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INFLUENCE OF THE COURSE BOOK ON THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE

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Түйін

Мақаланың мақсаты студенттердің сабақ барысында оқулықты қолдану немесе қолданбау себептерін және оқу құралының көмегімен оқу процессінде жеткен жетістіктерін анықтау. Бұл мақалада ағылшын тілі пәні оқулығының оқу процессін жеңілдету жолдарын айқындайды.

Түйін сөздер: оқу құралы, оқу процесі, бақылау, коммуникативті құзіреттілік

Резюме

Целью научной статьи является определение взаимосвязи между успеваемостью студентов и наличием учебного пособия по английскому языку. Данная статья фокусируется на упрощении учебного процесса посредством использования учебного пособия на уроках английского языка.

Ключевые слова: учебное пособие,

Учебный процесс, наблюдение, коммуникативная компетенция

***Abstract:** The aim of the article is to identify the connection between students' achievements in study and the fact they use or do not use the course book while the course. The article emphasizes the facilitation of the educational process by the EL course book.*

No doubt, that course books play a significant role in EFL/ESL classrooms. In EFL/ESL classrooms course books are usually appear as a connection between students and teachers. There are a huge amount of reasons why course books have been the main toll in language teaching. According to some researchers as Viali (2008), 'teachers turn to course book for choice of content, for sequencing of activities as well as guidance for the assessment process' [1; p.16].

Course books are very helpful and comfortable to use during the EFL/ESL classrooms. To illustrate they diminish the time for class preparation and teacher books offer some advices how to organize lesson. All activities, advices given in the Set simplifies teachers' work as it is sometimes difficult to find the appropriate materials, either because they lack of time or ability. We have no hesitation in recommending course books for teachers, but is it the same for students? Is it so important to students to have a course books? In our research we tried to answer the question if our students benefit from the use of course books.

Using course books have their pros and cons. It is useful because students are provided with the whole materials related to their level. On the other hand, the use of course books for some students is not always totally beneficial. It depends on the level, if the students' level does not coincide with the level of the course he/she takes, abilities, interests of the students. We have noticed that some observed students without course books learn English easily and fast while some with course books take longer and have harder time. Thereby you can see that course books are not always advantageous, beneficial. On the contrary some students without course books passed examinations, but dissatisfied with their total marks, results.

The aim of the research is to identify the connection between students' achievements in study and the fact they use or do not use the course book while the course. While the observation we tried to find out if the course book is really the significant tool and component of the educational process and does it have any influence on the formation of the communicative competence of the students. Students must be fluent in English language and must demonstrate high English language communicative competence. Unfortunately, not all the students reach this level due to the absence of authentic (original version) course book. At the same time, the students' English language communicative competence is an integrative personal quality, it is a tone which relates with other kinds of personal and professional development competence and defines its effectiveness in greater or lesser degree. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, socio-linguistic and socio-cultural competences as well as socio-personal interactive competence correlated with cooperation and tolerance of the student. The modern requirements for the foreign language proficiency include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and socio-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields. The research covered first year students of the faculty of Engineering and natural sciences and the faculty of Economics and Administrative Sciences with the intermediate level. [4; p.36]

The research was based on the hidden observation, i.e. students were not warned that they were participating in given investigation. They were not forced to buy books and were not punished for not having the book. But in the beginning of the semester they were told about the importance and significance of the course book. Also, the same issue was given in the academic document – syllabus.

Why use the course book?

- * *Using the course book will help students think more deeply about their learning and become clearer about the progress they are making in English.*

- * *The course book not only provides students with writing, speaking, listening and reading skills, but also encourages them to reflect on WHAT they have learnt and HOW they have acquired it.*
 - * *By using the course book the students are likely to understand things in more detail and to remember materials better.*
 - * *The course book must be used on their own as a personal book.*
- * *The course books have a clearly identified set of achievement objectives which include what the learners are expected to be able to do and what to expect next. The course book is the most convenient way of providing learning materials to each student. [2; p.1]*

Also, students were warned that the copying of the book is illegal and prohibited by the publisher.

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During the period of observation teachers faced different ways that students used to avoid buying the course book and the difficulties they brought to students and to teachers while teaching and learning process. For instance:

1. The first group of the students made a copy of the course book in paperback while others just had copies in a mess. Those with paperback were not enough motivated because the course book was not colorful, it was difficult for them to distinguish some highlighted words and other remarks made by colors. And those having copies in a mess besides problems given above had problems with revising past material, because copies were not in the correct order and some of them were already lost. Also they could not use additional materials given in the back of the book due to the reason they did not have appropriate pages for that moment. All students with copies did not have CD disks and were not able to practice at home.

2. The second group of the students used electronic version of the course books downloaded from the internet or scanned from friends' books. Using digital devices caused students a lot of obstacles. They needed to adopt the size of the text that is why they wasted a lot of time on zooming, searching for appropriate page, they had problems with battery, internet access, quality of the scanning. The major problem that worried us was scanned version of the course book with written answers on it. After discovering the problem it was a big doubt was if it useful for them and was their answers conscious and learning process was effective.

