



**UNIVERSIDAD AUTONOMA DEL ESTADO DE HIDALGO**  
**INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES**

**LICENCIATURA EN ENSEÑANZA**  
**DE LA LENGUA INGLESA**

**THE SELECTION PROCESS OF THE**  
**ENGLISH COURSEBOOK AT THE**  
**BACHELOR OF TOURISM AT THE UAEH**

**TESIS**

**QUE PARA OBTENER EL GRADO DE**  
**LICENCIADO EN**  
**ENSEÑANZA DE LA LENGUA INGLESA**

**PRESENTA:**

**Ma. Ismaela Hernandez Zamudio**

**Director:**

**Dra. Ma. Elena Silva Escamilla**

**Pachuca, Hgo.**

**Agosto, 2010**

## **ACKNOWLEDGMENTS**

This thesis would not have been possible without my director Ma. Elena Silva Escamilla's generosity in sharing with me her knowledge, capacity, experience and time, a process that was surrounded by thrust, affection and friendship.

I would like to thank my graduate committee, for taking time in revising my thesis and for their advices that helped me improve my project.

Finally, thanks to my family, specially my parents for believing in me and whose support and love has demonstrated me that with perseverance, effort, will and tenacity objectives and success is reached.

# INDEX

	<b>Pp.</b>
<b>CHAPTER I. INTRODUCTION .....</b>	<b>1</b>
1.1 Research Setting .....	1
1.2 Methodology .....	2
1.3 Objective .....	3
1.3.1 Research Questions.....	3
1.4 Key Terms.....	3
<b>CHAPTER II. LITERATURE REVIEW .....</b>	<b>6</b>
2.1 The Role of the coursebook .....	6
2.2 Ways of using a coursebook.....	9
2.3 Advantages and disadvantages in the use of coursebooks.....	12
2.3.1 Disadvantages .....	12
2.3.2 Advantages.....	13
2.4 How to select a coursebook: a very useful guideline to follow.....	14
<b>CHAPTER III. METHODOLOGY .....</b>	<b>17</b>
3.1 Research setting .....	17
3.2 Sampling .....	18
3.3 Research approach .....	19
3.4 Research tools .....	21
3.4.1 Questionnaires.....	21
3.4.2 Interviews.....	22
3.4.3 Procedure .....	23
<b>CHAPTER IV. RESULTS AND FINDINGS .....</b>	<b>26</b>
4.1 The English Language at the UAEH.....	26
4.1.1 English as a compulsory subject in the different careers at ICEA.....	27
4.1.2 English and coursebooks with different levels of proficiency at ICEA.....	28
4.2 The process to select the course book.....	29

4.2.1 The subjects who participated.....	30
4.2.2 Academic issues of the coursebook .....	31
4.2.3 Practical issues of the coursebook .....	35
4.3 Textbooks and teachers perceptions.....	37
4.3.1 Experienced Teacher.....	37
4.3.2 Novice teacher .....	38
4.3.3 A brief comparison between the syllabus and the coursebook .....	39
4.4 Coursebook and students' perceptions .....	41
<b>CHAPTER V. CONCLUSIONS.....</b>	<b>45</b>
<b>BIBLIOGRAPHY .....</b>	<b>52</b>
<b>APPENDICES .....</b>	<b>56</b>
<b>APPENDIX A.....</b>	<b>56</b>
<b>APPENDIX B.....</b>	<b>60</b>
<b>APPENDIX C.....</b>	<b>64</b>
<b>APPENDIX D.....</b>	<b>68</b>
<b>APPENDIX E .....</b>	<b>73</b>
<b>APPENDIX F .....</b>	<b>74</b>
<b>APPENDIX G.....</b>	<b>84</b>
<b>APPENDIX H.....</b>	<b>88</b>

## **ABSTRACT**

The selection of a coursebook is one of the main decisions regarding teaching the English language; for that important reason, the main purpose of this research study is to find out the process by which the coursebook was chosen in the BA of tourism and how this has an impact on the way the book is used by an experienced and a novice teacher in the 7<sup>th</sup> and 9<sup>th</sup> semesters at the UAEH.

Data were gathered from interviews administered to teachers and questionnaires to students. The results showed that English teachers were the main subjects who decided on the process and criteria to select the coursebook. Because teachers like to use the coursebook in class more than anything else, students' positive or negative reactions towards it have to deal most of the times with the way their teachers use it in class than with the characteristics of the book itself. Because the novice teacher's classes were qualified by students as funny, attractive and interesting while experienced teacher's practices were considered as boring, monotonous and de-motivating, being experienced is not always a guarantee of having a better teaching practice, and being a novice is not always a disadvantage.

This study attempted to show the importance that English teachers use, adapt and create their own standard guideline that help them to solve controversies among them and to decide easily why a book is better than other.

## **CHAPTER I. INTRODUCTION**

The need for communication among people has been one of the most important facts that human beings have experienced since they appeared on earth. We know that one way to be informed and to learn about any subject is through the written language. Books play a significant role in life; without them societies, as we know them, would not have developed. Books explore what it is to live in one part of the world without being there personally. Through them, societies can share their cultures, their knowledge and their discoveries with the whole world, letting people know how events occurred and why.

Decisions about the syllabus and the textbook to be used in the educational field can often tie teachers to a style of teaching and to the content of the classes if they are not careful. Textbooks writers are increasingly responsive to building flexibility and balance into their materials. But the textbook rarely has the perfect balance for which the teacher is looking. The textbook is an aid, and to select the best one is a relevant decision.

The use of textbooks has been an important aspect of the scholastic culture. It is well known that its role in language has not received great attention in educational research. In our country, the research of the role of textbooks in foreign language learning is still at an embryonic stage.

### **1.1 Research Setting**

In Mexico, there are many schools that have put into practice English language teaching in almost all their programs. Each state of the country has at least one university supported by the government. In Hidalgo the Universidad Autónoma del Estado de Hidalgo (UAEH) started as an institute and has evolved since 1869. Through time it has become one of the most important schools at the national level.

The teaching of English at the B.A. program in tourism has significant importance because it allows the students to analyze the language inside their professional specialized context and to use the oral and written language in a productive and communicative way. The language allows students to have access to information in order to promote tourism enterprises.

This study is focused on the professors and on all the people involved in the selection process of the coursebook and its impact in the way it is used in the B.A of Tourism at the UAEH during the period of January-July 2009.

This project also intended to make an analysis of the way in which experienced teachers use their books in contrast with a novice. To do so, I looked for two teachers in the tourism career. The novice trainee teaches at 9<sup>th</sup> semester students and the experienced trainee teaches at 7<sup>th</sup> semester. Both teachers are using the same English coursebook called "Going International." It is important to stress here that this book is for specific purposes, so my study was directed towards this book, how it was selected and why.

It was important to know as well if the students were comfortable working with that coursebook, so I also applied some questionnaires to the students of these two teachers, that is, students of 7<sup>th</sup> and 9<sup>th</sup> semester of the tourism major, evening shift.

## **1.2 Methodology**

All research requires the use of different tools of investigation to be carried out properly; the explanation of such results require the implementation of different approaches. These approaches can vary according to the type of research that is taking place. In this case, qualitative and quantitative approaches were used to carry out the methodology of this project. The techniques to collect data were interviews and questionnaires. A representative sample of teachers and students from the tourism career, as well as some authorities, were the subjects of the research project. Their opinions were recovered in order to gather data.

### 1.3 Objective

Doing a research project as doing many other projects in life involves knowing where we want to go, where the research will be conducted as well as what we expect to get at the end of the project. For these reasons, the general objective is:

- To find out the process by which the coursebook was chosen in the B.A. of Tourism and how this has an impact on the way the book is used by an experienced and a novice teacher in the 7<sup>th</sup> and 9<sup>th</sup> semesters at the UAEH.

#### 1.3.1 Research Questions

In order to carry out the general objective the research questions are:

- What was the process followed to choose the coursebook in the B.A. of tourism?
- What are the perceptions from experienced and novice teachers about the English coursebook?
- What are the perceptions from students about the English coursebook?

### 1.4 Key Terms

**Competency:** Is a standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills and behavior utilized to improve performance. More generally, competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role.

**DUI:** University Direction of Languages for the acronyms in Spanish. It is a department of the UAEH that establishes the guidelines and activities that help to achieve the objective of the institution in an integrated way for the students which includes the domain of one or more languages.

**English Academy:** The members of an academy are the teachers who teach the English subject in each major. So, there is an academy for each program. An academy of each subject has the responsibility of the programs elaborations, evaluations, final grade and to propose the number of semesters for each degree program

**Experienced teacher:** are those who have more than five years working in the educational field.

**Foreign language:** (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English

**ICEA:** for the acronyms in Spanish Instituto de Ciencias Economico-administrativas.

**Learning:** is acquiring new knowledge, behavior, skills, values, preferences or understanding, and may involve synthesizing different types of information. Human learning may occur as part of education or personal development. It may be goal-oriented and may be aided by motivation.

**Novice teacher:** novice teachers are those who are in an early stage of their career, this is, from zero to three years of work.

**Second language:** it is also referred to as English for speakers of other languages, and it is a specialized approach to language instruction designed for those who have a primary language other than English.

**Teaching:** the activities of educating or instructing or teaching, activities that impart knowledge or skills.

**Teaching materials/aids:** anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on CD-ROM, DVD or the internet. They can be instructional, experiential, elicitive or explanatory, in that they can inform the learner about the language; they can provide experience of the

language in use; they can stimulate language use or they can help learners to make discoveries about the language for themselves. (Tomlinson, 2001:66).

**Textbook/coursebook:** a dynamic artefact that contributes to and creates meaning together with other participants in the context of language teaching. The coursebook fulfils a need, a purpose; it performs a function, conveys meaning. (Tomlinson, 2001:59-60).

**UAEH:** for the acronyms in Spanish Universidad Autónoma del Estado de Hidalgo.

## CHAPTER II. LITERATURE REVIEW

In this section of the study, I researched factual information that provides important criteria about the pertinent selection of a coursebook in concordance with specialized researchers. This information is of vital importance for my thesis since the general objective of my research was to *find out how the English coursebook at the Bachelor in Tourism of ICEA at the UAEH was chosen.*

To do this, I begin with the uses that a coursebook can have inside the classroom and of course by teachers and students. Another topic I explored here relates to the advantages and disadvantages that the use of a coursebook can have in a class. Other aspects I considered important to stress were how to look for the four skills and the language content in a coursebook selection. And last but not least, I compiled several checklists that I am pretty sure are going to help a lot of teachers at the moment of selecting their coursebooks.

### 2.1 The Role of the coursebook

The coursebook is an educational resource that has been affected by revolutionary technology, such as, TV, computer games, video games and other technological devices; and we must not forget the globalization which makes of its selection a careful and maybe sometimes a difficult task.

That is why it is very important to describe, first of all, its role inside the classroom. Cunningsworth (1995) explains:

“Coursebooks are seen just as another resource to achieve goals and objectives, but teachers must not take it as their master. However, the aims of the coursebook should correspond as close as possible to the aims of the teacher and both teacher and coursebook have to seek what the students needs are and take them to the highest degree.” (p. 7).

It is important to emphasize here that the book is seen as just another supplement to explain the language, whether it be a grammatical point or a determinate cultural topic through a lot of examples in order to be understood by the students, but only like that, just as functional teaching material and not as a syllabus itself, because in such case we as teachers could have trouble in our classes, for example, lack of aims, boring students, monotonous classes and lack of dynamism and authenticity.

Cunningsworth also provides a list of multiple roles that the book has in ELT, for instance:

- A resource for presentation material (spoken and written)
- A resource of activities for learner practice and communicative interaction
- A referent resource for learners on grammar, vocabulary, pronunciation, etc
- A source of stimulation and ideas for classroom language activities
- A syllabus (where they reflect learning objectives which have already been determined)
- A resource for self-directed learning or self-access work
- A support for less experienced teachers who have yet to gain confidence.

Then, a coursebook may be used for different reasons; that it is why it is so important to make a careful selection of it. It has to be as close as possible to the course and the teacher's objectives and goals. And because of that close relationship, book and teacher have to share aims, methods and values in order to satisfy the students' needs.

On the other hand, Hutchinson and Torres (1994) have a different opinion about what the coursebook role is in the classroom, they explain:

“...it ‘saves time, gives direction to lessons, guides discussions, facilitates giving of homework’, making teaching ‘easier, better organized, more convenient’, and learning ‘easier, faster, better’. Most of the entire textbook provides confidence and security.” (p. 318).

These authors suggest that the coursebook is helpful to supply a constitution to the program, because it is not only a set of activities that the teacher

can follow, but it also helps teachers and learners to carry out learning and teaching as a fun activity and most importantly, the learning and teaching is effective.

Richards' (2000) point of view about coursebooks,

“For both teachers and learners, the textbook provides a map that lays out the general content of lessons and a sense of structure that gives coherence to both individual lessons as well as an entire course. Students, too, often appreciate studying from an attractively produced class text, since they feel it is an authoritative and accessible tool that can both facilitate learning and make it more enjoyable.” (p. 131)

Richards shows a situation where teachers and students make good use of the book. He explains that it is another resource that leads the class towards the program aims which makes students feel as if they are in an environment where they are having fun and not learning. I personally could call this a balanced class, where there are no abuses in the use of course books, and students feel comfortable working and learning in such a way.

As we can see, these authors share the same idea of the use of the course book; that is, that the book has to be seen and used just as another tool for learners to understand the second language better and also to check in a figuratively mode the way that English speakers' countries live, think and perform in a determined situation.

So, it is supposed that teachers have to know in what moment the book can be used in the classroom in order not to make students bored, resulting in a failure of language learning. It is thought that teachers have to use it only as another material they can make use to explain the topics that are already set in their syllabuses and not as the syllabus itself. This balance has to be made firstly by teachers and secondly by the students in order to have an innovative and entertaining class, but mostly for having the best learning and teaching conditions.

## 2.2 Ways of using a coursebook

The use of the coursebook inside the classroom among other things is the factor that is going to establish the atmosphere in the class because the use that the teacher will give to it is going to depend on the mood of the students; in other words, if the teacher is very dependent on the book, students can become bored or desperate due to the monotony of the class.

Cunningsworth (1995, p. 10) is one of the authors who made a thorough investigation about how to select a coursebook; he mentions some of the factors that influence the degree of dependence or autonomy in using course books. He states:

- Type of educational system/environment.
- Syllabus/materials constraints imposed by education authorities.
- Culture and expectations of learners.
- Teachers' experience and confidence.
- Teachers' command of English (if non-native speakers).
- Availability of alternative coursebooks and resources for materials production.

He says that the use of a coursebook by the teachers has to be based on the role that the book has in the whole learning-teaching process, this means, whether the coursebook is used as a syllabus or simply as an extra material to explain the language and this tell us a lot about the underlying educational system in question.

Cunningsworth explains that there are situations where the use of the book as a whole syllabus is the best available option and consequently justifiably adopted. When we face one of these situations, the coursebook should be carefully selected by the teachers themselves, in order to check if it fulfills all the characteristics required by the course, and, in the same way, it has to be used selectively and be complemented by other material whenever this will be necessary in the teaching process.

The same idea is shared by Davies (2000) who explains that the book can be seen sometimes as: *the course*. The coursebook provides the course syllabus, virtually all the teaching-learning material and activities, and their sequence, and it determines the methodology. It establishes what to teach, when, and how. In effect, it is the course, *the syllabus and main source of material*. The coursebook provides the syllabus and many teaching-learning activities, and it influences the methodology. But teachers adapt and complement it. They omit some material and activities, using their own instead. Using the book as a basis, they produce a course they consider more suitable for their specific learners and teaching context, as well as their own personality and teaching style.

We all know that heavy dependence on the coursebook is far from the ideal teacher's performance, so a good suggestion for not falling in this error is to have a balanced relationship between teacher and coursebook, and that can be achieved by the selection of additional material, possibly from a range of alternative courses which can be adapted to the situation or topic of the moment, or with a coursebook itself, but this one has to be supported by a variety of supplementary materials.

