IMPORTANCE AND ROLE OF THE ENGLISH TEXTBOOK IN THE
TEACHING AND LEARNING PROCESSES

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DEDICATION

To God for having given me the life, to my mother Eloisa who always helped and encouraged me with their valuable advices, to my brother Raúl A., to my sister Claudia and to my cousin Oscar for their collaboration and support along this important stage in my life.

Thanks

CAROLINA ERAZO M.

DEDICATION

To God, to my father, who has been principal pillar in my life and who made possible this research, to my sister Gabriela, and to the memory of my mother. Thanks a lot.

GLADYS AMANDA DELGADO

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"Las ideas y conclusiones aportadas

en el Trabajo de Grado, son de

responsabilidad exclusiva

 de sus autores"

Artículo 1º. Del Acuerdo No. 324

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del Honorable Consejo Directivo de

la Universidad de Nariño.

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ABSTRACT

English language has a special position in the world, since it has become the universal language of communication. Therefore, it is necessary to analyze the problems that are present in the teaching and learning processes of English as a second or foreign language. The purpose of this research was to provide information about the importance and the role of the English textbooks in some High Schools of the department of Nariño.

The study was performed taking into account the teachers and students' opinions about this topic, through questionnaires and interviews. We determined that the English textbook is an important tool for classes development, but most of the teachers are only limited to following it as their only resource. This aspect many times makes of this tool a negative source that has harmful effects on students' learning process.

These findings indicated that teachers should know how to use a textbook, how and when to adapt it at students' needs and expectations, and when it is necessary to complement it with additional materials.

RESUMEN

El idioma Inglés ha adquirido una posición especial en el mundo, ya que ha llegado a ser el idioma universal para la comunicación. Por lo tanto, es necesario analizar los problemas que se presentan en el proceso de enseñanza y aprendizaje del inglés como lengua extranjera. El propósito de esta investigación fue proveer información acerca de la importancia y el rol del libro de Inglés en algunos colegios del departamento de Nariño.

El estudio fue llevado a cabo, teniendo en cuenta las opiniones de profesores y estudiantes acerca del tópico en mención, a través de cuestionarios y entrevistas. Se determinó que el libro de Inglés es una herramienta importante en el desarrollo de las clases, pero la mayoría de profesores se limitan a seguir el libro como su único recurso, por lo cual muchas veces este, tiene efectos negativos en el aprendizaje de los estudiantes.

Estos resultados indicaron que los profesores deben saber utilizar el libro, cómo y cuándo adaptarlo a las necesidades y expectativas de los estudiantes, y cuándo es necesario complementarlo con materiales adicionales.

1. THE PROBLEM

In this first chapter we show how our research problem is detected, the reason why it calls our attention, besides we establish the research question, suggest some conceptual and geographical delimitations which will be useful in the process of this study, furthermore we determine the population with which we are going to work. We present the objectives that are proposed to be developed during this work, and finally we expose the importance and some limitations that appear in the process of research.

1.1 THE PROBLEM

1.1.1 Introduction to the problem. Through the time, English has become the international language due to the scientific and technical advances of our society, and the importance that it has at the economic, political, and cultural level. Therefore, the students must be able to use it in different ways of communication. Unfortunately this goal has not been

gotten. Although students study English during six or more years, their English level is too low, especially in the public High Schools.

During the observations of class, we could perceive that in many English classes there are no audiovisual materials especially "textbooks", or if there are, these do not fill the real students' expectations and needs.

Our study is focused on knowing the importance of the textbook in the development of the English classes, and knowing how it is used in the High School.

1.1.2 Description of the problem. Through the observations made in different High Schools, we perceived that in many of them, the English textbooks do not fill the students expectations and needs, because these are selected and used in an incorrect way.

The teachers that use textbooks restrict themselves to teach only the textbook contents, without letting students stay in touch with different audiovisual materials to increase their knowledge of the language.

The problem that we could observe was that most students have a low motivation to learn English and therefore, they do not progress in this process, because teachers focus in an inadequate style the teaching

through the English textbooks that constitute the only audiovisual materials used in the development of the classes.

1.1.3 Problem statement. ¿What is the importance and the role of the English textbooks in the teaching and learning processes in some public and private High Schools of Pasto city?

1.1.4 Delimitations

1.1.4.1 Conceptual delimitations

♠ Learning styles: the different ways that students have to learn a language.

♠ Materials: anything which is used to help to teach language learners. Materials can be in form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

♠ Materials adaptation: making changes to materials in order to improve them to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and

supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners.

♠ Audiovisual materials: materials directed toward the auditive and visual senses, as films, recordings, photographs, that are used as a resource in the development of the classes.

♠ Text: any scripted or recorded production of a language presented to learners of that language. A text can be written or spoken and it could be, for example, a poem, a newspaper article, a passage about pollution, a song, a film, an extract from a novel or play, a passage written to exemplify the use of the past perfect, a record telephone conversation, a scripted dialogue or a speech by a politician.

♠ Need: lack of something essential to achieve a determined goal.

♠ Authentic text: a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text. A story written to exemplify the use of reported speech, a dialogue scripted to exemplify ways of inviting and a linguistically simplified version of a novel would not be authentic texts.

1.1.4.2 Geographical delimitation. This study was made in a selected group of public and private High Schools from Pasto. Located in two parts, in the east and the north of the Department of Nariño.

1.1.4.3 Population. This research was developed with the participation of 6 teachers and 100 students from 10th and 11th grade of the public and private High Schools in Pasto. The students were from 15 to 18 years old.

1.2 GENERAL OBJECTIVE

♠ To describe what is the importance of the English textbook in the development of classes in the High Schools of Pasto city.

1.2.1 Specific objectives.

♠ To determine the role of the English textbook in the teaching and learning processes.

♠ To describe if the English textbooks are appropriate according to students' needs, expectations and interests in the classroom.

♠ To determine what the teachers' criteria to select an English textbook are.

1.3 SIGNIFICANCE

This study is important because it will permit us to know the frequent problems in the teaching and learning of languages, making emphasis in the role and in the way in which the English texts are used in the High Schools of Pasto.

We hope that teachers understand that learning English not only mean knowing the description of the grammar rules, and how a language functions, but also students must use English in real situations of communication.

At the social level this study is important since if the students are able to dominate a different language, they will have better opportunities to progress in social, cultural and economic levels. The ideal would be that students would learn it in the High Schools. For the community, it is important because there will be people with a lot of preparation, persons able to assume the different challenges of the present time and achieve their development and progress.

Finally, if an educative institution knows which is the best way to use an English textbook and how it influences in the learning process, this institution will have better pedagogical alternatives and recognition in the English teaching at social level.

1.4 LIMITATIONS

As the population of our research belongs to different social classes, (high, middle, low) it is difficult to have a global concept about textbook importance. On the other hand the lack of specialized bibliography in the Department of Nariño constitutes a limitation in this research.

By means of this chapter we could observe, that all of these aspects were essential to establish the problem and select the population with which we worked; also to indicate general facts about the role and the importance of the English textbook in some High Schools of Pasto city.

2. LITERATURE REVIEW

Regarding this second chapter we support our research with the authors' different opinions and our commentaries about the value of the English textbook in the classroom. The following data serve us as the basis to verify the existent relation between students' low English level and the use of audiovisual materials, especially textbooks.

