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SEMINARIO DE TÍTULO

**A STUDY OF SECONDARY EDUCATION ENGLISH TEACHERS'  
CRITERIA FOR THE SELECTION OF TEXTBOOKS DIFFERENT FROM  
THE ONES PROVIDED BY MINEDUC FOR THE 9TH GRADE, IN SIX  
SCHOOLS OF THE COMMUNE OF SANTIAGO BELONGING TO THE  
SEMI-PRIVATE AND STATE REGIMES.**

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## ABSTRACT

The present investigation seeks to identify the possible criteria utilized by English teachers from six institutions belonging to the state and semi-private regimes located in the commune of Santiago, at the moment of selecting a textbook for Ninth Grade. An emphasis existed in the resources delivered by the Ministry of Education, analyzing through a mixed methods research the probable difficulties in working with these instruments, as it was appreciated, within some of the visited establishments that they had been substituted by alternative textbooks. Thus, an attempt to explain the reasons which motivated the election of the textbook among these institutions was made, in order to learn if objectivity prevailed over subjectivity during this process. Data collection was made through the application of a questionnaire for the teachers of these schools, being supported by an interview answered by the English Department Chair of each institution. The obtained results show that the main criteria at the moment of choosing an English textbook were related to the clarity of them, in addition to having appropriate objectives for the students and supporting material for the teacher. The cost of these resources was fundamental among the teachers who decided to use the official MINEDUC textbook. Regarding the latter, it was determined that the material did not accomplish the teachers' expectations as a supporting tool in their work. Finally, it was concluded that subjectivity prevailed at the moment of selecting a textbook, being this process based on external factors unrelated to their content.

## RESUMEN

La presente investigación busca identificar los posibles criterios utilizados por los profesores de Inglés pertenecientes a seis establecimientos de carácter municipal y particular-subvencionado ubicadas en la comuna de Santiago, al momento de seleccionar un texto escolar para el Primer Año de Enseñanza Media. Existió énfasis en los recursos entregados por el Ministerio de Educación, analizándose mediante métodos mixtos de investigación las probables dificultades de trabajar con estos instrumentos, al evidenciarse en algunos de los establecimientos atendidos que éstos habían sido sustituidos por textos escolares alternativos. Es así que se pretendió explicitar las razones que motivaron la elección de los textos en estas instituciones, con la finalidad de conocer si prevaleció la objetividad por sobre la subjetividad durante este proceso. La recolección de datos fue realizada mediante la aplicación de un cuestionario para los profesores de estas instituciones, apoyado además de una entrevista contestada por el Jefe de Departamento de Inglés de cada establecimiento. Los resultados obtenidos muestran que los principales criterios al momento de seleccionar textos escolares de Inglés tuvieron relación con la claridad de éstos, además de tener objetivos apropiados para los estudiantes y material de apoyo para el profesor. El costo de los materiales fue fundamental entre los docentes que decidieron emplear el texto oficial de MINEDUC. En lo referido a este último, fue determinado que el material no cumplía con las expectativas de los profesores como un apoyo en su labor. Finalmente, se concluyó que la subjetividad prevalecía al momento de seleccionar textos escolares, basándose en factores externos ajenos al contenido de estos.

## TABLE OF CONTENTS

CONTENT	PAGE
ACKNOWLEDGEMENTS .....	1
ABSTRACT .....	2
RESUMEN .....	3
TABLE OF GRAPHS .....	9
CHAPTER I: THE STUDY .....	10
1.1. Introduction .....	11
1.2. Goals / Objectives .....	12
1.2.1. General Objective.....	12
1.2.2. Specific Objectives.....	12
1.2.2.1. Specific Objective 1.....	12
1.2.2.2. Specific Objective 2.....	13
1.3. Research Problem .....	13
1.4. Research Questions .....	14
1.4.1. Research Question 1.....	14
1.4.2. Research Question 2.....	14
1.4.3. Research Question 3.....	14
1.5. General overview of the contents .....	14
CHAPTER II: THEORETICAL FRAMEWORK .....	16
2.1. Introduction .....	17
2.2. Definitions .....	17

2.3. Why use textbooks? .....	18
2.4. Role of the Ministry of Education in textbook development and selection ..	21
2.4.1. Official policies and measures taken by the Ministry.....	22
2.4.2. Examples of quality standards for textbook selection.....	24
2.4.3. Official procedure for textbook selection .....	26
2.5. Textbook development and market in Chile.....	28
2.6. Textbook development and selection in other countries .....	31
2.6.1. Textbook selection in Slovakia .....	32
2.6.2. Textbook selection in Brazil .....	34
2.6.3. Textbook selection in Norway .....	36
2.6.4. Contrasting the Brazilian, Slovakian and Norwegian realities with textbook development and selection in Chile .....	37
2.7. Use of the learning resources in state and semi-private schools .....	38
2.8. Summary and final considerations .....	40
CHAPTER III: METHODOLOGICAL FRAMEWORK .....	42
3.1. Introduction .....	43
3.2. Methodological Procedure .....	44
3.2.1. Type of Research Study .....	44
3.2.2. Subject of the Study .....	45
3.2.3. Procedure .....	46
CHAPTER IV: DATA PRESENTATION & ANALYSIS OF RESULTS .....	51
4.1. Introduction .....	52

4.2. Teachers' criteria for textbook selection .....	52
4.3. Drawbacks found in the official MINEDUC textbook for Ninth Grade .....	59
4.4. Possible existence of subjectivity in the process of textbook selection .....	67
4.4.1. Interview overview .....	67
4.4.1.1. Previous process of analysis of the English's textbook for the 9th grade.....	67
4.4.1.2. Period of textbook selection .....	68
4.4.1.3. Revision of other textbooks as supporting material .....	68
4.4.1.4. Administrative personnel responsible for the selection of the English textbook .....	69
4.4.1.5. Analysis of the official textbook by teachers who opted for using an alternative one .....	69
4.4.1.6. Economic factors involved in the selection of the MINEDUC textbook .....	70
4.4.1.7. Preconceptions at the moment of selecting English textbook provided by MINEDUC for the 9 <sup>th</sup> grade .....	70
4.4.1.8. Preconceptions related to English textbooks different from the one delivered by MINEDUC for the 9 <sup>th</sup> grade .....	71
4.4.1.9. Influence of the previous knowledge of the publisher in charge of textbook development .....	71
4.4.1.10. Parents' concerns about English textbook selection .....	71
4.5. Interview analysis .....	72

CHAPTER V: CONCLUSIONS .....	81
5.1. Conclusions .....	82
5.2. Contributions .....	86
5.3. Further Research .....	88
REFERENCES .....	91
APPENDICES .....	95
1. APPENDIX 1: Questionnaire for the selection of a textbook .....	96
2. APPENDIX 2: Questionnaire comments .....	101
3. APPENDIX 3: Interviews .....	103
3.1. APPENDIX 3.1. Interview for the schools that utilized the MINEDUC's textbook .....	103
3.2. APPENDIX 3.2. Interview for the schools that did not utilize the MINEDUC's textbook .....	105
4. APPENDIX 4: Interviews answered by Department Chairs .....	107
4.1. APPENDIX 4.1: Interviews answered by Department Chairs who used the official textbook .....	107
4.1.1. Interview 1 (DC1) .....	107
4.1.2. Interview 2 (DC2) .....	110
4.1.3. Interview 3 (DC3) .....	112
4.2. APPENDIX 4.2. Interviews answered by Department Chairs who did not work with the official textbook .....	114
4.2.1. Interview 4 (DC4) .....	114



4.2.2. Interview 5 (DC5) .....	123
4.2.3. Interview 6 (DC6) .....	127
5. APPENDIX 5: Letter of permission from Ms. Marlene Gutiérrez .....	134

TABLE OF GRAPHS

CONTENT	PAGE
Graph N°1: Teachers' criteria for the selection of an alternative textbook .....	54
Graph N°2: Teachers' perception of the MINEDUC's textbook drawbacks .....	61

**CHAPTER I**

**THE STUDY**

## **1.1. Introduction**

The following research was focused on clarifying the criteria used by English teachers in six schools in the commune of Santiago belonging to the state and semi-private regimes for the selection of textbooks, with an emphasis on the reasons which led some of them to utilize a coursebook different from the ones provided by the Ministry of Education.

In Chile, the Ministry of Education (MINEDUC) is the institution in charge of distributing the textbooks to state and semi-private schools. In our country, semi-private schools have the possibility to opt for other textbooks that they consider more appropriate for their students. Conversely, most of the state schools do not have the option to choose a different coursebook because it is difficult for the students and their parents to acquire other textbooks as they involve an additional cost.

It is with this reality in mind that this research was aimed at discovering how teachers and/or the administrative personnel of each of the consulted schools decided how to select the English textbooks utilized for by their Ninth Grade students, making allowance for the possibility of finding both subjective and objective reasons for their selection and the existence or lack of presence of a clear procedure for this process. In addition, during the researchers' Practicum process it was perceived that MINEDUC's textbooks were commonly disregarded in semi-private schools, so this investigation sought to determine if the implementation of alternative coursebooks

was determined through unbiased criteria or if particular, predisposed reasons against the official book existed.

The procedure followed in this research consisted of the selection of six English Department Chairs and 25 English teachers to know their perceptions about the textbooks they used. The sample was selected in relation to the surrounding area of Silva Henríquez Catholic University. The data were collected through interviews applied to the English Department Chair and questionnaires to the teachers.

## **1.2. Goals/Objectives**

The general objective this research sought to achieve can be described as follows:

### **1.2.1. General Objective**

To identify the possible criteria used by 9<sup>th</sup> Grade state and semi-private English teachers in order to select a textbook different from the one provided by MINEDUC.

The specific objectives that derived from the main objective were:

### **1.2.2. Specific Objectives:**

**1.2.2.1. Specific Objective 1:** To identify the drawbacks in the MINEDUC English textbook for 9<sup>th</sup> Grade which led some secondary education teachers to select a different one.

**1.2.2.2. Specific Objective 2:** To know if objective reasons led to the selection of an English textbook, rather than subjectivity.

### **1.3. Research Problem**

This study is focused on analysing the possible causes that lead secondary education English Teachers to select English textbooks, especially when they differ from the official material selected by MINEDUC. A base for this investigation is founded on the different realities experienced throughout the teaching practice, in which the semi-private school teachers, in a determinate number of cases, expressed negative views towards the textbooks that the Ministry of Education chose for their courses. As a response to this phenomenon, the reasons and the objectivity for the selection or the criteria used when favouring the selection of a given textbook over another have come into question.

Textbooks are widely considered valuable tools in the teacher's work as a help in lesson planning, containing both practice and production exercises, vocabulary and grammar review. Additionally, they aid students in the comprehension and acquisition of the contents, displaying them in a didactic and attractive design. They also constitute a significant help in their preparation for tests. To summarize, the decision of using a specific textbook over another may lead to divergent results in academic abilities, communicative skills and competences of the students. Moreover, it is clear that an ample range of criteria is employed among the schools to determine

which textbook would be most appropriate for their students, so the need of a standardised procedure for the evaluation and selection of this material is evidently required.

#### **1.4. Research Questions**

The orientating questions were:

**1.4.1.** What are the possible criteria for the selection of textbooks for the 9<sup>th</sup> Grade in six schools belonging to the semi-private and state regimes in the commune of Santiago?

**1.4.2.** What are the drawbacks in the official English textbook for 9<sup>th</sup> grade which led some secondary education teachers to select a different one?

**1.4.3.** Is the selection of an English textbook, being it the one provided by MINEDUC or another, based on objective reasons, rather than subjectivity?

#### **1.5. General overview of the contents**

The following is a brief account of the rest of the contents of this thesis. Chapter II provides a revision of the literature related to the topic of use, selection and development of textbooks. Chapter III details the procedure and methods followed by the researchers when gathering the data needed in order to achieve the objectives

of the study, while Chapter IV is concerned with the examination of the results of this process. Finally, Chapter V is a presentation of the conclusions and contributions made by the investigators, in addition to suggestions in the field of further research.



**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **2.1. Introduction**

A review of the available literature related to the use of study material by English teachers and students in the classroom reveals a variety of characterizations and postures on the very concept of a textbook or coursebook. For the purposes of this thesis, researchers who provided literature with suitable terminology and descriptions that helped plan the present study were selected.

## **2.2. Definitions**

Penny Ur's definition, which states that a coursebook can be defined as "a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course" (2009, p. 183) will be taken as valid for the purposes of this research, because it effectively summarizes in a few words the main features and purpose of this instrument.

As Fontaine & Eyzaguirre (1997) explain, "the presence of textbooks is one of the factors that have demonstrated most consistently a positive influence over academic results", because "students learn more by using textbooks than without them, when their skills and quality of their teachers are a constant" (p. 359). As a consequence, every school is concerned with providing students with textbooks which may allow for a better comprehension and acquisition of the contents and abilities included in the curriculum for their respective year.

### **2.3. Why use textbooks?**

Before making an attempt to understand the reasons which lead teachers to the selection of one textbook or another, it is necessary to understand that each teacher has a different general idea of what a textbook is and what its main purpose is. As Pagès (2009) states,

A textbook by itself is merely that, an object... It does not stop being an object, which, like any other, it is not 'anything' by itself. It depends on the way in which it is used. A good textbook, badly utilized, cannot generate good teaching or good learning. And, nevertheless, a bad textbook, used properly, can generate an excellent learning (p. 2).

In the end, the individual responsible for preparing a good class and efficiently managing the available resources continues to be the teacher. However, it is understood that the quality of the coursebook chosen for the class will influence the students' learning, having an impact on three fields: "how curriculum is implemented, the quality of instruction and the amount of time invested in it" (Fontaine & Eyzaguirre, 1997, p. 357).

