



American English File Book Evaluation

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Abstract

There are many English books to teach in many different institutes in Iran, American English file books are widely used in very famous and high quality of teaching English institutes in Iran. We are going to pack the ideas of at least 120 EFL teachers, advanced learners, theorists, psychologists, practitioners, and course designer in this field by giving them a checklist and a Likert scale of advantages or disadvantages from the strongest points of view toward the weakest of this book and we gather all their information then analyze their points in Likert scale to discuss the positive and negative points of all series of American English file book. We also compare the content of this book which is mostly used in Iranian language institutes with national Iranian schools that are equally used English language national books in Iran.

Keywords: American English file, evaluation, content, culture

INTRODUCTION

The context of English books is one of the important factors in determining learners' success in a learning process, and teachers, curriculum developers have an effective responsibility to choose all elements properly to teach a foreign language in an environment. Most of the theorists, practitioners, language psychologist, EFL teachers, curriculum developers, and many staffs who are involved in a teaching a foreign language process are going to accompany together to come to this view that which material and teaching methodology would be more helpful and it could create acceptable result of a situation in learning process for all learners. There are so many points that above mentioned people are always discussing to introduce the best way of providing these materials to cover all advantages which are helpful and vanish all disadvantages which are unhelpful.

This study is going to investigate the content of American English file books for more applicable result in any situation especially in Islamic countries which are performed the most parts of communities in middle east. In our check lists we provide an evaluative criteria of contents that are the main skeleton part of our study to consider it to ask all

people such as EFL teachers, learners, practitioners, language psychologists, theorists, and stakeholders, to provide their own view in this check list.

We are going to find the answers for bellow questions in our study to evaluate American English file books series:

1. Is there a degree of importance in the content of American English file books that we provide in checklist?
2. How is the content of English books relevant to the culture of Islamic national English school books?

METHODOLOGY

We have been asked at least 120 EFL teachers, advanced learners, practitioners, theorists, language psychologist, and course designer to participate in this study to give their ideas on check list and Likert scale questions that we have already provided to evaluate due to the content of American English file books series.

Instruments

We have provided a check list due to the content of all series books American English file, and a Likert scale to gather their points of view who is more or less in agreement with the content of this book. The Likert scale was arranged from the strongest points of views to the weakest points of views and the participants put number from 1 to 5.

Participants

There are 120 participants including twenty EFL teachers, twenty advanced learners, twenty practitioners, twenty language psychologists, twenty theorists, and twenty curriculum developers or course designers of different language institutes in Iran who are mostly involved in teaching process directly in different institutes, universities, and national schools.

RESULTS

We analyzed the gathered data from the checklists and Likert scales that most parts of specialists who were following in this research tried to explicit their ideas by showing numbers from 1 to 5 and we got a sample test to show how content is important for them. In one sample test, all table numbers 2, 4, 6, 8, 10, 12 relating to language psychologists, practitioners, EFL teachers, learners, course designers, and theorists sig tailed is zero (see the appendix). There is a significant relation among specialists and people who were participated in this research in their points of view toward an evaluation of the series American English file

We have also got paired sample test and two groups of people were paired statistically, for example we paired two groups among language psychologists and theorists (group A), then EFL teachers and practitioners (group B) were together, and we paired learners with the group of course designers or curriculum developers (group C) to stand their points of view regarding the questions which were provided in Likert scale. As we can see in all paired sample test in table 15 in group A which included language psychologists and

theorists sig tailed is 0.835 and the degree of significance is under 5% so there is a significant difference among two groups of language psychologist and theorists ideology. In table 18 sig tailed is 0.194 group B among practitioners and teachers, there is significant difference to make their evaluations more powerful, and in table 21 sig tailed is zero 0.00 which means there is significant difference in group C and they also have their evaluations critically challengeable and significant in this study.

CONCLUSION

English books which are mostly used in Middle East countries especially Islamic countries such as Iran, learners prefer to use a model which is closely related to their customs and their style, when most of the learners have positive views toward English books which are mostly Oxford and Cambridge, and Routledge publications and they are used significantly in all institutes with different teaching methods in all parts of Iran and most of the politicians and curriculum developers, or course designers who have responsibility in national Iranian schools or work for the government want to confront the culture of these kinds of books such as American English file, touch stone, four corners, cutting edge, headway, new interchange, family friends, first friends, etc.

Many of these politicians are going to make a valuable change to revise these kinds of books or at least creating a national English book to preserve Islamic culture, they are battling the culture of many English books to teach in schools, they believe that all kinds of published foreign books in English can damage Islamic culture but many national books which are published by local country in order to make cultural changes received by the politicians, they lack of content, and most learners do not enjoy these kinds of national school books, but the content of English books in foreigner publications are successful to get the desired goals of many learners and teachers.

In this research, most specialists, teachers, learners are satisfied with such kind of English books like American English file that it could approximately reach the level and desired academic and social needs of learners, however national books could not support their needs and they may lack of good content with enjoyable subjects, they are critically boring in content. That's a crucial matter that should be considered in providing a good English national book for students in Iran. The greater part of English language classroom in national schools should be devoted to students' feelings, experiences, and ideas. This will lead to help students being taught language skills independently, that's why learners do not have opportunities outside to grow students' cognitive and intellectual development. Individuality is also deemphasized in Islamic culture course books for learning English language, as Tomlinson (2003) argues that "language teaching materials need to be humanizing, taking into account learners' 'experience of life, their interests and enthusiasms, their views, attitudes and feelings and, above all, their capacity to make meaningful connections in their minds". Many national course books as a material in schools are not attempting to multidimensional approaches to English language learning, and they do not engage learners' intellectual aspect in learning process which is the most important deficiency or demerit of national schools besides the content of course books.