2.1 THEORETICAL FRAMEWORK

2.1.1 The English teaching and learning processes. To know English is nowadays a basic need, since it marks the economical, cultural, political, and entertainment fields. Therefore, Colombian education should be principally focused in the improvement of its teaching, because this process has not given good results, although students study it during six or more years they do not speak it in a natural way. According to this aspect Oviedo (1980), says that " El usuario de una lengua extranjera no llega nunca a identificarse lingüísticamente con un grupo social que hable

esa lengua como lengua nativa. La fluidez en la lengua extranjera es inferior a la que se logra en la segunda lengua." We took into consideration other factors that can influence in the English teaching and learning processes, such as:

2.1.2 Teachers. Teachers are essential elements in the learning process, because they have the responsibility of making a person a valuable being, able to contribute in a positive way to change the society.

For Strevens (1977:13), "language teaching is a task in which intelligence, imagination, training, command of language, experience, a body of knowledge an the exercise of judgment and compassion are essential qualities". But in many English High Schools teachers do not strive for giving the best of their knowledge, or to make an agreeable class, most of them do not have interest in students' progress, because they consider this activity as a work in which learning only depends on the students. This conception should change, therefore, the English teacher can be:

◈ First, an active participant in the group, taking part in the activities with ideas, opinions, and personal experiences.
◈ Second, a helper and resource, responding to learners' request for help with vocabulary and grammar. By providing what the language students ask for.

♦ Third, a monitor, checking what learners have produced before they pass it on to other students".

Whatever, the activity, a student based approach is aimed at narrowing the traditional gap between teacher and student. On the contrary, in learner based teaching, the teaching and the learning are taking place on both sides.

To get this goal English teachers should include a set of complex variables, that can influence positively or negatively the students' learning process. Bastidas (1991: 104), includes the following variables:

"Training and preparation, that includes both initial and further training.

♠ *Initial training*, involves an appropriate combination of principle and theory, methodology and practical skills to teach a foreign language.

♠ *Further training*, can be done as in service training, or by being withdrawn from teaching in order to be given additional full-time training.

♠ *Personality*, is the sum total of what characterizes someone as an individual. Many things make up one's personality: feelings and how

one expresses them, values, and prejudices, attitudes, temperament, etc".

Strevens (1977:22), suggests that "the ideal teacher should have three different components:

♠ The skills component, embraces the teacher's command of the language he is teaching, teaching techniques and classroom activities, including the "management of learning" through which the teacher assesses the progress of each individual and adjust his teaching accordingly.

♠ The information component, includes information about education, about the syllabus he will be following and the materials he will be using and about the nature of language.

♠ The theory component, brings in an appropriate selection of the theoretical findings from educational philosophy, psychology, linguistics and applied linguistics".

Unfortunately many English teachers do not manage these variables and components; they limit the teaching process to traditional methods, without creating a cooperative atmosphere in the class, to maximize student practice. Besides the lack of audiovisual materials and the bad

focus given at the English textbooks, constitute a big problem that affects the English teaching process.

Therefore, teachers should keep in mind which is their role and how it can influence students' learning. According to Harmer (1991:220), "A teacher can be controller, assessor, organizer, prompter, participant, tutor and a resource". The adoption of one of these roles depends on the activities that which also determine a varied and interesting class.

Cunningsworth (1995:110), states that "the teacher's role is to act as presenter of material, manager of learning resources and activities, and informant for the students. The teacher will:

◈ Provide warm – up introductory activities to lead into the lesson.

◈ Present new material

◈ Provide explanations where needed

◈ Direct students to move from one exercise or activity to another.

◈ Monitor student performance

◈ Correct or explain where necessary

◈ Encourage personalized application of the language

◈ Suggest further practice material from the revision sections and the workbook".

2.1.3 Students. In this case they are teenagers of High Schools from Pasto, who have different ideas, needs, expectations toward the English language learning. According to Bastidas (1991:105), students think that "learning English is important for the following reasons:

◈ To travel abroad.

◈ To communicate with American people.

◈ Because this language is taught in most of the university careers.

◈ For the development of the country on technology and scientific advancement.

◈ To know another culture.

◈ To translate the booklets of electrical appliances".

Therefore, we can see that there is a kind of motivation in them, this motivation must be profited by the teachers, keeping into account that the success of learning depends on students' encouragement, aptitudes and attitudes.

Oviedo (1980:22), says that "if a student has learned his mother tongue, he is able to learn other languages". The normal persons have the aptitudes to learn. Some people learn in an easier way than others, furthermore, the attitudes can vary between students, all depends on the motivation that impulses them to learn.

In the High Schools many times students present an extrinsic motivation, in other words, students only study English to get a good grade and therefore, they have a passive attitude. But the worst occurs when they loose the extrinsic motivation, in that moment English fails and can be unbearable, both for students and for teachers.

With regards to Motivation Bastidas (1991:104), says that "Gardner and Larbert (1972) established two kinds of motivation: Integrative and Instrumental. In the first one a learner desires to learn the second language to communicate with the people and understand their culture; and in the Instrumental students learn the second language to fulfill a particular objective, as gaining a necessary qualification".

 2.1.3.1 Students' socio-economical level. It is an important factor, because students from private schools have better resources for learning such as: Audiovisual materials, excellent English textbooks, and the opportunity to travel abroad; on the contrary, students from public High Schools do not have this kind of resources, therefore, they have more limited resources which impede the normal learning process.

2.1.3.2 Students' needs. According to a study made by Ponce and Ortiz (2000:13) "there are students' linguistic and communicative needs, the identification of these is one of the privileged mediums to find a clear

interaction between student and foreign language (objectives, program, resources, evaluation). In the study of needs it is necessary to take into account parameters such as:

❖ Learning objectives: In a short- term and in a long term

❖ Types of uses of language (linguistic and communicate functions)

❖ Privileged skills: oral and written comprehension, oral and written expression".

Abbs and Freebairn (1980:165), state that "Students in the 1990s live in a world where political, economical, and cultural barriers are rapidly disappearing; these authors identify five needs experienced by beginner students when learning a language in a class with a teacher and a textbook. These are:

❖ The need to communicate effectively

❖ The need to be familiar with language the language systems

❖ The need to challenge

❖ The need to take on more responsibility for their own learning

❖ The need for cross cultural awareness (Cited in Cunningsworth 1995:97)".

Swam and Walter (1990), "identify the need to respect the learner, adding that people generally learn languages best when their experience, knowledge of the world, interests and feelings are involved (Cited in Cunningsworth 1995:97)".

2.1.4   Methodology. It is the most important element in the English teaching process, it consists on the way in which the teacher organizes the classes, the material, and activities according to the purpose of teaching. According to Bastidas (1996), " the purpose of a method is to give us conditions as relaxing, motivating and community environment to facilitate the effective learning specially of a foreign language (Cited in Insuasty and Mesias 2000:12)".

Celce Murcia (1978:5), suggests that "the methods of language teaching should be based on at least three cornerstones:

❖ What is known about the nature of the language
❖ What is known about the nature of the learner
❖ The aims of instruction".

Bastidas (1991:114), affirms that "for students a good method for teaching English includes:

◈ Using good audiovisual materials, (cassettes, pictures)

◈ Using games, films, songs, puzzles

◈ Using an interesting textbook

◈ Training students in writing letters

◈ Promoting group work".

However, the lack of audiovisual materials constitutes a big problem in many High Schools of this state. In addition, the teachers have a low level of motivation for English teaching, so they do not use different resources as games, films, songs, CDs rooms, puzzles, etc. And in this way the methods used in the development of English classes are too traditional and monotonous.

