

THE USE OF FOREIGN LANGUAGE TEXTBOOKS IN AN EFL SETTING IN SOME  
SCHOOLS FROM SAN JUAN DE PASTO

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"Las ideas y conclusiones aportadas en la Tesis de Grado, son responsabilidad exclusiva de sus autores".

Artículo 1º del Acuerdo N° 324 de octubre 11 de 1966, emanado del Honorable Consejo Directivo de la Universidad de Nariño.

Nota de aceptación

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San Juan de Pasto, March 17<sup>th</sup> 2011

ABSTRACT

The following research intends to give an overview about the use of foreign language textbooks in an efl setting such as san juan de pasto, while describing how english teachers are using these kinds of materials and the impact they may cause in learning.

describing how students perceive information and how teachers make significant those learning procedures is also important to the author, in order to become elt not only significant but contextualized as well interesting.

finally to the readers, this work could be an experience for discussing about the real situation of teaching in terms of efl, the role of teachers in the classrooms, the perception of some students from public institutions about efl teaching and learning as well the considerations done by some experts.

## SUMMARY

The actual situation in language teaching, efl specifically, does not only deal with how good we can consider academic procedures or how well teachers may improve their teaching skills but also if the student's population actually perceives learning a foreign language as important and useful for life.

socially it is possible to notice a significant lack of interest about language learning, english in this particular case, even though the increasing massive information channels and other technological phenomena which constantly force to people becoming bilingual.

teachers at school are trying to re-make their traditional ways of teaching, including new types of material to fit learning processes to the real necessities and context of their students. unfortunately, most of the time the effort they have made seemed like useless and with few impact among students.

however, while this research took place was possible to identify a good number of research papers which have been developed by some experts in teaching procedures and who deal

With to find some kind of solution, designing strategies to face up this problem.

Some of those strategies describe the role of teachers in terms how they may use the material in order to get better results, how to choose a kind of material which really fits to the teacher and their students, how to plan the activities the teacher will use, how to evaluate those activities, how to follow a lesson plan that fit properly to the material selected, even how to identify some advantages or disadvantages of using textbooks.

The point of view of students from some public schools has also been considered and shown in some particular titles of this research in order to know what they feel about learning a foreign language, english of course, so they also discuss how important do they think it may be.

Finally, the considerations and conclusions given at the end of the work can be a way to ask some new questions about the efl teaching and learning processes dealing principally with the use of textbooks, which is in fact, the real purpose of the author.

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## CHAPTER 1: INTRODUCTION TO THE STUDY

### *Problem*

Before talking about the problem in which this work is framed, it is important to reflect on what is happening around most of the public institutions in our region, in terms of EFL teaching and learning and of course, the effect it may have on learners and teachers.

Regarding society, it is possible to notice the lack of interest that some people have concerning learning a foreign language and their appreciation about how important it may be. It could be said that most of the time people consider English not indispensable as well as useless.

But, that problem turns serious when young people, influenced by all those ideas, reflect the same. Fortunately, a good number of research papers have been developed in order to find some kind of solutions, designing strategies to face up the problem. These papers may suggest some changes for teachers and their way to work, the kind of tools they use in class and the way how they may use those tools. And, it is about the use of those resources this work is focused on.

It is well known that a good number of public schools do not have enough resources for teachers and students in terms of EFL

material and the main and the most available kind of tools they have are textbooks. It may seem not a problem for some people, but unfortunately a good number of them may be not using textbooks in a right way, or they may not understand the tool itself making the use of books less effective.

In most of the cases, teachers try to do their work as effective and meaningful as they can, so they use textbooks as a link between them and their students. However, most of the time it may appear to be less effective and the problem starts again.

In this way, teachers may not be concerned with the use of textbooks, so they possibly will abide directions without a correct study, analysis and consideration about how meaningful those contents may be and the direction they have for students. It may seem teachers just take books in order to facilitate working.

#### *Analysis of the problem*

Textbooks can be a good alternative for teachers and students. They can facilitate organization, consistency, cohesion and continuation of the topics that teachers may deal with on their courses, students can get informed about what teachers are going to do next in their upcoming classes. Also

as a tool they are cheap, and most of the time, easily available.

Authors such as Ur (1996) talk about the advantages of the use of textbooks for language teaching and learning, obviously considering the role of teachers about the organization of the content, the combination of the content and activities, and a carefully planned selection of language content for each level and for most of the class.

However some of the problems that may arise relate to how teachers may not use their own initiative when they use a text, instead of they merely serve as mediators between the content of textbooks and the students.

Most of the students surveyed to develop this report, are sure that teachers develop just the exercises provided by the texts. Teachers argue they do the best they can using the tools they have at hand and which the school provides for them.

Of course, not all textbooks can provide teachers and students with what they need. Authors such as Bastidas (2002) argue that there is not an ideal kind of book that engages all what the students need, and that adapting a textbook for a special setting or class may demand a lot of time and money. However Tomlinson (2001) also argues that teachers may be

material designer, so they are who may know what to teach and how.

There is also a problem with the scarcity of equipment to develop the courses. Most of the textbooks contain additional multimedia or sound material to develop activities and skills practices. However, teachers should not have the possibility to get the necessary equipment to develop the courses completely. For example, some schools in Pasto do not have MP3 audio players or video beams for the multimedia resources. Naturally the course does not have the results expected for teachers and students.

Consequently, some reasons why most of the texts used in EFL teaching may not being used in the right way can be concerning not only teacher, but students as well institutions.

Of course the role of teachers is very important when identifying some important aspects of books such as the level of language, contents and activities in relation whit the fit between books and the students' proficiency, but what about the way how students engage on working with the book, and how books engage students?

Finally, it is possible that all those elements can have a considerable impact, in both teachers and students in terms of

EFL teaching and learning, becoming to the real interest of this report.

### *Objectives*

The objectives this research intends to attain are described next:

#### *General objective*

To describe how are English teachers using textbooks in an EFL setting such as San Juan de Pasto.

#### *Specific objectives*

1. To describe how students perceive the information they get in the classroom through textbooks, and the way how do they use that information in their real lives.
2. To describe how teachers do use textbooks to make EFL learning significant and contextualized for students.
3. To describe what kind of elements do teachers consider when they use textbooks, for example; the levels of language in the books, the contents and activities.
4. To describe how are teachers and students in concordance or disagreement with the use of textbooks.

### *Justification*

This work intends to report how English textbooks are being used in some public schools in Pasto, concerning on teachers and students and the way how they both perceive the information conveyed through these kinds of books. This information will provide valuable data which can be used to suggest ideas on the way to use textbooks in a more effective way, that being the main justification for this paper.

The results of this work may provide helpful information for language teachers as well for language teaching Students. It may be important for them to know about what kind of tools teachers are applying at work, and the way they do it in class before any suggestions can be made. At the same time, this work is related to the selection and use of materials, in order to turn them into something valuable and meaningful for the language learning process.

Finally, this research is relevant because there is no other monograph in the Human Sciences School related specifically to the analysis of textbooks concerning how they are being used and how important are they for EFL teaching and learning in public schools. This paper may inform other student-teachers, teachers at the University and hopefully teachers who belong to public schools in Pasto about the use of textbooks, how to select them

and which may be the perceptions that students have about them. This information can help teachers make informed decisions about materials, material design and the teaching-learning process in general.



## CHAPTER 2: LITERATURE REVIEW

This review of literature will focus on the role of textbooks in foreign language teaching, their advantages, limitations and potentialities when using them in a setting such as Pasto.

### *Textbooks in language teaching*

The use of teaching material could be both a study of the principles and procedures of learning and the implementation and evaluation of language teaching, in the way it involves production, implementation, adaptation of language teaching material and evaluation of tasks. Also material can provide a way to facilitate teaching and learning processes.

Additionally, Tomlinson (2001) suggests language teaching material can provide teachers of multifunctional faces such as an instructional face, at the moment when textbooks can inform to students about the language they going to learn; an experimental face, providing an exposure of the language in use; an elicitive face, stimulating the language in use, and an exploratory face, discovering about the language use.

However, every teacher can be a material designer and he or she also needs to be able to adapt and to produce their own teaching material. In this way Richards and Rodgers (2001) also argue that it is compulsory for teachers who use a textbooks to

adequate tools to their class requirements, without taking away the real content of the book.

*How much teachers and learners need a textbook?*

What a course book/textbook can provide is a convenient way to present material in a single package. It may be helpful for both teachers and students attain consistency, continuation, cohesion, and thematic organization. A textbook can help teachers to organize, and to revise what they going to teach and when they have to do it. For students a course book can be helpful at the moment to know what is coming next and how it will be presented. For that reason, a textbook may provide a systematic organization of ideas, also for students it may help acquire independent habits in learning in the way they can discover what they need to learn, and the way they can do it.

Ur (1996)

*Advantages and disadvantages of using textbooks*

Considering some advantages of using of textbooks it is important to say that:

1. Textbooks can be used as a syllabus, a textbook can provide teachers a clear framework, and for students it may serve as a guide for what is coming next in the course.
2. Textbooks can give teachers an overview of the organization and the combination of the content and activities.

