

THE INCIDENCE OF TEXTBOOKS ON ENGLISH-LEARNING AND TEACHING

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ABSTRACT

In the learning teaching process of English, it can be observed that many difficulties are presented to carry it out in a correct way; this study mentions the use of the materials and in a specific way the selection and use of the textbooks because they are a relevant tool to teach and learn English. The textbook provides different instruments and aspects which facilitate learn the language. For this reason, two objectives are established: the identification of the criteria to select a textbook that some public high schools use with the students of 10th and 11th grades; and the incidence of the textbooks on the English-learning and teaching process. In this research, 50 students, 16 teachers, and 5 Directors of area of five public high schools of Pasto participated. Some authors as Bastidas (2002), Bird (2001), Strevens (1977), Tomlinson (1998) and others, who talk about materials and textbooks in their articles or theories.

On the other hand, in order to achieve the objectives and taking into account these theories a series of surveys and classroom observations were applied with the participants. The findings show aspects which are considered to select a suitable textbook. Besides the outcomes demonstrate that the incidence of this material is a positive one because it is considered as the basis for the language input learners get and the language practice which happens in the classroom.

RESUMEN

En el proceso de enseñanza- aprendizaje del inglés se puede observar que se presentan muchas dificultades para llevarlo a cabo en una forma satisfactoria. Este estudio menciona el uso de los materiales y en una forma específica la selección y uso de los libros de inglés, porque ellos son una herramienta relevante para enseñar y aprender el idioma. El libro provee diferentes instrumentos y aspectos que facilitan el aprendizaje de dicho idioma. Por esta razón, se establecen dos objetivos: la identificación de criterios para seleccionar un libro que algunos colegios públicos utilizan con los estudiantes de los grados décimo y once, y la incidencia de los libros en el proceso de aprendizaje del inglés. En esta investigación participaron 50 estudiantes, 16 profesores y 5 directores del área de inglés de cinco colegios públicos de Pasto. Para enfatizar la selección y el uso de los libros fue necesario consultar diferentes fuentes bibliográficas como: Bastidas (2002), Bird (2001), Strevens (1977) Tomlinson (1998) y otros, quienes hablan acerca de los materiales y libros en sus respectivas teorías y artículos.

Por otra parte, a fin de lograr los objetivos y teniendo en cuenta estas teorías, se aplicó a los participantes una serie de encuestas y observaciones de clases. Los resultados muestran los aspectos que son considerados importantes para seleccionar el libro más adecuado. Además los resultados demuestran que la incidencia de este recurso es positiva porque es considerado como la base para la producción del lenguaje de los estudiantes y la práctica del mismo que se lleva a cabo en el salón de clase.

CHAPTER I: THE RESEARCH PROBLEM

The Incidence of the Selection and Use of Textbooks on the English-Learning and Teaching process of students of 10th and 11th Grades of Some Pubic High Schools of Pasto

In our country, English has become a very important subject matter from elementary to high schools because according to the General Law of Education (1994) English is a compulsory part of the curriculum. Therefore, all students in high school must learn this subject because it allows students not only to learn linguistic aspects about the foreign language, but it also allows them to know another culture and other fields such as: technology, health, economy, politics, etc. According to David Graddol,(2006) in his article called “English in the future” people must learn English due to the globalization, the changing world and people’s need to communicate with others around the world. Besides Graddol affirms that knowing English is very important to exchange views and make friends with people over the world, that is why English is a tool which helps the students and other people to have better opportunities in their future such as: to get a better job, to travel, to meet foreign people, etc. Moreover, it helps people to use the technology in a better way. However, according to our experience in high school (1996 – 2002), we realized that learning English caused many difficulties such as facing students’ and teachers’ lack of motivation and interest because it seemed that neither students nor teachers liked it. Another problem was the use of traditional methods which included the use of the same resources or materials like only a photocopy and some times a textbook. For this reason, in this chapter an attempt to find out what the incidence of the selection and use of textbooks is on the English-learning and teaching process of students of 10th and 11th grades of some pubic high schools of Pasto is presented.

Problem Description

According to Ortiz, (2001) many problems affect students English learning such as the use of traditional methods in the classroom by the teachers, the lack of motivation to learn English, the lack of teachers' motivation. The reduced time for the English class and the lack of suitable materials, among others (Delgado & Erazo, 2002). In this chapter a problem statement is established: "What is the incidence of the type and use of textbooks on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto". This problem includes two variables: The first one is the selection and the use of English textbooks in high schools which intends to find out what aspects must be taken into account to choose and use a textbook. This variable is related to the second one or macro problem: The problematic of the learning of English as a Foreign Language with students of 10th and 11th grades of some public high schools of Pasto. Therefore, the problem statement intends to analyze what the incidence of the selection and use of textbooks is on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto". Developing the last problem statement positive and negative outcomes will be presented to be analyzed.

Problem Statement

What is the incidence of the selection and use of textbooks on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto?

Problem Analysis

According to our experience as English students, English teaching in high schools is an issue that involves many people such as: students, teachers, directive board, parents, and it also includes many important aspects as sitting, materials, methodology, approach, aims, evaluation among others (Stevens, 1977) which must work together in order to achieve an efficient learning and teaching process of English. On the other hand, and according to our

experience too, many problems affect the learning and teaching process of English such as the students' low motivation and interest to learn English. Sometimes students consider that English is very difficult and boring, therefore, they do not study long enough and when they study, they do it in an incorrect way because they are not motivated. Another problem is the use of material which is not enough and adequate to achieve a correct and successful learning and teaching process of English. Regarding this aspect one of the most frequent problems is the selection and the use of textbooks, that is, implementation of textbooks in the learning and teaching process of English because they have been one of the main tools (material development in language teaching 1998). Therefore, their selection and use must answer some criteria (needs, interest, content, organization, activities, evaluation and use of other materials) because they are a key to a suitable process. Moreover, according to our experience during our Teaching practicum at INEM- HIGH SCHOOL, since we did not have an English textbook to base our work on we had to create our own material and it was very difficult because we did not have enough time, resources and experience. The textbook is a tool or instrument on the teacher's hand, which contains lessons, methodology, contents, and activities. That is why the teacher has the opportunity to prepare a lesson, carry it out, monitor its unfolding, and use activities in a classroom full of students (Brown, 1994). So, a good textbook will permit the students to satisfy their needs and expectations and the teacher to facilitate his/her work. However; it needs to be complemented or modified depending on the specific class situation.

Evaluation of the Problem

This research was developed because in the teaching-learning process of English the textbooks are considered to be a very important tool. They allow following a sequence in a class, they have a series or an order and they become a primary tool to the students and teachers (Bird P, 2001). In short, textbooks are used to facilitate the learning (materials

development in language teaching, 1998). Therefore, it is important to know the aspects taken into account to choose a textbook, which are mentioned in the next chapter. Besides, some positive and negative aspects about textbooks are established and if the textbooks are useful and relevant in the learning-teaching process of a second language.

This research is feasible because:

1. There were places where to develop this study, these places are some public high schools of Pasto.
2. We had the collaboration of students of 10th and 11th grade of these public high schools of Pasto, besides staff of schools and teachers will help.
3. There were resources to develop this research.
4. We had the collaboration of teachers of the university.
5. There were suitable materials which will help develop this study and then draw the conclusions.

Purpose and Objectives

Purpose of Study

To analyze what is the incidence of the selection and use of textbook on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto

Specific Objectives

1. To identify the criteria used in the selection of textbooks that some public high schools use with the students of 10th and 11th grade.
2. To identify if the textbooks have an incidence on the teaching-learning process and what type of incidence it is.

Significance of Study

This research: “the incidence of selection and use of textbooks on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto” was developed through observations and surveys. Later, it was analyzed if the textbooks have an incidence on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto

Taking into account the last instruments, this study pretended to analyze if textbooks are the main material used by the teacher and if they serve as a guide in the English teaching process. This study is important because not only does it pretend to know the selection and use of textbooks in high schools, but it also pretended to analyze the incidence of textbooks on the English-learning and teaching process of students of 10th and 11th grades of some public high schools of Pasto. Additionally, it is important to take into account that the results of this study helped the students and teachers to know different aspects for a suitable selection and adequate use of textbooks. This study provided teachers and institutions with the different aspects to select and use a textbook in order to identify the weaknesses or strengths related to the selection and use of textbooks on the English-learning process of students of students of 10th and 11th grade of some public high schools of Pasto.

Delimitations and Limitations

Delimitations

Conceptual delimitation. a) Selection: set of parameters to choose something, in this case English textbooks, b) material: anything which is used to help to teach language learners. In our case materials refer to textbooks, but they can be a workbook, a cassette, a CD, photocopied handouts ... “Material” is a tool which presents or informs about the language being learned, c) textbooks: tool or element used by the teacher and the student to teach and learn respectively, some knowledge of English, d) Text: any scripted or recorded production

of a language. A text can be written or spoken and it could be, for example a poem, an article, a passage about any topic etc. (Delgado & Eraso, 2002)

Population delimitation. This research was carried out in some public high schools of Pasto with students of 10th and 11th grades, who were around 15- 17 years old. Students were women and men, who belonged to 1 – 2 social level. Besides, the teachers, staff of high school and other people participated in this research.

Geographic delimitation. This research was developed in some public high schools of Pasto which was selected at random, which are situated to the south, north, east, and west of the city. This research was developed from August 2006 to June 2007.

Limitations

1. The outcomes of surveys and interviews might be disturbed or changed because sometimes students did not have a serious criterion in their answers
2. People did not have much time to participate in this research because they have other activities such as classes, meetings and personal things.
3. There was not enough collaboration from some authorities, administrators or teachers of some public high schools.
4. Students were not motivated to learn English and therefore they do not collaborate with this study.
5. There were not many studies which refer to this topic.
6. The relevant bibliography was limited.
7. There was not enough money.

In this chapter the problem statement was established which referred to what the incidence of the selection and use of textbooks is on the English-learning and teaching process of students 10th – 11th grade of some public high schools of Pasto. Taking into account this problem, an analysis and evaluation of it was made which mentioned some

aspects that interfere with the learning and teaching process of English such as materials and therefore, textbooks. This chapter quoted some authors who talk about some aspects of textbooks such as Bird, (2001) and others. However, this information will be mentioned in a wider way in the next chapter. Besides some studies made by students were mentioned as well as information from internet and other sources. The next chapter will begin with some theories about second language learning-teaching. After that, some articles and theories about selection and use of textbooks will be explained.

CHAPTER II: THEORETICAL FRAMEWORK

The learning-teaching process of English as a foreign language is a complex one because it includes different elements that need to be considered such as the teacher, the learner, the setting, the materials, among others, which must be linked in order to achieve a successful learning-teaching process.

Taking into account the problem statement established in the first chapter, the theoretical background regarding textbooks is studied in a deeper way; however, other aspects about the learning-teaching process are mentioned like the difference between second language acquisition and foreign language learning and some theories about language learning.

Besides, in this chapter, general aspects about materials are mentioned in order to focus on textbook, because these aspects are very important to develop the present study. Foreign language teaching-learning process.

To begin this chapter it is necessary to explain the difference between the foreign language learning and second language acquisition. According to Ellis (1995) when a learner acquires a language (second language) this is taken as a natural part of the community, and this becomes common to others who speak it as their mother tongue. Also, Finocciaro (1964) states that the second language learning involves the acquisition of new habits or ways to use the speech through the intensive and extensive practice of the new language. It means that the second language has to be learned through listening, repetition, structures and grammatical rules; this structures and rules will be practiced systematically in a progression and order to permit a correct second language learning. Besides, Finocciaro holds that the second language learning involves learning the culture, gestures or spoken expressions which are part of the new language and which give the meaning to the sentence. In contrast to the last explanation, when students learn a foreign language, it does not play a significant role in the community because it is learned only in the classroom. Brown (1994) utters that the foreign language

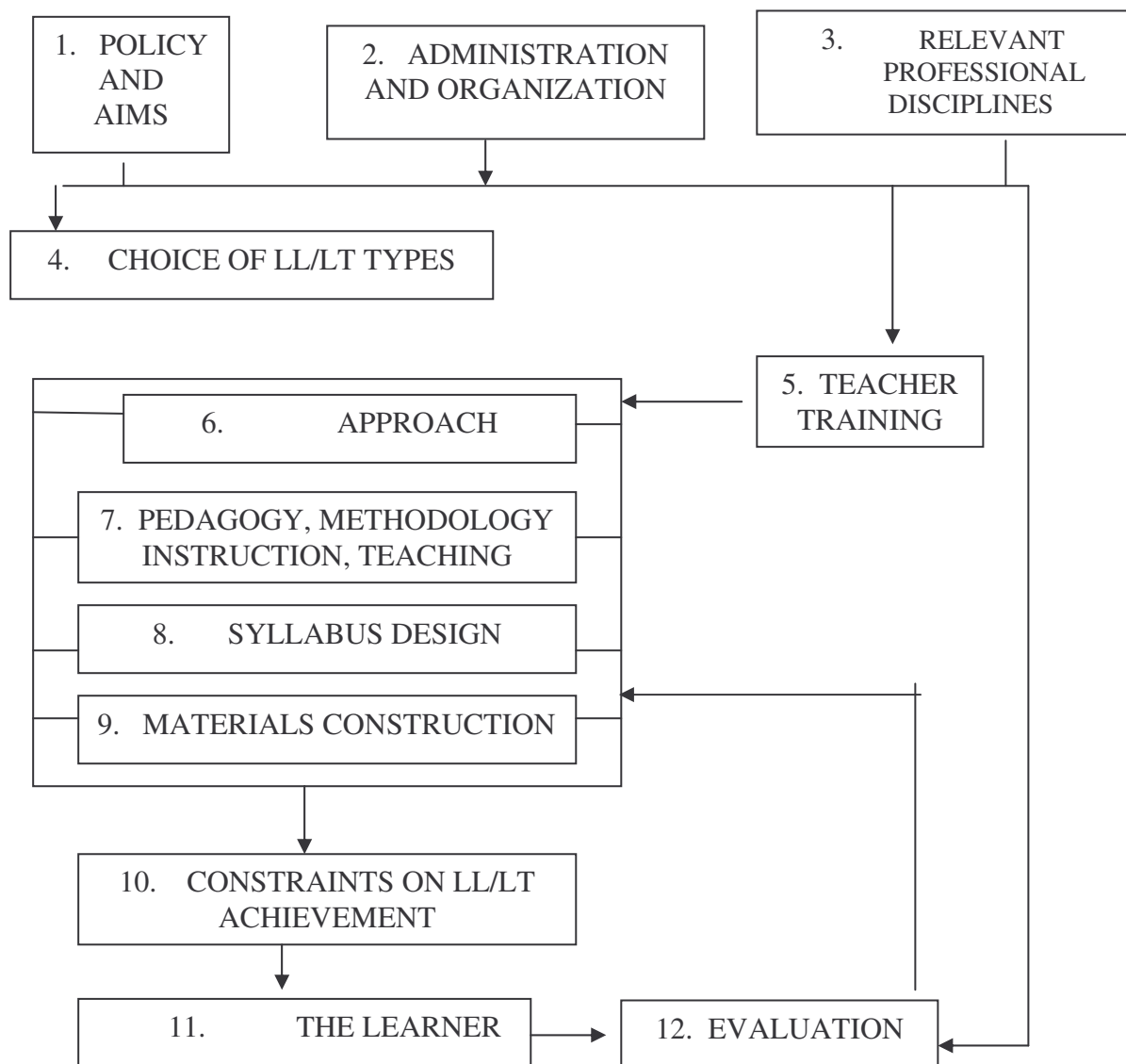
contexts are those in which students do not have ready-made contexts for communication beyond their classroom, they may be obtainable through language skills, special media opportunities, books or an occasional tourist, but efforts must be made to create such opportunities. In this study the foreign language learning was taken into account because in our country English is learned in a classroom as a foreign language.

Gonzalez (1987) in her book “the approach centred on the person” states that the teaching-learning process in general terms must be dynamic in order to allow the students to develop their abilities and desires of learning. This process must be taken in an active way to guide students in a positive development of their learning. In both cases the teaching-learning processes are included.

Nevertheless, the teaching-learning process is a complex phenomenon which has been very important since 1960 when theories about this process began, which show the conditions to promote a successful language learning such as the Behaviorist, the Innatist and the Cognitive theories. Pavlov (1960) holds that the behaviorist theory is a psychological theory of learning which shows that learning is a result of imitation, practice and feedback in a formation process. But Chomsky (1959) proposes the innatist theory which claims that children are biologically programmed for language, that language develops in the child in just the same way that other biological functions develop. He states that children’s minds are not blank; they are born with a special ability to discover for themselves the language’s rules. This box contains all and only the principles which are universal to all human languages. To activate the device it is necessary that a child be in contact with the language so that he or she can discover the structure of the language to be learned. Finally, another theory about foreign language learning is the cognitive theory which is proposed by Miller, and Dollard (1941). Cognitive psychologists state that the second language learning becomes in a natural way through practice.

The language teaching-learning process in this study will be taken as the foreign language learning. Therefore, in the following part of the chapter some characteristics about foreign language learning will be mentioned: Strevens (1977) in his book “New Orientations in the Teaching of English” affirms that the foreign language teaching is a process which involves intelligence, imagination, training, command of language, experience and knowledge, that is why it is very important to take into account those aspects so that the foreign language teaching-learning process takes place successfully.

To explain the foreign language teaching-learning process in a better way, Strevens (1977) shows a model which involves 12 elements arranged in the following way.



