

## TEXTBOOK AS A MEANS OF IMPROVING LEARNING PROCESS

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### ABSTRACT

The article discusses the role of textbook in the study of a foreign language, particularly English. The main advantages and disadvantages of the classical textbook are studied in a very logical consequence. The article proves that methodologically expedient use of proper material can undoubtedly ensure the effectiveness of the learning process. Repetitive assignments and systematization of the information in the textbook allow intensifying the learning process monitoring the effectiveness of the learning progress enhancing a learner's skills motivating practical use of the manual. The article confirms that the textbook is for both learners and teachers as a source of information, reference manual, means of mastering skills correspondingly. It is viewed as a sample of organizational work, well-proportioned content and structure of the educational material. The main emphasis of the textbook is teaching the students practical use of theoretical knowledge while realizing all the steps necessary to solve the corresponding problem. It encourages creative thinking and problem-solving activities.

The article brings forward the necessity of using proper manual, including stages in the structure of the lesson, as nowadays in the conditions of hybrid classes it is becoming more relevant than ever before to have a very suitable textbook for learners.

**Key words:** textbook, educational material, curriculum, teaching methods, comprehension, practical importance, application, teaching process.

## INTRODUCTION

Currently many learning resources are available for teaching foreign languages. They are very important part of learning, as they determine the content and methods of the lesson. Educational materials include not only traditional textbooks and workbooks with standard content, but also modern techniques with game components or smartphone apps. However, the most popular teaching material at the initial stage of teaching a foreign language is still the traditional TEXTBOOK.

Any textbook **is** written based on the standard curriculum for a system of schools. That is, the curriculum is set, then a set of specifications for textbooks are developed. A successful textbook should contain all the tools for the learning process (texts, vocabulary exercises, grammar explanation, vivid examples, memorable associations).

However, “The need for textbooks was not so strong, for example, in some European countries at the end of the 1990s. So, concepts such as computer learning, orientation towards a specific project or active learning came up nowadays” (Adams T. W., 2007). Prof. Dr. Andreas Nieweler points out that in teaching a foreign language, it is impossible to completely abandon textbooks. He argues that textbooks have an “educational function” for both teachers and students.

Although there are many modern technical possibilities for learning a foreign language, the textbook seems to be the most important teaching tool. It's the textbook that can help the student to understand the missed topic, while working independently (Журавлев В. И., 2004). Many modern foreign language textbooks created by native speakers have, as a rule, various forms of dialogue, because this form is the most natural, it inspires confidence, allows repetition in speech for consolidation of new vocabulary and grammar. But not in all periods had the textbook been the most important teaching tool.

On the other hand, for example, in Waldorf Schools for pedagogical or ideological reasons, teachers refuse using textbooks, which leads to a constant search for suitable educational material. Waldorf School in Yerevan is rather a good example of that. The teacher's “ideal” lecture replaces the textbook. Each teaching method has its own pros and cons. The teacher's lecture is alive and extremely economical; a specialist can

provide students with essential knowledge efficiently and prioritize accordingly. However, students listen carefully only when they need to create a resume when writing any reproductive work which is then checked and assessed by the teacher for completeness and accuracy.

### **METHODOLOGY**

Methodologically, in recent years, there has been a need to provide students with more opportunities for independent work, so both pupils and students need additional suggestions for one-to-one learning. Thus textbooks and tutorials allow individual access to the educational material; thanks to the text base, individual and group work in the classroom is also simplified (Rose G., 2009). Meanwhile many students experience significant difficulties trying to perceive new material in a foreign language only orally, through the teacher's lectures. The necessary learning conditions for this group of students are visualized only through the corresponding written original.

At the same time, the teachers shouldn't have too dogmatic treatment of the textbook. In this respect Professor Andreas Nivelier is supported by Dr. Detlev Kahl. He believes that teaching a foreign language without a textbook is too wasteful and not desirable for teachers or students.

Here is the table where positive and negative sides of using a textbook can be followed.

<b>For the textbook</b>	<b>Against the textbook</b>
concentration and choice published, i.e. quality control desired management of the learning process clear progression	strict definition of content lack of relevance too tight control of learning process no interactivity

Let's observe the matter from the other side. The content of this table can vary from country to country but it goes without saying that for many students, the word "textbook" is associated with English lessons at school. No matter how good are/were the teachers, school textbooks aren't/weren't the best books for learning English. Too much

theory and little practice are the main drawbacks of school manuals.

