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English Department

Chapter One:

Selecting Course-book: The Essentials

2023-2024

Analysis

1. break down into parts.
2. **examine** [look closely at, in detail],
 1. giving in-depth explanations [make clear and give details about how and why something is so. Give reasons].
 2. Show why these are important and how they relate or connect to each other.

Evaluation

1. **Weigh up** [think carefully about the **advantages** and **disadvantages** / (**strengths** and **weaknesses** of something\situation before making a decision).
2. **Assess** (identify strengths and weaknesses).
3. [Make sure you come to a **judgment**].

It is argued that teachers may choose to **omit** or **modify** materials and/or tasks for the **following reasons**:

a) Learners are **already familiar** with a language point, or are already competent in a skill.

b) There are **too many tasks** on a specific area.

- c) The **item/area** concerned is **not a priority**.
- d) The **structure** is **not well designed**.
- e) The **item/task** is **not** well-suited **for its aim**.
- f) The **topic** is **not appropriate** for the learners.

g) **Texts** are of inappropriate length (e.g. **too long**).

h) **Materials** are **inappropriate** for the **aim** they were **designed to fulfil**.

i) **Materials** are **inappropriate** for the learners' **age, needs** or **experience**.

j) Materials are **unclear, confusing,** or **misleading**.

k) **Tasks** are **not well designed**.

Teachers may choose the following types of adaptations to the coursebook they use:

1. Modification of the content of the coursebook. The content may need to be modified because it does not suit the target learners, perhaps because of factors related to the learners' age, linguistic level, infrastructure restrictions of the school or/and classroom, or even cultural background.

2. Addition or deletion of the content of the coursebook. The book may contain too **much or too little**. It is likely that parts of units throughout the book should be omitted. For example a coursebook may focus primarily on listening and speaking skills and hence writing activities in the book will have to be added.

3. Reorganization of the content of the coursebook. Teachers may decide to reorganize the book, and arrange the units in what they believe is a more appropriate order.

4. Dealing with important omissions of the coursebook. The text may omit items that the teacher feels (are) important. For example a teacher may add vocabulary activities or grammar activities to a unit.

5. Modification and alteration of language tasks and activities. Tasks, Exercises and activities may need to be changed to give them a different content and/or focus. For example a listening activity that focuses only on listening for information can be adapted so that students can listen a second or third time for a different purpose.