

Evaluating Larsen- Freemans' and Martin Andersons' "Techniques and Principles in Language Teaching "Textbook from Iraqi EFL 3rd Year College Students' point of View

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Abstract :

The present study aims at evaluating Larsen- Freemans' and Martin Andersons' "Techniques and Principles in Language Teaching "Textbook from Iraqi EFL 3rd Year College Students' point of View .A questionnaire has been constructed , which is distributed into several domains that include a number of items .Face validity and reliability coefficient have been computed. The questionnaire has been applied on (200) EFL learners at the College of Education, Departments of English Language at the university of ThiQar .Weighted means and Weighted percentiles formulas have been used. Final results reveal that Iraqi EFL 3rd Year college students found the textbook to be highly satisfactory because it accurately reflected the needs and interests of the students. . Finally , suitable conclusions have been put forward.

Keywords : (Evaluation , 3rd Year College Students , Textbook).

تقويم كتاب لارسن فريمانز ومارتن أندرسون "تقنيات ومبادئ تدريس اللغة" من وجهة نظر طلبه المرحلة الثالثة
العراقيين الدارسين اللغة الإنكليزية كلغة اجنبيه
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الملخص:

تهدف الدراسة الحالية إلى تقييم "تقنيات ومبادئ تدريس اللغة" للمؤلفين لارسن فريمانز ومارتن أندرسون من وجهة نظر طلبه الكلية للمرحلة الثالثة الدارسين اللغة الإنكليزية كلغة اجنبيه. تم بناء استبيان تم توزيعه على عدة مجالات تشمل عدد العناصر. وتم حساب معامل الصدق والثبات. تم تطبيق الاستبيان على (٢٠٠) من الطلبة دارسي اللغة الإنكليزية كلغة أجنبية في كلية التربية قسم اللغة الإنكليزية في جامعة ذي قار. وتم استخدام المتوسطات الموزونة وصيغ النسب المئوية الموزونة. كشفت النتائج النهائية أن طلبه المرحلة الثالثة في كليه

التربية وجدوا الكتاب المدرسي مرضياً للغاية لأنه يعكس بدقة احتياجات الطلاب واهتماماتهم. . وأخيراً تم طرح الاستنتاجات المناسبة.

الكلمات المفتاحية: (التقويم ، طلبه المرحلة الثالثة ، الكتاب المدرسي).

1.Introduction

The textbook is a crucial element in many EFL classrooms and programs, despite English language teaching having many other significant components. No teaching-learning scenario, according to Hutchinson and Torres (1994, p. 315), "seems to be complete until it gets its relevant textbook."

Textbooks are the main tools used to transmit knowledge to students and play a significant part in the teaching and learning process. Tomlinson (2003,p.16) defines textbook evaluation as a process that involves determining the worth of a collection of instructional materials.

There will undoubtedly be students with varying degrees of language proficiency in a language class, thus textbooks should be appropriate to all students regardless of how different their levels are by giving them reasonable activities that are neither too difficult nor too simple.

In EFL classes, carefully analyzing the key requirements for an effective teaching and learning process while choosing textbooks will undoubtedly have a significant positive impact on both the teacher and the students. Students will be enthusiastic to study on a course book that a teacher has chosen if it contains exercises that spark their interest. Over time, their proficiency in utilizing a foreign language will increase.

According to Cross (1995), the objective should be to provide the students a sense of accomplishment and a pleasant learning environment rather than to test them.(p.163).A textbook must meet a number of requirements and contain particular thematic components that must appear throughout the entire work (Tomlinson, 2003).Each textbook needs to carefully analyze and thoroughly discuss these factors. One important and frequent justification for textbook evaluation is the desire to adopt new text books. Another reason is to determine specific parts of a course book's strengths and weaknesses so that the best use may be made of those areas, and the weaker sections can be enhanced by substituting or adapting material from other books for those areas .

Most of Iraqi EFL classes base their curricula and syllabi mostly on textbooks. The teaching that takes place in the English language classroom depends heavily on the resources employed. According to Ur (1996), a "course book" is a textbook that is in theory to be studied systematically as the basis for a language course and of which the teacher and, typically, each student have a copy.

