

Foreword

Improving the quality of teaching at secondary school level has been and continues to be a major concern for public sector education authorities, teacher educators and trainers, and teachers' professional organisations, as well as for secondary teachers themselves. The need to improve the professional training and performance of teachers in their subject areas is widely accepted. We know, for example, that the demands of today's secondary education call for teachers who are highly skilled and grounded in knowledge, values and effective teaching strategies.

To provide this, teachers need to demonstrate – among other factors – knowledge of child development, gender sensitivity, appropriate attitudes to teaching and skills in organising lessons, lesson planning, working with children, teaching methods, teaching strategies and selection of the best resources to support the teaching and learning process. This book deals with all these key elements in the organisation, planning and delivery of effective lessons. Casmir Chanda has presented teaching practice activities, techniques and the methods of teaching in simple language.

The book provides recommendations, based on an in-depth country case study, on how to improve and manage the quality of teaching and learning in English. Based on the Zambian experience, this book shows how education systems can effect improvements in schools, even in situations of very scarce resources. It gives clear strategies for English language teaching and learning. Although the book focuses on Zambia, the experiences presented will be of relevance to other countries in Africa.

This book is intended to assist front-line practitioners seeking best practice strategies in teaching English language at secondary school level. Chanda's book gives practical guidance on how English teaching and learning can be improved and make certain that meaningful learning takes place. The book will be useful in both teacher-training colleges and schools.

I commend this well-written, readable book to all pre-service and in-service primary and secondary teacher educators, co-ordinators and

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managers of teacher resource centres, school heads, serving primary and secondary school teachers, student teachers on teaching practice and school inspectors.

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