

'ELT for a Global World'

INTRODUCTION INTO ELT

A seminar course for OTAK students

Session 11

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11. Resources

Coursebooks 2

Bookshop visit



Tasks for the Bookshop visit:

You'll work in groups of 3.

You'll get a task sheet as a group. Your task will be to find coursebooks for learners of a certain age, or learners with a special purpose.

Once you have found some coursebooks, you'll choose one and look at it thoroughly based on the questions given.

During next class, you will present a 5-10 minute report based on your findings.

Task I. (for all groups)

About the bookshop

In what different sections are the books for learners and teachers of English arranged? List at least 5 sections. (Please note that the name of the section does not always appear on the shelves)

- 1.
- 2.
- 3.
- 4.
- 5.

Group A

About books for lower-primary

List at least 3 coursebooks that children aged 6-11 can use in the lower-primary (title, author, publisher, year of publishing)

- 1.
- 2.
- 3.

Group B

About books for upper-primary

List at least 3 coursebooks that learners aged 11-15 can use in the upper-primary (title, author, publisher, year of publishing)

- 1.
- 2.
- 3.

Group C

About books for secondary school students

List at least 3 coursebooks that secondary school students aged 15-19 can use (title, author, publisher, year of publishing)

- 1.
- 2.
- 3.

Group D

About coursebooks that prepare students for a language exam

List at least 3 coursebooks that students who prepare for a language exam can use (title, author, publisher, year of publishing)

- 1.
- 2.
- 3.

Further tasks for all groups (see separate task sheets)

About a book you chose

Now pick one of the coursebooks you looked at.

1. First look at the plan/map/syllabus/contents of the book, then take a quick look at the whole book and answer the following questions.

- What do the coursebook writers (or sometimes publishers) say about the aims of the book?
- Do you have the impression that the book achieves its aims?

- What are the main categories the book covers (e.g.: vocab, grammar, etc.)?
- Do you think there are categories that should be there but are missing?
- What are some of the topics and situations the book uses for teaching language?
- Are these topics and situations relevant for the target group?
- Do you think the book is varied enough? If you think it is, in what particular ways would you say it's varied?

2. Now look at one unit of the book.

- Are the dialogues and the texts interesting/motivating?
- Do they provide interesting/challenging information about the world? Do they teach things other than English?
- Are all the four language skills developed? Is there one skill or are there skills that seem to be given more attention than the others?
- What can students **do** (with the language) when they finish the unit?

- Are there tasks that allow students to share personal information about themselves or to think about themselves?
- Do they allow students to think about the target culture or their own culture?
- Does the unit promote a wide range of interactions? If yes, what?
- Anything else you notice about the unit and feel that it's worth sharing?

3. Finally...

- What do you think makes the book a good one?
- Can you say one thing you particularly like about it, and one thing you would change in it?
- What features of the book would students (of your special age-group (or special purpose) appreciate?
- Any other comments?

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