It is necessary, then, to increase the currently available knowledge in the field of textbook selection in order to understand what teachers expect from a book nowadays,

how they believe these books affect students' potential for the acquisition of a new language and how textbooks in general are valued.

On the one hand, Spanish professor Martínez Bonafe (2006) qualifies textbooks as “a format for codifying school knowledge which is more related to the old time of cathedrals than to the current times of World Wide Web and the Internet user” (p. 2). Here lies a modern position, which sees the textbook as unneeded because of the great technological advances our civilization has undergone, which has led to the development of fast, expansive and interactive tools such as the Internet. Martínez continues by saying that textbooks contribute to the conception of culture as something “static, finished and closed” and to the presentation of knowledge as “something external to the reader, far from their problems and experiences.”

On the other hand, Heyneman (2006), in his research for UNESCO, states a belief that textbooks “may, in fact, be the most effective of educational technologies yet invented, and there is no reason to imagine a modern educational system where textbooks do not play a central role.” Meanwhile, Oates (2014, p.5) adopts a middle position, both acknowledging the importance of the new technologies and warning against leaving textbooks behind, defending their continued use, as “textbooks have been developed to support highly effective pedagogic practices” adding that “while electronic delivery may hold promise, it is vital to understand whether the essential

teaching and learning processes stimulated and supported by the existing paper-based materials will be guaranteed in any switch to digital.”

Finally, Harmer (2007) summarizes this issue, reiterating the existence of reasons for and against the use of coursebooks. He explains that some teachers approve of the use of coursebooks, because “they provide good teaching material which is often attractively presented”. On the contrary, “some teachers have a very poor opinion of coursebooks. They say they are boring, stifling (for both teacher and students) and often inappropriate for the class in front of them”. The author suggests that “teachers need to see coursebooks as proposals for action, rather than instruments for action” (p 153). That is to say, coursebooks will have a more beneficial effect as long as teachers determine when and how to use the books, and not following this material slavishly, as the only material which is taken into the classroom. Ur (2009) adds to this point, when expressing her views:

I prefer to use a coursebook. I find that a set framework helps me to regulate and time my programme. Moreover, in my experience learners too prefer to have one. It seems that the possession of a coursebook may carry a certain prestige (p. 193).

As she stated before, many language teaching coursebooks could need supplementary materials to cover a subject.

It is apparent in view of the available literature that not only may teachers opt for a certain book over another, but the very necessity of these resources might be questioned among pedagogical staff. In conclusion, the motives behind the selection of a book in a specific school should be clearly related to the improvement of the students' skills and knowledge, as they have to complement what modern technologies are able to provide. This is one of the main points in which this investigation sought to gather more and concrete information, examining the current procedures used for textbook selection to determine the existence of clear and objective criteria instead of subjective decision making in this field.

#### **2.4. Role of the Ministry of Education in textbook development and selection**

In Chile, the entity responsible for the selection of the official English textbook and supplementary materials which are distributed to most students in the country, especially in state and semi-private schools, is the Ministry of Education (MINEDUC). The Ministry is entitled to propose the textbooks to the different subjects present in the national curriculum based on a series of specific official criteria and policies which are described as follows.

#### **2.4.1. Official policies and measures taken by the Ministry of Education**

This institution has made a considerable effort, since the creation of the program “*English Opens Doors*” (“*Inglés Abre Puertas*”), to increase the availability of the coursebooks. This set of measures was developed with the primary mission of helping to “train citizens of the twenty first century through the significant increase in the ability of graduates from secondary school to communicate in English” (OECD, 2008).

This programme started in 2003; in fact, students from fifth and sixth grade were receiving English textbooks and cassettes for the first time during that year. In 2004, the same resources began to be given to seventh and eighth grade students. Later, MINEDUC began to deliver a teachers’ guide to complement the coursebook, in addition to multimedia material found on their website. Finally, in 2007, cassettes were replaced by compact discs (CDs).

In addition, procedures started to be applied to guarantee an improvement of their quality by setting higher standards of approval, because, as the then-Minister of Education, Sergio Bitar, said at the time, “The idea is that young people graduate from school being able to chat and read any text with a basic level of English.”

To reiterate, the curriculum and evaluation unit of MINEDUC, acting together with other ministerial and external entities are the responsible institutions for the yearly

processes of acquisition, evaluation, accreditation, eligibility and monitoring of the textbooks. Those materials are delivered to students and teachers of state and semi-private schools from preschool to 12<sup>th</sup> grade, free of charge, with the purpose of “ensuring equal opportunities for all students, regardless of their social, economic or territorial status” (MINEDUC, 2010).

A very important aspect that is emphasized in official policies of MINEDUC for textbooks is their constant innovation. The Ministry of Education seeks to innovate and renovate the content of its coursebooks every year, according to the challenges and needs that arise in society. Because of the constant processes of transformation taking place in our society, textbooks need to be continuously updated in form and content, to reflect a context with which both teachers and students can identify.

The textbook is a key resource in the students’ learning process, as well as for teachers, because it helps them to plan and develop the class. Moreover, “in areas of greater socioeconomic and cultural vulnerability, the textbook represents an instrument of equity and cultural enrichment for families” (MINEDUC, 2010).

The Ministry of Education has shown great concern in expanding the resources given every year, covering more levels of study and learning subsectors.

In their *Textbook Policies* document (2010), MINEDUC described a sharp rise in the distribution of textbooks through the years. According to this report, in 1990 almost 2



million books were delivered, while in 2010 this number increased to more than 15 million. As the years pass, more levels of education started to benefit from these materials. While in 1990 MINEDUC delivered resources to only 85% of the total number of elementary schools, in 2010 it had managed to supply every preschool, elementary and secondary education institution with the official textbooks.

As established in its official policies, MINEDUC understands that quality should always be the main factor in choosing which publisher shall be accepted for printing and distributing their proposal, although economic concerns are taken into account. To determine whether a certain material meets the demands of teachers and students, constituting a truly helpful resource in the learning process, quality standards are required.

#### **2.4.2. Examples of quality standards for textbook selection**

Among the publicly known standards or criteria for textbook selection, Harmer's research (2007) provided valuable areas of consideration when reviewing a coursebook: price and availability (How much does the coursebook cost?), add-ons and extras (Apart from a workbook, what other extras are offered with the course?), layout and design (Is the book attractive?, Is its design appropriate for the students and the teacher?), instructions (Are these clear and unambiguous?), methodology (What kind of teaching and learning does the coursebook promote?), syllabus (Does it cover the language areas that we would expect?), language skills (Does the coursebook

have the appropriate balance of skills?), topics (Are the topics appropriate for the kind of students who will be using the coursebook?), cultural appropriateness (Is the material appropriate for the cultural situation that the students are in?) and the teacher's guide (Is it easy to use? Does it explain things clearly?).

Ur (2009) developed her own criteria, which can supplement the one described above. Its most important points are: a clear explanation and implementation of the objectives in the material, interesting and varied topics and tasks for the students, a clear and attractive layout, clear instructions, that content is clearly organized and graded, good vocabulary explanations, good grammar presentation and fluency practice in all four skills (Reading, Writing, Speaking and Listening).

Finally, Hedge (2014) emphasized the necessity of "evaluating the relevance of a book to a particular group of students" (p. 357) when selecting a textbook. This goes in hand with Harmer's criteria, as one of the stages of evaluation is concerned with the "needs and context of the intended learners", that is, the geographical environment, sociocultural reality and age of the students which must be taken into account in the activities and contents covered by this material, as they must be comprehensible and relatable for the learners. In addition, and according to the author, another stage of this process consists in determining if the material can successfully achieve the goals it states, to decide if it is able of fulfilling "its own aims and is therefore reliable in carrying out its undertakings to the learner." (Hedge, 2014)

### **2.4.3. Official procedure for textbook selection**

Taking into account the previously discussed standards as an example of what is necessary when determining if a textbook is the most appropriate one for students as well as teachers, MINEDUC has developed its own algorithm to determine which textbook to use. After this institution determines the requirements for the production of textbooks, and specifies how they should follow the National Curriculum Framework and other specific standards, the publishers are evaluated in three steps, which are presented next:

- Firstly, textbooks are reviewed in a Technical–Pedagogical Evaluation, done by external committees which depend on Evaluation Centres. This consists of a comprehensive analysis of the texts, in which they are checked based on their content (importance and relevance), graphical design, additional digital resources such as CDs and multimedia content, the presence or absence of orthographical or grammatical errors, and lastly, an evaluation in the context of an actual classroom.
- Then, an economic evaluation takes place to determine the eligibility of the textbooks.

- Next, an algorithm is employed. This instrument gives each book a final score by comparing their budgetary framework against the score obtained in the previous technical evaluation of the textbook.
- Lastly, the Ministry may determine that the two textbooks that received the highest score for each subject in each grade are available for being selected in every school (MINEDUC, 2010). This step is known as *Eligibilidad* (“*Eligibility*”), although currently it is only applied to the coursebooks used by First Grade Language and Communication teachers, who have the opportunity of choosing between the materials developed by the Zig-Zag or Santillana editorial staff. (MINEDUC, 2015). For the other subjects (such as English) and school levels, teachers are only given the chance of using one single textbook, according to the process described in the previous steps.

The mechanism previously described concerns only one of the two markets currently existing for textbook production in Chile: the state market. Here, MINEDUC is the institution in charge of financing the production of these textbooks through yearly tenders in which publishers take part. Paralelly, it also exists a private market, with its own features which will be elaborated on in the next section.

## **2.5. Textbook development and market in Chile**

In Chile, textbooks' market is an important issue because many parents need to invest significant resources every year so their children can have the material which will be used for their English classes.

The educational institutions which receive the textbooks given by MINEDUC are accredited schools, both from the state and semi-private regimes. According to Ortúzar (2014) "accreditation is a process in which an educational establishment voluntarily agrees to use the textbook produced by MINEDUC." Thus, semi-private and private schools can decide whether or not to use an alternative textbook by choosing not to take part in the accreditation process, while some state schools, based on their economic context, can in some cases agree to use the official textbook or opt for an alternative one, while those which lack monetary resources are left with just the choices of using the official textbook or not employing one at all. This may influence the greater use of the MINEDUC textbook in state schools, as they do not have the economic resources needed to access alternative materials. For the purposes of this research, this issue was considered when deciding to interview the personnel of each school, as financial factors were judged a crucial part in the process of textbook selection.

Ortúzar (2014) studied the quality, format and market of textbooks in Chile, expressing that "the state market of textbooks corresponds to a 90% of the total

market of textbooks in Chile” and “the publishers more benefited with this tender process are Santillana (28%), Cal y Canto (14%) and Norma de Chile (12%). The last ones belong to Carvajal S.A. business”. The materials which students are given yearly thus are in the hands of a very small number of publishers, which have a critical responsibility in shaping their knowledge. It would be naturally assumed that these institutions would be concerned with developing resources which could make learning an interesting and fulfilling process, but according to the author, in the state market, the main criterion for the manufacturing of the textbooks is their price. As a consequence of this, publishers compete among them and focus on obtaining the cheapest possible print run instead of concentrating in attaining an excellent quality.

In contrast to the state market, a private market exists, in which private and semi-private schools have the possibility of choosing the textbook which they will work with during the school year, so parents in some schools are pushed to obtain the material in this market instead of using the official MINEDUC textbook. Ortúzar (2014) says that “the private market of the textbooks represent the 10% of the total market in Chile”. In this sector, textbooks cost ten or twenty times more than their equivalents in the state market.

Both private and state textbook publishers have been accused by the general public of printing the same contents year after year. The Chilean Chamber of Books (Cámara Chilena del Libro, CChL) defends the current process, as according to them “the new

editions of the textbooks respond to curricular adjustments that the MINEDUC makes periodically according to different parameters,” (as cited in Ortúzar, 2014, p. 12) being this “the only factor which influences the decision of preparing new editions, so it is not effective that **economic** reasons motivate it”. On the other hand, organisms such as the National Economic Prosecutor Office (Fiscalía Económica Nacional, FNE) have questioned the actual need of printing new textbooks every year. In 2011, they determined through a research asked by the Chamber of Deputies that the contents of the textbook between a year and the next one were actually very similar, thus putting in doubt the necessity of asking for new textbooks when the old ones might probably be good enough to satisfy the learners’ demands.

As it can be gathered from the available information, private and state sectors currently do not encourage publishers to strive for high quality content. Instead, they focus on increasing their monetary gain. As a consequence, teachers who seek for the best resources for their classes may have difficulties when trying to choose the optimal coursebook for their students. It is here where the necessity of acquiring more information about the criteria finally used by the educational staff of each school comes to light, to know how they solve this ongoing challenge.

## **2.6. Textbook development and selection in other countries**

When looking at the official guidelines for the elaboration of a textbook in Chile and the problems this system faces, the possibility of contrasting this reality with the procedures employed in other countries throughout the world appears. For this study, the latest results of the Human Development Index (HDI) included in the United Nations Development Programme's (UNDP) Human Development Annual Report were considered. The official criteria for the ranking of nations in this report are the following:

A summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. . . The health dimension is assessed by life expectancy at birth; the education dimension is measured by mean of years of schooling for adults aged 25 years and more and expected years of schooling for children of school entering age. The standard of living dimension is measured by gross national income per capita. (UNDP, 2015).

For the purposes of this research the realities of three nations were chosen: Slovakia, Brazil and Norway, in order to review what is happening, in the first place, in a European country with a similar rank to our nation (35<sup>th</sup>, in comparison to Chile's 42<sup>nd</sup>), in which high standards are to be expected, followed by an overview of the reality of a fellow South American nation which, in contrast, received a lower score



(75<sup>th</sup>) than ours, and ending with an analysis of the reality of the most developed country in the world, according to this report. In addition, in all of these nations as well as in ours, English is taught as a Foreign Language, a concept defined by Nordquist as “A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication” (2015). Consequently, it is to be expected that textbook development in these countries would be conducted with similar goals to those found within the materials distributed by MINEDUC. This review is based on the contents of the First International Seminar of Textbooks (“*Primer Seminario Internacional de Textos Escolares*”), which took place in Santiago de Chile in 2006.