When a coursebook takes the place of a syllabus, much of the responsibility for the quality of the teaching is assumed by the book used, Cunningsworth (1995) says. In this case, teachers have a big responsibility because they have to develop their own lessons, and obviously those lessons have to follow a sequence of topics contained in the syllabus in order for the syllabus to be fulfilled.

Some teachers may find this situation good for them because the scope for creativity, flexibility and originality is limited only by them. It means that they have to make use of their experience, ability, energy and time.

On the other hand, Davies (2000) explains as well that some other times the book can be used only as *one small element in the course*. Davies says that the other element may be provided by the institution, for example, supplementary books or materials, videos, special classroom activities, and tests; otherwise, they may be provided by individual teachers, for example, their own repertoire of material, activities, and teaching strategies. The coursebook may be used mainly

for homework and home study. This approach requires a high level of teacher organization.

Davies (2000) explains as well that there are many factors that affect the use and perception of a book by a teacher in an English class, for instance:

- *Experience and learning.* This takes place when more experienced and training teachers have less reliance on the book.
- *Workload.* This situation is presented when teachers have a heavy schedule and a variety of levels; generally they have more dependence on the book than those who have a light schedule.
- *Institutional policy.* Teachers tend to use the book more when supervisors ask them to do it, and consequently, they are tested based on it.
- *The quality of the coursebook.* This is kind of obvious because teachers naturally are inclined to use a book that they like more than one they do not.

As a final comment, I can conclude by saying that some authors agree with the fact that the book is used by teachers according to their teaching experience, and this is the factor that is going to decide the amount in which teachers are going to use the course book during classes.

On the other hand, there are many others who differ; for instance, some say that coursebooks are just a resource that makes irresponsible teachers; that is, teachers become more dependent on the book, supposing it has everything, and they just have to follow it in a systematic way.

In my opinion, based on the views of all these authors, I can say the use of the coursebook by teachers depends to a great extent on the way they are prepared to give their classes even though when it is used as a whole program, there are many other materials that teachers can use in order not to overuse it.

## **2.3 Advantages and disadvantages in the use of coursebooks**

Different reasons coincide when using the coursebook in an English class. Sometimes these reasons depend on the design and focus of the curriculum, the authorities of the school administration, and/or the level of expertise on the part of classroom teachers.

The following lines describe the advantages and disadvantages that teachers could face when using the book.

### **2.3.1 Disadvantages**

In the words of Richards (1998) referring to Crawford (1995), Ur (1991) and Harmer (2001), the disadvantage of using a course book can lead to a bored, monotonous class. They explain that books cannot provide the basis for a comprehensive language course. They impose learning styles and content on classes and teachers alike appearing to be '*faits accomplis*' over which they can have little control; units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all. All these authors agree in saying that coursebooks sometimes are bland or culturally inappropriate.

For these authors, the coursebook should not be needed by good teachers because they can create their own materials. They say that teacher-made materials are more relevant and appropriate than commercial materials. This can be true if teachers have experience in their field, but when teachers are just beginning their training, this can be a little difficult for them, so the use of the coursebook is the easiest they can do.

Other disadvantages they mention and share are that when they find the coursebook too easy to follow relative to using their initiative, they may find themselves functioning merely as mediators of its content instead of as teachers in their own rights. They also say that coursebooks limit the teachers' initiative and creativity and, therefore, the motivation of learners becomes deteriorated.

These were some of the disadvantages that these people find in the overuse of coursebooks. There are many others, but the ones stated here are the most frequent that teachers can face in their classes.

### **2.3.2 Advantages**

As with disadvantages, there are a lot of authors who explain a lot of advantages in the use of a coursebook. Richards (2000), Harmer (1998), (2001) and Ur (1991) explain that the use of the coursebook has practical, economic and academic advantages as much for them as teachers as for the students.

About the economic feature, they explain that commercial materials offer teachers a considerable variety of resources to choose from, since they represent no personal investment on the part of the teacher. They can easily be replaced if a more interesting coursebook comes along. They also explain that a book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software are likely to be more expensive relative to the amount of material provided.

About academic matters, they say that the coursebook is seen as an essential component of instructional design, and is often viewed as a way of influencing the quality of classroom interaction and language use. Another advantage is that students often feel more positive about coursebooks than some teachers. For them, coursebooks are reassuring. It allows them to look forward and back, giving them a chance to prepare for what's coming and to review what they have done. Also they say that for teachers, a coursebook can be a consistent syllabus and vocabulary will have been chosen with care. Good coursebooks have a range of reading and listening material and workbooks. They offer teachers something to fall back on when they run out of ideas of their own. Other advantages these people find are that good coursebooks can offer a coherent syllabus, satisfactory language control, motivating texts, tapes, and other accessories such as videotapes, CD-ROOMs, extra resource material, and useful

web links. They explain that books come with detailed teachers' guides and also offer suggestions and alternatives, extra activities, and resources.

Talking about practical materials they say that the appearance of the course book tends to be more colorful than in the old days; students enjoy looking at the visual material in front of them; therefore, they like to learn this way. Other features they mention are that books are convenient packages; this means that they are bounded, and their components stick together and stay in order. The book is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.

For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the coursebook can provide useful guidance and support. For learners the coursebook is helpful to learn new material, review and monitor progress with some degree of autonomy they explain that a learner without a book is more teacher-dependent.

The course book has many advantages and disadvantages, but, what really matters here is the way in which we face those problems that arise when we are exceeding the use of the book in our classes. It is under these circumstances that teachers have to make use of their own creativity, addition, adaptation, and replacement of activities, explanations, time, and so forth, in order for both teacher and course book to benefit the students, and finally to achieve the students' learning.

#### **2.4 How to select a coursebook: a very useful guideline to follow**

Because it is always difficult deciding on a specific course book due to the wide variety we can find in the market, it is necessary to provide some attractive ways of choosing a good coursebook.

We have to be very careful when doing this task because we all know that students nowadays have bigger expectations in their social environment as well as in their field of work where the new science and technology each time bring better and more sophisticated devices.

Cunningsworth (1995) says that there are two main approaches to evaluation in which we can base our decision at the moment of the comparing course books.

1) **Impressionistic overview:** as its name implies, it is when we just look through it, evaluating strengths and weaknesses but in a very general way. This approach helps us to more easily and quickly seek materials in order to compare them later.

2) **In-depth evaluation:** this approach is more specific about what we are looking for in a course book. It has its own agenda; that means that in order to accomplish what we need, we have to create checklists that are going to make our selection easier. If we decide to use this method, we have to seek further information about the material we are analyzing based on a plan we have already decided on.

Cunningsworth explains that combining these two approaches provides us with better alternatives because we are making an impressionistic overview when we select many books, and at the moment of the comparison, we have to make an in-depth evaluation in order to get the best of each book and then select the one that better satisfies our requirements.

In order to check if we have the correct course book for our students, it is always necessary to evaluate it, to check what aspects need to be changed and consequently look for more updated material. Cunningsworth provides four criteria for evaluating coursebooks which can be very useful at the moment of our assessment:

1. Coursebooks should correspond to learner's needs. They should match the aims and objectives of the language-learning program.

2. Coursebooks should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help students to use language effectively for their own purposes.

3. Coursebooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".

4. Coursebooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

This guideline can help us to choose our coursebook as well, in the fact that each step provides instructions about what a book should provide to both teacher and students. (See appendix A to check a more complete checklist)

## CHAPTER III. METHODOLOGY

In this chapter I describe the process this research followed in order to answer the research question which was: To find out the process by which the English coursebook was chosen and how this- said of the selection process- has an impact on the way the book is used in the B.A. of Tourism *at ICEA at the Universidad Autónoma del Estado de Hidalgo.*

The chapter has been divided into sections, these being: the research perspective, research type, sampling, and a description of the elaboration, selection and instruments development.

### 3.1 Research setting

The course book is a material that plays a significant role in the teaching of the English language. It is an educational resource that is affected by revolutionary technology, such as, TV, computer games, video games and other technological devices, and we must not forget the globalization phenomenon which has made of its selection a careful and sometimes a difficult task for teachers to carry out.

The career of tourism called my attention principally because it is one of the fields that most requires people to speak a second or third language besides the mother tongue in order to accomplish all their professional demands. To do so, the academic major and consequently its teachers have to rely on material that can help them to cover all those specifications.

Due to the importance that prevails towards English teaching in this major, I found it interesting to know if people from this program give the importance that the English subject requires for choosing the English book for their teachers, in order to verify how these people made their English coursebooks selection and in what matters they were based.

This aim was focused on the professors and all the people involved in the selection process of the English coursebook of the Tourism major at the UAEH during the period of January-July 2009.

I chose the Universidad Autónoma de Hidalgo because it was more feasible for me to develop my research there since I studied my B.A. at this institution, and I am familiar with the facilities of the campus.

### **3.2 Sampling**

The sampling according to Kumar (1996) “is the process by which inference is made to the whole by examining only a part.” That means that when we have a complete enumeration of people or students in this case, we use only a part of that enumeration and this part is going to bring us the information that describes the whole community.

There are many advantages of sampling a complete enumeration. These are: it creates a greater economy; it has shorter time-lag, greater scope, higher quality of work, and actual appraisal of reliability. Sampling and complete enumeration are thus complementary and, in general, not competitive.

Another term used to define the sampling is *the universe* (also called population). Kumar (1996) explains that the universe is the collection of all units of a specified type defined over a given space and time. All these elements share at least one characteristic, such as citizenship, race, school, or else.

In this specific study, the universe comprises all the English students of the Tourism major and all the English teachers that gave classes to them in the period January-July in the year 2009.

The selecting criteria for teachers were if they were novice or experienced teachers with the purpose of finding out if they had different perceptions about the coursebook and in this way to confront their ideas and opinions about the selection of it and its use.

Imbernón explains that a novice teacher (1994) is that one who has from three to five years in the working field of teaching. So, the experienced teacher, according to the same author, is that one who has more than five years of practice.

It was in this way that the first step to follow was to ask someone who knew this information; that person was the coordinator of the English subject of the ICEA institute

The novice teacher with three years of experience gave classes to five students from 9<sup>th</sup> semester. The experienced trainee with twenty-five years of practice attended seven students from 7<sup>th</sup> semester.

The students played a significant role in this research project as well because they provided information about their feelings and perceptions towards their course book. The sample of students was composed of five students from 9<sup>th</sup> and seven from 7<sup>th</sup> semester respectively. This gave me a total of twelve students, so I applied a questionnaire to all of them.

Both groups were using the same course book called “Going International.” This book is for specific purposes. The two groups were in the evening shift, a factor that helped and facilitated the application of the research tools to the students and teachers without going back and forth lots of times.

I also found it interesting to know the opinion and ideas of some Authorities. The first person I interviewed was the coordinator of ICEA, then the president of the English academy of the B.A. of tourism, and finally another important person I talked to was the DUI head. It was important for my thesis to know what these people thought and in what way they participated during this process.

### **3.3 Research approach**

Regarding the social science field, two important paradigms have appeared in order to improve the investigations of researchers. These two approaches are the qualitative approach and the quantitative approach. The first one, in the words of Russell (2000), refers to the interpretation of texts, like transcriptions of

interviews. The researcher tells the story as the way he/she sees it about how the themes are related to one another and how characteristics of the speaker or speakers account for the existence of certain themes and the absence of others. The researcher may deconstruct the text, look for hidden subtext; he/she tries to let the audience know --using the power of good rhetoric-- the deeper meaning or the multiple meanings of the text.

This means that the researcher is the one who is going to interpret phenomena in terms of the meanings people bring to him or her. This paradigm involves the study, use, and collection of a variety of empirical materials such as case studies, personal experience, introspections, life story interviews, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives, all of the above in order to picture all of the information we gathered and to get a conclusion with it but formed with words.

The quantitative approach according to Russell (2000) has to be with numerical or statistical analysis of numerical data. Lots of useful data about human behavior come to us as numbers. Closed-ended questions in surveys produce numerical data. So do national censuses.

So, according to this idea, a quantitative paradigm is always going to deal with a quantity or numbers of some sort to prove a point. It is supposed that the strengths of the quantitative paradigm are that its methods produce quantifiable, reliable data that are usually generalizable to some larger population. One disadvantage of this paradigm is that it sometimes decontextualizes human behavior in a way that removes the event from its real world setting and ignores the effects of variables that have not been included in the researching tools.

Sometimes researches can use both approaches in order to carry out their investigations for the advantages each paradigm brings to them. So, knowing all of the previous information, their advantages and disadvantages, I decided to use a mixture of both approaches this with the goal to analyze questionnaires and the interviews comparing statistical and theoretical information.

The mixture is found in the analysis of the questionnaires using first of all a quantitative perspective, because of the statistical information resulting from these; a qualitative view in the analysis of such results, and the same with the data obtained from the interviews.

### **3.4 Research tools**

Anything that becomes a means of collecting information for a study is called a 'research tool' or a 'research instrument'. Observation forms, interview schedules, questionnaires and interview guides are all classified as research tools.

The main instruments considered to carry out this research were questionnaires and interviews, the questionnaires were more suitable to be administered to students and the interviews to teachers and key informants. I selected these instruments thinking about the needs of my research topic because of the functional and reliable information they provided.

#### **3.4.1 Questionnaires**

According to Johnson and Christensen (2008), "a questionnaire is a self-report data-collection instrument that each research participant fills out as part of a research study." Researchers use questionnaires so they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participants. In other words, researchers attempt to measure many different kinds of characteristics using questionnaires.

Questionnaires can be used to collect data with multiple research methods (qualitative, quantitative, mixed, etc.). The one I administered is a mixture of qualitative and quantitative approaches because I have gathered the information statistically and then I have made use of the qualitative paradigm in order to interpret such data.

The questionnaire had the purpose of obtaining information from the students about the way they thought, felt or perceived their English coursebook

called 'Going International'. This research tool helped me as well in getting personal information from the students about the way their teachers performed and used the book in their classes. I also considered important to find out through this tool how can affect the fact of having a novice teacher or an experienced teacher working with the same coursebook in a class. They did not write their names on the questionnaires in order they could feel free in their answers. This was made with the purpose to obtain accurate information.

Questionnaires were administered to a total of 12 students: 5 students from 7<sup>th</sup> semester and 7 students from 9<sup>th</sup> semester.

### **3.4.2 Interviews**

An interview is a common and more formal way to get information from people who are important for a research project. Kumar (2005) explains that an interview is any person-to-person interaction between two or more individuals with a specific purpose in mind.

Kumar states that interviews can be unstructured or structured according to the type of study. With unstructured interviews there is freedom to order whatever sequence we decide, use the wording we decide in the way we explain questions to our respondents, we have the freedom to formulate questions and raise issues on the spur of the moment. On the contrary in the structured interview the researchers ask a predetermined set of questions, using the same wording and order as specified in the interview schedule.

Unstructured interviews were administered to key informants because they had a deeper knowledge about the topic I was interested in, so having face to face exchanges with them was vital in order to get more information from them besides the questions I already had set.

The interviews were conducted as follows:

- One interview to the ICEA coordinator of English
- One interview to the president of the English academy

- One interview to the head of DUI
- Two interviews with two teachers, one for the novice professor and one for the experienced one

The interview to the coordinator was conducted to know the process to select the coursebook for all the BA's at ICEA. Obviously I asked her specific information about the tourism career because that was the program that I wanted to know about. The president of the English academy was an important link because it was suppose that she was the principal teacher in charge of the English subject, that means that she represented all the teachers who taught English at the B.A. tourism, so it was important to know from her how the coursebook selection was made and based on what. DUI is the organism in charge of the languages teaching at the UAEH, that is why it was important to know what role it played at the moment of choosing a coursebook in any career. And finally the interviews to the two teachers were conducted with the purpose to confront the ideas between an experienced teacher and a novice teacher towards the coursebook used.

