TEACHERS AND ADMINSITRATOR'S BELIEFS REGARDING THE USE OF AMERICAN CHANNEL TEXTBOOK

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Trabajo de grado presentado como requisito para optar al título de Licenciados en Lengua Castellana, Inglés, y Francés.

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BOGOTÁ, 2012

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DEDICATION

The culmination of my degree through this research project is the closure of a nice cycle of my life in which I learned from others as well as from my being. All this effort is the result of support, understanding and love of many people around me who always encourage to continue until the end. In the first place, I dedicate this work to God who is always with me through thick and thin. My dearest guru H.H. Shri Mataji Nirmala Devi who is changing me into a better human being every day through her compassion and concern. To my dear mother Maria Eugenia who dedicates her life to give me the best education and opportunities in life, to my uncle Andres for all his advice, support and love; to my brother Leonardo for his tenderness to me, to my grandparents, uncles, aunties and cousins who always try to understand my absence because of my studies. My dear teacher Aldemar who always gave us his time and dedication throughout this work and who inspires me to be an excellent teacher. And finally my two partners from who I learned a lot, and my friends and sahaj sisters who were very patient and kind to understand my absence of the good moments I missed.

With all my love and respect

Cyndi Paola Gonzalez Cepeda

This project is dedicated to God who is the center of my life. It is also dedicated to my parents and Jonathan Diaz who have supported me and helped me with love in every single thing, my two colleagues and friends who worked along with me, and Professor José Aldemar Alvarez V. from whom I learned a lot at the professional and personal level. I am grateful for his knowledgeable guidance and patient support all throughout the development of the project.

Deisy Aurora Neuto Mendez

This thesis is dedicated to my mother Mercedes Bernal who has never failed to give me financial and moral support, all the way since the beginning of my life. Also, this thesis is dedicated to Daniel Cruz and Milena Cordoba who have been a great source of encouragement, patience and love. Finally, this thesis is dedicated to all those who believe in the joy of being a teacher. I would like to thank my friends Cyndi Gonzalez and Deisy Neuto for being such an enormous help during the development of this project. I would like to show my gratitude to José Aldemar Álvarez V. without whom it would not have been possible.

Diana Carolina Escobar Bernal

GRATITUDES

Our most sincere thanks go to our research director, Professor José Aldemar Álvarez Valencia, who with all his dedication, understanding and his tireless efforts guided us to qualify this work since the beginning to the end, despite the geographical distance, his circumstances and different responsibilities. This work could not have done in this manner without his support and orientation. He, who gave us a new perspective about the teaching practice, who always showed special care for our development as teachers, and who advised us in his best and drove us through a good path as professionals and human beings. Who taught us to be first human beings before being educators and carry this view on to our students. Thank you dear teacher, for all your advice, orientation and motivation to assume new challenges every day in our lives. We sincerely appreciate all this time working with you on this project.

We thank La Salle Language Center and its staff for allowing us to carry out this project during our practicum over there. Mr. Leopoldo Pinzon; director of the language center at that moment and teachers Angela Quintero and Jair Ayala for all their help, time and orientation over there. We special thank the three teachers, who allowed us observed their classes and were willing to share their experiences and reflections about the teaching field with us. . As well, we would like to express our gratitude to the students who participated in the project in an indirect way.

Abstract

In an English language class any action that teachers take is a result of what they believe language, teaching, and learning mean. Beliefs play an important role in decisions about materials, their selection and their use. In particular the language textbook, one of the most utilized materials, is essential in the construction and the process of negotiation of beliefs that teachers go through. The textbook also represents the beliefs of the administrators of an institution who decided to adopt it. Moreover, administrator's beliefs are also an influence in the process and this is seen at the moment of textbook selection. This study describes the way a group of teachers of the Language Center of Universidad de la Salle use the textbook American Channel, as well it explores the beliefs that the teachers and the administrator's attach to it. This is a case study within the qualitative paradigm, which made use of data collection techniques such as non-participant observation, surveys and semi structured interviews. The participants were three teachers working at the Language Center of Universidad de La Salle (CLUS stands for Centro de Lenguas Universidad de La Salle), who were using the textbook American Channel (AC) in their classes. Likewise, one member from the administration participated in the study in order to enlarge the possibilities to understand the relations between teachers' beliefs and institutional policies about textbook selection and use. Findings indicate that the textbook constitutes the principal material from which teacher depart to plan their instruction. Teachers' use of the textbook crystallizes in two opposite approaches: the structured and the adaptative. Teachers' instructional decisions in class arise from their beliefs about the textbook and how it should be used; however, there is a process of negotiation among what teachers

believe, the underlying beliefs that come along with textbooks and the institutional views on what should be the role of textbooks in the classroom.

Keywords: textbook, beliefs, selection, use, materials.

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Teachers And Administrator's Beliefs Regarding The Use Of The American Channel Textbook

In a second language English Classroom materials play a relevant role, especially the textbook, which is use as a guide to teach. The institution usually proposes the textbook where the teaching-learning program is offered. In consequence, it is thought that the textbook is crucial in directing and making effective the process of teaching.

This study is about teacher's and administrators beliefs related to the use and parameters of selection of the American Channel (AC) textbook. This research project was developed at La Salle Language Center (CLUS) which is an educational institution whose function is to train people from different disciplines in foreign languages. CLUS is a branch of Universidad de La Salle and although it mainly offers English courses to students from this university, it also offers its services to the general public. Students from Universidad de La Salle have to take six levels of English as a requirement for their studies. The CLUS holds roughly 60 teachers and 1,700 students in vacation courses, time when this project was carried out. These courses are often taught in the morning and evening shifts for 3 weeks for a total of 60 hours. In each class session students would spend 4 hours in contact with the English language, being the American Channel textbook (AC) by Mitchell & Scott (2005), one of the central materials in the three last level of the English program of the institution. Since CLUS has a partnership with Universidad de La Salle and its Faculty of Education, every semester a group of 4 to 5 student teachers take their teaching practices at CLUS for a period of one year and a half. During this time, the students go through 3 stages, which are tutorials sessions in the 7^{th} semester, observations of classes in the 8^{th} semester and teaching in the 9^{th} semester. Being this context, we found

relevant to carry out an exploration about one of the materials that was central to teaching in the institution: the textbook. We gathered data all throughout our teaching practicum using diverse instruments such us observations, surveys and interviews. Data collection took a total of 84 hours of non-participant observation during the vacation course of the year 2009; the project was developed with 3 teachers of English, level 3 and 1 of the representatives from the administration, the director of the Language Center.

During our practicum there we realized some differences in teachers and administrators' beliefs and variations in the use of the AC textbook. Additionally, we wondered how teachers' decisions about the textbook use were related to the institutional parameters of selection and use of the textbook. Thus, we decided to inquire about these issues.

Based on our time in the first stage of the practicum there, as tutors, we set up to explore different dimensions associated with the use of textbook and its relation with the beliefs about it. The development of this research project concentrates on three significant aspects; the first one is related to the teachers and administrator's beliefs about the textbook; the second one deals with the use of the textbook by teachers. The last aspect is connected with the institutional parameters related to the selection and use of the textbook.

1. Problem Statement

Textbooks are pedagogical material used in every educational system. This material is implicit in different moments during the lesson; making of it an important feature in the whole teaching–learning process. During our practicum at CLUS we perceive some differences in the use of the textbook in class such as the management of the units and the development of activities from the textbook by teachers. This phenomenon triggered in us different reflections about the beliefs and their implications in the use of the AC textbook at this institution. Moreover, these differences made us reflect on the pertinence of the AC textbook at CLUS.

The intention to research on this phenomenon arouse because this field in Colombia has not been explored in depth since we found a few studies in the few well-known journals in our country. The ELT textbook business has growth rapidly, due to the fact that publishing houses are constantly innovating and bringing new materials and textbooks out. Consequently, we wanted to research on it in order to contribute to the ELT field and increase analytical perspective of materials in the teaching learning of English as a foreign language.

Furthermore, we found that no research had been done about the relation between the teachers and the textbook at this institution in regards to what and how teachers used the textbook and what beliefs they held about the textbook itself. We also acknowledged that the teachers' use and beliefs about the textbook are connected to administrative decisions, which start, when the institution decides to adopt a determined textbook. This is another reason that guided us to inquire about the process of selection of AC textbook at CLUS as well. We consider it is problematic that in the context of an institution where the textbook

is a central teaching-learning tool, there had not been inquiries and reflections that allow the institution to understand the dynamic of textbook use, the beliefs about it (which in turn orient the textbook use), and the possible relations between the parameters of selection, the teachers and administrators' approach to it.

In view of this, these are the questions that orient our res**e**arch

- How do teachers use the textbook at La Salle Language Center?
- What are the administrators and teachers' beliefs about the AC textbook at La Salle Language Center?
- How do teachers' beliefs relate to the institutional parameters of selection and use of the AC textbook at La Salle Language Center?

2. Objectives

- To analyze how teachers at La Salle Language Center use the textbook
- To explore the administrators and teachers' beliefs about the textbook
- To describe the relation between teachers' beliefs and the institutional parameters of selection of AC textbook at La Salle Language Center

3. Theoretical Framework

The study of teachers' use and beliefs about AC textbook as well as principles of selection of textbooks have generated many questions and divergent authors' stances in the educational field. Textbooks are expected to fulfill specific needs of a particular group of teachers and learners with the aim of optimizing the language-learning process. Moreover, teachers, teacher educators, administrators, educational advisors, educational ministries, textbook writers, acquisition editors (the person who finds books for a publishing house to publish, as explained by Whalin, 2007) and publishers have discussed this matter because it involves "considerable professional, financial and even political investment" as Sheldon argued (as cited in Rubdy, 2003, p. 40). All of these matters make worthwhile the exploration of teachers' beliefs about textbooks and how they relate to institutional criteria in the selection of this type of educational material. This section presents and orients our study showing the conceptual issues about materials, textbooks, beliefs and selection about textbooks as well the different and controversial debates about the use and relevance of textbooks. It also presents relations to some previous studies about the aspects addressed in this research. In particular in Colombia there is little research about this topic; after examining well-known journals such us "Colombian Applied Linguistics Journal" from Universidad Distrital, "Profile" from Universidad Nacional, "How" from the Colombian association of teachers of English (ASOCOPI), "Signo y Pensamiento" from Universidad Javeriana, "Lenguaje" from Universidad del Valle, "Íkala" from Universidad de Antioquia, Folios from Universidad Pedagógica and "Signo y Pensamiento" from Universidad Javeriana, we found that only "Profile", "Folios" and "Lenguaje" offered the most helpful background for our study.

In what follows, we will start with a brief description of the area of materials in language teaching. Since we consider this is the broader umbrella term under which the concept of textbook and textbook selection finds its place. We will also discuss the concept of beliefs in relation to textbooks. Our discussion will intertwine the conceptualizations assumed in this study with the research background that helps shape our understanding of the themes under examination.

3.1 Materials

Materials are elemental pieces at any English language classroom, not only for the teacher but also for the learner. As a result, authors such as Tomlinson (1998) have defined materials such as "anything, which is deliberately used to increase the learners' knowledge and/or experience of the language. Materials could obviously be cassettes, videos, CD-ROMS, dictionaries, grammar books, readers, workbooks or photocopied exercises" (p. 2). In a developed study by Gonzalez (2006) ("On materials use training in EFL teacher education: some reflections") she used Brinton's (1991) classification of materials: "the media" classified into non-technical and technical media (p. 102). The first type, non-technical media is characterized by elements that teachers usually use in class, such as whiteboards, flashcards, pictures, wall charts, maps, posters, cartoons, board games, photos, realia, newspapers, magazines or brochures. This type has the advantage of an easy access when the technical resources are scarce. Furthermore, these are cheap and user-friendly. The second type, technical media belongs to those materials related to technology like computer software/hardware, audio-tapes/audio-recorders, CDs and CD players, television, radio, projectors, slides, etc. Contrary to the first group, these are expensive and less user-friendly.

These authors mentioned have argued that these types of materials "will be particularly affected by the availability of resources as well as the capacity to teach effectively across a range of language skills" (as cited in Gonzalez, 2006, p. 102). All these definitions have stated the meaning of materials as elements that increase learners' knowledge and make the teaching process workable for teachers. The concept of materials that we will adopt in this study is from Tomlinson (1998) mentioned above.

3.1.1 Role of materials.

Teachers and learners recognize the importance of using materials and its role in an English classroom. Not only because they break the class routines by bringing different dynamics, through the possibility of manipulating objects, accessing audiovisual material or promoting interaction with others thus making the learning process feasible, according to Gonzalez (2006). Also materials may be used to explain, exemplify, or practice the content presented to students, even where no syllabus exists. It can define or suggest the intensity of coverage for syllabus items, the amount of time, and attention required in the lesson (Richards & Rodgers, 2001). Besides, materials generate great impact in the teaching-learning process since day to day those materials direct the objectives to be achieved through the syllabus. Texts offer teachers and learners a map for consultation and guidance through the whole pedagogical process.

On the other hand, some authors such as Allwright (1981) have discussed some points about the role of materials from an opposite perspective. He presented two views: 'the deficiency' and the 'difference view'. The deficiency view makes reference to materials as rescuers of learners because of teachers' deficiencies and at the same time covers of the syllabus objectives. The difference view holds the idea that materials are

"carriers" of decisions made by those who create them rather than the teacher because of the difference in expertise. However, Crawford (2005) regarding these two views made reference to the importance of familiarity with the context by the writers in the materials production and she highlighted the role of teachers and their expertise in the materials production and management of materials in class.

Departing from these conceptions three decades ago, a discussion about materials started, specifically with the use of textbooks and their pertinence in class. Teachers, teacher designers of materials, publishing houses and even students etc., all of them have taken two main positions regarding to the role of materials, particularly the use of textbooks, as Crawford (2005) explained:

> For some teachers and also scholars, commercial materials deskill teachers and rob them of their capacity to think professionally and respond to their students. They are also misleading in that the contrived language they contain has little to do with reality. For others, the role of teaching materials is potentially more positive. They can be a useful form of professional development for teachers and foster autonomous learning strategies in students. (p. 80)

Two opposite views about this role, which affect directly the use of textbooks in class and those beliefs about it emerged from each position. These two positions we will explain in depth in the textbook section.

According to the authors that we mentioned before, materials are indispensable elements in a language classroom, which can represent and generate the beginning of motivation for learners in their learning process, this assertion is similar to what Gonzalez (2006) asserted in her study. According to her, materials are the source of motivation for

teachers, to implement different dynamics during the classes, to know better their students in their individual differences making their teaching a challenging activity.

In addition to that, the role of materials given by the teacher changes depending on their method or approach followed. Based on that, it may imply a particular set of roles in support of the syllabus, teacher, learners and the materials themselves. For instance, Richards and Rodgers (2001) have presented a list of considerations in regards to the communicative approach and the role of materials, which are:

- Materials will focus on the communicative abilities of interpretation, expression and negotiation.
- Materials will focus on understandable, relevant and interesting exchanges of information, rather than on the presentation of grammatical form.
- Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and tasks. (p. 30).

By and large, the authors highlight the relevance of materials as enhancers of communication, facilitators of interaction and negotiation.

3.1.2 Selecting effective materials.

Materials are a relevant factor in the effectiveness of the language learning. Referring to "effective" as those materials which are able to raise the students' knowledge, experience and understanding of the language. At the same effective materials time materials help students learn what they need and what they want (Tomlinson, 1998). Materials reflect the writers' view of language and learning. That view also corresponds, to the teachers' beliefs and subsequently to learners. Thus, in the selecting process there are

some notions, which should be used to link this procedure with the teaching-learning process. Crawford (2005) has reminded the importance of some assumptions about language and learning which should be highlighted in materials used in the classroom, here there are six statements named by this author.

The first statement: Language is functional and must be contextualized. This referred to the contextualization of language that materials should present. Knowing who the participants are as well as their social and psychological distance in time and space from the events referred to; it is possible to understand the real meaning of interaction. Obtain information of the context will help teachers to see the language in a meaningful way.

The second statement: Language development requires learner engagement in purposeful use of language. The focus of input and output of materials should be on language use rather than on form, such as grammar structures to use in a later time. However, teachers and learners can use that focus as a reference, especially the learners who use it for independent work outside the classroom and independently of the teacher.

The third statement: The language used should be realistic and authentic. The use of "Authentic" materials has increased. By using authentic materials teachers can present students with actual everyday language, as it appears in real life. Language use and its changes are reflected in materials hence students can keep well-informed of those changes. Using authentic materials in the classroom is important because students can be exposed to real discourse and their interaction with the language can grow significantly. The quality of materials is important because it impacts learners and their motivation.

The problem in using authentic materials, in Nunan's sense (1989), is that any material, which has not been specifically produced for the purpose of language teaching, is

very difficult to find. Regardless of the difficulty that it implies to find appropriate quality and length in materials that are not designed for teaching, those materials can be adapted. This statement conceives the language as a social practice, which needs realistic content.

The fourth statement: Classroom materials will usually seek to include an audiovisual component. With the constant advances in technology, such materials can create a learning environment that is rich in linguistic and cultural information about the target language. Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of the language as well as the verbal: intonation, gesture, mime, facial expression, body, posture and so on are all essential channels of communication which do not only help the learners understand the language but those visual components also are comprehensive part of the system of meaning which students are seeking to learn.

The fifth statement: Effective teaching materials foster learner autonomy. No language course can predict all the language needs of learners. The activities and materials proposed must be flexible, designed to develop skills and strategies, which can be transferred to other text in other contexts. The materials can also suggest follow-up activities to encourage this process and to provide additional practice for those who need it. This aspect contributes to the development of skills for continued autonomous learning. Besides, learners gain confidence in their ability to analyze the data available in the language as well this aspect gives them more control over their learning environment.

The sixth statement: Learning needs to engage learners both affectively and cognitively. The language classroom involves an encounter of identities and cultures, and it needs to be recognized that language learning requires the active participation of the

learner. The integration of knew knowledge into the learner's existing language system occurs with certainty only when the language is used spontaneously in a communicative situation to express the learner's own meaning. The input from the materials provides linguistic and cultural preparation before, or in parallel with the learner-generated language, which is the ultimate goal of the learning process.

3.2 Textbooks

Textbooks have become an important and essential tool for the teaching-learning process of any language, in particular for ELT. Walker and Horsley (2003) referred to textbooks as vehicles for transmitting knowledge and therefore focused on the provision of information and congruent activities (as cited in Opoku-Amankwa, Brew-Hammond & Elsbend, 2011, p. 292). They are designed to give cohesion to this process by providing direction, support and specific language-based activities to help learners acquire the target language (Hutchinson & Torres, 1994). Besides, many textbooks often provide the syllabus for language programs, which take the learners step by step from a beginning level to an advanced level as well as presenting to the learners different knowledge about the culture (Güemes, 1994) and dominant values and beliefs of the society (Apple 1992; Luke 1988; as cited in Opoku-Amankwa et al). These are some reasons of why many well-prepared teachers use the textbook as their primary resource, together with the teacher's manual, as it was showed by Richards (1993) in article study, where he surveyed ESL teachers in Hong Kong and found that "the primary functions of the textbook were to provide practice activities (64%), to provide a structured language program (56%), to provide language models (55%) and provide information about language (50%)" (p. 43). Garinger (2002) has explained that the textbook can be used in different ways: "as a core

resource, as a source of supplemental material, as an inspiration for classroom activities; even as the curriculum itself" (p. 1). Therefore, textbooks also support and give security to the non-native speaker teacher as well to native speakers of English with little or no formal teacher training (Richards, 1993). Due to this fact, an enormous diversity of textbooks are available to support practically every kind of ESL program, "publishers have well served ESL teachers generating textbooks with full color art and sophisticated design, printed on high quality paper and supported by an assortment of supplementary resources" (Richards, 1993, p. 43). Besides Richards (1993), Littlejohn (1998) also affirmed the fact that textbooks are now more complex objects changing the concept of a textbook to a whole set of materials such as: student's book, workbook, student's Audio CD or cassette, CD/CD-ROM, text booklet, teacher's book guide and supported web pages. Apart from this, Tomlinson (1998) has defined a textbook like the core of materials for a course, which is "designed and provides as much as possible all the tools necessarily for the course in only one book. This textbook usually includes sections in grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking" (p. ix).

