

CUERPO DE PROFESORES DE ENSEÑANZA SECUNDARIA

INGLÉS

Colección: Pack Preparación

GUIDE FOR PRACTICAL CASES



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CASE 1: Choosing a coursebook

Which criteria would you follow to choose a coursebook for the third course of Secondary Education?

As a way of introduction, we can say that choosing a coursebook is extremely difficult, as we cannot get a good picture of the suitability of a book till we have been working through it for some time. However, we may assess the material before introduce it into the classroom.

According to Nunan, any coursebook evaluation form should be based on the following criteria:

- 1) The coursebook makes clear the link between the classroom and the wider world.
- 2) The coursebook foster independent learning.
- 3) The coursebook focuses our pupil on their learning process.
- 4) The coursebook is readily available.
- 5) The coursebook accords with our pupils' needs.
- 6) The coursebook can be used at more than one level of difficulty.
- 7) The pedagogical objectives of the material are clear.

Apart from this, we must take into account factors such as if the price of the material is suitable for our pupils, the availability of tapes and workbooks, or whether the lay-out design is attractive for them since they need visual backup for most presentations of new vocabulary.

Together with this and as far as the activities are concerned, we must check that they are balanced, i.e. Not only there should be a substantial amount of aural language input, but also a wide variety of communicative activity, giving always more importance to receptive skill to productive ones as the introduction of our decree stress.

In terms of the language, we have to bear in mind whether it is presented in realistic contexts and is related to our pupils' interests, and of course, if the progression is adequate for the cognitive stage of development of our children.

We will also analyse whether the topics included in the coursebook match up to our students' personality, backgrounds and needs.



Finally, we need to consider if the coursebook give enough guidance, not only for us, but for our pupils, and whether the material sets up clear explanation of how to be used, in order to take the maximum advantage out of it.

To sum up, it is very important that the textbook is clear for our children, easy to follow and have well-defined objectives that the whole class can understand.

Bibliography:

Nunan, D. – “The learner – Centred curriculum”. C.U.P. Cambridge, 1988.