

Shakespeare and the national curriculum - a study of methodology

University of Birmingham - Findings of the National Reading Panel



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Shakespeare in the English National Curriculum

This is where the podcast - funded by the DfES - comes in. The stereotype is that academics look down on performers as not being rigorous enough, and performers look down on academics for forgetting the real point of the plays. Young people from rivaling families pledge love to each other and choose rather to die together than to betray that love.

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And I carried on then with whatever opportunity was given to me books, films, live plays in theatres. ... More and more, schools and school districts are working to coordinate formative assessment with high-stakes testing programs, and when this is done, one can gain an important window on the relationship between curricula and one standardized form of student outcomes. By contrast, the Panel was unable to determine from the research whether reading silently to oneself helped to improve reading fluency.

Much ado about Shakespeare

The primary components are presented in : program components, implementation components, and student outcomes. . In some schools, the full curricula are used, while in others units may be skipped or time limitations at the end of the year may necessitate abandoning the last units in the sequence.

Shakespeare and the Making of America

A further discussion of synthesis studies can be found in. Teachers cite numerous reasons for giving Shakespeare a wide berth. More than 1,000 English Ph.

Shakespeare and the Making of America

More quality research on teacher training is one of the major research needs identified by the Panel. Shakespeare is taught all over the world, both

in English-speaking and non-English speaking countries.

Shakespeare in the English National Curriculum

How can we expect our students to cope? As mentioned previously, curriculum programs may vary in relation to their alignment to standards and accountability systems. In terms of methodologies for English students, the close-reading methods and emphasis on language as a key to understanding British cultural tradition found in the curriculum can also be seen to derive from Leavis. We explored whether a pre- or postevaluation design could be used to ensure actual measurement of student achievement in this kind of environment.

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The Panel also found that teachers must be provided with appropriate and intensive training to ensure that they know when and how to teach specific strategies.

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