The relevance of the textbook and its use in the teaching-learning process has been a constant discussion among different authors. With the course of the years, materials writers and teachers (sometimes learners) have taken a position about it as mentioned before. Some of them have a negative and critical perspective about it and its use in the classroom. Apple and Jungck (1990) stated that the use of textbooks makes a great damage not only to the teaching-learning process but also limits the role of the teacher (as cited in Richards, 1993). Swan (1992) stated, "The danger with ready-made textbooks is that they can seem to absolve teachers of responsibility, instead of participating in the day-to-day decisions

that have to made about what to teach and how to teach it" (as cited in Hutchinson & Torres 1994, p. 315). Besides, Littlejohn (1992) has referred to the use of textbooks as a producer of a kind of dependency culture, deskilling teachers and reducing their roles because of their precise instructions of managing a preplanned classroom event (as cited in Hutchinson & Torres 1994, p. 315). As we can see from this perspective, the use of textbooks brings different and varied disadvantages; for instance, Awasthi (2006) compared the textbook to "the teacher's master which is followed as a religious book" (p. 3). Furthermore, Awasthi (2006) reviewed two lists of disadvantages and limitations of using a textbook. He cited Richards (2001) who claimed that:

- They may contain non-authentic language.
- They may distort content.
- They may not reflect students' needs.
- They can deskill teachers.
- They are expensive. (p. 4).

Richards (2001) suggested to revise these limitations and to try to deal with their negative consequences. Ur (1996) also presented another limitations, which evokes Awasthi's list and even adds some other drawbacks of textbooks as cited in Aswasthi, 2006:

- Topics in a textbook may not be relevant for and interesting to all.
- A textbook of necessity sets prearranged sequence and structure that may be realistic and situation friendly.

- Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class.
- Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not. (p. 4).

Similar to what Aswasthi (2006) discussed, there is the "anti-textbook: strong and weak view" as it is claimed by Harwood (2005); the "anti-textbook: strong view" is the one we referred before, in which the rejection of all commercial materials is promoted, this perception is enriched by some authors such as Porter and Roberts (1981) and Nunan (1989) (as cited in Crawford, 2005) who argued that commercial materials such as textbooks fail in contextualizing the target language for the students. And the anti-textbook weak view is when the commercial materials are defined as unsatisfactory in some way, but there is no problem with the textbook in principle (p. 149); in this perspective, Allwright (1981) has referred to the whole management of language learning "as too complex to be satisfactory catered by teaching materials" (p. 10). As well, he refers to an idea promoted by textbooks about an over-involvement of the teacher and under-involvement of the learners. An idea followed by O'Neill (1982) who has referred to this aspect as "impossible for textbooks to be designed to promote loosely cooperative styles of learning in which the learner often takes the initiative in deciding what is the best step forward" (p 104). In connection to this, Allwright (1981) suggested the concept "ideas books"; books which are full of content, collections of ideas rather than fully predetermined courses (p. 17). In relation to Allwright (1981), Studolsky claimed that a "teacher might teach a topic

presented in a book but use his or her own materials to supplement or replace the presentation in the book" (as cited in Richards & Mahoney, 1996, p. 45).

Adding up to all of the aspects mentioned above, nowadays the role of textbooks has become more complex. Richards (1993) presented some reasons for this situation; he said that there are Practical and Ideological factors. The practical factor referred to time and cost benefits to teachers and schools "If teachers were not allowed to use textbooks, they would need additional training in the preparation of materials" (p. 44) as well schools or educational institutions have to plan and invest huge budgets represented in the time for the training of teachers, development and production of the materials which in most of the cases ended in guides, which it will be similar to textbooks with the exception of the diverse resources that those bring with it. For that reason, it is easier to select a textbook from the large variety that exists in the market. The second factor is the ideological; in the sense that textbooks are technically superior to teacher made materials because they are more systematically and they have carefully developed syllabus since they developed are based on the findings of current research and theories. These reasons made that the superior role of textbooks expand and prevail through the time.

Moreover, the principle of textbooks survives because they satisfy certain needs as Hutchinson and Torres (1994) mentioned in this side of the discussion; for materials writers and teachers the principle of the textbook and its use is totally the opposite. The textbook becomes a tool, which gives direction and offers great advantages to the teaching-learning situation. Some of those advantages are mentioned by Richards (2001) and Ur (1996) settled as lists that offer the benefits of a textbook as cited in Awasthi, (2006).

- They provide structure and syllabus for a program. A textbook is a framework, which regulates the programs.
- They help standardize instruction.
- They are visually appealing. They provide a variety of learning resources as ready-made texts and learning tasks.
- They can train teachers. For beginner teachers a textbook means security, guidance and support. (p. 3).

There are many similarities between these two authors; however, Richard's view (2001) is more oriented toward the use of textbooks since he takes it as a composite whole. Furthermore, Hutchinson and Torres (1994) for example argued that "No teaching-learning situation, it seems, is complete until it has its relevant textbook" (p. 315). O'Neill (1982), based on research done in Germany and Allwright (1981), set out four main positive advantages of using textbooks. First, textbooks are very suitable for learners' needs. He supported the idea that there is often a common core of needs shared by a variety of groups in different places, under different conditions at different times; he also made reference to the fact that any learner from any level has to learn the same basic grammatical and functional framework in order to make use of the language in their own particular way. Hence, "the framework is as much a result of the language itself as it is on the learners needs" (p. 106).

Second, these materials make it possible for teachers and students to look ahead or back in their teaching-learning process. The learner's absence through the course is very common for different reasons but with a textbook it is easy for the students to catch up with the lessons missed. Moreover, having a textbook makes it possible for learners to prepare

in advance for lessons or even to study and review outside of class. As well, learners can use the textbook to be informed of what is happening in the class. Third, textbooks help teachers to save time and money. And the last main reason O'Neill (1982) presented indicates that textbooks help teachers to adapt and improvise when something planned does not occurs as it was expected because "however, there are many ways of designing textbooks so that they can be used by a variety of learners with a variety of ultimate goals, and so they can be taught by a variety of teachers with a variety of teaching styles" (O'Neill, 1982, p. 108). All these advantages are enriched by the experiences of teachers themselves, which gives a different perspective to the packages of materials offered by publishing houses.

3.2.1 Types of textbooks.

Grant (1987) suggested two very broad categories of textbooks: traditional and communicative. This author said "It is not always possible to place a particular textbook firmly within either of these categories, as there is a continuum from one category to another" (p. 12). Traditional textbooks are still being published today. The traditional textbook tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way that they think it can fit. Traditional textbooks have all or most of the following characteristics as cited by Grant (1987):

- They tend to emphasize the forms, or the patterns, of the language (the grammar) more than communicative functions of language.
- They tend to focus on reading and writing activities, rather than listening and speaking activities.

- They emphasize the importance of accuracy.
- They tend to focus rather narrowly on a syllabus and examinations.
- They are often attractive to some teachers, because they seem easy to use, and are highly examinations – oriented. (p. 13).

They have the great advantage that, generally speaking, a teacher can use them without too much difficulty. The main problem with traditional textbooks is this: students work through them sometimes for years; at the end of their studies they are still incapable of using the language in terms of being able to communicate and interact with others. They may "know" its grammar but they cannot communicate in it (Grant, 1987 p. 13).

On the other hand, there is the type of communicative textbooks, which try to solve this problem by creating opportunities for the students to use the language in the classroom. Communicative textbooks vary but very broadly they have the following characteristics as cited by Grant (1987).

- They emphasize the communicative functions of language. (Using the language – not just the form)
- They try to reflect the students' needs and interest.
- They emphasize skills by using the language, not just the form of the language skills, but may emphasize listening and speaking more the traditional textbooks does.
- They tend to be very specific in their definition of aims.
- Both content and methods reflect the authentic language of everyday life.
- They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.
- They emphasize fluency, not just accuracy. (p. 14).

3.2.2 How to use a textbook.

According to Hutchinson and Torres (1994), there are many ways for teachers to use the textbook "it saves time, gives direction to lessons, guides discussions, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning easier, faster and better. Most of all, the textbook provides confidence and security" (p. 318). Furthermore, Woodward (1993) mentioned that each teacher based on his beliefs tends to use the textbook in one way or in another (as cited in Hutchinson & Torres, 1994). Thus, some authors tried to explain this through some techniques in the use of textbooks. The first one is presented by Van den Akker (1988), it consist in following the textbook step by step called by him as the structured approach (as cited in Hutchinson & Torres, 1994, p. 322). The second is presented by O'Neill (1982), which consists in the selection of some segments of the units (p. 110).

Van den Akker (1988) developed research on how two groups of teachers used written materials. He established that the group, which was following certain basic lesson plans with a structured guidance, was much closer to the intentions of the curriculum developers, in that they were more successful (as cited in Hutchinson & Torres, 1994). Moreover, the participants from this group reported greater satisfaction with the materials, their lessons and their performance. Meanwhile, the other group lost control and reverted to more traditional forms of teaching. As a result, this author concluded that this structured approach is more effective in getting the curriculum into the classroom, as well he expressed that there is more chance of commitment to a program and of the stable and substantial changes in the direction of proposals for an innovation.

Conversely, O'Neill (1982) talked about the adaptation approach as the final reason to use a textbook. He expressed that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible (p. 107). Furthermore, he expressed:

> Textbooks can at best provide only a base or a core of materials. They are jumping-off point for teacher and class. They should not aim to be more than that. A great deal of the most important work in a class may start with the textbook but end outside it, in improvisation and adaptation, in spontaneous interaction in the class, and development from that interaction. (p. 110).

On the other hand, some authors such as Allwright's (1981) referred to the use of textbook in a lesson as interaction, which is defined as the involvement of teacher, students and materials (as cited in Hutchinson & Torres, 1994, p. 317). Allwright's assumption (1981) about interaction suggests that, materials are the "carriers" of decisions made by theorists' expertise in the teaching-learning process. Interaction allows to check the learners' output and to evidence learning emerging from all efforts put in the teaching-learning process enacted by materials writers and teachers. Furthermore, he also mentioned textbook materials as necessary to mould the unpredictable interaction, which is necessary in a classroom (p. 104).

Grant (1987) in his study made a comparison between three teachers; one of them does not use a textbook since he creates her own material, the other uses it just like a recipe following page by page; and the third teacher uses it a lot of the time but not all the time. One of the conclusions of the study was that it was very difficult for most of the teachers to teach systematically without a textbook. In addition, he found that most students invariably

want a textbook to follow because a textbook is a reassurance for most students as well it offers a systematic revision of what they have done, and a guide to what they are going to do.

So far we have presented two of the main concepts to our study: materials and textbooks, since our intention is to inquire about teachers beliefs, we will now tackle this concept in the context of second language acquisition.

3.3 Beliefs in Second Language Acquisition

The concept of beliefs in the field of Second Language Acquisition has increased since the mid 1980´s. Current studies on beliefs describe them as thoughts, knowledge, opinions, representations or ideas that learners and teachers have about acquiring another language. This is asserted by Bathmaker and Lee (2007, p. 351) who suggested that "there is a significant factor that teacher's theoretical beliefs are actively constructed by them based on their personal theory derived from their professional and practical knowledge, goals, values, assumptions and decision-making abilities" (Hence, Teachers and students bring into the classroom their own beliefs about the language they are studying, the language activities they do and the teaching approaches or materials they are using; all of these issues can affect the teaching-learning process at some point, because whatever action students and teachers do is a result of what and how they make sense of what they are learning or teaching.

3.3.1 Definition of beliefs.

Beliefs have been defined in several ways, based on their complexity. The following are some definitions of beliefs used in some studies. Vibulphol (2004) in his study cited Cabaroglu and Roberts (2000) who defined beliefs as "a set of conceptual representations

which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action" (p. 10). Moreover, Johnson (1999) presented that the term has a cognitive, affective and behavioral component; he adds that teachers shape their beliefs based on who they are and what they do (as cited in Gonzalez, 2008). Kalaja and Barceros (2006) presented different definitions. For instance, they recall Preston (1994) who in his folklinguistic theory argued that beliefs are innocent understandings of language, in the same way; Barkhuizen (1998) said that sometimes the students' beliefs about language are alike to those of the linguistics field, which means that these theories support a cognitive dimension. Beliefs are products of reasoning about the problems and resources individuals have; connecting this statement to the cognitive dimension already mentioned. In similar terms Green (1971) proposed that beliefs are ideas that in many cases are incompatible and inconsistent. Nevertheless if people examine them, those beliefs can change if they want (as cited in Richardson, 2003). However, some beliefs are more central than others; Rokeach (1968) argued that people have some ideas almost impossible to change because these are linked to personal factors (as cited in Kalaja & Barcelos, 2006). These authors in their book mentioned also some representatives in language acquisition, who support beliefs as ideas, for instance Miller and Ginsberg (1995) agreed that beliefs are ideas that students and teachers have about language and learning. Another definition announced by Riley (1994) argued, "Beliefs are popular ideas about the nature of language and languages" (p. 8). On his part, Holec (1987) asserted that beliefs are learners' entering ideas about their roles and functions of teachers and teaching materials (as cited in Kalaja & Barcelos, 2006); the authors who have contributed to this field stressed that belief is an idea and it does not have to be logically

structured, since beliefs are changing constantly. Moreover, Richards and Lockhart (1996) assume that beliefs are constructed based on goals, values, understanding about teaching content and process, their work environment, and their roles.

Beliefs are the truths or understandings that individuals have about the world they are living in. Williams and Burden (1997) showed that the processes and outcomes of second foreign language acquisition are definitely influenced by learners and teachers' beliefs (as cited in Nakata, 2006). However, as Kalaja and Barcelos (2006) asserted that beliefs are not easy to identify or study because they are not directly observable. Nevertheless by describing, observing the actions and listening to people's explanations about those actions, beliefs can be identified and explained, an objective that we have aimed in this study.

Some other authors explained beliefs in relation to a cultural component; they affirm that beliefs are explanations of the environment and perceptions where those beliefs are built up in a social cultural "milieu" where teachers, parents and students can transmit cultural beliefs about second language acquisition (Lalonde, 1990; Gardner, 1988; and Pierson, 1983) (as cited in Kalaja & Barcelos, 2006). Related to this assertion, the authors affirmed that beliefs are implicit or explicit ideas, based on experience, the environment and ideals about acquiring and teaching a second language.

In this research we use the distinction between beliefs and knowledge. According to Alexander and Dochy (1995), Barcelos(1995), Green (1971) and Abelson (1979), there are divergences between the two concepts and this distinction has to be comprehensible because of the need to justify that beliefs are not knowledge, although their origins are in knowledge (as cited in Kalaja & Barcelos, 2006). Richards and Lockhart (1996) explained that many of the beliefs people hold are "naïve" and they found out that those beliefs were

not supported by any academic research, those beliefs are generally held to be true by people and guide their behavior; consequently, beliefs do not require a truth condition. However, according to Raths (2003), knowledge does, it needs an epistemic standing (as cited in Kalaja & Barcelos, 2006). Richardson (2003) defined knowledge as "a truth condition with a community of people agreeing on evidence to back in this knowledge" (p. 24). Therefore knowledge and beliefs systems have many points in common as well as differences; beliefs involve self-concepts, knowledge is open to critical examination and reason in comparison. Furthermore, Pajares (1992) presents a distinction between both definitions, belief is based on evaluation and judgment; knowledge is based on objective fact (as cited in Vibulphol, 2004, p.10).

Based on the different concepts that these authors describe, we can conclude that in the EFL field, definitely beliefs are related to the language learning and most of the definitions include social and cultural factors. A suitable definition for this research is offered by Green (1971) who stated that beliefs are "propositions that are accepted as true by the individual holding the belief but they do not require epistemic warrant" (as cited in Richardson, 2003, p. 3). This conception of beliefs also covers a contextual character, beliefs are more than cognitive concepts, and they are also social constructs based on individual's experiences and social interaction. Barcelos (1995) said "Beliefs are cultural assumptions, according to individuals age and social economic level, are based upon their previous educational experience, previous and (present) readings about language learning and contact with other people like family, friends, relatives teachers and so forth" (as cited in Kalaja & Barcelos, 2006, p. 40).

3.3.2 Source of beliefs.

From the discussion above we can make inferences about where beliefs come from, Richards and Lockhart (1996) affirmed that beliefs originate from many and different sources such as "People's own experience as language learners… experience of what works the best… established practice… personal factors… educationally based or research-based principles… principles derived from an approach or method…", (p. 30-31). Indeed, beliefs involve both subjective and objective dimension and they are based on experience. Therefore, we grouped the sources of beliefs about SLA into three groups according to Richardson (2003): beliefs related to personal experience, beliefs about the experience with schooling and instruction and the third group of beliefs referred to the experience with formal knowledge.

The first group covers the personal experience. These beliefs also are connected with the strategies they have used to learn or teach a language, or they just have beliefs because they match their personal likes. In Dewey (1938), experience is a central concept, "teaching and learning are continuous processes of reconstructions of experiences" (as cited in Kalaja & Barcelos, 2006, p. 111). Experience is not a mental state but the interaction, adaptation and adjustment of individuals to the environment. Accordingly, Dewey (1996) defined environment as everything that is necessary to life, and this included all the things that "promote or hinder, stimulate or inhibit man's living being" (as cited in Kalaja & Barcelos, 2006, p. 11). According to Dewey (1996) there are two principles in the constitution of experience; the principle of continuity and the principle of interaction. The principle of continuity refers to the connection between past and future experiences. Everything that we experience takes up something from the past and modifies the quality of future experiences. Kalaja and Barcelos (2006) said "Learning is a reflection or

continuities that we establish within experience. It is the process of giving meaning to what we experience and making connections to what is to come" (p. 174). The principle of interaction refers to the transaction between an individual and the environment and involves an influence of the elements immersed in the environment and how people interact with them. Moreover, Burns (1992), based in her research about the relationship between teacher´s beliefs and the dynamics in the classroom interactions, found that teacher´s beliefs are extremely complex and are compounded by a series of different and interrelated levels of influence which go beyond the level of the classroom (as cited in Bathmaker & Lee, 2007, p. 353); these levels relate to the principle of interaction since they influence teacher´s beliefs; the first level is the institutional focus, which concerns to the norms, ideologies, procedures of the organizational context within teachers work. The second level focuses on the classroom, it includes beliefs about learners, learning, language and the role of the teacher, and finally the third level and most specific is located within the other two and focuses on specific content of instructional matters. In conclusion Burns (1992) said that all levels of beliefs are affected by the values and belief systems of the wider society (p. 354).

The second group of sources of beliefs covers the experience with schooling and instruction, these beliefs are related to what and how people learn and the practices they favored to learn as well. The last group covers the experience with formal knowledge, it has to do with all the knowledge a person receives or learns from theories and how s/he tries to apply the experiences in the classroom, thus people can believe in the success of a particular approach or method because they have experienced it.

Third group includes the sources of beliefs and their relation to the concept of

identity. Beliefs are intrinsically related to our identities and ourselves. Three aspects can be mentioned. First, identity is co-constructed in interaction with others. Second, identity, learning and beliefs are inseparable. According to Wenger (1991), learning and a sense of identity are "aspects of the same phenomenon" (as cited in Kalaja & Barcelos, 2006, p. 177). The third aspect is that our social identity involves "the sum of all the groups of which we are competent and acknowledge members" (Riley, 1999; as cited in Kalaja & Barcelos, 2006, p 177). In others words, it connects to our configuration of memberships to different groups that involve gender: man, woman; occupation, socio-economic levels, marital status, etc., which make part of our beliefs.