Bastidas (1991:113), says that "the following methods to teach English are used in the Colombian High Schools:

◈ Reading method   76%

◈ Direct method   75%

◈ Grammar translation method   73%

◈ Series method   71%

◈ Audio-lingual method   68%

◈ Natural method   59%

◈ Audio-visual method   57%

- ❖ Communicative language learning   29%
- ❖ Natural approach   27%
- ❖ Cognitive approach   25%
- ❖ Silent way   17%
- ❖ Notional.- functional approach   15%
- ❖ Total physical response   11%
- ❖ Suggestopedia   11%".

In spite of having these methods for English teaching we realize that teachers limited themselves only to follow a method, which has been created thinking in students from other countries, who have different life styles, thoughts, feelings and needs. In addition teachers do not have the necessary materials to develop the class following these methods.

2.1.4.1 Methodological principles. According to Cunningsworth (1995:99), "many principles sometimes can cover the syllabus or the subject content; others directly address how we teach the language: which general approach and specific techniques we adopt. The main themes of the principles are these:

- ❖ There should be controlled presentation of language.
- ❖ Rules need to be learned, either inductively or deductively
- ❖ There should be a balance of accuracy and fluency

◈ Skills need to be learned both separately and in an integrated way

◈ Communicative practice should resemble real- life language use

◈ Learning and acquisition each have their place

◈ Learners should be actively and fully involved in lessons

◈ Learners should use the language creatively and activities should be personalized where possible.

◈ Learning activities should be varied

◈ Learning should take place in a non- judgmental atmosphere and there should be a positive attitude to error.

◈ Use of mother tongue and bilingual dictionaries is justified where it supports learning".

2.1.5 Materials. The lack of materials is a big problem in the teaching process. Students need these valuable instruments to arise their interest, curiosity and attention, since without these tools the demotivation to learn English increases day after day.

According to Bastidas (1991:114), "instructional materials constitute useful aids for the success of any methodology; with relation to the objectives, the syllabus, the learning activities, the learner and the teacher roles we can select and use different types of teaching materials". Materials can help students to understand the topics with easiness, when they are adapted to students' learning styles and needs.

According to Strevens (1977:27), "all teaching materials need to possess certain characteristics:

◈ *Realistic*: capable of being used by the teachers and learners; capable of being learned from; cheap enough to be available; actually in hand, not empty entries in an official list which never reach the learners;

◈ *Relevant* to the particular points in the learner's progress; to his/her aims and age-group;

◈ *Interesting and varied*; on topics of interest to the learner; intellectually satisfying;

◈ *Encouraging* having the quality of making the learner feel he/she is making progress, or at least enjoying his/her learning;

◈ *Compatible* with the approach being followed; with the teacher's attitudes".

Tomlinson (1998:7), states that "materials can achieve impact through:

◈ *Novelty* (unusual topics, illustrations and activities).

◈ *Variety* (breaking up the monotony of a unit routine with an unexpected activity; using many different text types taken from many different types of sources, using a number of different instructor on a cassette).

◈ *Attractive presentation* (use of attractive colors, lots of white space, use of photographs).

◈ *Appealing content* (topics of interest to the target learners, topics which offer the possibility of learning something new, engaging stories, universal themes, local references)".

2.1.5.1 Adapting materials. Students have different learning styles, therefore, the materials and the activities should vary; this is an advantage because a student can complement his/her learning following another student's learning style.

According to Tomlinson (1998:17), "learner can be helped to gain from learning styles other than their preferred style. The important point from materials developers is that they are aware of and cater for differences of preferred styles in their material and that they do not assume that all learners can benefit from the same approaches as the good language learner".

Tomlinson (1998:17), affirms that "styles of learning need to be catered for in language learning materials which include:

◈ *visual* (e.g. the learner prefers to see the language written down);

◈ *auditory* (e.g. the learner prefers to hear the language);

◈ *kinesthetic* (e.g. the learner prefers to do something physical, such as following instructions);

◈ *studial* (e.g. the learner likes to pay conscious attention to the linguistic features of the language and wants to be correct);

◈ *experimental* (e.g. the learner likes to use the language and is more concerned with communication than with correctness);

◈ *analytic* (e.g. the learner prefers to focus on discrete bits of the language and to learn them one by one),

◈ *global* (e.g. the learner is happy to respond to whole chunks of language at a time and to pick up from them whatever language she can);

◈ *dependent* (e.g. the learner prefers to learn from a teacher and from a book);

◈ *independent* (e.g. the learner is happy to learn from their own experience of the language and to use autonomous learning strategies)".

2.1.6 English textbook.

2.1.6.1 Importance. The value of a textbook as a vital learning tool is universally recognized. Bell and Gower (1997:116), affirm that "for many people English textbooks provide teachers and learners with a range of professionally developed materials within tried and tested syllabus structures and allow teachers to spend their valuable time more on facilitating learning than material production". On the other hand, many people consider English textbooks as instruments of institutional control supported by a range of commercial interest or as implicitly prescriptive and destroyers of teachers and learner creativity.

We think that English textbooks are necessary in the teaching and learning processes, but we realize that many of them are very poor in the contents quality, since these do not reflect all what students need to know.

According to Bell and Gower (1997:117), "there is an important role of a textbook in many classes. These can provide a useful resource for teachers. Providing they are used flexibly, we think they can be adapted and supplemented to meet the needs of specific classes".

2.1.6.2 Role of an English textbook. The textbook plays an important role in an English class development, since it lets replace the audiovisual materials and in this way facilitate the teachers' labor, who, many times, do not have the sufficient time or resources to design additional materials for each class.

According to Cunningsworth (1995:7), "a textbook has multiple roles in English language teaching and it can serve as:

- ◈ A resource for presentation material (spoken and written).
- ◈ A source of activities for learner practice and communicative interaction.
- ◈ A reference source for learners on grammar, vocabulary, pronunciation, etc.

- ◈ A source of stimulation and ideas for classroom language activities.
- ◈ A syllabus (where they reflect learning objectives which have already been determined).
- ◈ A resource for self-directed learning or self-access work.
- ◈ A support for less experienced teachers who have yet to gain in confidence".

On the other hand, depending on the use that a teacher gives a textbook, it can not be a useful tool on teaching. Harmer (1991:256), shows that "textbooks can have an adverse effect for a number of reasons:

- ◈ They tend to concentrate on the introduction of new language and controlled work: a teacher relying too heavily on the textbook will often not be encouraged to provide enough roughly tuned input or output practice.

- ◈ Textbooks also tend to follow the same format from one unit to the next. There are good reasons why this should be the case: they are thus easier to "get know" and to handle, both for teacher and student and they are also easier to design and write.

- ◈ Textbook formats generally involve a rigid sequence, almost all textbooks at the elementary level start by introducing new language, for

example, and they follow a sequence of practice combining the new language with language students already know. Reading and listening generally have a set place in the sequence and each unit looks more or less like those that come before and after it.

◈ Textbooks have not a balance of skills and activities. The need for balance is a motivational consideration, since a teacher who follows a program of similar activities day after day will bore the students".

Therefore, teachers should select what they want to use and put aside the parts of the contents that seem to be inappropriate. Harmer (1991:258), affirms that "the textbook rarely has the perfect balance that a teacher is looking for. Teachers will have to work out the best ways to use their books, they should never let the textbook use them, or dictate the decisions they take about the activities in which the students are going to be involved."