This study aims to make a contribution by examining the ways in which teaching professionals can most efficiently evaluate the chosen textbook and provide recommendations on which sections of the textbook might be usefully supplemented with additional resources and which sections may be effective in achieving their goals. Practically speaking, in addition to helping teachers and students, this study is beneficial to textbook authors, publishers, and those in charge of making decisions about textbooks by providing feedback for improvement.

1.2 Aim :

The present study aims at evaluating Techniques and Principles in Language Teaching textbook from Iraqi 3rd year college students' point of view.

2.Literature Review

In the field of language material development ,various definitions for Textbook evaluation have been proposed by different scholars serving different purposes. Tomlinson (2001) defines textbook evaluation as an applied language activity through which educators, material creators, administrators, and supervisors can reach reliable conclusions about the effectiveness of the materials for those utilizing them in a specific circumstances . According to Tomlinson (2011), The foundational resources for a language-learning course are found in textbooks. It is intended to be the only book that students must use for the duration of the course and attempts to contain as much information as feasible in one volume (p. XI).

McDonough, Shaw, and Masuhara (2013) define textbook evaluation as the "procedure that involves measuring the value (or potential value) of a set of learning materials" (p. 50).Textbooks are necessary in every educational setting, and it should go without saying that selecting the best one for a given group of students can be difficult. The teaching and learning process also includes evaluating textbooks and other resources, which is a crucial and vital step. It is clear that picking textbooks in EFL classrooms with great care and consideration while keeping in mind key needs for an efficient teaching and learning process will benefit both the teacher and the students significantly.

For a variety of reasons, textbooks are used in EFL classes. According to Richards (2001), textbooks provide structure and a syllabus since without them, a program could not have any effect. Additionally, using a textbook in a curriculum can ensure that students in various classes will learn the same material and can, therefore, be assessed similarly.

Cunningsworth (1995,pp.7-15) asserts that the textbook itself should be appropriate for the learner's needs, aid in preparing students to use language effectively for their own purposes, facilitate students' learning processes, and play a clear mediating role between the learner and the target language. Additionally, textbooks can be used as a tool to inspire and promote language acquisition (Allwright, 1981).

Based on Grant (1987), textbooks make an effort to alleviate the problem by providing students with the chance to practice the target language in the classroom before utilizing it in real-world contexts. According to Cunningsworth (1995), textbooks provide students with extra benefits because they serve as a good source of materials for individual study and knowledge consolidation.

According to Sheldon (1988), there are three main reasons why textbooks are so widely used. Those are: 1. Developing one's own instructional materials is an extremely difficult and time-consuming process for teachers. 2. Teachers don't have much time to generate new materials because of the nature of their jobs. 3. External forces restrict many teachers.

There are numerous and diverse justifications for text book evaluation operations. The requirement to adapt new course texts is among the main causes. Cunningsworth (1995) underlined that another purpose is to pinpoint the specific advantages and disadvantages of currently used course texts. By altering and substituting information from other books, these activities enable teachers to develop the weaker areas while maximizing the strengths. Course book evaluations and analyses help teachers grow professionally while also giving them insightful information about the subject matter.

It is well accepted that evaluation plays an important part in teaching and learning. It is an essential component of every curriculum and greatly affects what students learn. Textbooks are without a doubt one of the fundamental components of curricula. When selecting a textbook, it's important to conduct an evaluation to make sure it's acceptable. It is widely known that evaluations have the ability to increase academic standards.

Any educational program can benefit greatly from textbook evaluation. The layout, design, content, style of language used, as well as the teaching points employed to develop

these abilities, should all be taken into account in a thorough evaluation of the book. In reality , the researchers agreed that well-developed English textbooks could result in improved language success; otherwise, they are just a waste of time.

According to Richards (2001), textbooks serve as the majority of a student's in-class language learning and practice. So when it comes to textbook evaluation, aspects like layout and design, activities, learner fit, language type, and method and content are given priority.

According to **Tomilson and Masuhara** (2014,p.44-45), there are three forms of textbook evaluation: pre-use evaluation, while-use evaluation, and post-use evaluation.

1. A pre-use evaluation examines a textbook's future potential or performance. It is usually impressionistic, subjective, and unreliable, but it can be decreased by integrating objective criteria items.