A model of LL/LT process

This model presents the Language teaching as a complex process of knowledge, tasks, training, skills, abilities and others. It includes the following elements:

1. Policy and aims: this refers to the environment, the public will and the socio-linguistic circumstances of the community to facilitate the foreign language learning. This element takes into account the decisions of a community about the language.
2. Administration and organization: this includes staff, teachers, schools, materials,

money and other resources which contributed to develop this process. This element involves the administrative part such as the high schools, budget for teachers, and budget for books and adequate materials for a correct teaching-learning process of English.

3. Relevant professional disciplines: the language teaching is complemented with other disciplines, because this process has the assistance from many intellectual resources which contribute to a correct teaching-learning process. This element takes into account disciplines such as education, linguistics, psychology and social theory which have an autonomous justification and have an understanding of the practical, pragmatic difficulties of the teacher and learners and relevant insights of theory.

4. Choice of LL/LT types: learning and teaching are two processes seen from different perspectives but they can be studied together taking into account some factors such as: a) pupil's age: people can learn in different ways, each person has different characteristics and attitudes; b) stage of proficiency: the teacher needs to know the students' knowledge of the second language in order to apply a different method in every case, c) educational aims: this choice of LL/LT type reflects main kinds of language teaching courses that are offered; one is a conventional framework as a part of a general education where the language has become an important element in a cultural experience on the humanities which involves the language learning as a mental and emotional development, another is simply to acquire maximum command of the language; it is not very important and finally for special or vocational purposes; this affects all the teaching and the learning only directly, d) learner involvement: it is easier to learn a language when there is an inner motivation than when it is imposed by different circumstances, e) language of instruction status: the learning and teaching processes are affected according to the environment where the language is taught as a mother language, a second language or a foreign language; f) target language status: it is necessary to consider

the distinction between a foreign and a second language. These have special status in the community for example historical reasons, culture and external circumstances.

5. Teacher training: each English teacher has some characteristics to carry out the language

teaching in a better way such as: personal qualities, technical skills, professional understanding, a good preparation, information about syllabus, material and theory from other disciplines.

6. Approach: it is necessary to include a methodology which guides both the teacher and the learner in the process.

7. Pedagogy, methodology, instruction, teaching: if a teacher uses adequate techniques, for example working in pairs, individual work and other strategies, and if besides teachers follow an adequate methodology they could motivate students to carry out the teaching-learning process in a better way.

8. Syllabus design: the teacher can use a syllabus in order to apply a methodology to be more specific, systematic, organized and practiced, it must include methodological activities and evaluation and then through this, the teacher could use a lesson plan for each class and it will help to carry out the language teaching in a better way.

9. Constraints on LL/LT achievement: some factors that act as contrast between LL and LT are: a) total quantity of instruction: the language teaching is not easy and instantaneous, that is why it is necessary to use an adequate time, because enough time could be reached, and less time could not provide good information of language teaching; b) intensity of instruction: it is very important to have a determined number of hours to develop the knowledge of the students in the language learning-teaching processes and the instruction goes up more than proportionally, c) various impediments to teaching: The learning-teaching process is not carried out in the best way because many people have problems due to distraction, anxiety or

fatigue; that is why in a classroom the atmosphere must be adequate, it should not be noisy because it is prejudicial to children and their mental development and it could serve as a distracter and produce fatigue, d) quality of the teacher: teaching can be to some people, a difficult and tiring profession, poorly-regarded in the community, frustrating and worrying, but a poor teacher is an impediment to the learning process. In contrast, a good teacher must know how to use the language, a good methodology with good contents, the teacher must be a competent person, to know what he or she is teaching and he or she must not invent anything because the students learn what teachers teach.

10. The learner: the learners are the main element in the learning-teaching processes because this process concentrates its attention on them and where it has its effect. Through a good methodology and techniques the teacher must pay attention if the learning-teaching processes are taking place. The teacher must also distinguish a common potentiality for language learning in his or her learners: this is the mechanism by which the learners acquire their mother tongue. The learner must be aware of the process, and the personal variables which are adequate to learn.

11. Evaluation: it has been allowed to dominate and distort the teaching to the extent that teaching has often been centred on the syllabus for the exam rather than the syllabus for the teaching course. It is important to implement a permanent evaluation to know the learners' progress in order to achieve purposes of the teaching and increase the learning process.

12. Material construction: this is the most relevant part in this study because materials are the base to develop the problem stated in the first chapter "what is the incidence of the selection and use of the textbooks on the English-learning and teaching process of students of 10th and 11th grade of some public high schools in Pasto?". Strevens (1977) claims that materials need to be: a) realistic: materials must be capable of being used by the teachers and learners; cheap enough to be viable; not empty entries in an official list, b) interesting: they

must be varied, they must be based on topics of interest to the learners; c) encouraging: they must make the learners feel that they are making progress or at least enjoying their learning, d) compatible: they must agree with the teacher's attitudes.

Tomlinson (1998) claims that materials are an aid to teach language learners, they can be: a book, audiovisual aids, textbooks, realia, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, anything which informs about the target language. Tomlinson affirms that high quality materials are an advantage to help students to learn language because they include content, methodology, activities, and other resources; however, students and teachers are unsatisfied with the materials they are using. For this reason the author mentions that it is necessary to know: " what the learner wants or what the teacher really wants", at the same time the author states that it is not a research which refers dissatisfaction about materials that teachers and students are using. Besides, Tomlinson says that it is important to make an effort to discover reliable and valid data about the kind of materials teachers and students want to use and the effects that could be achieved by a new kind of materials. According to Tomlinson; materials must offer choices and support a variety of wants and needs. They must contribute positively to teachers and learners facilitating reflection, evaluation and adaptation by teachers. In short, it is important to find out ways to increase the effectiveness of the materials in order to facilitate language learning, increase the students knowledge and provide students with opportunities to use the target language and achieve communicative purposes. Visual aids will be shortly mentioned below in order to introduce the selection and the use of textbooks as the core of this study since it is the base to develop the problem statement stated in the first chapter: "what is the incidence of the selection and use of textbooks on the English-learning and teaching process of students of 10th and 11th grade of some public high schools in Pasto ?".

Audiovisual Aids

Audio visual aids are an important tool for teachers and students because learning is a complex process and audio visual aids are a great help in stimulating the learning of a foreign language; students must use their ears as well as their eyes for both are the primary channel of learning. Moreover, audiovisual materials help maintain students' motivation (Morgan, 1987).

Morgan (1987) explains that audiovisual aids include a basic kit of materials such as: pictures, flash cards, OHPs, transparencies... and textbooks. These kinds of materials are an advantage in the language classroom for several reasons:

1. They vary the pace of the lesson.
2. They allow to work with topics from the outside world.
3. They make a communicative approach to language learning easier and more natural.
4. They help to remember in an easier way.
5. They help to learn the four language skills (reading, writing, listening, speaking).
6. And, they are varied at all levels of proficiency.

In short, each kind of audiovisual aid could be used according to the purpose of the lesson in relation to syllabus, according to objectives, audience, needs, and interests. Audio visual aids can be a complement of other materials. Below, one of the most useful materials "the textbook" will be presented because it is the foundation to develop the present study.

Definition of Textbook

A textbook is a book used as a standard work of basis of instruction in any branch of knowledge. Besides it contains information for the study of a particular subject, especially one that is used by students because it is generally regarded as providing information that can be trusted. ("The Reader's Digest Great Encyclopedic Dictionary, 1997"; "Dictionary of English Language and Culture, 1992")

Importance of Textbook

Textbooks are a key component and most common form of material for the language teaching and learning process. The textbook is a new teacher because teachers have enough in their hands just preparing a lesson, carrying it out, monitoring its unfolding and managing the activities of a classroom full of students; therefore, teachers do not need to create new material (Brown, 1994). Besides, textbooks are a base for the language input learners get and the language practice which happens in the classroom. Sometimes they serve as a supplement or extra aid for teachers in the foreign language teaching and learning process (English Specific Purpose world). On the other hand, textbooks provide the conditions for the content of a lesson, the equilibrium of the skill taught and the type of language practice students engage in during class activities. With all this they are an important tool for teachers in helping students to learn English; that is, effective English textbooks facilitate students learning the necessary language skills. They are the base of schools and the main source of information for learners and teachers. Textbooks are a primary instrument of developing knowledge, attitudes and principles of people (English Specific Purpose world). Delgado & Erazo (2002) in their study “Importance and role of the English textbook in the teaching and learning processes” agree that the textbook is a fundamental learning tool accepted over the world. They facilitate the learning process because they include a syllabus and a methodology to develop the class. The textbook is a useful resource for teachers because it allows them to impart a more flexible class. Textbooks have an important role in the classroom because they replace some visual aids, besides this kind of material is essential when the teacher does not have time to use other materials because he or she has other courses with many students.

Cunningsworth (1995) assures that textbooks have several characteristics in the learning process:

1. They have activities, which allow students to practice and interact with the language.

2. They encourage doing tasks in the classroom.
3. They have a methodology and a syllabus.
4. They are a support to the teacher with less experience.

There are however other aspects about the importance of textbooks.

Sheldon (1988) quoted by Garinger (1991) considers that there are three main reasons to use textbooks:

1. Creating new materials is a very difficult, arduous process for teachers.
2. Teachers do not have enough time to create new materials due to the nature of their profession.
3. External factors or problems restrict many teachers.

With all these reasons, teachers feel that using a textbook is one of the most efficient and suitable ways to avoid some of the problems already mentioned. However using textbooks in the learning and teaching process might also have negative reasons because, in some situations, choosing textbooks to satisfy the goals of the curriculum, a textbook can become the curriculum (the subjects taught in an educational course) in the classroom then it is unfortunate because students' needs are limited in a text, teacher use coursebooks written by someone. (Lame, 1994) quoted by Garinger (1991). Then it is important to take into account that high schools can work according its curriculum and taking into account the achievements established by “ National education ministry” to develop a curriculum it is important to remember that the achievements have to be according to the level and cycle of the formal educative for valuing, controlling and regulating the outcomes of the teaching process. The achievements are the objectives that every student has to achieve in each level (Rule 2343). For this reason conforming to Cunningsworth, (1984) quoted by Garinger the course material for English should be seen as the teacher's servant and not his/her master. Bell & Gower (1997) quoted by Delgado & Eraso (2002) consider that there are other

negative aspects about using textbooks: a) they are necessary in the English learning and teaching process but they do not satisfy the student's needs totally, b) some textbooks focus on grammar and not on other language skills, c) besides some textbooks do not include additional material like cassettes in order to practice listening and speaking.

Selection of Textbooks

Before using textbooks, it is necessary to choose them. This first step is a complex process because sometimes textbooks tend to work with the same format from one unit to the next in order to facilitate to get to know and do handle, both teachers and students, thus, they involve a rigid sequence and they do not have a balance with language skills and activities. For this reason, it is very difficult to choose the perfect textbook, with all required aspects (Harmer, 1991).

Choosing a textbook must answer a series of questions such as what student and teachers want and need to use in the learning and teaching process of English; moreover, the selection must take into account some consistent evaluation procedure because textbooks must fit all criteria in order to satisfy and fulfil the goals. Some criteria about the selection and evaluation of textbooks from different authors will be mentioned below.

Bastidas (2002) in his article "Selection and Evaluation of English Textbooks", announces that the selection of a textbook begins with identifying a problem. It refers to a problem statement based on our experience or through analysis of personal and social needs of our students, teachers and institution. Besides it is necessary to take into account the following aspects to select a textbook such as: students, teachers and school.

On the other hand, Bastidas states that the selection of textbook's objectives is a key to this process because textbooks must focus on the four language skills (listening, speaking, reading and writing) and its components (grammar, vocabulary and pronunciation). After,

with the last information, it is necessary to define a problem, which depends on the objectives.

Definition of objectives: there are general and specific objectives.

After defining the problem and having established objectives it is important to choose a methodology which are applied in our English class in our school. There are three steps before selecting a textbook.

1. Determine our students' needs.
2. Determine objectives to achieve.
3. Determine the methodology to follow.

The second step is the evaluation of the English textbook. According to (Bruder, 1978; Celce – Murcia & Daoud, 1979; Chastain, 1976; Madsen & Bowen, 1978; Rivers, 1981; Tucker 1978 quoted by Bastidas, 2002) an evaluation process follows the next steps:

1. Gather a series of textbooks, between five and ten, which must be related to our teaching.
2. Review the introduction, appendices, content of lessons, glossary, etc., in order to get an idea about the objectives, organization, methodology, presentation and the use of additional materials.
3. Identify textbooks related to our schools, objectives, needs and methodology and eliminate others.
4. After eliminating some textbooks, it is necessary to analyze the chosen ones.

On the other hand, it is necessary to analyze textbooks already selected and teacher's handbooks taking into account the following aspects:

1. Goals of the course: they are very important because they help to achieve something in which the effort is directed to an end or objective. One's aim or purpose, that is to say a position or object one wishes to reach or obtain.
2. Background of the students: the textbook must fit the students' background. To do so

it must take into account the age, first culture and language, educational background, motivation and purposes.

3. Approach: it refers to the theory of learning and the theory of language.
4. Language skills: the textbook must include all skills (writing, reading, listening and speaking) because to carry out a good learning-teaching process it is very important to take into account these skills.
5. General content: a textbook must have validity, authenticity, appropriate topics and proficiency levels.
6. Quality of practice: a textbook must have activities which are suitable to learners and they can help to develop the learning-teaching processes.
7. Sequencing: a textbook must have a sequence between activities, content, and evaluation to have a better comprehension.
8. Vocabulary: the textbook must have a place where the unknown words are located for the learner to have a better comprehension of the content of the textbook.
9. Accompanying material: a textbook must have a series of complementary materials for example videos, cassettes, a workbook and so forth.

On the other hand, Bird (2001) in her article “Evaluation and Selection of Textbooks”, holds that a textbook is very important for English teachers, who want to get a better academic level in their students since they provide the foundation for the content of a lesson, a methodology and activities; however, most English teachers have their own ways to implement and add or use materials in order to get a better English learning and teaching process. To start “choosing textbooks” refers to evaluation and selection of textbooks. Sometimes teachers are the ones who select textbooks taking into account information from experts. In other cases, the administration or staff of teachers does this selection taking into account the curriculum objectives. Textbooks must be adapted and used with additional

material in order to achieve the goals of the curriculum. Selection of textbooks must take into account the students' needs, interests, and expectations. On the other hand, the textbooks must include content, explanatory examples, tasks and presentation.

1. Content: it must be interesting for students, it must include goals and objectives and it must be comprehensible and easy to explain. It must include references of other textbooks, topics, lessons linked to other subject areas, and evaluation, activities, etc. in order to improve students' learning. Textbooks can be used for many years.

2. Organization: it facilitates to use the textbook, bibliography, comprehensible topics, thematic and sequence. It is important to take into account the size, weight, font and style according to the students who will use it, too.

3. Explanation: it helps students to learn in a easier way and to know what they need to learn.

4. Examples: they must be appropriate to students according to explanations.

5. Tasks: they must be interesting and varied.

6. Presentation: textbooks must include illustrations, pictures, figures, tables and charts design because they provide some form of induction into the text specially in reading comprehension passages (English for Specific Purposes world, website); besides, they must be related to students' age and grade. They must include easy readings, and an index. It is necessary to attract the students with a correct presentation and to take into account their age and ethnicity aspects. The teacher's edition must be comprehensibly organized to provide tools, ideas and facilitate lessons according to students' needs. They must include technological material and organization to facilitate their use. Textbooks must establish objectives and goals. Schmidt, McKnight and Riaisen (1997) agree that textbooks are important because they include lessons to teach and learn, activities, evaluation etc. so that students are interested in them. However, the teacher or school (administration) is the one

who selects textbooks having identified some aspects as students' learning goals of an academic subject and other aspects mentioned above.

A good evaluation and selection of textbooks must take into account some aspects such as the following checklist (Brown, 1999; Celce-Murcia & Daoud quoted by Bastidas, 2002):

1. Background of the students (does the book fit the students' background?) a) age, b) native language and culture, c) educational background, d) motivation or purpose for learning English.

2. Approach (does the theoretical approach reflected in the book reflect a philosophy that you and your students can easily identify with?) a) theory of learning, and b) theory of language.

3. Language skills (does the book integrate the "four skills"?, is there a balanced approach toward the skills?, Does the textbook emphasize skills which the curriculum also emphasizes?) a) listening, b) speaking, c) reading, and c) writing.

4. General content (Does the book reflect what is now known about language and language learning?. a) validity- does the textbook accomplish what it purports to?, b) authenticity of language, c) appropriateness and currency of topics, situations, and contexts, and d) proficiency level- is it pitched for the right level?

5. Subject matter (Does the subject matter cover a variety of topics appropriate to the interest of the learners for whom the textbook is intended? (urban or rural environment, child or adult learners, male and/or female students) a) is the ordering of materials done by topics or themes that are arranged in a logical fashion?, b) is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?, and c) is the material accurate and up-to-date?.

6. Quality of practice material: a) exercises- is there a variety from controlled to free?, b) clarity of directions- are they clear to both students and teacher?, c) active participation of students- is this encouraged effectively?, d) grammatical and other linguistic explanations- inductive or deductive?, e) review material- is there sufficient spiralling and review exercises?.

7. Exercises: a) Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?, b) Do the exercises involve vocabulary and structures which build up the learner's repertoire?, c) Do the exercises provide practice in different types of written work, (sentence completion, spelling and dictation, guided composition?), d) Does the book provide a pattern of review within lessons and cumulative test new material?, and e) Do the exercises promote meaningful communication by referring to realistic activities and situations?.

8. Sequencing (how is the book sequenced?): a) by grammatical structures, b) by skills, c) by situations, d) by some combination of the above.

