



**INTERNATIONAL BLACK SEA UNIVERSITY**

**FACULTY of EDUCATION and HUMANITIES**

**PhD PROGRAM in EDUCATION SCIENCES**

**Efficiency of English as a Foreign Language Intermediate Level Classes  
without a Textbook (Case of Universities in Georgia)**

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**Extended Abstract of Ph.D. Dissertation in Education Sciences**

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## **INTRODUCTION**

Material is one of the main components of language teaching/learning. Using material during English language teaching mostly implies textbooks. In some cases, they serve as the basis for much of language input learners receive and of language practice that takes place in the classrooms. Educational system tries to transform “teacher-centered” methods of teaching into “learner-centered” ones. Apparently, when teachers enter the classroom and actually teach, they and their learners mostly rely on a textbook for lesson activities. Students learn what is presented in the textbook and the way textbooks present material is the way students learn it.

There is no controversy concerning drawbacks of relying on a conventional English as a foreign language textbook, such practice invariably leads to lack of creative and free-from-curriculum-impositions attitude towards language teaching and learning. Unorthodox approach is even obligatory as language acquisition hardly tolerates limiting it within textbook framework. In the modern world of proliferation of English as global lingua franca the language is at its peak of prestige and power, thus, ubiquitous nature of the language and availability and unprecedented advancement of Communicative-Informational Technologies can be used as a great advantage in English as a foreign language teaching and learning. Introducing into EFL classrooms as a trend or as its predominant feature usage of the Internet resources (textual, video and audio material, etc.), plus printed-out material from the same sources have many benefits, among them eliminating negative aspects any EFL textbook, even considered best according to existing in this respect criteria, may have.

English as a foreign language textbooks are mostly written by one or two authors and even though or even if they are based on sound methodological principles and theories, they cannot comply with all requirements they face according to modern TEFL Methodology- an exceptionally versatile and dynamic sphere. Neither is it possible to take into account all the needs students of various age categories, ethnic and cultural origins may have all over the world.

Judging from the ideas above it can be concluded that at any level of teaching lessons without EFL textbooks can be conducted. Such lessons must be thoroughly planned by language teachers. Lessons without textbooks should not digress from the unit material. Moreover, they should aim at reinforcing the material that a particular unit covers. Experienced and highly motivated teachers can conduct lessons without textbooks as they develop various types of teaching materials to suit

students' needs. Thus, introducing a complete model of conducting EFL lessons without textbooks is urgent and topical.

### **Urgency of the research**

EFL classrooms all over the world heavily rely on textbooks despite the requirements to make the processes of learning and teaching the language more communicative. Georgian educational system is no exception in this respect. Many researchers of TEFL, teachers, learners, and parents at secondary schools, language schools and universities, the educational authorities express their concern that EFL teachers and consequently their pupils and students are literally tied to the textbook and make it the only source and instrument of their activities in the classroom. Thus, the research is timely and urgent for significantly improving EFL teaching/learning practices at Georgian universities.

### **Novelty of the research**

The research presents a contemporary approach to teaching and learning EFL at universities- planning and implementing classes without ubiquitous textbooks of English relying on the plethora of activities and teaching aids for making English classroom truly communicative and more effective.

### **Goals of the research**

- To find out what advantages and disadvantages of EFL textbooks have
- To find out advantages and disadvantages of no-textbooks EFL lessons have
- To propose a thorough model of conducting EFL classes at intermediate level without an EFL textbook
- To check effectiveness of the proposed model when teaching EFL to university students at intermediate level

### **Research questions of the thesis**

- What are negative and positive sides of modern EFL textbooks?
- What are advantages and disadvantages of conducting EFL lessons without textbook?
- How much effective no-textbook classes are for efficient development of EFL learners' skills and competences at intermediate level?

## **Hypothesis of the thesis**

Conducting a considerable number of EFL lessons without a textbook during the language course improves language learners' proficiency and autonomy in the target language.

## **Practical value of the thesis**

The research has a great practical value as methods and principles of planning and conducting EFL lessons without a textbook at universities are worked out, practical activities, optimal ways of using supplementary materials for enhancing teaching and learning outcomes are suggested, practical recommendations for EFL teachers for relevantly choosing textbooks, for better classroom practices are formulated.