3.4 Concept of Textbook Selection

Textbook selection is a process, in which one person or a group of people participates as a committee of selection to evaluate and choose a determined textbook to follow. According to Oviedo (1985) in "La selección de texto guía para la enseñanza-aprendizaje de idiomas", this committee has the task to choose among different textbooks, the one which is more appropriate and obeys the parameters already established for the selection in the institution "The textbook selection implies an in-depth evaluation or as it is named by Ellis (1999, p. 220) a "before-program evaluation" of a published textbook. Ellis argued that this process has been motivated by the need to choose materials that will be relevant and suitable for a particular group of learners and also possibly by the need to identify specific aspects of the materials that require adaptation.

As much as there are some parameters to select a textbook, there should be as well a certain procedure to follow, Oviedo (1985) reminded that the selection committee, as a first task, has to pre-establish some criteria, which will guide them during the process. Those

aspects are essentially academic, social and physical, which will be used as the basis for the selection committee to evaluate each textbook and select the most adequate for the users and the pedagogical aims of the institution.

Summarizing, the concept adopted in this study as regards the conceptualization of the textbook selection process, we deem that it involves the procedure to follow as well as the parameters, which help to match the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who will work with the textbook. This agrees with as Rubdy (2003) who expressed that one of the main purposes is to find the best possible fit between the elements just mentioned.

3.4.1 The selection committee.

"Selecting a suitable coursebook is not a simple task since many people may be involved and resistance can be strong" (Chambers, 1997, p. 29), it is for this reason that it is advisable that the selection committee be comformed by people who are related to the institution and hold knowledge and clarity about the institutional aims and the methodology or approach adopted in it. Adding to this the fact that when teaching materials are to be used by a group of teachers, it seems sensible for them to select the textbook by themselves since it is them who are going to use it (Chambers, 1997). Moreover, Rubdy (2003) and Chambers, (1997) adduced that this task is a very important professional activity for all ELT teachers as cited Cunningsworth (1995) mentioned that the high number of publications requires that the selection committee be well informed to make a choice when they select a textbook (as cited in Rubdy, 2003). Such decisions are usually made on the basis of models of what constitute good materials that we all, possibly unconsciously carry in our heads -beliefs- (Chambers, 1997, p. 29). Furthermore, Garinger (2002) also

reminded that despite the different approaches in textbook selection, at the end the process is often based on personal preferences from the people who and may be affected by factors unrelated to pedagogy such as "limited awareness of available texts, limitation in time, budget restrictions and limited availability of some textbooks" (p. 1). Besides, some selection committees experience different context or circumstances in which some are totally free while others are extremely circumscribed.

Moreover, as we have implied above the selection committee needs to have a deep understanding and clear ideas about the general aims to achieve at the end of a language class as well the teacher's goals, the syllabus followed, and teacher and learners' needs and preferences. This is adduced by Forero (2000) in his work "La evalaución de textos para la enseñanza del inglés en un programa de licenciatura". In a similar vein,. Angell, DuBravac and Gonglewski (2008) comments that the difficulty for those responsible of selecting a textbook is choosing one that represents a compromise among the needs of the group, balancing ease of standardization, comfortable fit with program conditions and content interesting to students (p. 564). This pre-evaluation can be gathered through surveys or short interviews, but most of the cases a representative of students and teachers is part of the committee to give their perspective in the selection process together with administrative people from the institution.

3.4.2 Types of expertise for selecting a textbook.

People in the committee selection are not isolated from the production line behind the creation of a textbook. According to Talmage (1986), during the late '60s and early '70s when using a textbook was only for those teachers with lack of creativity and dependence on the publishing industry, teachers started to create their own materials. However, those

materials turned out to be the same common drills for workshops to work with. After this period, the different people behind the production of textbooks started to get involved in the process, but at the same time a new discussion, related to their roles in the process, started to generate a polemic among them, this polemic related to the type of expertise needed for the creation and production of a textbook in the different steps of the process.

In order to bring 'good' materials to learners, there is a need of at least three different types of expertise as mentioned by Talmage (1986). The first expertise comes from Scholars. The second type of expertise comes from interpreters of scholarship and the last expertise comes from teachers. The author makes a description of the function of these three types of expertise in the following way. Scholars generate theories, knowledge, and new ways of conceptualizing a given field of study. They are the ones who engage in the research and extend knowledge. The interpreter takes the work of many scholars and brings some order to their findings by creating a message that is understandable to others; they are the writers of textbooks. They have four main tasks; first, to weigh the various contributions of the scholars for authenticity, second, to select among these the content most suited for a given audience, the third, to arrange the findings into a form best understood by this audience and the last, to present the content in a clear, interesting manner. Finally, the third type of expertise comprises teachers, they are the ones who deliver the message to learners through the instructional process, while the interpreters write for a mass audiences do it in an individual student level. Based on this description the teacher is not able to take any other role, as Talmage (1986) has commented "It is evident that the teacher can not be both scholar and interpreter of a subject area and then be

expected to deliver the essence of those findings to a class of students" (p. 8), but this brings out a new discussion referring to the teacher's role in the selecting process.

Furthermore, there is another part needed in the expertise of the selection committee; the criteria for "good materials". Since this is a complex process, it demands certain aspects as it is mentioned by Chambers (1997). First, it demands pedagogical factors such as suitability for the age group, cultural appropriateness, methodology, level quality, number and type of exercises, skills, teacher´s book, variety, personal involvement and problem solving (p.29). Second, previous to selection, materials should have already been piloted; they should be good not only at the theoretical level but also at the practical level, which means that they have been tested in real teaching settings. Thus attention should be given to the outcomes of students, who used the textbook third, it important to consider who will make part in the decision process. Since many people would like to be involved in the last choice, it is important to think of the comprehensibility and accountability of the process in terms of time and resources (Chambers, 1997).

3.4.3 Selection process of textbooks.

The selection process entails a lot of responsibility since it has implications for pedagogical actors (teachers, learners, administrators, etc.) and for many aspects of the teaching-learning process. The fact that a textbook has become "the visible heart" of any ELT program leaves behind the idea of a simple "tool of the trade" in the language classroom as it is argued by Sheldon (as cited in Rubdy, 2003). The textbook projection and use in English language teaching has overcome the negative perspective of some teachers and the development of new technologies in materials (Garinger, 2002). The textbook industry continues to grow producing each year more and more series of

textbooks, giving away the idea of only a single textbook; now they consist of a whole set of materials (Xiaotang, 2004) which are presented as "packages". Littlejohn (1998) said that "these packages have all kind of extra tools such as audiovisual materials, workbooks, dictionaries, teacher's guides, also online support such as CALL programs with precise indications of the work that teachers and learners are to do together in the lesson" (as cited in Rubdy, 2003, p. 37). All these aspects have made the textbook selection process a complex and relevant issue, which demands from selection committees plenty of time and interest. But this committee has to have a clear criteria and parameters for selection. Criteria concerned with the academic, social and institutional goals as well as pedagogical approaches or methods.

However, educational institutions do not take into account the relevance of forming a selection committee in the institution. The implications of selection decisions can be positive in terms of promoting the objectives established by the institution and the effectiveness of teaching. However, it can also generate negative feelings, materialized in the rejection of the learners of the target language, discouragement in the teaching-learning process, skewing relevant information, waste of time in class, pauperization of students (on the basis of economic investment), and even sabotage of the instructional goals (Lepionka, 2006; Oviedo, 1985). For that reason, the selection process has not often been as clear and straightforward as everybody has assumed (Lepionka, 2006).

3.4.4 Parameters in the selection.

Oviedo (1985), Talmage (1986), Forero (2000) and Garinger (2002) have talked about the parameters that should be considered for the evaluation of a textbook; they agreed on some basic aspects, which should not be disregarded. We will present the following list

as mentioned by Forero (2000), who places the objectives of the English program in first place. According to the objectives of the textbook should be compatible with the program's aims; this thought is shared by Garinger (2002), who explained that it is important for the textbook to address most of the objectives of the institution planned for the course when it is going to be used. The second aspect is the type of users in terms of age, context, socioeconomic situation, reasons to learn the language, previous knowledge in the target language, etc; so that the textbook selected will be useful and adequate to learners.

In the third parameter, we have the identification of the needs of the users. It is important to know what the teacher and the learner need and hope to find in the textbook (Forero, 2000; Rubdy, 2003). The fourth parameter is the type of activities that the textbook presents as well the organization of content in the unit through the units, because this will help to develop and emphasize the skills that the teacher wants to work more on. Next, we have the relevance of the approach: it is important for the textbook to share the same perspective of the institution to be able to accomplish the goals. Then, the organization of contents is a parameter to take into account as mentioned before but it is also important to think of its presentation, that is, the presentation of contents which will help teachers to know how they are going to organize their class and when to require adaptation or extra material to support the textbook. Finally, there is the users' opinions about what they expect form the textbook. It is important to know learners and teachers' expectations, needs, aims; which they hope to aim with the textbook help. There are other aspects such as the need to check in depth the roles of each participant in the classroom, the type and amount of interaction among the teacher and learners, the competencies worked in

the textbook, and the local standards and global background in the teaching–learning process of English as a second language Oviedo (1985). These are some basic parameters that the selection committee in an institution should take into account and have clear ideas about those answers at the moment of matching the textbook with the institution's aims and expectations to achieve the whole goals proposed with the decision made.

Finally, Awasthi (2006) reviews several authors who have created parameters to select textbooks such as Rivers (1968), Williams (1983), Cunnigsworth (1984), Grant (1987), Richards (2001), and Sheldon (1987). From his review we would like to regard Richard's proposal who emphasizes the role of the textbook in relation to the program, teachers and the learners of the institution were the process of selection is being carried out. In turn, each of these parameters are divided into others descriptors, enunciated in the form of questions, which must considered by a selection committee as cited by Awasthi (2006):

The role of the textbook in the program

- Is there a well-developed curriculum, which describes the objectives, syllabus and content of the program, or will this be determined by the textbook?
- Will the book or textbook series provide the core of the program, or is it one of several different books that will be used?
- Will it be used with small classes or large ones?
- Will the learners be expected to buy a workbook as well or should the textbook provide all the practice students need?

The teachers in the Program

- How experienced are the teachers in the program and what is their level of training?

- Are they native speakers of English? If not, how well they speak English?
- Do teachers tend to follow the textbook closely or do they use the book simply as a resource?
- Do teachers play a part in selecting the books they teach from?
- Are teachers free to adapt and supplement the book?

The learners in the program

- Is each student required to buy a book?
- What do learners typically expect in a textbook?
- Will they use the book in class and at home?
- How will they use the book in class? Is it the primary source of classroom activities?
- How much are they prepared to pay for a book?. (p. 5).

In summary, we have attempted to describe and present the concepts and research that informs the development of this work. As it has been observed empirical studies of the parameters and the selection of textbooks are limited in general. In particular, in Colombia research on the topic of textbooks is limited, let alone the work on the parameters of selection, few institutions keep track of how this process is done and what are the implications of such process. Besides the studies overviewed above from Oviedo (1985) and González (2006), readers can find work on the relation between culture and textbooks developed by Bonilla (2009) and the perceptions on the use of the textbook as a didactic tool developed by Campo (2010). It might be the case, though; that these types of study do not gain currency in Colombia due to the current trend that is mobilizing the textbook

industry toward virtual environments. It is seen every time more that electronic textbooks are becoming more normal and it will not be odd to see this trend taking off in Colombia.

4. Methodology

This project research has been developed with the aim to analyze, explore and describe the administrators and teachers' beliefs of AC textbook related to its use and selection. With these aims in view, this study corresponds to qualitative research, where the information was taken from a real-world context, in a natural setting, such as the classroom. Therefore, in this study we as researchers had the opportunity to obtain information in a direct way as interviewers and non-participant observers. We intended to describe and comprehend the participants' beliefs and actions without manipulating or controlling their behavior or the setting itself which contributed to the gaining of a better understanding of the phenomenon (Gay & Airasian, 2000; Johnson & Christensen, 2004). All these characteristics were adopted in this study and will be explained in the following paragraphs.

Based on the nature of the reflections in this study, in order to address the questions proposed above, we chose the case study as a research method because we needed to develop a broader understanding of one phenomenon in the classroom, mainly: the use of AC textbook regarding teachers' beliefs and also how these beliefs related to the institutional parameters of the textbook selection. In view of this, the design proposed for this study allowed us to developed detailed descriptions and interpretations of data

collected from the phenomenon in question (Johnson & Christensen, 2004). The case study research can be used to address exploratory, descriptive, and explanatory research questions (Stake, 1995; Yin, 1994) thus the type of case study followed in here was descriptive-interpretative based on the questions proposed and their objectives.

Firstly, this research project was developed in natural settings, which were three classrooms at CLUS, where the teachers' behavior was observed and documented as it occurred. Neither there was any manipulation or control of the activities, stages, organization of the class, nor any external imposition over the teacher, students or the development of the lessons. However, we did not have total access to the place. Hence we requested a permission to be able to enter to the lessons during the course. Teachers, students and administrators gave us their approval.

Secondly, in the study we had a direct role in obtaining the information since we were the direct agents in the instruments applied: the interviewers and the observers. Subsequently, during the observation and the interview we took into account all details manifested or performed by the teachers and the administrator. With the purpose, not to omit any detail based on the assumption that nothing was trivial or unimportant for the study.

Finally, the design and data analysis of this study emerged through the research itself. We started the study with some preconceptions of what we noticed in our practicum. Based on that, we started gathering data through the observations, which helped us to reconstruct the reality lived in the classroom and the participants' reactions and behavior with the textbook. Then, we synthesized it until we got our framework, the design of the study and the procedure to follow. However, during the whole project we allowed

for some flexibility in regards to the design since qualitative research is dynamic. All these aspects have oriented this study to collect information that was needed for getting reliable findings to the questions set out here. The multiple realities from the participants and the context were connected, reflected and comprehended in a better way. We formulated three research questions (see above), which helped us to focus on data to collect through the observations and interviews. In relation to the analysis and interpretation of data, we followed the grounded theory strategies, whose principal goal is "to engage in a process called constant comparison in which information is obtained through interviews" (Johnson & Christensen, 2004, p. 244). Nevertheless by using some analytical strategies from the grounded approach, we did not intend to generate theory, as it is common in the grounded approach theory. We used the systematic process of data analysis organizing the information, obtaining initial categories, with subcategories and descriptions. Then, we following the coding assembled data in a new way after we used the selected coding to write a composition that integrated the codes that we established (Johnson & Christensen, 2004).

4.1 Participants

In this research, the participants were selected according to the time they had been working with the textbook American Channel (AC) textbook. The participants were 3 teachers of 6th level based on the program structure of the CLUS, each one with a class of 14 students. Teacher Juliet, Nettie and Romeo are fictitious names that the participants chose as their pseudonyms. The teachers were between the ages of 25 and 35. Teacher Juliet had more than 3 years at the CLUS, teacher Nettie and Romeo with 1 year and half of experience at CLUS however; both of them had experience in teaching English as a second

language for more than 4 years in other institutes. Finally, the last participant, the administrator, was chosen to participate in the study because he had made part of selection process of the AC textbook. For this reason, we interviewed him with the aim to have a depth description of the relation between the parameters of selection and the teachers' beliefs about the use of AC textbook. At that moment of selection of the AC textbook, he was the academic coordinator at CLUS and he was directly evolved in all the procedure and parameters of the selection process. Finally, it is relevant to mention that all participants signed a consent form indicating their willingness to take part in this research project.

4.2 The English Language Center

This study was developed at La Salle Language Center in Bogotá, Colombia. This language center is attached to the academic vice presidency of Universidad de La Salle, which has the primary objective of training in foreign languages to La Salle student community as well the public in general. Most of the students are doing their degrees in different faculties from the university. This institution does not only offer courses in English it also offers French, Spanish and Mandarin. The institutional mission is to offer the languages and cultural education that the students at the university need.

La Salle Language Center provides English lessons as a Foreign Language (EFL), according to the level of each student with technology facilities. In the case of students from Universidad de La Salle they have to take 6 levels of English as a requirement in their respective academic programs and the classes offered for the general public preparing students up to an upper-intermediate level. The Institution offers training, lessons and

cultural events, that overall support the university curriculum. This Center develops programs to promote connections with local and global communities.

The CLUS holds roughly 60 teachers and 1,700 students in vacation courses, time when observations were done. Those courses were taught in the morning and evening; there were 45 classes in the morning shift and 9 in the afternoon each class with an average of 17 students. Each class took 4 hours of English, for a total of 60 hours in 3 weeks. Students and teachers from 3rd to 6th level worked with American Channel (AC) textbook written by Mitchell and Scott (2005).

As CLUS makes part of the teaching practice sites of Universidad de La Salle and its faculty of Education, every semester a group of 4 to 5 teacher students perform their teaching practices at CLUS for a period of 1 year and a half. During this time, the pre-service teachers do 3 main activities: give tutorials sessions in the 7th semester, do observations of classes in the 8th semester and teach in the 9th semester.

4.3 Data Collection Procedure and Instruments

Based on the research method and the approach already explained, data collection was carried out through 3 main instruments: observations, surveys, and interviews. These instruments allowed us to gather the information we needed. Consequently, by means of each instrument we could interpret some data collected to better elaborate and apply the next instrument more effectively.

The first instrument used was the observation; the observers were complete participants as explained by Johnson and Christensen (2004) who stated that in this type of observation researchers are “observers without becoming a part of the process in any way” (p. 279). With this instrument, we could describe the natural behavior and context of the

participants in the classroom. These observations were carried out everyday from 8:00 a.m. in the morning until 12:00 p.m. in the afternoon during a period of time that extended from November 25th 2009 to December 3rd 2009. We collected seven (7) observations per teacher and added a total of twenty-one (21). Our observations sheets were designed to write down and describe the actions that the teachers made of the textbook or related to it. Also, at the higher part of the sheet observation, there were some spaces to describe the date, name of the teacher and the observer, the number of students in class and the number of textbooks and workbooks (See Appendix A).

The second instrument used was the survey applied to three teachers and the administrator. Based on the observations, we tried to determine some general concepts worked at the institution and some general beliefs of teachers. We organized the set of questions related to the use, beliefs and parameters in selection of AC textbook. Those were presented to the participants as printed questionnaire without any intervention or help from the researchers at the moment of answering it (See Appendix B and C).

We ended the process with the development of the interview with the three teachers and the administrator. We prepared the questions based on data collected from observations and surveys. The interviews were semi-structured and scheduled. We chose the semi-structured interview since we had only one opportunity to interview the participants, due to this we used an "interview guide" (Cohen & Crabtree, 2006) with the questions to be asked which had emerged from the other instruments. Additionally, we wanted to be flexible in terms of introducing new questions depending on the development of the interview. Through the interview we could listen to the participants' point of view and how they perceived AC textbook and the ways they used it (See Appendix D and E).

4.4 Data Analysis

Data analysis was developed all along the process of collection. Both observations and interviews were analyzed in terms of content analysis. Similar thematic patterns were identified and then categories were determined. In a similar way, we drew some statistics to systematize the results obtained from the survey. In order to triangulate the findings emerging from the three instruments, we analyzed different sections of data, which were later rotated among each one of us for further revision. The use of three different instruments was also another strategy to generate instrument triangulation as Freeman (1998) proposes.