9. Vocabulary and structures (does the book pay sufficient attention to words and word study?) a) Does the vocabulary load (i.e., the number of new words introduced in every lesson) seem to be reasonable for the students of that level?; b) Are the vocabulary items controlled to ensure systematic grading from simple to complex items?; c) Is the new vocabulary repeated in subsequent lessons for reinforcement?; d) Does the sentence length seem reasonable for the students of that level?; e) Is the number of grammatical points as well as their sequence appropriate?; f) Do the structures gradually increase in complexity to suit the growing reading ability of the students?; g) Does the writer use current everyday language, and sentence structures that follow normal word order?; h) Do the sentences and paragraphs follow one another in a logical sequence?; i) Are linguistic items introduced in

meaningful situations to facilitate understanding and ensure assimilation and consolidation?;

j)Relevance; k) Frequency; and l) Strategies for word analysis.

10. Illustrations: a) Do illustrations create a favourable atmosphere for practice in reading and spelling by depicting realism and action?; b) Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?; and c) Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?.

11. General sociolinguistic factors: a) Variety of English- American, British, dialects, or international varieties; and b) Cultural content- is there a cultural bias?.

13. Format (is the book attractive, usable, and durable?): a) Does the size of the book seem convenient for the students to handle? ; b) Is the type size appropriate for the intended learners?; c) Clarity of typesetting ; d) Use of special notation (phonetic symbols, stress/intonation marking, etc.); e) Quality and clarity of illustrations; f) General layout- is it comfortable and not too “busy”?; g) Quality of editing; h) Index, table of contents, chapter headings.

13. Accompanying materials (are there useful supplementary materials?): a) Workbook; b) Tapes- audio and/or video; c) Posters, flash cards, etc. ; and d) A set of tests.

14. Teacher’s guide (is it useful?.) a) helpful methodological guidance, b) alternative and supplementary exercises, c) suitability for non-native speaking teachers, and d) answer keys

Analysis and Implementation

Cunningsworth (1995) claims that to adapt a textbook it is not necessary to use all parts of the material, but additional materials, using material with more useful resources because textbooks need to be complemented with other things in order to become more useful. To adapt a textbook it is necessary to take into account the methodology, content language,

interesting topics, all language skills, cultural content, and images. English teachers consider that textbooks

are necessary because they allow organizing the content of the syllabus; on the other hand, it is used as the unique material to develop the class. “Some interviews made to teachers show that textbooks are a tool to understand a topic in a better way” (Delgado & Erazo, 2002)

The use of textbooks refers to their implementation. The teacher must know the content of all the textbook. Using textbooks involves presentation (introduction to the new material), practice (activities and evaluation), and evaluation (about students` knowledge.) The teacher must study the textbook before implementing it; therefore it is necessary to know the following aspects (Bird, 2001): first presentation and format, which includes types of units, organization, illustrations and additional material; second practice, in this aspect It is necessary to take into account each unit and how and where the tasks to work with students are necessary; third aims: this refers to instructions to guide the teacher; and finally, content, which includes grammar, vocabulary and language skills. For teaching the content it is necessary to take into account: school, topic of the content that will be used to present the linguistic content (grammar, vocabulary) each unit must connect the topic with students` needs and interests. Using textbooks can be in a formal way: following a syllabus or with aims from experts. On the contrary, in an informal way the teacher can ask his/her colleagues.

To sum up in this chapter, the difference between second language acquisition and foreign language learning has been emphasized. One of the most important differences was found out that of second language acquisition, where the language is learned in a place where people speak. In contrast, foreign language refers to the language learned in a place where people do not speak that language but it is taught in schools, universities or educational institutions as happens in Colombia.

On the other hand, some theories from different authors about foreign language learning

were mentioned who claim that language is learned in different ways such as: a person can learn a language because he or she has the universal grammar; besides a person can learn a language through imitation, practice and feedback and, finally, someone can learn a language through action and interpretation of declarative knowledge.

Moreover; the teaching-learning process includes many aspects such as teacher, learner, environment, motivation, interests or needs, learner's attitude and materials. All aspects are very important to achieve a successful learning- teaching process. This chapter focused on materials because they are the foundation to develop this study.

Materials are an important element in attracting students attention and maintaining their interest. Different kinds of materials could be used in the learning and teaching process of English; however textbooks have a great importance for teachers and learners because they create an interest which assists students in learning linguistic competence and increasing their confidence levels (Garinger, 1991). On the other hand, many aspects must be taken into account to select and use textbooks. According to Insuasty & Mesias (2000) in their study "The Process of Selection and Evaluation of Textbooks for a Successful Course 2000", the selection of textbooks must be done taking into account the following aspects: students' needs, interests, age, goals and preferences about materials in order to develop a particular language skill. It is necessary to know the teacher's needs, the director's opinion, and the parents' opinion to select a textbook.

Finally, Meville Grant (1987) states that there is no perfect textbook, but the most adequate one for students and teachers; therefore, a textbook must include five conditions:

1. It must fit students' needs, interests and abilities, it must be attractive, students must enjoy it and accept it culturally. It must be physically appropriate.
2. It must include appropriate materials so that students know how important textbooks

are in their lives. Textbooks can include communicative activities so that students can use the language independently.

3. It must include cassettes to practice pronunciation, activities, interesting readings, and easy vocabulary.

4. It must fit teacher's expectations. The teacher must teach students with a comprehensible and adequate methodologies including tasks and additional materials. It must fit the syllabus` needs. The textbook has been recommended and accepted by authorities as directors of high school or National Education Ministry.

5. It has a syllabus and applies it in a creative, structural and systematic way in order to prepare students to be evaluated.

CHAPTER III: THE METHOD

According to the research problem and the theoretical framework of this study, plus different sources about textbooks as Harmer (1991), it was necessary to establish some important aspects which allowed the development of this study. In this chapter the design of the research, the steps to collect the data, such as the use of the instruments (observations and surveys) were presented and then they were interpreted. Besides in this chapter people who participated in the research (50 students of 10th -11th grade five public high schools chosen at random and 16 teachers and staff) were mentioned. This chapter will also present some instruments which were used as a tool to develop this study.

Taking into account both variables: type and use of textbooks on the English-learning and teaching process of students of 10th -11th of some public high schools in Pasto, a series of surveys to students and teachers and classroom observations in the five public high school were used in order to get data which will be analysed in a qualitative and quantitative way in order to identify what the incidence of the type and use of textbooks on the English-learning and teaching process of students of 10th and 11th grades in some public high school in Pasto is.

Research design

Design

This research was a descriptive study because it describes the incidence of the selection and use of textbooks on the English-learning and teaching process of students of 10th and 11th grade of some public high schools of Pasto. It is a qualitative and quantitative study because the incidence that the selection and use of textbooks has on the level of English students was determined through systematic observation, and using surveys, the gathered data was analysed and presented in a quantitative way.

It is a qualitative study because it aims at comprehending, interpreting and generalising

all data through techniques presented in the last design. Thus outcomes were presented in a written way in order to analyse the stated problem (Bastidas , 2006).

On the other hand, it was a quantitative study because it was necessary to do an analysis of the descriptive statistics for both dependent and independent variables: selection and use of textbooks and the English-learning and teaching process of students of 10th-11th grade of some public high schools in Pasto. After that, it will be necessary to describe the relationships between both variables (taken from Bastidas, 2006).

Method

This study was developed in five public high schools of Pasto with 50 students of 10th and 11th grade and the respective (16) English teachers in the period of August 2006 to June 2007 . At the beginning it was necessary to apply a series of surveys in order to obtain information; later the collected information was analysed. Therefore it was necessary to order, structure and give a meaning to the results (Marshall & Rossman, 1995). It is important to take into account that this is a description of different observations which were made in the five public high schools of Pasto to students, English teachers and staff. The data gathering and analysis were done taking into account some aspects of the qualitative investigation because it was necessary to identify qualities, parameters and other factors which were considered relevant information to this research. Besides, this work took some quantitative aspects because in order to analyse data it was necessary to do it in a statistical way so that the variables could be related (the incidence of selection and use of textbooks and the English-learning and teaching process of students of 10th-11th grade of some public high schools of Pasto).

Population, Sample and Setting

Population

In this research 50 students of 10th-11th grades of five public high Schools as well as 16

Teachers and 5 directive board participated. It was necessary to select one course per grade, which had about 45 students among men and women and their ages were between 15 and 17 years old, their social level was one and two.

Sample

Five public high schools of Pasto participated in this study, with 10th and 11th graders, 5 per grade, who were selected at random.

Setting.

This research was carried out with five public high schools of Pasto which are located in the north and south west part of the city which are the following: a) Liceo Integrado de Bachillerato Universidad de Nariño Villa Campanela neighbourhood, , N° 25^a 86, 5th street b) Institución Educativa Municipal Ciudadela de Pasto, Villaflores II neighbourhood, 21 street 9th Avenue c) Institución Educativa Municipal Normal Superior de Pasto, La Aurora neighbourhood, N°. 9-05 26 Avenue d) Institución Educativa Municipal Mariano Ospina Rodríguez, 24 Panamericana Avenue, e) Institución Educativa Municipal Ciudad de Pasto, N° 16-170 4th Avenue Potrerillo. These public high schools have informatics classrooms, physics and chemistry and English laboratories, a library, cafeterias, and places to practice sports. The social level of high schools is low and medium among 1, 2 and 3.

Data collection

Validity

In this study an evaluation of the instruments were made in three ways: triangulation, pilot study and emergent devolution.

Triangulation. It is used in qualitative research to know if an instrument has validity or not. The triangulation was made in the following way: first it was necessary to select the instruments that would be used in this study such as: surveys, and observations; then a set of questions will be prepared in order to identify the incidence of the selection and use of

textbooks on the English-learning and teaching process of students of 10th-11th grades of five public high schools of Pasto. Later, these questions were asked to the 50 students and then the data were collected. After that, an equal list of questions was created to be used with 16 teachers and staff and the answers were analysed in order to observe the similarity among data. In that way the validity of the instruments for this study was measured.

Pilot study. In this research a set of surveys, and observations was applied to a group of 50 students of 10th and 11th grades of some public high schools of Pasto. In this way the preparation of class, the themes and materials were identified, besides the criteria taken into account to choose the selection of textbooks and their use were determined. According to the instruments used to collect information (surveys and classroom observations), the comprehension of questions and their similarity were showed, besides it was necessary to know if the instruments are adequate to analyse the collected information and the relationship between the questions and the established problem, in order to analyze the incidence of the selection and use of textbooks on the English-learning and teaching process of 50 students of 10th-11th grades in five public high schools.

Emergent devolution. This is another way to know if the instruments used have validity in this qualitative research; first, the instruments such as surveys and classroom observations were selected; second, the questions were asked to identify the incidence of the selection and use of textbooks on the English-learning and teaching process of students, etc. these questions were applied to 50 students, 16 teachers and staff of five public high schools in Pasto. Finally, the answers were analyzed. Taking into account the results of the answers, people who were surveyed had to check their answers, in order to establish their similarity with the conclusions of the researchers. If the participants accept these answers the collected data have validity.

Procedure

A group of five public high schools were selected at random. Then the permission was asked to carry out some observations about the selection and use of textbooks and the incidence on the English level of students. Later, it was necessary to choose a group of teachers and students to apply different interviews, surveys, and observe classes. These tools allowed to know the different points of view about the type and use of textbooks in order to get information and analyze different aspects in a qualitative and quantitative way. In a qualitative investigation data was organized in a computer program called “staft graphics” and in notebooks. It was important to identify the main ideas in order to analyze the incidence of the selection and use of textbooks on the English-learning and teaching process of students of 10th-11th grades in some public high schools of Pasto. In the quantitative investigation, a descriptive analysis of data with both variables: the selection and use of textbooks and the English-learning process of students was made; later, it was important to connect both variables to analyze them. On the other hand, it was necessary to analyze the time used in every question according to its difficulty in order to identify their validity. But it was necessary to do other surveys or implement other ones in order to get new information. Finally, it was very important to thank the participants for their collaboration.

Instruments. In this study a series of surveys and classroom observations were used both with students and teachers in order to get information and know different points of view and characteristics about the selection and use of textbooks in some public high schools of Pasto.

Data analysis

This analysis was done based on Bastidas` article (2006) called “El análisis de datos en la investigación cualitativa” in which there is a description of data analysis as a systematic process of organization of the information and identification of the units of analysis, synthesis

of data, identification of important aspects and how the results of an investigation will be presented.

According to this article the information was collected through surveys and observations, then the data were organized and classified in categories and themes; after that, through an analysis and interpretation of the information, a list of positive and negative aspects were mentioned by teachers and students of the public high schools. With all this it was possible to make a complete report about what the incidence of type and use of English textbooks is on the English-learning and teaching process of 50 students of 10th and 11th grades in 5 public high schools of Pasto.

To do a quantitative analysis of data, this study was based on Bastidas` article (2006) “El análisis de los datos en la investigación cuantitativa”, which will serve as a guide to interpret data in a quantitative way in order to organize and file it in a computer program called “stat graphics”. Also, it was necessary to follow a set of steps and to analyze the frequencies: the main frequency and the middle frequency, besides it was relevant to calculate the measures of variability as rank, the standard deviation and varianza in order to interpret the results of the quantitative data.

Ethics aspects

1. We asked for permission to the high schools staffs to carry out the investigation (to apply surveys, to teachers and students, and do classroom observations).
2. We respected the answers of students and teachers who will be observed, interviewed and surveyed.
3. We thanked the staff, teachers and students of public high schools. Also we will thanked the people of the university and others who collaborated with our investigation. Besides, a copy of the study results presented to each high school.

In this chapter the interviews, surveys and observations were presented as instruments to

develop this research. Besides, other aspects were taken into account as tools to work with such as people who participated and collaborated with us to carry out this study, the way and procedure in order to identify the different points of view of students and teachers about the selection and use of textbooks. Finally, this chapter focused on the way how to collect and interpret data in order to analyze the incidence of the selection and use of textbooks on the English-learning and teaching process of students of 10th and 11th grades of some public high schools in Pasto.

CHAPTER IV: THE RESULTS

Data analysis

In this chapter, the data collected was analyzed in order to show the results of this study; this allowed the identification of the aspects that are taken into account in the selection of the textbook and the incidence that it has on the teaching and learning process of English. In this part of the study there is a series of graphics related to directors of areas', teachers' and students' answers, which were interpreted, respectively. Next there is a categorization of the surveys which were asked to the participants, which showed some definitions and concepts of the questions. After that, the triangulation among students, teachers and directors of area was carried out in order to do a contrast among their answers and establish differences, similarities and conclusions which helped to get the goals of this research. Finally, a general analysis was presented. In this way the results demonstrate if the objectives were gotten. After applying surveys to five high schools from which five staffs, 18 teachers and 50 students were surveyed, the staffs, teachers and students' answers were analyzed, and will be presented ahead.

The questions in these surveys tried to find out all the aspects regarding the selection and use of the textbook and their incidence on the learning and teaching process of English. These aspects refer to the importance of using resources and textbook's additional materials. Taking into account the two variables established in this study: first, the selection and use of textbook and second, the problematic of the learning of English as a foreign language with students of 10th & 11th grade of five public high schools of Pasto, the respective analysis of each answer of all the participants will be made ahead:

Directors of Area

The directors of area (staffs) happened to be the same teachers who have taught English and at the same time they are English department Directors in their schools.

The first category presented in the directors of area’s survey was; the resources used to learning-teaching of English. The question was:

1. What kind of resources do the schools use for teaching English?

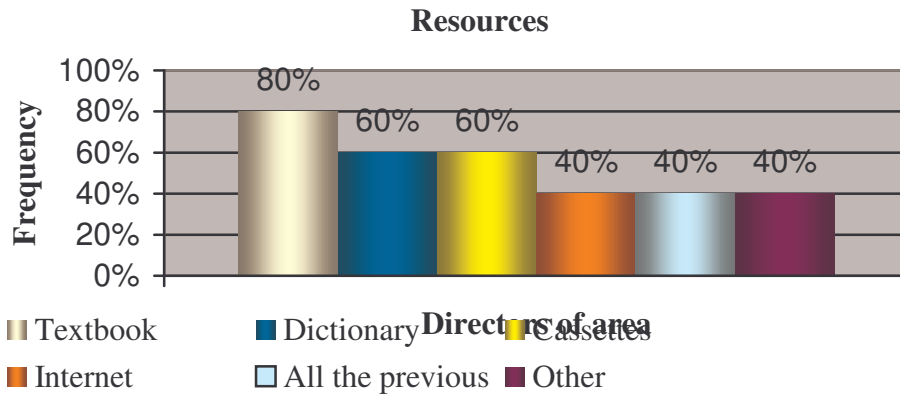


Figure 1. According to the results obtained from the directors of area of the five public high schools of Pasto related to the use of resources, 80% of them affirmed that the textbook is the main resource used in their institution; 60% of them agreed that the dictionary and the cassettes are very useful resources. 40% of them stated that in some public high schools, teachers use internet. And almost 40% affirmed that they use all the mentioned materials. In addition 40% of them held that they use other resources such as: photocopies, laboratory and computers. Then, it was observed that the textbook is the most common material to teach English in the five public high schools. However, there are other relevant resources which were usually taken into account in the English learning- teaching process. Some of the resources mentioned by Tomlinson (1998) such as book, audiovisual aids, textbooks, cassettes, realia, CDs, videos, photocopies, handouts, newspapers, etc., are used by teachers in these high schools because they are an aid to teach language to the learners.