## **Theoretical value of the thesis**

Theoretical bases of the current research are the following:

- The notion of no-textbook EFL lesson by different scholars and researchers (Harmer, 2007; Nation and Macalister, 2009; Richards, 2001; Chou, 2010; Lawrence, 2011).
- Research on EFL textbooks, Communicative Language Teaching, Task-based Teaching, Multiple Intelligences, learning strategies, by different researchers (Richards and Rodgers, 2001; Richards, 2006; Willis, 1996; Pucta and Rinvoluceri, 2005; Tanner, 2001; Rinvoluceri and Pucta, 2005, Harmer 2007).
- Studies on EFL teacher roles, EFL classroom management, EFL lesson planning by various researchers, supplementary material and teaching aids (Scrivener, 2005; Evertson & Weinstein, 2006; Richards, 1998; Renandya, 2012; McGrath, 2013; Reddy, 2013; Kumar, 2013).
- Explorations on the efficiency of EFL no-textbook lessons (Nation and Macalister, 2009; Harmer, 2007; Richards, 2001).
- Systematization of knowledge concerning EFL textbooks and lessons conducted without it; introduction of new approaches of, methods and an effective model for teaching EFL during no-textbook lessons.
- **The methods of research in the dissertation were:**

- Review and analysis of existing literature on the topic
- Surveys
- Interviews
- Experiment
- Observation
- Statistical analysis of survey results and data obtained through experiment

**Quantitative paradigm:**

- Surveys of teachers, students, members of administration
- A pre-test
- A while-test
- A post-test
- Statistical analysis of data obtained through experiment

**Qualitative Paradigm:**

- Post-interview with randomly selected students
- Teacher observation

**Structure of the dissertation**

The dissertation includes the following parts: Introduction, 3 chapters, conclusions and recommendations and 18 appendices. It contains 10 tables and 27 figures.

## **CHAPTER 1 – EFL TEXTBOOKS AND EFL CLASSES WITHOUT A TEXTBOOK: LITERATURE REVIEW**

Textbook is the main teaching resource in EFL classrooms. Most teachers depend on textbooks often as a required tool because they provide content and activities that shape what happens in the classroom. The main function of the textbook is to make the existing knowledge available for learners in an organized way. Many students working with textbooks feel secure and have a sense of progress and achievement. The textbook raises learner's language and cultural awareness.

For most teachers, textbooks provide the foundation of content of the lesson, balance of the skills taught, the kind of language practice students engage in during class activities. Textbooks provide novice teachers with guidance in course and activity design; it assures a measure of structure, consistency and logical progression in a class.

By dealing with a certain amount of routine work for teacher, the textbook frees them to attend to more important aspects of lesson planning and to concentrate on using their creative skills. Textbooks provide teachers particularly those lacking in training and experience, with a sense of self-confidence and security. Textbooks train teachers.

However, there may be selected textbooks with multiple discrepancies between learners' actual needs and the content of the materials given in it. Moreover, very often the target language presented in the textbook lacks authenticity and may mislead the learner about what the actual language feels like. Furthermore, textbooks are mostly clichéd and easily predictable, and contain either out-of-date or inappropriate content for learners' age and culture.

To redress insufficiencies and drawbacks EFL textbooks lessons conducted without it can be considered as an option with its advantages and disadvantages. Pros of language classrooms without a textbook are the following: they are interesting, motivating for learners, resemble real life situations, activate learners' passive knowledge, alter the traditional models of EFL teaching, make EFL classroom communicative, encourage interaction, cooperation between learners. They enable using authentic, thus, more motivating and interesting material, assist teachers in fully implementing communicative approach to teaching EFL, involve students in the classroom process more meaningfully, harness the potential of ICT in the language classroom, have a more flexible attitude to TEFL classroom, and in general, enhance ELT/L outcomes.

Cons of language classrooms without a textbook are the following: they may make EFL classrooms chaotic and disorganized, need thorough preparation/ training of the teacher, require proper equipment which may not be available in the classroom, the language used may be simplified during activities, the language used may lack authenticity, may fail due to improper preparation, may digress from the syllabus requirements.

