

Essay on english teaching (textbook evaluation)

[Sociology](#), [Communication](#)



“ A conversation Book one: English in Everyday’s Life” is a revised third edition book that provides a wide variety of vocabulary and student-centered learning activities for teachers to apply when teaching students. To begin with, the book advocates for teachers to use a communicative teaching approach method when teaching students. In addition, it inspires and recommends students to actively engage in the use of proper language in classrooms which eventually enhances their learning skills. This book also advocates for students to use English when communicating and conversing with one another which actually heightens their fluency in English. In regard to this, the students acquire good communication skills and techniques that are essential in expressing their thoughts and feelings especially outside classrooms.

As a matter of fact, the book provides students with good listening and communication skills which in time are applicable in critical thinking and evaluation. Furthermore, the book emphasizes more on conversation and communication rather than grammatical accuracy. Therefore, the grammar rules are learned inductively throughout each lesson in the book. This book is also designed for the beginners and low intermediate student although I believe it is also appropriate for both the young and aged learners. I recommend for a more detailed approach in case the book is to be used for young learners because it really emphasizes on the language conversational skills needed in everyday’s life. Additionally, I perceive this book as not actually being essential to those students lacking a basic familiarity with the English alphabet and also those who do not have prior experiences using the language skills of listening and speaking in their native languages. I would

not recommend this book to be used by first language learners since it makes an assumption that all learners have general experiences in everyday's activities.

Teachers can use this book either sequentially from the beginning to the end or in a random order which is actually provided in the teacher's guide. The teacher's guide is a very easy to follow procedure which contains warm-up activities for each lesson with preceding steps on suggestions about the contents in the book. In addition, the objectives are clearly stated for each lesson with a wide variety of extended activities for each lesson while there is also a section that gives an overview of all the activities and the objectives of each lesson. On the contrary, there are no supplementary materials included within this textbook.

The student's guide contains guidelines on the first page of every unit which actually facilitate learning and comprehension of the unit. In addition, this small section in each unit actually guides students in understanding, developing, and broadening their learning skills. There are also sections for: Vocabulary; grammar and conversation; individual or partner and group activities, and sections for cross-cultural exchanges which in reality allow the class to discuss their cultural differences. The student's guidebook also encourages students to discuss and talk about their opinions regarding their cultures. This eventually helps them in clarifying any confusion they might encounter about cultures while learning English as language. There are also sections of discussion in the book which allow students to review and answer questions on already discussed topics. In these sections, teachers are

allowed to ask questions which students are eligible to answer while in class. Finally, the individual, partner and group activities provide students with lots of opportunities in language. These activities actually involve: Assigning of specific roles when playing; total physical response (TPR); vocabulary memory games; journal writing assignments; and activities that involve story-telling, survey, problem solving and discussions. In regard to these, students will acquire numerous opportunities of thinking, discussing and sharing answers while using this textbook which eventually helps them interact well with one another hence making the learning process more meaningful.

The vocabulary section in each unit provides students with new vocabularies. These equip students with adequate language words which help them develop sufficient confidence and familiarity with the language. Additionally, the presentation of vocabulary in appropriate levels enables students to understand the text and be able to comprehend the new vocabulary which actually is not repeated in subsequent lessons; this reinforces their meaning and use through the textbook. The book also contains: Pictures which clarify vocabulary; interactive and task based activities for students to apply the new learned vocabulary and instructions for students to read before working on the exercises at the end of each unit.

In conclusion, I would like to say that “ practice makes perfect”. Therefore, students should communicate regularly in English or any other language for them to learn and perfect on that language. I would also recommend teachers to provide supplementary materials to students since none are

provided in this book. These include: Homework and class assignments; drills, listening and speaking quizzes, and tests. The teacher should also incorporate more audio-visual materials and provide additional materials and exercises to reinforce grammar points in the textbook and review vocabulary words. Generally, I believe that this textbook is appropriate to be used in ESL/EFL classes since it coincides with the goals of the course and also appropriate for the students in low beginner class.