas of teacher education that cross countries and disciplines this book provides the first extensive research based insight into how secondary English teachers are prepared at institutions of higher education in the United States of America US since the last major study in 1995 In the two decades since then English teacher education programs have developed in contextually dependent ways that often have been driven by institutional economic social and political considerations The authors provide an overview of their nationwide study of English teacher educators which was conducted over a four year period They analyze the context under which teacher educators currently prepare pre service English teachers in the US and support teacher educators in other countries to make comparisons to their own unique historical and cultural settings The authors also offer a comprehensive evaluation of the content practices and skills being taught to future teachers of English in university based teacher preparation programs in the US The book draws on evidence from a nationwide questionnaire case studies of teacher educators in their respective programs course syllabi and focus group interviews to focus on areas of instruction that resonate with teacher educators in countries where English is the dominant language of communication These areas include field experiences standards and assessment teaching literacy to integrate reading and writing working with English language learners to address cultural and linguistic diversity new technologies in English education

Secondary School English Education in Asia Bernard Spolsky, Kiwan Sung, 2015-03-27 Continuing on from the previously published *Primary School English Language Education in Asia From Policy to Practice* Moon Spolsky 2012 this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul Korea It surveys the current status practices challenges and future directions of Secondary English education in 11 diverse countries in Israel Japan Korea Singapore Bangladesh India Indonesia Malaysia Pakistan Vietnam and China Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia each contributed chapter includes key policies theories and practices related to the development and implementation of country specific curricular and instructional programs in secondary English educational contexts in these countries *Secondary School English Education in Asia From Policy to Practice* critically analyses both sides of the English language debate from advantages to complications in its chapters including *Educating for the 21st Century The Singapore Experience* *Miles to Go Secondary Level English Language Education in India* *English Language Education Innovation for the Vietnamese Secondary School The Project 2020 Exploring the Value of ELT as a Secondary School Subject in China A Multi goal Model for English Curriculum* *Secondary School English Education in Asia* will appeal to English Language Teaching ELT researchers teacher educators trainee teachers and teachers primarily those teaching in Asia *Secondary English* Rod Quin, Duncan Driver, 2020-09-22 *Secondary English* is a comprehensive introduction to the theory and practice of teaching English in secondary schools for pre service teachers Written by highly accomplished English teachers the book s practical approach to language literacy and literature fosters the skills of assessment unit planning and teaching strategies

Teaching Secondary English Mark Pike, 2003-10-30 What the book does extremely well is do describe the way things are in terms of the requirements of the Framework for Teaching English the curriculum and the new specifications and for this reason it is likely to be most useful to those contemplating English teaching in the maintained sector from outside returnees aspiring NQTs or those in the independent sector *Times Educational Supplement* Instead of taking us yet again on a tour through the four modalities of English this book s tri partite structure takes a refreshingly different approach by offering thought provoking argument grounded in classroom practicality Nick McGuinn University of York Students comments on *Teaching Secondary English* The book is written in clear digestible terms offering many practical ideas for teaching the key skills and the wide range of material encountered in the English classroom It is the kind of book which can be dipped into which is particularly useful for people who spend most of their time planning lessons *Teaching Secondary English* is a must for student teachers and NQTs It is a clear comprehensive and practical guidebook dealing not solely with theory and pedagogy but with the very real issues facing new teachers today It is clear that *Teaching Secondary English* unlike so many textbooks on the subject is written by someone with recent classroom experience and this helps the reader to trust and respect the advice it purports I certainly feel it is grounded in practicalities not pie in the sky theory that will not

work in most real classrooms This book enables English teachers to implement change and rise to new challenges while remaining true to an ethically and socially just position which provides the rationale for their vocation The author describes and evaluates recent changes to English teaching brought about by initiatives such as the Literacy Strategy the new A levels and the requirement to focus on spiritual moral social and cultural development Examples of innovative teaching and learning strategies are provided throughout The author helps teachers to foster keen readers writers and communicators He shows how they can enable their students to acquire skills and knowledge as well as to recognize the value of aesthetic experience emotional literacy and spiritual and moral response to literature in their own lives and in their communities This book is essential reading for PGCE students as well as practising teachers and all those involved in English in education

Learning to Teach English in the Secondary School Jon Davison, Jane Dowson, 2009-05-12 How do you approach teaching English in the modern classroom What is expected of a would be English teacher This best selling textbook combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter explains the background to debates about teaching the subject and provides tasks practical teaching approaches and further reading to explore issues and ideas in relation to school experience Already a major text for many university teacher education courses this new edition has been thoroughly updated in the light of recent revisions to the National Curriculum for English examination syllabuses and the Standards for Qualified Teacher Status As well as containing critical explorations of the history and definitions of the subject and policies such as the Secondary National Strategy that are appropriate to Professional and Masters level PGCE study other chapters present a broad range of effective innovative approaches to teaching such crucial areas as reading and writing speaking and listening drama media studies and information and communications technology grammar poetry and language study Shakespeare post 16 English language and literature Written particularly with the new and student teacher in mind this book offers principles and practical examples of teaching and learning within a 21st Century context in which new notions of literacy compete with demands of national assessment Taking these changing principles as a starting point the text also addresses questions about the nature of initial teacher preparation and raises issues concerning standards based teacher education mentoring in schools and monitoring the development of a student teacher

