



TEACHING **ENGLISH** **LITERATURE** 16–19

AN ESSENTIAL GUIDE

Carol Atherton, Andrew Green and Gary Snapper



Teaching English Literature

ANDREW. ATHERTON



Teaching English Literature:

Teaching English Literature 16-19 Carol Atherton, Andrew Green, Gary Snapper, 2013-07-18 Teaching English Literature 16-19 is an essential new resource that is suitable for use both as an introductory guide for those new to teaching literature and also as an aid to reflection and renewal for more experienced teachers Using the central philosophy that students will learn best when actively engaged in discussion and encouraged to apply what they have learnt independently this highly practical new text contains discussion of the principles behind the teaching of literature at this level guidelines on course planning pedagogy content and subject knowledge advice on teaching literature taking into account a range of broader contexts such as literary criticism literary theory performance publishing creative writing and journalism examples of practical activities worksheets and suggestions for texts guides to available resources Aimed at English teachers teacher trainees teacher trainers and advisors this resource is packed full of new and workable ideas for teaching all English literature courses

Teaching and Learning English Literature Ellie Chambers, Marshall Gregory, 2006-03-14 It is scarcely possible to imagine a truly educated person who cannot read well Yet it is not clear how or even if courses in literature actually work How can teachers of English help students in their developmental journey toward becoming skillful readers and educated persons This is the complex question that Chambers and Gregory address in Teaching and Learning English Literature The authors consider practical matters such as course design and student assessment but do not shirk larger historical and theoretical issues In a lucid and non polemical fashion and occasionally with welcome humor Chambers and Gregory describe the what why and how of doing literature often demonstrating the techniques they advocate Veteran teachers will find the book rejuvenating a stimulus to examining purposes and methods beginning teachers may well find it indispensable Professor William Monroe University of Houston The transatlantic cooperation of Ellie Chambers and Marshall Gregory has produced an outstanding book that ought to be on the shelves of anyone involved in the teaching of English Literature as well as anyone engaged in the scholarship of teaching and learning in general or in any discipline As they say the teaching of English Literature plays a central role in human beings search for meaning although others in other disciplines may make this claim for theirs too If so they will still learn a great deal from this book anyone looking for no more than a means of satisfying the demands of governments that look for simplistic quality measures and economic relevance let them look elsewhere This is a book for now and for all times Professor Lewis Elton Visiting Professor University of Manchester Honorary Professor University College London This is the third in the series Teaching and Learning the Humanities in Higher Education The book is for beginning and experienced teachers of literature in higher education The authors present a comprehensive overview of teaching English literature from setting teaching goals and syllabus planning through to a range of student assessment strategies and methods of course or teacher evaluation and improvement Particular attention is paid to different teaching methods from the traditional classroom to newer collaborative work distance

education and uses of electronic technologies All this is set in the context of present day circumstances and agendas to help academics and those in training become more informed and better teachers of their subject The book includes how literature as a discipline is currently understood and constituted what it means to study and learn the subject what good teaching is with fewer resources for teaching larger student numbers an emphasis on user pay principles and vocationalism This is an essential text for teachers of English Literature in universities and colleges worldwide The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices **How To Teach English**

Literature: Overcoming cultural poverty Jennifer Webb,2019-04-15 A practical guide to pedagogy in the English classroom supporting the teaching abstract classic and challenging texts and concepts Many teachers are struggling with the new GCSE syllabus for Literature and this book provides useful resources strategies and approaches for the key areas of challenge in the English classroom Full of practical ideas for educators to use in their classrooms it is the perfect book for any English teachers who want some fresh ideas for approaching GCSE Literature **Teaching English by the Book**

James Clements,2017-12-07 Teaching English by the Book is about putting great books wonderful poems and rich texts at the heart of English teaching transforming children s attitudes to reading and writing and having a positive impact on learning It offers a practical approach to teaching a text based curriculum full of strategies and ideas that are immediately useable in the classroom Written by James Clements teacher researcher writer and creator of shakespeareandmore com Teaching English by the Book provides effective ideas for enthusing children about literature poetry and picturebooks It offers techniques and activities to teach grammar punctuation and spelling provides support and guidance on planning lessons and units for meaningful learning and shows how to bring texts to life through drama and the use of multimedia and film texts Teaching English by the Book is for all teachers who aspire to use great books to introduce children to ideas beyond their own experience encounter concepts that have never occurred to them before to hear and read beautiful language and experience what it s like to lose themselves in a story developing a genuine love of English that will stay with them forever

Literary Learning Sherry Lee Linkon,2011-10-06 Literary Learning explores the nature of literary knowledge and offers guidance for effective teaching of literature at the college level What do English majors need to learn How can we help them develop the skills and knowledge they need By identifying the habits of mind that literary scholars use in their own research and writing Sherry Lee Linkon articulates the strategic knowledge that lies at the heart of the discipline offering important insights and models for beginning and experienced teachers **Teaching English Language and Literature 16-19**