3. Textbooks can provide a carefully planned selection of language content.
4. Textbooks can provide appropriate texts and learning tasks for each level and for most of the class.
5. All the components of the textbook come together in a single package. It may provide learners easy handling.
6. A textbook is the cheapest way to provide learning material for each learner.
7. Textbooks can develop in students learning independence.

On the contrary, some positions against course books are related to the over-protection that some texts can load in students about the reality of language use. Also the content of the textbooks might do not engage to the real context of students, all over in EFL settings, becoming less meaningful for students. Ur (1996)

Dubin and Olshtain (1977) quoted by Bastidas (2002) suggest that *"there is not an ideal textbook"* in the way that there is not a possibility to supply all what students may need in a single book. Bastidas (2002, p. 101)

Another issue that may hinder the use of textbooks in language teaching settings could be the over-easiness adopted by teachers. Ur (1996) argues for example that teachers may do not use their own initiative, instead of merely serving as mediators between the content of textbooks and the students.

Bastidas (2002) argues that adapting a textbook for a special setting or class may demand a lot of time as well as money.

*Choosing a course book*

However, it is not impossible to select a course book according to what your class may need or dealing with your student's reality. Some important issues to choose a textbook will be related with the following questions.

*What do I need to teach?*

It is very important for teachers to identify the sense of the course they going to teach. As well to know about the class they going to take in terms of age, social level, cultural level, antecedents of the students , else. That, as Ur (1996) argues, because it is necessary to be prepared for unexpected situations.

*What do my students need?*

Ur (1996) also suggests that textbooks are important into the framework prepared by teachers providing thematic and activities that may deal with students in terms of important and interesting. Considering the age and the socio cultural level of the class can be a good idea when designing the course.

*How can I do it?*

It is important that teachers think about how they going to present the thematic as well the activities for each topic. Students need clear presentations and explicit indications.

*What kind of language will I need?*

For students the kind of language the teacher use is important in order to understand what he or she is talking about. For teachers it is important to recognize the kind of language they need to use for each class, even for each topic.

*What kind of activities can I do in class?*

It is very important in teaching as whole to identify what kind of activities the Teacher can do in class. What kind of abilities the students have, as well the size of the class room. Remember that the teacher most of the time faces up unexpected situations.

*What kind of activities can I assign as homework?*

It is important for both teachers and students they learn to identify time and locations. In the school students and teachers work together. Out of the school such as home, they both need to work independently. In this way homework must be clear and explicit for students to become well presented for teachers.

*What kind of activities can I use for testing?*

When teachers think about what topic may be coming next, they may be thinking mainly in the way how to evaluate that topic or that activity. Remember the result of an evaluation is the product of the way of teaching.

*Will I need special equipment?*

It is important teachers also think about the possibilities they have to acquire equipments such as tape recorders, audio players, video tapes, or whatever they may need before to prepare an activity.

*What kind of activities do I want to do in class?*

Experience may be an important tool for teachers. Thinking about the activities that teachers did and making a list of them, they may recognize which of them may be useless in future courses and which of them do not.

*Is the material up dated?*

At the moment to choose a course book the main characteristic the text may have is to be up dated. It is necessary students acquire material related to the actual reality of the world in order they perform appropriated inferences about their own reality.

Now, as well last considerations may be important at the moment to choose a course book, every teacher, even every teaching setting has its own characteristics. In this way, of course every single teacher may come to his or her decision dealing with their own considerations. Ur (1996)

*Textbooks: social and cultural engaging tools*

Reading is an important source of language input and vocabulary achievement, particularly for students in ESL contexts where fluent English speakers are hard to find. Textbooks also permit to students acquire social and cultural conceptions while they demonstrate competence, synthesizing information from multiple sources or bringing information about they have read. After that, textbooks involve a text, a reader, and a context into a socio cognitive and cultural process.

Apparently, within this complex process of reading was discovered six component skills and knowledge areas which may permit identify books like most than a simple content sources. They include an automatic recognition skill as a little mental process to recognize text, especially for word identification; a vocabulary and structural knowledge in terms of understanding of language structures and recognition of vocabulary, a formal discourse and structured knowledge, briefly described as the understanding of how texts are organized and how information is put together into various genres of texts easily founded in books such as reports, letters, narrations, poems and another. As well, it is possible to recognize a context / world background knowledge as the understanding of the cultural information involved in the text, considering the natural

contexts of students as well foreign cultural contexts into the same material package. The synthesis and evaluation skills are the fifth component to take into account into the reading process within the use of textbooks. It provides to students acquire the ability to read and compare information from multiple sources, at the same time they are able to learn to think critically about what they read, also to decide what kind of information may be useful in their purposes. Finally, there is a metacognitive knowledge and skills monitoring at the moment when students develop their ability to reflect about what they are doing and the strategies they are employing as well they read. Ediger (2001)

Consequently, textbooks may be a way to develop cultural awareness in students; even if they cannot travel to other English native contexts.

Some studies developed until the eighties distinguish various dimensions of culture in which are included; the aesthetic sense, as a language association with literature, film, and music of a particular country. The sociological sense represented through customs and institutions of a country. The semantic sense as the cultural concept embodied into the language, and the pragmatic sense supported through the cultural



norms that influence what kind of language is appropriated for what context.

According to the author, when students need to communicate something in English, not only with native speakers but with other non-native speakers even in their ESL classrooms, they need to identify clearly what they want to say, as well what kind of language is appropriated, and how much their partners know about it. Because, if a good number of students in the class have not idea about one of them is talking about the practice will be finally useless and uncomfortable.

Understand about what students are talking about, even may be a problem for teachers. Most of the time students include modern trend, music, or film issues into their conversations that teachers do not understand or do not comprehend on a right way. Good teachers try to embody this kind of information to their personal lives in order to understand their students, but sometimes they decide it is useless and they just take the information away.

Fortunately, the authors of the textbooks have done a good work incorporating most of those issues into their content, permitting that teachers may be connected with their students.  
Lee (2001)

### *Using textbooks as a lesson plan*

"All good teachers know that a lesson plan is an extremely useful tool that may serve as a guide, resource and historical document for the class design and application". Jensen (2001, p.403)

In a lesson plan teachers decide what to teach, in what order and for how much time as the basic components to organize their time, as well content. In addition, a lesson plan is useful at the moment when teachers decide to design assessment measures such as quizzes, midterms and final exams.

A text book may become a useful lesson plan if teachers know how to use it. Textbooks can provide teachers a clear framework, and guidance about what is coming next in the course. They also can give teachers an overview of the organization and the combination of the content and activities; it can provide appropriate texts and learning tasks for each level and for most of the class. Additionally, they can offer a carefully planned selection of language content. Ur (2001)

On the other hand, when teachers think consciously about what their students may need and about the tools they have to handle, it is possible they may feel disagreed. In this way, when Bastidas (2002) cites to Dubin and Olshtain (1977) arguing that "*there is not an ideal text book*" as well there is not a possibility to supply all what students may need in a single

book, it is also important to remember that teachers can be material designers as well they are who really know what their students may need, consequently; they are who may know what they need to teach. Bastidas (2002, p. 101); Tomlinson (2001)

The teacher roles are intimately related with the practice, direction, modeling and control about how learning will take place. Consequently, when teachers use a text book, it is compulsory for them to adequate tools to their class requirements. Obviously, do not taking away the real content of the text book. Richards and Rodgers (2001, p. 28)

In conclusion, some good clues that teachers may apply in order to use a book as a lesson plan may be, first to select an updated book. Updated material provides teachers meaningful and interesting packages of content which may permit that students be engaged to the actual reality of the world.

Second, it is also important for teachers to think clearly about what they need to teach and for how much time.

In the way that it might be not a possibility to supply all what students may need in a single book, teachers are who really know what they need to teach. So, they are able to adequate the material according to the class requirements.

Third, textbooks may be useful as well they help to teachers to understand the social and cultural interests of students, of

course providing meaningful information without taking away the real content of the textbook.

And finally, teachers must think consciously about the responsibility of the practice, direction, modeling and control about how learning will be taking place.

*Selecting and Analyzing a Text book for Implementation.*

After talking about how teachers may use a textbook, it is important to talk briefly about the way how teachers can select and implement an adequate textbook in their class.

Apparently, there is a big difference about the decisions taken from selection and for the implementation of textbooks. That because using the same approach for both will be result into confusion.

Actually, a good selection of material includes addressing some issues that may help teachers to make a good decision of what they need or how much appropriated a kind of text book could be. These issues concern the fit between the material and the curriculum, as well the students and teachers.

Generally, the first area included to select a text book is the fit between the text and curriculum. It is very important that teachers be sure about how appropriated a text book could be in terms to carry out the particular goals it provides. However it may be hard to achieve principally for two reasons.

First, many programs do not have clearly articulated curriculum statements. Consequently, teachers may have lack general statements of purposes and methods.

And second, the time they have to develop their programs is not enough to apply most of the material provided by the publishers.

In both situations, textbooks are unlikely to be found they may be not completely congruent with the pedagogical goals of the programs.

Talking about the fit between students and textbooks, it is important think about how suitable it could be according to the students needs; as well how good it is related to the curriculum goals.