### **3.4.3 Procedure**

The first step followed to design the questionnaire was to draw the questions, these questions were thought in getting as personal as collective information. Some questions looked for the feelings and perceptions of the students towards the coursebook and some others for the way their teachers used the book inside the classroom.

The questionnaire was designed in Spanish to warranty a successful communication, but at the moment to interpret the data, it was translated into English. (See appendix B). The questionnaire was piloted with some students in order to know if the questions were superfluous or misunderstood. Then they were corrected and administered to the 12 students. After that they were organized, systematized and analyzed to get data.

I divided the analysis in five categories according to the topics I consider important to stress. The first one is the like or dislike for the English subject by the

students and some factors that have influenced on it, the second one is about their English coursebook, I mean, matters about the structure, abilities developed in the book, what other devices the book counts on, and so forth, the third aspect is about the teacher, it means, how the teacher managed the book and the way students perceived his or her development, the fourth point is about the program, what aspects were similar between book and program, if students count with it, etc, and finally the fifth topic is about what other materials the teacher and students counted on besides the book in order to explain the language.

The interview process was carried out in different phases because not all the questions were the same for each informant. For instance, that one asked to both teachers (novice and experience) and that one made for the coordinator and the president of the academy had almost the same questions. The one that was completely different was the one made to the head of DUI. All the interviews were made in Spanish except that one of the DUI head, (See appendix C).

The process took this form because each informant has a specific role inside the ICEA institute, so I had to formulate the questions according to the role each one represented.

In order to carry out this research, it was necessary to ask for administrative permission. First of all, I had to ask for permission from the coordinator again to do some other interviews with these two teachers. The teachers were pleasant and accepted right away. I had some complications in making the appointments, but then everything was fine. With the head of DUI, I had no problems at all because she works at LELI as a teacher; she was very nice, and it was easy for me to find her and interview her.

At the time I was conducting the interviews, I had to transcribe them right away in order to organize and systematize them, all this with the objective of building descriptions. Such descriptions were used to write analytical essays that later were helpful in the triangulation process. Finally, with all that information, I formed a conclusion about the way all these people perceived and selected the coursebook.

I can conclude this chapter summarizing the aspects I took into account to carry out this study. First of all, the sampling of this investigation was carefully selected; the plan was to find a career in which the English subject was a compulsory and an important part of the profile. The research tools were selected thinking about the commodity and needs of the study, also because the information they provide is reliable and easy to comprehend by anyone.

The place where this project was carried out was selected thinking in a setting that was not the career of LELI, because a lot of studies have taken place there. It was decided that this project would be applied out of the institute of ICShu. The results and analyses of them are explained and clarified in the following chapter; the explanation of the questionnaires is exemplified with some graphics in order to be better understood by the readers.

## **CHAPTER IV. RESULTS AND FINDINGS**

The answers to the research questions are presented in this chapter. The first focus of the discussion is on identifying the process of selecting the course book in the BA of Tourism at ICEA. This chapter also looks at experienced and novice teachers' perceptions about the coursebook used at 7<sup>th</sup> and 9<sup>th</sup> semesters of Tourism. In addition, it analyzes students' perceptions about the impact of the way experienced and novice teachers use the coursebook in everyday classroom practices. For this purpose, interviews were administered to teachers and questionnaires to students, and the results are shown here. The main findings obtained in the study are summarized below.

### **4.1 The English Language at the UAEH**

The UAEH is a school supported by the government of the state of Hidalgo. This institution has established goals to raise teaching quality satisfy the demands of the society and achieve the competitiveness of its alumni as in the labor and social boundary at a national and international level. For these important reasons and the needs that continuously are arising in our world, the UAEH incorporated English language teaching in an agreement on December 4<sup>th</sup>, 1992 in all the BA programs. In 1992, the language was taught just as an extracurricular subject without any grade.

In the agreement of 1992, the English language was introduced as an extracurricular official requirement into the programs in the superior levels at the UAEH. The goal that the students of higher education level should reach would be a score of 550 points in the Test of English as a Foreign Language (TOEFL). Each numerous group would be divided into two with the objective that the students would have better English learning. It is important to follow how the English language changed from an extracurricular subject without any grade to a compulsory one for the different majors. (See appendix D)

#### **4.1.1 English as a compulsory subject in the different careers at ICEA.**

On April first, 1997, another agreement was approved in order to solve the problems that arose in the Integral English program of 1996. (See appendix D for more details.) The main points stated in this agreement were that English became a compulsory subject for all majors; the creation of academies for each institute was set, and the final goals, number of semesters, hours and credits for the English subject varied in each career, because of the adjustments that this subject has went through covering the necessities of each academic area.

Another decision taken by the institution was the creation of DUI on June 1<sup>st</sup>, 2000 (See appendix D). It was established with the purpose of building links among all the directly responsible people in charge of the foreign language subject at all levels in order to coordinate the activities in the area of languages and collaborate in the organization of the teaching and learning processes of the foreign languages at the UAEH.

One of the most important things DUI did was the document called Institutional Academic Program of Languages (IAPL). This document became a reference that existed from 2004 to 2006 up to September of 2006. It had the principal objective of providing a standard program in the teaching of a language at the UAEH. Its objective was that the students of the UAEH should speak a certain percentage of English, expecting that they would be competitive in their professional and working life in and outside of the country.

The head of DUI explained that IAEP was never certified, so, it was up to the academies of English to take it into account.

...the program is in general what the students need to look at, but if you feel like your program needs more, then you can build on that, which means that you use it as a base, and then you increase some things like more vocabulary, more practice, you make a variation in the competences.  
(IN2)

---

IN2. IN: Acronyms for Interview, 2 belongs to the number of the administered interview.

At ICEA the coordinator made the decision to carry out this specification only for the majors of Tourism and International Trade because of the English level these students should reach at the end of their career.

#### **4.1.2 English and coursebooks with different levels of proficiency at ICEA.**

Even when in the agreement signed in 1992 was recognized that the proficiency of the English language is reached by having 550 points at the TOEFL exam, the directors and English coordinator of each institute are the ones who decide what are the parameters in which the English subject are going to be based as well as the requirements for each academic major.

According to the average created for the American Council of Teaching Foreign Languages, it is supposed that 550 points in the TOEFL exam demonstrates a standard level of English that it is acceptable in different social and professional boundaries. (For more information see appendix D) For some careers, the learning of the English language does not require a certification that could indicate the proficiency of the students. The coordinator explains:

... In these five careers (in accountancy, administration, economy, marketing and gastronomy) the graduated students do not require TOEFL level or anything, so, these students finish with an intermediate-basic level of English.  
(IN1)

The coordinator explains that students from most of the majors at ICEA only require an intermediate-basic level; but Foreign Trade and Tourism need another type of knowledge and consequently a higher level of proficiency graded by the TOEFL test score. She explains:

But it is stipulated in the curricula of Foreign Trade and Tourism that when the students finish their career they have to cover a certain TOEFL level, so then, we follow the DUI program in these fields but we complemented with more information that is why we also use books of specific purposes. Foreign Trade and Tourism share the same

coursebook because they require a higher score of the TOEFL exam by the end of the career... (IN1)

In order that International Trade and Tourism students could achieve those 550 points at TOEFL, they are required to cover more English hours of teaching per week at the school as opposed to the other five subjects. (See appendix E).

Then, for instance in Tourism there are five hours per week during nine semesters in International trade there are six hours per week during seven semesters, all this with the purpose that the students get a higher TOEFL score. (IN1)

According to what the coordinator said, the English syllabi of these careers have different levels of proficiency in order to cover all the students' needs and with the thought of providing them with enough knowledge and tools to carry out a better work activity out of school. It is supposed that the needed type of course book look for the development of specific competencies and such competency development are going to help the learners perform better at their future professional jobs. We can see then that books play a significant role in the students' learning processes.

It is important to mention as well that the objectives of the B.A. of Tourism at the UAEH are focused on the development of the communicative abilities of speaking and writing of the language by the students in order to facilitate communication among the different agents that fluctuate in the tourism field.

As we could see, the role of the English subject in the ICEA institute is very important, although it is more required for some fields than for others all of them have to take it and achieve a given level of dominion of the language in order to get better job opportunities and professional development.

#### **4.2 The process to select the course book.**

Even when teachers in charge of choosing the English course book did not follow a formal guide or checklist that could help them in their selection, they considered some important aspects that certainly were helpful in the selection they

made. In the following lines, a deep explanation and analysis is presented about the subjects who participated in such selection, the criteria used by them and the teachers' and students' perception towards the coursebook.

#### **4.2.1 The subjects who participated.**

The coordinator explained that the decision to change a book is taken by the English coordination in conjunction with the English academy:

....the members of an academy are the teachers who teach the English subject in each field, ok, so, then, for instances if a teacher gives classes at Administration, International Trade and Tourism, he belongs to the three academies. The English coordination is chosen by the management of each institute. (IN1)

The president of the tourism faculty group (*academia*) supported the coordinator's answer:

The academy of Tourism is the one who decides if a change of book takes place, for instance we are using the American Headway since 5 or 6 years ago, we haven't changed the book since then. (IN5)

If any change occurs in any area of the English subject at the university, DUI and the academies had to agree on any decision they took. DUI did not take part in the selection process of a course book at the university. It did not have the authority to change or suggest a book for the institute, nor imply a process about how to choose it. The English coordination together with the English teachers of each institute decided what paths to follow and what actions were more suitable for them. However, these teachers had to let DUI know if they were going to make any changes, either the course book or the program, in order DUI made some revisions and provided them better suggestions so they improved their deficiencies.

The coordinator said that the editorial houses were the ones which came to her and showed her the recent or updated books. She went with the teachers and

between them talk, analyze the books and finally decided if a change of book was possible and the moment to do it, taking into account the necessities of the students. The president of the academy recognized that:

...we are the ones who look for the editorial, according to the characteristics of the programs. (IN5)

When teachers looked for the editorials, the coordinator and the president of the academy made agreements with some of these houses to get the books. The people at the B.A. of tourism who selected their English coursebooks were all the teachers who used them in this career. These teachers, after being aware of the curricula of these students, had knowledge about their needs, and based on that, they decided what course book was better for teachers and students and the best moment to make a change of the course book.

#### **4.2.2 Academic issues of the coursebook**

In order to have an ideal teaching-learning process where the syllabus and the coursebook will be closely related, a careful selection of a coursebook should be done. In this B.A. the principal aim of the English subject was to provide the students with English language knowledge that enabled them to be competent and efficient in such linguistic production, producing as a result the development of competencies and efficiency in the dominance of the English language for its application in the tourism area. With the purpose to fulfill with this aim, all the teachers of the B.A. of tourism looked for a course book that would be closely related to this objective and in this way achieve the students' expectations towards the language. Their selection was the coursebook *Going International* for tourism.

The coordinator and the president of the academy shared the opinion that they paid attention on the content of the coursebook, and based on that, they selected the most appropriate for their students and for each level. The president also remarked that the only checklist they followed was the program itself. They just focused on the contents of the programs, and from those matters, they decided if a coursebook was adequate for their students. As we can see here, that was the

reason for them to finish with the whole program in the semester since it was, according to the teachers, the information they should learn and master.

Teachers recognized the link between the syllabus and the coursebook of tourism because both allowed the students to analyze the language inside their professional, specialized context. The novice teacher recognized that students learnt to do the same they did in other subjects but now in English. He explained that the similarities between course book and syllabus were that both seek students' development of the four abilities of the English language. Both teachers emphasized that the program was more focused on grammatical matters and the coursebook in developing competences.

About the language content and with regard to the grammatical aspect in the coursebook, the students' comments differed a little bit; this can be due to the fact that they had different levels of English, expressing in percentages 80% of 9<sup>th</sup> semester and only 57% of the 7<sup>th</sup> affirmed that the grammar presented in their book was good, and they did not have problems with that, but, some students from both groups affirmed that the grammar was very advanced for them (see appendix F, graphic 8).

The president had an answer to explain this difference. She said that because many students came from CONALEP and CEBETIS, their level of English was very low, so even when they started with a basic level book, the problem still persisted in these semesters where it was supposed that they should have had an intermediate level.

About vocabulary matters, teachers considered the vocabulary of the course book suitable in terms of quantity and conventions of language used. The novice teacher said that the book was another guide the students count on to get new vocabulary because it was deeply related to the language of the major. The experienced teacher said that the students understood the book because of the level it had, and if in case the students had problems with some words, the context where these words were used was very helpful for them to comprehend the vocabulary better and faster. Concerning the students' perceptions towards this aspect, 60% of the students of 9<sup>th</sup> semester and 57% of the 7<sup>th</sup> semester thought

that the vocabulary employed in their course book was appropriated according to their level of English, so I would like to stress here that the book was suitable for most of the students of both semesters, which was a big deal for the people who chose it. Unfortunately, 40% of 9<sup>th</sup> semester' students and 29% of 7<sup>th</sup> said that the vocabulary was very advanced and made it hard for them to understand or perform some activities. Just 14% of 7<sup>th</sup> semester agreed with the fact that the coursebook was pretty easy; that meant that only this percentage of students felt the coursebook inappropriate to work with. (See graphic number 8 and 9, appendix F).

Another aspect concerning the language content was the practice pronunciation the coursebook presented. The students described this part of the book as follows: 100% of the students of 9<sup>th</sup> semester and 57% of the 7<sup>th</sup> semester said that the pronunciation of their book was good overall, and the 29% left from 7<sup>th</sup> semester answered that they had not even checked this part of their textbook, and finally 14% of the same semester accepted that they did not practice it at all. (See graphics number 9, appendix F). It is important to mention that most of these students perceived the course book and its implementations as the way their teachers made them practice, so their answers were based mainly on the performing of such contents; that was why their answers differed.

With regard to the practice of the four abilities, both teachers agreed with the fact that the book covered perfectly these four abilities of the English language. They said as well that in case the practice of these abilities in the book was insufficient, they applied many other activities to supply those deficiencies. In students' opinions 60% of 9<sup>th</sup> semester and 29% of 7<sup>th</sup> agreed that the four abilities were very well practiced and applied in the book. On the other hand, 57% of students from 7<sup>th</sup> and only 20% of 9<sup>th</sup> said that the practice of these abilities was not very good; that meant that they thought that more activities were missing; therefore, the book was not accomplishing this important requirement for them at all. We can see as well that a small percentage of both semesters said that they did not practice enough the development of these abilities, which in most of the cases would not be appropriated for students' English learning. (For more

information see graphic number 12, appendix F). We can see here that maybe the activities that the teachers applied, as they said, were not enough and some students required more practice to get a better proficiency in the language.

The range of topics and the variety of them is another important aspect to evaluate in a course book because of the information they represent for the students. In this sense, the coordinator of ICEA said that they basically checked on the contents, for instance, that the material will be attractive for the students, that it had recent topics to catch the students' attention. The experienced teacher supported the idea of the coordinator because she explained that the readings and topics of the book were pretty much related to the BA of tourism and they were attractive for the students.

About the topics, 100% of the students from 9<sup>th</sup> semester said that the book was perfect for them because the topics were specialized in the field of tourism; what that meant for them was the book was a very useful tool to work and to learn with because it was completely related to the career they were studying. On the contrary, with the students from 7<sup>th</sup> semester who differed a lot in their answers, 14% of them said that the book was not suitable for them because the topics were not enough. It meant that according to their perception, the book had a few examples about their subject matter, so it was not a good book for them to work with. Nevertheless, the 57% of students said that effectively their book was suitable for them because the topics it had were fine; they were related with their BA and also it provided more information about their field. (See graphics number 6, appendix F).

Relating to the methodology used by the course book, *Going International*, the experienced teacher confirmed that this book is more concerned with the developing of competences. She explained that the course book helped the students to have a better development in their work fields; for instance, she explained that the book exemplified how they can perform in a hotel, what they had to do, what words or phrases to use. If we checked the meaning of a competency in page 2, we can see that actually this book was focused on

competencies since it looked for the students being as well qualified as in knowledge as in practice.