2. While-use evaluation looks at the textbook that is being used. It is impartial and trustworthy since it employs measurement rather than prediction. However, it is more confined to observable features such as instruction clarity, layout, text comprehensibility, text flexibility, task achievability, and material attraction. The textbook that has been utilized is examined following its use. It examines the real effects of materials on consumers in terms of short-term consequences.

3. Post-use evaluation examines the textbook that has been used. It measures the actual effects of the materials on the users regarding to short-term effects such as motivation, impact, achievability, and instant learning, and long-term effects such as durable learning and application.

3. Methodology

3.1 Population and Sample

The total number of the current study is (395) Iraqi learners of English as a foreign language in the Department of English Language, College of Education for Human Sciences, ThiQar University. The sample of the study involves (200) EFL learners .All of them are 3rd year students enrolled in the academic year (2021-2022).

3.2 Data Collection Instrument

A questionnaire has been initiated based on prior research, literature, and tools to achieve the goals of the current study. The questionnaire is based on (Cunningsworth, 1995, ORMEC, 2009, Tomlinson (2003), and Razmjoo (2010). It comprises elements like topic (1-6), approach (7-11), activities (12-16), material (13-28), teaching points (29-44), attraction (45-47), applicability to learners (48-50), monitoring and assessment (51). (See appendix 1).

Psychometric elements must be included in the assigned questionnaire , with Face validity and Reliability being the most crucial.

3.2.1 Face Validity

Face validity is defined by Al-Rifai and Garma as the test appears to assess what it designed to measure. Face validity was attained by exposing the questionnaire to ELT and linguistics specialists who concurred with its validity and usefulness for achieving the goals of the current study. There has been complete agreement. Face validity has been achieved by exposing the constructed questionnaire on experts in ELT and Linguistics who have agreed on the validity and suitability of the constructed questionnaire to fulfill the aims of the present study. The percentage agreement has been 100%.

3.2.2 Reliability

The stability and consistency of the measurement of test results are referred to as reliability (Hopkins 1989,p.80). The Alpha-Cronbach Formula was used to calculate the reliability coefficient. The reliability coefficient has been computed by using the Alpha – Cronbach Formula. The reliability coefficient has been found to be 0.75. It is considered acceptable according to Lehmmen and Mehrens (1991,p.255)

3.3 Pilot Administration

The aim of the pilot study is to find out the clarity of the questionnaire instruction. In order to conduct a pilot study, (20) EFL students of English language were chosen randomly from the English department, College of Education / University of Diyala. The findings of the pilot administration reveal the followings:-

1. The students are able to answer all the questionnaire items.
2. There is no serious ambiguity in the instructions of the questionnaire.
3. The time allotted for answering the instrument is (45Minutes) .

3.4 Final Administration of the Questionnaire

After achieving face validity, the questionnaire in its final version was administrated to students of English language department / College of Education. They were asked to tick either strongly agree , agree or disagree or partially agree on the proposed evaluation items of the prescribed textbook .

4. Results & Conclusions

4.1 Results

The main objective of the current study is to evaluate Larsen- Freemans' and Martin Andersons' "Techniques and Principles in Language Teaching "Textbook from Iraqi EFL 3rd Year College Students' point of View. To accomplish the study's aim, a questionnaire was distributed to the participants, containing a variety of evaluating items . The answers of the students to the questionnaire items were collected, and statistically analyzed. the frequencies of each domain were calculated and for each items of the questionnaire, and then the weighted means and percentage weights were calculated and arranged according to their values from the most used to the least used .(see table 4-1) .