#### **2.6.1. Textbook selection in Slovakia**

In the case of this country, the most important factor to consider is that in Slovakia books are not given to the students but lent, free of charge, for a single year. After this time is over, students give back their textbooks to their respective schools and receive the books for the next year in exchange. This greatly reduces costs for the schools, the students’ families and especially the state, which is in charge of financing the textbooks.

In addition to the Ministry of Education, two state scientific institutes: the Institute for Education and the State Institute of Vocational Education are able to start the process of creation of a new textbook. The mechanism employed is a public bid, in

which private publishers are selected according to the cost of their proposal, the current demands of the curriculum and the standards for each subject. These offers are evaluated by a publishing committee, composed by scientific experts, active teachers and representatives from the technological and scientific institutes. An important aspect to emphasize is that this committee, in addition to approving or rejecting a textbook, can recommend an already published book or translate a foreign one, only if it meets the existing rules and study programs.

Another interesting element of this system is that textbook authors can suggest changes to the curriculum and the standards for a subject if they consider it necessary, thus having a greater influence in the process of textbook development and acquisition.

It is evident that a system such as this allows for a higher quality of coursebooks, as teaching specialists and scientists are deeply involved in the evaluation process. Moreover, having more than one public institution tasked with this responsibility helps to diminish the possibility of errors and enhances the opportunities to implement a variety of teaching styles and educational resources when preparing the material. From another point of view, allowing publishers to have an impact on the curriculum could lead to teaching standards which favour their particular interests above the students' needs.

### **2.6.2. Textbook selection in Brazil**

In Brazil, meanwhile, textbooks are covered by Decree N° 91.542 of 1985, which ordered the creation of a National Program of Textbooks, to provide the students of state schools with free educational materials. The program consists of three specific characteristics:

- Textbooks are reusable during three years. (Except for the first grade of elementary school)
- Each teacher has the task of choosing their textbooks.
- The books are acquired with Federal Government resources and are distributed free of charge for all elementary school students.

It comes to light here that the Brazilian system for textbook adoption, in addition to helping reduce costs, brings a greater freedom to the teaching staff of each school, giving them a wide arrangement of materials from where to choose, instead of having just one book for each subject and grade, as it happens in our country.

To satisfy the requirements of this decree, the Ministry of Education (MEC) has systematically provided Mathematic, Portuguese Language, Sciences, History and Geography textbooks to elementary students from state schools. Since 1995, the Ministry of Education started to supervise these textbooks to ensure that quality

standards are fulfilled, in agreement with Brazilian State Universities. In addition, the Ministry of Education has developed a Technical Committee which collaborates with the Secretary of Elementary Education in textbook elaboration policies.

The pedagogical evaluation of resources registered in the National Textbook Program involves different stages:

The textbook selection is made by the Technological Research Institute of the University of São Paulo, which verifies the physical condition of the books. This step involves training for the evaluators and a critical reading of the books. In the end, a Textbook Guide is written, which contains a catalogue of the approved textbooks among which every teacher will be able to choose.

Textbooks containing misconceptions, inappropriateness and methodological errors, out of date contents, prejudice or discrimination are excluded from the assessment process. Pointless exercises, unrelated approaches and experiments that put at risk the students' physical integrity might also be deciding factors when rejecting a textbook. The existence of a Textbook Guide considerably helps to make teachers deeply involved in the selection process, as their opinions, needs and teaching styles are taken into account for future development and selection procedures.

### **2.6.3. Textbook selection in Norway**

In this highly developed country, the main factor to consider when discussing textbook selection is the complete absence of government-enforced restrictions. According to Selander & Skjelbred (as cited in Lund, 2006, p. 17), this country used to have an official system of textbook certification since 1860, a mechanism which was brought to an end in the year 2000, when the Parliament decided to abolish it.

Nowadays, teaching materials such as textbooks are not prescribed by the government; they are, instead, selected independently by the administrative staff and teachers of each school and acquired through bookstores. In addition, concerns such as the textbook evaluation process, the use of Workbooks and supplementary teaching materials or the frequency of the renovation of the textbooks, among others, also fall under the autonomous duties of the teaching institutions. These materials are developed by independent schoolbook publishers which work in the free market. Students belonging to elementary and lower secondary schools receive them free of charge, while those attending upper secondary schools must meet the cost of their coursebooks, although initiatives to make them universally free have been attempted. (Edumeres, 2015).

In view of the exceptional results obtained by this country in the latest annual *Education First English Proficiency Index*, in which Norway qualified as “very highly proficient”, being the fourth ranked nation in the world (after Sweden, the

Netherlands and Denmark) it can be posited that giving schools and teachers a higher degree of freedom when selecting the material utilized for developing and teaching classes might greatly influence how students learn and improve their communicational abilities.

#### **2.6.4. Contrasting the Brazilian, Slovakian and Norwegian realities with textbook development and selection in Chile**

In view of the previously described realities and keeping into account the different contexts which made necessary the procedures devised in each country, the most notable contrasting factor between them and the system currently adopted in our nation is the greater role that teachers have in foreign countries when selecting a textbook.

This could be a decisive element when researching the reasons which lead to the integration of a textbook other than the one provided by MINEDUC in the classrooms. Teachers may not believe that the official coursebook is able to satisfy their needs to properly deliver the contents to the students, as they could not take part in the process of textbook development. Additionally, two of the studied countries (Brazil and Slovakia) have adopted measures which greatly reduce the financial investments in which the state must incur every year, being Norway the anomaly in this case, as acquiring coursebooks from stores implies a higher investment, which brings to mind the reality of the Chilean private schools.

## **2.7. Use of the learning resources in state and semi-private schools**

As it was discussed in the preceding section, in Chile the administrative and teaching personnel of each school do not actively participate in the process of textbook development. This could lead to different views and expectations towards the material which the Ministry provides, in spite of the existing standards which should lead to the development of high quality learning resources. While many state institutions may prefer to continue receiving and using the official text, a large number of schools, mainly belonging to private and semi-private administrations, opt for alternative textbooks due to dissatisfaction towards the official English coursebooks.

Teachers from all education systems are constantly searching for different ways of leading their students towards a successful learning process. Learning resources have been an important support for the educational system of our country, acquiring a significant role in the classroom, although their use and role in the classroom often differs across the range of educational regimes. The study *“Los recursos didácticos en la enseñanza y aprendizaje del Inglés: Una aproximación exploratoria”* (“*Didactic resources in English teaching learning: An exploratory approximation.*”) conducted in 2012 by Díaz, Aguilera, Fuentes and Pérez shows this variation, detailing that “state schools receive from the government a large amount of learning resources, however, these schools have a lower learning achievement while semi-private schools have a fewer amount of learning resources but their academic results

are of a superior quality” (p.9). This research was made with the purpose of identifying the importance that learning resources have in an English class, how teachers use these instruments and what the correct use of these resources is. This study was given to 34 English teachers from state and semi-private schools. According to this study, it was concluded that “in a state school, English lessons are designed to capture students’ interest and clarify students’ ideas. On the other hand, in a semi-private school the main objective is to develop didactic activities”. Thus, teachers will select the most appropriate textbooks for their students, according to their ability to satisfy the objectives stated by their schools.

The type of learning resources which teachers frequently use in English classes have been varying over time because of the new technologies and the possibilities that teachers can access. This study determined that teachers from state and semi-private schools mainly use their own voice and body language as learning resources in addition to the textbook for the improvement of the students’ abilities. Teachers from state schools are mainly concerned with the field of vocabulary acquisition and grammar, while teachers from semi-private schools seek to develop oral expression among students, by frequent implementation of audio-visual resources such as CDs, DVDs and data projectors in conjunction with Power Point presentations.



## **2.8. Summary and final considerations**

To conclude this chapter and reinforce the necessity of a study of this magnitude, the available information can be summarized as follows:

- Textbooks are instruments which lead students to a better learning and greatly help teachers in the organization and development of their classes.
- There are crucial differences between the realities which state, private and semi-private schools face, both in their economic realities and in which and how contents and skills are developed.
- The existence of official criteria developed by MINEDUC for textbook selection does not ensure that all schools will choose to implement them for their students.
- The Chilean system of state textbook development and selection does not take in mind the opinion of teachers as much as it happens among other countries around the world, which may affect the final choice of an alternative book.
- Publishers' concerns when developing a book are often different from the teachers' needs, which can affect the quality of the material and thus lead to the dismissal of some textbooks.
- There is a wide range of reasons which lead schools to select a textbook over another, among of which money takes a primary role. More information is required in this area to determine which of them acts currently as the primary one.

- Additional materials such as multimedia resources are asked more frequently by teachers every year. Some of these educators may place them even above of the quality of the main textbook when deciding which material to use.

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1. Introduction**

The procedure used for this research will be thoroughly explained in this chapter, detailing the phases of this investigation and how the instruments were applied to gather data from 25 teachers and six English Department Chairs.

To accomplish the objectives of this investigation, these steps were followed:

- The elaboration of two interviews, one of which each English Department Chair had to answer according to the textbook which their students use. As a result, one was made for institutions which used the coursebook chosen by MINEDUC (see sample in Appendix 3.1) and the other was prepared for schools in which an alternative material was selected (see sample in Appendix 3.2). The purpose of this step was gathering qualitative information related to the criteria employed for the selection of a coursebook and the actors involved in this process.
- The elaboration of a questionnaire for English teachers to gather quantitative data regarding the features found in textbooks (see sample in Appendix 1). For this step, teachers who used the official material answered referring to the possible drawbacks found in it, while teachers who worked with an alternative textbook selected the most relevant criteria for them to decide whether an alternative textbook would be useful in their work.
- The selection of teachers and Department Chairs which were interviewed.
- Application of the instruments.

- The presentation of the gathered information.
- Data analysis.
- Conclusions.

### **3.2. Methodological Procedure**

#### **3.2.1. Type of Research Study**

This investigation belongs to the descriptive category. The main feature of this kind of study is “the description of phenomena, situations, concepts and events, detailing how they are and how they manifest” (Sampieri, 2006, P. 102). As such, the research conducted was aimed at recollecting data with the goal of acquiring information related to the views English teachers of semi-private and state schools had when considering an English textbook, to accurately display their opinions and the possible existence of tendencies in their given answers, which could lead to defined criteria for this process of selection.

In order to accomplish the proposed objectives of this research, the research displayed the results both quantitatively and qualitatively, using what is known as a mixed methods research. According to Teddlie et al., this is a “process that collects, analyzes and links qualitative and quantitative data within the same study or series of researches to answer a problem statement” (as cited in Sampieri, 2006). By employing such a method for this research, the possibility of gathering valid and appropriate data can be increased, as this process helps to achieve a “more precise

perspective of the phenomenon”, because having two methods which achieve the same results “increases our trust in them being a faithful, genuine and accurate representation of what happens with the studied phenomenon”, as Todd & Lobdell posited (as cited in Sampieri, 2006). For these purposes, instruments were developed, addressing the need for quantitative data with questionnaires from where the collected data could be organized into graphs to properly display how teachers opted for the different options covered by a Likert scale, and a structured interview designed for the English Department Chair of each school with the objective of acquiring qualitative and detailed information about the procedure conducted for the selection of a textbook, the people involved in it and the criteria they finally used for this.

In addition, this research did not aim to prove a determinate hypothesis, instead opting for describing the reality happening in the actual context of state and semi-private schools.

### **3.2.2. Subject of the Study**

The sample used to reach our objectives consisted of six English Department Chairs and 25 teachers belonging to three semi-private and three state schools, who either used the official textbook or preferred to utilize a different one.

Both state and semi-private school regimes were chosen considering the nature of the current school system, in economic and administrative terms. Teachers of these

regimes have the possibility of working with the textbook provided by MINEDUC, but among them, some institutions, mainly belonging to the semi- private sector, have English Departments which opt for the acquisition and use of other textbooks, considering them to be more appropriate for the students. In contrast, state schools generally can only use the official textbook or not utilize one at all, as they cannot ask their students to buy another coursebook because they most probably lack the economic resources needed for their acquisition.

The schools were chosen according to their geographic location, being all of them in the proximity of Silva Henríquez Catholic University, in order to facilitate the process of data gathering as the transportation times between the schools and the university were reduced. All the participants of our investigation were members of state and semi-private schools located in the commune of Santiago.

### **3.2.3. Procedure**

The procedure used to collect data consisted, firstly, of the presentation of the group of researchers in different semi-private and state schools located within the commune of Santiago, with a formal letter signed by the Head of the English programme of the University, explaining this study, with the purpose of obtaining permission to interview the teachers and collect the required data.

In this study, the information was gathered through a questionnaire (See sample in Appendix 1) applied to 25 English Teachers working in semi-private and state schools. They had to assign points within a Likert scale to the textbook used in their institutions, according to their opinion in relation to a series of statements.

The researchers utilized the validated questionnaire elaborated by Mukundan, Nimehchisalem, & Hajimohammadi (2011) which was modified by removing and adding some criteria to adapt this instrument to the objectives of the study.

The application of this instrument was divided into two steps:

- Firstly, the questionnaire was given to 17 teachers who used an alternative textbook, with the goal of identifying which of the included criteria they consider to be relevant when selecting an English textbook different from the one provided by the Ministry of Education, acting thus as a means of achieving the main objective of this investigation.
- Next, in order to identify the drawbacks in this MINEDUC textbook which lead secondary education teachers to select a different one, the same questionnaire was applied to eight teachers who worked with the official coursebook. They answered according to their perception of this material, its advantages and drawbacks.



