

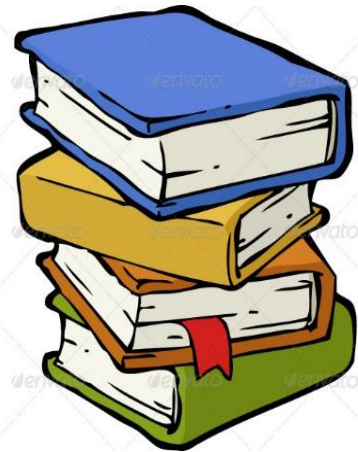
Why use a coursebook

Many teachers of English use a coursebook and there are a number of good reasons for doing so. Here are some examples:

It is the easiest way to assign students work. When they have a book with them, you can give them homework or prep work out of the book. When you don't use a course book you have to supply the materials each time, and you might not be able to let the students take these materials home. When you try to have students rely on the internet for finding sources and material you often run into problems with students who say they don't have access to the internet, or their computer is not working, or they just couldn't find anything...

Course books add much discipline to a program. Without course books, students would have no idea what is coming up and what will happen later on. Course books add a sense of ownership since students can study further ahead at their own pace, review difficult material, and have a sense of owning their own study. Without the books, students would feel adrift, and would have to rely on the teacher to provide all of the material in a timely manner to study. This way, students need only to be informed of the pages to review and the material to be studied...

It certainly makes the teacher's job easier. Whether I use one or not depends on the course and what books are available. Many school districts have cut back on textbook purchases, hoping to save money, but many teachers wind up using photocopied material in the absence of textbooks anyway, which can cost even more. There are many disadvantages to textbooks, and teachers have to be willing to use supplementary documents in addition to the text, but for most high school courses, they are essential. What is important, then, is picking the best textbook available, which for me means one that most reflects the direction scholarship is going.....



Coursebooks provide structure and support for the course. The higher you move in education, the more your coursebooks will change. For younger students, the teacher is

likely to follow the coursebook exactly. It allows the students to know what is coming and review where they have been. As students grow and courses become more complicated, teachers will start to jump around a bit in the coursebooks. They will also likely add supplementary materials. For students at a higher level of education such as the collegiate level, there are likely to be multiple coursebooks for each course. The point of the book is so that everyone can be on the same page. A teacher can assign work or reading material and everyone will have access to the exact same piece of information..

Games

Types of games

Some types of games may focus on comprehension (listening/reading) as well as production (speaking/writing). In this case, the child may not necessarily say anything but gets used to hearing or reading words or sentence patterns over and over again. Some of these games are also very good at training pupils' memories. An example of a game which focuses on "code control" and memorization is based on the formula, *"I went to the market and I bought..."* Here the class has to remember and repeat in the correct order a range of vocabulary and add their own examples. For example, during a topic on **Animals** this can be changed to I went to the Zoo and I saw a giraffe. The next child says "I went to the Zoo and I saw a giraffe and a tiger", and so on. This game can be used for practicing vocabulary, colors, possessives, adjectives, etc. and the simple past tense of "go". Through constant repetition, this game provides practice in pronunciation and meaning of vocabulary items as well as possessive pronoun *mine*. It also allows for personalization. This game can also be played with picture prompts.

These games have referred to moves from *language control* to *communication*. This type of game tends to focus on developing *fluency* and *collaboration*. These games are an important part of the *communicative* and *activity based approaches* and are usually done in pairs or groups of four. Collaboration is achieved by trying to create a context where pupils' focus on getting a task done together, while of course using key language rather than simply practicing language items for their own sake. The cooperative task often relies on *information gap*. This might include following instructions to make a drawing or follow a route on a map, such as *describe and arrange* or *describe and draw/picture dictation, etc.*