



**UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION**
FACULTAD DE EDUCACION
Pedagogía Media en Inglés

“Coursebook Assignment”

Names:

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Factual details

Title: Looking Ahead

Author (s): Jolanta Polk Reyes

Publisher: Ediciones Cal y Canto

Price: Provided by the minister of education

ISBN: 978-956-8623-65-4

No. of pages: 200 hundreds pages

Components: Student Book/ Teacher Book/ CD

Other: CD's, final check (guided analysis of students' strengths and weaknesses, to help them to check their progress) and web resources

Level: 2nd high school

Physical size: 20,7 cm wide/ 27 cm long

Length: One academic year.

Units: 6

Lesson/sections: 24

Hours: One lesson/3 to 4 hours.

Target skills: Reading /listening/ speaking and writing.

Target Learners: English learners as a foreign language.

Target Teachers: High school English as a foreign language teachers.

Assessment

<i>Factor</i>	<i>Rating</i>	<i>Comments</i>
<i>Rationale</i>	**** <i>Excellent</i>	The plan of the book is based on the communicative approach, because it aims to make Ss be able to performance on the four skills.
<i>Availability</i>	*** <i>Good</i>	This book is available in all public schools in Chile since the books are provided by MINEDUC.
<i>User definition</i>	-	No evidence
<i>Layout/graphics</i>	**** <i>Excellent</i>	The book uses a variety of pictures, colors, diagrams, charts, schemas, and so on. These are useful for the different learning styles.
<i>Accessibility</i>	**** <i>Excellent</i>	Free. This coursebook is available in Chile since it is provided by the MINEDUC.
<i>Linkage</i>	*** <i>Good</i>	This coursebook provides links in order to supplement the material proposed by the MINEDUC, if necessary.
<i>Selection/grading</i>	**** <i>Excellent</i>	The units can be developed independently.
<i>Physical characteristics</i>	*** <i>Good</i>	The cover of this coursebook is mainly blue and has a picture of a sign in the street, which does not have the name of a street, but instead, the title of the book. Also, The coursebook is 27 cm long and 20,7 cm wide. It is possible to state that the coursebook is attractive for students since it has many pictures, colourful

		layout and catchy titles.
<i>Appropriacy</i>	<i>***Good</i>	The coursebook is appropriate for the level of English that students should have in 2° grade.
<i>Authenticity</i>	<i>*Poor</i>	The analysis of the dialogues show that there is no use of discourse features. So the dialogues seem to be not authentic.
<i>Sufficiency</i>	<i>**** Excellent</i>	Analysing the coursebook, it is possible to claim that the book is sufficient enough, in terms of covering the different contents through an academic year due to the activities which are also linguistically appropriate for the target students.
<i>Cultural bias</i>	<i>***Good</i>	The book attempts to contextualize the content including Chilean information through each unit.
<i>Educational validity</i>	<i>**** Excellent</i>	The coursebook is clearly valid in terms of Education, since as it was stated before, it is provided by the MINEDUC.
<i>Stimulus/practice/ revision</i>	<i>***Good</i>	The book provides enough exercises for students to practice, divided for each skill and system of the language. Besides, each unit is divided into the four skills, which are also divided into “Think ahead, go ahead, and make connection”
<i>Flexibility</i>	<i>***Good</i>	In terms of grammar the book suggests a sequence, so it would not be appropriate to skip a unit. However; it is possible to skip some unit in term of content.
<i>Guidance</i>		Taking into account the amount of

	*** <i>Good</i>	activities and instructions, it is possible to state that the guidance students receive from the coursebook is good. Nevertheless, it is significant to have teachers' guidance as well.
<i>Overall value for money</i>		No evidence