The second category is related to the aspects considered to the textbook selection. The question was:

2. What aspects are taken into account for this selection?

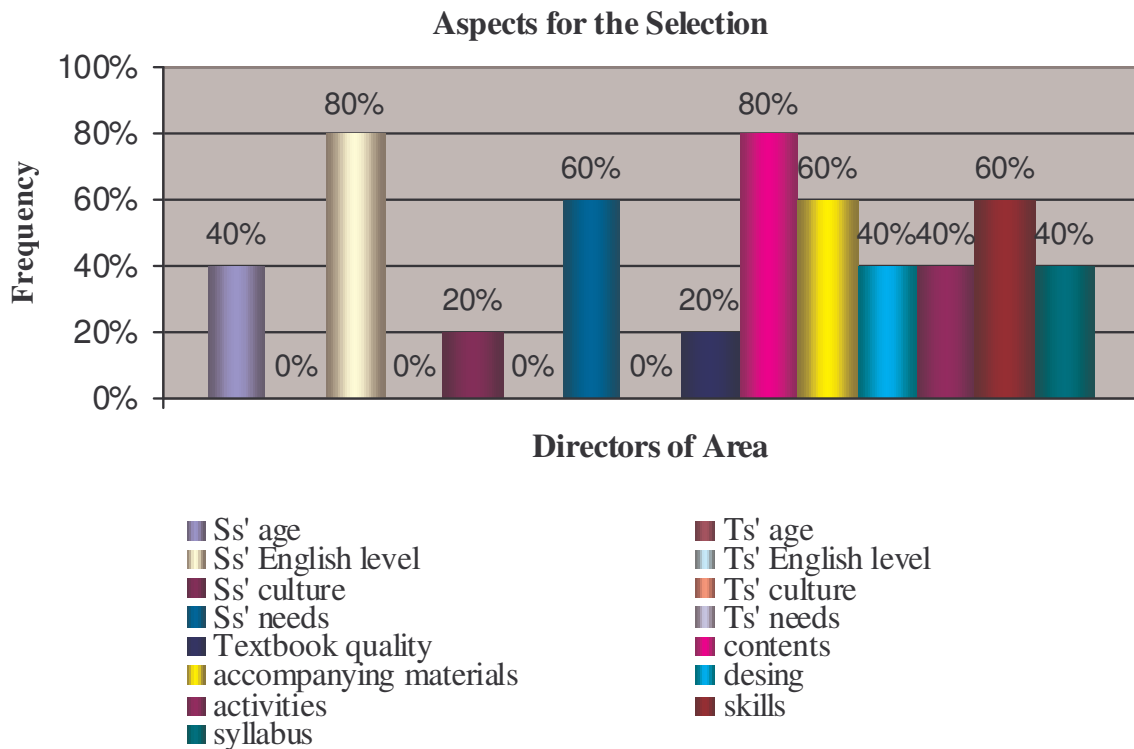


Figure 2. To this question, 80% of the Directors of area stated that students’ English level and contents are the most important aspects for the selection. 60% of them considered as important aspects the students’ needs, accompanying materials and skills of the language. On the other hand, 40% of them answered that students’ age, design, activities and syllabus must be taken into account in this process. It was observed, that there are some aspects like students’ culture and textbook quality that should be taken into account for the selection, however, in the results was noticed that only 20% of the participants consider these aspects for choosing a textbook. Nevertheless, there are some aspects as teachers’ age, teachers’ English level and teachers’ culture that are not seen as essential. Bastidas, (2002) assures that in the selection of a textbook: “It is necessary to identify a problem, which implies to determine the students’ needs and textbook’s objectives which become an essential key to the selection of the textbook, besides, a textbook must be adapted according to the students’ English proficiency and the contents must provide validity, authenticity, appropriate topics

and proficiency levels”. Consequently, it is relevant that a textbook includes accompanying materials and that they focus on the four language skills. Bastidas, (2002) and Bird, (2001) hold that the background of learners, interesting tasks and a suitable methodology are indispensable factors to achieve the goals of the curriculum. Bird considers that the aspects above are very important for selecting a textbook because they help to get a students’ better academic level, since the textbook provides the base for the content of a lesson, methodology and activities. In conclusion, the results showed that students’ English level and contents are repeatedly considered for selecting a textbook while some aspects are never included

3. Whose opinion is taken into account for selecting the English textbook?

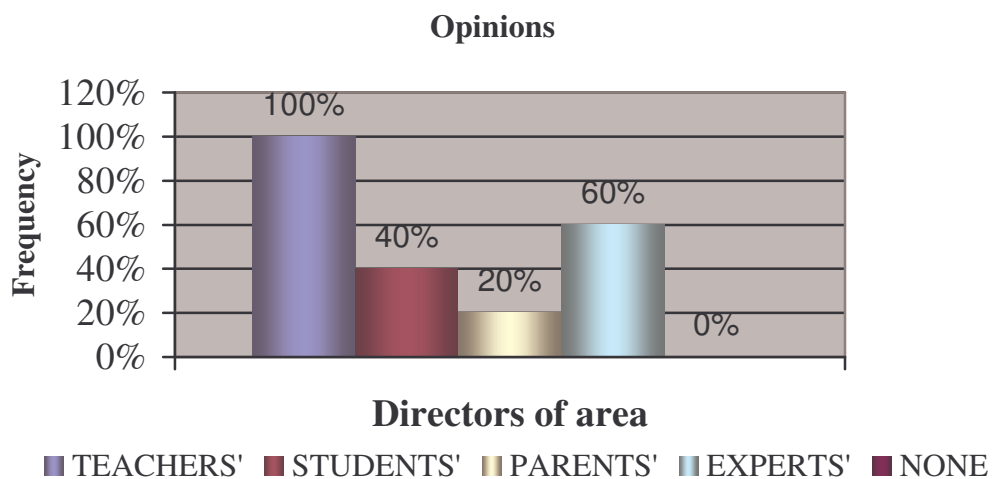
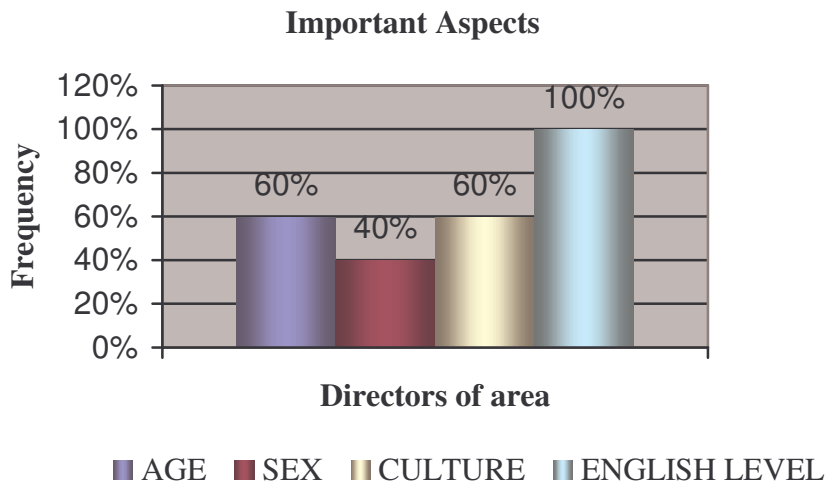


Figure 3. 100% of the directors of area affirmed that teachers are the ones who select the textbook, but 60% of them stated that they need the experts’ opinion because they are the suitable people in the field of the selection; nevertheless, 40% of them thought that it is important to take into account the students’ opinion because they are the ones who will use this material and also the parents’ opinion which is an aspect that only 20% of the participants considered. All institutions take into consideration at least one of these aspects to choose a textbook. Based on the results, it can be concluded that the teacher continues to be the most adequate person to carry out this process.

Another question in the survey was:

4. Which of the following aspects do you consider important for the selection of the textbook?



1.

Figure 4. After analysing the directors of area’s answers, it was observed that 100% of them agreed that the most important aspect to take into account at the moment of selecting a textbook is the student’s English level because it is relevant to identify the students’ English proficiency in order to achieve the goals of the course. It follows students’ culture with 60% and age with 60% because if the teacher knows the students’ context and their age, that will help him/her to select the best option. It is important to notice that 40% of the directors thought that students’ sex is an important variable. This is an important aspect that Harmer, (1991) highlights because according to him, every student is unique and must be treated individually. All aspects are very important to achieve a successful learning- teaching process although according to the outcomes some aspects are more important than others.

Teachers' survey

The first category of this survey was the use of the textbook. The question was:

1. Do you use an English textbook for your classes?

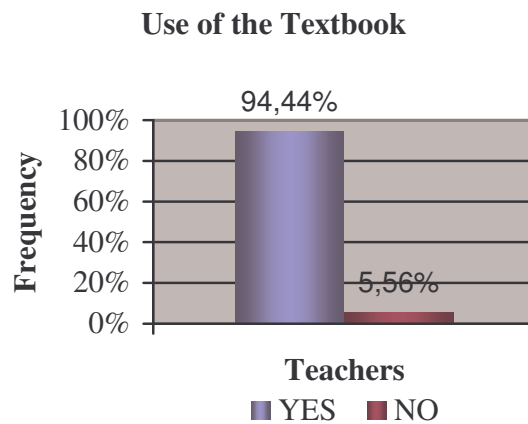


Figure 5. For teachers the textbook is deemed to be a very essential tool to teach English. That is why, 94.44% of them answered they use an English textbook in their classes, and only 5.56% of the participants prefer to use other resources different from the textbook, depending on their needs or the student's interests.

2. Do you participate in the selection of the textbook?

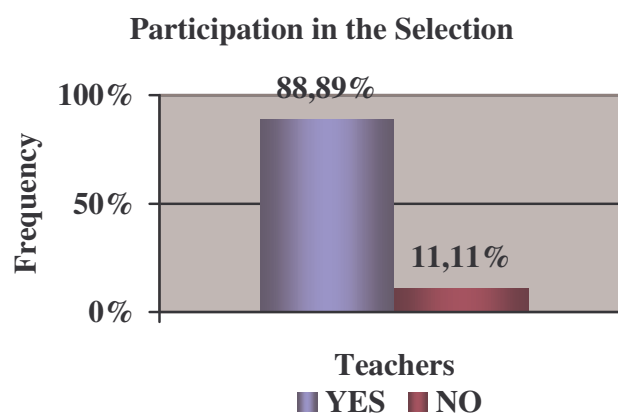


Figure 6. In this case, teachers are considered the most suitable people to carry out this

process, almost all the teachers of the five schools participate in the selection and 11.11% of them are not taken into account to participate in this selection.

3. What aspects do you take into account for this selection?

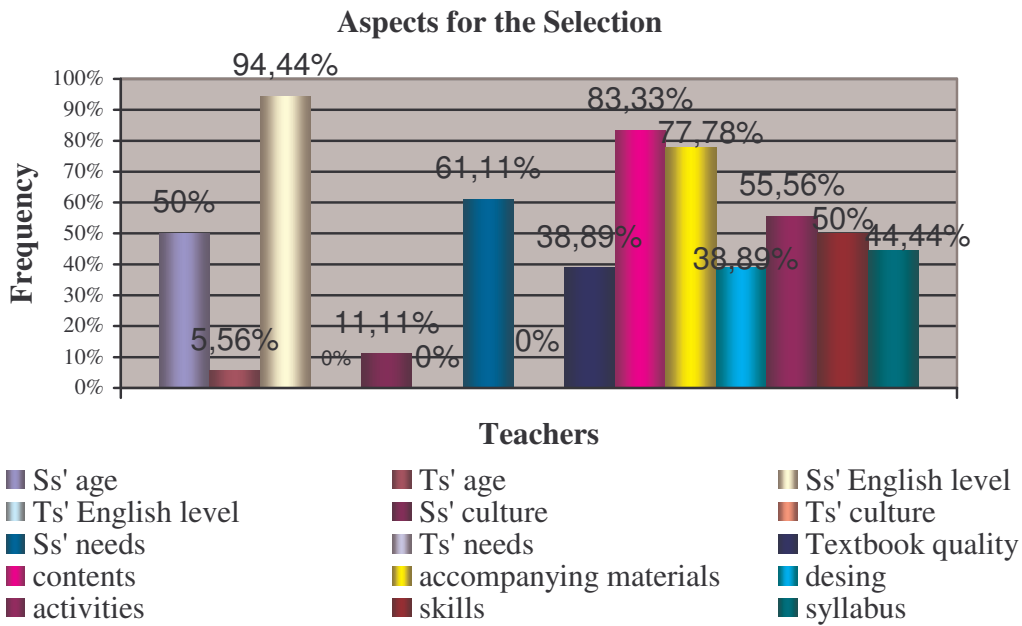


Figure 7. The most relevant aspect taken into account is the students' English level with 94.44% because it is very related to the goals of the course. Furthermore, content is another important aspect taken into account for most of the teachers in the five high schools with 83.33%. Also, 77.78% of teachers considered the accompanying materials to the textbook must be reviewed before selecting it. 38.89% of the teachers thought that students' needs and interests, and design of a textbook must be taken into account to choose the material. It could be observed that 55.56% of the teachers answered those activities, 50% skills and students' age and 44.44% syllabus; they considered that these aspects can help to look for the best option in selecting a textbook. However, there are facets that teachers did not consider very important in this process as teachers' age, teachers' English level, students' culture, teachers' culture, teachers' needs and

interests and textbook quality although some authors such as Bastidas (2002) and Bird (2001) utter they are significant for selecting a textbook.

4. Is your English textbook related to your students' age, sex, culture, and English level?

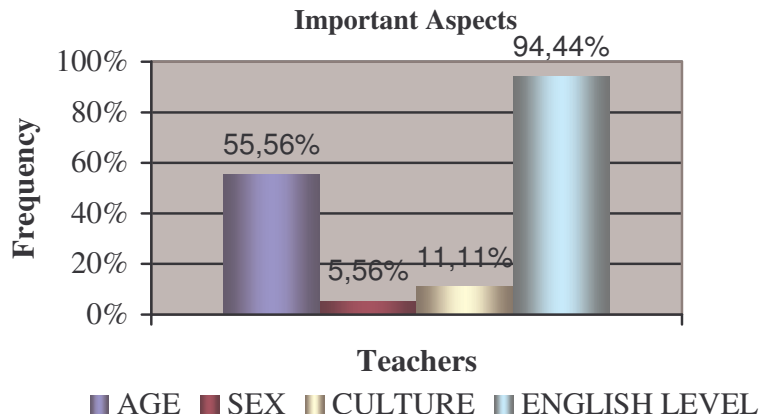


Figure 8. It is important to say that teachers affirmed that their textbook is related to the English level with 94.44% of the answers; besides, they held their textbook is related to the age with 55.56% of the answers. In addition, 11.11% of the teachers uttered the culture is according to the textbook, but the material is related to the students' sex as a minimum part with 5.56%.

5. Do you consider the textbook as an important tool for the English teaching?

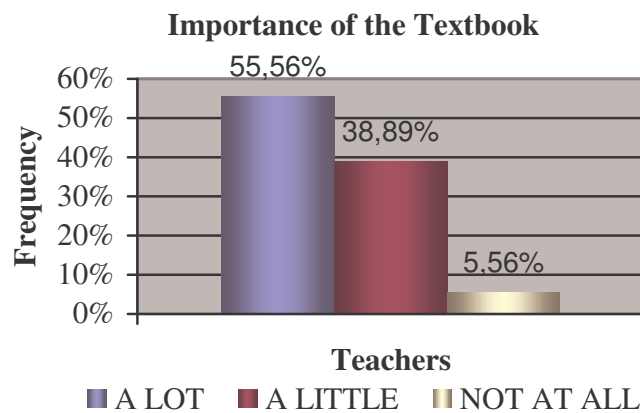


Figure 9. To this question the outcomes showed that 55.56% of teachers answered textbook is a vital tool for the English teaching; even so, 38.89% of participants certified that the textbook is barely essential for the teaching process because this is an aid to the teacher when he or she does not have enough time; but, the minority, it is to say, 5.56% of them stated that it is not very relevant for this process. In agreement with this, Delgado & Erazo (2002) predicate that the textbooks can be replaced by some visual aids or additional materials. That is why, in some situations, teachers prefer to use their own materials and not only work with the textbook in their classes because the students' needs should be limited in it, thus the material could become their master and not their servant. (Cunningsworth, 1984; quoted by Garinger). According to Brown (1994) the textbook is a key component and the most common form of material for the language teaching and learning process.

6. How long do you use your textbook in your class?

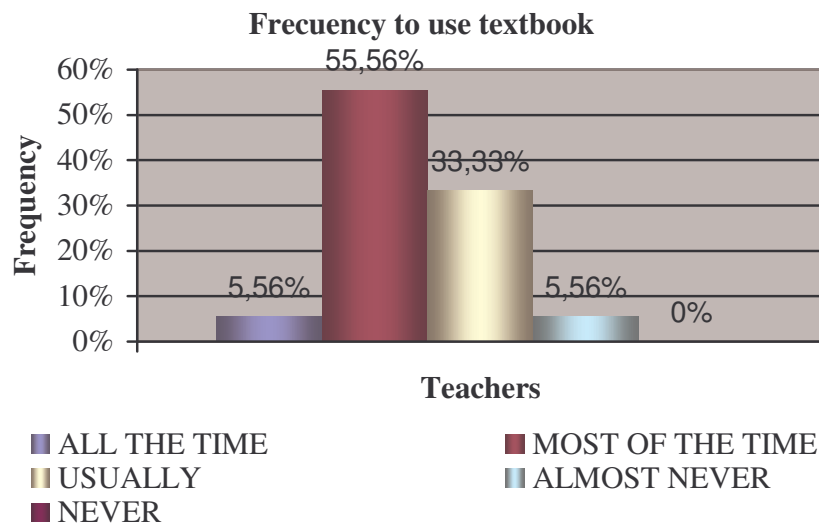


Figure 10. 55.56% of teachers answered they use the textbook most of the time, because this material helps them. 33.33% of them affirmed that they usually use it. Only

5.56% of them held that they use this material all the time; but in contrast to the same percentage teachers answered they almost never use it. It was observed that the textbook is essential because the textbook serves as a complement for teachers in their classes (English for Specific Purpose World), and this can facilitate the students' English learning. According to the outcomes the teachers use the textbook or they have sometimes used it. As Delgado & Erazo (2002) quote: "the textbook is a fundamental tool accepted over the world."