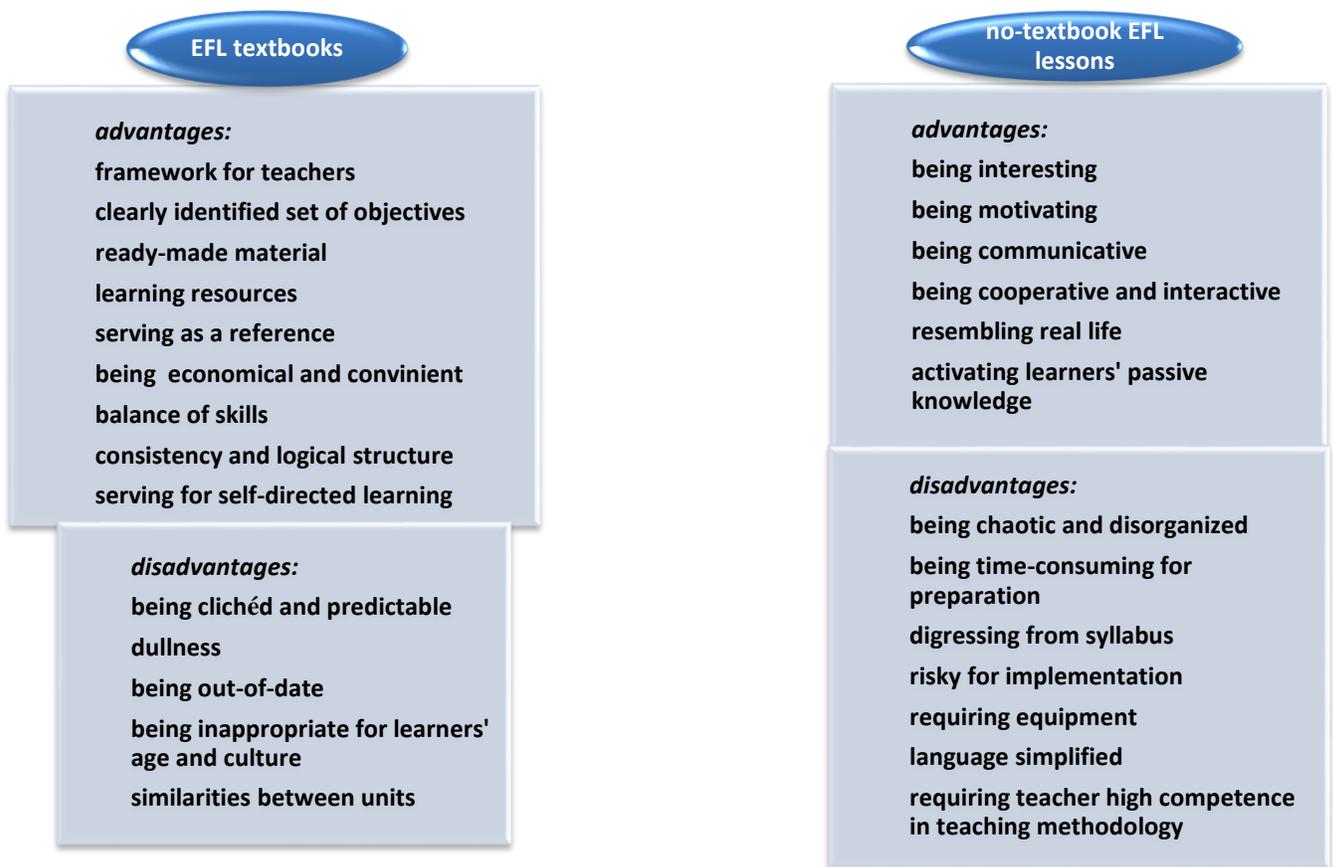
Many researchers state the necessity and usefulness of using authentic material in EFL classrooms. The foremost means of achieving it lies with putting language textbooks aside and relying on the resources drawn from various real life situations, data, texts, etc. It is obvious that authentic language material is motivating for learners, interesting and engaging for both instructors and students. Thus, appropriately chosen supplementary material and teaching aids are an indispensable part of no-textbook lessons.

There are some essential roles which ELF teachers should play during no-textbook lessons: manager and organizer, participant and performer, language model and provider of comprehensible input.