Criteria were organized in two general areas, which correspond to general attributes and learning teaching content.

The first area was measured through the following five criteria:

- a) The book in relation to syllabus and curriculum,
- b) Methodology,
- c) Suitability to learners,
- d) Physical and utilitarian attributes and
- e) Efficient outlay of supplementary materials.

The second area was composed by nine criteria:

- a) General tasks,
- b) Listening,
- c) Speaking,
- d) Reading,
- e) Writing,
- f) Vocabulary,
- g) Grammar,
- h) Pronunciation and
- i) Exercises.

The teachers had to express their opinion by selecting the most appropriate option for them in each criterion according to a five-point Likert scale. These points correspond to: *Strongly disagree, disagree, uncertain, agree* and *strongly agree*. (See sample in Appendix 1.)

In addition, each school, depending on the textbook they used, received a specific structured interview with open questions created by the researchers; these were applied only to the English Department Chair (DC) of every school to know their opinion in relation to the process of textbook selection.

Each interview contained questions which helped the investigators to determine if there was a degree of subjectivity involved in the selection process, in order to accomplish one of the specific objectives of this research, that is, to know if objective reasons led to the selection of an English textbook, rather than subjectivity. For the purposes of this research, definitions given by *Cambridge Dictionaries Online* (2015) were used as a starting point, thus defining *subjective* as “influenced by or based on personal beliefs or feelings, rather than based on facts”, acting as an opposite to the notion of *objective*: “based on real facts and not influenced by personal beliefs or feelings”. Furthermore, remarks given by the English Department Chairs were also qualified as *subjective* if they provided answers which corresponded to hardly measurable aspects, which could not be qualified as criteria and which did not refer to the actual content of the coursebooks, especially if they did not utilize a formal

instrument such as a rubric before determining that one of the English textbooks provided by the Ministry of Education for the 9<sup>th</sup> Grade was not useful for their teachers or students. On the other hand, statements given by English Department Chairs which signalled adequate, concrete and specific reasons for the approval or rejection of a textbook or which did not show apparent bias toward an publisher in aspects not referred to the quality of their materials were qualified as *objective*. In addition, the answers collected by using this instrument acted as a complement to the data given by teachers in their questionnaires, as similar and relevant information was cross-referred to obtain a clearer understanding of the reality of both the official coursebook's drawbacks and the textbook selection criteria preferred in schools which worked with alternative material.

In order to protect the teachers questioned and Department Chairs interviewed, all the data collected was confidential and no personal or identifying questions were asked. Every person asked was free to decide whether to answer or not, under their own criteria.

**CHAPTER IV**  
**DATA PRESENTATION AND ANALYSIS OF RESULTS**

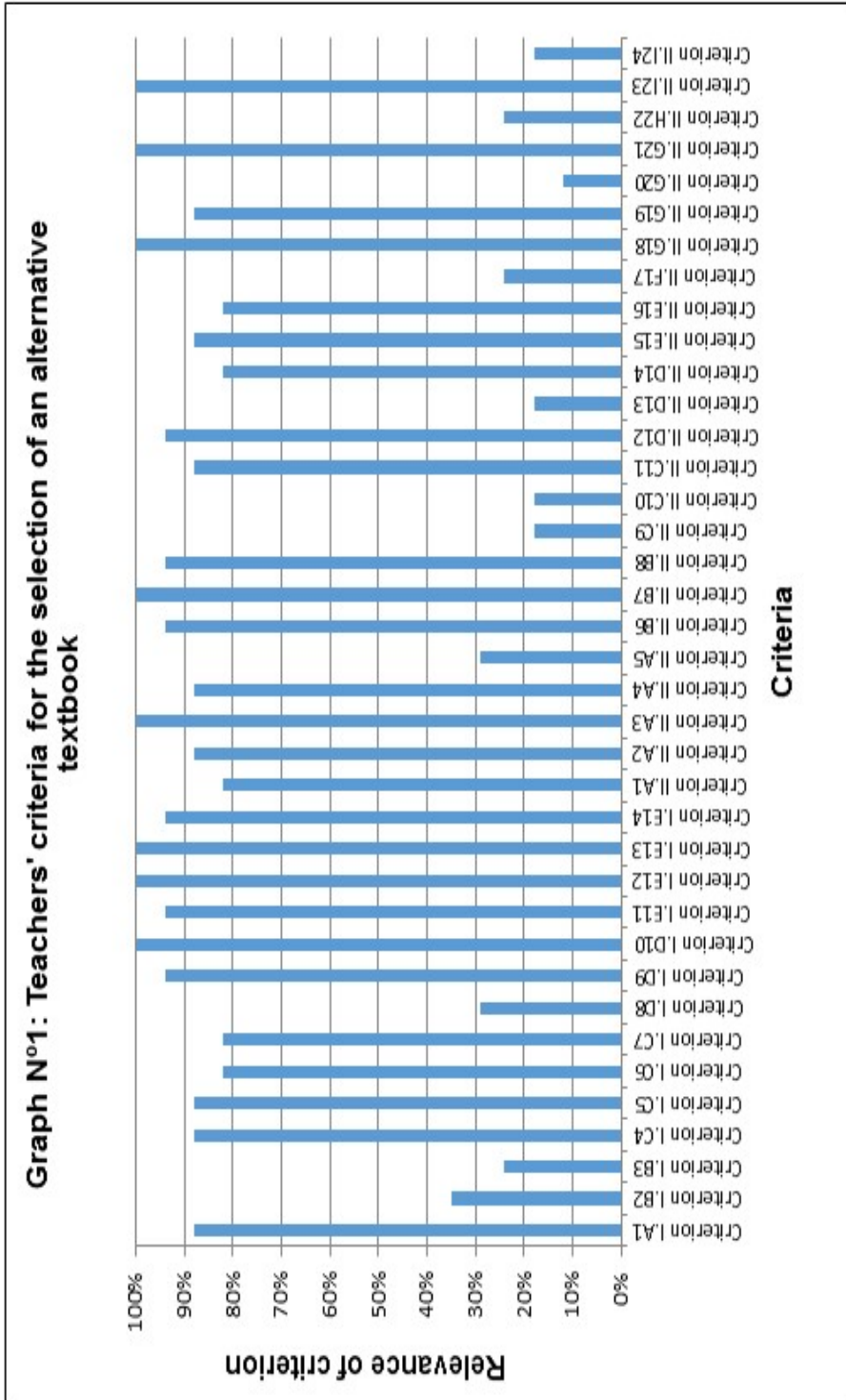
#### **4.1. Introduction**

This section of the research corresponds to a complete analysis of the data gathered through a variety of instruments, in order to achieve both the general and specific objectives of the investigation. To accomplish these goals, the material was examined, organized in graphs, cross-referred and discussed in three sections, each one belonging to one of the stated objectives. These categories, which were developed with the goal of ultimately responding the research questions of this study, are: (i) the teachers' criteria for textbook selection, (ii) the drawbacks found in the official English textbook for Ninth Grade and (iii) the possible existence of subjectivity in the process of textbook selection.

#### **4.2. Teachers' criteria for textbook selection**

The graph below indicates which criteria were considered as relevant by teachers in the process of selecting an English textbook, by showing the results of the application of a questionnaire in which 17 teachers from semi-private and state schools who worked with a coursebook different from the one provided by the Ministry of Education answered the instrument with the driving question "*What criteria included in the questionnaire do you think are relevant at the moment of selecting an English textbook for the 9<sup>th</sup> grade?*"

To determine the categories in which some of the criteria qualified as “relevant”, the researchers used the Likert scale, considering the options “*strongly agree*” or “*agree*” marked by teachers for each one of the statements contained in the questionnaire. A sample of the instrument, containing the criteria developed for the purpose of this research, can be found within Appendix 1 of this document.



Source: Questionnaire for the selection of a textbook. Santiago 2015.

As shown by the graph, eight criteria reached 100% approval, these were: *“The printing quality is high”* (I.D10), *“There is a guide to aid the teacher”* (I.E12), *“The teacher’s guide helps teachers understand the objectives and methodology of the text”* (I.E13), *“Task objectives are achievable”* (II.A3), *“(Listening) Instructions are clear”* (II.B7), *“The spread of grammar is achievable”* (II.G18), *“Grammar is reworked implicitly throughout the book”* (II.G21) and *“They (the exercises) have clear instructions”* (II.I23).

This indicates that the total of seventeen questioned teachers agreed in their belief that these points were fundamental when selecting the English textbook they used during the academic process. Remarkably, some of these criteria are referred to how the teachers understand and interact with the textbook. It is important to mention that teachers have an essential need to possess supporting material in their teaching process. This was attested, for example, in the case of Department Chair 4 (DC4), who stated (see sample in Appendix 4):

Ojalá vengan también con un buen Workbook que nos provee muchas más actividades para reforzar. . . que implique que para nosotros sea una ayuda y que de alguna forma también nos haga descargar un poco la cantidad de trabajo que tenemos acá... Últimamente, también optamos por libros que tengan CD-ROM y que pueda también trabajar uno como multimedia, porque es súper importante.



The organization of the English textbook is another critical factor at the moment of choosing this material, which can be appreciated in the interview applied to DC6, who indicated:

Que un libro sea ordenado y al mismo tiempo permita ordenarte como profesora, me hace a mí sentirme mucho más segura al momento de dar mis clases y me hace sentir mayor seguridad que mis alumnos también van a ir trabajando en orden y se van a sentir más seguros para poner en práctica lo que ya van conociendo en el libro.

The graph also indicated that there were nineteen additional criteria which the teachers considered as important, though not being the most relevant when selecting a textbook. As is illustrated by the graph, these criteria were “*it matches the specifications of the National Curriculum*” (I.A1), “*It is compatible with the background knowledge and level of students*” (I.C4), “*It is compatible with the needs of the learners*” (I.C5), “*It is compatible with the interests of the learners*” (I.C6), “*The contents of the book bring opportunities for the students’ life*” (I.C7), “*It is durable*” (I.D9), “*The book is supported efficiently by supplementary materials*” (I.E11), “*The teacher’s guide suggests clear and concise methods for teaching each lesson*” (I.E14). “*Most of the tasks in the book are interesting*” (II.A1), “*Tasks increase in complexity, moving from simpler to difficult ones*” (II.A2), “*It covers a variety of topics from different fields*” (II.A4), “*The book has appropriate listening*

*tasks with well-defined goals*”, (II.B6), *“Tasks are efficiently graded according to complexity”* (II.B8), *“Activities motivate students to talk”* (II.C11), *“Texts are graded according to complexity”* (II.D12), *“Texts are interesting”* (II.D14), *“Tasks have achievable goals and take into consideration learner capabilities”* (II.E15), *“Tasks are interesting”* (II.E16) and *“Examples are interesting”* (II.G19).

All of these criteria received over 80% approval, as teachers considered that these elements were necessary at the moment of selecting an English textbook but they took a second place to the criteria previously highlighted as fundamental according to the teachers’ opinions. Subsequently, they are to be taken into account at the moment of analysing and evaluating different English textbooks, to properly decide and compare all available options and thus opting for the material which could be considered to be closer to the aims presented every year by the Ministry of Education as a part of the National Curriculum.

As previously mentioned, each one of these criteria focuses on tasks and what the students perceive as “motivating” and “interesting”, so teachers should value them as a necessity, in order to have a good book for their students.

For some teachers, it was important to have a guide in order to feel confident at the moment of presenting the class in front of their students. DC6 mentioned this factor as decisive when choosing which publisher to work with: “Bueno, acá hemos

trabajado por años con la editorial. . . ellos siempre han mantenido acá los beneficios para las alumnas, para nosotros también que nos proveen con textos de apoyo, entonces eso está bien.”

Contrastingly, from the graph it is clear that none of the criteria listed for the selection of an English textbook for 9<sup>th</sup> grade were qualified as irrelevant by the educators, as all of them were above 0%, but there were eleven statements which, in the teachers' views, were not as important as the other criteria. These were: “*The activities can be exploited fully and can embrace the various methodologies in English Language Teaching*” (I.B2), “*Activities can work well with methodologies in ELT*” (I.B3), “*Its layout is attractive*” (I.D8), “*The book contains fun elements*” (II.A5), “*Activities are developed to initiate meaningful communication*”(II.C9), “*Activities are balanced between individual response, pair work and group work*” (II.C10), “*Length is appropriate*” (II.D13), “*The load (number of new words in each lesson) is appropriate for the level*” (II.F17), “*Grammar is introduced explicitly and reworked incidentally throughout the book*” (II.G20), “*It is learner-friendly with no complex charts and easy to learn*” (II.H22) and “*They help students who are under/over-achievers*” (II.I24). It can be assumed from the results that the teachers and Department Chairs of these schools do not consider aspects such as meaningful learning, communication and students' needs and interests to be important when choosing a textbook.

It is also necessary to mention that some of the schools which do not use the MINEDUC textbook do not have their own list of criteria to select an alternative English textbook which may be able to fulfill their specific needs and interests for the 9<sup>th</sup> grade. Some schools do not review them as minutely as these resources deserve before acquiring them; instead, they only base their choice on the previous knowledge they have of the English textbooks, because they have already worked with them during the previous year. This was reflected in the opinion expressed by DC5:

Ya conocíamos el libro, entonces por eso no hubo un nuevo análisis ya que lo habíamos trabajado a nivel de algunas guías en años anteriores, que sacábamos del mismo libro y nos dimos cuenta que ese libro era el libro ideal según nosotros para poder trabajar.