7. How do you use your textbook in your class?

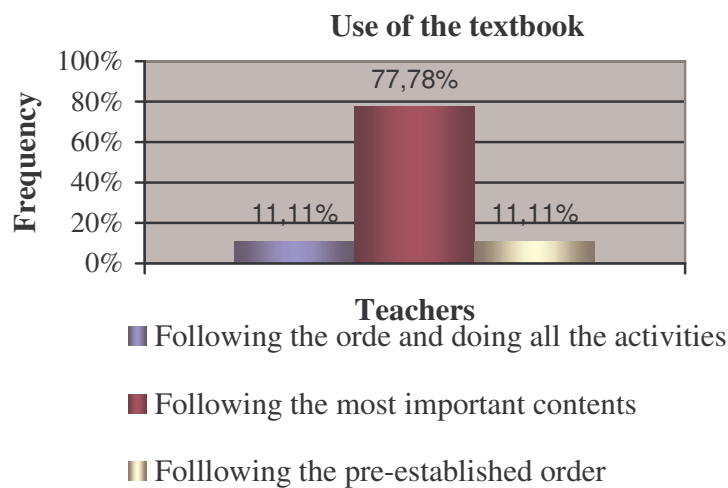


Figure 11. 77.78% of the teachers said that they use the textbook following the most important contents. 11.11% of the participants prefer to use the textbook following the order and doing all the activities because the textbook allows organizing the content of syllabus; but the same quantity of teachers prefer to be limited and they use the textbook following the pre-established order. Cunningsworth (1984) states that it is not necessary to use all parts of this material but the most useful ones. However, Delgado & Erazo (2002) hold out that some teachers have the textbook as the unique material to develop the class.

8. What kind of additional activities does the English textbook include?

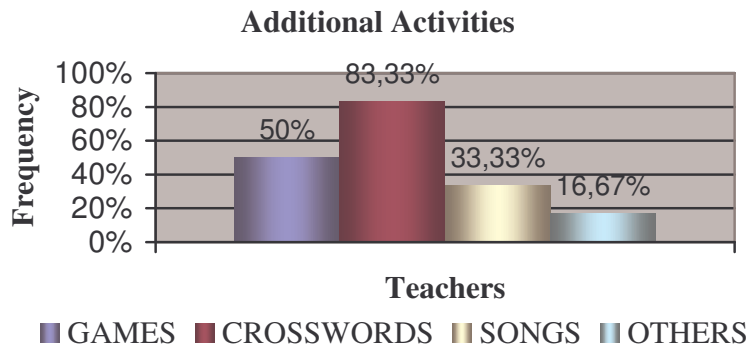


Figure12. According to the results, 83.33% of teachers agreed with the crosswords' use as an aid to the textbook. 50% of them said that the games could be included in the textbook, however, 33.33% of the participants held that songs are the preferred complementary activities to the textbook and 16.67% of them said that they use their own activities such as readings and role plays. Cunningsworth (1984) states that textbooks are not the unique way to teach English and it needs to be complemented. That is why, the additional activities are very necessary.

9. Do you use additional materials to the English textbook in your class?

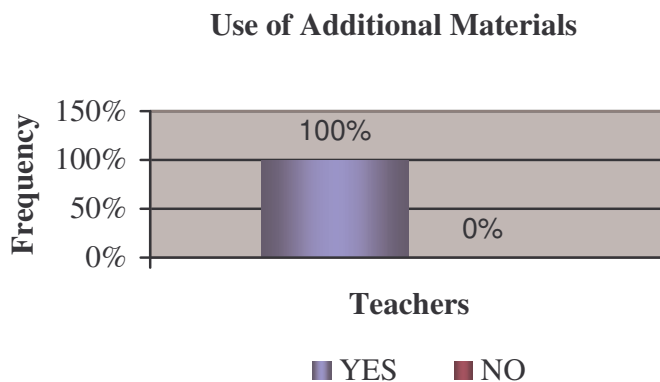


Figure 13. According to the last outcomes, most of the teachers use a textbook in their classes because they considered it is an essential tool to develop a class and many of them uttered they use it almost all the time. Nonetheless, in contrast to that, in this question; it was noticed that

100% of teachers answered that it is necessary to use other materials in their classes, because the textbook needs to be complemented with other materials.

10. What kind of additional materials do you use?

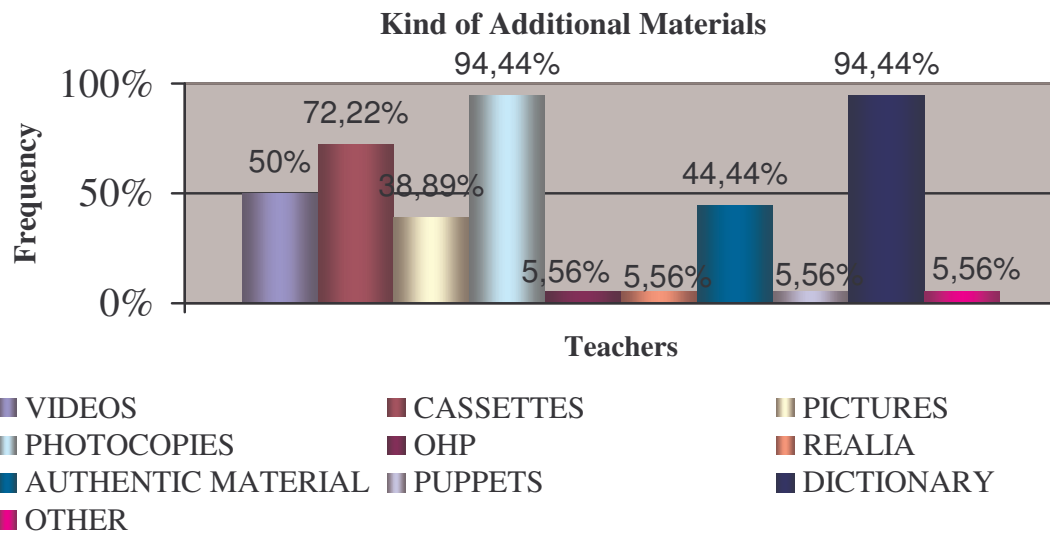


Figure 14. In this question, different options related to additional materials were established. According to the results 94.44% of participants agreed that the most common extra resources are photocopies and dictionaries, also 72.22% of them held that cassettes are used as additional material; besides 60% of the teachers stated that the videos are a main tool; 44.44% of them considered that authentic material is taken into account as an extra aid, and 38.89% of the participants considered that pictures are relevant in the learning-teaching process. All these materials are an important tool for teachers and students. Only 5.56% of teachers mentioned that OHP, realia, puppets and other materials such as readings could be an aid in the classroom; however, they are not very used. It could be said that teachers considered that photocopies and dictionaries are very relevant, in contrast to other materials that appear on the graphic with a minimum average, which are important but they are not taken into account probably because they

are not very common in the institution or teachers prefer to use the most known ones. Morgan (1987) says that materials are great help stimulating the learning of a foreign language because they allow to work with topics from the outside world, they focus on the four language skills, too, and they facilitate the learning.

11. What does your English textbook include?

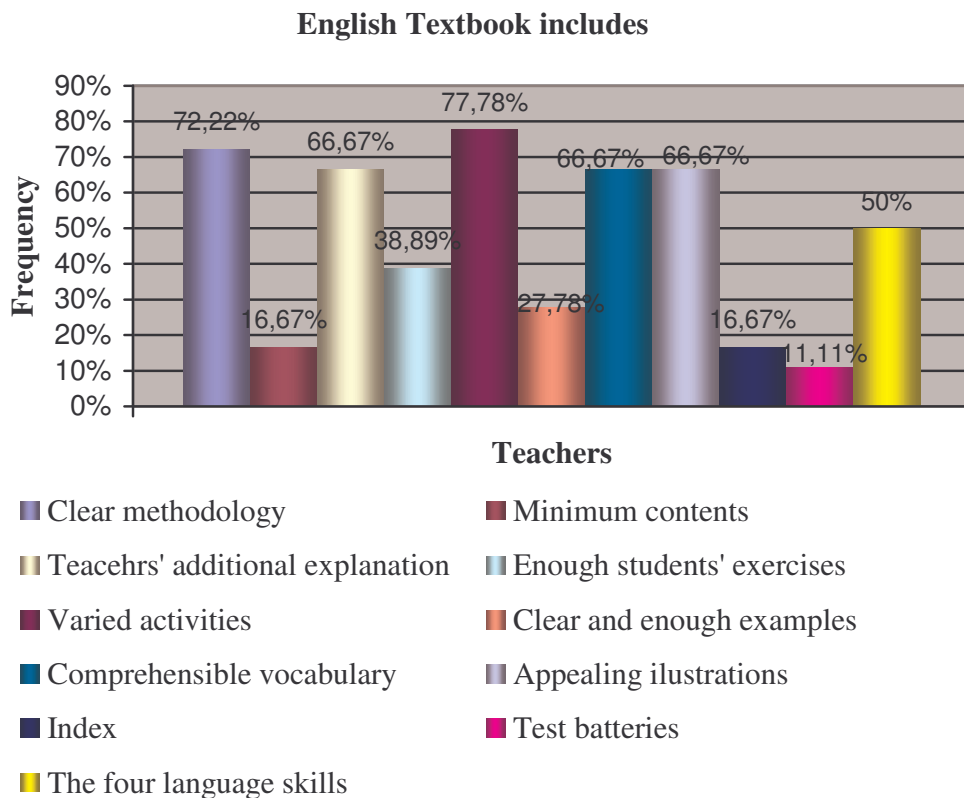


Figure 15. To this question, 77.78% of teachers coincided that the textbook includes varied activities and 72.22% of them consider the textbook involves a clear methodology. 56.57% of the participants said that comprehensible vocabulary, appealing illustrations and teacher's additional explanations are essential aspects that the textbook should include. 38.89% of them uttered that it is relevant that students practice the target language with enough exercises. 16.67% of them stated that minimum contents and an index are necessary and 11.11% of participants held that

test batteries are taken into account in some situations, they help to clarify contents, how to use them and to provide some instructions to guide the teacher and they allow practicing the learned topics. Thus, it can be said that according to the outcomes most of the teachers coincided that their textbook includes almost all the aspects mentioned in the list above and they are relevant because they can help students to develop their skills, and these can provide practice in the target language, develop comprehension and test knowledge of main ideas, and facilitate the learning-teaching process (Brown, 1999; Celce-Murcia & Daoud quoted by Bastidas, 2002). Besides with some resources students can increase their English proficiency, and they create a favourable environment to practice the target language (Brown 1999 et al.). In conclusion, it can be said that textbooks must include all the aspects mentioned above to be very advantageous for the learning-teaching process, but if they do not include all aspects, they must be complemented with other materials.

12. These skills do the textbook focus on?

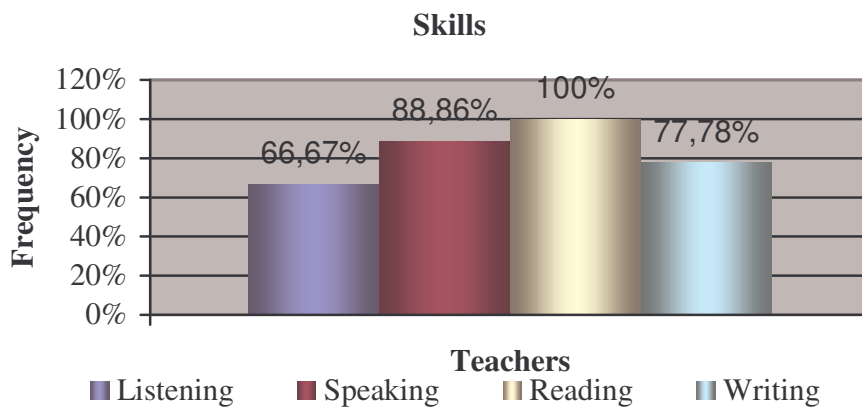


Figure 16. In the last graphic, it is clear to see that 100% of the teacher coincided that reading is the skill the most taken into account in the textbook. After this, listening is very relevant, too, with 88.86%. Besides, 77.78% of them stated that the textbook includes writing, too. The last skill that the textbooks focus on is speaking with 66.67%. All the answers had a high percentage,

for this reason, it could be said that the four language skills are very important in the learning-teaching process, because a good textbook must include them to carry out the learning process of a foreign language in a better way.

13. What kind of accompanying material does the textbook include?

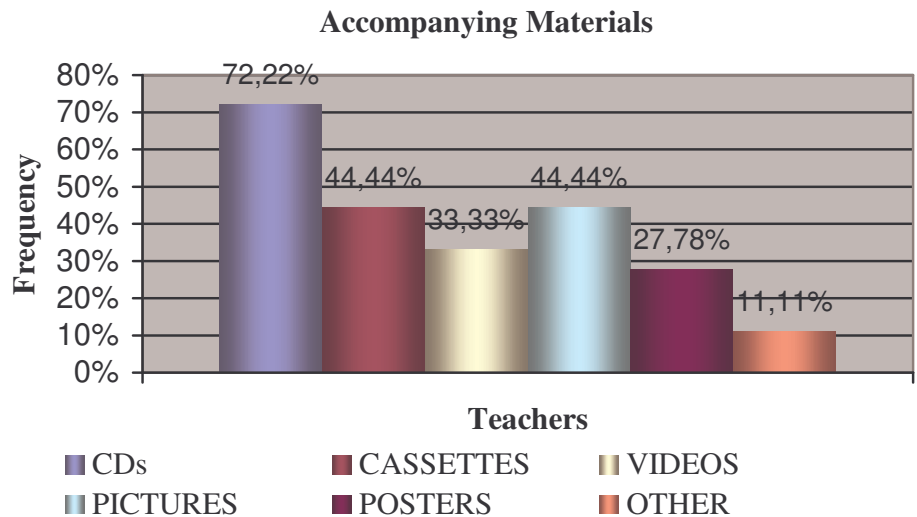


Figure 17. To this question, 72.22% of teachers stated that CDs are the most popular accompanying material that textbooks have. 44.44% of them held that cassettes and pictures are resources that are constantly taken into account in the textbook. 33.33% of participants answered that posters are included with the textbooks. 27.78% of them affirmed videos are included with the textbook. 11.11% of teachers uttered that textbooks have a workbook. According to Bastidas (2002) textbooks must be supported with complementary materials in order to get a better learning-teaching process. For this reason, it can be noticed that all teachers coincided that their textbooks involve some additional material to teach English.

14. Which English resources does your institution have?

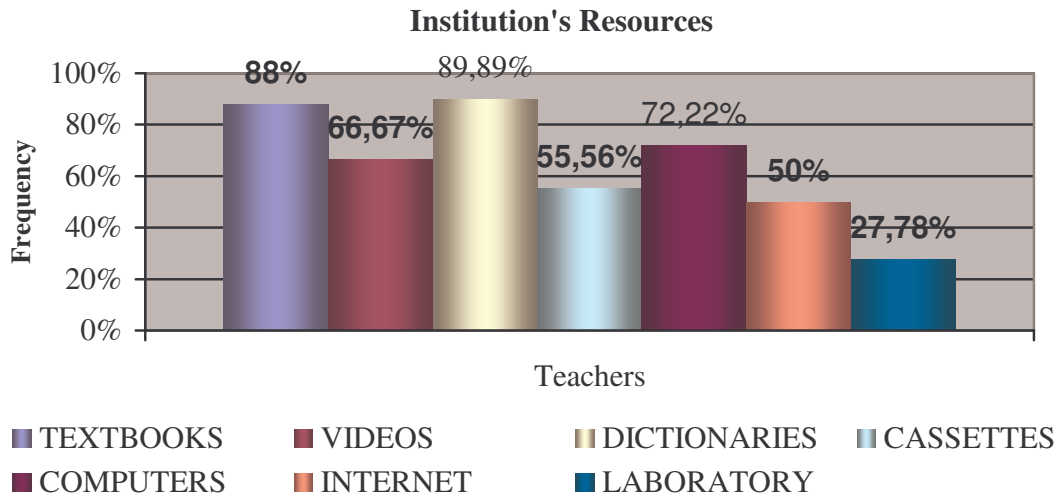


Figure 18. To this question the most outstanding percentage was 88.89% of the answers, which showed that dictionaries are the most used material in the high schools. But also the textbooks have a high percentage; 88%, this confirms that this is one of the elements that are the most popular. However, computers are being lately taken into account in the teachers' answers with 72.22% and videos with 66.67% and cassettes are the audiovisual aids most commonly used in the institutions. On the other hand, high schools have their own materials to develop an English class and they base it on the technology, that is why, 50% of teachers hold internet is the material that the institution has to support the English learning and 27.78% of them answered that their institution has a laboratory to prepare students in a foreign language. The materials are a very essential factor into the model of learning –teaching English of Strevens (1977) which can be used by teachers and learners. These resources are interesting, encouraging and they must stimulate the learning-teaching of a foreign language.

Students' survey

In this survey, questions focus on the use of the textbook more than on the selection because students do not participate in this process. The categories about the use of the textbook provide information to identify the incidence that the textbooks have in the learning– teaching process.