Teachers should find a textbook that is directly related to their objectives. Cunningsworth (1995:7), states that "the relationship between teacher and a textbook is an important consideration and is at it is best when it is partnership which shares common goals to which each side brings its special contribution. The aims of the textbook should correspond as closely as possible to the aims of the teacher, and both should seek to

meet the needs of the learners to the highest degree. The partnership is help when aims and objectives are well defined, and when the different but complementary roles of teacher and textbooks are clearly perceived and well balanced".

2.1.6.3 Choosing a textbook. Previous research has dealt with this topic. A study done by Insuasty and Mesias (2000:64), who conducted their research with students from 7th and 11th grade and teachers of Escuela Normal Superior de Pasto, to know which is the process used by teachers to select and evaluate an English textbook. They concluded that "the English textbook used by students do not take into consideration their real needs in the learning process, also the parameters kept in mind for teachers in a textbook selection are not according to the students' needs; teachers do not take into account the educative , pedagogical and didactic criteria required for a good selection of a textbook".

Although we found this study, we thought it was necessary to include this topic as a complement of our research. Besides our study is not only centered in an educative institution, we took information both from public and private High Schools of this city.

According to Cunningsworth (1995:5), "selecting a textbook involves matching the material against the context in which it is going to be used.

No textbooks designed for a general market will be absolutely ideal for a particular group of learners, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable".

Daoud and Murcia (1978:302), "show three factors to select a textbook:

a. Background information on the students
   - Age range;
   - Proficiency level in English,
   - Sex distribution   (segregated, or if mixed)
   - Level of general education,
   - Background language (homogeneous, heterogeneous)
   - Reasons for study English (required, optional, professionally, socially)

b. Course syllabus
   - Relative emphasis given to each skill
   - Those tasks each skill is needed for
   - Relative emphasis given to each area
   - The use to which the language material will be put
   - Relative attention given to mechanic (penmanship, spelling , punctuation)

c. Institutional data

- ◈ Typical class size

- ◈ Time: years and hours peer week allocated to the study of English

- ◈ Type of physical environment

- ◈ Preferred dialect of English

- ◈ Institutional or national objectives for English instruction

- ◈ Nature and form of any required internal /external English language examination".

2.1.6.4 Adapting an English textbook. We understand that a perfect textbook does not exist, so it is necessary to adapt it to the different teaching situations. According to Cunningsworth (1995:136), "adapting materials involves one or more of the following :

- ◈ Leaving out some parts of the material

- ◈ Adding materials (publish or your own)

- ◈ Replacing material with something more suitable for your use".

Furthermore, Cunningsworth affirms that "teachers adapt the textbooks in order to make it more effective to their students' interest, learning styles and motivation. We adapt a textbook because they are not ideal as they stand in any of the following areas:

❖ Methods (an exercise may be too much lacking in meaning, too complicated).

❖ Language content (there may be too much emphasis on grammar items that students learn easily and not enough emphasis on those that they find difficult).

❖ Subject matter (topics may not be interesting to the students or they may be outdated or not authentic enough).

❖ Balance skills (there maybe too much emphasis in the written, spoken language, or there may be enough on integrating skills).

❖ Progression and grading (the order of language items may need changing to find an outside syllabus or the staging may need to be made steeper or shallower).

❖ Cultural content (there may be some cultural references that need omitting or changing).

❖ Image (it may project an unfriendly image through poor layout, low visual quality, etc)".

In this way materials adaptation can be a very worthwhile activity, giving added life and impact to even very ordinary textbook.

However, teacher only focus the teaching process on the English textbook contents, without making adaptations, without including different audiovisual materials and without bearing in mind the students' needs and expectations about the English language learning

at the moment of selecting a textbook. This represents a big problem that can influence in the students' low English level.

This chapter let us have a global idea respect to the authors' several studies related to our research problem. These statements helped us to establish the relevance of the English textbook in the teaching and learning processes, and to determine the effects and consequences because of the absence of the audiovisual materials and the bad management of the textbook.

3. METHODOLOGY

In this third chapter, we present how we developed our study, what kind of research we did and why we chose it; furthermore we describe step by step the design, the participants, the measurement instruments, the procedure, the pilot study, the data analysis and the ethical issues with the purpose of faciliting the comprehension of this methodology that we applied in this investigation.

3.1 DESIGN

The research that we did is a descriptive one in which we took into account qualitative aspects. We chose this kind of investigation, because we hope to change the direction of the majority of the previous research, in which the objective was to experiment directly with the application of new ways of language teaching, without stopping to analyze the problems that frequently are presented in the classrooms.

Our research is derived from a deep and systematic process of observations of class, in which we could perceive the difficulties that are present in the teaching and learning of English, through the use of English textbooks.

3.2 PARTICIPANTS, SETTING AND SAMPLE

In our research, we worked with a sample of 6 teachers and 100 students from the 10th to 11th levels, with a mixed gender, 50 students per High School between 15 to 18 years old, and 3 teachers per institution, from public and private High Schools of different socioeconomic and cultural status at Pasto city.

3.3 MEASUREMENT INSTRUMENTS

In this gathering procedure, we have used interviews only for teachers and questionnaires for students and teachers, which were classified according to the different opinions given by them. These instruments refer to the importance of a textbook in the English learning process. The purpose of these questionnaires and interviews is to collect data, to know the different

points of view regarding the value and the use of the textbook in the English classroom.

3.4 PROCEDURE

We asked for permission to do the observations of class, we took into account the facts that were important for this research.

We made a questionnaire in which we included questions about the importance and the role of the textbooks in the processes of teaching and learning of English.

The questionnaire was answered first by 20 students of 10th level. We could analyze the time that they spend in answering it, if it is easy or difficult to understand. After we applied the questionnaires to 100 students and interviews to 6 teachers to obtain more opinions about the subject.

Finally we thank the collaboration of teachers and students for the important and valuable contribution toward our research.

3.5 PILOT STUDY

The purpose of the pilot study was to obtain information about the easiness or difficulty that students find when they answer the questions, and the time that they spend in doing it. This information was useful to change the difficult questions, to add the aspects that had been forgotten; To verify the validity of the questionnaire, and keep in mind the time that students spend in answering it. In this way we facilitated the work in the moment of applying the real questionnaire.

Before having applied the real questionnaire , we made a sham battle for testing if the questions are formulated in a correct way to ten students and one teacher from a public and a private establishment.

3.6 DATA ANALYSIS

The data analysis was elaborated based in the article by Professor Bastidas (2001), called **"El Análisis de Datos en la Investigación Cualitativa"** in which he states that "the data analysis is a systematic process of organizing the information, of the identification of the units of

analysis, synthesis of data, identification of the important aspects and the way how to report the findings of a research".

Referring to these facts, first of all we collected and identified the information, then we organized and classified the data into categories, topics or patterns; after that we proceeded to analyze and interpret this information and finally carried out the written report.

3.7   ETHICAL ISSUES

♠ To carry out this research, we asked for permission to the directives of the High Schools to do observations of class, to apply questionnaires and interviews both for teachers and for students.

♠ We kept in mind the different points of view that are obtained in interviews and questionnaires, which contributed to the impartiality and exactness of the study.

♠ We obtained explicit authorization before using quotations and we did not mention the High Schools names and the students' identity, because we were only interested in their answers.

♠ When we finished the application of the observations of class, questionnaires and interviews, we thanked the directives, teachers and especially the students for their collaboration because they did possible the research.