On the whole, textbooks are made of three principal elements; Content and Explanation, Examples and Exercises or Tasks. Supporting these elements textbooks also employ a variety of graphics, including size and style, white spaces as well illustrations.

In any case, it is necessary for selection processes teacher know enough about their students to be able to assume, for example; if the content of the textbook may be of interest and useful for students, how well may work the explanations provided for the texts, and how do they help to students to understand what they need in order to learn.

On the other hand, it is important to think about how appropriated may be the examples to the lives of the students as well their interests. How good are they also in terms of fit closely with concepts they are supposed explaining. About tasks, it is a good idea think about variety, and how interesting the activities and tasks may result for students.

Besides, think about the presentation and the format of the material may be useful considering principally that textbooks are for students. How appropriated are the illustrations and graphics for the age and level of the students, How readable is the printed text, How appropriated is it for their reading level, and How well constructed is the book in terms of the hard use of the students are some of the questions that teachers may be ready to answer.

Finally, the fit between teachers and textbooks concerns texts are also for teachers. As students teachers seek the same elements from books; content and explanation, examples, and exercises and tasks. However, at this point of the selection process the most important questions that teachers need to answer are; "Can teachers handle that kind of material? Will teachers find on it what they need and their preferences for teaching material?"

Teachers need think of how useful and adequate may be to carry out the goals and the program provided for a textbook.

That, may also permit to teachers considering the level of English knowledge they may need in order to teach and apply the contents into class. Consequently, there is a close relationship between the content of the textbooks and the knowledge base of the teacher.

To finish, teachers need to consider how usable are the examples that the material provides, as well how good they can work using the lessons purposed on it. And the most important, how enough the activities are to cover the entire course.

At the time teachers may answer all those questions they may be carrying up an adequate selection process to define the kind of material they need to implement, in order to offer the best option for their students leaning. Byrd (2001)

## CHAPTER 3: METHODOLOGY

### Population and Sample

#### *Population*

The total population concerned for this work is twenty seven students and six teachers from three different public schools in San Juan de Pasto.

#### *Sample*

The sample includes nine students of fifth, sixth and seventh grade of basic elementary and basic education levels. Every level will be from a different school, including the English teacher in each level from each school.

#### *Design*

Regarding the purpose of the work and its objectives, it can be said that this is a description of how textbooks are being used in public schools in Pasto. Consequently, a survey considering some items where students and teachers can give their opinion about the type, use, and perceptions regarding textbooks will be designed and applied. The information provided by both students and teachers will be analyzed separately and then, similarities and differences will be drawn in order to make a description of the situation explained in the introduction of this paper.



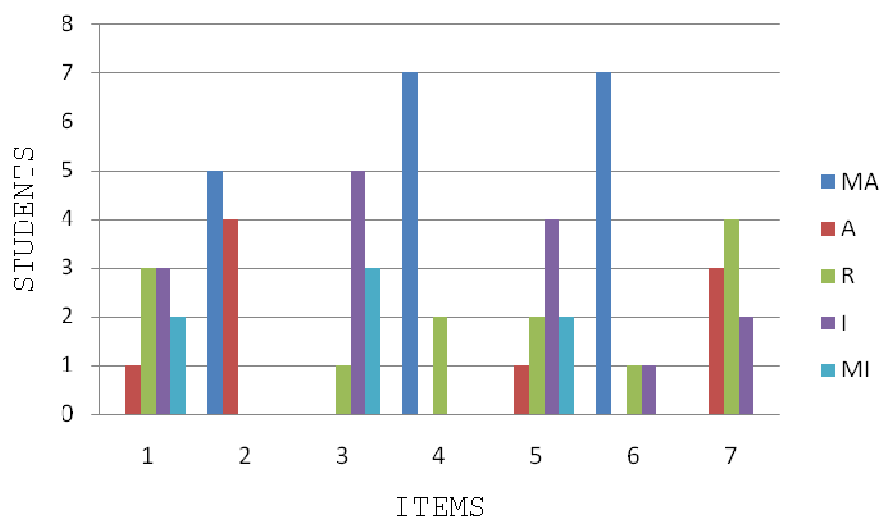
After the survey has been applied, classroom observations will be carried out to compare the answers given in the survey regarding how textbooks are used in foreign language classrooms. With this information some suggestions based on the limitations found will be presented.

CHAPTER 4: RESULTS

To develop this part of the work three levels of basic education from three different public schools, located around the south and the south east of the city were surveyed. The names of the institutions are anonymous in agreement with the teachers who decided to collaborate with this work.

Before the recollection of data, an informal presentation concerning the intention of this work for both, students and teachers was performed. It was relevant to do so and the researcher was concerned with the importance of the survey to the plan and the final results of the work. After that, the survey for teachers and students about the use of foreign language textbooks in those IEF settings was applied getting the following results:

*Student's survey*



According to the last information, eight of the nine students surveyed in the fifth grade are not satisfied with the content provided by the textbook that they use in class; it represents an 88.9% of not satisfied students.

In this way, considering the observations they did in the question number nine of the survey, they talk about how activities are difficult to understand, turning the class into something not engaging for them. Also they considered that the topic studied in class, in terms of grammar and vocabulary is easy to learn, the exercises they have to develop are always the same for each topic, for example; read, complete, match, and answer; all until the end of the book.

So, asking to students about what they have to do in class they answered the following.

Students of the school number one begin the class listening to their teacher pronouncing the words they have to learn and they repeat after him. Then, they write in the book to complement some sentences and answer some questions. Finally, the teacher walks around the classroom stopping by every student's desk monitoring and checking their work. However, they say that sometimes they do not understand what is written in the book, so they get confused.

In the school number two, students listen how the teacher pronounces and they repeat after her. Then, she explains to students how to develop their exercises and she sits down in her desk until they work. As well the exercises are clear and easy to develop; most of the students prefer talk to the others instead of to develop their work.

In the school number three, students argue that the teacher pronounces and explains the way to develop the exercises, but most of the class does not understand what is wrote in the book, so they several times cannot to develop their work.

"No me gusta el Inglés porque no entiendo nada de lo que está escrito en el libro y por eso no me gusta hacer la tarea", "Yo no entiendo lo que el profe dice y por eso no me gusta el Inglés", "Me gusta mucho el Inglés pero a veces no entiendo lo que el profe nos dice en Inglés y por eso a veces no hago lo de la clase", "A mí me gusta el Inglés mucho, pero a veces no entiendo lo que hay que hacer en el libro y entonces no me gusta".

These are some of the most representative comments of students about what they think of English. However most of the students surveyed including the last ones, consider that to learn a foreign language like English is very important for

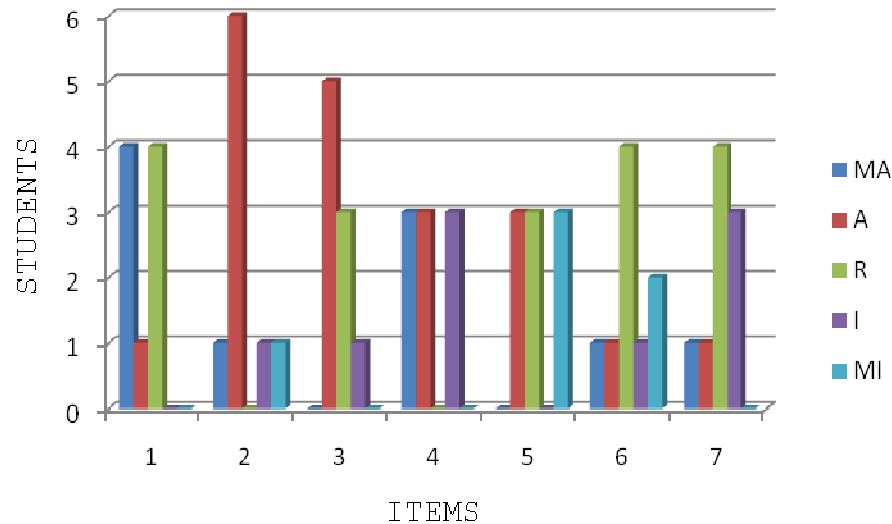
their lives to understand and to know how to communicate what they think to the other people.

Another thing they argue is the lack of money to get the original book, so most of them have to choose photocopies. In this way some students may lend books to some partners and they make copies. However, as they say, the original book may seem more interesting since it has a lot of colors and it is more attractive instead of a copy may be gray and unattractive.

In general, talking about fifth grade students, they consider these kind of activities do not represent any problem for them, but sometimes, it may turned not attractive for students, so kids prefer to spend their time in other things which of course, may cause some problems with the teachers as well their final academic assessment.

About the relationship between the content of the text and the real context of the students they are sure do have any problem. As they said "we understand about what the texts are talking about", for example, in terms of the places mentioned on it, as well food, sports, and clothing. That of course, considering some of the topics studied in this level.

*Sixth grade.*



For the students in the sixth grade, the content of the textbook they use in class is adequate for five students and regular for four of the surveyed students, those in terms of what they want to learn and the way how the textbook presents content.

It is interesting to notice how the observations of the students in this level and the last ones are similar in several aspects. For example, they are in agreement with the monotonous way that textbooks present in terms of exercises. They argue that sometimes is not attractive to make always the same for each unit of the book. They also say that teachers do not develop anything other than the book. Some of them express that their teachers assign pages and exercises and they just are sit down on their chairs.