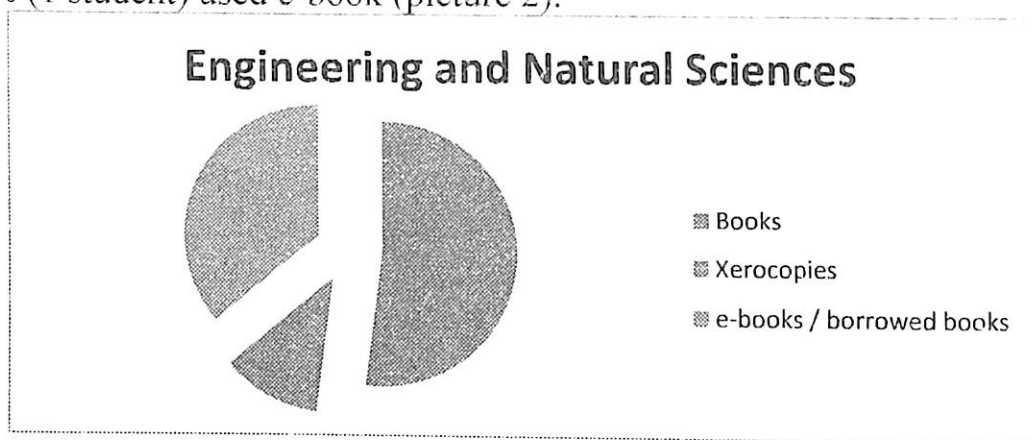
3. The third group of students avoided buying the books by borrowing them from friends. Disabilities to make notes in the book when it was really necessary made the learning process little bit retardant:

- They had to re-write all the exercises in their copy books;

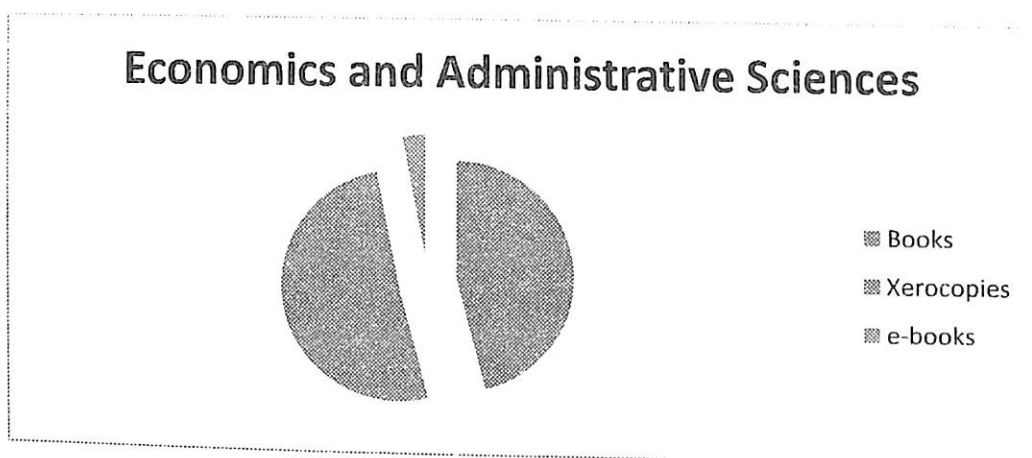
- They were not allowed to underline and highlight some important things in the book;
- They were not allowed to practice using the work book as it was used by the owner of the book;
- They were not able to use the course book at any convenient for them to revise and prepare to the lessons, tests and examinations.

As you can see from the first pie-chart on the faculty of Engineering and Natural Sciences 52 % of students (13 students) used course books , 12% (3 students) used copies although they were warned about illegality of it; and 36% (9 students) used e-books and borrowed course books from their friends (picture1).

On the faculty of Economics and Administrative Sciences 47% of students (16 students) had course books, 51% (18 students) made copies of the course book and 3% (1 student) used e-book (picture 2).



Picture 1. Distribution of the teaching material on the faculty of Engineering and Natural Sciences.



Picture 2. Distribution of the teaching material on the faculty of Economics and Administrative Sciences.

As the majority of the students had course books, it was expected them to have high results and achievements. The figures in the table prove that the expectations were justified and clearly show that course book is the only tool which

can provide full-grown and valid educational process. There were some retake students, one of them borrowed the course book from his friend and, as it was already used before, it contained almost all answers to the exercises. The second retake student used a copy of the book, but very rarely had it on the lesson (table 1).

No	Faculty	Number of groups / students	Teaching material / Publisher	Passed the course (%)	Percentage of achievement (more than 75%)	Average score	Number of retake - students
1	Engineering and Natural Sciences	2 / 25	Straightforward / Macmillan	96%	64%	71%	1
2	Economics and Administrative Sciences	2 / 35	The Business / Macmillan	97%	66%	79.7%	1

Table 1. Results of students' academic performance.

During the first semester of 2014-2015 academic year we witnessed how the course book influences students' academic performance. While we were observing the students who had/ did not have the course book, we figured out that course book is the only tool which can provide full-grown and valid educational process. In this research we consider a course book to be curricular object, the source of knowledge for students and teaching material for teachers. In other words, a course book is only one of several classroom materials, although still the key one.

Literature

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