

Content Analysis And Teaching Strategies Of An English Language Books And References: A Teacher's Opinion

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ABSTRACT

In this study it discussed the imperative content of an English Language textbook and references. Along with this, it also explained the teaching strategies in each content part in order to give a preview of the appropriate approaches and teaching methods about the content skills of the book and references.

KEYWORDS

Content analysis, teaching strategies, approaches and teaching methodology, book and references

INTRODUCTION

The selection of the reading materials must develop the communicative competence of the students in reading and must have a relation to the real life situation of the students. The choice of the perusing materials must build up the open fitness of the students in perusing and should have a connection to the genuine circumstance of the students. Books and references are the primordial instructional materials that a teacher has in teaching. Teaching English Language skills must focus on reading, writing, listening, building vocabulary, grammar and speaking.

RESEARCH METHODOLOGY

In this study, the researcher made used of content analysis and interpretation of the different books and references commonly use in teaching English Language. Through this, the researcher was able to analyse and established the common idea of what an English Language book and references should have to be.

FINDINGS AND DISCUSSIONS

1. The Reading Content

The reading materials should be authentic in three ways. The perusing material must be genuine: It must be the sort of material that students need and to have the capacity to peruse when voyaging, concentrate abroad, or utilizing the dialect in different settings outside the classroom. The chose content for the students ought to suite to their review level. Make it more congenial by evoking students current learning in pre-perusing discourse, looking into new vocabulary before perusing, and requesting that students perform assignments that are inside their ability, for example, skimming

to get the primary thought or filtering for particular data, before they start serious perusing.

The reading reason must be valid: Students must read for reasons that can be understood well and have significance to them "In light of the fact that the educator allowed it" is not a true purpose behind reading content. To distinguish applicable reading purposes, the students must have inquiries to reply to the questions of reading the content.

Give them chances to utilize the library, the web, and other reading materials. The reading approach must be original: Students ought to peruse the content in a way that matches the reading reason, the kind of content, and the way individuals regularly read. This implies perusing so anyone might hear will occur just in circumstances where it would happen outside the classroom, for example, reading for delight.

2. The Comprehension and Vocabulary Content

In the first stage of comprehension, a variety of activities is used which test literal understanding of the text. Students may be asked to find or remember names of characters, and the kind of people they are; events in the text and the order in which they happen and where and when events happen. Teaching notes suggest ways of making these exercises interactive so that the class completes them together with the teacher.

In the second phase of understanding, youngsters are required to think past the exacting significance by two sorts of inquiries: Inferential inquiries require kids to utilize thoughts and data not in the content but rather which can be comprehended from the content by utilizing instinct and by relating individual experience to the content. Understudies might be asked: why a character is carrying on especially; the explanations behind occasions happening; and what may occur next.

Evaluative questions require students to use thinking skills, intuition and experience to give personal opinions. Students may be asked: whether character have behaved well or badly, done right or wrong how the piece of writing makes them feel; and whether they agree with statements made in a text. Learning how to answer different kinds of questions is an important part of developing skills in English. For questions where there may be no right or wrong answers, different responses are acceptable and notes are given to guide teachers in helping students to express and justify their opinion. Different vocabulary activities systematically practise a variety of word skills which help children to recognise and produce more interesting language.

3. The Language Building and Grammar Content

The instructor presented the lesson appropriate and discloses to the class. Solicit the understudies from different illustrations and keep in touch with them on the board for accentuation. Give the understudies a chance to apply the rule as clarify by the educator by utilizing the cases in the book. Give the understudies a chance to answer the given exercises in their dialect book. The understudies finish maybe a couple exercises in their dialect and practice which put the rule into practice.

Syntax illustration structures are displayed utilizing characters from the story with the goal that understudies are helped to remember the setting for the dialect. The presentation on the grammar page gives students a clear model to refer back to. The structure is practised orally and in written exercises, allowing the teacher to check student's ability to use it correctly. Prepare children for the practice book by checking they understand the tasks. The listening activities reinforce the structures and vocabulary for the unit and help students to develop their aural skills.

4. The Spelling and Reading for Enrichment Content

The target phoneme is presented in a sentence from the reading text of unit so that students see and hear the word in a context they have already studied. Teachers may choose one of the following methods of sounding and making the words with the class.

Students stand spaced out front of the class and hold each phoneme on a card. The teacher moves the student closer together, points to each phoneme and says the sounds with less time between each sound. The teacher moves the student closer together, points and says the phonemes close together.

Students hold the cards together to show the whole word; teacher points and says the whole word. A students point to phonemes in their books and repeat as the teacher says the sounds following strategy. Teachers must be confident that all students are pointing to the correct phoneme when it is said. These methodologies give students a strategy for reading unknown words, pronouncing them correctly and learning to spell them. Students practise reading and spelling the target group of words. The teacher can choose all or some of these methods of giving reading practice - Children read again as a whole class, groups read different sentences or sections, individuals read different parts.

5. The Guided Writing Content

Students are set a writing task which follows the form of the text type studied in reading. The teacher helps the class to make notes on the board before writing. The teacher helps the class to compose writing from the notes on the board.

The class reads the completed piece of writing with the teacher and discusses any possible improvements. The writing is removed from the board before students begin their own piece of writing independently. The aim is not for children to recall the class writing exactly.

The process of shared writing shows children how to compose something from ideas and notes. The first page is preparation for independent writing: it reminds students of the key features of the text type they are going to write, introduces useful vocabulary they will need and usually includes a short task.

Students complete the writing task on the second page. The class should be able to work largely independently, but will benefit from teacher support while they write and make improvements.

SUMMARY

All together for English dialect learners (ELLs) to end up plainly fruitful students, they have to learn review level substance and also the English dialect aptitudes expected to get to that substance. The methodologies in this segment recommend routes in which you can furnish your ELLs with extra dialect bolster in learning content regions, for example, perusing, linguistic use, composing, and dialect building.

There are various procedures that instructors can utilize when showing English dialect learners (ELLs) in substance regions. On the off chance that these methodologies are unfamiliar to you, an ESL expert or partner might have the capacity to offer some more thoughts on the best way to utilize these systems adequately with students at various dialect levels.

CONCLUSION

English language teaching textbooks and references play an important function in the life of a classroom, the teacher and the students. The book should contain research-informed chapters focusing on: analysis of textbook content; how textbooks are used in the classroom; and textbook writers' accounts of the materials writing, and design.

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