

## Practice of Developing EFL Coursebooks at Mongolian National University of Education

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**Abstract :** Undergraduate students study English I (elective) and II (compulsory) courses which are included in the General foundation courses in the Teacher Education Curriculum Framework at the Mongolian National University of Education. Teachers at the English Department have designed and developed 2 levels (from pre-intermediate to upper-intermediate) English coursebooks since 2016 and published the second editions of each in 2018 and 2019. Developing coursebooks based on the students' needs, satisfaction, and dissatisfaction with these instructional materials are essential phenomena in the delivery service of teaching English at the tertiary level. Thus, this study aims at findings from students' views on English coursebooks which are studied mostly in the first and second semesters of the undergraduate academic program. The purpose of this research project was to determine the overall pedagogical value and suitability of the book to students' needs and 21st-century teacher education concepts. We have designed a coursebook evaluation checklist with 28 questionnaires, including Morris's English as a foreign language coursebook evaluation checklist (2017). The study is a 2 phased descriptive survey study that covered 572 and 519 undergraduate students who studied in the spring term of the 2021-2022 academic year and the fall term of the 2022-2023 academic year at 7 branch schools of Mongolian National University of Education (MNUE). Data analysis consists of student responses to each item. Coursebook evaluation data is classified into 3 main categories as "general attributes", "learning content" and "task evaluation". Some results of the study indicate the following findings: 97 percent of the total survey participants (in total 1091) have given positive responses to the coursebooks that these are fully aimed at acquiring the students' language learning skills: reading, writing, listening, and speaking; 78 percent responded that the coursebooks were different from the English Textbooks that they learned in secondary schools; and 91 percent answered that the English coursebooks could give motivation to the students to achieve their self-study.

**Keywords :** coursebook evaluation, improving English, student satisfaction and dissatisfaction with coursebooks, language learning materials, language tasks, students' needs

**Conference Title :** ICLLL 2025 : International Conference on Linguistics and Language Learning

**Conference Location :** San Francisco, United States

**Conference Dates :** June 07-08, 2025