#### **4.2.3 Practical issues of the coursebook**

Practical considerations such as the appearance of the book, the cost, the long lastingness and so forth are external aspects that teachers have to take into account as well when selecting a new coursebook; looking for those features is a plus to help in making a good selection of coursebooks.

The coordinator and the president agreed with the fact that having a course book that was attractive in appearance was important since a colorful book calls more attention from the students and helps them to be more positive regarding English learning, Harmer (1998).

The cost of the whole package was another important point in view of the fact that most of the school body did not have enough money to buy an expensive one, as the coordinator said. She explained that looking for the well being of the students was one of her principal concerns in order that everyone could have their own package, because getting copies was not allowed in the institute; in order not to fail in plagiarism matters, they had to focus among other things mainly on the price of the coursebook taking into account the economic situation of their students. For the president of the academy, this aspect was not as important as it was for the coordinator. She explained that for her, the most important thing was that the course book could cover or satisfy the students' needs. Ur (1991) explains that when learners count with their course book, they use it to learn new material and review and monitor progress with some degree of autonomy; otherwise, they are more teacher-dependent.

The coordinator explained that because the book was used during three semesters, it had to be strong enough and to be very long lasting, so at the end of the semester, it could still have a good presentation. The president, on the contrary, said that this issue was not taken into account when selecting a course

book, if that was the case, it would be important to consider it since the book is used for more than one year, as the coordinator suggested.

About the availability of the coursebooks both teachers agreed in saying that the books were easily obtained by the students because the institution had agreements with editorial houses, so they went and dropped the books off at the school; in this way, students did not have to look for them on their own. Also, because they bought good amounts of books, the editorials offered good discounts to them that, according to the coordinator, was favorable for the students. She said that the coursebooks they select represent a good value for the money, for them as teachers as well as for the students.

In order for the course book to provide the students a better practice in topics already introduced in class it should be supported by other devices included in the whole package, the most common extra materials that it can have are students' books, teachers' books, workbooks, CD's, videotapes, and so forth.

The president of the academy mentioned that for her, it was important to look for those supplements since with them, students can practice not only in class but at home as well. However, the coordinator of ICEA mentioned that because of the short time they have to teach a class and therefore a course, looking for these extra materials in a coursebook could be a waste of time because the use of these implementations can cause the program to be unfulfilled at the end of the semester; also she explained that in case to count with them, the equipment available to use these materials was not in good conditions. In this sense, the president said the opposite; she explained that the equipment was perfect and in circumstance to be used by anybody who required it. The difference in their opinions can be explained because the president also pointed out that it was just in recent times that the equipment was repaired, and that by that time it was in good conditions to be used.

### 4.3 Textbooks and teachers perceptions

It was important for this research study to know the way in which an experienced teacher in contrast with a novice one perceived and used the same coursebook in a class. This analysis is going to be based on the book called “Going International” because both teachers who were interviewed were using it. The examination of this issue is presented below in order to explain this concern.

#### 4.3.1 Experienced Teacher

This teacher was using two books. One was called “Highly Recommended,” and the other one was “Going International.” Both course books were for specific purposes; the first one was for the hotel and catering industry, and the second one for tourism. She mentioned that she was using these two books because it was in 7<sup>th</sup> semester when they finished working with the *Highly Recommended* book, and immediately after they started to work with *Going International* which was more focused on tourism matters.

The experienced teacher considered that the *Going International* course book was suitable for her students because they learned the new language more easily for the reason that it had a lot of examples and activities appropriate for the field they were studying.

It was also important to know how comprehensible the book was for the teachers and students, I mean how complicated it is to deal with it. In this sense, the experienced teacher liked the book a lot. It is important to stress here that she thought that the students shared the same feelings towards the book as she does; she explained that if sometimes they did not get something, the book provided good examples to get the new words, so they learned better and faster.

The experienced teacher considered that the skills and abilities of the program had a relationship with the activities that the book had. However she found a difference between the program and book, she explained that the syllabus was too focused on grammatical matters, and that the book was more related to competences. This teacher explained that in order to solve those differences

between course book and syllabus, she fixed the problem applying an exercise with the material that the book had; also she said that she brought other materials from home like videos that had to do with their B.A.

About other devices, the book *Going International* counted on the teacher, that it did not count on any of these elements, but in this case, she designed activities, using tools such as: audio CD's, movies, or presentations in power point. She explained that the students need to have this kind of practice because in this way they understand more quickly, and also teachers can get an advantage of them because they can apply them in many different ways.

The way the experienced teacher proceeded can be explained through Cunninsworth's ideas (1995), about the selection of additional resources, that could be from a range of alternative courses which can be adapted to the situation or topic of the moment, supported by a variety of supplementary materials.

To use those extra materials, the UAEH has provided each classroom with equipment available anytime the teacher requires them, as she explained. It is very important to count on these devices because in this form students can get better language practices.

Looking at the whole picture, I can conclude that this teacher likes to work with her course book; indeed, what confirms according to her answers that the coursebook selection is accomplishing the students' needs towards the language, the requirements of the career profile and the teacher's requirements.

#### **4.3.2 Novice teacher**

The novice teacher has been teaching at the tourism field just for two and a half years and at the time the interview was conducted. He was using the same book as the experienced teacher *Going International*, which is, as I explained above, for specific purposes. He said that he is happy working with the book because it really has to do with the students' career; for instance, he said that with this book, the students learn vocabulary of other subjects, but in this case in

English that makes them learn this language better and faster because they practice something they already know but translated into another language.

The teacher said that as for him as for the students, the course book is just another resource from which teachers can take attractive activities and students acquire new vocabulary, so for both the coursebook is very useful, and both sides can take advantage in using it.

In this sense, this teacher shares the idea of Cunningsworth (1995) who explains that “coursebooks are seen just as another resource to achieve goals and objectives, but teachers must not take it as their master.” Even though when this teacher was new in the teaching field, he tried to balance the use of the coursebook with the use of supplementary materials what made students feel more relaxed and motivated toward the learning of the English language. This novice teacher noticed as well similarities and differences between syllabus and textbook; the similarity prevailed in that both seek the students’ development of the four abilities of the English language, and the differences he perceived were that the program focuses more on grammar, and the book on vocabulary practices. When these differences arose, he tried to use complementary materials such as interactive activities, images, listening activities, and so forth, all this with the purpose to get them use to the language. As a conclusion, this teacher used the coursebook just as a good guide to follow and because of that use his students were motivated and eager to learn. The way he saw his course book is the balanced way a teacher should use this resource in a class. His age was not a problem at all to manage a good class and a good teaching-learning environment.

#### **4.3.3 A brief comparison between the syllabus and the coursebook**

The description of the syllabuses of 7<sup>th</sup> and 9<sup>th</sup> semester attempts to explain issues such as: general objective, grammar of the course, reading and listening comprehension of the course, writing and speaking. Only the syllabus of 7<sup>th</sup> semester describes the mission that the English language has in the B.A. of tourism. In the content sheet there is a specific column for each of the following

items: hours (where is specified the number of hours per topic/subtopic); topics (4 units with 3 subtopics each one); objectives (per topic and subtopic) and didactic suggestions. (See appendix G)

With regard to the contents of the course book, it is topic-based, and focuses on key situations and issues that students will encounter during their professional lives. Each of the 12 units offers a range of reading and listening tasks developed from up-to-date, practice is given in all four skills, the language focus review important areas of grammar, functional language and pronunciation; there is a strong emphasis on vocabulary development, practical and realistic 'Output' tasks allow learners to apply new language and skills in work-related contexts and finally at the end of each unit an extended 'Activity' incorporates the subject matter and language work of the whole unit. (See appendix H)

It is important to mention that when comparing the contents of the program with the ones of the course book, a total coincidence is found among them as it can be appreciated in the next chart as a means of illustration.

Content Syllabus of 9 <sup>th</sup> Semester	Coursebook Content
<p>- <b>UNIT 9 Tourist information</b></p> <p>- Tourist attraction and facilities (seccion 1) Pg. 122</p> <p>- Sydney where to stay and what to see (sección 2) Pg. 126</p> <p>- Theme park holidays (sección 3) Pg. 130</p>	<p>- <b>UNIT 9 Tourist information</b></p> <p>Tourist attraction and facilities (seccion 1) Pg. 122</p> <p>Sydney - where to stay and what to see (sección 2)</p> <p>Theme park holidays (sección 3)</p>

Despite the coincidences of topics in the coursebook and syllabus, the syllabus is limited to mentioning the topic and to suggesting didactic activities. It is noticeable an absence of descriptions about grammar, functional language, pronunciation and vocabulary, which clearly appear on the coursebook. It seems that the syllabuses from the 7<sup>th</sup> and 9<sup>th</sup> semesters were designed based on the

index of the coursebook; or maybe these teachers found a course book that by chance corresponded in a hundred percent to these syllabuses.

#### **4.4 Coursebook and students' perceptions**

The next step required to follow was to know the perceptions and feelings of the students. The decision to make use of questionnaires was with the purpose to find out how can affect the fact of having a novice teacher or an experienced teacher working with the same coursebook in a class. To explain each question and answer of this questionnaire, a division of the answers of the 9<sup>th</sup> semester students from the ones of 7<sup>th</sup> semester students was done in some questions. It was done in this way because their semester level could affect the answers or perceptions they have about some questions they were asked. In some other cases the answers are put altogether because the answer required by the question was very general.

This analysis expressed some aspects the questionnaires covered; these aspects deal with the like and dislike of the English subject by the students and some of the factors that can have an influence on it, how the teacher manages the book and how students perceive this procedure. Finally a last aspect important to stress was the syllabus and how students saw its relation with the book.

The students like or dislike of the language is an aspect that interferes in their learning development. In the graphic number one, appendix F, it is appreciated that 40% of the total of the students coincided in their like for the English subject while the other 60% liked it just more or less. These results showed that most of the half of the students feel a rejection towards their like for the English language; this can be dangerous if the subject is essential for their major; therefore, difficulties could be faced by teachers when teaching them.

The role of the English subject is another important aspect to ask the students. 92% of the total of them agreed with the fact that it was essential for their field, while the other 8% said that it was important. Even though these answers were a little different, students understood the importance for them to acquire

English as a second language for all the advantages it could bring to their professional practice. (Check this data in the graphics number two, appendix F).

Another factor that deals with the students' like for the English language is the way their teacher teaches them. I asked them if they thought that their teacher had something to do with their affection towards the language, and 43% of their answers whose teacher was the novice one answered that sometimes teachers were the reason of their like or dislike towards the subject and the other 57% said that in some way, the teacher's development can explain this like or dislike towards the language. 60% from the students that were taught by the experienced teacher answered that in some way the teacher had to do with their affection; 20% of the students answered sometimes, and the other 20% said that is up to them if they liked the subject or not. (See graphics number 3, appendix F)

I dare to say that their answers were based on the fact of how their teachers carried out their classes. That is, how they explained, interacted, or behaved in front of them, another factor to say this is because I asked for their opinion about how their teacher performed a class and 100% of the students whose teacher was the novice said their classes were funny which meant that they liked their teacher and his way of teaching, and therefore they liked the English learning. While the students whose teacher was the experienced one divided their opinions, 50% of them said that their English class was funny while 42% said that it was boring, and only 8% of them felt indifferent about it or simply they did not care. We can see here that the relationship between teacher and students was not very good because almost half of the students felt bored in class. (Check graphics number 4, appendix F).

Now, another aspect important to stress is the use and perception the students had towards their coursebook. Students were asked if they considered their book as a good resource to help them in their English learning; 100% of the students from both semesters said that effectively the book was a good resource they count on. This result can prove that certainly the coursebook is very important for them as a source of learning. That is why its selection has to be done very carefully. (See graphics number 5, appendix F).

Now talking about how these two teachers use the coursebook in their classes at tourism, I asked them how often their teacher made use of the book in each class; 100% of the students from 7<sup>th</sup> semester and 80% of 9<sup>th</sup> semester answered that their teachers always used the course book during the whole class, which meant according to the students' answer, that these teachers used the book as their main teaching resource. (See graphic 13, appendix F). This could explain why students felt or perceived boredom learning this target language.

Another point to take into account about the teacher's development was if he worked with the book without skipping an activity, that is, if he worked with the book as if it were a bible. 71% of 9<sup>th</sup> semester and 40% of 7<sup>th</sup> semester said that their teachers always followed the whole book without skipping any exercise while the 29% of 9<sup>th</sup> and the 60% of 7<sup>th</sup> assured me that it was only sometimes that they did this. We can see here that the teacher from 7<sup>th</sup> semester was the one who most used this teaching method, according to the students' answers, more than the teacher of 9<sup>th</sup> semester. (See graphic 14, appendix F). To this explanation we can add the fact that their teachers did not very often adapt the activities in order to be more attractive or interesting. That was why the class can turn tedious for the students and even boring, because it is used for everything and in every class. (See graphic 15, appendix F).

Students from both semesters thought of some things teachers should do to improve their classes. For instance, most of the students of 7<sup>th</sup> semester answered that they would like a more dynamic class, while the students of 9<sup>th</sup> semester said that they would not change anything from their teacher. (See appendix number 16, appendix F). What I can highlight from these answers is that the 9<sup>th</sup> semester students had a better relationship with their teacher because they seemed happy with him. They understood their classes, and they felt comfortable with their teacher's method of teaching. On the other hand, the students of 7<sup>th</sup> semester seemed to get bored in their classes; besides, it was hard for them to understand and get the new language. It was obvious that they did not like their teacher's way of teaching.

An important aspect to take into account when we are in front of an English class is if we follow the syllabus for the whole semester. I say it is important because the syllabus stipulates what the students need to know or learn in a course. It is very important as well that the syllabus shares the objectives and goals with the course book teachers and students are using in order to get the students to the highest degree of the language knowledge.

One question I made to the students was if they knew if they were guided by a syllabus. More than half of the students of 7<sup>th</sup> semester said that they did not even know if they had one; besides, they were not given a copy of it. About the students of 9<sup>th</sup> semester, half of them said that they were guided effectively by a syllabus, and the other half said that they did not know anything about it. In the case of 9<sup>th</sup> semester, their teacher at least let the students know that they were guided by a syllabus. About the students of 7<sup>th</sup> semester, the teacher did not let the students know about the program; they only had it clear that they were working during the whole course with the course book. (See graphic 19, appendix F).

## CHAPTER V. CONCLUSIONS

This chapter is focused on drawing the general conclusions of the study. It is divided into three sections. In the first one, a summary of the major findings about the process by which the course book was chosen in the BA of Tourism and how this has an impact on the way the book is used by an experienced and a novice teacher in the 7<sup>th</sup> and 9<sup>th</sup> semesters at UAEH is shown. In the second section, the limitations of the study are provided followed by some suggestions for further research in the third section of the chapter.

### ***About the context of the English subject at the UAEH***

To understand the context of the study, a brief historical review was done and it was discovered that the English language into the programs of superior levels at UAEH changed from being an extracurricular official requirement in 1992 to a compulsory subject with different requirements in each academic area in 1997. It was established at ICEA that Tourism needed a higher level of proficiency graded by a TOEFL test score. Consequently the English subject will be studied five hours per week during nine semesters. The type of course book needed should develop competencies and solved specific purposes about the B.A. of Tourism; *Highly Recommended* was the ESP basic level course book used from 1<sup>st</sup> to 7<sup>th</sup> semester, and *Going International* was the intermediate level book used from 7<sup>th</sup> to 9<sup>th</sup> semester.

Data acquired from interviews revealed that tourism teachers organized in an Academy, the President of the Academy and the Coordinator of English at ICEA were the subjects who decided about what book was more convenient for them and the best moment to change it. The decision to change a course book is based on the students' profile or when editorials provided some updated course books to be analyzed by teachers. Once they have chosen the best one, they had to let DUI know the selected book in order to make some revisions, and after that, it had to accept it or provide better suggestions, so they could improve their decision.