In this article we present from contextual and structural viewpoint the analysis of a well-known modern manual which is in great demand among the learners: That is English File (third edition). This manual implements a communicative approach, that is, it is aimed at developing the student's speaking skills.

English File is considered to be easy to understand textbook for learning English, but this does not mean that it is “superficial”. It's just that you don't have to dwell on too complicated aspects of grammar or learn words that native speakers rarely use in everyday communication. We recommend choosing EF for studying for those students who want to quickly “talk” in English. EF will teach the learners how to speak on any topic in modern English. The textbook structure consists of 10-12 units, each of which is divided into several parts (sections may differ slightly in textbooks of different levels) 2-3 mini-lessons (files) - 1A, 1B, 1C, etc., each of which teaches new words and phrases based on texts, dialogues and audio recordings, as well as new grammar topics. Practical English / Colloquial English is a special section for improving conversational skills and listening comprehension. The authors offer colloquial phrases and useful expressions for learning that will help make the speech natural. Writing is a section in which the learner is taught how to write letters, resumes, essays, etc.

Revise & Check is a section for repeating the material of all parts of the unit. The tutorial manual has a section of additional materials. This comes to help the learners to improve basic knowledge of English. For developing speaking skills at the end of the manual there are the texts of the audio recordings (Listening), exercises for the development of oral speech (Communication), a grammar guide (Grammar Bank) for each unit, additional exercises for expanding vocabulary (Vocabulary Bank) , as well as a table with reading rules (Sound Bank).

EF textbooks come with audio CDs. The same tasks can be done online at appropriate sites. There are numerous exercises for expanding vocabulary, practicing grammar, improving pronunciation, as well as tests, mini-games and other entertainment for each of the lessons of the textbook, which makes the book multifunctional.

However there are no answers to the exercises in textbooks. Therefore, if you want to

receive an objective assessment of your knowledge, you should study either with an English teacher, or buy a book for the teacher (Teacher's book) with answers.

We'd like to dwell on the organizational work, illustrative material and orientation side of the manual:

- The organizational work includes those questions and tasks that refer to students' observations of facts and phenomena, contribute to the systematization and generalization of what has been learned, coordinate and direct the activities of students in the process of forming their skills and abilities.
- Illustrative material (figures, diagrams, tables, graphic symbols and means like that) contributes to a deeper understanding of the being studied phenomena, therefore it is closely related to the main educational text, and clearly represents what it says, supplements, concretizes and in a number of cases, it makes up for the missing material in the text.
- The orientation side (pointers, headings, table of contents) helps students understand the internal structure of the textbook, gives an idea of the content and structure of the educational material, allows them to navigate the content of the textbook as a whole, quickly find the information they need (Renate F. & Volker R., 2008).

It should be borne in mind that in this case, the proportion of learners' independence of actions is gradually increasing. And the teacher is faced with the task of making the work of analyzing materials for observation more varied, taking into account the development of the cognitive activity of learners.

Here are examples of such tasks:

- try to understand the material through your personal observation and give your own examples: similar to the given data or information, try to comprehend the material of the given text and give additional questions;
- find something that was not discussed in previous lessons;
- note the new things that have been learned in comparison with the elementary school;
- draw up an answer plan;
- compare the materials of the two texts and draw up a general plan for their retelling (Jack C. Richards & Theodore S. Rodgers, 2016).

Exercises in all manuals are focused both on the development of the cognitive activity of students and on the formation of the experience in the sphere of creative activity, as it is provided for by the content of teaching any subject in secondary school. For this purpose, exercises of a productive nature are used, partly search tasks, completion tasks, matching tasks, tasks on finding the definitions, rendering, translations, independent analyses of facts, drawing of conclusions and generalizations which are based on the ability to apply the knowledge gained in a new situation.