Furzeen Ahmed,Marcello Giovanelli,Megan Mansworth,Felicity Titjen,2020-10-28 This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16 19 English classroom Providing a

comprehensive overview of the identity of the subject it outlines the pedagogical benefits of studying a unified English at post 16 and provides case studies of innovative classroom practice across a range of topics and text types Including contributions from practising teachers and higher education practitioners with extensive experience of the post 16 classroom and drawing on a range of literature this book covers the teaching of topics such as Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16 19 titles in the NATE series Teaching English Language and Literature 16 19 is the ideal companion for all practising A level English teachers of all levels of experience

Using Literature to Teach English as a Second Language Membrive, Veronica, Armie, Madalina, 2020-05-22 Innovation has replaced stereotypical and old methods as an attempt to make English language teaching and learning appealing effective and simple However teaching a second language through literature may be a paramount tool to consolidate not only students lexical and grammatical competences but also for the development of their cultural awareness and broadening of their knowledge through interaction and collaboration that foster collective learning Despite past difficulties literature s position in relation to language teaching can be revendicated and revalued Using Literature to Teach English as a Second Language is an essential research publication that exposes the current state of this methodological approach and observes its reverberations usefulness strengths and weaknesses when used in a classroom where English is taught as a second language In this way this book will provide updated tools to explore teaching and learning through the most creative and enriching manifestations of one language literature Featuring a range of topics such as diversity language learning and plurilingualism this book is ideal for academicians curriculum designers administrators education professionals researchers and students

Literature-based Instruction with English Language Learners, K-12 Nancy L. Hadaway, Sylvia M. Vardell, Terrell A. Young, 2002 This book takes a literature based approach to how children learn language and how it is taught in today s diverse K 12 classrooms The material is based on the belief that literature offers the most effective instructional approach for English language learners The book offers meaningful reading writing speaking and listening activities as well as new understandings about the forms and functions of written language This is the first book that offers instructors guidance in expanding the range of materials they use for teaching ESL by going beyond the standard texts to include books of all kinds children s literature trade books magazines and other media Voices from the Classroom Scenarios from K 12 classrooms with English language learners are provided throughout the chapters offering practical stories from teachers points of view K 12 Educators with diverse student populations

Teaching Literature in the Real World Patrick Collier, 2021-07-01 Offering guidance and inspiration to English literature instructors this book faces the challenges of real life teaching and the contemporary higher education classroom head on Whether you re teaching in a community college a state school a liberal arts college or an Ivy League institution this book offers valuable advice and insights which will help you to motivate incentivize and inspire your students

Addressing questions such as how do you articulate the value of literary education to students and administrators and parents how can a class session with a fatigued and underprepared group of students be made productive and how do you incentivize overscheduled students to read energetically in preparation for class this book answers these universal quandaries and more providing a usable philosophy of the value of literary education articulating a set of learning goals for students of literature and offering plenty of practical advice on pedagogical strategies day to day coping and more In its sum Teaching Literature in the Real World constitutes an experience based philosophy of teaching literature that is practical and realistic oriented towards helping students develop intellectual skills and committed to pedagogy built on explicit detailed and observable learning objectives *Teaching Early Modern English Literature from the Archives* Heidi Brayman Hackel,Ian Frederick Moulton,2015-03-01 Offers pedagogical techniques and syllabus suggestions for bringing electronic and material archive research into the college classroom Includes information on digital and paper manuscripts paleography the history of publishing reference works online resources gender maps music ballads Shakespeare emblems verse miscellanies typeface and the history of the book **International Perspectives on the Teaching of Literature in Schools** Andrew Goodwyn,Cal Durrant,Louann Reid,Lisa Scherff,2017-08-31 Literature teaching remains central to the teaching of English around the world This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English IFTE The book captures a state of the art snapshot of leading trends in current literature teaching as well as detailing predicted trends for the future The expert scholar and leading teacher contributors coming from a wide range of countries with fascinatingly diverse approaches to literature teaching cover a range of central and fundamental topics literature and diversity digital literatures pedagogy and reader response mother tongues the business of reading publishers adolescent fiction and censorship assessing responses to literature the changing definitions of literature and multimodal texts The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education resisting the functionalist and narrowly nationalist perspectives of misguided government authorities International Perspectives on the Teaching of Literature in Schools will be of value to researchers PhD students literature scholars practitioners teacher educators teachers and all those in the extensive academic community interested in English and literacy around the world *English Studies Beyond the 'Center'* Myles Chilton,2015-11-06 This book addresses the shape of English studies beyond the center by analyzing how the discipline has developed and by considering how lessons from this analysis relate to the discipline as a whole The book aims to open a cross disciplinary conversation about the nature of the English major in both non Anglophone and Anglophone countries by addressing the tensions between language and literature pedagogy the relevance of a focus on hyper canonical Anglophone literature in a world of global Englishes world literature and multilingual students and by reflecting on the necessary contingency and cross purposes of blended literature and language classrooms

Many of the book's points of discussion arise from the author's experience as an English professor in Japan where the particularities of English language and literature pedagogy raise significant challenges to Anglo-centric critical and pedagogical assumptions. *English Studies Beyond the Center: Teaching Literature and the Future of Global English* therefore argues that English literature must make a case for itself by understanding its place in a newly configured discipline. Issues discussed in the book include English language and literature pedagogy in Japan, The modes through which EFL and English literary studies converge and diverge, Globalized English beyond the Anglo-American perspective, English classroom practices particularly in Japan.