Data analysis had three stages as we mentioned, which are data organization, data summary and data interpretation. Based on the techniques explicated in the grounded theory (Johnson & Christensen, 2004) in the first stage, we organized each line from the observations and we gave it a code (initials of the word) and color, the code were words or a word explaining the moment in the lesson or the aspect in the classroom. Then, we explained those codes with their properties and dimensions and finally we decanted them later into categories and subcategories. In appendices, there is an example of how we organized the information until gathered into a category and subcategory based on the research questions (see Appendix F).

Afterwards, we summarized data into smaller number of categories and subcategories. We analyzed both and connected them finding relations until establishing the last categories and subcategories for each section as proposed in the grounded theory approach (Johnson & Christensen, 2004).

5. Findings

This section discusses the findings that emerged after scrutinizing data collected. In order to do this we will attempt to answer the questions posed at the outset of this paper.

5.1 The Use of AC Textbook at La Salle Language Center

In regards to the first research question: How do teachers use the textbook at La Salle Language Center?, we must say that there are two techniques related to the use of the AC textbook among the three teacher participants of the study. One is following the AC textbook step by step performed by teachers Nettie and Romeo, and the second one is the selection of some segments of the units as was done by teacher Juliet. Underlying those ways, it is the statement that all of three teachers use the AC textbook as principal material, as it is required by the institution. Furthermore, it helps teachers to organize their teaching inside their classes and stimulates the learning in students outside them. Based on this, we present the following main category: textbook as the main guide or tool in class, and two subcategories emerged from it, AC textbook as orienting resource of several dimensions of the instructional (see Table 2) and a rationale for teachers' use of AC textbook.

In order to explain this category and subcategories, we will go over the data collected through observations and confront it with data from the interviews.

Table 2

The use of AC of textbook at La Salle Language

Question Research	Category	Sub-Categories
How do teachers use the textbook at La Salle Language Center?	Textbook as the main guide or tool in class	1.Textbook as orienting resource of several dimensions of instruction

		2. A rationale for teachers' use of AC textbook

5.1.1 Textbook as the main guide or tool in class.

Administrators at CLUS selected the AC textbook as main material for the courses they offer there. Teachers and students should follow AC textbook through the whole course from level three until six. This choice was because the textbook, in their perspective, fulfilled the expectations of administrative standards as well as provided a plan to reach the learning and teaching goals intended in each course also the exams applied for each level and term were based on the units of AC textbook. However, teachers from the institution were autonomous in the way they used the textbook. This coincides with what Garinger (2002) stated that a textbook can be used in different ways: "as a core resource, as a source of supplemental material, as an inspiration for classroom activities; even as the curriculum itself" (p. 1).

Based on data collected, we found a reiterative behavior in the use of AC textbook by the teachers, although they had individual and different approaches to the material. The AC textbook was the main guide or tool during the classes; but it is necessary to clarify that data showed AC textbook was "the main guide or tool" for any activity developed inside or outside class.

Data collected from the observations showed us that the three teacher-participants used the AC textbook in each class as the main guide to perform any activity. Even though teacher Juliet used the AC textbook less than Nettie and Romeo did, all of them used the AC textbook to accomplish different tasks. In general the AC textbook was important to

determine dimensions such as the contents of the class, the sequence of activities and procedures carried out in class as well as the interactional patterns. We will discuss these elements below.

5.1.1.1 *Textbook as orienting resource of several dimensions of instruction.*

Teaching a language class involves several dimensions; data collected have shown that the main dimensions influenced by the presence of the textbook involve: what to teach, the sequence of activities of the lesson, checking or assigning homework, the development of exercises related to the language skills or sub-skills, pair work and interaction and correction through language noticing.

5.1.1.1.1 What to teach. AC textbook was a guide for teachers. It specified what topics they needed to teach and the objectives they needed to reach in the process. In each unit, there were pages directed at teachers, which told them how they should develop their classes. We noticed in the observations that all three teachers were usually checking those pages. They did it when students were doing exercises or before other occasions such as giving instructions and checking students' answers from the AC textbook. Teachers consulting the AC textbook to determine sequence of activities or procedures as it is showed in the quotes below from the observations.

> "Teacher is observing the last pages of her book while students are reading the pages asked by the teacher" (Teacher Juliet observation 02/12/09)
>
> "Students write the words in their notebooks while teacher stands up with her book reading it and writing on it" (Teacher Nettie observation 27/11/09)

Furthermore, the AC textbook also guided them in the preparation of their classes, advising them in the development of activities and sections from the unit. According to

Hutchinson and Torres (1994), there were many reasons for what teachers used the AC textbook as a main guide "it 'saves time, gives direction to lessons, guides discussion, facilitates giving of homework', making teaching 'easier, better organized, more convenient', and learning 'easier, faster, better'. Most of all, AC textbook provides confidence and security" (p. 318). This statement evokes a teacher's reply from the interview when we asked for the reasons why they checked teacher's comments in the textbook; she answered.

> "I do read the part for teachers, because there are explanations for us, there are also questions we could ask…I do read those instructions because they are useful, they have tips, they have grammar explanation and they have also the answers, sometimes you are busy doing something else and you cannot focus your attention on the exercise itself" (Teacher Juliet Interview, Question 5)
>
> "Yes, I prepare my classes using the AC textbook. That is why I can organize something to complete the activities" (Teacher Nettie Interview, Question 14)

Nevertheless, teachers did not only think of the textbook as a frame of reference for them, they also considered that students should use it as a guide. They believed that learners needed a map to guide their learning process in order to have a tool to study at the moment or in future time.

> "Students can take that material (AC textbook) later on; they check their notes and they can have a follow up of what is presented" (Teacher Romeo's Interview, Question 23)

Based on O'Neill (1982) the textbook is a material that students can use to be informed of what is happening in class. In addition, it is considered as a tool to be prepared

for each lesson and a resource to be in touch with the language. Those were some reasons for teachers at CLUS to request students the AC textbook for the class. Besides, it was used to extend the teaching and learning process outside class through the homework, as it can be inferred from the next quote:

> "Students need the book, to see what is in order to understand, and because there are exercises that you cannot do without the book". "I assign some homework from student's book" (Teacher Juliet's Interview, Question 7).

5.1.1.1.2 *Sequence of activities of the lesson.* AC textbook was a relevant source for the teachers to structure their lessons. It is well know that textbooks are organized by units within which certain topics are covered. In order to go through the topics, each unit is distributed into lessons where certain skills are emphasized. We found that the participants used the organizational structure of the units of AC textbook to sequence the order of activities in their lessons. This is observed in the following excerpt:

> "Teacher writes the agenda for today on the whiteboard: *Description acts. *Questions tags, *reflexive pronouns, *talking about phobias, * writing exercise" (Teacher Juliet observation 01/12/09/ page 1)

As the sample shows, before starting each class teacher Juliet used to write in one corner of the whiteboard the agenda of the day, which is an established step by the institution. This was not only to inform the students about what they would do but also as a map for her. The agenda was presented as a checklist, with the topics and sections of the class as followed in the unit. We noticed that each item from the agenda was according to the topics of unit 13 showed in the textbook. On the AC textbook, in each unit we could observe the functions, the structures and the vocabulary that it would be developed along

the lessons in a chart only for teachers. We compared the chart from unit 13 with the items written in the previous example of the agenda; we could see those were the same in the content chart of this textbook:

> "From Structures part: Question tags, page 84. From Structures part: Reflexive pronouns, page 86. Listening about phobias, (p. 88).

In the case of teacher Romeo and Nettie, they did not write or explain to the students the agenda, but all their activities were in the same order as AC textbook presented them.

> "Teacher arrives and greets the students and they start to work on page 86, they read the readings… then they continue with the "words and phrases section" Page 87… then teacher writes on the board some examples about the reflexive pronouns and then he refers to the book on page 87 in the grammar section… then he continues with the listening, part 1, and asks students to discuss about some phobias…" (Teacher Romeo, observation 01/12/09 page 1,2,3 and 4)

> "Teacher greets the students, then she tells them to open their books on page 87 in which there are some personal and reflexive pronouns…teacher shows the book on page 87 to students and she says "please read the directions and let's listen… teacher asks the students if they know what phobia is…" (Teacher Nettie, observation 01/12/09 page 1,2,3 and 4)

As we can see, the latter teachers did not write a reference of the agenda on the whiteboard for the students but all their class preparation was based on the presentation and sections from the unit in AC textbook. Thus, teachers Nettie and Romeo used the AC textbook slightly differently from how teacher Juliet did. Nevertheless, the role of AC textbook in their classes was to be a main guide for class development. They differed in the

approach of using the AC textbook: Nettie and Romeo used the textbook drawing on what has been called a structured approach based on Van den Akker in Hutchinson and Torres (1994), this approach made reference following the textbook step by step; whilst Juliet used the same textbook but with an adaptation approach according to O'Neill (1993), which made reference to the selection of some segments of the units.

5.1.1.1.3 *Checking or leaving homework.* Turning now to how homework was checked and assigned, we consider that the workbook must receive equal attention like students' book since in the context of this research teachers used it as an important extension of the textbook. Likewise, not only was the workbook used as an instrument to do homework but the textbook as well. The three teachers usually checked the homework at the beginning of the class. They asked if students had problems with the homework and they corrected possible mistakes. Teachers assigned some exercises from the students' book and workbook as we could see in the following excerpts:

> "Teacher greets the students, then she asks them about their assessment. Every student has their textbook already out, teacher says they will correct the homework…She takes her textbook, then she reads her guide and she starts asking her students the questions from the homework" (Teacher Juliet observation 26/11/09 page 1)

> "Teacher starts checking the homework from workbook page 81, students check their workbooks… they tell him the answers"(Teacher Romeo observation 01/12/09/ page 1)

> "Teacher arrives and arranges her material, she starts giving some writings back then she checks the homework from page 77, she asks 2 students to read the dialogue with the answers" (Teacher Nettie observation 27/11/09 page 1)

This stage of the daily lesson relates to the previous dimension of organization of class sequence due to the fact that it was through textbook that this activity could take place. In the three samples presented above, either the textbook or the workbook constituted the point of departure of the class and sets the moment from which the presence of the textbook started to gain a central role in the development of the class.

5.1.1.1.4 *Determining language skills or sub-skills.* The teachers use AC textbook as a way to determine what language skills or sub-skill to focus on. We found that teachers' decisions to use AC textbook were mostly oriented by their aim to develop language skills therefore they saw it as the main source of language learning. Thus, use and aims are interweaved elements that compound teachers' actions with and through AC textbook. As the main language learning resource teachers use the textbook to enhance language skills.

All three teachers promoted skills and subskills, although they differed in the way the tasks were done in order to develop them through the student's book. Teacher Juliet strengthened vocabulary, listening, reading in her class. Some occasions, she used it to enhance grammar and speaking activities from it. Despite the fact that sometimes she would bring extra materials to provide extra practice, the exercises contained in these materials were similar to the exercises from the unit of the book but longer.

> "Teacher gives to each student a piece of paper, she explains that on the paper are some conversations and they need to complete those dialogues using tag questions" (Teacher Juliet observation 1/12/09 page 2)

Teacher Romeo and Nettie also followed the textbook to promote skills and subskills. They used it step by step as the AC textbook advised and they followed it in the same order. Additionally, they referred to the use of extra material as a great help, although they did not bring as much extra material as Juliet used to do for her classes. The following examples display moments of the class where different language skills are enhanced through the textbook:

> "Teacher takes the book and says the students to open it on page 84. He asks the students "do you know what is health matters? [sic]... then he asks them "what do you usually do when you don't feel well?" (Questions from the teacher section of the book)… then teacher plays the listening, then he asks them some questions about the dialogues" (Teacher Romeo observation 26/11/09 page3)

> "Teacher says "ok guys, I want you to go on page 84 and we will do some exercises with it"…Teacher plays the track, but after some seconds she realizes that students are reading the transcript, she stops the track and she asks them to cover it, after listening to it she stops it in the first dialogue and she asks the students "who is the person who talked? [sic]... then teacher makes them read the whole point 3 on page 84, students ask each other for the meaning of some words… meanwhile teacher asks for volunteers to read the dialogue" (Teacher Nettie observation 26/11/09 page1 and 2).

In the first sample, Romeo uses some questions suggested in AC textbook to introduce the topic and promote students language use: speaking as well as subskills such as vocabulary and grammar. Then, he concentrates on the listening skill by developing a

listening comprehension exercise "*teacher plays the listening"*. Similarly, Nettie starts the activity by concentrating on a listening exercise from the AC textbook and combining it with reading "*teacher makes them read the whole point 3 on page 84"*. In both of these examples, the AC textbook turns into the central material for the development of the class and the achievement of language aims.

5.1.1.1.5 *Establishing patterns of interaction.* Here we refer to "Interaction" as the process of involving all the classroom participants: the teacher, the students as well as the materials. We consider materials a classroom participant based on Allwright's assumption (1981) according to which materials are the "carriers" of decisions made by theorists' expertise in the teaching-learning process. Interaction allows teachers to check the learners' output and to evidence learning emerging from all efforts put in the teaching-learning process enacted by materials writers and teachers. Furthermore, interaction allows the evaluation and the further re-planning of methods, strategies and goals of the lesson.

> According to O'Neill, interaction is a natural action that happens in classrooms. Language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom" (1982). Hence, AC textbook was used as a mediator in the process of generating interaction on the basis of some of the exercises it presents. There are some exercises, which require students to work in pairs or in groups in order to practice their speaking or other skills. Let us look at the next instance:
>
> "Oral practice: Work in pairs. Act out the following conversations (p. 85).
>
> "Teacher takes the book and start working in the oral practice, asking to students to work in pairs" (Teacher Romeo observation 30/11/09 page 8)

In this case we can see that interaction is predictable because the teacher followed the steps of AC textbook, then we can say that a way of interaction is suggested by AC textbook. Based on the data collected, we found some common and repetitive moments in the classroom where the use of AC textbook was made with the aim of generating and promoting interaction among classroom participants. Despite the differences among teachers' perspectives, they used the textbook in the same way to promote interaction.

> "Teacher continues with the agenda, using the book on page 70. She asks the students to read the conversation" (Teacher Juliet observation, 25/11/09 page 3)

> "She explains to them that they need to prepare a conversation using the book; Students are practicing and all the pairs are looking at the book" (Teacher Nettie observation, 30/11/09 page 5)

The interaction registered on the data collected was of different types such as interaction in class based on previous homework, interaction between student-textbook, interaction between student-student based on small groups, interaction between teacher-textbook, interaction based on a section or activity proposed by the textbook through extra material. Some of these kinds of interactions can be observed in the previous excerpts. For instance in the first one, the pedagogical transaction unfolds between teacher and students, while the second example involves students working in pairs; thus the type of interaction was student-student.

The following type was a common factor in the three participants' classes. We can see how teachers promoted interaction in class through checking the homework assigned. We could observe that teachers made of this interaction an opportunity to check students' understanding; their doubts, weaknesses and the goals covered through the unit. As well

they used this interaction to promote peer-correction is the case of teacher Juliet and teacher Nettie.

> "She finishes the class giving them homework from the book page 73 exercise "word and phrases and grammar" (Teacher Juliet observation 25/11/09 page 5)
>
> "She asks them about their assessment, each student has his/her book already out. Teacher says they will correct the homework. She starts to ask her students about their problems with the homework. Teacher reads the questions then she asks one by one, students give her the answers" (Teacher Juliet observation 26/11/09 page 1)
>
> "Teacher checks homework asking the students about different categories in sports… Teacher organizes the groups in categories to discuss about it and prepare a presentation… Students do their presentations in front of the class; she corrects them and explains them, which were their mistakes… She corrects them grammar, pronunciation, and vocabulary" (Teacher Juliet observation 25/11/09 page 2)

As we explained before, in these extracts, we observed a type of interaction mediated by AC textbook, which was used to assign homework. However before that, the student had already interacted with AC textbook, outside the class to be able to do the homework. We were not direct witness of that, but we assumed that the interaction took place outside class based on facts discussed during class such as the responses or exercises done, the questions or doubts in some exercises, etc. Interaction stated unfolded at the moment of homework checking.

In addition, this interaction between student-textbook took place in classroom activities. Teachers assigned exercises from AC textbook to reinforce the topics previously learnt. It happened during the class activities in which students faced themselves with the

textbook and its explanations, without the teachers' help; they needed to rely only on the directions provided by the textbook. Students in that interaction could interpret the information presented in the unit and use it to develop the exercises or activities in the classroom. In the same way, teachers could verify students' comprehension of the topic.

In the context of the classes observed, teachers used both AC textbook and the workbook as two central promoters of interaction and providers of students out of class work. This means that not only did they assign homework from the textbook but also from the workbook. In the case of teacher Juliet, she emphasizes more on the use of the workbook than on the students' book to promote student-book interaction outside the classroom:

> "the workbook is the one that I want them to work by themselves, why?, because if the workbook, I think they can see the questions they have, if they don't understand the instruction, if they don't understand the reading maybe because they have problems on the vocabulary, things like that, so they can realize what they are missing" (Teacher Juliet Interview, Question 3)

This gives place to individual work and the role of materials when they interact with them. It opens space for students to work on the input received and strengthen or clarify aspects of the lesson that were not clearly understood, or to focus on any language skill or sub-skill as it is asserted by Juliet above, who mentions vocabulary as an example. This idea to promote student-textbook or workbook interaction in class is also well supported by another teacher. He referred to the use of the textbook as a guide mostly for the students, where they could work alone with the material and mostly with the information presented on it.

> "Yes, the idea is just a material for the student. So, the idea is to practice the exercises that are proposed in the book. But, I think it is more relevant for the student" (Teacher Romeo Interview, Question 1)

On the other hand, we have the interaction based on group work; in some classes the teachers promoted cooperative work or due to the students' initiative group work activities were developed. We can say that AC textbook acts as a mediator between all participants. AC textbook has a number of steps, giving some ideas to the teachers to make students interact with each other; however it is the teacher who finally decides to take or not some of those ideas. In this direction, the presence of the textbook is necessary for the development of the class, although there are situations where the students do not have the textbook.

> "They start working on the book, page 86, Teacher tells the students to do a semicircle because there are some students who don't have the book so, it is easy for them to read" (Teacher Romeo observation 1/12/09 page1)

What can be deduced from this sample is that even in the absence of textbook the teachers try to comply with the interactional patterns dictated by it or, seen from another perspective, the textbook determines new ways of interaction since what can be observed is that some students' lack of the textbook obliges the teacher to pair them with other students, generating in this way another kind of interaction based on the sharing of the material and their cooperation to solve the tasks assigned. This agrees with Hutchinson and Torres (1994) who establish that "textbook provides a structure for the management of the lesson as a social interaction and a basis for negotiation between all the relevant parties" (p. 324).

Furthermore, the interaction was not only student-textbook; we also observed teacher-textbook interaction, during the class. They employed the textbook for different functions such as introducing the topic (using the questions and directions to present the topic), checking listening transcripts (to prepare activities, check vocabulary or make comprehension questions about the listening), correcting answers or explaining grammar topics.

> "Teacher takes the students books and he compares their answers with his book" (Teacher Romeo observation 27/11/09 page 3)

> "Teacher goes around the classroom, she is holding her book when she stands by a group she asks students to read because she wants to listen how they do the activity. At the same time students are reading, she is looking at her book and correcting pronunciation mistakes" (Teacher Nettie observation25/11/09 page 3)

The examples presented support to our previous take on the mediating nature of the textbook as the material that mediates the teacher and the students' interactions. They also show, as we have discussed all along this first category, that the textbook constitutes the main source of teacher's decision-making in the institution. The samples also related to some conclusions drawn before regarding the reliance of teachers on the textbook in order to determine the treatment to the content and ways to convey it. This, in turn has to do with interactional patterns which manifest certain ways in which the teachers want to convey the contents of their classes. The textbook is the source of the "right" knowledge, this is seen in the way teacher Romeo uses it in order to "compare" or legitimize students answers to the exercises assigned. A similar pattern is observed in the second sample of teacher Nettie.