"A mí me gusta mucho el Inglés pero a veces me aburro porque solo hacemos lo del libro y me parece que la clase fuera más chévere haciendo otras cosas distintas al libro" Andrés, 6-1.

This last comment from a student of sixth grade and the ones concerned at last may refer this work to the words of Ur (1996), who argues that teachers do not use their own initiative, so they just merely serve as mediators between textbooks and students, also the over-easiness adopted by teachers in some cases.

If it is clear that to adapt a textbook to a special setting may demand a lot of time and money, and that there is not possibility to supply all what the Students may need in a single book, there is a possibility to involve a text, a reader and a context into an interesting and meaningful cognitive and cultural learning process. Ediger (2001), Bastidas (2002)

It is important to remember that teachers may be material designers, subdued not only to a textbook. They are who really may think about what to teach and who decide when to do it and for how much time. Tomlinson (2001), Jensen (2001)

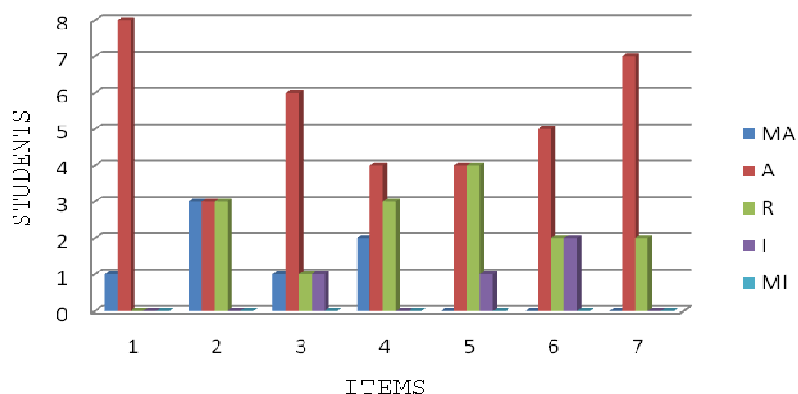
Another interesting observation of the student's survey in the both levels related before, concerns the items number two and four, about how easy is to follow and understand the

thematic, activities, readings, and examples provided by the book.

In the fifth grade a 100% and in sixth grade a 77.8% of students think that the book they use in class is easy to follow and understand. However, in the question number one of the same survey, which concerns advantages and disadvantages of using a textbook, most of them argue that they do not like English because they do not understand what they have to do.

That makes necessary to think about students and how they do not really know what they need to learn, and what they have in their hands to do it, conferring to teachers a big responsibility not only during the course design but also in the selection of thematic and activities for the students. Remember that teachers are intimately related with the practice, direction, modeling and control of the learning process. Richard and Rodgers (2001)

*Seventh grade.*





Students in the seventh grade provided more clear input about what they want in class. However there are a lot of things to talk about.

Some of the most representative comments about their learning process remain in their teacher's attitudes. As they argue in their own words "the English class sessions are really bored" so they do not pay attention. The students of the school number one think that their teacher is just a "reader" at the moment of using the English textbook. According to what they said in the survey, the teacher opens the book and reads the lessons, after that she presents the exercises and the people in class start working.

"Como ventaja es que me gusta el Inglés porque es importante para mi vida, como desventaja me gustaría que la profesora no leyera tanto el libro y que fuera más divertida", "Ventaja: me gusta hablar en Inglés porque es bacano. Desventaja: No me gusta el Inglés porque la profe solo lee el libro", "Una ventaja es que el Inglés es muy importante y como desventaja es que la clase es muy aburrida".

The last are some real comments of the students from the school number one, written exactly as they expressed it on the survey. In this way, it is important to remember which Ur (1996) said about the way to choose a course book about how

important it is a good selection and study of the thematic as well a good design, selection and adaptation of activities in order to present to the students a good variety of tasks. In the same way, Richards and Rodgers (2001) said, it is compulsory for teacher to adequate tools to their class requirement, obviously do not taking away the real content of the textbook.

Finally, and dealing with the students this attitude does not allow in many cases to get good annotations, all over in terms of meaning and grammar.

About the students from the schools number two and three, there is not comments concerning teachers, however they recognize the lack of material and the economic issues of students and institutions.

"Ventaja es que la clase es chévere y el profe es divertido. Desventaja es que no tengo el libro y a veces me atraso", "Como ventaja es que me gusta la clase de Inglés y se hacen artas cosas, como desventaja es que hay poco tiempo de Inglés", "Me gusta como el profe da la clase, aunque a veces no entiendo lo que dice el libro y me atraso", "Como ventaja el Inglés es chévere y desventaja es que no tengo el libro ni las copias"

According to this, another issue which can determine the success of a course may be the availability of the material that

teachers chose for their students. In this way, even when the teacher tries to choose a tool according to the economic level of the school population; not always the cheaper or the most expensive is the best, and of course, it is possible that not all the students have the material in the both cases.

In consequence, most of the teachers may have problems at the moment they select the activities to do in class. Ediger (2001) argues that reading may provide information; texts involve a text, a reader and a context to several skills and knowledge areas. It means that the use of a book into a learning process, also involves a socio cognitive and cultural process in which the text itself is not the only one tool and that conception may provide to teachers a big possibility to develop and design alternative activities to use in their class.

Other interesting assumptions about some advantages and disadvantages that students found using English textbooks are the following:

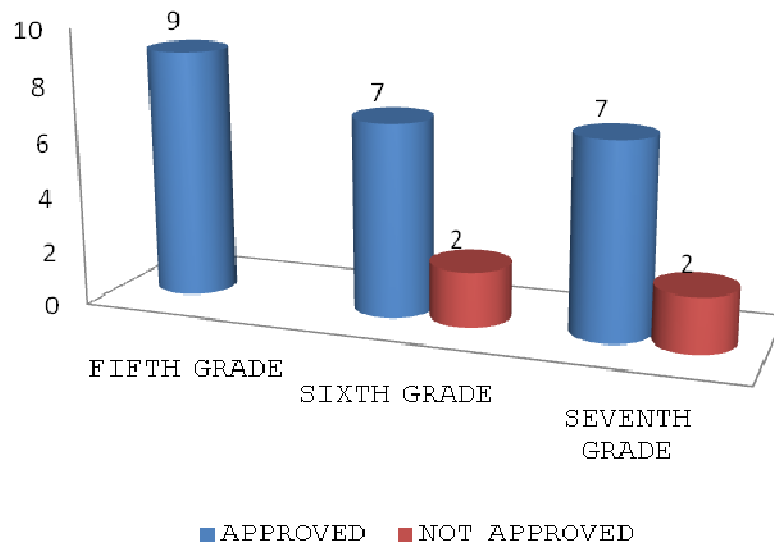
First, they recognize the importance of using images in order to understand new vocabulary, and the grammar clues they found in the books may help them when they develop the exercises. They also mentioned the vocabularies included at the end of each unit, the use of dialogs, and how textbooks allow students get practice at home.

On the other hand they are also concerned with the fact that sometimes they find exercises or readings which they do not understand, all over in terms of grammar and syntax. They said that it is really difficult, for example, the comprehension of some language rules and cultural expressions.

So, in general terms the students of this level are sure they like their book because it has a wonderful picture design with flashy colors and awesome calligraphic styles and rimes and rap songs, and those kinds of things. However, talking with the teachers, they concur that most of them have really low valuations, in opposition to the supposed acceptance and conformity with the class material.

Dealing with the last information, may seem difficult to establish a real panorama about what is happening with students. So, in those cases particularly, was necessary to compare the information obtained in the survey with the percentages of approved students and not approved students during the first academic period.

The graphic interpretation of this data provided the following information.



As it is possible to determinate a good percentage of approved students, twenty three students of the twenty seven surveyed, it is also possible to determinate that students who may confirm acceptance and conformity to their class material can have academic issues not according to what they say. In this way, teachers give interesting annotations about this phenomenon; however it will be considered later.

Finally, there is an item which requires attention in this survey. The item number eight points to the quality and the quantity of the additional material that students have to improve what they learn with the textbooks.

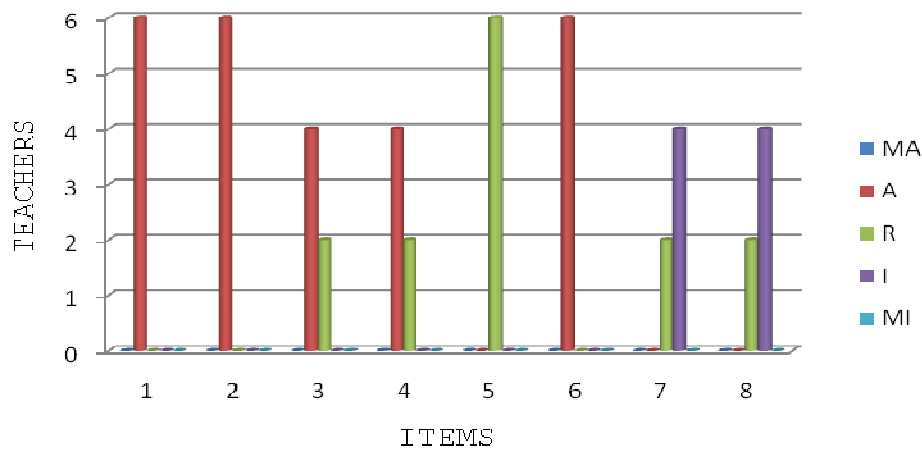
Considering the information obtained in the three different levels, it is possible to notice that the 48.1% of the students think they have not enough material to improve what they are

learning using the books. That may be a problem in terms to provide teachers and students with an appropriate educational framework.