### ***About the coursebook selection process***

It was found out that the process followed by these subjects to select the course book consisted of academic and practical issues. In the academic issues, the most important aspect considered was the relationship between the syllabus and the book content. Some other aspects considered were the practice of the four abilities: that it included a section for grammar; that it had a variety of recent topics pretty much related to the B.A. of Tourism to catch the students' attention, and finally, if the book's methodology was more concerned with the developing of competences. The practical issues considered in the selection of the course book were the following: a cheap cost; if it was strong and long lasting because the book is used for about one year and a half; if it was easy to obtain, and if it was colorful and attractive in appearance, and also the supplements to the course book comprised another issue about the practical matters. Once they decided on the best option, they had to let DUI know the selected book, in order to make some revisions and accept it or to provide better suggestions, so they could improve their decision.

It was noticeable that people who selected the course book did not follow any checklist to guide the process. They selected their own criteria, and even when they considered some aspects recommended by specialists, they did not include important aspects such as: content organization and sequence; grading and progression; techniques for presenting and practicing new language; conventions of language and many other issues that are also important to check on in book selection process.

In this sense, it is important to stress some advantages that a checklist or guideline could bring to teachers at the moment of changing a course book in use. Many authors suggest that it is a very good tool because it provides a collection of characteristics that can help to decide quickly why one book is better than another; also it can avoid controversies among teachers. Since they are looking for the same features in a book, it can be created for all the teachers; in this way, all of them can provide their opinions about what aspects they want to have in a course, and finally it is flexible and adaptable because it can be created thinking of the

necessities and characteristics of each program and so make it fit in whatever course book selection other than English.

### ***About the teachers' perceptions towards the coursebook***

Both the experienced and the novice teacher considered that the book was suitable because their students learnt the new language more easily. Both teachers tried to balance the use of the coursebook and supplementary materials such as audio CD's, a movie, or power point so students could perform other kinds of activities. Even when there were discrepancies among teachers about the use of the equipment necessary to use these extra materials, the study demonstrated that this equipment is used in a greater or lesser extent by the teachers; however, some students of 7<sup>th</sup> semester were not satisfied with such performance. They considered that they needed more and better practice to get better in the new language.

Both teachers considered that the syllabus was focused on grammar, and the course book paid more attention to the acquisition of new vocabulary related to the tourism field of study. What teachers said about the relationship between the syllabus and the book suggested the need for a comparison between the contents of the program and the ones of the course book, and a total coincidence was found between them. It seemed that the syllabuses from the 7<sup>th</sup> and 9<sup>th</sup> were designed based on the index of the course book; or maybe these teachers found a course book that by chance corresponded one hundred percent to these syllabuses.

The results of this research study showed that the novice teacher's classes were qualified by the students as funny, attractive and interesting while the experienced teacher's classes were qualified by her students as boring, monotonous and de-motivating. These conclusions were due to the fact that because both teachers love to work with the *Going International* course book, it seemed that they lost control, and they used it all the time without skipping any activity. For this reason, many times the students became bored and uninterested as much in the class as in the learning of the language in general.

This study illustrated that being experienced does not always guaranty better teaching practice, and being novice or inexperienced is not always a disadvantage. Teachers have to achieve benefits from whatever situations they can find, for instance, being as updated as possible about new ways of teaching. They have to pay attention to the new methods that are arising nowadays in order to get the students interested in our classes. In the case of being novices, they can go and check how experienced teachers perform a class and in that way take the most interesting and best methods from them in order to apply those methods in their own classes as well as possible. This could be one way to make it better each time and suddenly without realizing it, being the ones who are going to be teaching other professors.

### ***About the students' perceptions towards the coursebook and teachers' practice***

The students' like or dislike towards their course book most of the times had to deal with the level of English each student had, the way their teachers used the coursebook in their classes, the amount of other activities performed by the teachers besides the ones proposed by the coursebook, and in the way the teachers made them practice the four skills (listening, speaking, reading and writing) and the integrated skills (grammar, vocabulary and pronunciation).

The 9<sup>th</sup> semester was in charge of the novice teacher and his students' perceptions about the book were quite positive. The experienced teacher was in charge of the 7<sup>th</sup> semester, and her students' perceptions about the book were less positive than students from 9<sup>th</sup> semester. If both teachers used the same course book why did their students have different perceptions about it? A possible explanation can be found in the teacher's practice in relation to the coursebook.

The results of the questionnaires administered to the students showed that even when they said that their coursebook is essential and important for their major, most of the students from 7<sup>th</sup> semester did not like the subject, while the 9<sup>th</sup> semester students demonstrated more affinity towards it. Besides that, the

questionnaires concluded that students from 7<sup>th</sup> semester had more trouble understanding their course book than the students from 9<sup>th</sup> semester; one of the reasons this factor arose was because the course book was high intermediate level, so the 9<sup>th</sup> semester students had already mastered more of the course book, and besides that, they had more experience in their English learning. On the contrary, with the 7<sup>th</sup> semester students who were using that coursebook for the first time, they had not mastered it yet, and their learning experience was to a lesser extent than 9<sup>th</sup> semester students.

## **LIMITATIONS OF THE STUDY**

This research developed the process by which the course book was chosen in the B.A. of Tourism and how this has an impact on the way the book is used by an experienced and a novice teacher in the 7<sup>th</sup> and 9<sup>th</sup> semesters at the UAEH. Nevertheless, due to the methodology followed by the researcher, the sample I used, and the procedures I followed to carry out this project, some limitations need to be summarized in order that future researches avoid them and perform their studies better.

First of all, due to my inexperience in the research field, the time I planned to carry out my study took longer than the time set at the beginning of it. This was because even when I organized the activities in a time table, I did not realize some facts that could arise in the institute such as vacation periods, the absence of the students for reasons like having activities inside the campus or just because they did not want to attend classes and the absence of the teachers, so due to all these aspects, my research took another way and consequently much more time.

Also I think that the sample used, the one composed by teachers, was relatively small, given the nature of my project, I think it would be convenient that all the teachers had given their opinions about the book and in this way get a more general idea about what each teacher feels and perceives about their English course book.

Some observations were necessary in order to prove if what the teachers and students said about their use of the book were true. Such observations were not carried out because the general objective of my research study was centered in knowing just the way in which the English course book was selected and the perceptions from teachers and students about the course book.

Finally, what it is hoped is that future research could take these aspects in conjunction with this whole study into account, so they can get more and better views about other matters that have to do with the English book at the career of tourism, failing that, other careers at the institute of ICEA where the English plays an important role as well.

## **FURTHER RESEARCH**

The data obtained through this study offers a number of possibilities which were not dealt with.

We could see in the results shown by the questionnaires that the teachers used the book always and for everything according to the students' answers; due to this fact, a new research project can be carried out taking into account the advantages and disadvantages I have found about the use of a coursebook by a teacher in his/her classes. We all know that a course book could be both, a complete syllabus or just another resource for the learners' comprehension; knowing this, teachers must be very careful when using their books in order not to fail in boring or monotonous classes and thus the failure of the learners' knowledge.

Another issue this project could open is the way a syllabus is designed at ICEA, taking into account the topics each field deals with in order students can learn the competences that they are going to need the most at the moment to perform in a job.

An important topic this project could release as well is to find out the relation between the syllabus and the coursebook in an English program with the purpose to analyze their differences and similarities.

Another important issue to be investigated could be the role of the teaching materials for the students learning, because it is well known that students need to have clear examples about the structures they are learning it would be interesting to know the importance these resources have in a class.

## BIBLIOGRAPHY

Algeo J. Pyles T. (2009). *The Origins and Development of The English Language*.

[On line] Consulted: [January, 2009] Available in: <http://books.google.es/books>

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. [On

line] Consulted: [January, 2009] Available in: <http://books.google.es/books>

Bell, J. (1993). *Doing your Research Project*. [On line] Consulted: [September 10<sup>th</sup>,

2009] Available in: <http://books.google.es/books>

Block, D. & Cameron, D. (2002) *Globalization and Language Teaching*. UK: Routledge.

Broughton, G. Brumfit C. Flavell, R, Hill, P. and Pincas, A. (1980). *Teaching*

*English as a foreign Language*. [On line] Consulted: [April, 2009] Available in:

<http://books.google.es/books>

Carter, R. & Nunan, D. (2001). *Teaching English to Speakers of Other Languages*.

[On line] Consulted: [May, 2010] Available in: <http://books.google.es/books>

Carrasquillo, A. (1994). *Teaching English as a Second Language: a resource*

*guide*. [On line] Consulted: [April, 2010] Available in: <http://books.google.es/books>

Criollo, R. (2003). *The Ultimate Guide to Writing a Thesis in TESOL/AL*. Mexico:

ACD.

Cunningsworth, A. (1998). *Choosing your Coursebook*. Cambridge: Macmillan

Publishers Limited.

Davies, P. (2000). *Succes in English Teaching*. Oxford: Oxford University Press.

Dubin, F. and Olshtain, E. (1986). *Course Design: Developing Programs and*

*Materials for Language Learning*. Cambridge: Cambridge University Press.

Evans, D. and Jo M. (1998). *Developments in ESP: a multidisciplinary approach*. [On line] Consulted: [February, 2009] Available in: <http://books.google.es/books>

Ferguson, C. and Brice, S. (1981). *English in the USA*. [On line] Consulted: [January, 2010] Available in: <http://books.google.es/books>

Finegan, E. and Rickford J. (2004). *Language in the USA. Themes for the Twenty first Century*. [On line] Consulted: [June, 2009] Available in: <http://books.google.es/books>

García, M. & García, M. (2003). *Age and the Acquisition of English as a Foreign Language*. [On line] Consulted: [April, 2009] Available in: <http://books.google.es/books>

Giddens, A. (2006). *Sociology*. [On line] Consulted: [December, 2009] Available in: <http://books.google.es/books>

Glatthorn, A. Joyner, R.L. (2005). *Writing the winning thesis or Dissertation: a step-by-step guide*. [On line] Consulted: [April, 2009] Available in: <http://books.google.es/books>

Harmer, J. (1998). *Teach English*. England: Addison Wesley Longman Limited.

Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited.

Hutchinson, T. & Torres, E. (1994). *The textbook as agent of change*. *ELT journal*. [On line] Consulted: [January, 2009] Available in: <http://books.google.es/books>

Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes*. UK: Cambridge University Press.

Ibernon, F. (1994). *La Formación y Desarrollo Profesional del Profesorado*. [On line] Consulted: [January, 2010] Available in: <http://books.google.es/books>

Kumar, R. (1996). *Practical Sampling Techniques*. [On line] Consulted: [April, 2010] Available in: <http://books.google.es/books>

Kumar, R. (2005). *Research Methodology: A step-by-step guide for beginners*. [On line] Consulted: [March, 2009] Available in: <http://books.google.es/books>

Laightfoot, D. (2006). *How New Language Emerge*. [On line] Consulted: [March, 2009] Available in: <http://books.google.es/books>

Larry, J. Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. [On line] Consulted: [February, 2010] Available in: <http://books.google.es/books>

Murcia, M. (2001) *Teaching English as s second or Foreign Language*. USA: Heinle & Heinle Publishers.

Richards, J. C. (1990). *The Language Teaching Matrix*. USA: Cambridge University Press.

Richards, J. C. (1998). *Beyond Training: Perspectives on Language Teacher Education*. Cambridge: Cambridge University Press.

Richards, J.C. (2001). *Approaches and Methods in Language Teaching*. USA: Cambridge University Press. [On line] Consulted: [June, 2010] Available in: <http://books.google.es/books>

Russell, H. (2000). *Social Reseach Methods: Qualitative and Quantitative Approaches*. [On line] Consulted: [March, 2010] Available in: <http://books.google.es/books>

Tashakkori, A. and Teddlie, C. (1998). *Combining Qualitative and Quantitative Approaches*. [On line] Consulted: [February, 2010] Available in: <http://books.google.es/books>

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. [On line] Consulted: [January, 2010] Available in: <http://books.google.es/books>

Tsui, A. (2003). *Understanding Expertise in Teaching: Case Studies of Second Language Teachers*. [On line] Consulted: [August, 2009] Available in: <http://books.google.es/books>

Ur, P. (1996). *A course in Language Teaching*. Cambridge: Cambridge University Press.

Ward, G. (2003). *The Rough Guide History of the USA*. [On line] Consulted: [November, 2009] Available in: <http://books.google.es/books>

Yule, G. (2006). *The Study of Languages*. [On line] Consulted: [February, 2010] Available in: <http://books.google.es/books>

### **WEB PAGES REFERENCES**

<http://www.oem.com.mx/elsoldezacatecas/notas/n1446731.htm>

<http://www.unav.es/espSig/walker4.htm>

<http://www.uaeh.edu.mx/inicio/detnoticia.php?id=1695>

<http://www.ielanguages.com/enghist.html>

<http://www.englishclub.com/english-language-history.htm>

<http://www.englishclub.com/english-language-history.htm>

[http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes- esp.html](http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html)

[http://linguistics.byu.edu/resources/volunteers/TESOLBYU\\_NeedsAnalysis.htm](http://linguistics.byu.edu/resources/volunteers/TESOLBYU_NeedsAnalysis.htm)

[www.usingenglish.com/teachers/articles/teaching-english-for-specific-](http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-)

<http://www.cambridge.org.br/site/articles/articles.php?id=337>

<http://www.yourdictionary.com/grammar-rules/phonetics.html>

<http://usic13.ugto.mx/idiomas/Ingles.htm>

## APPENDICES

### APPENDIX A

The following checklist provided by Cunninsworth (1995) explains in a deep sense many topics referred to the coursebook selection that can be taken into account when selecting our books. Because of its generality it is recommended to add or change some of the criteria evaluated on it, so it can be suitable for any situation.

#### Quick-reference checklist for evaluation and selection

##### Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching program and with the needs of the learners?
- Is the coursebook suited to the learning teaching/situation?
- How comprehensive is the coursebook? does it cover most of all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

##### Designing and organization

- What components make up the total course package (eg. Students' books, teachers' books, workbooks, cassettes, etc)?
- How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequence (eg on the basis of complexity, 'learnability', usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? is some of the material suitable for individual study?

- Is it easy to find your way around the coursebook? Is the layout clear?

### **Language content**

- Does the coursebook cover the main grammar items appropriate to each level, taking learner's needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

### **Skills**

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?
- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?

- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

### **Topic**

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand the students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

### **Methodology**

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practicing new language items?
- Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?

- Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

### **Teachers' books**

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writer set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

### **Practical considerations**

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

## APPENDIX B CUESTIONARIO

El siguiente cuestionario fue elaborado para saber cuál es tu opinión acerca del libro de inglés que estas utilizando actualmente. Por lo tanto te pido que contestes con toda honestidad puesto que los resultados servirán para estudios académicos. DE ANTEMANO GRACIAS POR TU ATENCION Y TU TIEMPO.

I. Contesta o selecciona la respuesta que mejor te parezca para cada interrogante.

1. ¿Qué semestre estas cursando?

---

2. ¿Cuál es el nombre de tu carrera?

---

3. ¿Cuál es el nombre de tu libro de inglés?

---

4. ¿Te gusta la materia de inglés?

- a) Mucho      b) Más o menos      c) A veces      d) Para nada

5. ¿Qué papel piensas que juega la materia de inglés dentro de tu carrera?

- a) Indispensable      b) Importante      c) Ninguno, es aburrida  
d) No lo se

6. ¿Crees que la forma de enseñar de tu profesor tenga algo que ver en tu gusto por la materia?

- a) Si, de cierto modo      b) Algunas veces      c) No, depende de mi interés

7. ¿Qué piensas de la manera en que tu profesor imparte la materia?

- a) Es divertida      b) Es aburrida      c) Me es indiferente

8. ¿Crees que el libro que estas utilizando es el adecuado para el nivel de inglés manejado en este curso?