However, there is another explanation related to the practicality of having a textbook in class. For Juliet it offers extra help due to the fact that teachers must be attentive to several things that are going on during class:

> "I do read those instructions because they are useful, they have tips, they have grammar explanation and they have also the answers, sometimes you are busy doing something else and you cannot focus your attention on the exercise itself, for example listening exercise, but then if you got to the book the answers are there. So, you can continue with the class without having listened again" (Teacher Juliet Interview, Question 5)

In the previous excerpts we described the interaction that unfolds between teacher and textbook in class. Now we will turn to the kind of interaction that takes place outside the classroom, at the moment of preparing lessons. Teachers analyze each unit to prepare their lesson either to use and follow the activities of the textbook or to know the order of the skills proposed to work through the unit. The following excerpts show a teacher's comment referring to the use of textbook for preparing the lesson plan:

> "Do you use American Channel to prepare your classes?... Yes, That is why I can organize something to complete the activities" (Teacher Nettie Interview, Question 14)

> "I always explore the whole material. Like: How it is organize, [sic] if it starts by a general question. If I can have different questions according to that one, If there is a conversation or a reading If I can follow with other questions or activities" (Teacher Nettie Interview, Question 15)

These last excerpts suggest that the cycle of textbook interaction with all educational actors happens at all levels of the teaching learning process: before class and during class. Different kinds of interactions happen: teacher-textbook before coming to class at the moment of preparing the lesson and during class since as we have shown teachers teach holding their textbook as the source of checking, correcting and developing a topic. Another type of interaction is teacher-students which as shown above. Finally, there is the interaction between the students and the textbook in and out of class, either developing exercises as assigned homework or working on a class activity such as a reading, listening exercise and so forth.

Teachers used AC textbook as a guide to promote interaction among participants and as a medium. It provides a prepared script for interaction through different class activities clearly showed in the teachers' book. It also has implications of the ways classrooms are managed by teachers. Connecting this with the general finding of this first category, we would like to cite Hutchinson and Torres (1994) who established that "teachers and learners see it [textbook] as the "framework" or "guide" that helps them to organize the teaching learning inside and outside the classroom" (p. 318). This "guide" gives them security and confidence in the process because it presents them with the whole sequence and goals to achieve in the process as well as established the parameters of a successful interaction.

To conclude this category, it is necessary to emphasize that this first part has allowed us to see that the textbook constitutes the center of the instructional decisions of the teachers in this study. The textbook not only determines the instructional sequence or sequence of activities but also the way class activities are developed and the kinds of interaction that can be established as we have presented above. This general trend connects

to the issue of whether the total dependence on the book is appropriate or not, although the main objective of our work is not to discuss how good or bad this dependence is. What is more, it connects with the discussion of whether a textbook is necessary to teach a language. The relevance of the textbook and its use in the teaching-leaning process has been a constant discussion among different authors as we referred in the theoretical framework. With the course of the years, material writers, teachers and sometimes learners have taken a position about it. Some of them have a negative and critical perspective with complete rejection of the use of textbooks in class such as Littlejohn (1992) and Swan in Hutchinson and Torres (1994). Some others, very close to this side of the discussion, do not reject the use of materials but they do not think textbooks help to the teaching-leaning process in their complete sense (Allwright, 1981), and Studolsky in Richards and Mahoney (1996). On the other side of the discussion, others think the use of textbooks in class is relevant for the teaching-learning process because their principles satisfy certain needs, which give a complete sense to the whole process (O'Neill, 1982; Hutchinson & Torres, 1994).

5.1.1.2 ***A rationale for teachers' use of AC textbook.***

5.1.1.2.1 *Romeo and Nettie: The structure approach*. We have mentioned above that although all teachers use the textbook as the main source, contents, procedures and activities were adopted in different degrees. Particularly Romeo and Nettie tended to stick to what the book proposed whereas Juliet usually included more adaptations and variety of resources and activities in her classes. Woodward (1993), product of her studies, stated that the use of a textbook depended on the teachers' teaching experience. Teachers with lack of it would use more the textbook than those, who were less experienced. Teachers Nettie and

Romeo did not have the same experience as teacher Juliet had at the language center. While Nettie and Romeo had less than a year working at the institution, teacher Juliet had more than two years working there. Evoking Woodward's conclusion, it is possible to think that teacher's experience affected somehow the way they use AC textbook, as it was reflected in the observations. Three teachers used AC textbook with different techniques, which belong to different approaches. Thus, teachers Nettie and Romeo used the "down the line" technique, which fitted to the structured approach. This technique is the way as we refer to the sequence of the textbook followed step by step, which provides teachers a structured guidance where they find lesson plans, organization of activities, the time estimated for each activity and explanations on how to do it, hence teachers are closer to developing the objectives presented in the syllabus (which is usually the list of contents in the textbook). On the other hand, teacher Juliet used a "selection" technique, which was according to the adaptation approach. The selection technique refers to the selection or adaption of some activities from the units in textbook. The Structured approach lied on Hutchinson and Torres' assertion (1994) that "the textbook provides a structure for the management of the lesson" (p. 324). Having a textbook has benefits related to the path that teachers and students walk on.

Teacher Nettie and Romeo affiliated with the structured approach and followed the "the down the line technique" as teacher Romeo mentioned in his interview.

> "All teachers tend to teach what they want and not all the teachers are conscious enough or are aware of what they have to do in the classroom. So, the only way to choose or follow a sequence is to have established polices in the development on the syllabus or to have textbook" (Teacher Romeo Interview Question 23)

Teacher Romeo touches upon this point when he claims that some teachers are not sure about what to do in the classroom therefore following a textbook might help ameliorate this shortcoming. He also acknowledges that a textbook cannot only determine teachers' actions but also the contents and all that entails the concept of syllabus.

Hutchinson and Torres (1994) referred to the benefits of using the textbook with a structured approach: they say that "the textbook gives direction to lesson, guide discussion, facilitates giving of homework and most of the textbook provides confidence and security" (p. 318). Based on the observations of the teachers, we can say that AC textbook gave direction to their lessons:

> "Teacher takes the book and says, "open your books in page 84…teacher reads everything in the presentation from the book and he asks two questions. What do you usually do when you don't feel well? When did you last go to the doctor's? What for?" (Teacher Romeo observation 30/11/09 page 2)

This is only one instance of the many that were identified in which activities were strictly followed according to the instructions of the textbook. Following the textbook down the line gave also the teachers and learners some kind of confidence and security in what they are doing in the lessons:

> "I follow the book step by step because I consider that the book has an order of activities because of something. That was not just invented for someone because just create it. That because the experts did it for one reason and that may be the different order of activities to teach something more than English to students." (Teacher Nettie Interview, Question 3)

As we could observe teachers felt more confident if others supported them. In agreement with Hutchinson and Torres (1994), following the textbook makes teachers feel more comfortable in taking responsibilities when introducing new topics and developing their classes. Teachers draw on the common belief that the textbook is the product of experts and hence it is worthy in itself. Teachers' responses also related to an administrative reason "that knowledge may also be administratively necessary in order to maintain a degree of standardization across different classes or institutions" (Hutchinson & Torres, 1994, p. 320). These assertions matched teacher Romeo and Nettie's beliefs. For instance Romeo states:

> "I follow the book step by step. Institutions that have standards test, [sic] they tend to evaluate the vocabulary, like the listening exercises of the book. So, when you have standard tests you have to cover most of the activities of the book, when you have standards that are based on the book, it is better to follow the book" (Teacher Romeo Interview, Question 3)

According to Romeo's answer, AC textbook fulfilled the expectations of administrative standards, which was the reason to use AC textbook with the structured approach. Teachers used AC textbook because it was according to La Salle Language Center objectives in terms of learning and teaching objectives. He also mentions something, which is central in language teaching, mainly evaluation. He suggests that by developing the tests drawing on the contents of the textbook, an institution is assuring or at least leading teachers to follow the textbook. In this way: "The book is the whole curriculum, I have to follow it" (Teacher Nettie Interview, Question 8).

The structured approach also showed the textbook as a guide through structured

scripts (Hutchinson & Torres, 1994). Those scripts were in each lesson of AC textbook; those scripts advised teachers about what to do and how to do the activities. Teachers Romeo and Nettie used those scripts in their classes most of the time. According to Hutchinson and Torres (1994) in the Structured approach "The textbook can introduce changes gradually within a structured framework enabling teachers and learners to develop in harmony with the introduction of new ideas" (p. 323). In the classes we saw that teachers Romeo and Nettie gave to students their own material to reinforce the topic of the classes.

> "Teacher takes some copies out and gives one to each student"… "They have to go around the classroom and ask others for the information using second conditional" (Teacher Romeo observation 2/12/09 page 3)
>
> "Sometimes some exercises in the book are not challenging, so I prefer to bring some extra exercises that are more challenging for students" (Teacher Romeo Interview, Question 6)
>
> "I try to use all the activities. But, I also use extra material or extra activities to complement the once from the book." (Teacher Nettie Interview, Question 2)

Notice that although Romeo and Nettie brought extra material as a "complement", it does not necessarily imply that they are bringing a great deal of creativity to their classes. It might only mean that they are extending the practicing of the exercises or activities of the book through "extra materials" but in essence they continue following the book.

5.1.1.2.2 *Juliet: The adaptation approach.* Even though the textbook offers a set of instructions very helpful to develop in class, not always those instructions or scripts can or need to be developed in the same order that textbook presents them. The dynamics of the

class can be changed, students can respond positively or negatively to what is presented in the textbook. When this happens the teachers' improvisation is required in order to add or omit any activity of the textbook. This was the case of teacher Juliet whose beliefs impelled her to rely more on the Adaptation Approach (O'Neill, 1982). The adaptation approach consists of adjusting the textbook to the classroom conditions. Some teachers believe that the context of textbooks needs to fit students' context. Nevertheless, textbooks will never fit exactly learners' context, because the framework presented in textbooks rarely relates to students' socio-cultural, historical, environmental contexts and life views among others. What textbooks can do, according to O'Neill (1982), is to provide grammatical and functional frameworks to teachers and students where teachers can take the instructions and adapt them for a particular function or context.

Based on the Adaptation Approach teacher Juliet checked the textbook scripts instructions with the aim to know how the unit should be developed, which topics should be taught, and bearing in mind this, she led the lesson under her needs and her students' needs. She knew exactly what might be required for the lesson and as a result she redesigned it with changes such as: leaving out some parts of the unit, adding extra-material, focusing the exercises and material from the textbook on the uses that would suit her and her students' needs.

Furthermore, she also planned all the extra-material that would replace or reshape any section of the book without omitting the goal of that segment. In other occasions, she would choose and develop some sections of AC textbook but she did not use the indicated order to carry it out. This agrees with what O'Neill (1982) asserted: "A great deal of the most important work in a class may start with the textbook but end outside it, in

improvisation and adaptation, in spontaneous interaction in the class, and development from that interaction" (p.110). She used AC textbook as a main guide or tool to implement new material and focused it in a different way than in suggested but according to her beliefs and needs. This is observed in the next excerpts:

> "I don't always follow the same order that the book has, I sometimes just take activities that work for me in the determine moment in the class [sic]" (Teacher Juliet Interview, Question 1)
>
> "She continues with the dialogue on page 70 from the book, she asks them to find the sentences where there is the word "if" or "when" in the dialogue" … "At the end she said "let's practice with some copies that I brought, here it's very complete" (Teacher Juliet observation 25/11/09/ page 3)

Textbooks need to be combined with instances of improvisation, at the time they are going to be used. O'Neill (1982) considered that "textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible" (p. 107). In other words, textbooks should present clear goals for each section of its units thus if teachers want to improvise or adapt any unit or its sections, they have to have a clear idea of that so that they are able to plan the changes. Teachers may also be allowed to add any new aim they reckon relevant and introduce ongoing changes based on students' reactions to the materials and the instructional approach of the moment.

Another feature identified by O'Neill (1982) was the capacity teachers should have of jumping "from one part of a book to another, glancing first at one page then at another as you remind yourself of what is in it (assuming you are familiar with it, as teachers should be with the textbooks they use)" (p.109). That was the situation most of the time in teacher

Juliet's lessons. She read the instructions in the teacher's book and the activity but she changed the procedure or possible questions about it or she just worked with her own material, replacing the textbook information or instructions.

> "I do read the part for teachers, because there are explanations for us, there are also questions we could ask, but, seriously I think that there are some questions that are silly" (Teacher Juliet Interview, Question 5)

It is noticeable what Juliet expresses as regards the "silliness" of some of the contents of the textbook. Although she acknowledges that the recommendations given to teachers in the textbook are useful she also points at the need "include other things". In connection to this, Richards and Mahoney (1996) identified the necessity of enriching and complementing the view of the textbook with teachers' own materials. In this regard, they comment "Teacher might use teaching suggestions given in the manual without using the student text itself; or use materials from other textbooks or workbooks to supplement the treatment given in the book" (p.45). This was the case of teacher Juliet. She taught topics presented in AC textbook but she used her own materials to complement the explanation presented in the textbook.

> "They move to page 89, Teacher says that in the reading they can find some reflexive pronouns and Teacher asks students to circle every pronoun they can find in the reading … Teacher gives them another worksheet and Teacher says "it is easy, so we will do it. They have to use the reflexive pronouns". (Teacher Juliet observation 1/12/09 page 3)

> "I get the extra materials because I have a lot of books, material that I have collected through the years and material that I know is useful to develop or to reach

points I want them to get" (Teacher Juliet Interview, Question 2)

Although sometimes teacher Juliet followed the complete activity and sequence of the unit of the textbook, she always brought extra materials to reinforce the new topics as well as to further learning. This is evidenced in these excerpts where she introduces worksheet to aid in understanding the topic of the day. Additionally, as it was said before, the fact that she has several years of teaching experience contribute to the fact that she has a collection of resources to vary materials and activities in her classes, therefore she does not need to rely on the textbook all the time.

To conclude, this section has allowed us to explore the different ways three language teachers use the textbook at La Salle Language Center and the implicit beliefs. Through the teachers' voices we have presented the beliefs that constitute the rationale for their instructional decisions in regards to the use of the textbook in their classes. As it was shown there are different reasons to support, reject or get a balanced view of the principle of textbooks and their use in the classroom. At CLUS using the textbook is mandatory. Students, (not all of them), and teachers have and use AC textbook inside and outside class. Teachers in this study used it as a main guide to follow the syllabus established by the institution. However, we found out differences in the use of it by the teachers. Nettie and Romeo adopted a Structure Approach by following the complete instructions, contents and sequences of activities that the writers of the textbook suggest. On the contrary, Juliet undertook the Adaptation approach, which allowed her to make adaptations, improvisations and additions to all that the book instructed teachers to do. All teachers' actions represented so far are underlain by beliefs about the textbook and how it should be used. The next section will address this dimension of our research as a way to answer the second

research question posed in our study. This time, however, the voices of the administrator's view will be acknowledged in order to enrich the description presented.

5.2 Administrators and Teachers' Beliefs about the Textbook at La Salle Language Center

The relevance of beliefs in the field of education has increased since the middle of 1980's. We refer to beliefs as the truths or understandings that individuals have about the world they are living in and teaching is a complex process where different and many beliefs underlie the teacher's actions and decisions in the classroom. These beliefs involve three different dimensions in teaching the cognitive, affective and behavioral as mentioned by Johnson (1999) as cited in Gonzalez (2008). Beliefs play an important role in the selection of materials in educational institutions. They do not only take place at the level of the classroom milieu but also at the administrative level. In connection to the selection of a textbook; administrators have an important participation as well as teachers. What is more, administrator's opinions sometimes have higher weight when the time comes to make a final decision about what textbook should be used at the institution. As well as teachers, administrators, who have often been former teachers, bring their own beliefs into the textbook selection process. Based on this, we present the following table (see Table 3) with the second research question and the category and subcategories that sustain it.

Table 3

Administrators and Teachers' Beliefs about the Textbook at La Salle Language Center

Question Research	Category	Sub-Categories
What are the administrators and	Textbook as a Main Guide for Communication	1.Textbook as a tool to foster Communication and

teachers' beliefs about the textbook at La Salle Language Center?	and Interaction	interaction 2.Textbook as a resource for practicing language skills. 3.Teacher as a facilitator. 4. Learners as members of a group.

5.2.1 Textbook as a main guide for communication and interaction.

In the same line as it was presented above, teachers as well as the administrator that participated asserted that the textbook is the main tool and guide for teachers' classroom actions. In this section, we will give attention to their beliefs about the textbook as central for communication and interaction and thus the development of language skills. Before taking on these ideas, it is relevant to revise some of the most important statements made by the administrator in this study.

The administrator that participated in the study stated that they selected the AC textbook because of its congruence with the institutional curriculum and its methodological bases. They selected this textbook with the premise that it had to be followed and used by teachers and students. In that way, teachers would be able to accomplish the goals established in the syllabus and students would achieve the English level required by the institution:

> "The sequence (of AC textbook), I mean the scope because basically everything was so related to the Framework" (Administrator Interview, Question 4)

The sample refers to how teachers are supposed to follow the sequence established by the institution. According to the administrator, the former director of CLUS, the scope of the textbook was related to the Common European Framework (CEF). This implies that there is a belief that the textbook needs to follow certain sequence on the basis of a standard that is mandated through an external entity. The administrator mentions the word "related" in order to point at the fact that AC textbook was designed in accordance with the levels proposed by the CEF. This has relevant implications for our understanding of what teachers do in class with the textbook. It shows that the textbook use in the classroom is the product of a hierarchical organization that starts with the prescriptions given by an international entity. This entity (Council of Europe) issues some standards, which in turn, are adopted by educational institutions such as La Salle. Richards and Lockhart (1996) consider that beliefs originate from different sources, one of these origins is teacher's own experience and another one is established practice. In this part we can mention the approaches in the previous category; the adaption approach, in which teacher Juliet made her beliefs according to her own experience during her time teaching in the institution; and the structure approach in which teacher Nettie and Romeo built their beliefs based on the curriculum because they were new in the institution. It seems for what we have seen in this second and the first category that teachers combine both sources. Nevertheless, administrators focus more on established practice since their decisions are mostly grounded on standards and practices coming from institutions.

Based on the data collected from the survey and interviews and observations we found that teachers hold diverse types of beliefs in regards to AC textbook. However, all of those beliefs have the same foundation; they believe the textbook is the main guide to

develop communication. This assumption came from the participants' answers from the survey. They considered AC textbook a main guide because of its sequence presented through levels and units as the administrator mentioned. When we asked the administrator if every English course needs a textbook as a guide, he asserted:

> "It is better, in basically two functions, one to make teachers' lives easier and second because sometimes students need a guide before just facing and individual, autonomous way to their own study (sic). So, yea, I would say that it is needed not mandatory" (Administrator Interview, Question 7)

As we can see, his beliefs about AC textbook agree with the findings shown in our first category where we pointed out that AC textbook constituted the main guide for teachers. He also tackles a belief we referred to above in connection to the facilitating role the book brings about "make teachers' lives easier". Another belief expressed here, as the teachers in the first category mentioned it, is the fact that the book becomes a guide for students so that they can develop autonomy.

5.2.1.1. ***Textbook as a tool to foster communication and interaction.***

The administrator also referred to the textbook as a guide for communication. When he was asked which method or approach the textbook should follow, he answered: "Communicative Approach" (Administrator Survey, Question 2). He also made comments in this regard during the interview:

> "We want students to be able to develop some skills that enable them to react and act according to a specific situation and context, basically it is the task based approach with some communicative skills that allow them to interactive with people, based on

that, we consider that Channel was very important at that moment." (Administrator Interview, Question 21)

On the other hand, teachers' beliefs were always close to the administrator's point of view. They considered the AC textbook as a main guide for communication, when they asserted as a common answer that the "Communicative Approach" (Teachers' Survey, Question 1) was the approach that AC textbook promoted.