Table (4-1)

The results of the Weighted means and Weighted Percentiles for Evaluating "Larsen- Freemans' and Martin Andersons' "Techniques and Principles in Language Teaching "Textbook from Iraqi EFL 3rd Year College Students' point of View according to the questionnaire domains

1. Topic

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
1	75	45	35	20	25	3.63	72.6	1
2	65	45	40	35	15	3.55	71	3
3	80	23	45	40	12	3.60	72	2

4	80	16	42	35	27	3.44	68.8	4
5	35	51	55	40	19	3.22	64.4	6
6	45	55	50	30	20	3.38	67.6	5

2. Approach

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
7	65	53	55	12	15	3.71	74.2	4
8	71	48	50	10	21	3.69	73.8	5
9	90	46	30	15	9	3.82	76.4	2
10	120	52	17	11	Zero	4.41	88.2	1
11	62	65	41	25	7	3.75	75	3

3. Activities

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
12	93	61	33	13	Zero	4.17	83.4	1
13	80	54	35	10	21	3.81	76.2	2
14	67	30	50	34	19	3.46	69.2	5
15	60	56	41	28	15	3.59	71.8	4
16	58	84	25	21	12	3.78	75.6	3

4. Content

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
17	94	66	34	6	Zero	4.24	84.8	2
18	75	64	40	21	Zero	3.97	79.4	7
19	89	71	25	5	10	4.12	82.4	3
20	90	75	35	Zero	Zero	4.28	85.6	1
21	85	62	25	21	7	3.99	79.8	5
22	64	50	61	20	5	3.74	74.8	10
23	75	70	35	20	Zero	4.0	80	4
24	65	45	50	25	15	3.6	72	11
25	80	40	55	15	10	3.83	76.6	8
26	80	65	30	20	5	3.98	79.6	6
27	54	49	47	36	14	3.47	69.4	12
28	79	65	35	5	6	3.93	78.6	8

٥. Teaching points

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
29	120	65	10	5	Zero	4.5	90	1
30	55	83	16	46	Zero	3.74	74.8	13
31	50	65	33	27	25	3.44	68.8	16
32	92	54	20	30	4	4.0	80	4
33	90	63	35	12	Zero	4.16	83.2	2
34	82	79	14	5	20	3.99	79.8	5
35	76	69	25	7	23	3.84	76.8	12
36	60	71	34	21	14	3.71	74.2	14
37	94	63	Zero	30	13	3.98	79.6	6.5
38	75	70	30	17	8	3.94	78.8	8
39	73	75	20	15	17	3.86	77.2	10
40	60	58	37	30	15	3.59	71.8	15
41	63	80	35	15	7	3.89	77.8	9
42	78	75	20	18	9	3.98	79.6	6.5
43	80	73	29	16	2	4.07	81.4	3
44	71	65	38	14	12	3.85	77	11

6. Attractiveness

N o.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
45	60	65	39	28	8	3.71	74.2	3
46	72	53	40	25	10	3.76	75.2	2
47	70	82	30	13	5	4.00	80.0	1

7. Suitability to learners

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
78	110	74	11	5	Zero	4.45	89	1
49	75	83	32	Zero	10	4.07	81.4	2
50	60	75	25	9	31	3.62	72.4	3

8. Monitoring and Assessment

No.	Strongly Agree	Agree	Partially Agree	Disagree	Strongly Disagree	Weighted mean	Weighted Percentile	Rank order
51	1.8	35	24	33	Zero	4.09	81.8	-

From the table (4-1) above, it is clearly seen that data has been analyzed by applying the weighted means and weighted percentiles formulas, then comparing the weighted means of the items with the theoretical mean which is 3.000 with a weighted percentiles of (60%) . Results show that all the eight domains have been achieved. This means that Techniques and Principles in Language Teaching textbook has approved to be very good and established to be positive .

Table (4-2) The Weighted Means and the Weighted Percentiles of all Domains

No.	Domains	Weighted Means	Weighted Percentiles	Rank order
1	Topic	3.47	69.4	8
2	Approach	3.88	77.6	4
3	Activities	3.76	75.2	6

4	Content	3.93	78.6	3
5	Teaching points	3.66	73.2	7
6	Attractiveness	3.82	76.4	5
7	Suitability to learners	4.05	81	2
8	Monitoring and Assessment	4.09	81.8	1

Based on table (4-2) above , it has been shown that the weighted means of all the domains are between (3.47-4.09) this indicates that the textbook is useful and dependable for Iraqi 3rd year college students at ThiQar university in terms of the content , suitability , attractiveness , teaching points , and assessment procedures .