Communicative language teaching and learning as the most dominant trend in foreign language classroom for about five decades is inherently supposed to enable teachers to hold EFL lessons without a textbook. In its arsenal it has a plethora of activities or opportunities for practising the target language in a meaningful way by being more oriented on fluency than accuracy, by creating as much as it is possible real communicative situations, by supplementing appropriate pair and group work with the authentic EFL input. Task based learning brings into the classroom numerous opportunities, especially those ones which do not intend to use any textbook. Unlike textbook-based lessons no-textbook ELT lessons may tap the potential of MI theory and give equal and diverse chance to every learner to activate his/her hidden assets.

Advantages and disadvantages of EFL textbooks and no-textbook EFL lessons can be summarized as follows:

**Figure 1. Advantages and disadvantages of EFL textbooks and of no-textbook EFL lessons**



## **CHAPTER 2 - NO-TEXTBOOK EFL CLASSES AT GEORGIAN UNIVERSITIES**

Analyzing CEFR as a guideline for teaching any FL in the modern world leads to the conclusion that no-textbook EFL lesson is a necessity, as for developing communicative competence it is stated in many places in the document that additional material, extra-curricular activities, creative attitude towards creating communicative activities is absolutely necessary for TEFL.

EFL teachers in Georgia, especially university lecturers, find textbooks prescribed by language school authorities mostly insufficient and quite inadequate for teaching EFL according to modern requirements of TEFL methodology.

When teachers opt to conduct EFL lessons without a textbook, especially in case they aim to redress textbook insufficiencies, it is essential that such classes complement the language course by either rejecting faulty textbook material and substituting them with relevant ones or supplementing it; in both cases it is recommended that such lessons do not digress from the syllabus route, aims and objectives of unit/lesson they follow up. No-textbook EFL lessons should focus on 2-3 language skills and linguistic aspects, it will make such lessons more dynamic and multifaceted. It gives students opportunity to practise the mixture of skills and aspects during one lesson.

No-textbook lessons greatly rely on CLL/TBL as these approaches enable teachers to conduct EFL lessons meaningfully and effectively without relying on textbook material and services.

The presented model of no-textbook classrooms assist students with management and planning of EFL learning, develops their cognitive and affective strategies as well, as such lessons facilitate setting realistic language learning goals, understanding which material, approach and activities are optimal for achieving them, etc.

No-textbook EFL lessons are ideal for learners of various types of intelligences as diversity of material and activities used during this process is beneficial for all types of students as each find work and input suitable for them; moreover, all develop those abilities which are not sufficiently activated in them.

Naturally no-textbook lessons rely on the usage of authentic and supplementary material as omission of textbook necessitates such practice. Utmost care and competence are needed to appropriately choose such material taking into account students' age, level, culture, etc.

Communicative approach is used in terms of grammar teaching in the model and the main value of it is the fact that it is learner-centered. As for teaching vocabulary, during no-textbook lessons it can be made genuinely authentic and innovative and thus highly effective for understanding, remembering and practising lexis by means of ICT and other appropriately chosen material and teaching aids. Developing EFL writing during lessons without textbook gives students a chance to produce writing assignments which they can use in their lives. For improving speaking skill during no-textbook lessons teachers should use communicative activities which prepare students for real life language use. There are some games which are used to assist students in starting talking quickly and fluently. Replacing textbook-based boring and monotonous reading lessons with real life material positively changes students' attitude and makes reading a pleasant process for them. With the growing access to podcasts and audio-visual material on the Internet, a wide range of authentic listening material can be made available for teachers during no-textbook lessons, it will obviously assist learners in better mastering listening comprehension.

The model suggested by the researcher can be summarized as follows:

**Figure 2. Components, principles and essential aspects of no-textbook EFL lessons**



### **CHAPTER 3 - RESEARCH DESIGN, METHODOLOGY, FINDINGS AND DISCUSSIONS**

As it is stated in the introduction of the thesis two of its main goals were the following:

- To propose a thorough model of conducting a lesson without an EFL textbook at university at intermediate level.
- To check effectiveness of the proposed model when teaching EFL to university students at intermediate level.