Any action that teachers do is a result of what they know and believe the teaching-learning process is (Richards & Lockhart, 1996). Learning a foreign language is characterized by the developments of several language-teaching techniques, which are the reflection of teacher's beliefs throughout the times. Furthermore, these language-techniques or approaches bring their own view of language and learning, which change the procedures, teachers and learners roles, objectives of materials and so on.

According to Richards and Rodgers (2001) there are three views of language that people have according to their beliefs. Those are structural, functional and interactional views. The institution as well as the participants held a communicative or functional and interactional view. The administrator presents through his answers part of the values and beliefs coming from the institution:

"Taking into account the syllabus basically I mean, everything related to the curriculum first, according to that you notice slightly what goals the institution is looking for. I'm here with what we want students to be able to develop some skills that enable them to react and act according to a specific situation and context, basically it is the task based approach with some communicative skills that allow

them also to interact with people, based on that, we consider that Channel was very important at that moment" (Administrator Interview, Question 21)

He also adds:

"I believe they won't be able to do just by using the book, the book as a tool, so basically they need a lot more, especially they need classmates to interact with" (Administrator Interview, Question 15)

Notice that the administrator makes use of words such as situation and context, two important dimensions when you speak about interaction and communication. The mentioning of people or students to make interaction happen is another indicator of the emphasis granted to the views of language outlined by Richards and Rodgers (2001).

There was a belief concerning the importance of using the textbook in class to foster communication. Basically for two reasons, in the first place the language-teaching program from the institution required a textbook to follow; since it referred to the syllabus, the lesson planning, objectives, vocabulary, etc. In the second place, because of the communicative situations and functions that the administrator and teachers expected the students develop in class. All asserted by Richards and Lockhart (1996) as a reflection of the culture and values from the institution.

"student has the necessity to communicate, to make himself or herself understood to other people; yes, it is not only like working on structures, but it is like being able to communicate in a specific situation " (Teacher Romeo Interview, Question 10)

Similar to the discourse voiced by the institution, these teachers acknowledge the central role of communication and its relation to other people, which clearly points out the interactive nature of communication. This type of view of language underlies at the same

time a belief upon the roles of the participants in the pedagogical exchange. Below we will explore the role assigned to the teacher and student. However by now, we will continue with the other subcategory emerged from data where the textbook was used based on the idea that in it; the activities were presented in order to practice the four language skills although more prominence was granted to one of them.

5.2.1.2 Textbook as a resource for practicing language skills.

During the interviews teachers pointed out that they made students practice all the four skills through the unit from the textbook. When we asked in the interview about the skills practiced in the textbook, their answers were very similar.

> "If you follow the book you are supposed to practice all of them" (Teacher Juliet Interview, Question 6)

Notice here that teacher Juliet assumed that if the teacher follows the textbook, students should practice all the skills. However, as it is known not all textbooks have what they sell that they promote through the units agrees with what happens in class, when topics are presented or worked out. Sometimes the focus on certain skill as promoted in the book turns out to be different when it is putting into practice. However, this situation may also obey to individual changes made by teachers at the moment of setting up the activities proposed in the book. Despite the fact that Juliet makes the comment cited above, we found that she is one of the teachers that introduced more changes in the way she followed AC textbook.

Furthermore, another teacher not only referred to the main skills but also the sub-skills such as the grammar and vocabulary, which are developed through AC textbook.

"Well, all of them. Listening, reading, writing, speaking and also the grammar and vocabulary skill they acquire" (Teacher Nettie Interview, Question 4)

Continuing with the previous idea, teacher Romeo asserted that the main objective of the textbook was to improve language skills. He uttered that a progression in the students learning was related with the use of a whole series of a specific textbook, in this case AC textbook.

"When you work with a whole series of American Channel you see progression. Progression in the use of vocabulary; progression in the complexity of the structures" (Teacher Romeo Interview, Question 19)

According to Richards (1998), many textbooks used in the classroom embody the curriculum. They reflect the objectives of the language program; the kind of syllabus used, and the skills being taught. In the case of AC textbook there are some skills, which are more practiced and presented in depth than others as we showed in the use section. However, all three teachers make their students practice the four skills using the textbook, evidently emphasizing some skills more than others because of their beliefs about language as well according the requirements from institution.

Based on the survey, the opinions about what was the most promoted skill in AC textbook all answers were diverse. In the case of the administrator the Listening skill was the most promoted skill from the textbook "Listening Skill" (Administrative Survey, Question 6). He referred as well in the interview as the strongest skill "I would say that the listening is the best aspect of Channel" (Administrative Interview, Question 11).

Another participant who stood out the listening skill from AC textbook was teacher Juliet, who mentioned that the first skill, after vocabulary, she used the most was listening from AC textbook. Although in the survey she presented it in third place.

> "I like to listen to the first conversation of the book, because it usually uses vocabulary, introduces the topic and uses the structure that is going to be studied" (Teacher Juliet Interview, Question 4)

In the following excerpt we could see the practice of the listening skill through the textbook in class.

> "Students are listening the guy [sic] in the listening activity; during the listening they are checking the vocabulary" (Teacher Juliet observation 25/11/09 page 6)

Despite the fact that she always uses the textbook to promote listening, teacher Juliet employs it to complement the listening exercises with extra-material as we presented in a previous section of this study. Here we can remark one belief in the teachers the idea that the textbook was the source of practicing skills where they can help students to be prepared for the standard test from the institution. However, its exercises were very short for some teachers such as Juliet:

> "I use AC textbook for some activities not all of them, I think that the first listening, which is always the conversation… I like listening to the audios, I like, I don't usually do the exercises, because I bring extra material to complete and I develop different activities, the exercises from the textbook are just very short, so, I think it is pointless" (Teacher Juliet Interview, Question 1)

Teacher Romeo also points out this belief when we asked him why he followed the textbook step by step, the "down-the-line" technique mentioned before. He answered

affirmatively, he explained he preferred following this technique because of the test standardization practices of the institution; this is presented in the following excerpt.

> "Yes, it depends on the institution, because institutions that have standard tests, they tend to evaluate the vocabulary, like this, the listening exercises of the book. So, when you have standard tests you have to cover most of the activities of the book. Yeah you can work step by step following the exercises… when you have standards that are based on the book, it is better to follow the book" (Teacher Romeo Interview, Question 2)

This belief made the teachers see the textbook as a tool to prepare students for the institutional evaluation at the end of the course term and a necessary tool to achieve the goals proposed by the syllabus.

For teacher Juliet, the skill that AC textbook promoted the most was the reading skill. When she practiced it from the textbook she made sure to use it to improve vocabulary. She saw AC textbook as a tool to practice and introduce the students to the reading skill based on her belief that they did not read enough in the target language:

> "They are going to see the instruction in context and we complete other activities as readings, because they don't really read that much. If you have noticed, they don't read that much or in other classes they are assigned something to read, they do, but, otherwise they won't read, that's why we read those tests in class also because they have a lot of vocabulary so I need them to see everything in context" (Teacher Juliet Interview, Question 4)

This belief of teacher Juliet guided her to use AC textbook to emphasize reading. Also another reason why she saw AC textbook as tool is because it promoted skills and

sub-skills such as vocabulary; she drew on her belief that the best approach to initiate language learning was through teaching vocabulary embedded in contexts.

> ”I usually when I start a new topic or a new unit, I have a vocabulary activity. So, they can know where we are going and they have vocabulary to speak obviously to describe things and to do activities … that’s why we read those test in class also because they have a lot of vocabulary so I need them to see everything in context” (Teacher Juliet Interview, Question 4)

Teacher Juliet presents here her opinion of using the reading from the textbook because of the vocabulary.

> “I do read the texts because I think there is a lot of vocabulary in them, and important things I want them to practice we do readings” (Teacher Juliet, Question 1)

Teacher Nettie uses the textbook as a resource to practice reading as well, as we could perceive in the observations.

> “Now they are on page 86 working in the reading teacher decides to make the exercise with the students, so she reads and students follow the reading at the same time with her” (Teacher Nettie observation 01/12/09 page 1,2)

The idea to practice skills through the textbook made students to work together as teacher Nettie said:

> “They can gather with other people who have the book. If there is something specific like a reading. Well, they follow the reading with the classmates” (Teacher Nettie Interview, Question 9)

On the other hand, we have the practice of writing as teacher Nettie believed. She pointed out in the survey that the writing skill as the one that AC textbook promoted the most (Teacher Nettie Survey, Question 6)

> "Teacher asks to students based on the topic from the listening, 'with which of those opinions they agree'. Teacher gives them some minutes to prepare it, they start to write" Teacher Nettie observation 30/11/09 page 3.

Finally, we have the speaking skill although for most of the participants, it was the skill less worked through the units in AC textbook. There were many situations in which teachers could promote the speaking skill using AC textbook.

> "Teacher explains them that they need to prepare a conversation with the aids from the book they cannot write anything they just need to speak, she adds that they will present their conversations in front of the class" (Teacher Nettie observation, 30/11/09 page 5)

On the other hand, we can mention that the administrator believes students should develop and practice some skills through the textbook in order to communicate and interact with other people according the specific situation and context, as we already mentioned above. This constitutes one reason to select it.

In a short, we can say that teachers make students practice all the skills. However, some of these skills are more enhanced than the others according to the teacher beliefs about the program proposed in the Institution and their personal ideas about the acquisition of language. This is related to what Richards and Rogers (2001) stated, "Teachers have specific beliefs according with the programs or curriculums they work in" (p.184).

5.2.1.3. Teachers as a facilitator.

The role of teachers in this study is relevant since depending on it; other roles such as the role of the learner and materials take place generating different interactions in class. Data collected presented teachers as facilitators of learning. Richards and Rodgers (2001) considered "the teacher as the one who creates a highly structured and well-organized learning environment" (p. 199), where every aspect in the learning process is settled to help the students. In our findings, the participants believed that AC textbook requested from them to expand and explain the learning and resolved problems as teacher Romeo mentioned.

> "This book needs a facilitator of knowledge, if students take their book by their own, [sic] they are not going to solve many problems, they need someone to explain… and when the teacher works with American Channel, is the one to guide the students, only to guide, not to explain everything. It is just to present what is in the book to extend the knowledge that is in there, because you have different resources in there, like the internet, you can bring your laptop and you have several sources and information. So, the teacher is the facilitator of knowledge here" (Teacher Romeo Interview, Question 22)

This belief of teacher as facilitator was also associated with what we observed in class sections. AC textbook allowed teacher to structure and set goals for the class.

> "Teacher writes the agenda for today on the whiteboard: *Description acts. *Questions tags, *reflexive pronouns, *talking about phobias, * writing exercise" (Teacher Juliet observation 01/12/09/ page 1)

Teacher Romeo asserted that AC textbook presented a lot of vocabulary to students, although without a clear picture of the context or its use.

> "with this book, for example, it presents vocabulary and a bunch of words in a box, but it doesn't give context so students need a facilitator of knowledge to approach the vocabulary. It is the same with grammar, when it presents, it has happened to me, it presents for example a topic of comparisons, it presents some sentences and in those sentences you can find the comparative form and the superlative form and you can find comparatives of adjectives, adverbs and nouns in some examples, but students need someone to explain that." (Teacher Romeo Interview, Question 15)

This required from the teacher to be a facilitator of knowledge, someone who facilitated the learning by clarifying, supporting and expanding the input presented in the textbook (Richards and Rodgers, 2001). Likewise, he referred to the grammar presentation, where, based on the information and its organization in the textbook, it was the teacher the one who should emphasize the theme for students to understand the topic.

5.2.1.4 Learners as members of a group.

The last aspect which stood out from data collected was the learner role, who was considered as a member of a group as Richards and Rodgers (2001) stated that "a good learner is who works collaboratively, monitors, evaluates, plans and directs his learning actively" (p.199). We could observe in the participants' classrooms that the students were working most of the time in pairs or groups. When we asked them the reason, they answered that it was required in some activities from AC textbook.

> "In the book many of the instructions state that they should work in pairs, work in groups and many activities are presented to work in a cooperative way " (Teacher Romeo Interview, Question 20)

There were also teachers' beliefs that instilled them to organize the students in small groups to work collaboratively, developing teamwork skills in them.

> "Teacher divides the class into two groups, telling them that it is to practice their speaking. She writes a word and one student from the group goes in front but he cannot look at the word and the rest of the team give him clues… students ask for help to the teacher because the words are difficult, she tells them how to explain the words with sentences, students give some sentences to their partner" (Teacher Juliet Observation, 27/11/09 page 1)

Furthermore, teacher Romeo also explained that sometimes the reason to work in groups was that some students did not have the book or did not bring it to the class, which forced her to set them together or he organized them in pairs.

> "Like working in pairs and working in groups to discuss, sometimes you have to adapt some activities that are propose [sic] in the book to be worked alone to work in groups in the classroom as many students don't have the book" (Teacher Romeo Interview, Question 21)

Teacher Juliet believed her students needed to expand and understand their learning by themselves, monitoring in that way their learning. As Richards and Rodgers (2001) referred "learners themselves need to "attend" not only to the message in task work, but also to the form in which such messages typically come packed" (p.235).

> "I try to read, to go through the vocabulary and I ask students to underline or circle structures of vocabulary I want them to realize that they are different or it is important at some point, after they do that, well we analyze different things, we get the structure, we analyze the structure, but not like: this a noun, this an adjective or

whatever, I just want them to use the structure to see how it works and to see how it fits in the conversation" (Teacher Juliet Interview, Question 1)

For the participants as teacher Juliet, her students' role had another characteristic, mainly the member of a group. However, in order to monitor more individual processes, she used the workbook. The reason she explained was that, apart from the work in class, which in most of the cases was in groups or pairs, they also needed some time to work alone on the topics they learnt in class to evaluate themselves what they learnt or which doubts they had.

"I think they can see the questions they have if they don't understand the instruction, if they don't understand the reading maybe because they have problems with the vocabulary, things like that, so they can realize what they are missing, if they complete it in the class, maybe somebody else is helping them or they just do it all together. So they don't really know what their mistakes or doubts are"(Teacher Juliet Interview, Question 3)

From data, we could also notice that teacher Nettie wanted her students to take an active role in their learning, by exploring and taking a more profound approach to the development of the activities presented in the book.

"I want them to explore just a little bit more the activity. Not just do it and that's it. The next activity, the next exercises. Explore it a little bit more." (Teacher Nettie Interview, Question 13)

Teacher Nettie explained that her students in some occasions just want to work in groups to interact.

> "Sometimes they like just working in groups, or they like working in pairs. So, even if they have their own book. They gather just to discus. To discuss this or because they are not sure about the answer. Perhaps is just that. Because, they need to talk to someone else. In that way cooperation (sic)" (Teacher Nettie Interview, Question 21)

The learners' role allowed teachers to promote more the interaction and improved their speaking skills in their classrooms as teacher Nettie reflects in this excerpt.

> "Because I want that they do something together [sic]. Other ways they will get bored all of the time doing things by themselves. Will I think they will feel "I could be doing this by myself at home" But, what about my classmates?. Do they feel the same thing? They can just talk. People like talking. I like talking. That's why perhaps I sometimes I ask them to do it in pairs or in trios. (Teacher Nettie Interview, Question 23)

On the other hand, there is the administrator belief, which also indicated that AC textbook required from the learner to work in pairs or small groups, to be a member of the group. He mentioned that students should learn and develop teamwork skills. As he asserted in his answer to the survey in regards to the type of imagined student the textbook evoked: "member of a group who must work as a cooperative person" (Administrator's Survey, Question 6). The answers and actions from teachers and the administrator were directed in the same direction.

To conclude, we have found in this second category that most of the findings described in the first category of this report are expanded. We must say that there are different beliefs about AC textbook among teachers and the administrator. Those beliefs

were related to what they experienced in the CLUS as well as with other experiences in other contexts with other books in previous occasions.

Since the approach of the CLUS is based on communicative principles, teachers and the administrator believed that the approach promoted by AC textbook was a communicative and interactional approach. Furthermore, teachers believed that the objective of the textbook was to promote cooperation among students; because the textbook encouraged group activities and social interaction. Other beliefs from the participants were related to the teacher and learner's role. Referring to the teachers' role, they believed that AC textbook promoted the teacher as a helper of students and facilitator of knowledge. And about the learner's role, they were seen as members of a group with teamwork skills with a direct and active involvement in their process, who were also able to evaluate and plan their learning.

In terms of the administrator, he said that AC textbook promoted communication among students and teachers. In the same way, he believed that the textbook was a tool for the learning process since students and teachers could learn from it. Teachers could find information about how to teach the themes in the textbook. Participants believed that the textbook presented learners as members of a group who can learn with others. Another belief that the administrator had was that the most promoted skill in the textbook was the listening.

5.3 Teachers' Beliefs in Relation to Institutional Parameters

In the selection of a textbook for an institution there are different dimensions and aspects such as the parameters and the procedure. Any selection process is motivated by "the need to choose materials that will be relevant and appropriate for a particular group"

(Ellis 1999, as cited in Tomlinson, 1998, p. 220). Moreover, the selection process is significant because the materials chosen will have a strong influence on the different elements of the teaching-learning process such as the type of activities, the role of participants, the presentation of skills, the arrangement of the classroom, (Harmer 1983, as cited in Forero, 2000) and on how teachers approach and use the textbook. It also has an effect on the institutional view of language and learning and the methodology to use. In addition to this, as we mentioned before, the selection process is also influenced by the beliefs and experiences using textbooks of the participants involved in the selection process.

We will describe this section through a top-down approach. This description will take us from all parameters concerning to the selection of the textbook at the institution. As a top down, approach explaining each one in the selection process. It is worth clarifying that this particular procedure only took place for the selection of AC textbook at this institution. We will relate the process to teachers' beliefs in regards the use of the AC textbook.

5.3.1 The background of the institutional parameters for the selection at La Salle Language Center.

At the moment of the selection of AC textbook, the country was initiating a process of adopting international policies in particular coming from Europe and the standards proposed in Common European Framework (CEF). Having in mind that in our country the Ministry of Education of Colombia (MEN) is the governmental entity responsible to set the teaching-learning standards, by the time it had not proposed any standard in foreign language teaching learning. Hence, the MEN adopted the CEF standards to implement them in our context; regardless of their socio-cultural implications (Ayala and Álvarez,

2005). This situation was not alien to the institution neither to the people who participated in the selection process as well their beliefs. For that reason, the consideration of the international or globalization dynamics regarding foreign languages was a relevant parameter at the beginning of the whole procedure of textbook selection:

> "We got everything just adapted from the Common European Framework. So basically we were looking for a book that has similarities in terms of contents, basically everything relating to that; grammar topics also what was expecting in the communicative functions, the type of tasks that students could do in A1, A2, B2 levels and B1 to be specific" (Administrator Interview, Question 2)

According to the previous statement, we can see that the Administrator was following the English global trends and the required standards for each level at that moment. For the people who select AC textbook, the international perspective was one of the first aspects taken into account. Therefore, the first parameter to follow in selection was based on the international trends represented in the CEF. It also took into consideration the general parameter for language learning stated in the educational laws in the country.