Interview chart

Questions	Categories	Participant	Comments
1- Do you think course books are important?	Importance of coursebook.	<i>Yes, because in my experience they have helped me to organize what I need to teach the students ... a teacher of English has to deal with all of that at the same time. So, a textbook has been prepared by people, who know about these things, specialists, so that the learning can be more efficient, in my opinion.</i>	Considering the teacher's opinion about this category, it seems that she has used coursebooks many times, and that at least for her, they are fundamental in order to organize not only the skills to be taught, but also each aspect of the language. It is important to point out that she highlighted the fact that teachers are busy most of the time, and that they do not have plenty of time for organizing what was mentioned before; therefore, she has validated the job/work of the people who design coursebooks bearing in mind that she is not an expert on that topic.
2- What are your criteria for choosing a course book?	Criteria for choosing a coursebook.	<i>Well, my criteria will depend on the type of student. Then, I would think that the book, I would consider that as the major issue, not so much as the book suits me, but how effective the book could be for the students. And as second criteria, I would think that, eh I would think of how the book is organized, so that I can understand it, and I can follow it easily as a teacher. That would be my second criteria, but first of all, the needs of my students, ya.</i>	In this answer, it is possible to notice that at first, the criteria of the participant for choosing a coursebook lies on the type of students with whom she has to work. In this aspect, we can follow Gilmore's ideas (2004), referring to the focus of coursebooks. The author states that this focus should be on learner's needs, not only in terms of knowledge about the language, but also in terms of exposure of authentic language. Then, a contradiction is found, since the participant later declared that as second criteria, the coursebook has to suit her, in terms of organization so that she can understand it.
3- Which part of the CB do you frequently	Parts of CB most used.	<i>I use the students' book first because I try to look at through my students' eyes, so I look at the students'</i>	If we analyze this answer, first of all we find that the teacher declares examining the students' book to see it from their outlook. Then, the participant claimed

use?		<p><i>book first, and the teachers' book is very useful as well. Then, I look at the teachers' book, and I see how, all the suggestions that are given there for the teacher to follow, and all the extra things that a teacher might do ...I usually use all the parts of the book, and I try not to skip any, because I always feel that they are there for some reason. Now, when I skip something is because I feel that that particular group of students does not need it, or it would be redundant, or there are some parts of the book that I skip because I ask the students to work on it independently, those could be reasons why I might skip something...</i></p>	<p>using all parts of a coursebook, since according to her own perception, each part of the coursebook is there for some reason, it has a purpose. Taking this into account, we can compare it to what MacGrath (2002) states, expliciting that "textbooks provide coverage of the four skills, and tasks that offer the opportunity to practice them in an integrative way, also including grammar, vocabulary, pronunciation, etc." (pp. 80) Nevertheless, analyzing this criterion, a contradiction can be noticed, due to the teacher does skip some parts of the books that, according to her perception, students do not need to be taught certain contents.</p>
4- Which part of the course book do you seldom use?	Parts of CB seldom used.	<p><i>If I am in a hurry, I tend to leave the readings, because I assume that the students have reading skills, reading strategies. They have reading strategies acquired already in their native language, I assume that. And also that they have, their reading, that their reading skills are more developed, I tend to assume that. And that's why I leave ehm the readings that appear in the</i></p>	<p>Referring to this category, the teacher mentioned that she would avoid the reading part of a course book mainly due to two reasons. Firstly, she would skip the readings if she has to cover content quickly. Secondly, she tends to avoid the readings, in view of the fact that she considers that students have the proper strategies to work on the reading independently. Nevertheless, if we compared what she states to the reality of Chile, it is possible to find that 84% of Chileans do not comprehend what they read, this according to a study carried out by the Universidad de Chile (2011).</p>

		<i>book as independent work for the students because I think that they might be able to do it on their own.</i>	In this criteria, participant's opinion when stating that students have the necessary strategies to do the reading on their own is comparable to what Renandya states (2012), by declaring that it is not required to teach strategies to students since they acquire them naturally; therefore, strategies are innate in students.
5- When, why and how do you supplement the course book?	Context (moments) and reasons for supplementing.	<i>Well, it depends on the students... if I feel that the students need some recycling of something, or to be reinforced some aspects. Whatever it is: lexis, grammar, pronunciation, whatever language system we are talking about. Then, I tend to supplement, to use extra material for that. If the students need, eh. What was the other question? I'm sorry. How. I try to do it; I try to do it more communicatively, with more communicative ideas. But, sometimes I feel that the students, what the students need is not communicative, because they know how to use the lexis, or grammar or whatever it is, and what they need is more mechanic, more the mechanic parts, and there I bring exercises to practice in a more mechanical way what they are missing, or what they need to reinforce. So it</i>	Bearing in mind what the teacher expressed about this aspect, it is possible to notice that she is mainly focused on the students, although based on her own feelings. Also, she declared that everything depends on the kind of student she is teaching; therefore, she will decide according to her feelings when it is appropriate to supplement an activity, if necessary. Finally, the participant declared practicing what students need in a mechanical way, this would be through repetition drills, choral drill, substitutional drills among others. Taking this into account, we find out that the mechanical way that the participant referred to is comparable to what we find in one of Harmer's books (2001). This because this mechanical way is related to the audio lingual method, described in the book, which even when is very behaviorist, it is still a usual method when teaching English as a foreign language.