- a) si      b)no      c) Mas o menos      c) No se

¿Porque? \_\_\_\_\_

9. ¿Con que frecuencia el profesor usa el libro de inglés en cada clase?

- a) Siempre y durante toda la clase      b) Solo para algunas actividades      c) Nunca lo usamos

10. ¿Tu profesor sigue el orden de los ejercicios sin saltarse ninguno?

- a) Algunas veces      b) Siempre      c) Nunca

11. ¿Has notado si tu profesor adapta las actividades del libro para aplicarlas de forma distinta?

- a) No, nunca      b) Sí, casi siempre      c) A veces

12. ¿Qué cambiarías de la forma en que tu profesor imparte la materia de inglés?

---

13. ¿Consideras que tu libro de inglés es un buen material de apoyo en tu aprendizaje del idioma?

- a) Sí      b) No creo      c) No lo se

14. ¿Como calificarías al libro de acuerdo a su contenido gramatical?

- a) bueno      b) regular      c) malo

15. ¿Como calificarías al libro de acuerdo al vocabulario que maneja y de acuerdo a tu nivel?

- a) Es muy avanzado      b) Es demasiado fácil      c) Es apropiado

16. ¿Como calificarías la practica de pronunciación que trae tu libro?

- a) Buena      b) Mala      c) No trae      d) No me he fijado  
e) No la practicamos

17. ¿Cómo calificarías la practica de las habilidades del inglés (Listening, Speaking, Reading & Writing) que vienen en tu libro?

- a) Es muy buena      b) No es muy buena      c) No practicamos mucho  
d) No me interesa

18. ¿Tu libro cuenta con dibujos o animaciones que te ayuden a entender mejor la gramática?

- a) Si, muchos      b) Mas o menos      c) Son Insuficientes      d) No me he percatado

19. ¿Tu libro cuenta con material extra tales como: CD'S, workbook, videos, etc?

- a) Sí      b) No      c) No me he percatado

20. ¿Utilizan a menudo estos elementos en clase?

- a) Siempre      b) a veces      c) Nunca

21. Marca con una **X** los materiales que llega a utilizar el profesor en una clase:

- |   |  |
|---|--|
| <input type="checkbox"/> Grabadora          | <input type="checkbox"/> Cañón           |
| <input type="checkbox"/> CD's               | <input type="checkbox"/> Computadora     |
| <input type="checkbox"/> Videos             | <input type="checkbox"/> Acetatos        |
| <input type="checkbox"/> DVD's              | <input type="checkbox"/> Retroproyector  |
| <input type="checkbox"/> Reproductor de DVD | <input type="checkbox"/> Libro de inglés |

22. ¿Sabes si existe un programa de inglés en el cual este basada la materia durante el semestre?

- a) Sí      b) No      c) No sé

23. En caso de que tu respuesta haya sido afirmativa, ¿Cuentas con una copia del programa?

- a) Sí      b) No nos dieron      c) La extravié

24. ¿Siguen al pie de la letra lo establecido en el programa?

- a) Nunca      b) Casi siempre      c) Solo nos guiamos por el libro
- d) Nos guiamos por ambos, libro y programa      e) No contamos con programa

25. ¿Finalmente que opinión tienes de tu libro en general?

a) Es bueno                      b) No me agrada                      c) Tiene puntos buenos y malos

d) No me interesa

¿Por qué?

---

## **APPENDIX C**

### **INTERVIEW TO THE COORDINATOR**

1. What is the name of the English coursebook that the teachers are using in accountancy and Administration respectively?
2. Why it is the same book for both Bachelors?
3. Who are the people involved in the selection of such coursebook?
4. Who selected those people?
5. Do they (you) follow some guidelines when selecting the coursebook? (content)
6. Based on what do this guidelines is followed?
7. Apart from the content, do you look for other components? Such as students' books, teachers' books, workbooks, CD, videotapes.
8. How useful do you think these components are for both teachers and students?
9. Talking about practical considerations. Do you take into account the cost of the whole package?
10. Does this represent a good value for money?
11. Do you check or take into account if the book is strong and long lasting?
12. Do you take into account if it is attractive in appearance?
13. Is it easy to obtain, I mean can further supplies be obtained at short notice?
14. Do any parts of the package require particular equipment, such as language laboratory, listening center or video player?
15. If so, do you have the equipment available for use? Is it reliable?

### **INTERVIEW TO THE TEACHERS**

1. What is the name of the book you are using in your English class?
2. Did you take part in the selection of this English book?
3. If you could select a book which one will you choose?
4. Why?
5. In your opinion, do you think that the guideline used is suitable for such selection? Why?
6. In your own experience do you like to work with this book?

7. Do you think that the aims of the teaching program correspond closely with the aims of the coursebook?
8. Do you think that the aims of the teaching program correspond closely to the needs of the learners?
9. What aspects do you see are similar between the teaching program and the aims of the coursebook?
10. What aspects do you notice are different?
11. How do you face those differences?
12. How comprehensive is the coursebook for you as teacher?
13. How comprehensive do you think it is for the students?
14. Which is the importance of the book in the students learning process?
15. In your opinion, do you think that the book adequately covers the four skills?
16. If not, what do you do to replace those needs?
17. Do you truly think that the book is adequate for the students' level?

## **INTERVIEW TO THE DUI HEAD**

1. **Could you explain me what role does DUI play in the university?**

**DUI HEAD:** DUI supervises the teaching and learning process of languages in the university.

The role of DUI is to give guidance to the teachers, many teacher don't have the training to choose a book they just look at the book superficially, but sometimes, or probably is a very good book but it doesn't cater to their needs.

2. **What is your role at DUI?**

**DUI HEAD:** I'm the director the head of the office.

3. **Does DUI play any role in the selection process of the English coursebooks at the university?**

**DUI HEAD:** No we suggest materials, we suggest materials, so, teachers can review them and then they select, they study the materials, they are supposed to study the materials, but DUI can advice, can council if they need help in the selection process of their books, we can give them guidance.

4. **Who determines if a change of book can take place in some career?**

**DUI HEAD:** It's according to the needs of each institute, the books they choose for gastronomy would be different from tourism, tourism deals more with places, finances and gastronomy would be focus in more instructions, procedures, you know, so, the

type of English may vary in their needs, and so they look for a book which teaches the language in different contexts, ok.

**5. This people, I mean, those teachers have to let you know if they are going to change a book?**

**DUI HEAD:** Yes, yes, because whatever results in every area comes out with, a lot of things can be a factor in the results of that area, so we have to look at their programs, the books, the activities, the teachers, what contributes to the results of that area, so, if we know that the area is using a particular book and probably the results are not as well as they have to be, then probably we know that the book might be the problem. On the other hand there are other situations like prices, some people complain about that some books are more expensive than others, so, if an area complains or if the students of some area complain that the book is very expensive, then we have to know what book is this, you see. So, if we know what the book is then is easier for us to solve the problem, you see.

**6. I have heard about a document called “Programa Académico Institucional de Inglés” made by the DUI, does this document really exist?**

**DUI HEAD:** Yes, it does, it was sort of an educational program for languages from 2004 to 2006 when there was a change of head of office at DUI and the director came in and they had a new one which was called PAII, but it didn't function very well, so, now we are writing a new one, PAII has become a reference document, and now we are writing a new one which is called PILE, Programa Institucional de Lenguas Extranjeras, in the real sense none of these past documents are valid, we are waiting for PILE to be approved, so now, there is no program yet. PAII didn't function very well, I mean, it wasn't officially, neither was it officially approved, so, people still work with the PAII even in the office we still work with the PAII in some aspects, because is out of date, so, what is been written now in PILE is the final phase writing, we are hoping that before the year ends, is going to already functioning, hopefully next semester

**7. So, this document PAII is not official?**

**DUI HEAD:** The PAII is already out of date, is still there but, many things are not applied anymore.

**8. I made an interview to an English coordinator and she told me that this rule stipulated in PAII is not carried out by them because the careers are not related each other, some of them requires more English learning than others, so, the syllabus are not all the same. What do you think about that the rule is not followed by this institute?**

**DUI HEAD:** PAII says that every career would vary, even the PILE point out, what you call synthetic content syllabus, which tells you that general things students should know, and then, every area can adapt to the program, because the program is generally what the students need to look at, but if you feel your program needs more, then you can build on that, which means that you use it as a base, and then you

increase some things like more vocabulary, more practice, you make a variation in the competences, you work around it, is like the framework. PAII put out a framework and then from that framework everybody has to look at their objectives and work around the framework, you see, the framework guides you, but guides you on the general objectives.

**9. This means that English coordinators are able to make changes in order to satisfy the students' needs?**

**DUI HEAD:** Yes, yes, they can adapt, they can add on to the basic one, DUI gives a framework, a general base, where they can work on, because competencies are universal on all over the world, so DUI organizes this, tells what the students of the university should learn basically, and then each area can adapt to it, as long as they fulfill with the DUI requirements, they are ok, they can continue working on other objectives, but fulfill with those ones.

**10. Do you have to agree with them, of course...**

**DUI HEAD:** We have to be aware of them, yes of course, because, as I said, the same thing with choosing a book, the teachers, they feel... of course they have an idea because they work on the area, they need guidance they are not experts on choosing a coursebook or designing programs. DUI has the expertise, that's the work of DUI to help you with that.

**11. According to you, the books used by the university right know are fine?**

**DUI HEAD:** Yes, yes, they are fine, we have checked them and they are correct.

## **APPENDIX D**

### **DOCUMENT PROVIDED BY DUI**

#### **HISTORICAL BACKGROUND OF A LANGUAGE TEACHING AT THE UAEH**

In order to increase its teaching level the Universidad Autonoma del Estado de Hidalgo incorporates the teaching of the English language in an agreement on December 4<sup>th</sup>, 1992 in the whole educational programs that the institution imparts in the levels medium education, terminal education and higher education, proposal that was approved in January 1993.

The objective of this proposal was that the students of the UAEH speak a certain percentage of English expecting they will be competitive as in their professional and labor life, in and outside of the country.

The proposal of 1992 has as important points the following ones:

- The English subject in the higher education level would be out of the curricula, it means that it would be extracurricular, and it would be evaluated as accredited and non accredited.
- The book series that would be used to teach the English language would be the “East West” of Oxford University Press (OUP).
- The groups would be divided into two, with the objective that the students would have a better English learning, since pedagogically groups with no more than 20 people the teaching-learning process of a new language is consolidated with satisfactory results.
- The goal that the students of higher education level should reach would be a punctuation of 550 points in the Test of English as a Foreign Language. (TOEFL)
- NOTE: THIS ESTIPULATION WAS STABLISHED BY THE BRITISH COUNCIL. ELEONOR OCCEÑA.

#### **ROFORMS MADE TO THE ENGLISH PROGRAM AT THE UAEH**

- In November 1995, it is initiated a modification, selection and organization proposal of the curricular contents in the English area, initiating the integration process of an Institutional Academy of English.
- In January 1996, an Integral English Program was proposed, whose objective was to take the students from zero level (or the corresponding one according to

the placing exam), in the four abilities: Listening, Speaking, Reading and Writing, to the upper intermediate level. Level required by English speaker countries to accept students for pos grade programs.

The proposal of the Integral English Program was never implemented because just before the program initiated, the hole teachers body restructured the dosage of units, marking the text Grapevine 1 as a text to initiate the first and second semester of the degree program, Grapevine 2 for third and fourth semesters and Headway Intermediate for fifth and sixth semesters and later on they adopted the PET text of Oxford for seventh and eighth semesters.

On April first, 1997, it was approved another agreement in order to solve the problems arose in the Integral English program in 1996.

The agreement signed stipulated the next points:

- English academies would be created in each institute and they would have the responsibility of the programs elaborations, evaluations, final grade and to propose the number of semesters for each degree program.

- The inclusion of Self-access centre in the English program left off to be a curricular requisite, nevertheless, most of the teachers kept including self-access as a compliment or else as a directed activity.

- The foreign language subject became obligatory and a numerical score is emitted that will be integrated to the general grade of their studies.

- The students could present a unique accreditation exam that will place them in the correspondent semester according to their proficiency of the language, such exam will be elaborated and applied by the English academy of each institute or school, who would send the correspondent document to the Direction Board of the University for administrative effects.

- Just before this agreement, that was on April first, 1997 the English Academies were working in their respective areas in an independent way and there was not consolidated information about the advance in the English language field at the UAEH.

## **CURRENT ENGLISH LANGUAGE TEACHING INFORMATION AT THE UAEH**

From the agreement taken in 1997, the creation of academies for each institute, the final goals, number of semesters, hours and credits for the English subject have varied in each career, because of the adjustments that this subject has went through covering the necessities of each academic area.

## **FUNCTIONS OF THE UNIVERSITY LANGUAGE DIRECTION (Dirección Universitaria de Idiomas)**

DUI has established as a MISSION the improvement of the teaching process – the learning of a foreign language at the UAEH in order to reach the quality and excellence in the professional formation of the student body, being always vanguard in terms of methodology, pragmatic contents and professional guild of teachers.

In the same way, the VISION of DUI is that the students of the UAEH count with a foreign language preparation which allows them being more competitive inside their professional lives as in the national as in the international field.

So, in concordance with its mission and vision, DUI has defined clearly its functions as follow:

- Collaborate in the activities that the language teachers develop based in what is established in the ESTATUTO GENERAL and the ESTATUTO DE PERSONAL ACADEMICO DE LA UAEH.
- Asses the authorities in the establishment of politics that have to be accomplished about the teaching-learning process of a foreign language at the UAEH.
- Coordinate and supervise the activities related with the areas of foreign languages.
- Applied diagnostic exams and analyze the results in order to obtain comparative studies about their achievements detecting in this way potential problems. In the same way propose and implement solutions for such problems.
- Carry out investigations and studies in order to improve the teaching-learning process of languages.

Specifically, the activities of the DUI of the UAEH have focused in 3 main areas:

- Design of Study Programs of foreign Language.
- Evaluation of the programs of the foreign language.
- Supervision of the Profile and Professional Development of the Academic People of the Foreign Language.

## **INTERNATIONAL PARAMETER FOR ENGLISH TESTING**

### **TOEFL (Test of English as a Foreign Language)**

It is an international parameter that measures the ability of the use and comprehension of the American English issued by the *Educational Testing Service*. The TOEFL is generally used as a parameter that measures the dominance of the language in order to get into colleges or universities where the instruction is in English; in the same way, many governmental agencies, scholarship programs and certification agencies use the score of TOEFL to evaluate the dominance of the English language.

550 points of TOEFL mark a standard of competency in English accepted in different social and professional fields. People who be able to have this level, use the language with certain confidence, they demonstrate a wide knowledge of vocabulary and use of communicative strategies in a formal and informal way. They comprehend what they read and listen to in a global form and they have the ability to develop discussions and arguments, relate events and reproduce different types of writings.

## **PRINCIPLES OF IMPLEMENTATION OF THE INSTITUTIONAL ACADEMIC PROGRAM OF LANGUAGES (IAPL) PACHUCA, HIDALGO 2004**

It is a document that marks the standards for the teaching and learning of the subject of a foreign language at the Universidad Autónoma del Estado de Hidalgo, in which the levels of competency or dominion of the language are described, each one with the specification of clear and reachable objectives, according to the purposes of our institution.

### **Principle:**

Since the contents of the levels in this program are supported in one of the most important documents of all over the world with regard to the teaching of a foreign language, the *IAPL* is a reference that is established for all the idioms that are wished to be taught at the UAEH: the “Common European Framework of Reference for languages: learning, teaching, and evaluation” established by the *European Council* which members are integrated by: the European Council, the French Alliance, the institutes Goethe and Cervantes, the Society Dante Alighieri and the University of Athens, mentioning some.