In most of the cases teachers do not use the audio players to complement the languages practices, and according to the students this is the only one complementary tool added to the textbook. Other students affirm that they do not understand what is recorded in the compact disks, so at home they prefer do not try on it. Of course, that may seem as a problem which may be concerned into a deeper investigation and using the appropriate tools.

*Teacher's survey.*

Before talking with the teachers, the author gave to them a general inform about the results obtained, so they was not surprised and instead of it, they gave their own appreciations.



According to the items one and two of the survey, which are about the content as well consistency, cohesion, and organization of thematic, teachers consider it is adequate. However, they think that the book may propose more different examples and activities for each unit or topic; as well students may need more information and activities.

In terms to the complementary activities they argue that in all cases, teachers do not have just a single group of students. In the case of the elementary school teachers, they must take all courses from first to fifth grade, and for teachers in the high school, two of the three teachers surveyed have at least nine groups in different levels and one of them has all the courses from sixth to eleventh grade.

Another question they have to attend is about time. Teachers said that to prepare a class for just one group is too different than prepare class for three or four groups at the same time, also considering they have in average two hours per week with each group of students.

Besides that, most of the teachers, all over in high school, asseverate that no matter what activity they prepare for students, they do not make good use of them. The lack of interest that students reveal when the English learning it comes

may seem as a big trouble which needs to be concerned through a deepest way.

About items number three and four, related with how well the text helps to teachers to organize and check up what they need to teach and the fit between the cognitive level of students and the content provided, they think it is adequate in a 66.7%. Teachers consider that the activities provided by the textbooks have not enough variety and it may turn the class bored. When they must to organize and check up content they think there is not any problem; the matter comes when books are too predictable and the control of activities may seem mechanic.

Concerning the fit between the cognitive level of students and the content provided, teachers think that textbooks can be taking away to many possibilities to make a good use of the capabilities of children. In their own words, work may be better that paint, check, complete and circle.

About the Item number five, related to the real context of students, teachers are in agreement with textbooks may be not culturally meaningful for students. Most of EFL textbooks do not engage the natural, social and cultural environment of children who read the texts. Most of them do not even talk about Colombia, neither does about Nariño. In this way, may be a



problem in order to how comfortable can be a kind of information which students cannot engage at all.

About that, Lee (2001) argues that when students need to communicate something in English, not only with native speakers but with other non-native speakers even in the classroom, they need to learn to identify what they want to say, as well what kind of language is appropriated and how much the class know about it in order to provide meaningful, comfortable and useful information, besides that textbooks may be useful in the terms that help to teachers to understand the social and cultural interests of their students.

Byrd (2001) also argues that it is important to think about how appropriated may be the examples to the lives of the students as well their interests. How good are they also in terms of fit closely with concepts they are supposed explaining. About tasks, it is a good idea think about variety, and how interesting the activities and tasks may result for students. After all, textbooks are for students.

In this way, talking with a teacher who take all the courses in a high school, she said how readings and examples in the EFL textbooks are not entirely according to how students understand their world, who most of the time do not comprehend at all what is the book talking about. She also talked of how some students in her class can access to some alternative information by the

way of Internet or their personal libraries, getting a better comprehension about what they studied at the school.

On the other hand, in this kind of public school, some of the students have just what the school may offer. As well Internet or the public libraries are available; most of the students do not even intend to get information by themselves.

Thus, what the teacher can do is to try to adapt what the book gives to students to what the students may get available, in order to facilitate their work. She argues that most of the students like English and they are interested in their learning process, but the ones who are not, are who really makes the class bored because of their wrong behavior and their lack of interest to develop the planned activities.

On the other hand, making a balance to the time schedules in every institution in relation to the time they provide to English teaching it was possible to notice they have two hours per week on average. In this way and according to the syllabuses programmed, can be a problem about there is not an adequate fit in relation to the time and the selection of content that teachers do at the beginning of the year. Byrd (2001)

In fact, the books that teachers select on the past year were not developed at all. In the same way students did not

study all the topics planned by the course books. It was also identified by the analyses of the fits in the class observation schedule results. That information of course, was provided by the surveyed teachers.

So, according to the last may be possible that schools do not have a good selection of the topics programmed in relation to the time to teaching.

On the other hand, teachers remain the problem with the cognitive level of students and the activities, readings and exercises provided by textbooks. Teachers are in agreement with EFL textbooks standardize to students into a single cognitive level, in which they do not make differences about the learning rhythms of the students.

Surveyed teachers assure that is really difficult to adapt and to manage a single program according to the rhythm of learning for every one student, allowing the words of Bastidas (2002) who also argues that there is not an ideal book that engages all what students may need.

However, as they said, teachers are able to find a balance in which they can to develop thematic. But, the problem they found in texts was about books may be not flexible and the work on it is just given.

It is possible to understand how difficult may be for teachers selecting and applying a single program in which they try to make a good use of the abilities and capabilities of their students. In order of these, they also talk about how important can be the additional material for teaching.

About that, the author made a question to teachers about the use of additional material. That was about how helpful can be a video talking about whatever place in the world, in which students besides the images can hear the native pronunciation, not only being subdued to a written text?

Surveyed teachers said; additional material can improve the interest of the students for the subject, and second, they can help to them to get a broad perspective of the foreign language use. According to them, students may be pointing their interests to the attractive and interactive lessons than in the traditional ones.

On the other hand the problem of using that kind of material may be that schools do not have the technical equipment such as video players, television sets or video beams. So, the problem in fact, according to the last question, may be not the interest of teachers about to create or stimulate English learning through additional material than the textbooks, but institutions do not have the equipment that teachers may need to do it.

As well teachers finally said the textbook they use in the class room does not have additional material to use, and for students is easy to say "I don't like English because of we just have a text", but what about flash cards, songs, rimes and games that teacher prepares and students do not like to use in a right way?

Teachers argue that students do not like to practice English, and sometimes students make to notice to them they are not interested no matter what the teachers do. The complete EFL courses, which contains audio, visual and audiovisual material are expensive than the EFL scholar textbooks, all over for public institutions, where students most of the time do not have the enough economical resources.

In this way, libraries in each educative institution can be a resource to find an adequate EFL additional material for teachers and students but, In fact, this may be one of the most important problems for English teachers and students.

In the three schools where teachers decided to collaborate with the survey, the EFL additional material as well the equipment to use additional material was really poor. In general terms schools have two audio players for the elementary school and three audio players and two television sets for high school.

However, they have not additional EFL material than the CD which comes with the textbook to reproduce on them.

So, as well teachers are in their compromise to bring their students a high quality kind of education; it is really difficult for them working with a lack of resources.

Consequently, one of the most interesting observations that teachers did in the survey was about how schools are not worried to get up dated bibliographic material in their libraries and how those ones may be not fitted to the new perspectives of education. They said; it is really difficult to find good material to work, even when they found something in the libraries it may be old, damaged, destroyed, or not up dated.

*Class observation schedule.*

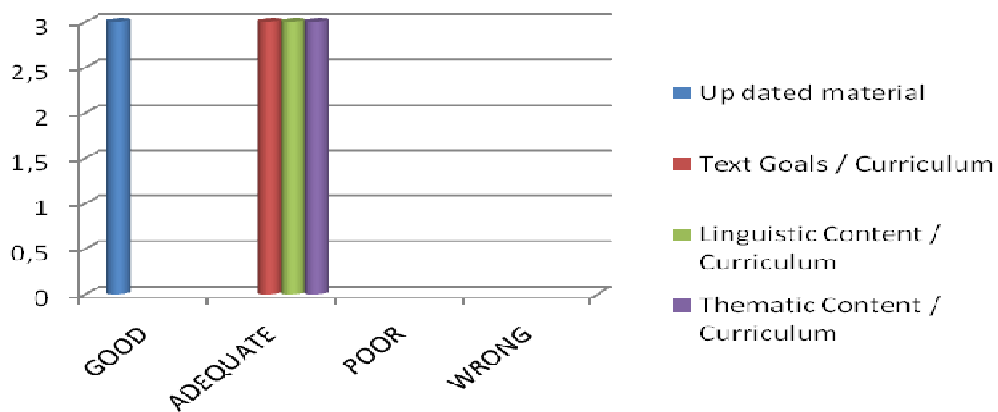
In this part of the work was concerned the fits between the textbook and the curriculum, the textbook and the students, and the textbook and the teacher.

Before to make the class observation, the author talk with the teachers and the students about the importance to report how they both use their EFL textbooks at the school in order to concern some problem which it may happen.