		<p><i>depends on how I feel what they students need. And the other one was why. Well, because, if I feel my students, ehh. When I feel my students need to be reinforce something. When it needs to be reinforced grammar, I bring extra material in grammar, if I feel that they need some lexis or pronunciation, or if it is pronunciation.</i></p>	
<p>What kind of help would you like to have from the course book in teaching grammar or any other aspect of the language?</p>	<p>Kind of help in teaching pronunciation , lexis and skills of the language.</p>	<p><i>What kind of help from the course book? I think course books, course books help a lot. If I have to think of something that I would need that I haven't found in course books, I would say there is nothing I haven't found. I think, at least, the last course book that I used, because I haven't used a course book for a couple of years, the last one that I used, was the one that I used with you, which was the Straightforward, and the, and I felt that, because, there were, in the teacher's book, there were many suggestions on what to do, and also there were some extra material for more communicative use of lexis or pronunciation or grammar that was in that particular unit, in the different units there was</i></p>	<p>Even when at first, our participant considered that during her experience with coursebooks there has been nothing that she has not found, then, a variance can be found in her answer. This because the participant then declared that resources, especially visual material has not been enough in some coursebooks; therefore, she had had to search for it on her own. In this point, it is possible to find in MacGrath's work (2002) a similarity, when he explains that a coursebook should have an appealing layout through different graphics. Also, a related comment can be found in one of Nuttall's book (2005) when talking about reading, since she suggests that the appearance of what students are reading should be attractive enough to catch reader's attention.</p>

		<p><i>communicative material, there was extra material to be used, that the students could use, as CD-ROMs and, I don't know, so I never felt that that, probably visual material. Visual material I missed, and I had to look for it, and I spent some time doing it. So visual material, like videos, like pictures, like, yeah, that I would say I missed in this particular textbook that I used a couple of years ago.</i></p>	
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Interview

1 Interviewer: The first question, do you think course books are important?

Interviewee: *Course books, are important for what? For learning English as a second language? As a foreign language? Ehm, for me, in my opinion, books are important. Yes, text books for learning English as a foreign language because they organize the knowledge... do you want me to tell you why? Because in my experience they have helped me to organize what I need to teach the students, in terms of languages systems like in terms of the lexis that needs to be taught to the students, in terms of the grammar, in terms of pronunciation issues as well, and also in terms of abilities, because a teacher of English has to deal with all of that at the same time, you see? And it is too much for a teacher to organize all of that coherently. So, a textbook has been prepared by people, who know about these things, specialists, they are people who are prepared to do it, and who have devoted time to working on the textbook, and somehow they manage so that all of these aspects, language systems, to be taught. And the skills to be taught can be organized there, and so that the learning can be more efficient, in my opinion.*

2 Interviewer: The second question, what are your criteria for choosing a course book?

Interviewee: *My criteria for choosing a course book. Eh, normally, I would consider that a course book is better, or is more efficient. Well, my criteria will depend on the type of student, my target student, if the student is a college student who study, for example you, who study English. Then, I would think that the book, I would consider that as the major issue, not so much as the book suits me, but how effective the book could be for the students that I'm teaching. And as a second criteria, I would think that, eh I would think of how the book is organized, so that I can understand it, and I can follow it easily as a teacher. That would be my second criteria, but first of all, the needs of my students, ya.*

3 Interviewer: Ok, and which parts of the course book do you frequently use?

Interviewee: *The parts of the course book? Ehm, normally I use the students' book first because, with the... I try to see, to look at the book from as my students would see it, through my students' eyes, so I look at the students' book first, and the teachers' book is very useful as well. Then, I look at the teachers' book, and I see how, all the suggestions that are given there for the teacher to follow, and all the extra things that a teacher might do in order to, as complements, you see, to what there is there. The teachers' book I also... I don't know if that, if you refer to that when you say the parts of the book?*

Interviewer: Yes, and also for example you talked about the grammar point, the pronunciation.