Strategies for Teaching English Language, Literature, and Content Mary Lou McCloskey, Janet Orr, Lydia Stack, Gabriela Kleckova, 2017-12-13 Load your English language teacher backpack with teacher-tested research-based strategies to enhance your teaching of English language literature and content. As students develop language through such strategies as Conga Line Carousel and Word Splash, they are engaged in positive, productive and effective language learning. Almost every community today includes students who are new to the English language. *Strategies for Teaching English Language Literature and Content* is designed to prepare teachers of those students to provide motivating, engaging and enriching classroom experiences. This book includes 51 engaging teacher-tested research-based strategies, each designed to be flexibly applied to the objectives of the particular language or content classroom. Enhanced by lively illustrations and clear graphics, strategies include careful instructions with specific examples and are organized into five areas: Strategies for New Learners of English, Strategies for Building Comprehension, Reading Process Strategies, Graphic Organizers for Text Structure, Vocabulary Exploration. This book is an invaluable resource for teacher education for pre-service teachers, English language specialists and content teachers of students learning 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 Contemporary English Literature Hans Osterwalder, 2017-08-14 This book provides a theoretical introduction to the task based methodology in language and literature teaching For teachers the main points of interest are Part Two and Three where a plethora of contemporary texts both from Britain and the US are given a literary analysis which is followed by detailed task based lesson plans Part Two focuses on multiculturalism one of the seminal issues of our time Part Three tackles gender another highly topical theme which students are naturally interested in Well known authors like the British Asian writer Hanif Kureish and the Indian American novelist Jhumpa Lahiri feature in the chapter on multiculturalism the gender question is represented by Carol Ann Duffy the current Poet Laureate and Caryl Churchill the main representative of feminist drama

English Literature Teaching in Schools Herbert Courthope Bowen, 1891

Teaching Literature Ben Knights, 2017-10-17 This book comprises reflections by experienced scholar teachers on the principles and practice of higher education English teaching In approaching the subject from different angles it aims to spark insights and to foster imaginative teaching In the era of audit and the Teaching Excellence Framework it invites teachers to return to the sources of their own teaching knowledge The shift from a student centred to a research centred paradigm has particular implications for a discipline which prides itself on its teaching and has always had teaching and dialogue at its heart One which also talks across the tertiary secondary border to the cognate though different subject called English in school The argument which informs this book and which is developed in the individual chapters is that the future of the subject relies not alone upon fostering communities of research excellence but on re awakening and reviving its pedagogic traditions

Experiencing English Literature ANDREW. ATHERTON, 2023-11-16 What does it mean to experience a work of literature What role does response play in the creation of literary meaning And what really matters in the teaching of English Literature In this book Andrew Atherton offers a powerful and timely account of the vital role that student response plays in the English Literature classroom This text is deeply immersed in the disciplinary traditions and legacies of what it has meant to experience English Literature both for its teachers and students As the English teaching community try to move beyond exam driven responses highly restrictive essay structures and explicit teaching of interpretation this innovative text helps teachers to encourage responses from students that are more authentic and co constructed It contains dedicated chapters for teaching novels plays and poetry as well as generative writing sentence level analysis and essay structure Each chapter is furnished with a wealth of ideas routines and activities all ready to be embedded directly into the classroom This book will play a key role in this continuing rejuvenation of an experience of English Literature that places a premium on student response and how to shape it Deeply rooted in the disciplinary traditions of English Literature as a subject *Experiencing English Literature* remains actionable and practical written first and foremost for teachers It will be essential reading for any KS3 4 5 teacher of English Literature as well as Senior Leaders seeking to better understand the disciplinary traditions of

English Literature *Approaches to Learning and Teaching Literature in English* Peter Thomas, 2018 **Teaching**

English Literature Engelbert Thaler, 2016-04-18 Reading and discussing literature is a central topic for advanced learners of English in schools. This book offers future English teachers a comprehensive introduction to this area. It is easy to read and the author explains all the scientific terms you need to know in order to pass an exam on teaching English literature. Thought-provoking questions, a wealth of extracts from literary sources and illustrative diagrams ensure that the essential contents can be quickly learned and easily remembered.

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Teaching English Literature Introduction

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