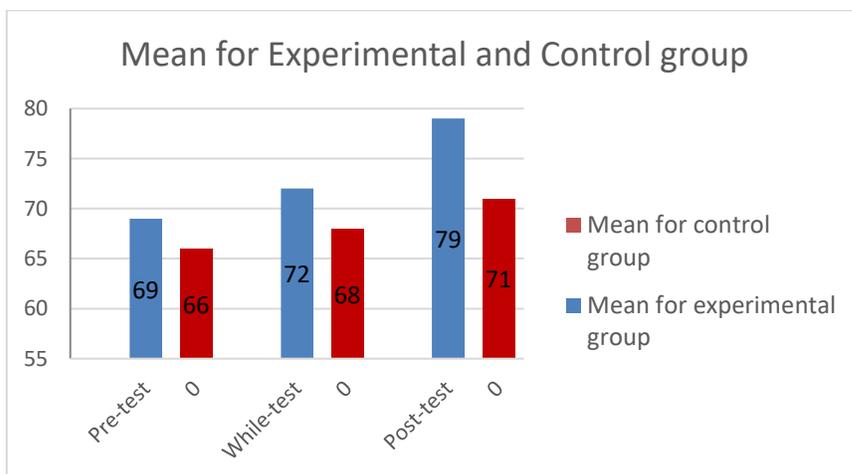
The experimental study took place at International Black Sea University, Georgia. Thirty four students and two EFL teachers participated in it. Participants of the research were first-year bachelor students of various faculties. After the approval for conducting the experiment was obtained from the University language school administration, based on convenience sampling two B1 level groups were chosen. One of the classes was chosen as a control group and the other one as an experimental group.

In the first week of the term the students were pre-tested in order to define their speaking and listening, reading, writing levels in English. The pre-test also measured their use of English, i.e., grammar and vocabulary knowledge. After seven weeks since the pre-test and the start of the experiment, the students were tested again in order to analyze and observe their progress in the above skills and linguistic aspects. In the fifteenth week, the post-test was conducted to evaluate the final effect of no-textbook lessons on students' language competence and performance. The exam material used for the pre-test, while-test and post-test were of the same structure and level. Through observations the researcher also collected data about students' behavior and progress and used every relevant opportunity that arose for the research purposes.

The students in the experimental group were having 50 per cent of their lessons based on textbook-English File and another 50 per cent of their EFL course without any textbook, thus, during a week two academic hours were conducted with a textbook and the rest two hours without it. The group was taught by the researcher, as for the control group, it was trained by another lecturer. While the control group did not receive any extra treatment besides using the textbook, the experimental group's teaching/learning process was enriched with diverse communicative and task-based activities outside their textbook.

The post-tests demonstrated sizable improvement in students' language skills in the experimental group which was partly taught using EFL lessons without textbook and by means of supplementary authentic resources suggested by the teacher, whereas no substantial improvement was recorded when the learners were taught only with the chosen EFL textbook and without any extra treatment. Thus, the hypothesis was fully addressed. Based on the results, it was revealed that improvement of speaking skill was higher in the experimental group compared to the other skill concerned. Comparing means of pre-, while- and post-tests in both experimental and control groups reveal that the groups gradually enhanced their skills of the English language and at the end of the experiment this advance constituted mean of 9.39 for the experimental group if pre- and post-test results are contrasted and 4.25 for the control one. Thus, the former group excelled more by mean of 5.14 in their language competence and performance development than the latter. The highest and most significant development is observed in speaking, in this skill the experimental group performed by mean of 6.1 better than the control one which is quite a significant indicator.

**Figure 3. Mean results of experimental and control groups before, during and after the experiment**



Qualitative results of the research in general and in particular, the students' post-experimental interview and teacher observation revealed that the suggested model of no-textbook EFL lessons caused positive learner response to it; such practice is beneficial, interesting and involving for them; whilst the traditional approach employed in the control group indicated low student motivation and a very low improvement in EFL skills and linguistic aspects over the period of the research.

Thus, the chapter presented the quantitative and qualitative findings of the study. The findings demonstrate that no-textbook lessons positively affect student motivation to learn, contribute to forming in them learning strategies and enhance students' autonomy in language learning.

## **CONCLUSIONS AND RECOMMENDATIONS**

English as a foreign language textbook materials are presented as the main teaching resource in most EFL classrooms. They are used in order to present and practise the target language. The main aim of a textbook package, which is prepared for teachers and students, is to assist in teaching and learning and in developing language competence and performance of learners, on the other hand, it is a guide for teachers while conducting lessons.

