The Research of Activities for English Course Teaching

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Design our course, many of the decisions affecting the success of a course take place well before the first day of class. Careful planning at the course design stage not only makes teaching easier and more enjoyable, it also facilitates student learning. Once your course is planned, teaching involves implementing your course design on a day-to-day level. To design an effective course, you need to: Consider timing and logistic, recognize who your students are. Identify the situational constraints, articulate your learning objectives. Identify potential assessments and identify appropriate instructional strategies. Finally, Plan your course content, schedule and write the syllabus. A curriculum often consists of a guide for educators to teach content and skills. Some curricula are general road maps, while others are quite detailed and give instructions for day to day learning. No matter the situation, it is important to start with a general topic and bring in more details with each step. Finally, evaluate your work to see if any changes need to be made. Define the purpose of the curriculum. Your curriculum should have clear topic and purpose. The topic should be appropriate for the age of the students and the environment in which the curriculum will be taught. If you are asked to design a course, ask yourself questions about the general purpose of the course. Why am I teaching this material? What do students need to know? What things do they need to learn how to do? For example, in developing a summer writing course for high school students, you'll have to think specifically about what you want the students to get out of the class. A possible purpose could be to teach students how to write a one-act play. Even if a topic and course are assigned to you, still ask yourself these questions so you have a good understanding of the curriculum's purpose.

Image titled Develop a Curriculum

Choose an appropriate title. Depending on the learning objective, titling the curriculum may be a straightforward process or one that requires greater thought. A curriculum for GED students can be called "GED Preparation Curriculum." A program designed to assist adolescents with eating disorders might require a carefully thought-out title that is attractive to teenagers and sensitive to their needs. Establish a timeline. Talk to your supervisor about how much time you will have to teach the course. Some courses last a full year and others last only one semester. If you are not teaching in a school, find out how much time is allotted to your classes. Once you have a timeline, you can begin to organize your curriculum into smaller sections.

Figure out how much you can cover in the time allotted. Use your knowledge of your students (age, ability, etc.) and your knowledge of the content to get a sense of how much information you will be able to cover in the time you were given. You do not need to plan activities just yet, but you can start to think about what is possible.

Consider how often you will see the students. Classes that meet once or twice per week may have a different outcome than classes that meet every day. For example, imagine that you are writing a theater curriculum. The difference between a two-hour class that meets once a week for three weeks, and a two-hour class that meets every day for three months is significant. In those three weeks, you might be able to put on a 10-minute play. Three months, on the other hand, may be enough time for a full production. This step may not apply to all teachers. Grade schools often follow state standards that outline the topics that need to be covered over the course of the year. Students often take tests at the end of the year, so there is much more pressure to cover all the standards.

Brainstorm a list of desired outcomes.

Make a list of the content you want your students to learn and what they should be able to do by the end of the course. It will later be important to have clear objectives that outline the skills and knowledge your students will acquire. Without these objectives, you will not be able to evaluate students or the efficacy of the curriculum. For example, in your summer playwriting course, you might want students to learn how to write a scene, develop well-rounded characters, and create a storyline.

Teachers working in public schools in the United States are expected to follow government standards. Consult existing curricula for inspiration. Check online for curricula or standards that have been developed in your subject area. If you are working in a school, check with other teachers and supervisors about curricula from previous years. Having a sample to work from makes developing your own curriculum much easier. For example, if you're teaching a playwriting class, you could do an online search for "Playwriting class curriculum" or "Playwriting course standards.

Listen to podcasts. Then discuss them together.

Not all teenagers are familiar with podcasts, but it's a great way to introduce lessons in an interesting way. And so far, my students have reported really enjoying them. In fact, I've even had students come back and tell me they've continued to listen to a podcast series on their own after we've concluded our lesson. Podcasts encourage students to be actively engaged, because the information being shared must be processed and visualized by the students as it's being said. I usually prepare questions for them to answer as they listen, and then facilitate a discussion afterward.

In my classroom, this sometimes leads to mildly heated debates, which is a learning

Introduce "chapter chats."

My students love being in charge of leading "chapter chats" in small groups. By encouraging them to be leaders in discussing specific book chapters, they take ownership in a whole new way. I've really enjoyed watching my kids come up with thoughtful questions, bring food to connect to something that happened in the text, and even create fun games that encourage their classmates to recall information from the chapter. It's been a fun experiment recently, and I definitely plan to use again.

Throw parties with a purpose.

We just finished reading The Great Gatsby, and since throwing lavish parties was Gatsby's thing, we threw our own 1920s soiree. I divided my students into small groups to do research on their assigned topic (historically accurate fashions, refreshments, ambiance, guest list, etc.) and then deliver presentations. The students were responsible for assigning each other parts, complete with instructions on how to dress and what food or beverage to bring. They even provided each participant with a lexicon (specific vocabulary) to use at the party. This assignment was fun, and it also covered many standards, which is a win-win for me!

Give speeches as characters.

After watching a number of TED Talks and studying what contributed to an effective performance, my students wrote and delivered speeches of their own. They drew prompts for characters with different occupations giving different types of speeches (e.g. Beyoncé giving a Grammy acceptance speech). I found that my students were much more confident and comfortable speaking when given permission to act like someone else. This activity was a hands-down favorite event for my 8th grade students. Those speaking and listening standards can be tough to master, and this assignment helped us get there.What are your favorite English activities for high school