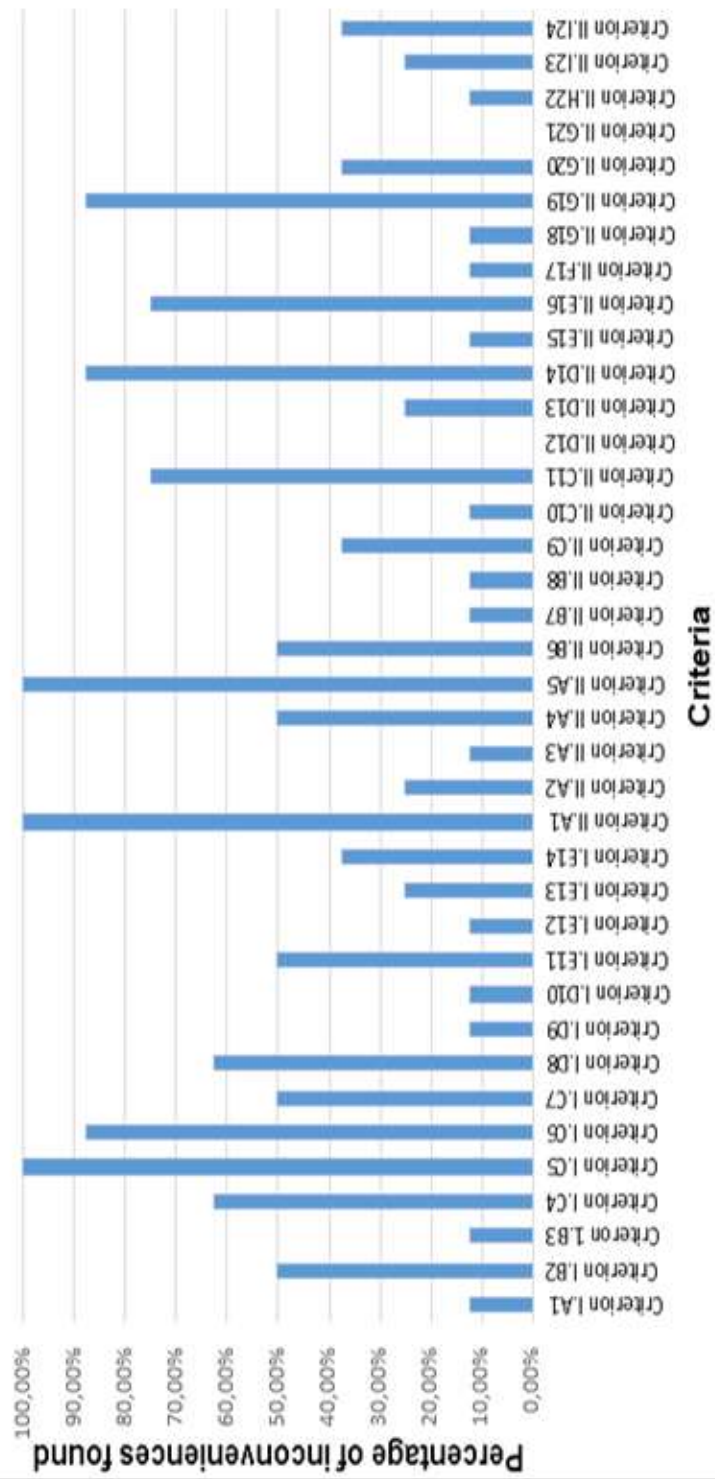
#### **4.3. Drawbacks found in the official MINEDUC textbook for Ninth Grade**

The graph presented below represents the results obtained through questionnaires applied to eight teachers from state and semi-private schools, in which the educators highlighted their opinion on the MINEDUC textbook, using the presented criteria to analyse it, thus indicating their perception, be it positive, negative or indifferent, according to the likelihood of the textbook of being able to fulfill what was asked in the statements.

The driving idea of the application of this instrument was to ask teachers the following question, which they answered using a five-point Likert scale: “*What is your perception about the MINEDUC textbook for the 9<sup>th</sup> grade according to the criteria included in the questionnaire?*”

To determine the categories in which some of the criteria qualified as “inconveniences”, the researchers considered when the teachers marked the options “*strongly disagree*” or “*disagree*” with a specific criterion. A sample of the instrument, containing the criteria developed for the purpose of this research, can be found within Appendix 1 of this document.

**Graph N° 2: Teachers' perception of the MINEDUC's textbook drawbacks**



**Source:** Questionnaire for the selection of a textbook. Santiago 2015.

It can be observed from the graph that there were three criteria which reached 100% of dissatisfaction when taking into account the teachers' opinions.

These correspond to: "*It is compatible with the needs of the learners*" (marked as criterion I. C5 in the graph), "*Most of the tasks in the book are interesting*" (II.A1) and "*The book contains fun elements*" (II.A5).

It is evident that the teachers agreed that the previously mentioned points were not satisfied by the MINEDUC textbook. This can be observed looking at the questionnaire applied to a teacher (DC3) who wrote in the comments section "*Pienso que falta incluir textos más entretenidos y asociados a los intereses de los estudiantes*" (See Appendix 2, QC1). This matches with the opinions given in some interviews (See samples in Appendix 4), in which the majority of teachers showed similar perceptions. For example, DC1 expressed "*A mí nunca me ha gustado el libro, a los estudiantes no les llaman la atención las actividades, por ejemplo los Reading o los Listening, ellos se aburren*".

Conversely, the graph shows that two criteria received 0% disapproval, thus indicating that teachers considered that the MINEDUC textbook was able to accomplish what was expressed in their statements. These were "*Texts are graded according to complexity*" (II.D12) and "*Grammar is reworked implicitly throughout the book*" (II.G21). That is to say, 100% of the consulted teachers believed that just two criteria among a total of thirty eight were truly accomplished in the MINEDUC

textbook. It can be stated, then, that this material was considered to not properly cover all the elements required to be an appropriate official textbook in the Chilean educational system.

It can be seen from the graph that there were twelve criteria in which this material received from 50% to 87.5% of dissatisfaction by the teachers. These categories correspond to *“The activities can be exploited fully and can embrace the various methodologies in English Language Teaching”* (I.B2), *“It is compatible with the background knowledge of level of students”* (I.C4), *“It is compatible with the interests of the learners”* (I.C6), *“The contents of the book bring opportunities for the students’ life”* (I.C7), *“Its layout is attractive”* (I.D8), *“The book is supported efficiently by supplementary materials”* (I.E11), *“It covers a variety of topic from different fields”* (II.A4), *“The book has appropriate listening tasks with well-defined goals”* (II.B6), *“Activities motivate students to talk”* (II.C11), *“Texts are interesting”* (II.D.14), *“Tasks are interesting”* (II.E16), *“Examples are interesting”* (II.G19).

When looking at the high of number of criteria in which the official coursebook did not manage to receive more than 50% approval, it can be concluded that the teachers who use the MINEDUC English textbook do not feel satisfied with this pedagogical resource, because they believe that there is an appreciable lack of important elements that should exist in a material which is used in the classroom as a support for teachers and students in the teaching-learning process. This was reflected in the opinions



given by the Department Chairs. DC1 stated: “Es un texto desordenado, a mi parecer le falta mucho para ser un apoyo para el docente, porque siempre tenemos que estar buscando material para complementarlo, pero hay que trabajar con él porque no podemos optar por otro”. In addition, DC3 indicated that:

Ahora estamos trabajando con ejes temáticos, entonces no estamos usando los libros, porque no se adecuan a la realidad chilena y son fomes, optamos nosotros por hacer las actividades para que sean más adecuadas al contexto y realidad de los alumnos.

DC6 showed a similar negative perception, saying “yo creo que siempre existen preconcepciones sobre el libro del Ministerio, por ejemplo de su calidad, su organización, la falta de ejercicios, etc.”

It is important to mention that a majority of the criteria that teachers consider as imperative when selecting an English textbook for the 9<sup>th</sup> grade are not presented in the MINEDUC textbook or presented in a small percentage, thus being labelled as drawbacks. In spite of being an official resource that has to go through many steps to be finally selected, the textbook did not manage to satisfy the teachers’ necessities, as instead of facilitating the teaching-learning process, it increased the workload for the educators, was seen as disorganised and demotivating for the students, as the book did not present contents or activities that acted as an incentive in the planning of

interesting tasks in the classroom and did not consider the local reality, thus failing to meet the standards developed by Harmer, Ur and Hedge which were discussed in Section 2.4.2 of this thesis.

The data gathered through these questionnaires also demonstrated that teachers' opinions were not taken into account at the moment of selecting the textbook, as it is the case in countries such as Brazil, Slovakia and Norway, whose procedures were described in Section 2.6. The statements referring to this issue in which the coursebook did not receive the teachers' approval and which were especially relevant for them are: "*It is compatible with the background knowledge and level of students*" (I.C4), "*It is compatible with the needs of the learners*" (I.C5), "*It is compatible with the interests of the learners*" (I.C6), "*The contents of the book bring opportunities for the students' life*" (I.C7), "*The book is supported efficiently by supplementary materials*" (I.E11) "*Most of the tasks in the book are interesting*" (II.A1), "*It covers a variety of topics from different fields*" (II.A4), "*The book has appropriate listening tasks with well-defined goals*" (II.B6), "*Activities motivate students to talk.*" (II.C11), "*Texts are interesting*" (II.D14) "*Tasks are interesting*" (II.E16) and "*Examples are interesting*" (II.G19).

The discrepancies observed between what teachers believe as important when choosing a coursebook and the teachers' perceptions about the MINEDUC textbook can constitute a significant aid when reflecting about the necessary criteria needed to

improve the official material. In addition, they may be a help when trying to understand the reasons which led many schools belonging to the state and semi-private regimes to utilize a textbook different from the one provided by MINEDUC , in spite of having the possibility of receiving one free of charge.

The fact is that currently teachers do not feel satisfied with the textbook they have to use in their classrooms, leading them to look for supplementary material to support their lessons, increasing the amount of work teachers are required to do and making the learning process more difficult and unengaging for students. Therefore, many schools prefer to look for other options to support the teachers' work or simply opt for not using a textbook. In DC6's opinion:

Entonces sí, yo tengo, puedo tener esa preconcepción o prejuicio de que no van. . . a incluir todo lo que yo necesito, todo lo que a mí me gustaría que tuviese un libro para darme la conformidad que yo voy a poder tener con mis alumnos, y eso siento que lo encuentro en los libros que compro a la editorial con la que yo trabajo” and DC5 “Por lo menos 3, 4, 5 años. . . estuvimos basados en ese libro y no nos gustó, era un libro que era enredado. . . venía con un tipo de papel que no le gustaba a nadie. . . los ejercicios no eran claros para los alumnos y nosotros por esa razón decidimos cambiarlo.

This statement may act as an effective synthesis of this problem, as teachers had unfavourable experiences with the official material and decided to select alternative textbooks for their English classes.

#### **4.4. Possible existence of subjectivity in the process of textbook selection**

##### **4.4.1. Interview overview**

To determine whether subjectivity in the process of textbook selection existed, answers provided by the English Department Chairs (DC) of each school during the interviews will be briefly summarized, according to ten categories:

##### **4.4.1.1. Previous process of analysis of the English's textbook for the 9th grade**

On the subject of English textbook selection, DC1 indicated that an analysis of the process was made through the MINEDUC web page. However, this was a procedure done individually by each teacher, without a rubric for analysis. DC3 mentioned that the review was made in joint work with the English Department and the Technical-Pedagogical Unit, using the MINEDUC web page, although it was not a rigorous process. DC4 stated that the review of the textbook was carried out by the English department after meeting the Oxford publishing staff and receiving their proposed coursebooks, although they did not use a rubric, as the selection was guided by comparing the previous material to the new one. DC6 stated that she made an individual revision of the textbook, with the authorization of the principal.

On the contrary, DC2 explained that they did not have the possibility of reviewing the English textbook. DC5 expressed that an analysis of the textbook was not made and the selection was based on the previous knowledge they had about this material.

#### **4.4.1.2. Period of textbook selection**

In relation to the period of time in which textbooks were selected, DC1, DC2 and DC3 indicated that did not have the possibility of choosing the MINEDUC textbook for 9<sup>th</sup> grade, they just received it at the end of February or at the beginning of March.

On the contrary, when referring to the selection of alternative textbooks, DC4 said that the English textbook was chosen between November and December of the previous year. For DC5, this process was made three years ago. Finally, DC6 expressed that decision was taken at the end of the past year.

#### **4.4.1.3. Revision of other textbooks as supporting material**

In this case, referred to the use of alternative textbooks, DC1, DC2 and DC3 agreed in that they did not have the chance of reviewing another coursebook in addition to the one chosen by MINEDUC.

#### **4.4.1.4. Administrative personnel responsible for the selection of the English textbook**

Regarding this topic, DC1 declared that in his school this process was made in joint work, as the principal worked with the Technical-Pedagogical Unit to come to a decision. DC2 said that the resolution of working with this textbook was made by the Chair of the Technical-Pedagogical Unit. Likewise, DC3 mentioned that the decision was taken by the English Department and the Technical-Pedagogical Unit.

Alternatively, in DC4's school English Teachers had exclusive responsibility for this procedure. DC5 declared they, as members of the English Department, were in control of the selection process of an alternative textbook. According to DC6, the decision of opting for an English textbook was taken by herself, with the support of the school's principal.

#### **4.4.1.5. Analysis of the official textbook by teachers who opted for using an alternative one**

Although all three Department Chairs who worked with another coursebook for their classes: DC4, DC5 and DC6 did analyse an official textbook before deciding to utilize a different one, this happened years ago, thus lacking a regular and periodic process in which both the MINEDUC approved material and the textbooks developed by other publishers were directly compared, in order to select the most appropriate one.

#### **4.4.1.6. Economic factors involved in the selection of the MINEDUC textbook**

DC1, DC2 and DC3 explained that economic issues were fundamental at the moment of opting for working with the MINEDUC textbook during the educational process.