This chapter was useful since it let us organize the methodology that we applied to obtain the different points of view from English teachers and students. This information was analyzed and discussed and interpreted in the final chapter.

4. RESULTS AND DISCUSSION

Based on the specific objectives of our research, we present the analysis, the interpretation and the discussion of the results in a qualitative form, based on observations of class, the interviews and the questionnaires applied both to the teachers and the students. In addition at the end of the chapter some research limitations and recommendations are included.

4.1 IMPORTANCE OF THE TEXTBOOK

Our first objective was to describe the importance of the English textbook in the development of classes in the High Schools. We got interesting and several points of view from teachers and students, in reference to this topic.

For many teachers the English textbook is really important, because it is a guide that allows to organize the program contents. Furthermore, this is taken as the only didactic resource in the development of the classes, since

most High Schools lack audiovisual materials. For example, a teacher affirms that:

"El libro de inglés es un soporte para los profesores, porque provee muchas herramientas que el docente por si mismo no puede ofrecer al estudiante. Sobre todo el texto que utilizo en este momento, ya que es de fácil uso y comprensión para los alumnos; además es colorido lo cual los motiva un poco más generando en ellos mayor interés".

Another teacher says that:

"El libro de inglés representa un canal entre el profesor y los estudiantes, el cual permite llevar el conocimiento; el libro representa para mi una guía de trabajo ya que se ajusta a una programación didáctica que conlleva a tener secuencia en los temas".

This is supported by Cunningsworth (1995:17), who says "Textbooks support teachers by providing ready-made presentation material, ideas for teaching different topics, reading texts, listening passages, dialogues, etc., all carefully graded and accompanied by exercises and activities for class use. They also provide a methodology, or at least an approach to learning."

Moreover, most of the students consider that the English textbook is indispensable in the learning process; for them this is a good element that gives orientation and recreation with workshops and additional activities.

For instance, a student states that:

"El libro de inglés es una herramienta que da pautas para entender mejor un tema a través de las ilustraciones, los ejercicios y los ejemplos".

Another student considers that:

"El libro de inglés es un punto de apoyo tanto para el profesor como para el alumno; ya que el estudiante toma el núcleo común del tema como base para realizar más ejercicios".

Another student says that:

"El libro me gusta porque mientras nos enseña Inglés nos da a conocer temas diferentes y así podemos aprender tanto Inglés como otros temas".

According to Cunningsworth (1995:17), "The textbooks facilitate learning, they bring the learner and the target language together, but in a controlled way. English textbooks support the student in a number of ways, but particularly by supplying models of English which are learnable at the student's level of proficiency. They also provide exercises and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works".

However, for other students the English textbook is not necessary, this is taken as supplementary element for reinforcing a topic explained by the teacher. For example, a student thinks that:

"El libro de ingles no es una herramienta indispensable ya que se puede recurrir a otros materiales didácticos; desafortunadamente como la educación colombiana es tan mediocre, los profesores se limitan a llevar un libro como su único recurso en la enseñanza".

Besides another student says that:

"El libro de inglés no me sirve de mucha ayuda, pienso que es más importante la explicación de un profesor, ya que el libro no tiene explicaciones teóricas, solamente ejercicios, que sin la orientación de un docente no podríamos realizarlos".

According to Dubin and Olshtain (1977:75), "El texto ideal no existe, pues no hay un texto que supla todas las necesidades de los estudiantes" (Cited in Bastidas 2002).

In the observations of class we could realize that the English textbook is necessary as a reference, or guidance for teachers and students, because it summarizes the topics, it gives examples, new vocabulary and several opportunities, so that students put in practice the acquired knowledge.

4.1.2 Role of the textbook. Our second objective was to determine the role of the English textbook in the teaching and learning processes. For this objective we divided the results into the following categories:

4.1.2.1 Additional audiovisual materials. Through the classroom observations we could perceive that the English textbook is the only didactic material used by the teacher in the subject explanations; this corroborates what we stated in the first chapter: "There is a lack of audiovisual materials in the learning process". As an example, a student from a public High School says that:

"El profesor no emplea recursos diferentes al diccionario, el marcador, el tablero y el libro".

Another student from a private High School affirms that:

"El profesor utiliza para las clases el cassette que viene con el libro y el libro de talleres".

On the contrary, teachers say that they complement their explanations with other resources. For example, a teacher says that:

"Por problemas con los distribuidores de los libros, los materiales adicionales al libro como videos y cassettes no se pudieron adquirir, además la institución no cuenta con estos recursos, sin embargo trato de diseñar dibujos, láminas, de llevar grabadora, fotocopias de otros

libros; todo esto con el fin de brindarles a los estudiantes medios adicionales para la adquisición del idioma".

Concerning this assertion, Bastidas (2002:82), affirms that "El proceso de ajuste, complementación o adaptación de un texto es recomendable puesto que éste le da vida a un texto, facilita una planeación diaria de las clases, familiariza al profesor con distintos textos o materiales de enseñanza, y permite motivar y despertar el interés de los estudiantes gracias a las expectativas que en ellos se crea, pues cada lección del libro conlleva a algo nuevo e inesperado".

4.1.2.2 Contents of the English textbook. In relation to the contents of the English textbook, many teachers select the most important and necessary topics to be taught. For example, a teacher affirms that:

"Tomo los contenidos que me parecen más importantes para los estudiantes y además hago sugerencias por aparte para reforzar los temas o agregar otros que sean básicos en el programa".

In contrast, others take the textbook contents following the established order, because these carry a sequence from easy topics to difficult ones. For instance, a teacher states that:

"Los temas los preparo llevando la temática preestablecida por el libro, porque siguen un orden lógico, pero si se presentan situaciones

o surgen dudas durante el desarrollo de la clase en el cual se necesita tratar un tema diferente al del libro se lo realiza, pero sin desviarse demasiado del tema que se esta explicando".

However, the students suggest that the teachers should take the most important topics from the textbook. For instance a student states that:
"Se debería tomar los temas más importantes del libro ya que falta un mes para que se acabe el año y vamos en la página 38 de 80".

We think that it is necessary to organize the topics so that students have few problems assimilating new information; in this way language learning is also facilitated because theme related language and vocabulary are used and reused in the new contexts, all of which are meaningfully related.

Despite of the English textbook provides techniques to teach variety of topics and organization in the syllabus, many teachers have had difficulties in the moment of using it. For example a teacher says that:
"En el libro de inglés que utilizo aparecen en un solo tema diversos contenidos, por lo tanto se pierde mucho tiempo para desglosarlos".

According to Cunningsworth (1995), "The role of a textbook is to be at the service of teachers and learners, but not be their master. Its role is not to exercise a tyrannical function as the arbiter of course content and teaching

methods. However it has to be recognized that teaching materials can exert considerable influence over what teachers teach and how they do it".

4.1.2.3 Activities of the English textbooks. Most teachers consider that English textbooks play a meaningful role for students' comprehension of topics and practice of exercises, because these are basic tools to explain, complete topics, since it offers workshops, readings and games to motivate students. For example, a teacher states that:

"El libro de inglés que utilizo brinda al estudiante variados ejercicios, como sopas de letras, crucigramas, ejercicios de complementación, apareamiento, etc., que permiten reforzar los temas".

Another teacher says that:

"Las actividades que presenta el libro son claras, de fácil comprensión e interesantes para el estudiante, porque enfocan temas actuales de sus artistas, lugares y situaciones del momento, que a los estudiantes les gusta saber".