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APPENDIX

Appendix A

ENGLISH LANGUAGE TEACHING CONTENT CHECKLIST

Dear respondent

This project aims at finding out what evaluative criteria are important for English language teachers or lecturers. Please answer the following questionnaire regarding your personal and professional background.

1. Gender: ☐ Male ☐ Female
2. Age: years
3. Level of education: ☐ Diploma ☐ BA ☐ MA ☐ PhD
4. Major: ☐ TESL ☐ Others
5. Teaching context: ☐ University ☐ School ☐ Language institute
6. Teaching experience:years
7. Have you ever participated in any content evaluation workshops, seminars, courses, etc.?
☐ Yes ☐ No ☐ Not applicable
8. If your answer to question 7 is 'Yes', please list the courses you attended.

a)

b)

c)

9. Have you ever evaluated a content? ☐ Yes ☐ No

In the following section, you will find a list of the criteria that will be used to develop a checklist for evaluating English language teaching contents. You are requested to mark (0-4) to indicate the level of importance of each criterion according to this key:

0: Unimportant 1: Less important 2: Fairly important 3: Important 4: Very important books.

Appendix B

One-Sample Statistics table1

| | N | Mean | Std. Deviation | Std. Error Mean |
|----------------|----|--------|----------------|-----------------|
| L.Psychologist | 20 | 3.4750 | 1.16388 | .26025 |

One-Sample Test table 2

| | Test Value = 0 | | | | | |
|----------------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| L.Psychologist | 13.353 | 19 | .000 | 3.47500 | 2.9303 | 4.0197 |

One-Sample Statistics table 3

| | N | Mean | Std. Deviation | Std. Error Mean |
|----------|----|--------|----------------|-----------------|
| Theorist | 20 | 3.4000 | 1.35336 | .30262 |

One-Sample Test table 4

| | Test Value = 0 | | | | | |
|----------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Theorist | 11.235 | 19 | .000 | 3.40000 | 2.7666 | 4.0334 |

One-Sample Statistics table 5

| | N | Mean | Std. Deviation | Std. Error Mean |
|--------------|----|--------|----------------|-----------------|
| Practitioner | 20 | 3.6000 | 1.27321 | .28470 |

One-Sample Test table 6

| | Test Value = 0 | | | | | |
|--------------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Practitioner | 12.645 | 19 | .000 | 3.60000 | 3.0041 | 4.1959 |

One-Sample Statistics table 7

| | N | Mean | Std. Deviation | Std. Error Mean |
|---------|----|--------|----------------|-----------------|
| Learner | 20 | 4.0000 | .85840 | .19194 |

One-Sample Test table 8

| | Test Value = 0 | | | | | |
|---------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Learner | 20.840 | 19 | .000 | 4.00000 | 3.5983 | 4.4017 |

One-Sample Statistics table 9

| | N | Mean | Std. Deviation | Std. Error Mean |
|-------------|----|--------|----------------|-----------------|
| EFL Teacher | 20 | 4.9000 | 4.14094 | .92594 |

One-Sample Test table 10

| | Test Value = 0 | | | | | |
|-------------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| EFL Teacher | 5.292 | 19 | .000 | 4.90000 | 2.9620 | 6.8380 |

One-Sample Statistics table 11

| | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------|----|--------|----------------|-----------------|
| Course Designer | 20 | 2.8500 | .98809 | .22094 |

One-Sample Test table 12

| | Test Value = 0 | | | | | |
|-----------------|----------------|----|-----------------|-----------------|---|--------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Course Designer | 12.899 | 19 | .000 | 2.85000 | 2.3876 | 3.3124 |

Paired Samples Statistics table 13

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------------|--------|----|----------------|-----------------|
| Pair 1 | L.Psychologist | 3.4750 | 20 | 1.16388 | .26025 |
| | Theorist | 3.4000 | 20 | 1.35336 | .30262 |

Paired Samples Correlations table 14

| | | N | Correlation | Sig. |
|--------|---------------------------|----|-------------|------|
| Pair 1 | L.Psychologist & Theorist | 20 | .207 | .381 |

Paired Samples Test table 15

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|----------------------------------|--------------------|----------------|-----------------|---|--------|------|----|-----------------|
| | | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 L.Psychologist - Theorist | .07500 | 1.59171 | .35592 | -.66994 | .81994 | .211 | 19 | .835 |

Paired Samples Statistics table 16

| | Mean | N | Std. Deviation | Std. Error Mean |
|---------------------|--------|----|----------------|-----------------|
| Pair 1 Practitioner | 3.6000 | 20 | 1.27321 | .28470 |
| EFLTeacher | 4.9000 | 20 | 4.14094 | .92594 |

Paired Samples Correlations table 17

| | N | Correlation | Sig. |
|----------------------------------|----|-------------|------|
| Pair 1 Practitioner & EFLTeacher | 20 | .012 | .960 |

Paired Samples Test table 18

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|---------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Practitioner - EFLTeacher | -1.30000 | 4.31765 | .96546 | -3.32072 | .72072 | -1.347 | 19 | .194 |

Paired Samples Statistics table 19

| | Mean | N | Std. Deviation | Std. Error Mean |
|-----------------|--------|----|----------------|-----------------|
| Pair 1 Learner | 4.0000 | 20 | .85840 | .19194 |
| Course Designer | 2.8500 | 20 | .98809 | .22094 |

Paired Samples Correlations table 20

| | N | Correlation | Sig. |
|----------------------------------|----|-------------|------|
| Pair 1 Learner & Course Designer | 20 | .248 | .291 |

Paired Samples Test table 21

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|---------------------------|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Learner – Course Designer | 1.15000 | 1.13671 | .25418 | .61800 | 1.68200 | 4.524 | 19 | .000 |