#### **4.4.1.7. Preconceptions at the moment of selecting English textbook provided by MINEDUC for the 9<sup>th</sup> grade**

Concerning this issue, DC1 stated that there were preconceptions related to the MINEDUC resource, due to it not being an interesting material for the students of 9<sup>th</sup> grade. Moreover, the coursebook was considered as disorganized, not acting as a supporting tool for the teacher. DC2 explained that there were always preconceptions linked to the official textbook, because of its perceived lack of quality, organization and exercises. DC4 mentioned that although the topics were interesting, their use was very mechanic, so he admitted to have presumptions about the material. DC5 mentioned that the existing opinions about this resource among English teachers were based on their previous knowledge and experiences with the textbook, instead of them being predisposed against it. DC6 indicated that an adverse preconception might exist, and her arguments confirm this idea.

On the contrary, DC3 declared to not have preconceptions in relation to the official book, although there were some elements in it which were not well received by the English Department of the school.

**4.4.1.8. Preconceptions related to English textbooks different from the one delivered by MINEDUC for the 9<sup>th</sup> grade**

While DC4 and DC5 asserted that they did not have preconceptions related to the other English textbooks for the 9<sup>th</sup> grade, DC6 revealed that a positive predisposition existed in her situation, due to the good organization and physical attributes, which in her opinion, are associated with foreign textbooks.

**4.4.1.9. Influence of the previous knowledge of the publisher in charge of textbook development**

In this area, it was mentioned by DC4 that the selection of an alternative textbook for the 9<sup>th</sup> grade was influenced by the good experience they have had with the publishing staff, as well as the additional benefits they had delivered. Similarly, DC5 and DC6 said that the experienced of having worked with the same publisher for many years had an effect on the decision of continuing to working with their English coursebook for this year.

**4.4.1.10. Parents' concerns about English textbook selection**

While DC1 indicated that parents' opinions were taken into account at the moment of deciding to continue working with the official textbook, DC2 and DC3 mentioned that parents were not involved in this process.



At the moment of selecting a different English textbook, all three Department Chairs (DC4, DC5 and DC6) expressed that parents did not interfere with decisions of this caliber, as they are related to the academic processes of their schools.

#### **4.5. Interview analysis**

It is evident from the data gathered under the previous section that there were several factors which prevented the textbook selection process happening in these schools from being qualified as objective. In the first place, it is noticeable that unfavourable preconceptions in relation to the coursebook chosen by the Ministry of Education exist. Among teachers who use this instrument, there exists an agreement in this perception. For example, DC2, who works with the MINEDUC coursebook, admits to have preconceptions in relation to the quality, organization and deficiency of exercises of it. DC3 adds other factors which make working with this material difficult, such an apparent lack of relation to the Chilean reality and context and “boring” contents, which makes teachers to do additional work in search of appropriate and motivating activities.

A significant issue comes to light in the statements given by DC1 when discussing this topic: “A mí nunca me ha gustado el libro. . . pero hay que trabajar con él porque no podemos optar por otro.” This demonstrates that the deciding factor for the selection of this material in the schools which used it was economic, as they unanimously admitted that other textbooks would be chosen if more monetary

resources were available. DC1 adds to this perception, expressing “Sólo influye en la elección el no poder comprar otro por la situación económica de los alumnos” and following it by recognizing the influence of the financial context of the students’ families: “La elección de seguir usando el libro del MINEDUC pasa por la opinión de las familias”. DC2 agrees in the importance of this issue: “La mayoría de los colegios no poseen recursos para comprar otro texto escolar” and continues by saying “La decisión de utilizar el libro del MINEDUC también pasa por este tema, es inevitable”.

From the teachers’ answers, it can be gathered that schools which previously used alternative materials might have been influenced by variations in their economic reality, replacing them for the official textbook as prices set by the publishers rose. This was the case stated by DC3: “Antes les pedíamos que compraran los libros, pero ahora ya no, porque son muy caros.” To summarise, it was not the content of the MINEDUC approved textbook which justified its use in the schools, but the existence of external factors which did not allow for the selection of another coursebook.

Going back to a prior point, the existence of presumptions in relation to the value of the official textbook is apparent when looking at the multiple statements given by Department Chairs, especially the ones who already opted to use a different one for their schools and who have not worked with the official textbooks for several years. For example, DC4 expresses to not consider them when choosing coursebooks for the next year, not even conducting an analysis of them, as “ya no nos llegan los libros del

Ministerio, ni siquiera para revisarlos”, in his own words. Similarly, for DC5 and DC6, the unfavourable experiences of previous years when working with the official textbooks were a factor in their choice of leaving them out of their classroom, not considering the possibility of an improvement of the material approved by MINEDUC. DC6 specifically acts as a representative of this tendency, as she indicates:

Los que llegaban hace años no eran muy. . . buenos en contenidos, una diagramación horrible, una mezcla de actividades, de objetivos. . . Sí, yo. . . puedo tener esa preconcepción o prejuicio de que no van. . . a incluir todo lo que yo necesito, todo lo que a mí me gustaría que tuviese un libro para darme la conformidad que yo voy a poder tener con mis alumnos.

Another factor to consider when observing the possible existence of subjective issues in the textbook selection process is the limitations which the teaching personnel of some of these schools have, as they do not refer to the actual content of the book, but reinforce the idea of external matters and other entities interfering with the necessities of teachers and students alike. DC1 testifies her concerns in this area and the problems this brings to the teaching process: “No es que como profesores lo hayamos seleccionado. . . Ojalá tuviéramos esa posibilidad de escoger según las necesidades y contexto de los alumnos. . . El director del colegio en conjunto con los jefes de UTP se encargan de eso.” DC2 shares similar sentiments, as her school did not even have

the option of reviewing the English textbook chosen by MINEDUC: “A nosotros se nos pasa el libro y listo. . . no hicimos análisis de nada.”

To summarize, the factors which motivate the use of the official textbook, although not completely subjective, are not stimulated by its contents, which are questioned by many teachers and Department Chairs. Instead, teachers have to work with the material they are limited to, by economic and administrative factors. In addition, it was observed that the textbook used was not reviewed using a proper instrument such as a formally approved rubric, developed following national or international standards and which would have guaranteed that the instrument was properly evaluated according to its effective role in the teaching-learning process.

Regarding the potential existence of subjectivity among the schools which chose alternative textbooks, the first issue to consider is the absence of use of instruments for the analysis and selection of textbooks in the schools.

Although DC4 gives valid points which point to the existence of objective reasons for the selection of an alternative textbook, he also manifests opinions of subjective quality, acknowledging that his school lacks an objective process of textbook analysis conducted by using instruments with detailed criteria: “Para analizar los libros no tenemos una rúbrica, la rúbrica que usamos es el libro previo, vemos si hay alguna progresión, si aparece lo mismo, si es más de lo mismo...”

Correspondingly, when referring to the possibility of having preconceptions about English textbooks other than the one delivered by MINEDUC, DC6 admitted to this, indicating:

Sí, una preconcepción positiva. . . Esos libros son creados fuera de Chile por gente que puede tener, de una forma, más experiencia sobre la enseñanza del inglés como segunda lengua, ya al momento de la presentación, tú ves un libro de ellos, de la editorial por ejemplo y ya es distinto, ya te llama la atención, la portada, el material que fue hecho, los colores, la diagramación, el orden.

This shows that publishers' prestige is a factor which influences the process of selection of an educational textbook, as the teachers or the school authorities greatly value factors such as the place of origin of these resources which, as implied by DC6 above, inherently gives them a greater value in relation to textbooks developed in Chile, as it is assumed that native speakers are innately better English teachers. In addition, teachers take their previous opinions or experiences into account when working with these entities. This indicates that there are publishers which are benefited in this process, as their extensive experience in this area has led them to develop ideal ways of offering their educational products.

Parallelly, teaching institutions have preferred to not work with some publishers, because of erroneous processes happening at the moment of delivering their material such as not complying with the specified times or not sending the agreed material, as DC6 shows in her answers, indicating:

Yo trabajé un par de años con Santillana, no me dejó conforme el material, como estaba presentado el contenido y también tuvimos algunas fallas los días de la venta del libro que para mí es imperdonable, imperdonable llegar en una fecha que se vendían todos los libros, llegaron con libros cambiados, traían libros que no se habían pedido, traían para algunos niveles y para otros no, apoderados reclamando. . . entonces yo dije “nunca más con Santillana” y seguí con la librería inglesa con Macmillan y con ellos ha resultado todo perfectamente.

This goes in hand with the statements given by these Department Chairs when working with the official textbook, as previous experiences took a significant role in the decision of choosing a specific coursebook over another, which in this instance was not only selected based on its contents, but because of good experiences with the publishers and the additional benefits they provided for either teachers or students, which was demonstrated by DC4:

Acá trabajamos años con la Oxford porque la Oxford le da ciertos beneficios a las alumnas, libros gratis para aquellas que no puedan comprarlos, también las apoya con libros de Gramática, vocabulario, también está la posibilidad de que las alumnas rindan el PET, entonces por eso hemos seguido con ellos. . . acá hemos trabajado por años con la editorial, así que obviamente es gente que conocemos de hace muchos años y ellos siempre han mantenido acá los beneficios para las alumnas, para nosotros también que nos proveen con textos de apoyo, entonces eso está bien. Han venido de otras editoriales pero no han igualado la oferta.

Besides, DC6 said “La editorial cumple bien, siempre están preocupados de mí, están a disposición del profesor, no he tenido ningún problema así que yo en ese sentido estoy súper conforme. Para mí influye completamente la editorial.”

Similarly to the reality found among schools which used the official textbook, it is important to mention that these educational institutions did not apply an official rubric which could help them to conduct a systematic and fair process to select this educational resource.

Instead, in these schools, the responsible entities for the selection of a coursebook were guided by their personal interpretations in relation to the needs and interests of their students, which can be identified when reviewing the interview answered by DC4, who explained:

Para escoger un libro, aparte de los contenidos, ya sea léxico, vocabulario, gramática o habilidades que van a estar siempre uno tiene que ver que sean con temas atractivos para los adolescentes, o sea, si a una alumna acá le ponemos un texto de “*New Kids on the Block*” por poner algo en específico, no va a estar ni ahí.

These answers demonstrate that a grade of subjectivity is involved at the moment of deciding for a determinate English textbook, although the existence of objective factors in this process cannot be dismissed.

When looking at the answers given by Department Chairs, some of the procedures addressed by them can be qualified as objective: it is the case of the institution in which the process was in charge of DC4, where the method used to select a specific coursebook was to look at the continuity of its educational contents, as indicated by this authority: “Vemos también que haya una progresión de contenidos, de habilidades, que haya también muchas actividades.”



As DC4 recognized, in circumstances such as this, the selection of an English textbook was based on the previous coursebook, stating: “Vemos los contenidos en relación al libro anterior. . . a los libros hay que hacerles un *update*”.

A comparison method was also utilized by DC6 in her school:

Tenía que haber una revisión para poder estar segura de que los libros que son creados en otros países y armados en otros países de hecho, tuvieran la conexión con el currículum y con lo que propone el MINEDUC, entonces había que buscar, había que sentarse a ver si calzaba la mayor parte de... digamos de los contenidos, de las actividades y de los objetivos en relación al programa.

Although procedures such as these do not involve personal feelings or beliefs, they do not achieve the clarity and formality expected from a selection process, which should have clear standards, delivered by the explicit existence of a reviewing instrument such as a rubric and which should not be affected by the presence of the previously mentioned factors happening in these institutions.

**CHAPTER V**  
**CONCLUSIONS**

## 5.1. Conclusions

Through the instruments prepared for this research, every one of the objectives stated during this investigation has been fulfilled, thoroughly detailing the criteria used in the field of textbook selection, as well as the drawbacks found in the official coursebooks and the existence of subjectivity in the process.

1) Our main research question which allowed us to achieve the general objective of the research was: *“What are the possible criteria for the selection of textbooks for the 9<sup>th</sup> Grade in six schools belonging to the semi-private and state regimes in the commune of Santiago?”*

The most important factor in the opinion of these teachers when selecting an English textbook was the clarity of the instructions for both students and teachers. It was expected that this could be achieved through well written statements and good printing quality. Another fundamental aspect was having appropriate grammar and task objectives which were worked implicitly throughout the book and which could be truly reached by students. The existence of a teacher’s guide was also considered a deciding element. It was determined by the teachers that none of the criteria included in the questionnaire were qualified as irrelevant.

As a result of this research, it was possible to gather information which allowed to identify the procedure and the criteria used in the schools which selected a textbook different from the one provided by MINEDUC. Among these institutions, two of

them developed methods which allowed them to choose for a determined textbook over another. While in one of them, English coursebooks were compared to the materials used for the previous years, in the other school the contents of the textbook used were matched to the standards of the Ministry of Education. In the other missing institution, the coursebook was selected due to previous work and experience with the material in particular, when teachers employed it as a supporting resource to add to the contents of the official textbook they formerly used.

2) Regarding the first specific objective “*to identify the drawbacks in the MINEDUC English textbook for 9<sup>th</sup> Grade which led some secondary education teachers to select a different one*”, it was clear that this resource did not satisfy a great number of the educators’ demands. For instance, it was not able to fulfill the needs of the learners or to properly motivate them in the acquisition of a new language, as the textbook did not contain stimulating activities, examples or Listening and Speaking tasks which would be compatible with their background or interests. As a consequence, the absence of motivating contents, which could be able to bring opportunities for the students’ lives, did not help them to achieve a successful teaching-learning process.

In addition to these challenging issues which were the main deficiencies found in the official coursebooks, factors such as the lack of an attractive layout, a variety of methodologies and topics in the field of English Language Teaching and supplementary materials for the teachers and students only added to the problem of working with this resource, which has led to many educators to look for options such

as looking for extra resources to cover the weaknesses of the official resource, increasing the teachers' workload. In some cases, this had led professionals to complement the coursebook provided by MINEDUC with guides and worksheets found in other textbooks or teaching material sources, while in other schools the problem was solved by replacing this textbook for another and more efficient English book which could facilitate the instruction in the classroom and reduce the amount of extra work done by teachers.

