Literature as an Alternative to Teaching to the Test

ABSTRACT

Literature as an Alternative to Teaching to the Test

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In response to the recent emphasis on standardized testing, reading in the USA has become a growing problem for American public education. Although educators frequently refer to the conventional method, they have been given the alternative for their students through the use of literature. Literature has many advantages as it enhances students’ written and verbal communication abilities. The purpose of this study was to investigate and analyze the literature as an alternative to teaching to the test. As a result, this study explored the benefits of using literature in order to improve the reading ability of American high school students. This study was conducted at a local high school in the USA, implementing a literature-based support program provides students with a foundation for reading ability through instruction in programs.
In response to the recent emphasis on standardized testing, teaching to the test has become a growing problem for American public education. Although educators frequently criticize this instructional method, they have been given few alternatives for test preparation, and teachers continue to practice teaching to the test in schools across the nation. While current political pressures necessitate that teachers practice effective test preparation, teaching to the test produces only short-term results and hampers long-term learning. Consequently, this thesis explores the benefits of studying literature in order to propose the adoption of a literature-based curriculum as an alternative to teaching to the test. Rather than teaching skills in isolation as occurs when teaching to the test, implementing a literature-based curriculum promotes student success on standardized assessments through embedded test preparation.

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