So our observations resulted in identifying the following main features of a good educational manual: it can be a student's book, workbook, a teaching aid or a textbook:

- accessible scientific presentation, which forms the student's consistency, evidence of thinking, cognitive activity and interests;
- the leading role of theoretical provisions that determine the system and nature of practical skills and abilities;
- a successful selection of facts, explanations, examples, illustrations, allowing to assimilate the content of scientific material;
- interesting exercises, practical work, tasks for quick wits, inquisitiveness of thought;
- connection of educational material with everyday life of people;
- good design;
- compliance of the manual with the worked out curriculum (Binkley, M. R., 2013).

From this viewpoint English File (third edition) meets all the requirements

Realization of individualization and differentiation of teaching in textbooks is a relevant phenomenon. Textbook materials make it possible to differentiate assignments for different groups of learners, taking into account their individual capabilities and interests. An individual approach can be implemented both in the course of mastering the theory and in the process of developing skills.

## **DISCUSSION**

The method of information presentation (inductive, deductive, inductive-deductive) orients the teacher to the choice of the appropriate method of explaining the topic. So, if the textbook proposes an inductive way of learning new things, then the teacher, as a rule, uses *heuristic* methods of working with schoolchildren enabling someone to

discover or learn something for themselves. Heuristic methods are used for solving creative problems using elements of the “Theory of Inventive Problem Solving” technology implemented in the process of extracurricular activities, focused on the development of creative abilities of learners, considering the diagnosis of the creative potential of learners of any age.

If the topic is stated deductively, then in the process of explaining the teacher chooses one of the explanatory methods. Thus, the textbook helps the teacher in solving the most important methodological problem having:

1. Availability of material, differentiation of the material according to the degree of its importance for mastering the studied topic as a whole, the allocation of material for memorization, for independent observation, for comprehension, helps the teacher competently, methodologically expediently plan a lesson, pay more attention to that part of the new material that should be understood by learners more deeply, to the rules, definitions intended for memorizing (Миролюбова А. А., 2010).
2. The presence of exercises is aimed at the formation and improvement of all the special skills and abilities provided by the program.

The task of the teacher is to realize the purpose of each assignment and to achieve the goal in the course of its implementation.

3. Ensuring regular repetition and systematization of the material covered.

Repetition assignments and exercises should not be ignored. They allow you to constantly monitor the level of formed skills and timely prevent the process of their extinction. The strength of the assimilation of the material is ensured only under this condition.

4. The presence of a variety of visual material in textbooks and availability of materials with the help of which general subject skills are formed in schoolchildren.

Pictures, diagrams, tables, symbols contribute to intensification of the educational process, make it possible to make the methods and forms of work with schoolchildren more diverse, activate their attention, develop the cognitive interests of children. Methodologically purposeful use of such materials ensures the effectiveness of the learning process as a whole (Гильберт М., 2007).

## **CONCLUSION**

Summing up we can define the most common weaknesses of textbooks and suggest the ways of overcoming those drawbacks and difficulties. Thus, the textbook is designed as a mere source of information including all the answers to the questions, and it tends to be fact-based.

Students assume that learning is simply a collection of facts and figures. They only see one perspective on a concept or issue. Students cannot read or understand important concepts. Teacher does not tailor lessons to the specific attributes and interests of students. Students tend to see learning as an accumulation of correct answers.

Therefore, our suggestions are:

- Provide students with lots of information sources such as the internet, books, CD-ROMS, websites, encyclopedias, etc. to find additional materials. Use textbook sparingly and provide creative thinking and problem-solving activities.
- Discover what students know about a topic prior to teaching. Design the lesson based on that knowledge. Use lots of supplementary sources mentioned above.
- Involve students in problem-solving activities, higher-level thinking questions, and extending activities.

We'd say that any textbook or manual is as good as the teacher who applies it. While using a book any teacher should remember that a textbook is a unique and very important tool in the teaching process. Yet, the teacher must not over-rely on textbooks and ignore other means of teaching aids. Whenever the textbook seems to be outdated or insufficiently covers a topic, multiple sources are available to enlarge and include more details on the subject observed.

Textbooks should be reusable, remixed, revised and retained. Thus the teacher is the one who makes and takes decisions to use a text book or not, as they may appear good on the top but have limitations on the bottom. So our slogan is "Use Textbooks but Wisely".