3) In relation to the second specific objective, *“To know if objective reasons led to the selection of an English textbook, rather than subjectivity”*, this study was able to find that subjectivity took a primordial role during the process of choosing a coursebook, both among schools which opted for using the official material and in those in which an alternative resource was chosen. It was clear that external factors, different from the content found in the English books were taken into account. In the case of institutions where the text delivered by the Ministry was used, the main reason for its use was financial, as this resource was given free of charge. These schools do not have the economic resources needed for acquiring an alternative textbook, so they continue to work with the material they have, even if it makes the teaching process more difficult for educators and students. Moreover, teachers in these institutions lack the authority to select another material, as these decisions are taken by the principal or Technical-Pedagogic chair of their establishments.

Meanwhile, in institutions which opted for alternative textbooks, even if economic concerns did not have a role in the selection process, other reasons existed which could be considered as subjective.

Firstly, some teachers who in their years of experience had difficulties when working with the materials chosen by MINEDUC, subsequently opted to never utilize them again, not giving them the chance to be evaluated for the following years, even if their quality could have risen.

In second place, publishers in charge of developing alternative textbooks influenced this change, as the Department Chairs of these schools admitted to have worked with them for a long time. According to the teachers and school authorities, the prestige these publishers carried was relevant when choosing to work with them, as it was considered that their staff had more experience and skill in the teaching of English as a foreign language, in comparison with the entities responsible for developing the official textbook, as native speakers were assumed to have a better understanding of English teaching. In this case, the opposite of the previously described situation happened, as textbooks belonging to these publishers were approved for each successive year just on the basis of a preceding effective teaching-learning process, without them being formally reviewed.

It was observed that the benefits delivered by the publishers may have affected the decision of working with a specific textbook, as these resources were not only selected based on their content but on the presence of extra aids, such as the possibility of obtaining additional material such as grammar and vocabulary books and opportunities of participating in international examinations which could result in certifications for the students.

## **5.2. Contributions**

Through a study of this calibre, it was possible to become aware among teachers and school authorities of the necessity of establishing proper, concrete and objective standards for the selection of an English textbook, as it was demonstrated by this research that external factors have taken a preponderating role, diminishing the importance of the actual content of the textbooks.

Schools, at the moment of deciding to work with a textbook, being it the one provided by MINEDUC or another, should have the possibility of analysing it, following a rigorous process, after which an instrument such as a rubric containing a list of criteria similar to the one used in this study would be applied, to determine if the textbook is appropriate for the context of their school and their students, because some teachers in this research admitted to not having conducted any review process for their coursebooks, or to have reviewed them slightly.

In this point, it is important to reiterate and emphasize the significance of giving teachers more freedom in the process of textbook selection, as it happens in other countries such as Brazil, Slovakia and Norway. The process of Eligibility introduced by MINEDUC could be seen as a necessary first step in this matter, although it currently does not cover all the levels and subsectors of learning. Even if the Ministry of Education, in its official policies about textbook selection indicates that the process of Eligibility was created with the purpose of increasing the participation of the authorities and teachers in the acquisition of textbooks, during the realization of this study it was demonstrated that this process was not totally accomplished. At present, none of the interviewed teachers who worked with the materials developed by MINEDUC had the possibility of deciding between more than one option for the appropriate English textbook for the needs and context of each school.

Studies of this magnitude contribute to gain a new understanding of an important and deciding factor of the English teaching process such as the textbooks, observing the actual opinions of the personnel responsible for their use in each one of the six selected schools and perceiving how context influences the decisions taken in them.



### **5.3. Further Research**

Among the weaknesses of the study, the most important aspect to mention is related to the impossibility of finding out specific information concerning the process of textbook development and delivery implemented by MINEDUC for the English subject. As researchers, we could only gather data of how the process happened across all the learning subsectors. This task proved to be unsuccessful, in spite of the presentation of the researchers' requests to the Ministry of Education personnel, specifically in the Curriculum and Evaluation Unit, where it was non-viable to talk directly to a member of the entity.

In addition, teachers' time constraints to answer this study's questionnaires may have caused a lack of participation among teachers and Department Chairs. The Teaching Evaluation process conducted by MINEDUC around this time might have been the main cause of this problematic.

Another aspect to consider is the impossibility of accessing public documents which could thoroughly explain the official process of textbook selection, detailing the criteria which described how materials were scored in order to choose the coursebooks delivered by the Ministry of Education. Moreover, this issue ensued as well when referring to the processes occurring in other countries, where specific information was not available.

For future investigations related to this topic, it would be useful to develop another study of a practical nature, determining how the differences in the textbooks influence the academic performance of the students.

This was planned by the researchers during the initial stages of this thesis, although time constraints made this not possible. One of the proposed possible investigations consisted in a study in which a Pre-Test would be applied to diagnose the English knowledge and skills of Ninth Grade students within a specific school. Two of these courses, with a similar performance in this test would be selected, after which they would be taught, by the same teacher, a specific unit. Thus, one of the courses would work with the textbook provided by MINEDUC, while the other would use an alternative one. Considerations would be made to ensure that both groups work under the same conditions, such as time, space and methodologies. Finally, a Post-Test would be taken by both groups to compare their results in relation to the first evaluation and the influence of the coursebook they used. A study such as this could result in direct evidence of the differences in quality and appropriateness of the content of textbooks and their influence in teachers and students alike.

Another possible follow-up process to this investigation would be the creation of proper, objective criteria in the field of textbook selection, as this study determined that among the consulted schools the reasons for choosing the material were of a subjective nature. The realization of a research of this magnitude should be carefully

taken into account, though, as the conception of an ideal instrument would probably take years of fieldwork and study to finish. For this reason, the elaboration of a possible rubric for the selection of coursebooks was not included in the objectives of the study, as it was not feasible to achieve under the time constraints for the Thesis Seminar.

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## **APPENDICES**



## APPENDIX 1: Questionnaire for the selection of a textbook



### QUESTIONNAIRE FOR THE SELECTION OF A TEXTBOOK

Disclaimer: All information collected by using this questionnaire will remain confidential and no personally identifying information will be collected. This data will only be used for study purposes.

According to your opinion, fill with an “X” the space for the most appropriate alternative for each criterion in relation to the English textbook used for 9<sup>th</sup> Grade in your school.

**Textbook used (Mark with an X):**

MINEDUC		Other	
Name			
Edition			
Publishing company			

CRITERION	STRONGLY DISAGREE (1)	DISAGREE (2)	UNCERTAIN (3)	AGREE (4)	STRONGLY AGREE (5)
<b>I. General attributes</b>					
<b>A. The book in relation to syllabus and curriculum</b>					
1. It matches the specifications of the National Curriculum.					
<b>B. Methodology</b>					

2. The activities can be exploited fully and can embrace the various methodologies in English Language Teaching.					
3. Activities can work well with methodologies in ELT.					
<b>C. Suitability to learners</b>					
4. It is compatible with the background knowledge and level of students.					
5. It is compatible with the needs of the learners.					
6. It is compatible with the interests of the learners					
7. The contents of the book bring opportunities for the students' life.					
<b>D. Physical and utilitarian attributes</b>					
8. Its layout is attractive.					
9. It is durable.					
10. The printing quality is high.					
<b>E. Supplementary materials</b>					
11. The book is supported efficiently by supplementary materials.					
12. There is a guide to aid the teacher.					
13. The teacher's guide helps teachers understand the objectives and methodology of the text					
14. The teacher's guide suggests clear and concise methods for teaching each lesson.					
<b>II. Learning-teaching content</b>					

<b>A. General</b>					
1. Most of the tasks in the book are interesting.					
2. Tasks increase in complexity, moving from simple to difficult ones.					
3. Task objectives are achievable.					
4. It covers a variety of topics from different fields.					
5. The book contains fun elements.					
<b>B. Listening</b>					
6. The book has appropriate listening tasks with well-defined goals.					
7. Instructions are clear.					
8. Tasks are efficiently graded according to complexity.					
<b>C. Speaking</b>					
9. Activities are developed to initiate meaningful communication.					
10. Activities are balanced between individual response, pair work and group work.					
11. Activities motivate students to talk.					
<b>D. Reading</b>					
12. Texts are graded according to complexity.					
13. Length is appropriate.					
14. Texts are interesting.					

<b>E. Writing</b>					
15. Tasks have achievable goals and take into consideration learner capabilities.					
16. Tasks are interesting.					
<b>F. Vocabulary</b>					
17. The load (number of new words in each lesson) is appropriate for the level.					
<b>G. Grammar</b>					
18. The spread of grammar is achievable.					
19. Examples are interesting.					
20. Grammar is introduced explicitly and reworked incidentally throughout the book.					
21. Grammar is reworked implicitly throughout the book.					
<b>H. Pronunciation</b>					
22. It is learner-friendly with no complex charts and easy to learn.					
<b>I. Exercises</b>					
23. They have clear instructions.					
24. They help students who are under/over-achievers					

In relation to the weaknesses and strengths this book presents, is there any item not included in the questionnaire above that you would like to comment on? Please, explain below.

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## APPENDIX 2: Questionnaire comments

Comments given by the teachers are collected here according to the textbook they use in their Ninth Grade classes.

### QC1: MINEDUC's official textbook. (*Teens club*, 2015, Ediciones R&B)

In relation to the weaknesses and strengths this book presents, is there any item not included in the questionnaire above that you would like to comment on? Please, explain below.

*Pienso que falta incluir textos más entretenidos y asociados a los intereses de los estudiantes*

### QC2: *New Headway*, Fourth Edition, Oxford University Press.

In relation to the weaknesses and strengths this book presents, is there any item not included in the questionnaire above that you would like to comment on? Please, explain below.

*It's an excellent book. It has everything students need to achieve knowledge.*

**QC3: American Inspiration for Teens 3, 2015, Macmillan Publishing.**

In relation to the weaknesses and strengths this book presents, is there any item not included in the questionnaire above that you would like to comment on? Please, explain below.

There is a need for more space (blanks) for students to write the answers. They sometimes complain about it, and have to write in their notebooks.

## APPENDIX 3: Interviews

### APPENDIX 3.1. Interview for the schools that utilized the MINEDUC's textbook



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

## Entrevista

En relación al proceso de revisión y selección de textos escolares, solicitamos responder las siguientes preguntas.

Aclaración: Toda la información recaudada mediante esta entrevista será de carácter confidencial. No se solicitará información personal. Todos los datos obtenidos serán empleados sólo con propósitos de estudio.

1. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés? ¿En qué consistió?
2. ¿Cuándo fue realizada la selección del texto escolar?
3. ¿Se le dio al Departamento de Inglés la posibilidad de revisar otros textos distintos al del MINEDUC como material de apoyo?
4. ¿Quiénes fueron los responsables de tomar la determinación de utilizar el texto escolar del MINEDUC?



5. ¿Estuvo la decisión de utilizar el texto escolar del MINEDUC basada en temas económicos relacionados al poder adquisitivo de las familias de los estudiantes?
6. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?
7. Al momento de decidir utilizar el texto escolar otorgado por el MINEDUC ¿Influyó el conocimiento previo de la editorial?
8. ¿Fue considerada la opinión de padres y apoderados al momento de decidir utilizar el texto escolar entregado por el MINEDUC?

## **APPENDIX 3.2. Interview for the schools that did not utilize the MINEDUC's textbook**



### **Entrevista**

En relación al proceso de revisión y selección de textos escolares, solicitamos responder las siguientes preguntas.

Aclaración: Toda la información recaudada mediante esta entrevista será de carácter confidencial. No se solicitará información personal. Todos los datos obtenidos serán empleados sólo con propósitos de estudio.

1. ¿Existió un procedimiento de revisión y posterior selección del texto escolar actualmente utilizado por los estudiantes de Primer Año Medio?

¿En qué consistió?

2. ¿Cuándo fue realizada la selección del texto escolar?

3. ¿Quiénes fueron los responsables de tomar la determinación de utilizar otro texto escolar?

4. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su no selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés?

5. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?
6. ¿Existen preconcepciones asociadas a los textos escolares distintos a los que entrega el MINEDUC?
7. ¿Fue considerada la opinión de padres y apoderados al momento de decidir no utilizar el texto escolar entregado por el MINEDUC?
8. Al momento de decidir cuál texto escolar escoger, ¿Influyó el conocimiento previo de la editorial?

## **APPENDIX 4: Interviews answered by Department Chairs**

### **APPENDIX 4.1: Interviews answered by Department Chairs who used the official textbook**

#### **4.1.1. Interview 1: Department Chair 1 (DC1)**

1. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés? ¿En qué consistió?

R1: En la página del MINEDUC se puede tener acceso a revisarlo, pero no fue algo en conjunto con los demás profesores, sólo se revisa, pero tampoco se sigue alguna pauta y no es que exista otra alternativa para escoger un libro diferente, tengo entendido que en algunas asignaturas se puede escoger entre dos libros pero no me ha tocado el caso en inglés, lo que es una lástima.

2. ¿Cuándo fue realizada la selección del texto escolar?

R2: El libro sólo nos llega a fines de Febrero o principio de Marzo no es que como profesores lo hayamos seleccionado... mmm... Ojalá tuviéramos esa posibilidad de escoger según las necesidades y contexto de los alumnos.

3. ¿Se le dio al Departamento de Inglés la posibilidad de revisar otros textos distintos al del MINEDUC como material de apoyo?

R3: Mmm, no, pero yo siempre estoy buscando material para complementarlo, tengo muchos libros donde apoyarme.

4. ¿Quiénes fueron los responsables de tomar la determinación de utilizar el texto escolar del MINEDUC?