The first question was:

1. Do you use an English textbook?

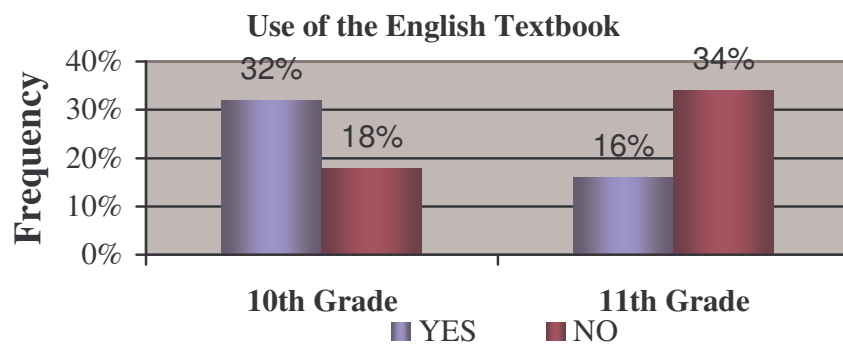


Figure 19. In this question there are two differences between students of 10th and 11th grades because 33% of students of 10th grade use an English textbook, in contrast to the 34% of students of 11th grade who do not use it because they follow another methodology in order to prepare for the ICFES test and to get more knowledge about the language using other resources that their teachers provide them with. For example, in some high schools, English teaching focus more on reading and writing, for this reason they use other resources according to their needs.

2. Do you participate in the selection of the textbook?

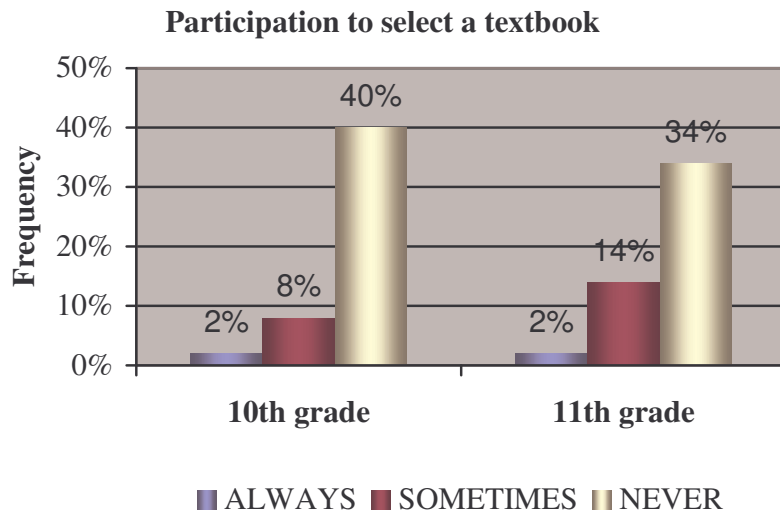


Figure 20. In both grades, 40 % of students of 10th and 34% of students of 11th grade stated that they do not participate in the selection of their textbook. Although, 8% of students of 10th grade and 14% of students of 11th grade affirmed that they can participate in this process.

3. Is a textbook useful to learn English?

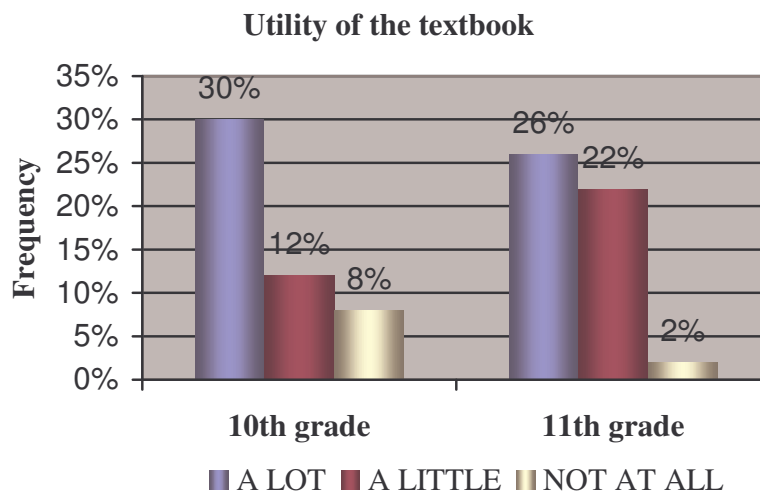


Figure 21. According to the results, 30% of students of 10th grade and 24% of students of 11th grade considered that the textbook is a very essential resource to learn English. However,

12% of students of 10th and 22% of 11th graders thought it is useful but it lacks some important aspects to carry out a good teaching and learning process of English. It was noticed that students consider it as a useful tool for their learning. The journal English for Specific Purpose World stated that effective English textbooks facilitate students learning the necessary language skills, also, they are a foundation of schools and the main source of information for learners and teachers and finally textbooks are a primary instrument for developing knowledge, attitudes and principles of people.

4. Does your English textbook satisfy your needs?

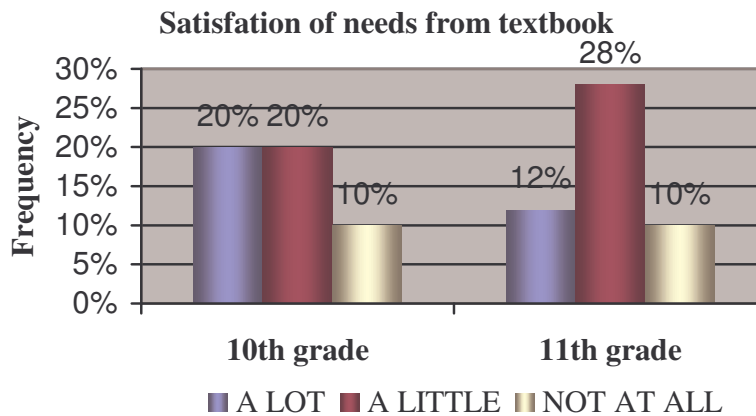


Figure 22. 20% of students of 10th grade stated that textbooks satisfy their needs a lot.

Another 20% of them said it satisfies them a little. And 10% of them considered that the textbook does not fulfill their expectations. On the other hand, 28% of students of 11th grade affirmed that textbooks satisfy their needs only a little, but not totally because there is a 22% of them who announced it satisfies them a little and 10% of students of 11th as in 10th grade insist that the English textbook does not suit their needs totally. Bastidas (2002) said that there are three very important steps for selecting a textbook and one of them is to determine our students' needs, because they are the ones who will receive the knowledge. In contrast, according to the results, the textbook used in the five public high schools satisfy students' needs sometimes because in

most of the cases in both grades, students agree with this answer. For this reason the selection of a textbook must serve to choose the best option and satisfy the students' needs and interests.

5. Is the English textbook useful or helpful to understand the language when the teacher's explanation is not enough?

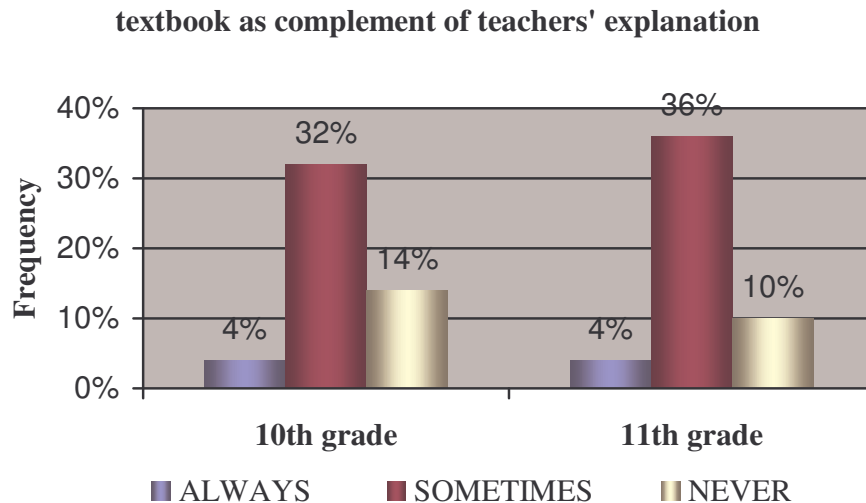


Figure 23. To this question, 32% of students of 10th and 36% of 11th grade coincided that sometimes using a textbook produced clearer understanding when the teacher's explanation is not enough. But other ones with 14% in 10th and 11th grade considered it clarifies the doubts sometimes. 4% of students of 10th and 11th grade hold it never convinces them without the teacher's explanation. This answer was a minimum part, so it can be concluded that most of students believe that the textbook is a very useful tool for the learning-teaching process of English.

6. How long do you use your English textbook?

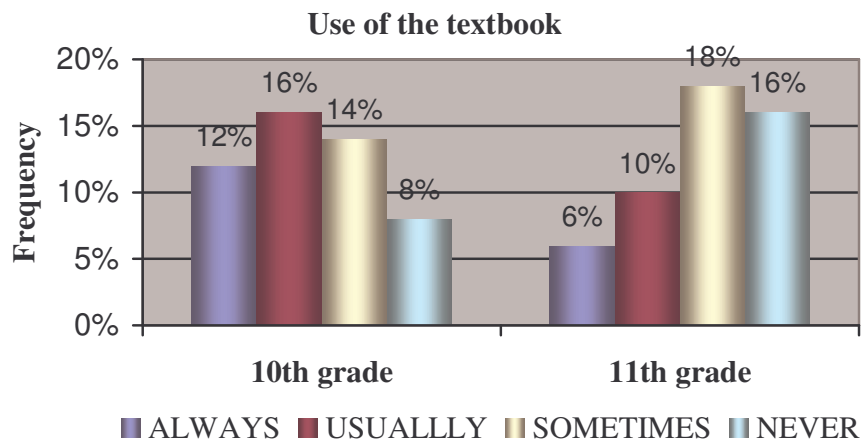


Figure 24. To this question, the answers were very different for the two grades because the use of the textbook is dissimilar in 10th and 11th grade. In the 10th grade, 16% of them affirmed that they usually use the textbook in their classes. In contrast, 18% of students of 11th grade stated, they use it sometimes. 14% of the participants of 10th grade answered that it is sometimes used in their classes and 16% of participants established they never use it; 12% of students of 10th grade held they always use it while 10% of 11th grade uttered that they usually use it. 8% of 10th graders said they never use it but 6% of students of last grade stated they always use it. Then, there is a disparity between both grades because in some situations, students of 11th grade do not use this material for they are provided with other resources suitable for their English level, goals of the course and their needs, while students of 10th grade usually follow a textbook for the English classes.

7. What do you think about the use of the textbook by the teacher?

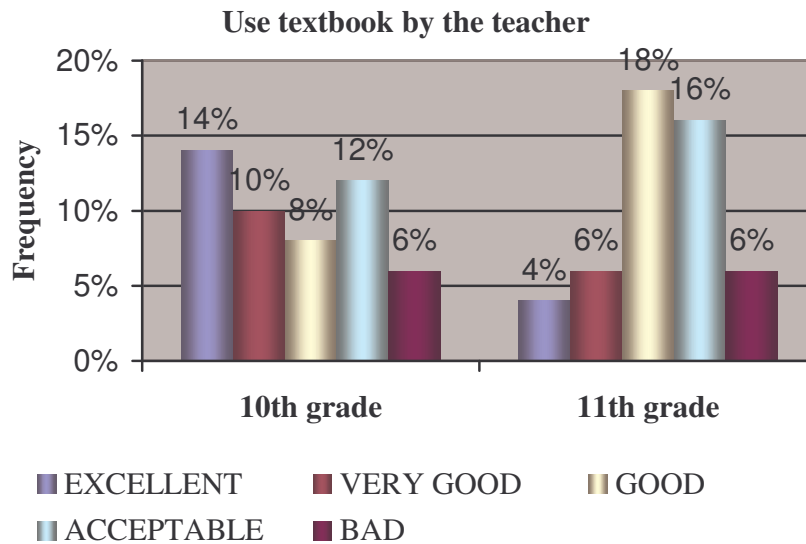


Figure 28. To this question the answers were very varied because 14% of students of 10th grade considered that the teacher uses the textbook in an excellent way but in 11th grade only 4% of students considered the use of the textbook by the teachers is excellent; 10% of students of 10th grade affirmed the use of a textbook by teachers is very good while 6% of students of 11th grade answered this option, too. There is a big difference in one of the answer because 8% of students of 10th grade considered that the implementation of the textbook is good in contrast to the last grade, where 18% of the participants answered this option, that is to say, the average is higher. In both grades students coincided that teachers use textbooks in an acceptable way because the average is almost similar 12% of 10th and 16% of 11th grade. 6% in both grades answered the use of the book is inadequate. It can be observed that although in 11th grade students almost never use a textbook they consider that when the teacher uses it, she/he does it in a good way. In contrast, students of 10th grade usually use it and in their answers some people announced that the use of this material by teacher is excellent but others consider it only acceptable.

8. What kind of human resources or materials would you like to use to learn English?

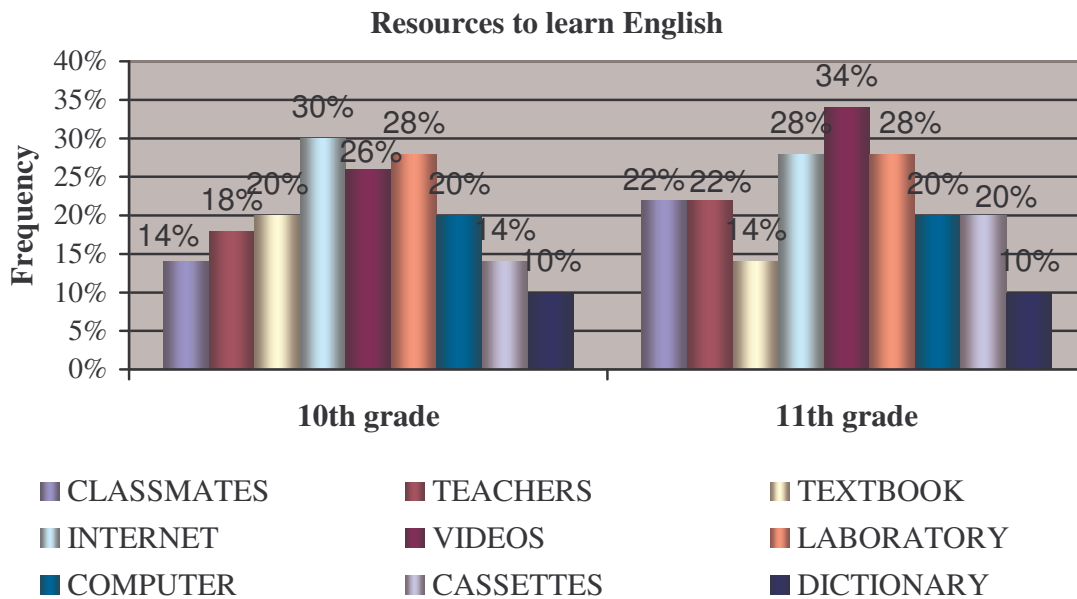


Figure 29. 30% of students of 10th grade would like to learn English using internet, while 34% of students of 11th grade prefer to work with videos. In both grades 28% of them coincided that they would like to work in a laboratory. In 11th grade the same average of the participants answered they would like to use internet. Regarding other resources, there is almost a balance between the averages in both grades because in 10th grade computers and textbooks were chosen by 20% of the participants, and in 11th grade 22% prefer classmates and teachers as human resources. 18% of students of 10th grade were interested on the teacher as a human resource and 14% of them said using cassettes would be a good idea and the same number of people would like to learn with their classmates. 14% of students of 11th grade would enjoy learning with a textbook. Finally, the resource that both grades would love to use to learn English is the dictionary with 10%. According to Tomlinson (1998) high quality materials are an advantage to help students to learn a language because they include contents, methodology,

activities and other resources. For this reason, students in both grades affirmed they would like to learn English with different kinds of materials.

9. What kind of additional materials do you use?

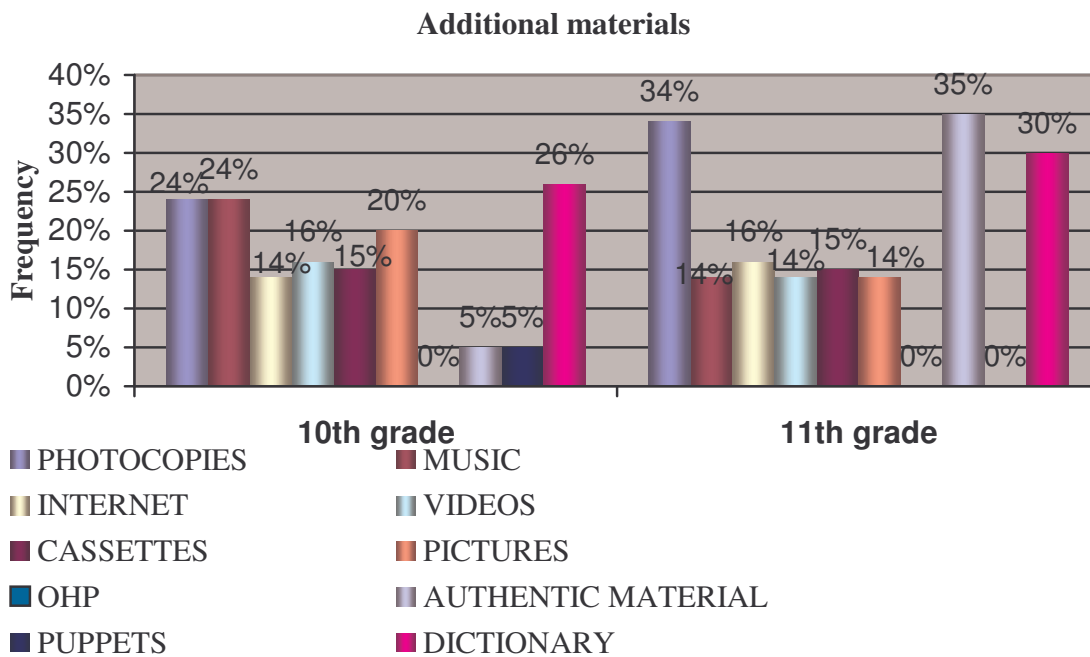


Figure 30. 26% of the students coincided that the dictionary is very used and almost the same average 24% of them agree with using photocopies and music. 20% of the answers refer to pictures. And among internet, videos, and cassettes there is almost a balance with 14%, 16% and 15% respectively. 5% of them use authentic materials and puppets. But OHP is never used. It was observed that 35% of 11th graders work with authentic materials and 34% of them with music. Besides, in the 11th grade photocopies are used a lot; there is 30% of participants who affirmed it. Regarding the other materials there is a balance among them because music, internet, videos, cassettes and pictures have almost the same percentages: 14%, 16%, 14%, 15%, 14%, respectively. Although the dictionary is the material less loved to learn English, it is the

additional resource which is more frequently used for learning-teaching English in the most of the institutions.