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## ԱՄՓՈՓՈՒՄ

### ԴԱՍԱԳԻՐՔԸ ՈՐՊԵՍ ՈՒՍՈՒՄՆԱԿԱՆ ԳՈՐԾԸՆԹԱՑԻ ԲԱՐԵԼԱՎՄԱՆ ՄԻՋՈՑ ՎԵՐՈՆԻԿ ԽԱՉԱՏՈՒՐՅԱՆ, ԱՐՄԻՆԵ ՂԱԼԱԶՅԱՆ

Հոդվածը նվիրված է օտար լեզվի դասագրքի դերին, մասնավորապես, անգլերենի ուսումնասիրության ոլորտում: Դասական դասագրքի հիմնական դրական և բացասական բնութագրերը որոշվում են միանգամայն տրամաբանական կարգով: Հոդվածում կարևորվում է պատշաճ նյութերի մեթոդական նպատակահարմար օգտագործումը: Այն, անկասկած, ապահովում է ուսումնական գործընթացի արդյունավետությունը: Կրկնվող առաջադրանքների յուրացումը և դասագրքում ներառված տեղեկատվության համակարգումը թույլ են տալիս ակտիվացնել ուսուցման գործընթացը՝ այդպիսով մշտապես վերահսկելով ուսուցման առաջընթացի մակարդակը և զարգացնելով սովորողի հմտությունները՝ կարևորելով ձեռնարկի գործնական կիրառումը: Հոդվածում հաստատվում է, որ դասագիրքը նախատեսված է ինչպես սովորողների, այնպես էլ ուսուցիչների համար՝

որպես տեղեկատվության աղբյուր, և համապատասխանաբար հմտությունների յուրացման միջոց: Այն դիտվում է որպես կազմակերպչական աշխատանքի, ուսումնական նյութի համաչափ բովանդակության և կառուցվածքի նմուշ: Դասագրքի հիմնական շեշտադրումը սովորողներին տեսական գիտելիքներով ապահովելն է, ինչպես նաև դրանց գործնական կիրառումը: Այն ապահովում է անհրաժեշտ նյութերը, որոնք խթանում են ստեղծագործական մտածողությունը: Հոդվածում առաջ է քաշվում դասագրքի կիրառման անհրաժեշտությունը, ինչպես նաև քննարկվում է դասի կառուցվածքը:

**Բանալի բառեր՝** դասագիրք, ուսումնական նյութ, ուսումնական ծրագիր, ուսուցման մեթոդներ, գործնական նշանակություն, ուսումնական գործընթաց:

## РЕЗЮМЕ

### УЧЕБНИК КАК СРЕДСТВО УСОВЕРШЕНСТВОВАНИЯ УЧЕБНОГО ПРОЦЕССА

**ВЕРОНИК ХАЧАТУРЯН, АРМИНЕ КАЛАЧЯН**

Статья посвящена роли учебника в изучении иностранного языка, в частности английского языка. Основные положительные и отрицательные стороны классического учебника выявляются в весьма логической последовательности. В статье приводятся ряд доказательств того, что методически целесообразное использование соответствующих материалов, несомненно, может обеспечить эффективность учебного процесса. Усвоение повторяющихся заданий и систематизация информации, содержащейся в учебнике, позволяют интенсифицировать учебный процесс, тем самым постоянно контролируя и мотивируя уровень успеваемости и умения учащегося применять практическое использование учебника. В статье подтверждается, что учебник (учебно-методическое пособие) разработаны и предназначены как для учащихся, так и для учителей как источник информации, и справочное пособие, соответственно как средство овладения необходимыми навыками. Он рассматривается как образец организационной работы, хорошо сбалансированного содержания и структуры учебного материала. Основной акцент учебника сделан на обучение студентов применять теоретические знания на практике в процессе реализации всех этапов,

необходимых для решения соответствующей задачи. Он поощряет творческое мышление и деятельность по решению проблем, а также применение дополнительных материалов.

В статье выдвигается необходимость использования надлежащего пособия, включающего все этапы в структуре урока, так как в настоящее время в условиях гибридных типов занятий становится, как никогда, актуальным наличие очень подходяще-разработанного учебника для изучающих язык самостоятельно, или под руководством преподавателя.

**Ключевые слова:** учебник, учебный материал, учебная программа, методика обучения, материал для ознакомления, практическая значимость, учебный процесс.

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