On the other hand, some teachers affirm that English textbooks do not deepen a topic too much, so that students master it. For instance, a teacher says that:

"Los ejercicios del libro no son suficientes para que un estudiante comprenda un tema a plenitud, ya que el libro solo trae un ejercicio por modalidad".

Another teacher states that:

"Algunas actividades sugeridas por el libro confunden a los estudiantes, como la formación de frases o demasiado vocabulario nuevo. Además los ejercicios son regulares ya que hacen más énfasis en gramática y traducción, dejando a un lado la habilidad oral y de escucha".

Some students take the English textbook as a resource box, because it has an activity for each thematic unit. For instance a student says that:

"Las actividades del libro me ayudan a afianzar cada tema y a despejar mis dudas porque son interesantes, divertidas y originales".

However, for most students the activities of the English textbook are sometimes difficult to understand or they are very complicated. For example a student affirms that:

"Las actividades del libro son difíciles de entender porque no tienen explicaciones teóricas y si tiene alguna, todas están en inglés".

Other students think that the activities are too easy or mediocre for the learners' age and level; for instance a girl states that:

"El libro de inglés no nos ofrece nada, excepto texto, preguntas para leer y responder, por lo tanto las clases se vuelven aburridas y siempre se hace lo mismo".

Another student says that:

"Las actividades que propone el libro son regulares, a veces demasiado sencillas, no profundizan un tema".

Another student thinks that:

Las actividades del libro son absurdas, no traen hechos de la vida real, o de uso cotidiano y muchas veces son incompletas y nos limitan; deberían de adecuarse a nuestro nivel de conocimientos".

Another student affirms that:

"Las actividades del libro deberían tener un grado de dificultad y variar, ya que son las mismas en cada unidad, nos limitan a repetir o copiar los modelos dados por el libro que a veces son demasiado tontos en nuestro contexto".

Finally another student says that:

"Las actividades sugeridas deberían enfocarse más en el desarrollo de la habilidad oral, es decir deberían ser de aplicación y práctica y no que se queden en el tablero y en el cuaderno".

During the observations of class we realized that the textbook gives students texts, illustrations and exercises for each topic. For example: The

subject was regular and irregular past tense. First the teacher explained the meaning of this tense, how it is formed, which is the difference between regular and irregular verbs, and he gave some examples in Spanish and English.

After students opened the textbook in the page 38, there was a reading about this topic, there were 3 pictures, and exercises to complete. Students had to underline the regular and irregular verbs, read the story, which was easy to understand according to their English level, answered some questions and completed the sentences with the correct form of the verb.

The class was good but the teacher only emphasized two skills of the language, "reading and writing" and he did not take into account listening and speaking that are also important. Therefore, it is necessary to complete the exercises of the textbook with other activities and audiovisual aids.

In relation to this, Bastidas (2002:83), affirms that "Al escoger un texto, necesariamente adquirimos una serie de elementos apropiados para nuestra clase pero también prescindimos de otros. Un libro puede contener excelentes ejercicios pero carecer de explicaciones gramaticales apropiadas o viceversa, otro texto puede ser rico en ejercicios escritos pero carecer de ejercicios para fomentar la práctica oral, aún otro texto puede

contener excelentes diálogos pero prescindir de lecturas interesantes, etc. De allí la necesidad de seleccionar el texto que más se aproxime al logro de nuestros objetivos, que nos permita identificarnos con la metodología que él usa, que se adecue al nivel y tipo de estudiantes, que se aproxime a nuestro estilo de enseñanza y a nuestras concepciones sobre la enseñanza-aprendizaje del inglés y además que nos permita adaptar, eliminar, sustituir, añadir, etc., situaciones más relevantes, muestras de lenguaje más real, ilustraciones más atractivas, ejercicios variados y motivantes etc.

4.1.3 Relationship between the textbook and the students' needs.

Our third objective was to establish if the English textbooks were appropriate to the students' needs. The results indicated that this is impossible. A textbook can not totally fulfill the student's needs by several reasons, that are classified in the following categories:

4.1.3.1 Students' differences. The groups are not homogeneous. For instance, a teacher affirms that:

"Si el grupo fuera homogéneo tal vez el libro que utilizo llenaría en su mayoría las expectativas de los estudiantes, desafortunadamente hay diversidad de edades, sexo, contextos sociales y culturales en los estudiantes que dificultan en gran parte el proceso de aprendizaje".

The students have different likes. For example a student states that:

"El libro de inglés tiene actividades muy buenas, como temas de música, astronomía, inventos, que hacen que la clase sea divertida y amena".

On the contrary, a student says that:

"El libro de inglés es aburrido porque solo se encuentran cosas acerca de cantantes y actores de cine de los Estados Unidos y además estos ni siquiera son actuales".

In this aspect we agree with Oviedo's opinión (1980:27), "Las ayudas educativas comunes a todas las circunstancias y niveles de la enseñanza-aprendizaje de los idiomas son los textos, el problema de la mayoría de los textos disponibles en el mercado es que no fueron diseñados para llenar las necesidades de nuestros estudiantes, han sido elaborados con un criterio universalista".

Concerning this assertion, Bastidas (1991:115), also says that "We all know that most of the textbooks are edited and published in the United States or Great Britain. Although these textbooks are basically produced to be used in intensive ESL courses, the editorial business send them all over the world to be used in any context".

4.1.3.2 Language skills. Knowing a language is not just a matter of having grammatical competence it is also necessary to add communicative competence.

However, teachers emphasize more in the development of writing and reading skills. For example, "in the observations of class we saw that the teacher explained the topic, (that was the future tense), after that students opened the textbook and according to the pictures they had to write the actions that the subjects planned to do. In this way: "She is going to work in the house". After that students passed to the board and wrote the exercise, and the class finished". They did not practice listening and speaking skills.

Teachers are conscious of this problem. For example, a teacher states that:
"El libro que utilizo hace mayor énfasis en dos habilidades: reading porque en todas las unidades del libro hay lecturas; writing porque existen ejercicios de complementación para mejorar esta habilidad, para listening y speaking no son muchas las actividades que se encuentran, por lo tanto estas se realizan por iniciativa del docente".

On the contrary, a student says that:
"En la clase de inglés se da mayor prioridad a la lectura y escritura, hay pocas oportunidades para escuchar algo en inglés diferente a lo que dice el profesor".

It is necessary to practice using all four skills in an integrated way, around the same topic.

On the other hand, teachers justify the emphasis in the development of writing and reading skills, because they focus their teaching toward the ICFES test. For example, a teacher thinks that:

"A los estudiantes de grados superiores es necesario prepararlos fundamentalmente en comprensión de lectura, vocabulario y gramática, para que obtengan un buen puntaje en las pruebas del ICFES, ya que en esta etapa eso es lo más importante para ellos y para la Institución".

Another teacher states that:

"Mis principales intereses son que las estudiantes alcancen a aprender y manejar correctamente las estructuras básicas, entiendan un texto y obtengan un buen puntaje en el ICFES".

In other words, teachers use techniques and textbooks that could be more suitable for students, unfortunately these emphasize one skill rather than the other skills. Therefore, it is too difficult to please each teacher and student's needs.

4.1.3.3 Students' expectations. Students have different expectations in relation to the English language. For example, a student thinks that:

"Creo que el ingles en este momento es el idioma universal y si uno no sabe inglés no esta en nada. A mi me gustaría mucho aprender a hablarlo, para socializarme con otras personas, poder viajar y tener mayores oportunidades de trabajo".