10. What does your textbook include?

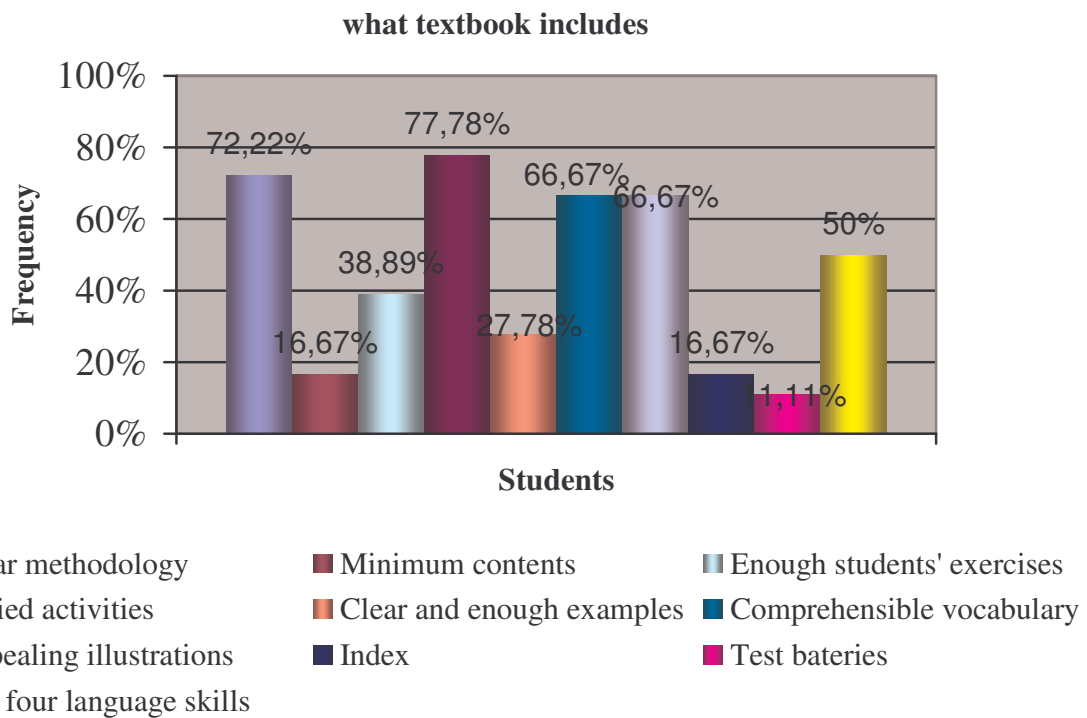


Figure 31. According to the results, 77.78% of students stated that their textbooks include varied activities. 72% of them affirmed clear methodology is involved in this material, 66.67% of them held that textbooks have comprehensible vocabulary, and appealing illustrations. Half of students said their textbook incorporates the four language skills. 38.89% of students answered that the textbook includes enough students' exercises. Clear and enough examples, minimum contents and index have a similar average. Test batteries are an aspect that few textbooks use, this option was answered by only 11.11% of the participants. It can be realised that students' answers show that these aspects have a different importance for the selection of a textbook because some

factors were answered by many participants while others were considered by a minimum part of the participants.

General Analysis

The information was analyzed through percentages to finally interpret the data according to the general theory of a qualitative investigation and research of the selection and use of English textbooks. The application of surveys was made in 5 public high schools of Pasto to 50 students of men and women around 14 and 17 years old of 10th and 11th grades, then the analysis and interpretation of surveys was made according to obtained outcomes. To identify the criteria used in the selection of textbooks that these high schools use with the surveyed students, it was indispensable to take into account the following aspects:

To begin, it was essential to know if the textbook is used, 97% of the teachers and 48% of students in both grades in the 5 high schools answered in a positive way. There is a contradiction between teachers and students regarding the percentage. Most of the teachers affirm that they use a textbook. Nonetheless, among students their answers were varied because half of them use a textbook and the other part use materials different from a textbook for they on other aspects of the language and the textbook is not enough, these aspects are to prepare for the ICFES test, another one is to use other resources to focus on the four language skills.

It was necessary to identify who selects the textbook. According to Bird (2001) in her article "Evaluation and Selection of Textbooks" to select textbooks it is important to get information from teachers, staffs and experts. The outcomes of the surveys indicate that there is a great difference among students' and teachers' answers on account that 74% of students in both grades claim that they are relieved to participate in the selection of the textbook. Thus, most of the students answered that they never participate in this process. This is carried out by teachers: 88% of them and 100% of directors of area. It is indispensable to know that teachers and staffs are the

same people who have two occupations: as an English teacher and as directors of the English Area in the high school. Therefore, they were the ones who provided the most relevant information to identify the used criteria to select a textbook which are mentioned ahead:

1. Students' English level
2. Contents
3. Accompanying materials for the textbook
4. Students' needs and interests
5. Activities
6. Skills
7. Students' age
8. Syllabus

According to Bastidas (2002) in his article "Selection and Evaluation of the English Textbook" he talks about students and their general characteristics as one of the main aspects to choose this material. For this reason, students' English level is the most relevant factor taken into account by 99% of teachers and 80% of directors of area because this is related to the goals of the course. Before implementing a textbook it is necessary to establish an objective to achieve which will be gotten through the students and teachers' effort. In this way, knowing students' level help to establish new goals in the course and the effort is directed to an objective (Bastidas).

Another significant aspect is the textbook's content: 83% of teachers and 80% of directors of area think content is very important to choose a textbook since good contents must be supported by validity and authenticity in order to select a practical resource. At the same time it

must include appropriate topics, which will help to achieve a higher English level in the students. According to Harmer (1991) the textbook is an aid, usually the most important one. There is not a sacred textbook, therefore teachers will have to look for the best ways to use it; in other words, the teacher should use materials that the textbook includes for the teaching process in order to get the goals of the course. Accompanying materials for the textbook is another essential aspect that surveys' outcomes show. 77% of teachers and 60% of directors of area state that textbook' s material is very significant to teach the language. Conforming to Tomlinson (1998) they offer choices and support variety of wants and needs. These must contribute positively to teachers and students providing reflection, evaluation and adaptation by teachers.

Bastidas (2002) when talks about students, at the same time he mentions their needs and interests which must be identified before selecting a textbook. However, each group of students is different from any other and while many books are written with a general student audience, everyone is exclusive and must be treated individually (Harmer, 1991). For this reason, according to the results 61% of the teachers and 60% of directors of area consider it is crucial to take into account students' needs and interests to select the most adequate textbook since it is fundamental to know what the students want and need (Tomlinson, 1998).

According to the obtained outcomes, 55% of teachers and 40% of directors of area think it is decisive to select a textbook to review what kind of activities it includes, because they need to be varied and interesting for they allow students to practice and interact with the language (Bird, 2001 & Cunningsworth, 1995). However, according to the results it could be said that the practice of the target language textbook' s activities was considered only by a part of the surveyed people. They consider other things to practice the language. As a result of this study it can be observed that many teachers affirm they prefer to use or create their own activities

because it is important to know who will use them; thus, every one is unique and each person has his-her own needs.

With all the previous information, in the selection of a textbook some consistent evaluation and procedure must be taken into account because textbooks must fit all criteria in order to satisfy and fulfill the goals. When the teacher knows his or her objectives for the course, he or she can identify what kind of skills the textbook must include, according to students' needs and interests and to the aims, regarding the results 50% of the teachers and staffs state the skills are a good aspect to consider in the selection. Besides, in the learning-teaching process of English it is very necessary to include the 4 language skills to improve the level of proficiency of the language. Nevertheless, according to classroom observations made in the five public high schools, the four language skills do not have balance among them because in some institutions they focus more on one or two than on the others.

Finally, according to the results the students' age and the syllabus are the aspects less taken into account for selecting a textbook, these aspects are necessary because the textbook should satisfy the audiences' interests according to the age. In addition, it is very essential to know what kind of methodology, resources and lessons and/or units the textbook has, because all these aspects will help to get a better learning- teaching English process. In the results, it can be noticed that 44% of teachers and 40% of directors of area pay attention to the syllabus because it provides tool, plans and facilitates lessons according to the students' needs (English for specific purpose world). Then, it can be said that the textbook is used by the teacher and students in a different way because the first ones say they often use it while students differ in their answers. Regarding the selection, it is chosen by the teacher and directors of area who are the experts in the subject; that is why, they know what aspects must be taken into account for the selection. These aspects are mentioned by authors as Bird (2001) who talks about objective of the course,

students' English proficiency, needs and interests as the factors that must be taken into account in the selection; in addition, she says all textbooks must have as activities, methodology, evaluation, accompanying materials contents, syllabus, students' culture and age, teachers' needs, etc to carry out a good process of selection. As consequence of the results, only, some aspects above mentioned have most relevance to the people who select the textbook, for example: students' English level, content, accompanying materials, students' needs and interest, activities, skills, students age and syllabus.

To analyze the second objective: To identify if textbooks have an incidence on the teaching–learning process and what type of incidence it is, it is necessary to identify how teachers and students use the textbook. According to the outcomes, the use of this material is as follows: 55% of teachers and 56% of students and 100% of directors of area of the 5 surveyed high schools coincide that the textbook is an important and useful tool in the learning-teaching process of English. It is an important instrument because it facilitates to students the learning and teaching of the language skills, also it allows the developing of knowledge, attitudes and principles of people (English for Specific Purpose World). And it is a useful aid because it helps to prepare a class, it includes many complementary materials and it avoids creating new resources (Brown, 1994). Therefore, students, teachers and directors of area hold it is important but there are other useful resources to use in the English leaning and teaching as additional materials which are an aid in this process.

As for time that participants use the textbook 55% of teachers and 32% of students use it in the class, checking the average it is obviously clear that textbooks are not used all time. Besides, there is a contradiction between teachers' and students' answers regarding the amount of hours that they use it. It could be said that teachers use textbooks for many things in the class while

students are limited to use it when the teacher asks them to read, write, or do the books' exercises or activities.

On the other hand, according to Bird (2001) in the use of a textbook it must be taken into account the presentation, practice, aims and content; but according to the outcomes most of the time, the textbook is used in classes to try to follow the most important contents, because the textbook needs to be complemented with more material or things, that is why it is necessary to look for other topics through new resources in order to get the goals of the course. On the other hand, the result of this study (through surveys and classroom observation) shows the used textbooks in the 5 surveyed high schools include clear methodology and varied activities. These two aspects are the most relevant ones or mentioned by the teachers. The first aspect is important because it makes it easier the use of the textbook and provides a better understanding of the contents. In relation to activities, teachers say their textbook incorporates in most of the cases crosswords, games and songs as comprehensible vocabulary. Appealing illustrations and teacher's additional explanations are aspects that the teachers consider of equal importance because the vocabulary is one component of the language skills; also illustrations are an important resource to facilitate the learning-teaching process, and finally, teacher's additional explanations help to make the teaching process easier and at the same time, to provide a better comprehension of the units.

Taking into account that the language involves the 4 skills, teachers have a particular opinion about them because half of teachers state that the teachers' textbook includes the 4 skills, although they focus more on one; that is why, the most popular one is reading, then listening, next writing and finally speaking. Although the textbook includes the four language skills there is not a balance among them. According to the classroom observation among the five high schools,

only two of them develop the four language skills. In contrast, the others often focus on one or two skills.

Besides, the materials to learn English are very important, that is why teachers state that they use CDs, cassettes and pictures because these are included with the textbook, but students prefer to learn English through videos, computers, internet and the laboratory because they are more interested in English that is presented through more up-dated and dynamic topics, for this reason, students consider that when they use different materials the learning process is more motivating and this allows that students learn a foreign language more effectively. On the other hand, teachers who use a textbook repeatedly following a sequence may become boring over a period of time and the study of English becomes a routine and thus less motivating, (Harmer, 1991).

The following list considers the most important and useful materials used by teachers and students of the five high schools.

MATERIALS	STUDENTS	TEACHERS
Photocopies	58%	94%
Dictionary	56%	94%
Cassettes	30%	72%
Music	38%	72%
Videos	30%	50%
Internet	30%	50%
Authentic material	20%	49%
Pictures	34%	38%

The list shows that 94% of teachers and 58% of students consider photocopies and dictionary are the most used materials in the English learning and teaching process. These are

important resources because they provide information about different topics, vocabulary and photocopies are very practical. After, 72% of teachers and 30% of students talk about cassettes as an important resource in the process. 72% of teachers and 38% of students refer to music like a material which is useful in the English area. 50% of teachers and 30% of students assert videos and internet can contribute in a better way in the process. 49% of teachers and 20% of learners hold authentic material has a significant contribution because it is more updated and this shows the reality, it involves students in real situations; that is why, these topics are more interesting. Although for its average it is not very used. Finally, 38% of teachers and 34% of students like to use pictures as an appealing resource.

On the other hand, the institutions have their own materials to teach English and teachers can use them with their students such as: dictionaries, computers and tape recorders. These are very important because these can contribute making a more interesting class because they are different resources, which provide vocabulary, different programs with varied methodologies and helping pronunciation of the foreign language, respectively, and therefore to get a better teaching and learning process of English. Finally, the tape recorders and videos are very necessary because teachers would show many places or cultures where people speak English and with a presentation of everyone and thus students repeat the pronunciation and also listen to the language in a better way. Besides, students can listen to some songs and improve the pronunciation.

The textbook is important for English teachers and students because it facilitates English learning- teaching, it is useful and necessary tool in this process because it provides many other resources and ways to facilitate its use and comprehension of contents and it provides basis of instruction as activities and exercises to interact in the language. Regarding the incidence of the use of the textbook it could be said that this is presented in a partial way, although the textbook is a good resource, teachers do not use all the time because it becomes monotonous and boring if it

is always used. Besides, in the learning-teaching process it is necessary to use other important materials which support the textbook and help to achieve the goals of the course. Also according to the results teachers prefer to apply additional activities different from the ones the textbook includes, in order to motivate the students. When the incidence of a textbook is taken into consideration, it is necessary to keep in mind that it begins from the textbook selection although there is not a perfect textbook, but just the most adequate one (Grant, 1974), more to the point, it is essential to know how to choose a textbook and obviously how to use it, for this reason, the incidence depends on the adequate use of the textbook, because it is significant to consider student's English level for the reason that the textbook must be contextualized and a textbook must provide the exercises and activities according to the English level. Furthermore, the content is vital, because a good textbook must present clear topics, a sequential order and exercises which can be developed by the students, moreover this must have accompanying materials which should be varied and interesting, what is more, the textbook must include activities which should be varied and practical. It also must focus on the 4 language skills, because these help to enhance the learning of English. Finally, the textbook must make available a syllabus which be good, and of easy methodology to follow.

According to half of the directors of area, teachers and students, the textbook is a very essential tool, because it helps them to prepare a better class in which activities and contents are very interesting and besides they use the accompanying materials to develop a good class. The textbook becomes a very useful tool and if teachers use it in a correct way it can be a great help for both teachers and students. In the English learning- teaching process high quality of textbooks is an advantage to help students learn language and help teachers who wants to get a better academic level in their students. This is presented when teachers and students find out ways to increase the effectiveness of the textbook, at the same time, utility of other materials, which must

be together with a suitable methodology in order to facilitate learning, increase understanding of language and achieve the goals of the course, institutional objectives and satisfy students' needs and interests.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The incidence of the use and the selection of the textbooks on the learning-teaching process of students of 10th and 11th grades of some public high schools of Pasto was an research in which a problem statement was established and two variables were identified: selection and use of the English textbooks and the problematic of the learning of English as a foreign language. For this reason, it was necessary to find out the bases about aspects of the selection and use of a textbook and the theories about learning- teaching process of the foreign language. In that way, it might be noticed that in the learning-teaching process of English there are different theories as behaviourist, innatist and cognitive which considered that human behaviour, the universal grammar, and conduct patterns are different factors to acquire or learn a language, also some authors to explain the learning process through several models, in this study it was taken into account Strevens' model. It refers diverse characteristics interfere in the process as teacher, learner, policy and aims, administration and organization, methodology, materials construction and others. These aspects are very important in the process because they are a complement of every thing of it; then, this research is based on materials construction as an essential factor for the process, thus it refers to textbooks in a specific way in order to develop the study and achieve the objectives or answer the problem statement. Textbooks are a standard work of basis of instruction of knowledge which is an aid to teachers and students who ones to get a successful learning and teaching process of English. 5 Directors of area, 16 teachers and 50 students of five schools participated in this study. They answered a series of questions which asked of different aspects of textbooks in order to analyse what the incidence of the selection and use of textbooks is on English- learning teaching process of students of 10th and 11th grades of some public high schools of Pasto. In this part, it was found out that this incidence is presented when teachers who

selects a textbook follow a series of characteristics that all textbook includes, besides the incidence depends on that use of textbook by teachers and students because it is only a resource which needs to be complemented with other material and a good methodology by teachers in order to achieve a better learning-teaching process of English.