*The IAPL presents the educational program for the English language and it will be used as a starting point for the teaching of the contents of any foreign language, since the objectives that are pretended to be reached in each level and the functions that are attempted to be totally performed are the same in any language, according to the “Common European Framework of Reference for languages: learning, teaching, and evaluation” established by the *European Council*.*

The IAPL will adapt for the other languages as regards of vocabulary and limited situations, the culture or the context in which the language is used. The grammar structures must be written in the corresponding language.

## APPENDIX E

### COMPLEMENTED NOTES TO THE INTERVIEW MADE TO THE COORDINATOR

1. How many semesters the students take English classes?

<b>SUBJECT</b>	<b>No. of SEMESTERS</b>	<b>HRS. PER SEMESTER</b>
Accountancy	5	5
Marketing	5	5
<b>Tourism</b>	<b>9</b>	<b>5</b>
International Trade	7	6
Economy	6	4
Gastronomy	6	5
Administration	5	5

2. When the students begin the English subject in each field?

<b>SUBJECT</b>	<b>SEMESTER</b>
Accountancy	2
Marketing	2
Tourism	1
International Trade	2
Economy	2
Gastronomy	3
Administration	2

3. How many English teachers there are in each field?

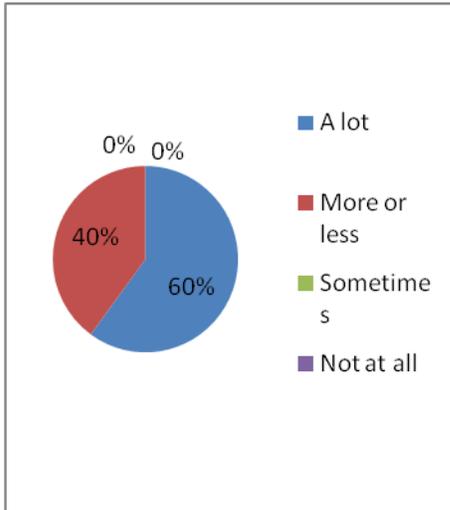
<b>SUBJECT</b>	<b>No. of TEACHERS</b>
Accountancy	8
Marketing	8
Tourism	13
International Trade	10
Economy	4
Gastronomy	6
Administration	7

**APPENDIX F  
GRAPHICS OF THE QUESTIONNAIRES**

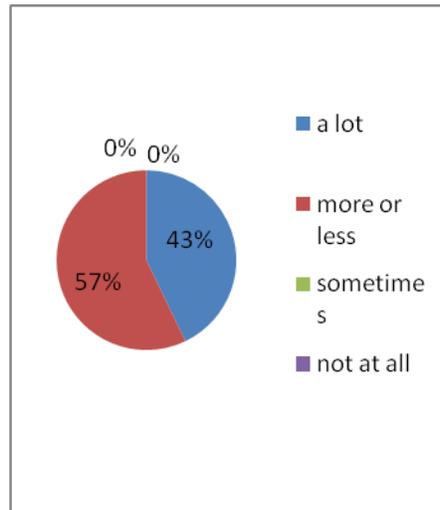
**GRAPHIC No. 1**

Do you like the English subject?

**NOVICE T' Ss**



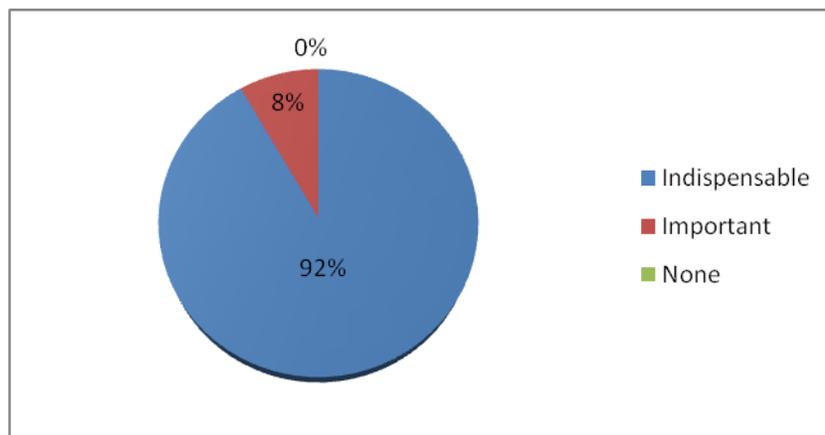
**EXPERIENCED T' Ss**



**GRAPHIC No. 2**

What role do you think the English subject plays in your career?

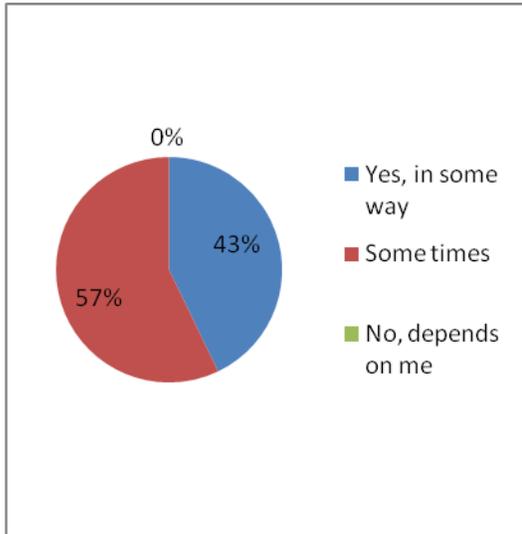
**WHOLE SAMPLE**



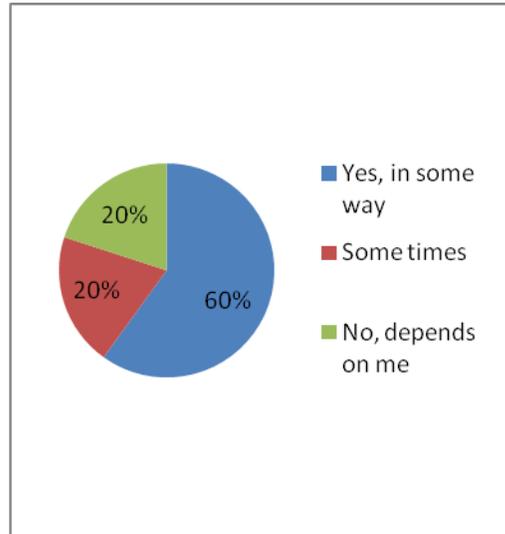
### GRAPHIC No. 3

Do you think that the way your teacher teaches you has something to do with your like for the English subject?

#### NOVICE T'Ss



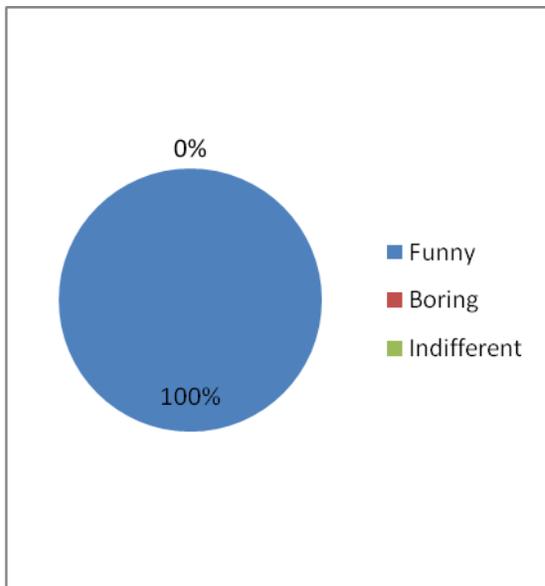
#### EXPERIENCED T'Ss



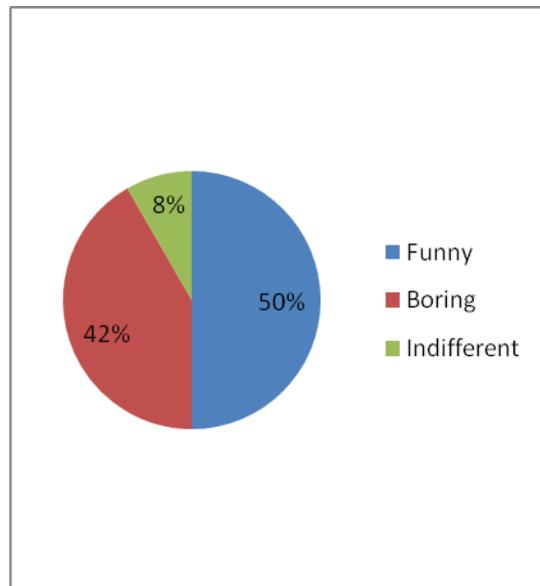
### GRAPHIC No. 4

What is your opinion about the way your teacher performs the English class?

#### NOVICE T'Ss

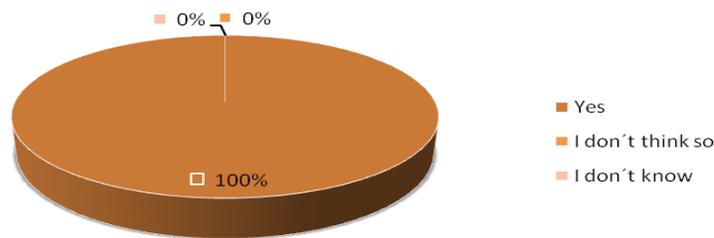


#### EXPERIENCED T'Ss



### GRAPHIC No. 5

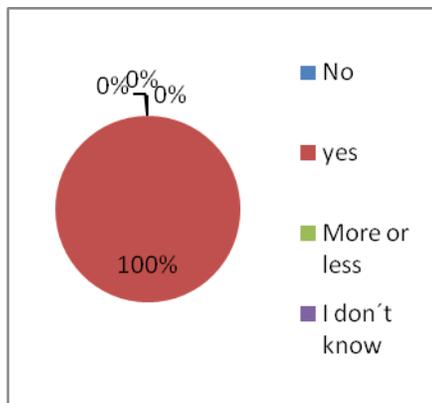
Do you consider that your book is a good support for your English language?



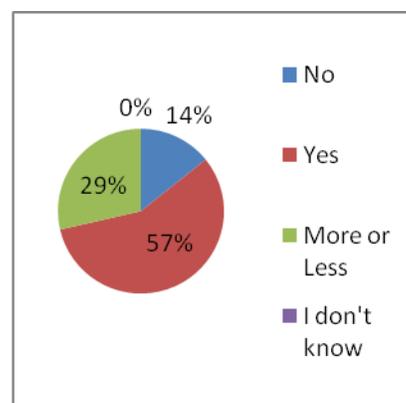
**GRAPHIC No. 6**

Do you think that the English book you are using is suitable for the level of English of this semester?

**NOVICE T´ Ss**



**EXPERIENCED T´ Ss**



- Why?

**NOVICE TEACHER**

- Suitable level: II
- It is specialized in the tourism field: III
- It has a rich vocabulary: I
- NOTE: The same student gave two answers.

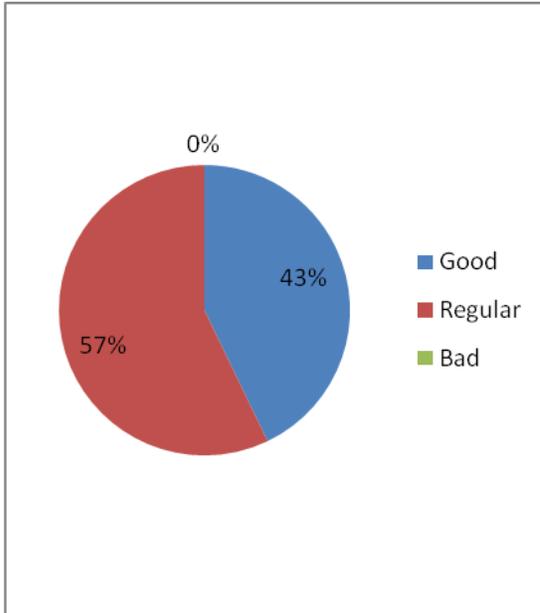
**EXPERIENCED TEACHER**

- It is specialized in the tourism field: II
- It has a rich vocabulary: I
- Grammar is not nough: I
- Por vocabulary: I
- It not specialized enough in tourism: I

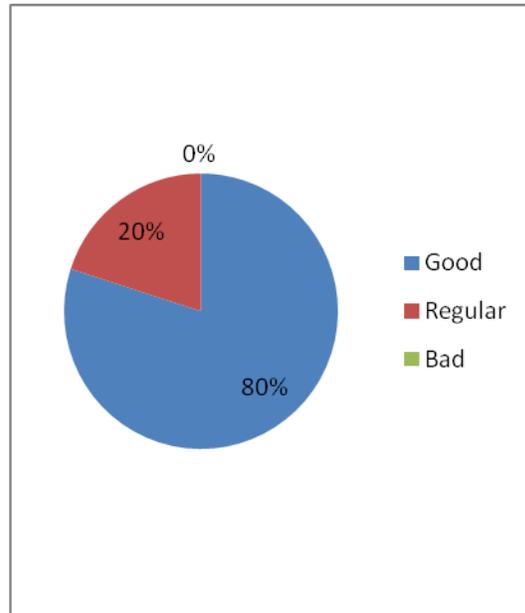
### GRAPHIC No. 7

How do you grade your book according to the grammar content?

#### NOVICE T



#### EXPERIENCED T



### GRAPHIC No. 8

What is your general opinion about your English coursebook?

#### NOVICE T' Ss

- 
- It is specialized in tourism: II
- It has advanced grammar: I
- Hard vocabulary: I

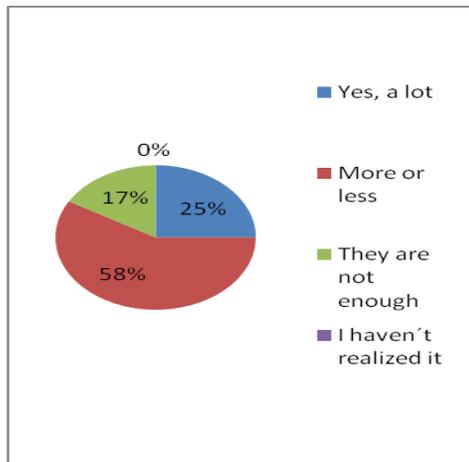
#### EXPERIENCED T' Ss

- 
- It is specialized in tourism: II
- It has advanced grammar: I
- Hard vocabulary: II
- More exercises are needed: I
- It doesn't have anything to do with the career profile: I

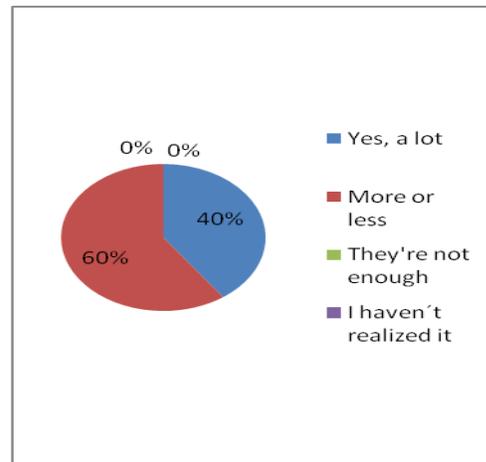
### GRAPHIC No. 9

Does your book count with drawings or pictures that help you understand better the grammar?