The implementation of standards and their use in the field of education set global criteria about what and how teachers should teach and what learners should learn in the different stages of the process as was mentioned by Ayala and Álvarez (2005). All the decisions made by the institution were not alien to what at the moment were the first steps to the Programa Nacional de Bilinguismo". Based on international standards and the new linguistic policies, the administrators checked different textbook series and selected one on the basis of its correspondence with international trends, the presentation of language as well the resemblance with some aspects of the institutional view. Thus, AC textbook stood

out among the others series evaluated. When we asked the administrator what the most important aspect was that called their attention to select the textbook, the answer was:

> "The sequence, I mean the scope because basically everything was so related to the Framework," (Administrator Interview, Question 4)

As we can see in the extract above, for the administrator, the sequence of the textbook was "related to the Framework" referring to the CEF as the curriculum established in the institution. For him the selection process has to be based on the connection among the CEF as global trend to follow and the textbook sequence. This first parameter affects somehow teachers' beliefs, since teachers think they have to use AC textbook to prepare their students for international exams as well to accomplish with the standards. In other words, one source of beliefs here might be authority, in this case the authority coming from overseas entities but also the internal policies established by institution itself. That is to say, the idea that we discussed above about teachers granting importance to the textbook because it was a source of legitimate power is strengthened here since it can be seen that it is not only the book itself that signifies authority but where the textbook comes from and who sees it as a legitimate source of knowledge. Additionally how it is used since it establishes the criteria for evaluation:

> "So, when you have standard tests you have to cover most of the activities of the book, when you have standards that are based on the book, it is better to follow the book" (Teacher Romeo Interview, Question 3)

This takes us to the second aspect in the line, the connection between the textbook and the curriculum of the institution.

5.3.2 Internal policies: the curriculum.

Oviedo (2002) mentions that one of the basis for the selection of textbooks is the curriculum of the institution. The administrator in the interview discussed also this aspect acknowledging that the curriculum played an important role in the moment of choosing AC textbook.

> "Taking into account the syllabus basically, everything related to the curriculum of the institution" (Administrator Interview, Question 21).

In this excerpt, AC textbook is seen as the instrument that represents the syllabus but which should connect to the curriculum of CLUS. This clearly has an impact on teachers and students who are the direct users of the textbook. In turn, the textbook becomes the core of the academic program in the institution, for the teachers and the students as Sheldon (1987) showed (as cited in Forero, 2000). This parameter is reflected in teachers' beliefs concerning to the relevance of using the textbook in class since this shows the culture and values from the institution, as it is the case of the CLUS, which follows the communicative approach thus the main aim to develop in the students from the institution is the meaningful interaction; as the administrator stated.

> "We want students to be able to develop some skills that enable them to react and act according to a specific situation and context… with some communicative skills that allow them to interactive with people, based on that, we consider that Channel was very important at that moment." (Administrator Interview, Question 21)

As we can see this answer from the administrator is very close to the answer gave it by teachers, where we can see this parameter reflected in the teachers' beliefs and in the way of how they approach to AC textbook. Again we find a recurrent pattern that connects the teachers' beliefs with those of institution.

> "student has the necessity to communicate, to make himself or herself understood to other people; yes, it is not only like working on structures, but it is like being able to communicate in a specific situation " (Teacher Romeo Interview, Question 10)

In line with what we have said above, Garinger (2002) acknowledged, "Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious" (p. 1). This relates to the case under discussion here. At the time when AC textbook was chosen, the administrator was in charge of the syllabus creation as well as the textbook selection process.

> "In those times I was building the syllabus for the institution and obviously I got a clear picture of what we were looking for, so basically was like the contents the book suggest in those days" (Administrator Interview, Question 2)

As we showed before the administrator mentioned here the importance of having a clear picture of the standards and institutional philosophy to be aware of what the institution needed the book to be.

Furthermore, teacher Romeo also believes that AC textbook matches institutional objectives and it accomplishes these objectives.

> "Yes it did, when you read the syllabus and when you read the base schedule that is presented at the beginning of the book you can see that it is coherent for this Institution" (Teacher Romeo Interview, Question 8)

As we can see teacher's beliefs are related and influenced by the institutional parameters not only in connection to the beliefs about the textbook but also in regard to how it should be used and what aims students should achieve through the book.

5.3.3 Institutional teaching approach.

The next parameter that stood out in the selection process was the communicative intention of the textbook. We have the approach of the institution, which comprises the task-based approach and the communicative approach. Based on the survey, for the administrator the AC textbook was promoting the communicative approach as we can see below:

> "We want students to be able to develop some skills that enable them to react and act according to a specific situation and context, basically it is the task based approach with some communicative skills that allow them to interact with people, based on that, we consider that Channel was very important at that moment" (Administrator Interview, Question 21)

For the administrator one of the aims in the book selection was to find a textbook congruent with the institutional perspective and AC textbook was in that moment one of those which fitted with the institutional views. Furthermore, the administrator in his answer referred to the idea of finding a textbook that helped students to develop communicative skills to "interact" according to specific situations. Also, he affirmed in the survey that the teaching approach of the textbook was bore in mind at the moment of selecting the textbook.

From another perspective, the language approach of the textbook at the moment of selection has many implications for all teachers. It is for that reason that teachers at CLUS take this parameter into consideration at the moment of using AC textbook.

> "It depends on the way you deal with the book because for some teachers the book can be grammar but you have to follow the syllabus that is given to you at the

beginning of the course, the syllabus that is proposed here is to have a communicative approach, so we have to believe this approach works to achieve the goals" (Teacher Romeo Interview, Question 3)

"From the book, I will change some readings because I would like to explore a little more about structures, sentences, paragraphs, connectors, how to write introductions. But, this institution has a different focus which is the communicative, so, I try to focus on that too" (Teacher Nettie Interview, Question 11)

From the answers of these two teachers, we can observe how the institution influences their beliefs. We can deduce that teachers consider grammar and structure an important component of their teaching. Somehow, they see the necessity to teach grammar structures to their students. However, these two teachers seem to think that by emphasizing the structural dimension they might be going against the institutional dispositions; therefore, they try to adapt other view to accomplish the objectives of the course.

From the answers of these two teachers, we can observe how their beliefs are impacted by those of the institution. We cannot state that the institutional beliefs are adopted as their way of thinking but we can observe that there is a clash of beliefs were institutional believes supersede the teachers' beliefs. Burns (1992) said that beliefs are affected by systems of the society, in this case we conclude these teachers beliefs about the language are affected by an institutional focus, which concerns to the norms, ideologies, procedures of the organizational context within teachers work.

5.3.4 Checking series.

Ellis (1999) referred to this step as an internal evaluation of the textbook or checking in-depth. This evaluation was made with AC textbook and other two series, as the administrator presented when he started to describe how the selection process was like:

> "I was asked by the director of the Language Center five years ago, we studied on three series basically which were Cutting Age, New Head Way and American Channel. So, basically according to selection of features that we were looking especially at those days I just gave a suggestion about it and then she made a choice" (Administrator Interview, Question 1)

The selection process was based on those three series and as he said based on the features they were looking at that moment they selected. Ellis (1999) as we mentioned before referred to those features as dimensions in the external evaluation, beginning with the cover, the design and the content of the textbook. The administrator checked as well the option of "The contents of the book" (Administrator survey, question 1) as one parameter taken into account.

Also, it is very important to refer to the design of the textbook. Knowledge involves everything that helps students learn so the design of the textbook was important to catch their attention and make the class pleasant. Oviedo (2002) talked about "Los modos de respresentación de la materia" in which is named the visuals presented through the units as a direct relation between the learner and the objects represented, those imagines carry out multiple functions in the teaching-learning process. The administrator selected the book because in that moment the design of the book seemed fine, even though he expressed that it was not completely fine.

> "The design of the book is quite simple, I wouldn't say that it is the best; at the time it was updated obviously it got some catchy pictures of Shakira and all those things." (Administrator Interview, Question 9)

As it is noticed the administrator bore in mind the design as a parameter of selection, which is an element that can enhance students' motivation. At the moment of checking these aspects the AC textbook caught the administrator's attention and made the difference in relation to the others series. But, the administrator did not have a second opinion on this issue. When he thought AC textbook was more outstanding than others, teachers had other definition of exceptional:

> "Well I think that some images from the book are appeal for (sic) students but the design is like boring. Yeah some images are very boring, students hate that. I would change some pictures for modern ones" (Teacher Juliet interview, Question 9)
>
> "I believe that sometimes the textbook needs more pictures and the design tends to be boring because it follows the same structures throughout the units of the book" (Teacher Romeo, Interview, Question 13)

In terms of the design the administrator hold a different belief from what teachers have. Despite of the fact that teachers do not belief AC textbook has the best design they have to work with it. But, their beliefs do not change either, because some beliefs are stronger than others; Rokeach (1968 as cited in Kalaja & Barcelos, 2006).) argued that people have some ideas almost impossible to change because these are linked to personal factors.

5.3.5 Academic committee.

For many authors the selection process requires the involvement of all the stakeholders. Moreover, they should have complete clarity of needs and context of the program from all different perspectives. However, for this selection process the committee was made up by only two people taking aside the opinions of the teachers and learners. Those were the academic coordinator and the director of the time. It is important to notice that we could not establish contact with the former director instead we interviewed the academic coordinator of the time who has now taken the position of director of the CLUS.

When we asked him about the committee he answered that only the director of the moment and him were the ones to select AC textbook.

> "So, in those times I was building the syllabus for the institution and obviously I got a clear picture of what we were looking for …there was no a committee [sic]" (Administrator Interview, Question 2)

From his statement, it can be inferred that the voices of the other members of the academic community that constitute the institution were not needed since he "got a clear picture". There was no committee based on their perspective that all the knowledge needed resided in him. We think this perspective might be reductionist since one of the most important voices in the process was not listened, the teachers' voices. As we mentioned above the expertise from the teacher is unique because he is the one who uses the textbook all the time and follow it as we presented in sections above, the direction of the teaching and learning process to a great extent depends on the teachers and are founded on their beliefs. However, although it is not clearly expressed by the participants some of the institutional beliefs regarding the characteristics of the book might disagree with the teachers' own views. On the other hand, referring to the participants' needs, authors such as

Forero (2000), Oviedo (2002) and Garinger (2002) referred to the importance to confront the textbook with the participants' needs to satisfy them. In this sense, the lack of participation of the community of the institution, mainly teachers and students, might be considered as a pitfall in the selection of AC textbook. The criterion about the clarity upon the syllabus is an important one. Nevertheless, it does not include all dimensions that are around language learning and teaching. Although the assumption above from the administrator about his clarity regarding what is needed by the institution, he also referred in one of his responses from to the need of the textbook basically for two functions.

> "…Is better, in basically two functions, one to make teachers' lives easier and second because sometimes students need a guide before just facing and individual autonomy way their own study. So, yea [sic], I would say that it is needed not mandatory" (Administrator Interview, Question 7)

In this abstract he mentioned the need to have a textbook since it is a guide for students and teachers inside the classroom and outside of it. Two functions which directly affect teachers and students, making them relevant by the moment of selecting or conform the selection committee. The main belief is that the textbook makes teachers' life easier and that students would become autonomous. This to some extent agrees with the voices of the participants in which the textbook facilitates their job and also that it is a way for students to have a source of reference out of school time.

6. Conclusions and Implications

In the course of this study we have realized the implications that textbooks have in language teaching-learning, and in general, in the education field, since textbooks are not only utilized in language classes, but also they are central for other subjects of the curriculum.

In the language educational field, textbooks are considered as an important material in the teaching-learning process because they serve as a guide in English classes. Textbooks work as a complement for the teachers and learners in order to optimize the language-learning process. Textbooks are a principal tool designed to give cohesion and direction to the teaching and learning process. Teachers and students use textbook to look ahead or back during the teaching and learning process.

As we mentioned at the beginning of this study this project was focused on three objectives. The first one intended to identify the teachers and administrators' beliefs about textbook, we conclude that for teachers and the administrator the textbook was "the visible heart" of any ELT lessons. The participants asserted that they believed a textbook is a main tool and guide to carry out the course and classroom actions. They also expressed that they believed a textbook becomes a guide for students so that they can develop autonomy.

The second objective of the study aimed at examining the use of the textbook of the teachers. During the process of this study we learnt about the different ways in which teachers used the textbook. We concluded that there was one main category that represented their approach to the textbook: "textbook as the main guide or tool in class". Through this category, we could explain the teachers' use of the textbook as a guide, in terms of constituting the organizational structure of their actions and decisions in class.

However, teachers also acknowledge that there is a space for adaptation of the textbook contents although this highly depended on the teachers' teaching experience.

The data indicated that decision making and beliefs revolve around functions of the textbook that have to do with indicating teachers what to teach, the sequence of activities of the lesson, the checking or assignment of the homework, the development of exercises related to language skills or sub-skills, and the ways interaction unfolds in class. This allows observing that textbooks are quite comprehensive in regards to determining how a language class can be developed. This brings up the issue of the extent to what teachers can become instrumental to textbooks and not the contrary that textbooks become instrumental to teachers.

The last objective we have addressed through this study is teachers' beliefs related to the institutional parameters and use. It was found that decisions are not only made on the basis of institutional dispositions, but also on the basis of the external institutions' demands. For instance, in the intuitional parameters for the selection of AC textbook at CLUS the standards proposed in Common European Framework (CEF) were central.

Although the framework was introduced to fit internal policies: the curriculum, intrinsic relation between the syllabus (contents to cover) and the curriculum (institutional philosophy in regards to education). All these decisions made by the administrator in the selection procedure and the institutional parameters affected and, although, this could not be determined in this study, it had some extent as an influence on the teachers' beliefs and consequently the use of AC textbook. We could see how beliefs can changed or can stay in people's mind depending on the external factors such as the institution policies and the context where they work.

Finally, the development of this study has made us reflect upon the implications regarding our role as teachers and our relation with textbooks.

It is well-known that textbooks provide everything that can be needed for a class: the what, the how, the why; however it needs to be considered that they are made for larger populations; as a result, teachers must adapt them since cultures change, institutions change, it is not the same a private institution than a public institution, student populations present variability: youngsters, adults and children. Teachers are also a variable; textbook use depends on teachers' personal beliefs and philosophies about teaching. Hence, it is important to have ideas about the type of materials we are using, the beliefs implicit in them, the types of activities and the approach to language and learning which underlies it. Teachers and administrators need to be aware of the goals of the institution. However, teachers and administrators must have a critical view about textbooks and their contents because it is important to bear in mind that the book fit with the students' English level and their cultural context.

The study shows that as usual it is teachers who face several challenges, which have to do with the disagrement of their beliefs with that of external entities such as the textbook itself and the institutional beliefs about the textbook and its use. As we have said in the development of this study, textbook themselves by default determine a specific set of beliefs about what to teach and how to teach which inherently means that there are certain roles already assigned to teachers and students and even the institutions. Institutions are bound to the textbooks' underlying assumptions, for instance, if textbooks are structured according to international standards such as AC which is based on the Common European Framework. This affiliation to an international standard as we have seen in the case of the

CLUS has a great impact on the system of evaluation, and in general the curricular structure of the language program.

This research experience is important to all those teachers who have just started teaching in our field. We are certain that they must have started to face all the challenges of selecting and using certain type of material for their students. This study provides a reflection about this tension and through the voices of the three teacher participants we hope that novice teachers pave their way for an appropriate adaptation of textbooks and other pedagogical materials in their teaching. We also expect to generate reflections at the administrative level since as we have described several authors in the literature of textbook design and evaluation have pointed at the need to have an inclusive and dialogical process of textbook selection. In particular the voice of the teachers should be heard since it is them who face the day-to-day classroom work with the textbooks. We consider that avoiding the clash of beliefs between the institutional beliefs and the teachers' beliefs could better benefit teaching and learning process.

7. Further Research

One of the aspects that we found during our explorations is that the teachers' beliefs are in constant negotiation with the beliefs represented through the textbook and the beliefs coming from the institutional parameters. In our study we found that generally teachers should accommodate their beliefs to fit those of the textbook and the institution. However, in the voices of the participants it could be noted that there are certain tensions in this process and that in different ways teachers' beliefs might be affected or impacted by these external forces. We could not dig into those tensions, neither could we determine if teachers' beliefs are influenced or how they are influenced by beliefs imposed by the external forces described above. Consequently, this appears as a topic for further research at this academic level or any other academic level.

Regarding academic level, it would also be fruitful to explore how teachers in other contexts: elementary, high school or language programs, cope with or realize the process of negotiating their beliefs with those of the institution and the textbook adopted. It would be interested to pursue research on what are the results of using the book through a structural approach following down the line or through an adaptive approach, combining it with other sources and taking other paths of implementations not necessarily determined by the textbook or the institutional principles.

Although this study concentrated on the teachers and the administrator who was in charge of making decisions about instructional materials, it would be rather enriching to look at the phenomenon from the perspective of students. Our experience has shown that many students dislike the textbook but little is known about their reasons. One might risk to say that they contents do not relate to them but one might also dare to say that it is

perhaps due to the way it is used in class. This attitude might also be indicative that perhaps students, who are more digital, are expecting other types of materials that are more interactive such video and music etc. This leads us to another point, as is the status of the textbook in current digital societies. It has been observed that more and more publishing houses are producing electronic textbooks as a way to tackle the generation of digital natives. It would be interesting to explore how these two types of textbooks differ and what would be the gains and loses of changing the current format.

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Appendix A

Sample of the Observation

Appendix B

Sample of Teachers' Survey

Teachers And Administrator's Beliefs Regarding The Use Of The American Channel Textbook

Teacher's survey: Juliet

Objective: The aim of this instrument is to explore your view on the use of the textbook at the language center. Thanks for your cooperation.

Answer the following statements based on your experience in the selection of the textbook American Channel (AC).

1. According to your view tick the Method / Approach that the textbook promotes.

___ Direct Method

___Situational Method

___Audio-lingual Method

___Community Language Learning

_x_ Communicative Approach

____Cooperative Language Learning

_x_ Content Base Instruction

____Task Base Language Teaching

____Multiple Intelligence

____Competency Base Language Teaching

Assign a number from 1 to 4 for the following statements according to your criteria, 1 being the most important and 4 the least.

2. The main objective of the AC textbook is:

   a. To foster cooperation rather than competition _3__

   b. To drive the selection of the theme topics _1_

   c. To improve language skills _2_

   d. To foster communicative interaction _4_

   e. Other:_____

3. The textbook was chosen to be:

   a. A guide to follow during a course _3_

   b. A tool for learning process _1_

   c. A tool for teaching process _4_

   d. A resource when the students practice their English _2_

   e. Other:_____

4. The textbook presents the teacher as:

   a. Facilitator of knowledge _4_

   b. Helper of the students _1_

   c. Generator of input _3_

   d. A selector and sequencer of tasks _2_

5. The textbook presents the student as:

   a. Autonomous learner _4_

   b. A follower of instructions _1_

   c. A negotiator _3_

   d. A member of a group who must work as a cooperative person _2_

   e. Other: _____

6. The emphasis of the language skills presented in the textbook are

a. Listening _3_

b. Speaking _4_

c. Writing _2_

d. Reading _1_

d, Other:_____

Appendix C

Sample of Administrator's Survey

Teachers And Administrator's Beliefs Regarding The Use Of The American Channel Textbook

Administrator's Survey

Objective: The aim of this instrument is to explore your view on the use of the textbook at the language center. Thanks for your cooperation.

Answer the following statements based on your experience in the selection of the textbook American Channel (AC).

1. Which of the following parameters you bore in mind at the moment of selecting the textbook. (You can select as many options as you considered important).

_x__ The price of the textbook for the students

_x__ The physical characteristics of the textbook (colors, size, length, etc)

_x __The content of the textbook

_x__ The approach of the textbook

_x__ The pertinence of the textbook with students' needs

___The pertinence of the kind of English (American/ British, etc)

_x__ The sequence of the textbook through the units

_x__ The types of learning/teaching activities (Individual, groups, couples)

_x__ The components of the textbook (Cd's, Mini-dictionary, Videos, Workbook, Web-sites for consulting, etc.)