The textbook is an important and useful tool for the learning and teaching process of English, but this needs to be chosen in a careful way because it must answer a series of questions as what students and teachers want and need to use to carry out an effective teaching-learning process. It can be observed in the results that selecting a textbook can be a difficult task because it is necessary to take into account many aspects like students, teachers, institutions' needs, interests, objectives; characteristics of students and teachers as age, culture, English level; textbooks' resources and others because they help to select not the perfect textbook but the most adequate one.

According to Bird (2001) teachers and directors of area and experts are the ones who select textbooks. In this study, it can be noticed that most of teachers and directors of area in the five public high schools of Pasto are the people who carry out this process.

According to Bastidas (2001) for the selection of the English textbook, it is relevant to apply an evaluation and analysis of it. This process was carried out taking into account some aspects as: content of lessons, objective, methodology, skills, quality, and vocabulary, accompanying materials, glossary, index and others. In the obtained results many of the aspects mentioned by the authors are considered important by the teachers and directors of area who select the textbooks in the five schools. However, there are other aspects that they disregard or not pay attention to such as teachers' English level, needs, interest, culture, glossary, index, design and teachers' age. Therefore, it can be said there is a contradiction between authors as Bastidas, Bird

and teachers of the five public high schools because the first one establish all these aspects as important while teachers say some aspects are more important than others.

According to the findings teachers and students think that accompanying materials are very relevant during the selection of a textbook. They state that must include CDs, cassettes, pictures, videos. The outcomes show most of the textbooks include CDs.

There is a contradiction between teachers and students' answers regarding the use of the textbook because most of the teachers affirm that they use a textbook in their class and many students hold that they do not use it. In this part, it is necessary to mention that students of 10th grade use a textbook while in 11th grade they do not. They have their own resources according to their objectives and needs.

.After analysing the final results the following conclusions can be drawn: The information collected helped to understand that textbooks are very essential on the teaching- learning process, and their incidence is a positive one. Most of the students affirmed the textbook is very important. It helps teachers and students because it includes goals and objectives and it has an easy sequence to follow. On the other hand, it has examples, exercises, activities which help to understand and increase the English level.

In another way, teachers uttered that when they use a textbook it helps them to prepare a class in a better way, besides they said that it is a very important tool to improve students' learning. Nevertheless, although the textbook is an advantageous instrument to learn and teach English, according to teachers and students it must be complemented with other materials.

For this reason, the incidence found was not in a significant way, because in all high schools, the textbook is not used all the time, that is why, teachers and students need other resources to learn and teach English, for example, cassettes, videos, photocopies, illustrations and so on.

The textbook serves as a guide to follow teachers and students. And it can be adapted and complemented with other things in order to become more useful. After having carried out a research in some public high schools in Pasto, the textbook was considered as a very important tool to teach and learn English and today the textbook is considered as an useful instrument, but if it is complemented with other materials. Its incidence depends on how it is used by teachers and students.

Recommendations

After having analyzed the answers of the interviewed directors of English, teachers and students and compare these answers with some authors of TESOL, we could give the following recommendations:

When teachers are selecting the textbook, it is recommendable to consider not only the opinions of the teachers and the directors of area, but also the opinions of learners, parents, and experts.

They should also review if this material is suitable for their English knowledge. Furthermore, they need to regard if this is related to their needs, likes, dislikes and interests and if it is important to achieve their goals.

To really benefit from a textbook the teacher must consider all its parts but specially s/he must know how to implement them in the classroom

Teachers should encourage students to use their textbook in independent tasks to be performed out of the classroom. In this way s/he will be leading students to autonomous and independent learning supported by the activities proposed in the textbooks.

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It is important to recommend that English teachers should not always employ the textbook but they can also look for additional materials such as videos, CDs, authentic materials, realia and others in order to avoid monotony and boredom.

When the learners are using the textbook, we recommend that they have to be interested in knowing their textbook, the contents, the methodology, the evaluation, and the tasks that will be used in the class.

We also recommend to the students that they should use the textbook inside and out of the classroom in order to get better outcomes in the English learning and teaching process.

Finally, learners should look for all the advantages of accompanying and additional materials that can contribute to the process of learning English.

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ANNEXES

In this part of the study, taking into account the two specific objectives: “To identify the criteria used in the selection of textbooks that some public high schools use with the students of 10th and 11th grade and to identify if the textbooks have an incidence on the teaching-learning process and what type of incidence it is”. It is necessary to do a categorization which describes the different aspects taken into account for the selection and the use of textbooks by teachers and students. It is based on the theories and articles quoted in the framework by Bird (2001), Bastidas (2003), Tomlinson (1998), Morgan (1987), Cunnisworth (1995) and others. Besides other articles taken from internet as English for Specific Purpose World. With this information a format about classroom observation and a series of surveys are planted which are apply to the participants of the study in order to identify the above mentioned objectives.

Table 1 Categorization

OBJECTIVE	CATEGORY	SUBCATEGORY	CONCEPTUAL DEFINITION	QUESTIONS
To identify the criteria used in the selection of the textbook that 5 high schools use with students of 10 th & 11 th grade	Textbook		Textbook is a book used as a standard work of basis of instruction in any branch of knowledge	Do you use English textbook? , Do you participate in the selection of textbook? , Do you consider English textbook is an important tool for learning and teaching process of English?
	Aspects for selection of a textbook	Students` age Teachers` age Students` English level, Teachers` English level, Students` culture Teachers` culture Students` needs & interest, Teachers` needs & interest, Textbook quality	English proficiency, English proficiency. Students` context, Teachers` knowledge Students need to learn to achieve the objectives of the course Teachers` students achieve the objectives Paper, weight	

Table 2.

OBJECTIVE	CATEGORY	SUBCATEGORY	CONCEPTUAL DEFINITION	QUESTIONS	SOURCE	TECHNIQUE
To identify the criteria used in the selection of textbooks that high schools use with the students of 10 th & 11 th grade	Who	Skills	Textbook include the four language skills		Teachers	Surveys
		Syllabus	Useful methodology with supplementary exercises			
		Students	Students who will use the textbook	Whose opinion is taken into account for selection the English textbook?	High schools (staffs)	Surveys
To identify the criteria used in the selection of textbooks that high schools use with the students of 10 th & 11 th grade		Teachers	Teachers who will use the textbook	Do you participate in the selection of textbooks?	teachers and students	Surveys
		Parents	Students' parents			
		Experts	People who know about the selection of textbooks			
To identify if the textbooks have an incidence on the learning – teaching process	Use		The use of textbooks refer to their implementation	What is the use of textbook by teacher?	Students	Surveys
				How do you use your textbook	Teachers	Surveys
		Time	How long the textbook is used in the class	How long do you use your textbook?	Teachers	Teachers & students

Table 3.

OBJECTIVE	CATEGORY	SUBCATEGORY	CONCEPTUAL DEFINITION	QUESTIONS	RESOURCES
To identify if the textbooks have an incidence on the learning – teaching process		Clear methodology	It refers to the presentation, practice and evaluation of textbooks	What aspects does your English textbook include?	Teachers and staff
		Minimum contents	Textbook include grammar, vocabulary, and language skills. Each unit must connect the topic with students' needs & interest		
		Teacher's additional explanation Exercises	Textbook is a guide for teacher		
		Activities	It refers to the tasks to work with the students		
		Examples	Games, crosswords, songs Adequate examples to students according to explanation.		

Table 4.

OBJECTIVE	CATEGORY	SUCATEGORY	CONCEPTUAL DEFINITION	QUESTIONS	SOURCE	TECHNIQUE
To identify if the textbooks have an incidence on the learning – teaching process		Vocabulary	Comprehensible words according students' level			
		Illustrations	They create a favourable atmosphere for practice language skills			
		Index	List of subjects, names or lessons in the textbook			
		Test batteries Skills	Work book Speaking, listening, reading and writing	Does textbook integrate four skills?	Teachers	Surveys and classroom observation

Table 5.

OBJECTIVE	CATEGORY	SUBCATEGORY	CONCEPTUAL DEFINITION	QUESTIONS	SOURCE	TECHNIQUE
To identify if the textbooks have an incidence on the learning – teaching process	Accompanying material		Supplementary materials that textbook include	What kind of accompanying material does the textbook include?	Teachers	Surveys and classroom observation
To identify if the textbooks have an incidence on the learning – teaching process	Additional material		Other resources that textbook does not include but teacher can use in the class	What kind of additional material do you use? Which English resources does institution have?	Teachers and students	Surveys and classroom observation
To identify if the textbooks have an incidence on the learning – teaching process				Does the textbook motivate the students for English learning? Does textbook satisfy your needs? Is the English textbook useful or helpful to understand the language, when teacher's explanation is not enough?	Staffs The five high schools	Surveys Classroom observation Students

Format: Classroom observation

1. How many students are there in the course?
2. How long is the class?
3. Does the English teacher use a textbook for the class?
4. Does the English teacher use additional materials?
5. What kind of additional materials does the English teacher use in the class?
 - a. Video
 - b. Cassettes
 - c. Pictures
 - d. Photographs
 - e. Dictionary
 - f. Other_____ which_____
6. Are the English teacher and the textbook enough resources for the teaching-learning process of English?
7. Is it necessary to use additional resources in this course? Which ones?
8. What kind of materials does the textbook include?
 - a. Video
 - b. Cassettes
 - c. Pictures or illustrations
 - d. CD
 - e. all of them
 - f. other_____ which_____
9. Does the English textbook integrate the four skills?
10. Do students enjoy the textbook?

11. Does the textbook motivate the students for learning English?

- a. Always
- b. Sometimes
- c. Never

12. Students like to work with the textbook, because they like the textbook's:

- a. Illustrations
- b. Content
- c. Exercises
- d. Activities
- e. Additional materials
- f. All of them
- g. None of them

13. What effect does the textbook produce in the students actual learning of the language?

- a. Excellent
- b. Good
- c. Bad

OBSERVATION:

High school survey

OBJECTIVE: TO GATHER INFORMATION ABOUT THE SELECTION AND USE OF
ENGLISH TEXTBOOK

1. What kind of resources does the School use for English teaching?
 - a) Textbook
 - b) Dictionary
 - c) Cassettes
 - d) Videos
 - e) Internet
 - f) All the previous
 - g) Other_____ which_____

2. What aspects are taken into account for this selection?
 - a) Students' age
 - b) Teachers' age
 - c) Students' English level
 - d) Teachers' English level
 - e) Students' culture
 - f) Teachers' culture
 - g) Students' needs & interests
 - h) Teachers' needs & interests
 - i) Textbook quality
 - j) Contents
 - k) Accompanying materials textbook (workbook, CDs, videos)
 - l) Design

- m) Activities
 - n) Skills
 - o) Syllabus
3. Whose opinion is taken into account for selecting the English textbook?
- a) Teachers'
 - b) Students'
 - c) Parents'
 - d) Experts'
 - e) none
4. What of the following aspects do you consider are important for the selection of English textbooks?
- a) Students' age
 - b) Students' sex
 - c) Students' culture
 - d) Students' English level

OBSERVATION

Teachers' survey

OBJECTIVE: TO GATHER INFORMATION ABOUT THE SELECTION AND USE OF THE ENGLISH TEXTBOOK

CIRCLE THE ANSWER

1. Do you use an English textbook for your classes?

- a) Yes
- b) No

2. Do you participate in the selection of the textbook?

- a) Yes
- b) No

3. What aspects do you take into account for this selection? You can circle more than one option

- a) Students' age
- b) Teachers' age
- c) Students' English level
- d) Teachers' English level
- e) Students' culture
- f) Teachers' culture
- g) Students' needs & interests
- h) Teachers' needs & interests
- i) Textbook quality (paper. Weight)
- j) Contents
- k) Accompanying materials textbook (workbook, CDs, videos...)
- l) Design

- m) Activities
 - n) Skills
 - o) Syllabus
4. What of the following aspects do you consider are related to your English textbook?
- a) Students' age
 - b) Students' sex
 - c) Students' culture
 - d) English level
5. Do you consider that the textbook is an important tool for the English teaching?
- a) A lot
 - b) A little
 - c) Not at all
6. How long do you use your textbook in your class?
- a) All the time
 - b) Most of the time
 - c) Usually
 - d) Almost never
 - e) Never
7. How do you use your textbook?
- a) Following the order and doing all the proposed activities
 - b) Following the most important contents
 - c) Following the pre-established order
 - d) Other_____ which? _____

8. What kind of additional activities does the English textbook include? You can circle more than one option
- a) Games
 - b) Crosswords
 - c) Songs
 - d) Others _____ which _____
9. Do you use additional materials to the English textbook in your class?
- a) Yes
 - b) No
10. What kind of additional materials do you use? You can circle more than one option
- a) Videos
 - b) Cassettes
 - c) Pictures
 - d) Photocopies
 - e) OHP
 - f) Realia
 - g) Authentic material
 - h) Puppets
 - i) Dictionary
 - j) Other _____ which _____
11. What does your English textbook include? You can circle more than one option:
- a) Clear methodology
 - b) Minimum contents
 - c) Teacher's additional explanation

- d) Enough students' exercises
- e) Varied activities
- f) Clear and enough examples
- g) Comprehensible vocabulary
- h) Appealing illustrations
- i) Index
- j) Test batteries
- k) The four language skills

12. Which skills does the textbook focus on? You can circle more than one option:

- a) Speaking
- b) Listening
- c) Reading
- d) Writing

13. What kind of accompanying materials does the textbook include? You can circle more than one option:

- a) CDs
- b) Cassettes
- c) Videos
- d) Pictures
- e) Posters
- f) Test batteries
- g) Other _____ which _____

14. Which English resources does your Institution have? You can circle more than one

option:

- a) Textbooks
- b) Video tapes
- c) Dictionaries
- d) Tape recorders
- e) Computers
- f) Internet
- g) Laboratory

OBSERVATION:

Cuestionario para estudiantes

OBJETIVO: RECOLECTAR INFORMACION ACERCA DEL LA SELECCIÓN Y USO DEL LIBRO DE INGLES

I. Edad _____ Sexo _____ Curso _____

ENCIERRE EN UN CIRCULO LA RESPUESTA QUE CREA CONVENIENTE.

1. ¿Usa libro de Inglés?

- a) Si
- b) No

2. ¿Su opinión es tomada en cuenta para escoger el libro?

- a) Siempre
- b) A veces
- c) Nunca

3. ¿El libro es útil para aprender Inglés?

- a) Mucho
- b) Poco
- c) Nada

4. ¿El texto usado satisface sus necesidades?

- a) Mucho
- b) Poco
- c) Nada

5. ¿El libro de Inglés despeja todas sus dudas cuando la explicación del profesor no es suficiente?

- a) Siempre
- b) A veces

- c) Nunca
6. ¿Con qué frecuencia se usa el texto en la clase?
- a) Siempre
 - b) Casi siempre
 - c) A veces
 - d) Nunca
7. ¿El uso del texto por parte del profesor es:
- a) Excelente
 - b) Muy bueno
 - c) Bueno
 - d) Aceptable
 - e) Insuficiente
8. ¿Con cuál de estos recursos humanos o materiales le gustaría aprender Inglés?. Puede escoger más de una opción
- a) Compañeros
 - b) Profesores
 - c) Libro
 - d) Internet
 - e) Videos
 - f) Diccionario
 - g) Cassettes
 - h) Computador
 - i) laboratorio
 - j) Otros _____ Cuáles? _____

9. ¿Qué otros materiales aparte del libro usa usted para aprender Inglés fuera de clase?

- a) Fotocopias
- b) Música
- c) Internet
- d) Videos
- e) OHP
- f) Realia
- g) Material auténtico
- h) Títeres
- i) Diccionario
- j) Casetes
- k) Ilustraciones
- l) Otros _____ Cuales? _____

11. ¿Cuál de los siguientes aspectos incluye su libro de Inglés?

- a) Metodología clara
- b) Contenidos mínimos
- c) Bastantes ejercicios para los estudiantes
- d) Actividades variadas
- e) Ejemplos bastantes y claros
- f) Vocabulario comprensible
- g) Ilustraciones atractivas
- h) Índice
- i) Cuaderno de ejercicios
- j) Las 4 habilidades del lenguaje

15. ¿En cuales de las habilidades del lenguaje el libro se enfoca más el libro que Usted usa?

- e) Hablar en Inglés
- f) Escuchar en Inglés
- g) Leer en Inglés
- h) Escribir en Inglés

16. ¿Que clase de materiales incluye el texto que usas?

- h) CDs
- i) Cassettes
- j) Videos
- k) Ilustraciones
- l) Posters
- m) Cuaderno de ejercicios
- n) Other _____ which _____

OBSERVACION:

Budget

In this research the following materials are necessary:

Detail	quantity	unit value \$	Total
Paper	4	9000	36000
Printing	100	400	40000
Pencils	10	600	6000
Pens	10	400	4000
Markers	10	1000	10000
rent a video camera	3	30000	90000
Cassettes	10	1500	15000
Textbooks	5	10000	50000
Photocopies	1000	50	10000
Transportation	1000	750	75000
Internet	350	1600	560000
Books	10	1500	15000
Batteries	20	1000	20000
Telephone	100	250	25000
Other			70000
TOTAL			1007000