Modern EFL textbooks have numerous advantages and disadvantages as well. When the question concerns pluses of EFL textbooks, the first point to be mentioned is that they have a clearly defined set of objectives. They consist of carefully balanced and planned language content and can be followed by both teachers and students. Secondly, textbooks offer a consistent syllabus and material in them is structured according to units. Modern EFL textbook package comprises CD and DVD material and various extra resources. Teacher's books present ready-made activities and thus textbooks are quite appealing to some teachers, since they are easy to use. As for disadvantages, mainly predictable format of EFL textbooks creates dull and monotonous atmosphere for learners. Some textbook authors create unfamiliar topics for learners and they thus present inappropriate material for a particular community, causing mismatch of cultures. EFL textbooks have repetitive nature and they are similarly designed, accordingly, students may lose their interest and motivation to learn the language. As every language classroom contains different kinds of learners, no single textbook can address various learning styles and differences between learners. Finally, teachers frequently are solely dependent on textbooks and this is a reason of a situation when the teachers teach textbook rather than language itself.

The study offers a model of EFL lesson which is conducted without a single textbook and the teacher uses authentic material and activities outside the textbook for developing various language skills and linguistic aspects in learners. Such practice has pluses and minuses. Due to the sameness of textbook format students are demotivated and thus, periodically rejecting its service activates classroom atmosphere and no-textbook lessons become more interesting and motivating for learners. Sometimes textbook material is not appropriate for students' age, culture, aspirations and interests. In terms of no-textbook lessons, teacher uses authentic material, which prepares learners for genuine communication and leads them towards the language which they will need for a particular real life context. One of the most important advantages of this model is that during no-textbook lessons teachers offer students numerous speaking and listening activities, which make EFL classrooms more communicative and thus the model is in compliance with the challenges of the 21<sup>st</sup> EFL teaching methods which are mostly based on CLT/L. One more priority of the lessons without a textbook is EFL learner autonomy, which is fostered by means of the main features of the model. Finally, activities during no-textbook lessons are performed in pairs and in groups, therefore, they encourage interaction and cooperation between learners. Besides advantages, no-textbook lessons may have some disadvantages. Due to the nature of communicative activities, lessons without textbooks might be chaotic and disorganized. As teacher's books contain planned units, preparation of no-textbook lessons is time-consuming as it requires careful planning from teachers' perspective and it is linked to excessive teacher time and energy spending. Lessons which are conducted without textbooks require intensive training of the teacher, they should be competent in it, otherwise the lesson might fail due to improper preparation.

When opting for no-textbook lessons teachers should not to digress from the syllabus, thus from objectives stated in it for each unit/lesson and from the outcomes envisaged by the end of the language course. Thus, no-textbook lessons must be part of both short- and long-term aims teacher sets during the course.

No-textbook lesson will thus logically complement a textbook unit which is considered insufficient and flawed. Of great importance is to plan a logical and coherent sequence of a no-textbook lesson. The main principles of ordering procedures and activities are: cause and effect relationship between lesson stages, activities arranged from easy to more complicated, enabling natural development of language skills.

No-textbook lessons must be inserted into the flow of the course so that they bring to it the balance of skills trained and focused on and the balance of activities as well and serve as an instrument for balance. The major principle of no-textbook lesson is that students can practise one or two language skills and one or two linguistic aspects during one lesson.

Putting a textbook aside will necessitate critical examination of a textbook unit and rejecting all those tasks, material, etc. which are considered irrelevant; hence, a lesson or more than one lessons which aim at dressing faults of the textbook must be organized. As an option of omitting some parts of a textbook, a faster pace of covering all unit/lesson material can be considered. The practice of no-textbook lessons can be established on a regular basis and depending on syllabus dimensions and requirements they can be inserted into the course with various frequency – 25, 50, 75 percent of lessons without a textbook.