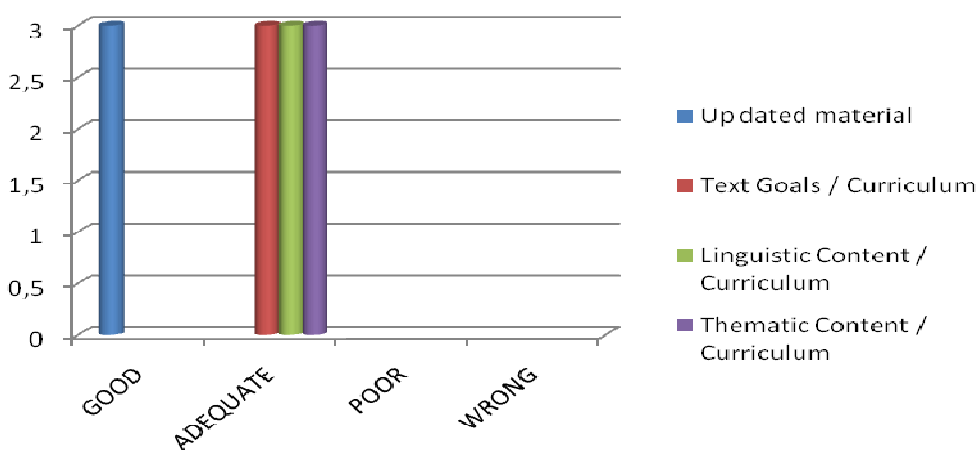
After that, it was possible to obtain the following results.

*Fit between the Textbook and the Curriculum.*

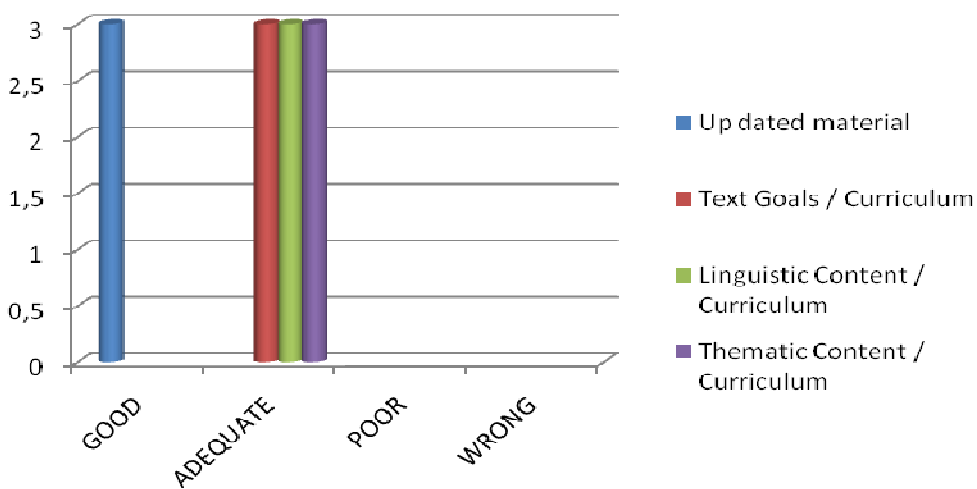
*Fifth grade*



*Sixth grade*



*Seventh grade*



As the graphics show, the fit between the curriculum and the textbook is adequate in every level from every school. It means that textbooks concern the appropriate linguistic and thematic content in relation to the curriculum in each school. Also the goals purposed by the book deal with the ones purposed by teachers on their lesson plans, and of course material is well up dated.

Nevertheless, teachers recognize that the selection material process was not made into an appropriated time, so they chose the text which may be able to use in class according to the economic sources of students and its easy availability, they do not also concern how much additional material the books may provide, so teachers think it may be another problem for students and of course, schools.

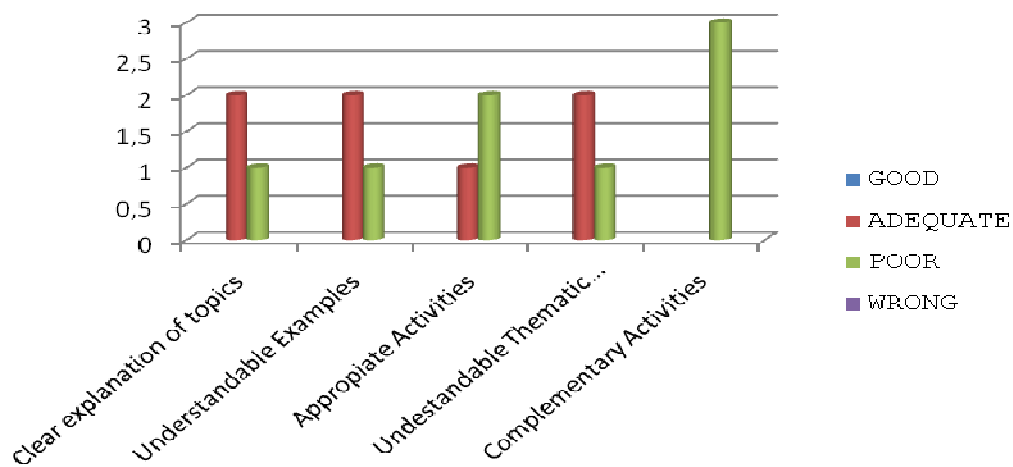
*Fit between the textbook and students.*

It concerns how well students can work by themselves in order to develop the activities purposed by the book, obviously does not taking away the work that teachers do at the moment to explain and exemplify each one of the tasks.

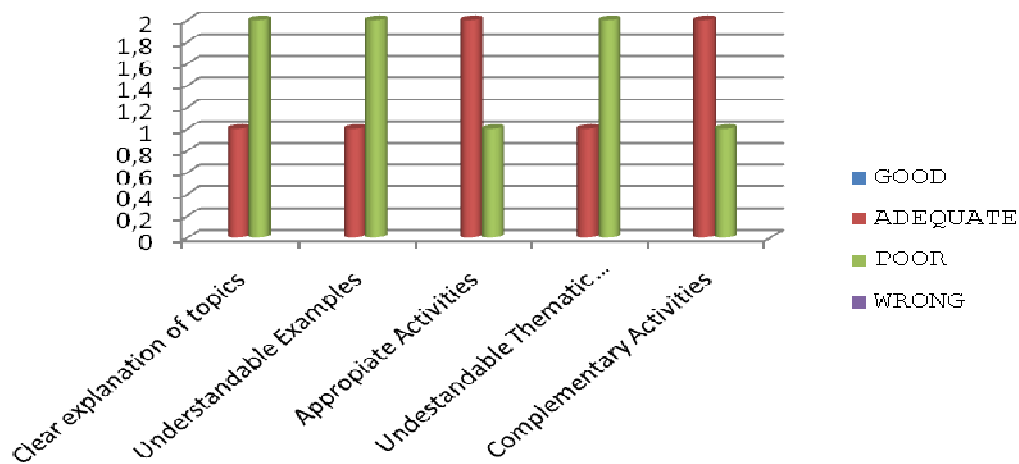
According to that was possible to get the following information.



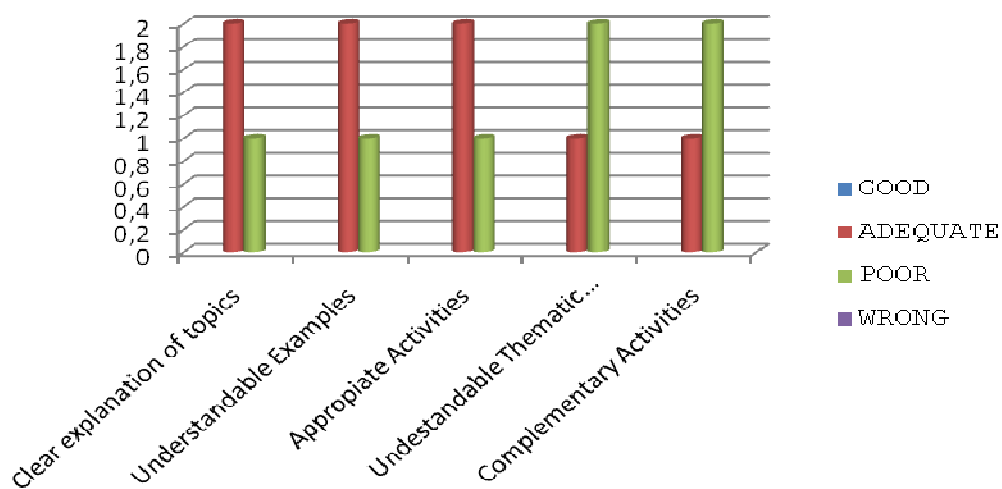
*Fifth grade*



*Sixth grade*



*Seventh grade*



According to the graphics, it is possible to detect how students have problems at the moment when the work it comes.

The highest complications are related to the explanations before to develop exercise. So, how understandable are the examples provided by the books, and how well can students understand exercises by themselves?

About that, one of the principal annotations is that students do not understand instructions, so they cannot develop their work. In fact, it is possible to think about how the textbook may not engage students in order to comprehend the work they have to.

Talking to some students in the sixth grade after the observations, they argues that is some difficult to develop working without the teacher explanation of each task. Of course another question came; are teachers explaining tasks before to be developed by students?

