

Recepción: 26/02/2009
Aprobación: 15/09/2009

LOS LIBROS DE TEXTO Y SU USO EN EL DEPARTAMENTO DE LENGUAS MODERNAS DE LA UNIVERSIDAD DE NARIÑO DURANTE EL PERIODO DE 1966 A 1998: UNA APROXIMACIÓN A LA APROPIACIÓN O ADAPTACIÓN DE MATERIALES*

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RESUMEN

Los libros de texto benefician a profesores y estudiantes porque intervienen en procesos de enseñanza y aprendizaje, en inglés son importantes por el material suministrado para una Segunda Lengua (L2). Los textos empleados entre los años 1962 y 1998, en el Departamento de Lenguas Modernas de la Universidad de Nariño, informan sobre los procesos de apropiación y/o adaptación de materiales en el departamento. Se presenta la historia de los libros de texto en el área de pedagogía de las lenguas que clarifica las etapas de desarrollo de materiales en la enseñanza de lenguas. Para el análisis, se toma a Weinbrenner, quien enfoca el texto como proceso, producto y recepción en la enseñanza y aprendizaje. Este enfoque establece la relación entre el texto y su uso, mediante la información de los usuarios durante el periodo de estudio, con matrices de análisis que recapitulan la información, para lo cual se ilustra el artículo con un ejemplo.

Palabras clave: libros de texto, lengua extranjera, segunda lengua, apropiaciones, adaptaciones.

TEXTBOOKS AND THEIR USE IN THE DEPARTMENT OF MODERN LANGUAGES OF THE UNIVERSITY OF NARIÑO FROM 1966 to 1998: AN APPROACH TO THE APPROPRIATION OR ADAPTATION OF MATERIAL

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ABSTRACT

Textbooks benefit teachers and students by involving both in the teaching and learning process. English textbooks are important for the development of material in Second Language (L2). The texts used in the modern languages department of the University of Nariño between 1962 and 1998 provide information on the processes of appropriation and/or adaptation of English language materials. The article presents the history of textbook use in the field of language teaching, thereby clarifying the stages of the development of materials in the language department. For this analysis, Weinbrenner's theories are examined as these approach the text as a process, product, and receipt of teaching and learning. This approach establishes the relationship between texts and their uses through information from users during the study period, with matrices that summarize the information analysis, which the article illustrates through examples.

Keywords: textbooks, foreign language, second language, appropriations, adaptations.

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