During no-textbook lessons communicative language teaching is an appropriate approach and the model suggested prioritizes communicative and task-based activities. Such lessons include functional communicative and social interactional activities. Communicative language teaching contains opportunities for practising English in a meaningful way and it is more oriented on fluency rather than on accuracy. By means of appropriate pair and group work activities with authentic input, CLT creates genuine communicative situations, which EFL textbooks lack. CLT activities require usage of supplementary material and authentic resources. Activities are chosen according to learners' age and interest and it raises learner motivation. Communicative activities assist in mastering all language skills; moreover, learners can evaluate their competence and make choices while acquiring the target language, thus the presented model enhances learner autonomy.

Task based learning/teaching is another approach which is promoted in the no-textbook lesson model. It relies on the main principles of CLT and revolves around meaningful communication. Tasks are learner-oriented as they are based on learners' needs, age, expectations and previous experience; furthermore, tasks are optimally approximated to real life situations. TBL brings various opportunities into the classroom which are not feasible to implement by means of textbooks. This approach enables to master fluency and accuracy of English and it equally concentrates on both meaning and form of the target language. Finally, task-based learning/teaching is learner-oriented and motivating for them and it provides natural exposure to the target language.

The Theory of Multiple Intelligences is incorporated in no-textbook lessons and such lessons aim to meet the needs of different types of learners. This practice activates learners' hidden abilities and enables students to develop different language skills simultaneously. The model presents practical recommendations how to plan different activities according to the learners' needs and learning styles. Unlike textbook-based lessons, EFL lessons without textbooks give equal opportunity to every learner to activate his/her hidden assets and leave no type of the intelligence ignored during the lesson.

The shift to student-centered method of learning has significantly altered EFL teachers' roles. The teachers transformed themselves from information providers into facilitators. Language teachers have become a manager and organizer, participant and performer, resource designer and developer, provider of comprehensive input. No-textbook lessons target those competences and functions of teachers with which they enable students to participate in decision-making process, teachers to create democratic classroom environment, establish positive rapport with students and promote learner autonomy. The roles which teachers have while conducting lessons without textbooks tend to encourage students to actively participate in classroom activities and make EFL lessons more interesting for learners. If the roles of the teachers which were discussed in this model are relevantly performed, knowledge and competences of learners will be enhanced fast and effectively.

When the teacher holds lessons without an EFL textbook, lessons are provided with diverse supplementary resources and teaching aids. Supplementary materials attract students' attention and assist them in better comprehending language material. They make classroom environment more active and interesting for learners and help them produce and perform their best in the English language. As for the teaching aids, among them predominantly Information and Communication technologies (ICT) play a prominent role in the process of no-textbook lessons. The Internet and computers suggest various excellent opportunities for teachers to select and compile material with and for learners to practise the target language. Conducting EFL lessons without textbook by means of supplementary resources is beneficial for acquisition of language skills and linguistic aspects. Compared with frequently lackluster textbook resources, well-prepared and appropriately designed supplementary materials are interesting and challenging for students and they provide interactive nature of EFL classrooms.

Supplementary material which is presented and used during no-textbook lessons have authentic nature and they are interesting and engaging for both teachers and learners. Authentic resources are beneficial for students, since they have positive effect on learner motivation, they provide exposure to genuine language. Authentic materials are compatible with students' needs as they are used in a native speaker's context or in real life communications. Finally, they encourage creative approach to teaching/learning English.

No-textbook EFL lessons are designed so that learners have opportunity to interact and make decisions without teacher interruption and assistance. Students learn more through interaction than from the teacher. Unlike textbook-based lessons, the suggested model develops learning strategies, enhances student self-confidence and motivation and makes them autonomous learners. Students become independent learners as inside the classroom they gain experience with which sources and material to learn, in what way to continue their language acquisition and learning in the future, they see a comprehensible and comprehensive model of language learning without relying on and limiting themselves within a specific textbook.