Interviewee: *Yes, eh normally, I try, I have... I usually use all the parts of the book, and I try not to skip any, because I always feel that they are there for some reason. Now, when I skip something is because I feel that that particular group of students does not need it, or it would be redundant, or there are some parts of the book that I skip because I ask the students to work on it independently, those could be reasons why I might skip something.*

4 Interviewer: Yes, so which part of the course book do you seldom use?

Interviewee: *If I am in a hurry, and I need to cover some contents quickly, for example the readings, I tend to leave... I tend to not, it's not that I don't use, but I tend to give the students to work on independently, the readings, because I assume that the students have reading skills, reading strategies. They have reading strategies acquired already in their native language, I assume that. And also that they have, their reading, that their reading skills are more developed, I tend to assume that. And that's why I leave ehm the readings that appear in the book as independent work for the students because I think that they might be able to do it on their own.*

5 Interviewer: Ok, and when, why and how do you supplement the course book? If you do it.

Interviewee: *Supplement. When. When, how, and why. I supplement. I use. You mean the use of extra material? You are referring to the use of extra material. When do I use extra material? Well, it depends on the students. If the students, if I feel that the students need, ehh, to, need some **recycling** of something, or to be reinforced some aspects. Whatever it is: lexis, grammar, pronunciation, whatever language system we are talking about. Then, I tend to supplement, to use extra material for that. If the students need, ehh. What was the other question? I'm sorry. How. I try to do it; I try to do it more communicatively, with more communicative ideas. But, sometimes I feel that the students, what the students need is not communicative, because they know how to use the lexis, or grammar or whatever it is, and what they need is more mechanic, more the mechanic parts, and there I bring exercises to practice in a more mechanical way what they are missing, or what they need to reinforce. So it depends on how I feel what they students need. And the other one was why. Well, because, if I feel my students, ehh. When I feel my students need to be reinforce something. When it needs to be reinforced grammar, I bring extra material in grammar, if I feel that they need some lexis or pronunciation, or if it is pronunciation.*

Interviewer: Ok Miss and the last question: What kind of help would you like to have from the course book in teaching grammar or any other aspect of the language?

Interviewee: *What kind of help from the course book? I think course books, course books help a lot. If I have to think of something that I would need that I haven't found in course books, I would say there is nothing I haven't found. I think, at least, the last course book that I used, because I haven't used a course book for a couple of years, the last one that I used, was the one that I used with you, which was the Straightforward, and the, and I felt that, because, there were, in the teacher's book, there were many suggestions on what to do, and also there were some extra material for more communicative use of lexis or pronunciation or grammar that was in that particular unit, in the different units there was communicative material, there was extra material to be used, that the students could use, as CD-ROMs and, I don't know, so I*

never felt that that, probably visual material. Visual material I missed, and I had to look for it, and I spent some time doing it. So visual material, like videos, like pictures, like, yeah, that I would say I missed in this particular textbook that I used a couple of years ago.

Interviewer: Ok, so that has been the interview Thank you so much for your time.

Conclusion

After analyzing this coursebook, we can conclude that if we consider some factors, this coursebook is quite useful to teach English as a foreign language. First of all, it attempts to cover the four skills by developing them through different activities and using extra resources, like audios and links. Moreover, each skill is divided into what it is commonly known as “pre, while, and post”, although in this coursebook we can find these stages as “Think ahead, go ahead, and make connection”.

Continuing with the analysis, it is possible to notice through the units, activities, and content that the coursebook attempts to develop the communicative approach. However, there are some grammatical points in each unit for students to bear in mind.

On the other hand, we believe that teachers can work easily with the coursebook, bearing in mind that this includes the teacher’s book, cd, extra material, among others.

Also, students have the chance to test their progress, since at the end of each unit there is a section for self-evaluation. What is more, we need to consider that the coursebook is provided by the government through the MINEDUC, so it is totally free for public schools.

In overall, we believe coursebooks are essential in the process of teaching and learning, especially at the moment of teaching a foreign language. Besides, coursebooks are useful not only for students, but also for teachers, in order to guide them in this process of learning English as a foreign language. A final aspect to bear in mind is the importance of adaptation in a coursebook which means that teachers need to select the content of a coursebook considering their students’ needs or context.

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