Secondary English Teacher Education in the United States Donna L. Pasternak, Samantha Caughlan, Heidi L. Hallman, Laura Renzi, Leslie S. Rush, 2017-12-14 Winner of the ELATE Richard A Meade Award 2018 Identifying key areas of teacher education that cross countries and disciplines this book provides the first extensive research based insight into how secondary English teachers are prepared at institutions of higher education in the United States of America US since the last major study in 1995 In the two decades since then English teacher education programs have developed in contextually dependent ways that often have been driven by institutional economic social and political considerations The authors provide an overview of their nationwide study of English teacher educators which was

conducted over a four year period They analyze the context under which teacher educators currently prepare pre service English teachers in the US and support teacher educators in other countries to make comparisons to their own unique historical and cultural settings The authors also offer a comprehensive evaluation of the content practices and skills being taught to future teachers of English in university based teacher preparation programs in the US The book draws on evidence from a nationwide questionnaire case studies of teacher educators in their respective programs course syllabi and focus group interviews to focus on areas of instruction that resonate with teacher educators in countries where English is the dominant language of communication These areas include field experiences standards and assessment teaching literacy to integrate reading and writing working with English language learners to address cultural and linguistic diversity new technologies in English education

EBOOK: Teaching Secondary School Literacies with ICT Moira

Monteith, 2004-12-16 There is an immensely important conjunction between literacy and Information and Communications Technology ICT This book considers the application of ICT in raising and widening literacy achievements within the classroom and explores ways that ICT can be harnessed to help students develop their literacy skills Teaching Secondary School Literacies with ICT supports educators in this aim by offering creative examples of good practice It provides commentary and research into what adolescent students are doing both in formal education and socially with regard to ICT and literacy including Computer mediated communication Literacy implications of computer games and chatrooms Parents and children using the internet at home and the implicit literacy skills involved Several contributors provide useful insights into the debate around teenage literacy cultures and literacy in schools For example in schools word processing and keyboard skills are valued yet thumb controlled technologies games consoles texting are denigrated This book argues that if we are to encourage pupils to develop the literacy skills they need for the 21st century we need a more positive and creative response to these popular forms of literacy This inspiring book is key reading for trainee and practising teachers literacy advisers and policy makers Moira Monteith is an educational consultant She was previously a principal lecturer in ICT in Education at Sheffield Hallam University and before that a teacher Her previous publications include ICT in the Primary School Open University Press 2002

English Teaching in the Secondary School Mike Fleming, David Stevens, 2009-12-04 A

comprehensive guide to the theory and practice of teaching English in secondary schools

A Practical Guide to

Teaching English in the Secondary School Annabel Watson, Ruth Newman, 2021-11-30 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas

resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Wellbeing through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers *Inciting Change in Secondary English Language Programs* M. Coles-Ritchie, 2009-08-31 This book follows a group of teachers who worked to create a program that supported their students native languages and funds of knowledge finding that structures within the school and discourses from other teachers administrators and the nation community both constrained enabled the teachers to create an equitable learning environment *Secondary English and Literacy* Avril Haworth, Christopher Turner, Margaret Whiteley, 2004-01-31 The authors present a rigorous and informed view of ideas and approaches that is at the same time professionally and practically focused *Teaching English* Carol Evans, Alyson Midgley, Phil Rigby, Lynne Warham, Peter Woolnough, 2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of English Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach English this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE

Crossing Over Harold M. Foster, 2013-09-05 This text for secondary preservice and in service English language arts teachers offers a rationale for meaning centered English language arts teaching and practical strategies for application Its goal is to provide readers with an understanding of the issues involved in English teaching and specific examples of how to apply this understanding to classrooms Teaching strategies are presented through a series of stories depicting teachers from a variety of settings practicing their craft with secondary students Features A solid introduction and interesting personal narratives introduce the issues and ideas involved in English language arts teaching Case studies based on actual teachers and students realistically illustrate methods that can be used in secondary English classes Lessons are described in sufficient detail to be converted to teaching models Multicultural emphasis prepares teachers for the contemporary classroom

Chapters and sections incorporate the new literacies of TV film and computers in the English language arts class Pedagogical aids include end of chapter questions and activities reproducible charts and worksheets an updated listing of young adult novels and annotated recommended readings An appendix on writing a personal narrative helps students develop as writers New in the Second Edition Updates All chapters the bibliographies and the references are thoroughly updated to reflect changes since the first edition was published Chapters 1 and 2 have been totally rewritten Standards Benchmarks The IRA NCTE Standards for the English Language Arts are incorporated into the text Benchmarks and Performance Assessment Measures are included in all the pedagogical chapters to address proficiency concerns A section on helping students prepare for state proficiency tests has been added Computers More is included on the use of technology both as a content to learn and as a process for learning New Sample Unit Plans Sections based on the instructional stories offer examples to help readers prepare for teaching Literature response questions These are now provided in Chapter 4 for use in journaling and discussions Glossary A chapter on important terms and useful strategies for the English language arts classroom has been added

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