All of the language skills and linguistic aspects can be developed appropriately during no-textbook lessons if EFL teachers plan instructional process relevantly. For improving speaking competence, teachers use communicative activities which prepare learners for real life communication. These tasks include role-plays, class discussions, oral presentations, chain-drills, etc. For practising reading without textbooks, teachers offer students authentic texts to read. While textbooks may digress from real life language usage, by means of appropriately chosen authentic texts students practise reading outside the classroom as well. As for listening skill, it is practised by watching film clips on video, DVD or online. When teachers plan EFL lesson without textbooks and use authentic materials, they mostly provide learners with up-to-date information through verbal input whether in black and white or audio form, this is a great opportunity which no-textbook lessons have as the more recent information is the more interest it evokes. Students might find listening most motivating activity as they are absolutely necessary for daily lives of modern young people. Authentic materials present different accents and students have multiple opportunities to perceive speech differences in English around the world. In terms of writing, it is taught as a real communicative act and students write for real audiences. Teacher offers meaningful and real-purpose tasks which students will need in their professional and personal life. During no-textbook lessons teachers present target words with various visual aids like projector, flashcards, board drawing, real objects. They help students process

information and appeal to students' senses. Vocabulary presentation procedures, which are discussed in this study, address needs of all kinds of learners and all students have equal chances for perceiving new lexical items. Vocabulary activities, which are used during no-textbook lessons aim at transferring new words onto the long-term memory and using target words in authentic contexts. For teaching grammar without a textbook Communicative Language Teaching (CLT) is used and the main value of this approach is the fact that it is learner-centered. The model also offers text-based grammar lessons and they give students opportunity to use some structures in real-life contexts. Teacher chooses texts in accordance with intended learning outcomes and student's interests. Students have a chance to practise the target language with authentic texts and acquire their knowledge in familiar contexts. With the inductive method of presenting grammar, students' learning autonomy and self-sufficiency is enhanced and they become active participants of a rule discovery process. Finally, ignoring traditional grammar teaching methods and teaching with techniques focusing on communicative skill, make grammar lessons more motivating and interesting for learners.

Classroom management in no-textbook lessons is not only about controlling student behavior, it also envisages factors for creating productive and working classroom environment. One of the possible disadvantages of this model is chaotic nature of no-textbook lessons. In this situation, teacher uses diverse methods and techniques which are crucial for creating positive and effective classroom atmosphere. The idea of this model is based on interactive learning which requires pair and group work activities for students. Such student distribution leads to independent learning as they interact in the target language and in such a way develop their language competence and performance.

The study revealed that EFL lessons without textbooks at intermediate level significantly improved students' language proficiency. Such practice yields its benefits fast which has its practical implications for modern busy people who wish to greatly improve their English during a short period of time. An important advantage of the fact that the students saw their quick progress is that it enhances their self-confidence and motivation to learn English further, makes them autonomous learners, develops their learning strategies. Results of the experiment which lasted during a semester clarified that students' academic achievement in the experimental group after teaching them by partly rejecting EFL textbook service and with supplementary resources, authentic material and CLL and TBL activities was higher than in the control group which followed a traditional way of textbook-based teaching and learning. The results supported hypothesis of the research- conducting

lessons in English as a foreign language without a textbook with supplementary and authentic material better stimulated language acquisition via motivation and learner autonomy enhancement.

The implications of the research for EFL teachers are that they should sometimes put textbooks aside and thoroughly plan and design no-textbook lessons, for such practice it is highly recommended to use supplementary and authentic resources, rely on CLT and TBL approaches for classroom activities, target one or two language skills or/and one or two linguistic aspects during a lesson, take into account learner's types and needs, enhance their competence for conducting such lessons appropriately, be ready to perform various roles, apply modern classroom management strategies. Teachers should make their classes truly communicative and thus improve their teaching outcomes. EFL teachers should be aware of modern methods in their field and put this awareness into practice for students' benefit. After having no-textbook lessons it is highly advisable to give learners home tasks not from a textbook but from the sources used during a lesson or from similar resources/material as during no-textbook lesson learners gain some experience and form habits how to use out of textbook material/sources for EFL learning/acquisition.

**The major findings of the doctoral dissertation have been reflected in the following publications:**

Gureshidze, S. (2017). EFL Teachers' Roles and Competence in a No-textbook Classroom. *International Research Conference on Education, Language and Literature. Conference Proceedings*, pp.813-818.

Gureshidze, S. (2015). EFL/ESL textbook –with or without it? *International Research Conference on Education, Language and Literature. Conference Proceedings*, pp.179-183.

Gureshidze, S. (2017). Short-Term Effect of Teaching English as a Foreign Language without a Textbook. *Journal of Education in Black Sea Region. Vol 2, No 2*, pp.116-131.