About that, teachers said that they do some examples before start working on the book. Of course after that, they had been working on the grammatical and semantic issues. The problem may be that students are not attending the observations made by teachers at the moment when they are talking about a task.

Another complication may be that students are not able to understand a complete instruction in foreign language as well the books do. So, what they do nearly all time is to refer to the dictionary trying to translate their tasks word by word. Of course this kind of practice makes students confused.

On the other hand, the absence of complementary activities, misfortunately may be another reason to students cannot progress by themselves.

As well teachers try to do the best they can in the classroom, most of the time the activities are the same which the book provides. As well students end by understand a task, most of the time they will be doing the same for each unit until the end of the course.

On the contrary, in fifth grade occurred something which may result interesting for teachers about the activities provided by the books in terms of children.

At the moment when the teachers were doing the explanations of the tasks, many students were working without to pay attention to them. The author asked some students about that, so they answered that some tasks are too easy to do and so they can work by themselves.

Some of them also argue that they do not enjoy making some tasks such as coloring, make crosswords or joining words, and for them sometimes the class got bored.

On the other hand, when the teachers started working with speaking the class may seem excited and most of the children raised their hands to take part of the activity. It may show that not always the activities provided by books are entirely interesting for the students.

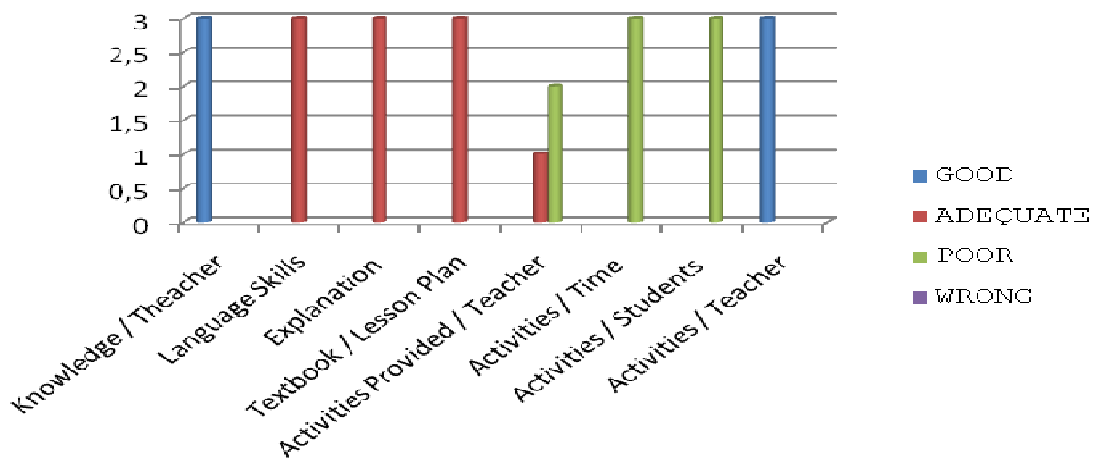
*Fit between the textbook and teachers.*

Teachers, after to talk about students appeared interested to the results of the observation and about the annotations the author did.

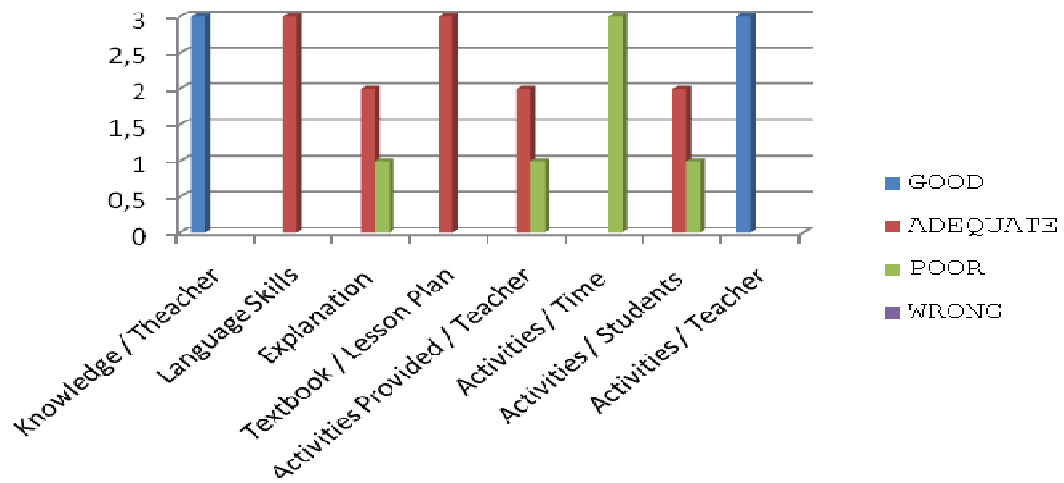
Before talking about that, teachers recognize they can take some mistakes at work but however, they try to do the best they can for their students using the tools they may have at hand. In these words, it is important for the author to recognize the amazing help that teachers gave to this work becoming to them into the sense of the report itself.

Now, considering the results of the observation before mentioned it is possible to consider the following information.

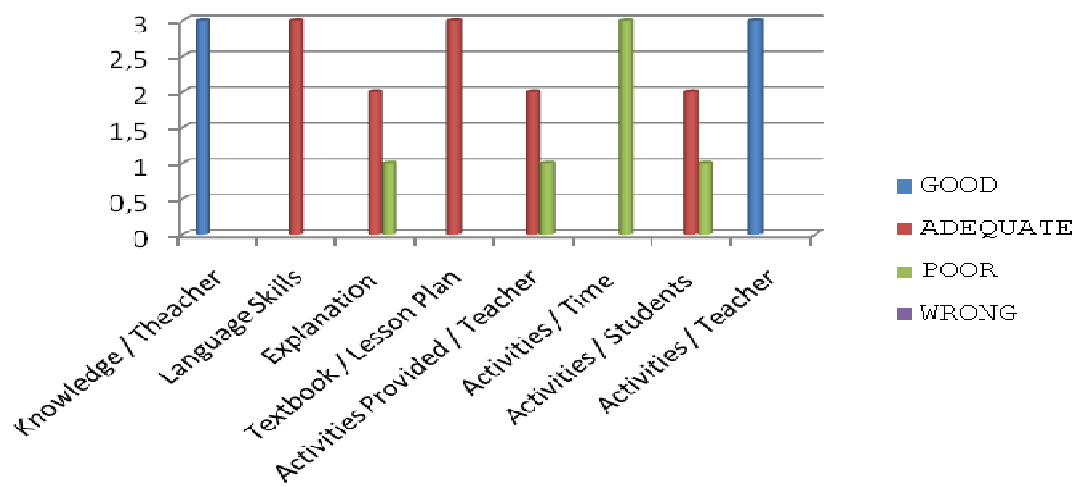
*Fifth grade*



*Sixth grade*



*Seventh grade*



According to the last report, the Knowledge-base of teachers about EFL as well the knowledge they have about the thematic and activities provided by the book is good. It is important to notice that all teachers who participate in this survey were degreed in language teaching.

About the skill enhancement, teachers argue that the age of the student in these three levels permit to them a high level of attention and interest of the students in most of the activities they do in the classroom. For that reason, they consider it is easy to program a lesson plan in order to follow a textbook, of course including some enhancement activities for the different skills.

The same may happen with children in fifth grade, who according to the teachers, they have not any problem at the moment when students must to pay attention.

However teachers of high school do not think the same. According to them may be some troubles at the moment when student need to pay attention. As well teachers take a time to explain and exemplify tasks before students start working, children most of the time spends their time talking to each other or doing other things.

About using a book as a lesson plan, teachers deal with Ur (1996) about they are useful tools in order to attain consistency, continuation, cohesion and thematic organization for each one of the topics studied at the school. It also permits to teachers to know what they need to teach and what is coming next after each unit.

For students it also provides an advantage to know what the teachers are going to talk in the next class, so they can be prepared to develop their own work. Ur (1996)

On the other hand, a problem that really worries to teachers is time. As the graphics show there is no one teacher in any level who say that time is enough to develop a complete course. In this way, most of the textbooks able to be planned for them need about three or four hours per week on average to be completely developed.

For that reason, no one of the teachers surveyed had finished a textbook in a single year. Most of the time books are used during two years or they just take some topics away.

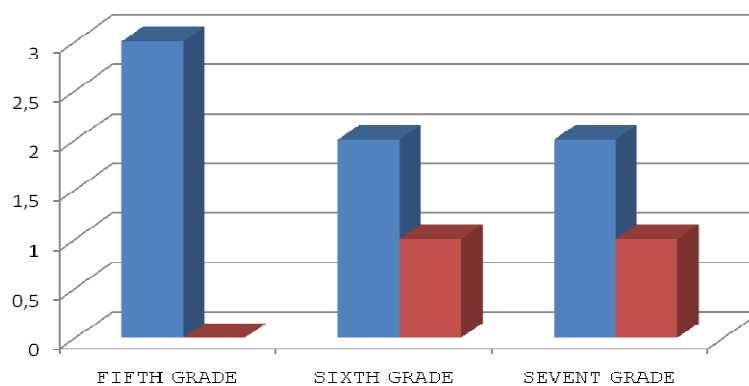
That may be a problem in terms that students do not study the complete thematic of the course; however teachers plan syllabuses selecting what they call "essential contents" for their students.