4. 2 Conclusions

To make sure that ELT textbooks can effectively support the achievement of teaching objectives, it is crucial to perform ELT textbook evaluations. The teaching and learning processes would probably be significantly impacted by selecting the incorrect texts. Finding the textbook's advantages and disadvantages is important since it could serve as a platform for future development or increased awareness of contemporary English teaching techniques.

The textbook "Techniques and Principles in Language Teaching," written by Larsen-freeman and Martin Anderson, was analyzed using a textbook evaluation questionnaire , and the results showed that Iraqi EFL 3rd Year college students found the book to be highly satisfactory because it accurately reflected the needs and interests of the students. Learners felt that they are very satisfied with the textbook in terms of monitoring and assessment , suitability to learners , learning environment , content , approach and attractiveness . The textbook is a wonderful resource for English language learners since it is versatile and meets the majority of the needs of the students. It also allows for different teaching philosophies.

The textbook can help novice students in three ways: first, by helping them prepare for learning techniques, college students can become better learners; second, by helping them become proficient in using techniques, they can become more confident learners; and third,

by helping them understand the connection between using strategies and success in teaching English, they will feel more encouraged.

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Appendix (1)

Questionnaire is adopted from (Cunningsworth, 1995 , ORMECD,2009, Tomlinson ,2003 , Razmjoo, 2010) to evaluate Larsen- Freemans' and Martin Andersons' "Techniques and Principles in Language Teaching "Textbook from Iraqi EFL 3rd Year College Students' point of View

1. Topic

No.	Item	Strongly Agree	Agree	Slightly Agree	Disagree	Strongly Disagree
1	There is sufficient materials of genuine interest to learners.					
2	There is enough variety of topics.					
3	The topic presented is content-wise enough for learners language level.					

4	The learners are able to relate the social culture context presented in the textbook to the use of English in real life.					
5	Different ethnic groups are well represented.					
6	Different groups of occupation are well represented.					

2. Approach

7	The textbook is suited to the learning situation.					
8	The textbook is suited to teaching situation.					
9	The textbook covers most of learners' need					
10	The textbook is flexible so it allows various kind of teaching styles.					
11	The textbook is a good learning resource for learners.					

3. Activities

12	Providing activities catering to the learners' different needs and language learning requirements.					
13	Providing good communicative and meaningful practice.					
14	Including individual, pair, and group work.					
15	Encouraging creative and					

	independent responses.					
16	Teachers can easily modify the activities to fit the students' different levels.					

4.Content

17	The subject and content of the textbook is relevant to students' needs as an English language learner(s).					
18	The subject and content of the textbook is generally realistic.					
19	The subject and content of the textbook is interesting, challenging and motivating.					
20	There is sufficient variety in the subject and content of the textbook.					
21	The materials are not culturally biased and they do not portray any negative stereotypes.					
22	There are unity and parallelism in the content.					
23	Content is enjoyable and instructive.					
24	Content attracts the attention of the students.					
25	Content is meaningful for the students.					
26	Content is clear and understandable.					
27	content creates communicative atmosphere.					
28	Content is suitable for the students					

age levels.					
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5. Teaching points

29	Providing focus on the latest FLT approaches and methodology.				
30	Providing clear statement of the objectives of the course and of each textbook.				
31	Paying attention to L1-L2 differences and taking cultural values into consideration.				
32	Engaging the learners affectively,				
33	Providing an achievable challenge.				
34	Helping learners to personalize their learning.				
35	Providing extensive exposure to English in use.				
36	Helping the learners to make discoveries about how English is typically used.				
37	Providing opportunities to use the target language for communication.				
38	Helping the learners to develop cultural awareness.				
39	Helping the learners to make use of the English environment outside the classroom.				
40	Catering for the needs of all the learners.				

41	Providing the flexibility needed for effective localization.					
42	Helping the learners to continue to learn English after the course.					
43	Helping learners to become effective communicators in English.					
44	Achieving its stated objectives.					

6. Attractiveness

45	The book is likely to be attractive to the students.				
46	It is suitable for the age of the students.				
47	Students are likely to enjoy using it.				

7. Suitability to learners

48	It is compatible to the age of the learners.				
49	It is compatible to the needs of the learners.				
50	It is compatible to the interests of the learners.				

8. Monitoring and Assessment

51	The textbook shows the learners that they are learning to do what they want to do.					
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