Another student states that:

"Me gusta el inglés por tres razones:

Primero: Me gustaría entender canciones.

Segundo: Por el examen del ICFES

Tercero: Me gustaría dominarlo, ya que de pronto tengo la oportunidad de ir al extranjero.

Another student says that:

"El aprendizaje del inglés se ha hecho primordial, ya que para tener mayores oportunidades de empleo debemos ser bilingües".

Finally another student affirms that:

"Me gustaría tener un alto nivel de inglés con una buena pronunciación y un buen listening, para ser capaz de entablar una conversación con cualquier persona".

Bearing in mind the students' expectations about the English learning, it is necessary to take at the student as the center of the learning process, and try to focus the teaching principally in the students' interests and needs.

According to Ortiz and Ponce (2000:15), "Aside from political and social considerations, High School students have individual interests and needs which might cause multiple efforts to satisfy those needs. That fact should make teachers abandon "orthodox" methodologies in favor of discovering the way students feel their needs and propose solutions to meet these needs".

To conclude, another relevant aspects that we would like to take into account is a student's opinion related to English. He says that:

"El ingles que se utiliza en el libro, en el cassette o en las clase no se parece al inglés real o sea al que se escucha en las películas, en las canciones o al que se encuentra en las revistas, entonces que estamos aprendiendo?".

Concerning this, Tomlinson (1998:13), affirms that "The input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language".

Therefore, it is important that teachers expose students to authentic texts such as videos, songs, and newspapers. This stimulates them for real interaction with the language.

4.1.4 Teachers' criteria to select a textbook. Our fourth objective was to determine the teacher's criteria to select an English textbook, and we found several opinions, that are classified according to the following categories:

4.1.4.1 Students' English level. Some teachers take into account generally the topics of the textbook. For example, a teacher says that:

"Al momento de seleccionar un texto tengo en cuenta que el libro contenga los temas que se están dictando, que sean oportunos y entendibles para el estudiante".

However, students say that the textbook does not fit their English level. For example, a student states that:

"El libro que utilizamos corresponde al grado 9°, deberíamos utilizar el que corresponde a nuestro grado o sea 10°".

Another student says that:

"El libro es bueno pero para un grado inferior al nuestro, debería tener cosas más apropiadas para nosotros".

Another students states that:

"El libro es claro, fácil de entender y muy preciso en los temas, pero para grado 10°, los temas del libro son demasiado simples".

4.1.4.2 The presentation of an English textbook. Some teachers consider this topic very important. For example, a teacher says that:

"Para seleccionar un libro tengo en cuenta muchos factores como: la forma, es decir el libro debe ser atractivo para el estudiante, colorido, con bastantes dibujos y fotos, que se conecte lo más posible al entorno social en el cual se esta trabajando, que brinde ejercicios más allá de los temas tratados, que después de finalizar un grupo de unidades presente una evaluación de temas, previamente tratados para así reforzar los conocimientos".

But students think that the English textbook they use is not too perfect as teachers say. For example, a student says that:

"Aunque las imágenes que encontramos en el libro sean comprensibles, las actividades resultan a veces muy complicadas, o a veces no se adaptan a nuestro contexto, se necesita la explicación del profesor para entenderlas".

Other student says that:

"Para mi las ilustraciones del libro adornan las actividades, pero las considero regulares porque son muy infantiles".

This is supported by Cunningsworth (1995:24), who says "Learners are becoming more sophisticated, particularly through the influence of television and computer games and they expect high standards of production, especially where visuals are concerned. They also expect

textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material, no matter how sound it may be methodologically".

4.1.4.3 Language skills. Most teachers who select a textbook keeping in mind that the textbook make emphasizes the language skills. For example, a teacher says that:

"Cuando selecciono un libro siempre busco que se haga énfasis en las cuatro habilidades del lenguaje y además que presente ejercicios para practicarlas en la clase y en la casa".

However, students affirm that English textbooks do not have explanations about the pronunciation of the words. For example a student affirms that:

"No puedo expresarme en inglés sin ayuda del profesor, ya que en el libro no hay explicaciones de pronunciación, por lo tanto, no se como se dicen las palabras ya que se escriben de una forma y se las debe pronunciar de otra".

These findings suggest that it is necessary to base the English textbook selection on students' points of view, to get in this way a positive effect on students' learning. These results corroborate a research study made by Insuasty and Mesias (2000:67), which indicates that "Teachers do not take

into account the educative, pedagogical and didactic criteria required for a good selection of a textbook".

Therefore, it is indispensable to establish some aspects to select an English textbook. According to Margarita Ruiz Rocca (1980). "En este modelo de diseño instruccional podemos notar los componentes básicos en relación y dependencia. De tal manera que antes de entrar a seleccionar un texto, que es el tema que nos atañe en este momento, **DEBEMOS ESTABLECER CLARAMENTE UNOS PASOS PREVIOS** que son:

La identificación del problema. Esto se lo puede hacer mediante nuestra experiencia personal a través de los años o mediante un *análisis de necesidades* tanto personales como sociales de nuestros alumnos, profesores e instituciones. Los siguientes factores se deben tener en cuenta en esta primera fase.
En cuanto a los alumnos:

❖ Edad, sexo, lengua nativa, nivel de educación, grado de dominio del inglés, procedencia social y económica, razones personales para estudiar el inglés, etc.

En cuanto a los profesores:

❖ Edad, sexo, lengua nativa, grado de dominio del inglés, tendencias metodológicas, dedicación a la enseñanza, relaciones humanas, etc.

En cuanto a la institución:

◈ Tamaño de la clase, número de alumnos por curso, ambiente de la clase (número de pupitres, tablero, ayudas educativas, ventilación, iluminación, etc.), tiempo (horas semanales y número de años de estudio del inglés), horarios, dialecto del inglés preferido (americano o británico), objetivos institucionales y nacionales, requisitos para aprobar la materia exámenes, trabajos, etc.

En cuanto a los objetivos:

◈ Énfasis en las cuatro habilidades de la lengua, énfasis en los componentes de la lengua (gramática, vocabulario, sonidos), énfasis en ciertas habilidades únicamente, proyección del aprendizaje del inglés en el futuro, etc. (Cited in Bastidas 2002:86)".

4.2 LIMITATIONS

In this research we observed that both teachers and students have different points of view as far as the importance, role, interests, necessities, expectations and criteria. However we believe that the results were directly or indirectly influenced by some factors that happened in the development of this study. For example, we realized that most teachers did not have enough disposition and collaboration to respond the questions; they justified this fact saying that they had too much work, that the questionnaire was very long, that they did not have free time for the interviews and another teacher simply refused to talk.

Besides some students did not answer with responsibility, seriousness and truthfulness. They took the questionnaire as a game.

On the other hand, we understood that both teachers and students were not interested in collaborating in the search of solutions for the English learning and teaching problems that affect them.

Finally, another limitation was the teacher's presence in the classroom at the moment of applying the questionnaires. Because of this, students felt pressed and maybe inhibited by them.

4.3 RECOMMENDATIONS

4.3.1 For pedagogical purposes

♠ It is necessary that teachers do not limit themselves to follow only an English textbook, but also they should take additional materials, to motivate students.

♠ Teachers should select the most important topics since many times the English textbooks have subjects that are not worth to halt the study of them.