___ The time estimated to complete the textbook

_x__ How the textbook is divided by units and topics

_x__ The route of the textbook (if it is specified or user determined)

_x__ The publishing house gives accompaniment, other resources and training to the user

2. According to your view tick the Method / Approach that the textbook promotes.

___ Direct Method

___Situational Method

___Audio-lingual Method

___Community Language Learning

_x__ Communicative Approach

____Cooperative Language Learning

___Content Base Instruction

____Task Base Language Teaching

____Multiple Intelligence

____Competency Base Language Teaching

Assign a number from 1 to 4 for the following statements according to your criteria, 1 being the most important and 4 the least.

3.The main objective of the AC textbook is:

a. To foster cooperation rather than competition _3__

b. To drive the selection of the theme topics _4__

c. To improve language skills _2__

d. To foster communicative interaction _1__

e. other:_____

4. The textbook was chosen to be:

a. A guide to follow during a course _3__

b. A tool for learning process _1__

c. A tool for teaching process _4__

d. A resource when the students practice their English _2__

e. Other:_____

5. The textbook presents the teacher as:

a. Facilitator of knowledge _4__

b. Helper of the students _1__

c. Generator of input _3__

d. A selector and sequencer of tasks _2__

6. The textbook presents the student as:

a. Autonomous learner _3__

b. A follower of instructions _4__

c. A negotiator _2__

d. A member of a group who must work as a cooperative person _1__

e. Other: _____

7. The emphasis of the language skills presented in the textbook are

a. Listening _1__

b. Speaking _3__

c. Writing _4__

d. Reading _2__

e. Other:_____

Chose the option best matches your opinion

8. From the institutional perspective the textbook should be used:

a. Activity by Activity according to the perspective ___

b. Following the order of content and activities mixed with extra material _x_

c. Teacher should be free to use or not the textbook. ___

d. Other:_____

Appendix D

Sample of Teachers' Interview Transcript

1. Interviewer: How do you use the book in class?

Juliet: I use it for some activities not all of them, I think that the first listening, which is always the conversation I try to read, to go through the vocabulary and I ask students to underline or circle structures of vocabulary I want them to realize that they are different or is important at some point, after they do that, well we analyze different things, we get the structure, we analyze the structure, but not like: this a noun, this an adjective or whatever, I just want them to use the structure to see how it works and to see how it fits in the conversation, I like listening to the audios, I like, I don't usually the exercises, because I bring extra material for them to complete and I develop different activities and the exercises are just very short, so, I think it is pointless, what else do I do? I do read the texts because I think there is a lot of vocabulary in them, and important things I want them to practice we do readings, we have discussions, we list vocabulary there are some good speaking exercises we complete I don't always follow the same order that the book has, I sometimes just take activity that works for me and the determine moment in the class and I use it because I think it is good for that moment or sometimes, if we have extra time or at the end before the exam we have time to practice we do different activities related to each topic or a thing I want them to work on. That is basically, oh I do ask them to complete the workbook, I don't check it every day, I just tell them, say: tomorrow we are going to check the workbook so complete the exercises. I tell them to complete it everyday but I don't check it everyday, I usually do it at the end.

2 Interviewer: Teacher you mentioned that you use extra material in your classes. How do you get the extra material?

Juliet: I have a lot of books, material that I have collected through the years and material that I know useful to develop or to reach points I wan them to get. So, I usually classify the material I need if it is necessary I cater at some information or some instructions to that material, so that they can understand what they are doing, because it is taken from different or other books usually resource books from others publishing houses. Also material I do or material I get from internet.

3 Interviewer: You mention that the book is to work by students, so, it is more for them than for the class?

Juliet: No, what I said is that, the students book we use in class, the workbook is the one that I want them to work by themselves, why, because if the workbook, I think they can see the questions they have if they don't understand the instruction, if they don't understand the reading maybe because they have problems on the vocabulary, things like that, so they can realize what they are missing, if they complete it in the class, maybe somebody else is helping them or they just do it all together. So they don't really know what their mistakes or doubts are. Workbook I would say it is more autonomous and the students book are more for class although some times I assign some homework from students book, but not very often.

4 Interviewer: Teacher we have also observed that you select sort of activities from the book, how do you select those activities that students are going to do in your class? I mean, how do you know what kind of activities fit in the course or what those don't fit?

Juliet: I usually when I started a new topic or a new unit, I have a vocabulary activity. So, they can know where we are going and they have vocabulary to speak obviously to describe things and to do activities. But, after that I like to listen to the first conversation of the book, because it usually uses vocabulary, introduces the topic and uses the structure that is going to be studied. So, that for example I choose, because they are going to see the instruction in context and we complete other activities as readings, because they don't really read that much. If you have noticed that in something, they don't read that much or in other classes they are assigned something to read, they do, but, otherwise they wont read, that's why we read those test in class also because they have a lot of vocabulary so I need them to see everything in context.

5 Interviewer: There is a part of the teachers' book that has instructions for the teacher, like you have to ask them first this question, then you ask them to do this exercise. We have observed that in your classes you never follow those steps, why?

Juliet: I do read the part for teachers, because there are explanations for us, there are also questions we could ask, but, seriously I think that there are some questions that are silly, so I don't ask those questions; because I wouldn't be happy been asked those questions. So, sometimes the book says: ask this question to the students this and this, but, if they haven't explained vocabulary how they are going to speak if they don't know anything. So that's why I usually have the vocabulary exercise first and then through the class just different question come up. So, I don't usually have to follow those same questions, I include other things, also because I don't want my students to be stick to the book and don't see that there are more things that can explore or more vocabulary they can find from different sources, I don't know, I do read those instructions because they are

useful, they have tips, the have grammar explanation and they have also the answers, sometimes you are busy doing something else and you can not focus your attention on the exercise itself, for example listening exercise, but then if you got to the book the answers are there. So, you can continue with the class without having listened again or whatever. But, yes I don't follow all those steps.

6 Interviewer: Which skills do you make students practice through the book?

Juliet: Well, if you follow the book you are suppose to practice them all, I think I need to complement the class and not only with the book I need to bring some other stuff and I like the book is not that dynamic I would say. For some teachers it is fine, but, for me I like more active classes. So, I like my students to work in groups or in pairs and complete different activities and sometimes there are not in the book, you just need to, I don't know come up with an activity or dynamic or a game. Not because just playing but because I think they can learn more through movement, through speaking, through maybe real situations or context or simulating ones. Well if you follow the book as I said you are suppose to practice them all, because it has listening, reading, writing and speaking not too much speaking, but that is why I bring extra material to the classes.

7 Interviewer: Do you think that every student need to have the book in order to accomplish al the purposes presented at the beginning of the course?

Juliet: I can give a class without the book. Not for everyone, I mean if you have good level, if you have good basis you can learn without the book. But, if you have problems or if you need to work in some ability I recommend the book. It depends on the student, but I usually ask my students to have the material for different reasons, for because I want them to work obviously in class, because there are some students very visual, they need to see

what is in order to understand, and because there are exercises that you can not do without the book because if we are reading and if we don't have the material you are going to maybe bother somebody else, but the book is not always necessarily.

8 Interviewer: Do you believe that the instructions are clear for students?

Juliet: I do, I think they are clear.

9 Interviewer: Do you prefer American Channel for your classes or do you wish having other book?

Juliet: I don't know how old this book is, but trying a new book is always good because you realize many things and also you get used to the vocabulary and the way that the book is form. But its ok for me.

10 Interviewer: What do you believe about the design of American Channel?

Well I think that some images are appeal for students but some others are like boring. Yeah some of them are boring and I would change some pictures for modern ones.

11 Interviewer: The language Center promotes the communicative approach and we have also observed that students talk a lot in your classes, but we think it is usually when you give them extra activities or other material as you said before. Do you believe that with the American Channel they can develop the skill of communication? Our impression is that they don't develop this skill through the book, is our impression or do you agree?

Juliet: I think that you need extra material.

12 Interviewer: So, do you think that American Channel is not enough to accomplish that?

Juliet: I don't think it is enough; I mean it has some activities that are at the end, but believe me I never use one of them. Sometimes I take ideas from the book and I create my

own for the development of another dynamic I want to complete in class. But I never make copies or use this material as it is; because this material is for speaking, but I think it is just silly or not useful.

13 Interviewer: Do you think that the information that brings the book is updated?

Juliet: Sometimes I feel it is not that new, or it is not that is not new, just that sometimes we don't use some expression in spoken English. But, this is from 2005, so in four years maybe things have changed like expressions, not too much structure because I think you need to learn the proper way to speak, through the time you start getting things, speaking things here and there, and then you begin the informal English or more formal, it depends, but you need to learn the proper way to speak, I think.

14 Interviewer: Do you believe that the book is according to the students' context?

Juliet: Yes, I think they use them. It can not depends [sic] on the background of the student also, because for some people if I talk about different cultures in the world and if they have traveled is appealing to them they like it, they want to talk about that, some students who have never traveled is like they are not interested. So, in some cases according to their background. But, I think it has real context, things we need. Some, we use more than others, but yes, I think. The only think that I don't see in the books is something like related to their majors. But, that is English for specific a purpose that is something else, we don't study that.

15 Interviewer: What do you think your students believe about their books?

Juliet: They don't like when you stick to the book and not because they tell me teacher no more book. Bit's [sic] because I heard that from others students, well kind of

talking about other teachers and besides that I wouldn't like my teacher to be stick too much to the book.

Appendix E

Sample of Administrator's Interview Transcript

1 Interviewer: Could you please tell us, how was the process to select the American Channel?

Administrator: I was asked by Ana Maria Valenzuela who was the director of the Language Center five years ago, we studied on three series basically was "Cutting Edge", "New Head Way" and "American Channel". So, basically according to selection of features that we were looking especially at those days I just gave a suggestion or give my opinion about it and then she made a choice.

2 Interviewer: Do you know if there was any committee to select the book?

Administrator: I normally I am a committee myself. So, in those times I was building the syllabus for the institution and obviously I got a clear picture of what we were looking for, so basically was like the contents and the kind of paste (sic) like the book suggest in those days. We got everything just adapted from the Common European Framework. So basically we were looking for a book that has similarities in terms of contents, basically everything relating to that, you know, grammar topics also what was expecting in the communicative functions, the type of tasks that students could do in A1, A2, B2 levels and B1 to be specific. So, those were the parameters, there was no a committee, it was for the second choice that we did here for Upstream, in that time we worked with a committee but that is a different story for what you are looking for.

3 Interviewer: So, the people who participated were only Ana Maria and you based on the Common European Framework?

Administrator: Yes.

4 Interviewer: What was the most important thing that called your attention to select the book?

Administrator: The sequence, I mean the scope because basically everything was so related to the Framework, even though the book was not like constructive, let's say in their theoretical functions to be adapted or matching the Framework. But, somehow it did. So, that was the main reason why.

5 Interviewer: Do you believe that the book is the principal material in an English course?

Administrator: Not at all, normally, I mean, there are like three kinds of teachers you get the teaches that never use the book like Jair Ayala, you get the teachers who partially use the book like me, we use a lot of sources and then… Normally here like the tests are task based somehow especially for listening section, what we do is just to play listening and try to catch up a littler (sic) a the vary before the exams and there are others teachers that are like I say old fashioned ones that are basically based on the book. Hopefully we don't have so many now, but I don't know.

6 Interviewer: You asserted that the American Channel promotes the communicative approach. What do you understand by communicative approach?

Administrator: Well any option that you can find in a book to interact basically. It is not just speaking by you know, for the seek of it, but also having like the idea what you are

speaking for. So, communicative in that sense is achieved through the sense that you can have that's basically pragmatics.

7 Interviewer: Do you think every English course needs a book to be a guide to follow during the course?

Administrator: Is better, in basically two functions, one to make teachers' lives easier and second because sometimes students need a guide before just facing and individual autonomy way their own study. So, yea, I would say that it is needed not mandatory.

8 Interviewer: Does American Channel promote Autonomous Learning among students?

Administrator: I would say that it something that has to be promoted by the teacher and not by any book. Basically the biggest problem we face with that is that teachers don't believe that students can not be autonomous. So, if they don't believe that these little crazy guys can't be autonomous obviously there is no way autonomy can be achieved and that is some big issue here.

9 Interviewer: What do you think about the design of American Channel?

Administrator: It is quite simple, I wouldn't say that it is the best; at the time it was updated obviously it got some catchy pictures of Shakira and all those things, you know, for that moment it was like good; but still works especially the interactive part. They don't have a nice CD-ROM for instance, they are a litter (sic) behind in those aspects, although the book is not, lets (sic) say boring in the layout, but kind of.

10 Interviewer: How do you believe teachers need to use the book?

Also as I guide, basically to reinforce topics and subjects they cover previously more than introducing them although there are some units, I would say, and contents, especially level four in which normally you can introduce first the topic using the book, they always, you know, get the sequence of show listening for readings and then at the end writing, the speaking is a litter (sic) left behind in Channel. So, what you have to do is to promote a lot the speaking skill afterwards.

11 Interviewer: So, you are saying that the book doesn't promote the speaking skill?

Administrator: It promotes it, but is not like as strong as it could be, basically I would say that the listening is the best aspect of Channel the TOEFL as well. Then you get the reading as a second skill I would say

12 Interviewer: So, the last one is the speaking?

Administrator: Could be yeap speaking

13 Interviewer: And then the communicative approach?

Administrator: Yeap, that's my point, the book is not, we are not task based at all, or at least it is our principal, is what we say and what we write; obviously you know that the reality at the classroom can change according to the teacher and it is something that we respect as an autonomous individual they are. But, what can see here, is like the theoretical framework you can from the syllabus more than from the book, that's why I told you girls that the book is like a guide, a tool, but is not like the base or basis of everything.

14 Interviewer: Now, how do you believe students need to use the book?

Administrator: More to check out, and review topics, basically. You know that students are not so used to read nowadays. So, they go more for interactive tools, things like that, anyhow, they never get in touch with English, because there is a lot of Spanish,

like features that you can also have on your every day life. So the book is like, how could I say that? I remainder maybe of what English is and what they need to do for the next class.

15 Interviewer: How do you believe students can learn English using the book?

I believe they won't be able to do just by using the book, the book as a tool, so basically they need a lot more, especially they need classmates to interact with, and a teacher who guide the process basically before the book.

16 Interviewer: So maybe if students buy the book and they take it at home, do you think that it is a good tool or not at all?

Administrator: They should check it and review it while they cross, you know, on the meantime, afterwards I don't think there is gonna be adapted tool as any other book.

17 Interviewer: Do you believe that every student need to have the book in order to accomplish with the purposes presented at the beginning of the course?

Administrator: It depends so much on what I told you before, and is the kind of teacher they got, if he is a teacher so task base, obviously he would need it, because if not they are gonna feel a little behind of the rest, especially on the exercises and the Common routines that they start working, there is a lot of repetition, you know, and extremes that they uh would be a little rare if they don't have the book, but is not necessarily correlated yeap, if you get the book you pass or you learn, no, it is not necessarily.

18 Interviewer: What do you think your students and teachers believe about their books American Channel?

Administrator: Well, I don't know, nowadays they are using a new series, so it is like different, but I think that this series was so sold as a top seller book, a best seller, is just that many universities from Bogotá and it is apparently correlated to the Framework, is a

map through the three levels. Now, if you teachers got some kind of study about what they got before, because Channel has showing to have a better book in some aspects than Upstream, still I guess that the view of teachers towards the book is positive in general. Some complain about the listening, especially there was a little like tofer for what the levels, especially in the levels one. But, it doesn't mean that it is not good, I think if they use it as they would use any other book in general, because they are professionals just to work with that, you know.

19 Interviewer: What about students?

Administrator: Students, I don't think students care so much about books, you know, it has been a strong argues here because of that. I mean many students don't buy books, they want to use copies, obviously the use of copies at the university is forbidden by law. So, I don't know if the really care or not about the book. My personal view when I was teaching, students nobody got books, I didn't suffer at all because of that.

20 Interviewer: Do you believe that American Channel is according to the students' context and students' needs?

Administrator: There is always like what is better, you know, some people say we need to use our own material designed by Colombians and include everything related to the Colombian context, right, perfect. So, students will learn in a more natural way. On the other hand, on the contrary is that, well English is not spoken in Colombia, so it would be very fictitious, so I would say that is not necessarily like the book has to follow some parameters like local or criollos. But, it has to try to mix both, in that sense Channel got some features about it, it even got even a writing section writing a postcard to someone in Bogotá and they are talking in other reading I think in sixth or fifth level about the different

things that you can do here like a sightseeing around Colombia, which is good, then on the first levels they got, as I told you before, some pictures of some important people from the country. It is not more than that, but, at least there is something that says that Colombia do exist in a map. I would say is not necessarily the most important thing, but Channel perfectly works as any other book to guide students to learn better.

21 Interviewer: What do you think are the steps to follow to select a book for an institution, especially for this one?

Administrator: Taking into account the syllabus basically I mean, everything related to the curriculum first, according to that you notice slightly what goals the institution is looking for. I'm here with what we want students to be able to develop some skills that enable them to react and act according to an specific situation and context, basically it is the task based approach with some communicative skills that allow them also too, you know, to interactive with people, based on that, we consider that Channel was very important at that moment. Obviously after three years using one series we need to change it, and that is something advisable for every body, lets to say in two more years we are changing also Upstream for any other series whatever it is, I wouldn't say the book is the most important thing in that sense the core of the curriculum is more the functions that you want to develop on students and that is specify on the syllabus. So, well if you are like you need to choose a book basically go to curriculum and see what the contents are or what it is intended to be achieved.

22 Interviewer: Do you think that is important to speak to those publishing houses to give you advice about selection?

Administrator: It depends, there are some great people in there, really good sellers, so for instance, in the previous selection we got people from Cambridge and Oxford, they show their series like in very nice way, that even some members of the committee that was built to choose the book, where like into that series more than others. But, more because of the presentation they do, you know and all the things that they make promised about, if you get our series you are gonna have this and that in those aspects. It's cool, but well, I would say that is not the most important, we never called these guys to know what Channel could be a good option. Because, on the other hand, they will always give you ideas you haven't consider that maybe are not good, especially I mean is like being the jury in any kind of trial and taking part of the lives of the people involve you know I have been the advocate so the person that is accused wherever else. So, it is better to stay a little away from those things and then when you make a decision you start to talk with the publishing houses.

23 Interviewer: At the moment of selecting the book: American Channel. Did the teachers at that moment receive any training?

Administrator: Yeap, there got like three bureau shops with some people, well, specialist they came here and they start like telling teachers possible ways of approach the book, and what kind of skills could be better promoted through what kind of activities, lets say kind of training on how to teach with Channel, which I don't like by the way, but anyways.

Appendix F

Table

Sample of Information Organization of the Data for the Category and Subcategories

Table 1 *Coding Procedure. Data Organization*	
Excerpts	• **“**Teacher continues with the agenda, using the book on page 70. She asks them to read the conversation… then they do the exercises” (Juliet, 25/11/09 p. 3). • “After students reading, teacher reads again and he stops when he finds a phrasal verb, then he explains it” (Romeo, 1/12/09 p1). • “Teacher asks the students to go on page 84…then the teachers plays the listening from that page and they do the exercises about the listening” (Nettie, 30/11/09 p.1).
Code	• Book for reading: **BR** • Book for vocabulary: **BV** • Book for listening: **BL**
Properties	• Teacher uses the book to do reading activities • Teacher uses the book to do explain new vocabulary • Teacher uses the book to do listening activities.
Dimension	• A lot of and a few reading activities that students and the teacher do during the class.

	• A lot of and a few vocabulary activities that students and the teacher do during the class. • A lot of and a few listening activities that students and the teacher do during the class.
Category	• Textbook as the main guide or tool in class
Subcategory	• Textbook as orienting resource of several dimensions of instruction