According to the last, the author make a question to teachers about, what happen on the next level if students need some of the topics which you take away?

Teachers answered that in those cases they just take those topics and work it on like complementary information of the courses. Of course, that may affect the normal development of the planned activities, but students obtain the information which they may need.

Dealing with the teachers and with the annotations the author did, that problem does not take part just about the complete courses that because from the nine classes observed, in two of them students did not finish their work completely. That may represent the 22.2% of the surveyed groups becoming to another mistake in language teaching about planning time.

Observed in a graphic it is possible to notice how much it may bother the courses development.





The blue columns represents the groups in which students finished their class work completely and the red ones the groups where students did not.

About that, teachers said that students who do not finish their work in class must work at home. So, the problem about students does not understand working by their own rise again.

To avoid that students got troubles on their learning process, teachers prefer take a couple of minutes before start working on the new lesson to review how well students developed their work on the last class.

Nevertheless, a considerable mistake about planning time was observed with some students of seventh grade.

In that specific group, the time of the class finished when students was developing an exercise. So, the students may seem confused and some of them were working fast or coping to other students in order to finish their work. So, how well they do their work in these kinds of situations?

That may have relation about how well they finally understand a thematic. Most of the time, as the teachers said, making necessary to take up again the last classes, reducing time to the next ones.

## CONCLUSIONS

Textbooks can provide teachers and students with a carefully planned selection of language content, readings, activities and tasks all into a single package.

It may help teachers concerning the organization of the content, the combination of the content and the activities and organizing a planned selection of linguistic content for each level of study.

However, there is not an ideal book to supply all what students may need; as well it is possible that to adapt a textbook for a special setting or class may demand a lot of time as well as money.

In this way, when teachers use a textbook it is compulsory for them to adequate tools to their class requirements, obviously do not taking away the real context of them. Richard and Rodgers (2001)

At the classrooms, some students argue that teachers are no more than readers at the moment when they use a textbook, do not providing alternative examples, exercises or tasks. That may be a problem at the moment when they consider that the English class is not attractive for students, so they do not pay

attention to their teachers, as well they prefer spend their time in other activities.

On the other hand, teachers argue that students do not make a good use of the activities they organize and plan for the courses as well they do not have enough material to use. In this way, the time they have to develop the courses may be not enough to study all the topics provided by the books.

However, teacher roles are intimately related with the practice, direction, modeling and control about what learning will be take place. In this way, a good selection and organization of thematic may provided to teachers the possibility to adequate their courses to the time and to the material they have in every school and for each class.

About the cultural engaging that teachers and students have in relation to the books, they both are sure that there is not any problem. In their own words, they understand about the places, food and some of the traditional customs and cultural issues mentioned on it.

However, it is important for institutions, to adequate EFL material concerning the new perspectives and tools that education may use. For English teachers, it is important they

keep on trying to adequate classrooms and EFL settings in order to their students may have the quality of education they need.

Remember that on the teachers' decisions and in their abilities to planning and organize a course, rest the interest of their students at the moment when the learning it comes. And that may be easier by the answering of some questions like; what I need to teach? what do my students may need? how can I do it? what kind of language will I need? what kind of activities can I do in class? what kind of activities can I use for testing? will I need special equipment? what kind of activities do I want to do in class? is the material up dated?

*General comments.*

In terms of how good textbooks are being used by teachers and students in public schools, may be necessary a lot of considerations different to the ones presented in this report. However, the intention of the information included on it, is to present a panorama in which English teachers and students may be included.

It is important for the author that the readers of this work have clear; there is not an intention to criticize or to undervalue the big labor made for teachers in public schools as well the authors and editorial houses of EFL textbooks.

On the contrary, may be appreciated that people who read this work have a time to think and understand the way how he or she is doing his or her work; not about to be good or wrong, but to do it better.

Finally, it may be also good that people interested in to read this work; find on it questions to be answered and works to be developed.

Remember that when everything is done, we must do more.

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APPENDIX



**APPENDIX A**

**THE USE OF FOREIGN LANGUAGE TEXTBOOKS IN EFL SETTINGS IN SOME SCHOOLS  
FROM SAN JUAN DE PASTO  
TEACHER'S SURVEY / ENCUESTA PARA DOCENTES**

La siguiente encuesta se hace con el propósito de conocer cómo se está utilizando los libros de texto de la asignatura de Inglés, en ambientes de tipo EFL en algunas escuelas en San Juan de Pasto.

**Instrucciones.**

Responda los ítems 1 - 8 marcando con una X dentro de las casillas bajo las columnas MA(Muy Adecuado), A(Adecuado), R(Regular), I(Inadecuado), MI(Muy Inadecuado), según cada enunciado. Responda la pregunta 9 de forma abierta.

ITEMS	MA	A	R	I	MI
1. Considera que el texto que utiliza en la asignatura de Inglés, presenta el contenido necesario para sus clases de una forma:					
2. El texto mantiene una consistencia, continuación, cohesión, y organización adecuada de las temáticas que presenta, en una forma:					
3. El texto le ayuda a organizar y revisar lo que usted como docente necesita enseñar y las actividades que debe realizar en cada clase de forma:					
4. El texto brinda lecturas, ejemplos y actividades adecuadas para el nivel cognitivo de los estudiantes, en una escala:					
5. Considera que el texto asume en su contenido el contexto real de los estudiantes, de una forma:					
6. Considera que el texto está debidamente actualizado y es coherente con la realidad actual de los estudiantes, en un nivel:					
7. Los materiales adicionales que le proporciona el texto(material de audio y/o video, multimedia, flash cards, mapas, entre otros) se adecuan a las necesidades de docentes y estudiantes de forma:					
8. Podría decir que en su institución, usted cuenta con los materiales necesarios y la facilidad para utilizar los antes mencionados de una forma:					

9. ¿Cree usted que de alguna manera la utilización del libro de texto promueve el facilismo entre algunos docentes?

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**APPENDIX B**

**THE USE OF FOREIGN LANGUAGE TEXTBOOKS IN EFL SETTINGS  
IN SOME SCHOOLS FROM SAN JUAN DE PASTO**

**STUDENTS' SURVEY / ENCUESTA PARA ESTUDIANTES**

La siguiente encuesta se hace con el propósito de conocer cómo se está utilizando los libros de texto de la asignatura de Inglés, en ambientes donde este idioma se trabaja como una lengua extranjera, por ejemplo, en la ciudad de San Juan de Pasto.

**Instrucciones.**

Responde cada uno de los enunciados marcando con una **X** dentro de las casillas bajo las columnas **MA**(Muy Adecuado), **A**(Adecuado), **R**(Regular), **I**(Inadecuado), **MI**(Muy Inadecuado). Responde la pregunta 8 de forma abierta, argumentando tu respuesta.

ITEMS	MA	A	R	I	MI
1. Consideras que el texto que utilizas en tus clases de Inglés, presenta el contenido necesario, de una manera:					
2. Las temáticas que presenta el texto son fáciles de entender y seguir; captando tu atención de una forma:					
3. El texto te ayuda a organizar y revisar lo que necesitas hacer en cada una de tus clases de una forma:					
4. El texto te brinda lecturas, ejemplos y actividades que puedes entender y desarrollar por ti mismo, en un nivel:					
5. Crees que el texto que utilizas se relaciona con el lugar donde vives y te ayuda a descubrir tus valores culturales en una forma:					
6. Consideras que el texto se relaciona con los hechos actuales que observas en tu entorno de una forma:					
7. Podrías decir que tu institución, cuenta con materiales adicionales (materiales de audio y/o video, carteleras, entre otros) que te ayudan a entender mejor las temáticas vistas en tus clases de Inglés, dentro de un nivel:					

8. ¿Cuáles consideras como la ventaja y desventaja más importantes que encuentras cuando estás trabajando con tu libro de Inglés?

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**APPENDIX C**

**THE USE OF FOREIGN LANGUAGE TEXTBOOKS IN EFL SETTINGS IN SOME SCHOOLS  
FROM SAN JUAN DE PASTO  
CLASS OBSERVATION SCHEDULE**

	GOOD	ADEQUATE	POOR	WRONG
<b>FIT BETWEEN THE TEXTBOOK AND THE CURRICULUM</b>				
Up dated material.				
Textbook Goals / Curriculum.				
Linguistic Content / Curriculum.				
Thematic Content / Curriculum.				
<b>FIT BETWEEN THE USE OF TEXTBOOKS AND THE STUDENTS</b>				
Clear explanations of the topics before exercise developing.				
Understandable examples in the exercise developing.				
Appropriate activities for the student's level.				
Understandable thematic contents for students.				
Complementary activities.				
<b>FIT BETWEEN THE USE OF TEXTBOOKS AND TEACHERS</b>				
Knowledge-base of the teacher.				
Language skills enhancement.				
Explanation enhancement provided by the teacher.				
Use of the textbook as a lesson plan.				
Activities' enhancement provided by the teacher				
Selection of activities / time				
Selection of activities / students				
Selection of activities / teacher				

**OBSERVATIONS**

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