#### EXPERIENCED T'S Ss



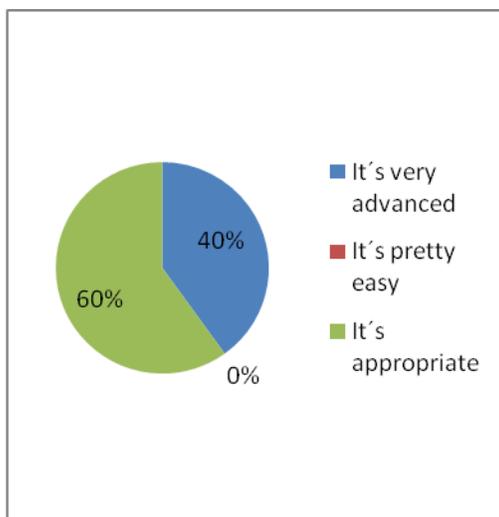
#### NOVICE T'S Ss



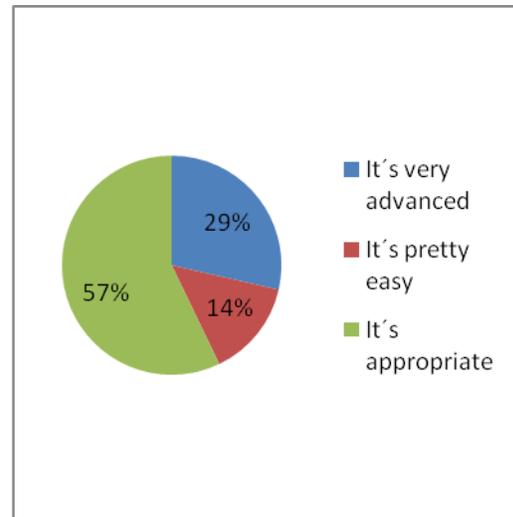
### GRAPHIC No. 10

How do you grade your book according to the vocabulary used by it taking into account your level of English?

#### NOVICE T' Ss



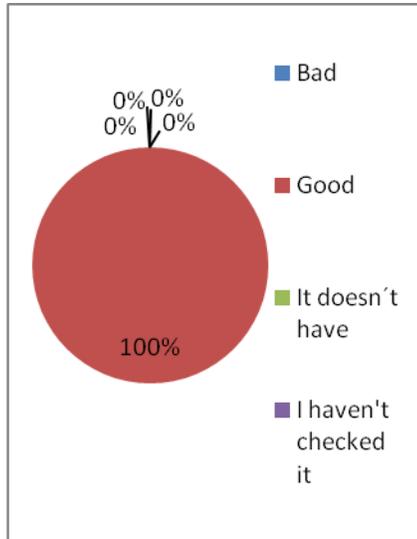
#### EXPERIENCED T' Ss



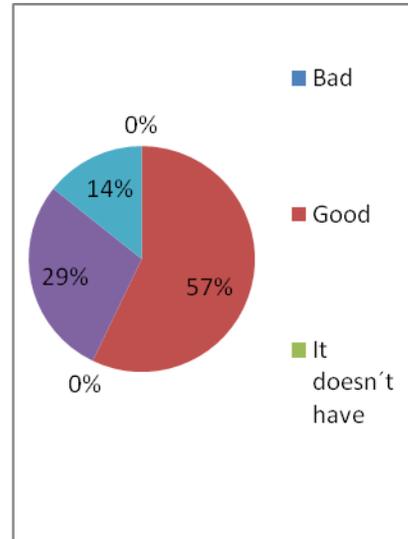
### GRAPHIC No. 11

How do you grade the practice pronunciation that your coursebook has?

#### NOVICE T' Ss



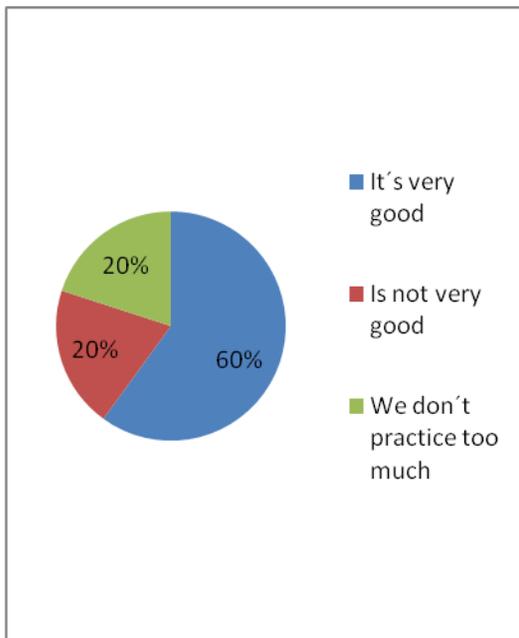
#### EXPERIENCED T' Ss



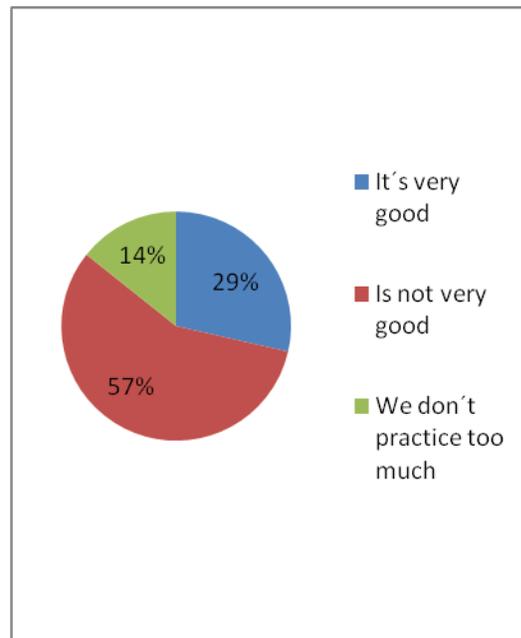
### GRAPHIC No. 12

How do you grade the four abilities practice of the English (Listening, Speaking, Reading and Writing) including in your book?

#### NOVICE T' Ss



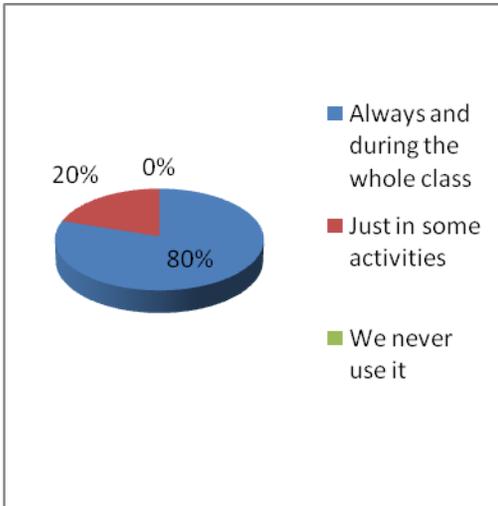
#### EXPERIENCED T' Ss



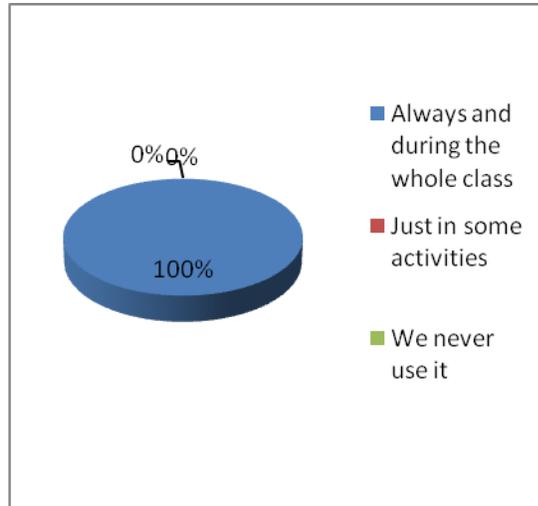
### GRAPHIC No. 13

How often does your teacher make use of the coursebook in each class?

#### NOVICE T' Ss



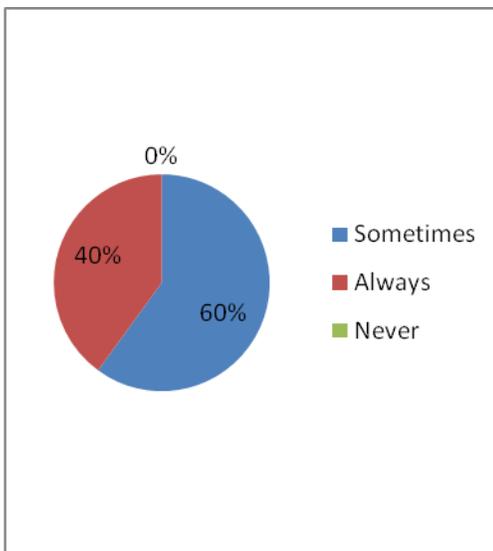
#### EXPERIENCED T' Ss



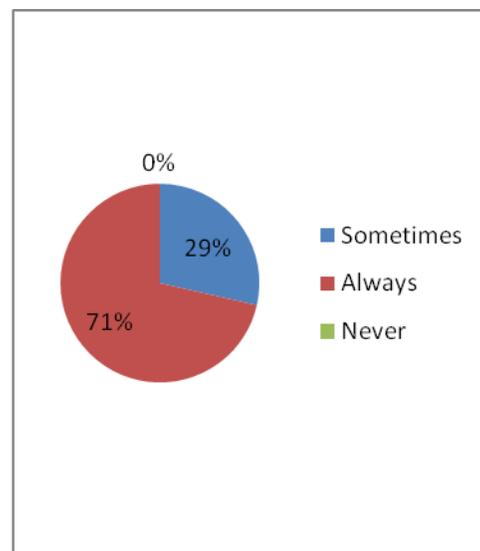
### GRAPHIC No. 14

Does your teacher follow the order of the exercises and activities of the book without skip any of them?

#### NOVICE T' Ss



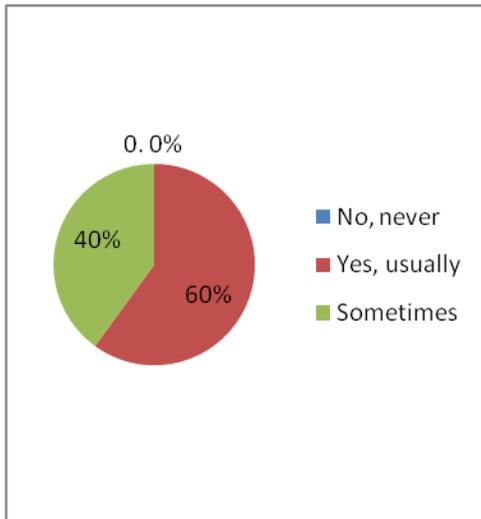
#### EXPERIENCED T' Ss



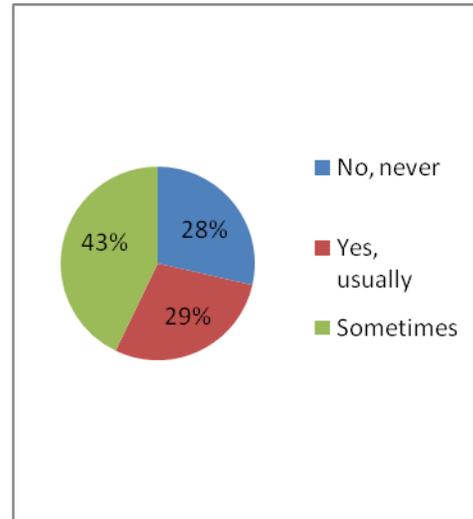
### GRAPHIC No. 15

Have you noticed if your teacher adapts some activities of the book to apply them in a different way?

#### NOVICE T' Ss



#### EXPERIENCED T' Ss



### Graphic No. 16

What would you change about the way your teacher perform the English class?

#### Novice Teacher

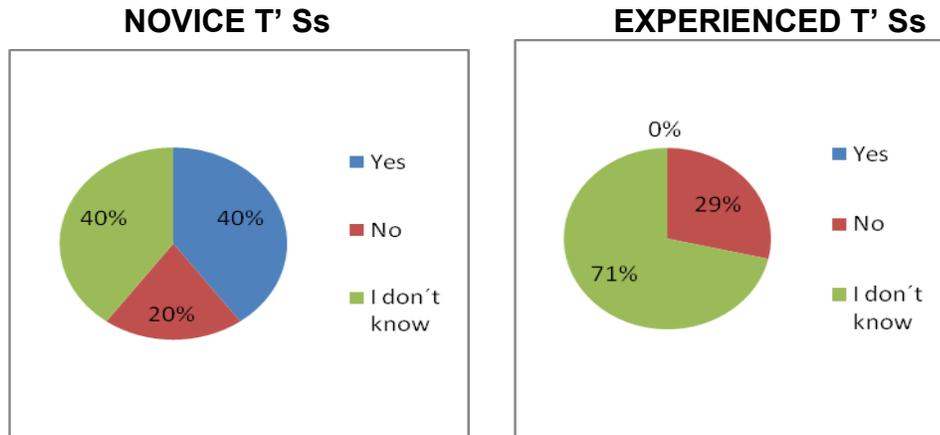
- Nothing: III

#### Experienced Teacher

-Nothing: I  
-That it will be more dynamic:  
IIIIII  
-Her method of teaching: I  
-The way she explains: I

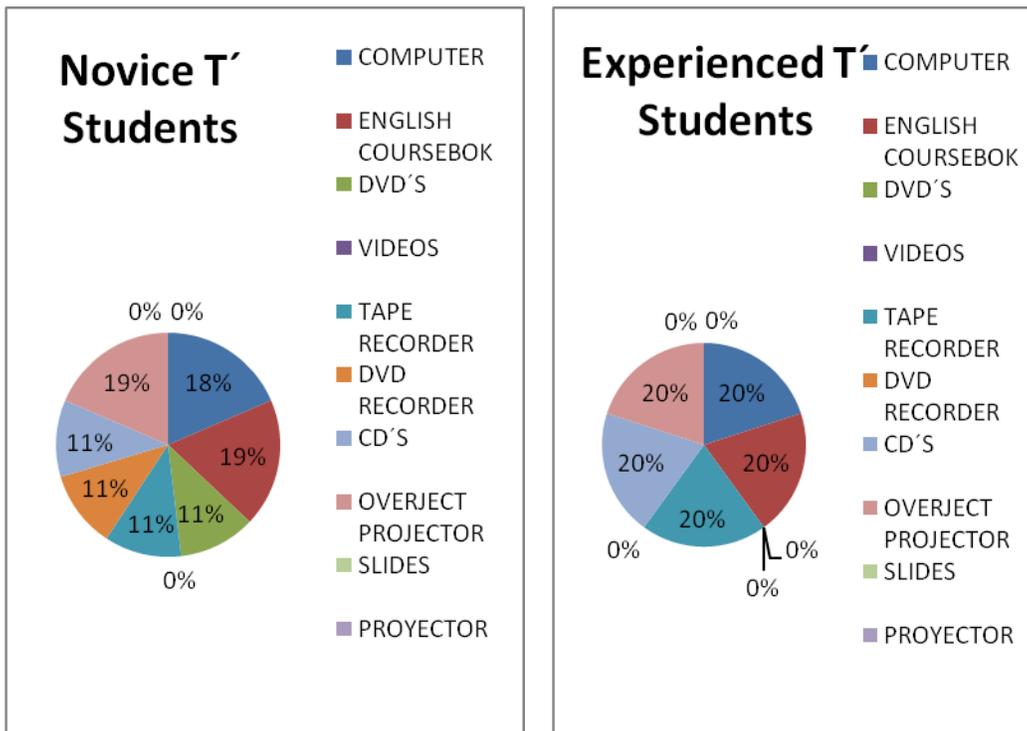
### GRAPHIC No. 17

Do you know if there exists a syllabus were the semester is based?



### GRAPHIC No. 18

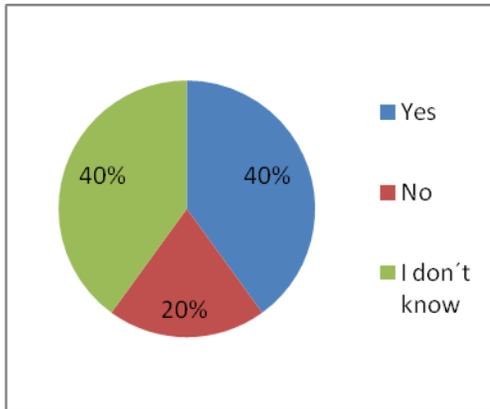
What other materials does your teacher make use in a class?



### GRAPHIC No. 19

Do you know if there exists a syllabus were the English subject is based during the whole semester?

**NOVICE T' Ss**



**EXPERIENCED T' Ss**