♠ Teachers should reform the methodology so that they do not emphasize some skills only. The four language skills should be worked in the same way. Because all of them are necessary to communicate in a language.

♠ Teachers should attend to seminaries to acquire new knowledge about the English textbook.

♠ It is necessary that English teachers write their own English textbook, adapted to our social context and students' needs, because they know what students need to know.

4.3.2 For research purposes. After having done this research, we consider that there are still many problems in the teaching and learning process that should be studied. We propose some of them:

♠ Why do not most teachers use English textbook in the development of their classes?

♠ Which textbook is the most useful for our context?

♠ Why do not teachers of High School design their own materials?

In this chapter we analyzed the different opinions of teachers and students about the role and the importance of the English textbooks; also we referred to the learners' needs and teachers' criteria to select a textbook.

We found interesting results, which can contribute in the search of a solution to the problems in the English teaching and learning processes. Furthermore we included some pedagogical recommendations and some research problems.

5. CONCLUSIONS

To finish this research we conclude the following aspects:

English textbooks play an important role in the learning process, but these can have negative effects depending on the way in which teachers an students use them. So, we found that:

For many students and teachers English textbooks are taken as a reference, or guidance, because these summarize the topics, give examples, new vocabulary, and opportunities to put into practice the acquired knowledge.

However, both in public and private High Schools most students have problems with the use of English textbooks because these do not fulfill their real expectations.

We could also find many contradictions among students' and teachers' opinions about the textbooks, which show that teachers do not give an agreeable class environment, so that students can express what they really think about the English learning.

And finally English teaching is not an easy task especially in a context in which there are many limitations to pedagogical level, the lack of audiovisual materials, the restricting schedule to the English area, the teachers' low level of preparation and particularly the students' demotivation to learn English.

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APPENDIXES

Appendix A

STUDENTS' QUESTIONNAIRE

1. Cuál es su opinión acerca del libro de Inglés que utiliza?-
_____
_____

2. Cómo considera las actividades que propone el libro?
_____

3. Qué piensas acerca de los contenidos del libro?
_____
_____

4. Aparte del libro, qué otros materiales didácticos utiliza el profesor en el desarrollo de las clases?
_____
_____

5. Además de los contenidos del libro, qué otros temas se han desarrollado en la clase?
_____
_____

6. Piensa que las actividades sugeridas en el libro se adaptan fácilmente a su contexto social y cultural?   Si / No   Por qué?
_____
_____

7.Cuál es la importancia de las ilustraciones en el texto de Inglés? Son claras y fáciles de entender?
_____
_____

8. Cuál es su opinión acerca de los ejercicios que plantea el libro? (son suficientes para realizar trabajos de tipo escrito como dictados, deletreo de palabras, composiciones, completar oraciones etc,).

_____
_____
_____

9. Cuáles son sus principales intereses y expectativas ante la enseñanza y aprendizaje del inglés?

_____
_____
_____

10. Piensa que es importante o no, que el libro este relacionado a la edad y nivel que usted cursa? Justifique sus razones.

_____
_____
_____

11. Por qué cree que el libro es una herramienta indispensable para el aprendizaje del Inglés?

_____
_____
_____

12. El libro de Inglés despeja todas sus dudas cuando la explicación del profesor no es suficiente?
Si / No   Por qué?

_____
_____
_____

13. Está de acuerdo que utilizando un libro de Inglés en el desarrollo de las clases, usted esta en capacidad de comunicarse y escribir textos? Explique su respuesta.

_____
_____
_____

14. En qué forma comprende mejor un tema expuesto en la clase de Inglés?

_____
_____
_____

15. Cuál es la consecuencia de la mala utilización del libro de Inglés en las clases?

_____
_____
_____

16. Por qué es importante el libro en la enseñanza y aprendizaje del Inglés?

_____
_____
_____

Appendix B

TEACHERS' QUESTIONNAIRE

1. Cuáles son las dificultades que ha tenido en el desarrollo de una actividad sugerida por el libro?
_____
_____
_____

2. Qué concepto tiene acerca del libro de Inglés que usted utiliza?
_____
_____
_____

3. Cómo prepara los contenidos que van a ser enseñados durante todo el año? (siguiendo el orden preestablecido por el libro, tomando los contenidos más importantes, o sugiere tópicos adicionales).
_____
_____
_____

4. Además del libro de Inglés qué materiales audiovisuales o didácticos utiliza en el desarrollo de las clases?
_____
_____
_____

5. Por qué le parece importante el libro de Inglés en el desarrollo de sus clases?
_____
_____
_____

6. En qué forma el estudiante comprende mejor un tema expuesto en la clase de Inglés?

_____
_____
_____

7. Cuál es el papel del libro en la enseñanza y el aprendizaje del Inglés?

_____
_____
_____

8. El libro de Inglés es adecuado a la edad, sexo, contexto social y cultural del estudiante?
Si / No   Por qué?

_____
_____
_____

9. Cuáles son sus principales intereses y expectativas ante la enseñanza y aprendizaje del inglés?

_____
_____
_____
_____

10. Cuál es su opinión acerca de los ejercicios que plantea el libro? (son suficientes para realizar trabajos de tipo escrito como dictados, deletreo de palabras, composiciones, completar oraciones, etc,).

_____
_____
_____
_____

11. Tiene el libro alguna sección para evaluar los temas estudiados? En qué consiste?

_____
_____
_____

12. Cuál es la importancia de las ilustraciones en el texto de Inglés? Son claras, adecuadas y fáciles de entender?

_____
_____
_____
_____

13. Qué es lo que usted tiene en cuenta en el momento de seleccionar un texto de Inglés? Por qué?

_____
_____
_____

14. Le parece importante que el libro que usted seleccione se relacione directamente con las vivencias y necesidades delos estudiantes? Justifique su respuesta.

_____
_____
_____

15. En qué forma contribuyen los contenidos de un libro en el desarrollo de las cuatro habilidades del lenguaje? (listening, speaking, reading and writing).

_____
_____
_____

16. Qué actividades adicionales incluye el texto que usted utiliza? (juegos, crucigramas, sopa de letras, dinámicas, etc.).

_____
_____
_____

Appendix C

UNIVERSIDAD DE NARIÑO
FACULTAD DE CIENCIAS HUMANAS
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS

San Juan de Pasto, Mayo del 2002-5-27

Señor
Coordinador Académico

Cordial saludo,

En el presente semestre las estudiantes del programa de Inglés- Francés del departamento de Lingüística e Idiomas de la Universidad de Nariño, han iniciado el proceso de la elaboración del trabajo de grado.

Comedidamente le solicito permiso para aplicar unos cuestionarios y entrevistas a los profesores y estudiantes de su Institución.
El cuestionario mencionado es un instrumento que pretende identificar la importancia y el rol del libro de Inglés en el desarrollo de las clases.

Los cuestionarios y entrevistas hacen parte de la investigación Descriptiva titulada "IMPORTANCE AND ROLE OF THE ENGLISH TEXTBOOK IN THE TEACHING AND LEARNING PROCESES"

Agradezco su consideración

EDMUNDO MORA GUERRERO   CAROLINA ERAZO
Director Departamento   Estudiante Lenguas Modernas
Lingüística e Idiomas   Inglés - Francés

                        AMANDA DELGADO
                  Estudiante Lenguas Modernas
                        Inglés – Francés
....
Esta carta de permiso fue presentada a las Instituciones en las cuales aplicamos los cuestionarios y entrevistas en mención con el fin de realizar nuestra investigación.