



# The Usage of Techniques and Textbooks in English Lessons of Primary Education

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**Abstract:** *In this article it is learned the way of using textbooks and various approaches to teach English in pre-schools. Different ways and methods are discussed with examples and the benefits of using most profitable activities are shown and the significance of using them is discussed. Furthermore, the article examines how to use and choose the most appropriate textbooks for kids to teach English.*

**Keywords:** *Teaching approaches, teaching techniques, characteristics of teachers' and children's traits, cultural atmosphere.*

## Introduction

An essential component of human social interaction is a language as a medium of communication. At the early stages of schooling, we introduce English as the first foreign language to children.

Early-years English instructor's main goal is to inspire young students to be prepared for and confident in their ability to study English at later levels of education. Some youngsters must learn two or three languages since their parents are multilingual. Others pick up a second or third language in preparation for their impending immigration to a new nation. However many languages children learn, the important thing to take into consideration is the ways, approaches, techniques, textbooks of the teachers of English primary education. In this article several techniques and the ways of using textbooks in English are discussed to apply in primary education.

## Main part

In our quickly globalizing society, it is critically important for kids to learn English from an early age. They will have a lot more chances and a career advantage in the future thanks to their understanding of English. However, it is not a simple task to teach English to young people. But if we already know how to accomplish it, it is also not difficult. Teaching children is a common aspect of many teaching jobs; it is a unique experience that may be both demanding and enjoyable. Children create planning difficulties for teachers because they are more active, have shorter attention spans, and acquire language at different stages of development than adults.

Understanding the fundamentals of language acquisition and using them in ways that keep kids interested in learning is the key to teaching kids English. The world of children is one of play and imitation. There are several principles of teaching English to young learners. McCloskey (2002), a specialist in the area of teaching English to young learners, listed the following seven TEYL principles:

1. Providing young learners with different kinds of activities so that they can learn best when they enjoy the activities;
2. Helping young learners practice and develop language through collaboration;
3. Integrating the four skills with content;
4. Providing clear aims and feedback on student's performances;



5. Using well-prepared activities;
6. Providing intelligible input with scaffolding; and
7. Validating and integrating home language and culture.

Additionally, one of the scholars Halliwell stated 5 various characters of children's traits with clear explanations. First, even with few linguistic resources available to them, young language learners are inventive. Second, they may effectively convey meaning even when they don't fully comprehend the words themselves. Children like engaging real-world tasks, which is their third distinguishing trait. Fourth, whether playing with others or even by themselves, kids employ their imagination and fantasies. The final trait is that kids are naturally talkative and energetic. These qualities are all advantageous for learning a language. Therefore, when assisting young learners in learning English, teachers must use discretion and creativity. When selecting a course book for young students, it is important to take into account both teaching concepts and the peculiarities of young learners. Young learners exhibit characteristics like being active learners, learning through sensory and five senses, responding to language well through concrete (visual) rather than abstract things, and being interested in physical movements and real activities to stimulate their thinking, according to Scott & Ytreberg (1993:2-4). They love to play and learn best when they are having fun, thus if you use exciting activities or engage them in activities, they will be excited.

According to Phillips (1999) young students are the holistic learners. Instead of considering language as an intellectual game or an abstract system, they respond to it in terms of what it can achieve for them. The major goals are to give the kids' viewpoint on important goals and practical exercises. The majority of learning activities for young students must include their senses and physical mobility. The instructor must gather several visual aids, including images, objects, and realia. The teacher's approach should be characterized as playful and meaningful. For young learners, language acquisition comes naturally when they play with the language. The teachers must devise a diversity of activities, a variety of classroom organization, a variety of space, and of course, a variety of approaches and methods since the children's focus and attention spans are limited, particularly in the early stages of language learning. Implementing a teaching strategy at the level of process used in the classroom is known as a teaching technique. Despite the fact that they must have diverse approaches, various ways may, to some extent, use the same techniques. Teachers can mix up their methods of instruction in the classroom based on the many teaching strategies listed above. Before using it, it must be observed to see what the students' requirements, the material's purpose, and the classroom environment are. From this guiding concept, the instructor may create unique instructional strategies, such including songs and activities to make learning enjoyable and engaging for the students.

It is important to stress that there is no textbook that is perfect for all teaching circumstances, for both teachers and students. In addition, many educators must utilize textbooks in the classroom. On the other hand, some instructors in some schools oppose the textbook-based method of teaching and want to alter the required textbook. Teachers are expected to participate in the training on textbook modification before utilizing the textbooks. The textbook is one of the most significant language resources available to pupils. It directs and facilitates their learning organization. Participating students in the process of modifying textbooks is also beneficial.

According to the scholar Graves, a textbook is a book used as a main source of knowledge for formally studying a subject as well as a tool for teaching and learning. There are benefits and drawbacks of using textbooks in education. The benefits of utilizing textbooks are as follows:

- a. It provides a set of classroom activities and helps the teacher in finding or developing materials.



- b. It provides with evaluation tools for assessing students' learning.
- c. It provides a course syllabus about what will be learnt.
- d. It may include supporting materials such as: CD, video, worksheets and teacher's guide.
- e. It provides a road map of the course.

The limits of textbooks, however, might cause both teachers and students to be dissatisfied with the lesson. The following are drawbacks of utilizing textbooks:

- a. The subject matter could not be appropriate for the pupils' level.
- b. Since textbooks are frequently designed for international markets and frequently do not represent the interests and wants of students, the examples might not be acceptable for the group and they might not reflect their requirements.

As there are some disadvantages together with advantages, as Brewster mentioned in selecting the materials suitable for young learners, teachers must prepare the children with fully formal language teaching. Lessons that are tedious should be avoided in favor of engaging ones that will cheer up young language learners and improve their performance. Instead than only asking questions, teachers might choose activities to reinforce the topics they have already taught. There is no doubt that games and activities are a fun way to learn, especially for adults.

## CONCLUSION

Above mentioned methods and the ways of using textbooks work well for teaching English to young pupils because they make the process of learning the language enjoyable for the students. Teachers should use such techniques to facilitate an enjoyable learning experience that is appropriate for younger students. Additionally, it is ideal for the instructor to develop additional innovative teaching techniques (such pair, group, and outdoor activities) to involve the kids more in the learning process while they are still young.

## USED LITERATURE

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