R4: El director del colegio en conjunto con los jefes de UTP se encarga de eso.

5. ¿Estuvo la decisión de utilizar el texto escolar del MINEDUC basada en temas económicos relacionados al poder adquisitivo de las familias de los estudiantes?

R5: Como te dije, claro que sí, si decidiéramos cambiar el libro muchos niños no llegarían con él a clases, por lo que no se podría trabajar así.

6. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?

R6: Por mi parte sí, a mí nunca me ha gustado el libro, a los estudiantes no les llaman la atención las actividades, por ejemplo los Reading o los Listening, ellos se aburren. Además es un texto desordenado, a mi parecer le falta mucho para ser un apoyo para el docente, porque siempre tenemos que

estar buscando material para complementarlo, pero hay que trabajar con él porque no podemos optar por otro.

7. Al momento de decidir utilizar el texto escolar otorgado por el MINEDUC ¿Influyó el conocimiento previo de la editorial?

R7: Mmm no, sólo influye en la elección el no poder comprar otro por la situación económica de los alumnos.

8. ¿Fue considerada la opinión de padres y apoderados al momento de decidir utilizar el texto escolar entregado por el MINEDUC?

R8: Sí, la elección de seguir usando el libro del MINEDUC pasa por la opinión de las familias.

#### 4.1.2. Interview 2: Department Chair 2 (DC2)

1. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés? ¿En qué consistió?

R1: No, porque nosotros no tenemos la opción de revisar estos, a nosotros se nos pasa el libro y listo. Por el mismo motivo, no hicimos análisis de nada.

2. ¿Cuándo fue realizada la selección del texto escolar?

R2: No hubo selección, pero los libros llegan en marzo.

3. ¿Se le dio al Departamento de Inglés la posibilidad de revisar otros textos distintos al del MINEDUC como material de apoyo?

R3: No, porque no es necesario, siempre nos hemos organizado con el libro del MINEDUC y con nuestro propio material, ya estamos acostumbrados.

4. ¿Quiénes fueron los responsables de tomar la determinación de utilizar el texto escolar del MINEDUC?

R4: Como es un material que el colegio tiene a su disposición, el jefe de UTP toma la decisión de trabajar con él, ya que la mayoría de los alumnos del colegio no poseen recursos para comprar otro texto escolar.

5. ¿Estuvo la decisión de utilizar el texto escolar del MINEDUC basada en temas económicos relacionados al poder adquisitivo de las familias de los estudiantes?

R5: Como te mencioné anteriormente, la decisión de utilizar el libro del MINEDUC también pasa por este tema, es inevitable.

6. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?

R6: Emm, yo creo que siempre existen preconcepciones sobre el libro del Ministerio, por ejemplo: de su calidad, su organización, la falta de ejercicios, etc., pero al final nosotros lo utilizamos como un apoyo en la enseñanza.

7. Al momento de decidir utilizar el texto escolar otorgado por el MINEDUC ¿Influyó el conocimiento previo de la editorial?

R7: No, porque nosotros no tenemos que ver con esa decisión.

8. ¿Fue considerada la opinión de padres y apoderados al momento de decidir utilizar el texto escolar entregado por el MINEDUC?

R8: No, los apoderados no ven ese tema, ellos no se involucran en la toma de decisión del colegio.



#### 4.1.3. Interview 3: Department Chair 3 (DC3)

1. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés? ¿En qué consistió?

R1: Lo hemos usado en años anteriores, así que sabemos en qué consiste, igual lo ponen en línea antes que uno opte por el libro, entonces uno tiene la opción de revisar algunas cosas, ver si funciona o no, o ver qué te parece, pero igual creo que ha sido algo más bien a la rápida, y se analiza a nivel de departamento, con ellos estuvimos viendo si nos gustaba o no y a nivel también de UTP. Eso sí, ahora estamos trabajando con ejes temáticos, entonces no estamos usando los libros, porque no se adecuan a la realidad chilena y son fomes, optamos nosotros por hacer las actividades para que sean más adecuadas al contexto y realidad de los alumnos.

2. ¿Cuándo fue realizada la selección del texto escolar?

R2: Uno no lo elige, a nosotros nos llega solamente en Marzo.

3. ¿Se le dio al Departamento de Inglés la posibilidad de revisar otros textos distintos al del MINEDUC como material de apoyo?

R3: No, es el que llega no más, además los libros de inglés son caros.

4. ¿Quiénes fueron los responsables de tomar la determinación de utilizar el texto escolar del MINEDUC?

R4: Fue decisión del departamento de inglés y de UTP.

5. ¿Estuvo la decisión de utilizar el texto escolar del MINEDUC basada en temas económicos relacionados al poder adquisitivo de las familias de los estudiantes?

R5: En algún minuto yo creo que sí, antes les pedíamos que compraran los libros, pero ahora ya no, porque son muy caros.

6. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?

R6: Yo creo que no, igual hay cosas que no nos parecen pero igual sirven, igual se pueden usar.

7. Al momento de decidir utilizar el texto escolar otorgado por el MINEDUC ¿Influyó el conocimiento previo de la editorial?

R7: Tampoco, no creo que haya influido.

8. ¿Fue considerada la opinión de padres y apoderados al momento de decidir utilizar el texto escolar entregado por el MINEDUC?

R8: La verdad es que no.

## **APPENDIX 4.2. Interviews answered by Department Chairs who did not work with the official textbook**

### **4.2.1 Interview 4: Department Chair 4 (DC4)**

1. ¿Existió un procedimiento de revisión y posterior selección del texto escolar actualmente utilizado por los estudiantes de Primer Año Medio?

¿En qué consistió?

R1: Bueno, nosotros acá tenemos alumnas desde 7°. Entonces tratamos de escoger obviamente una secuencia, un libro que se ocupe por dos años, ustedes saben que los contenidos son muy amplios y es difícil lograrlos, sobre todo en un colegio municipal donde hay paros, huelgas, tomas... Hay un montón de cosas emergentes. Por lo tanto nosotros utilizamos un libro para 7°-8°, un libro para 1°-2° y uno para 3°-4° Medio. Nosotros, ¿qué hacemos? Nosotros nos hemos reunido siempre con la editorial Oxford, ella es la que nos provee de diferentes producciones ¿Y qué hacemos nosotros? En primer lugar, nos reunimos. Nosotros tenemos reunión de Departamento, somos, como les dije, de 8 a 10 personas, vemos los contenidos en relación al libro anterior. Generalmente los cambiamos cada 3 años o 2, porque ustedes saben que a los libros hay que hacerles un *update*, porque fundamentalmente para escoger un libro, aparte de los contenidos, ya sea

léxico, vocabulario, gramática o habilidades que van a estar siempre uno tiene que ver que sean con temas atractivos para los adolescentes, o sea, si a una alumna acá le ponemos un texto de *"New Kids on the Block"* por poner algo en específico, no va a estar ni ahí, entonces no sé si se entiende, ustedes lo han visto, se tienen que adecuar a la realidad de ellos, para hacerlo motivador, porque al final el texto va a causar todo lo contrario, en vez de motivar, no es una ayuda para un profesor. Entonces, nosotros revisamos eso, vemos también que haya una progresión de contenidos, de habilidades, que haya también muchas actividades, que ojalá vengan también con un buen Workbook que nos provee muchas más actividades para reforzar, o sea, en el fondo, que implique que para nosotros sea una ayuda y que de alguna forma también nos haga descargar un poco la cantidad de trabajo que tenemos acá, porque nosotros trabajamos como con 40 a 45 alumnas por curso, hartas clases en la mañana, en la tarde, etc., entonces es harto lo que hay que hacer. Entonces eso a nosotros nos permite una mayor ayuda, también. Últimamente, también optamos por libros que tengan CD-ROM y que pueda también trabajar uno como multimedia, porque es súper importante. Acá, afortunadamente, en la escuela, nosotros tenemos en cada sala un Data, entonces a nosotros nos permite trabajar mucho mejor, porque se usa motivación y todo lo demás. Entonces, esos son más o menos los criterios que utilizamos. Ahora último, precisamente cuando cambiamos los libros dos años atrás, era eso, que nos permitían trabajar

mucho más con TICs y ese fue el elemento que a nosotros nos hizo decidarnos por el libro y que también se siguiera con el nivel de exigencia. Acá, uno se prepara generalmente para un nivel PET, porque hay un nivel Pre-Intermedio a Intermedio y algunas logran un *Upper Intermediate*, más o menos ese es el nivel. También tenemos niñas elementales, pero en base ese es el nivel. Entonces, eso discutimos, vemos las opciones y de acuerdo a los criterios que les señalamos decidimos cuál es el libro que a nosotros nos sirve, pero no es una decisión unipersonal, se vota, se conversa, entre varias opciones que la editorial presenta, es una decisión en conjunto. Para analizar los libros no tenemos una rúbrica, la rúbrica que usamos es el libro previo, vemos si hay alguna progresión, si aparece lo mismo, si es más de lo mismo... Generalmente ustedes saben que todos estos libros de todas las editoriales que no son los que usa el Gobierno cumplen los contenidos mínimos del Gobierno, lo que pasa es que estos libros suben. Los del Gobierno cumplen con lo mínimo, que es lo que se tiene que pasar y se quedan con eso, en cambio los textos de acá, los que nosotros usamos suben, o si no no se podrían ocupar, no podrían estar disponibles, así que por lo tanto cumplen con esos criterios, las cuatro habilidades, están los contenidos de vocabulario. De hecho, los libros de estas editoriales ya los tenían anteriormente a la reforma del '98 que impuso toda la cosa de estos cambios, los textos que uno ocupaba en la Universidad ya venían con las cuatro habilidades, ya venían con comprensión lectora, auditiva, gramática, o

sea, venían ya listos, con temas relacionados con el medio ambiente, naturaleza... Así que por lo tanto, ¿qué fue lo que se hizo? Buscar textos que siguieran la misma línea, pero el libro del Ministerio que se usó acá por un año lamentablemente no tenía esa secuencia, asumía que los alumnos de 4º Medio ya eran bilingües, eso no pasa ni acá ni en ninguna otra parte. En el año 2000 se utilizó el libro del Ministerio "*Go for Chile*", que era muy básico. Fue el primer libro que llegó para 1º Medio, no para 7º ni 8º, que tenía el alfabeto, los números, los animales, el *do*, el *does*, así que los textos eran muy simples. Era bonito el libro, gráfico, los textos eran interesantes pero era muy básico, no cumplía. Lo positivo fue que venía con un casete y el libro veía para todos los alumnos, para muchos alumnos fue la primera vez que tenían un libro de Inglés, pero no fue acá útil, lo ocupamos, pero fue un doble trabajo porque ya el primer semestre estábamos con el libro cubierto, entonces después ¿qué hacemos? Buscar otro material y eso fue desgastante y los alumnos de 7º que estaban con otro libro estaban viendo cosas más difíciles que el 1º, así que nunca más, porque los que después llegaron fueron del mismo estilo, como les digo, separaban todo, se notaba mucho el salto del 8º al 1º Medio y además los primeros libros para Básica no llegaban en un papel blanco, venían en un papel Roneo, los primeros de esos llegaron como el 2003 parece, venían con un material muy malo. Entonces en ese libro, me acuerdo que en la primera unidad venía un texto más o menos complicado, eso me llamó la atención, algo de Mitología Griega,

entonces no era para el nivel de las alumnas. O sea, si hablamos de un colegio particular, sí, acuérdense que en 3º y 4º Medio son solamente tres horas de Inglés. Acá nosotros tenemos cuatro horas, eso también influye, nosotros tenemos cuatro horas de 7º a 4º Medio, por lo tanto el aprendizaje que se produce es mayor y hay alumnas que llegan en 7º que en 1º tienen conocimientos previos, en Contabilidades y todas las otras áreas.

2. ¿Cuándo fue realizada la selección del texto escolar?

R2: Ésta se hace generalmente entre Noviembre y Diciembre del año previo, o sea, nosotros hicimos esta selección el año pasado, por lo tanto, ya no la hacemos para el otro año, porque es cada 2 o 3 años.

3. ¿Quiénes fueron los responsables de tomar la determinación de utilizar otro texto escolar?

R3: Fuimos nosotros, los profesores. Acá, afortunadamente, ni UTP ni Dirección ni nadie se inmiscuye un poco, mientras nosotros tengamos fundamentada la decisión, no hay problema. Acá, a las niñas, si bien no se les obliga a comprar el texto, está la opción de que ellas trabajen con él, si quieren lo compran, la que no lo fotocopia, etc., o lo bajan de Internet, están todas esas posibilidades, pero no es obligación: "Si ustedes no compran el libro, no puede ingresar". Eso se hacía hace más de 10 años, pero hoy en día, las cosas han cambiado, Pero, afortunadamente, es una decisión que

nosotros tomamos y es respetada. Cuando algún apoderado viene a preguntar, sobre todo los nuevos “¿por qué no ocupan el texto del Gobierno?”, se les explica que el texto del Gobierno es muy simple, no cumple con los criterios ni las exigencias de este colegio emblemático, ahí se les argumenta todo eso. Porque el texto del Gobierno no es malo, el problema es que... No sé si ustedes han conversado con personas que trabajen en el sector Gobierno... Es monotemático, es “comprensión lectora, Listening, comprensión lectora, Listening...”, todas las unidades son así y no tiene mucha ayuda para un profesor, no profundiza vocabulario ni Gramática y aparte hay un desfase entre 8° y 1° Medio porque son dos unidades distintas dentro del MINEDUC, no trabajan en conjunto, están separadas. Hace tiempo, cuando los libros se veían en la Universidad de Chile, yo analizaba las propuestas, yo estuve ahí en la comisión varios años y finalmente el libro que nosotros preferíamos igual era en base a criterios, el libro que nosotros escogíamos generalmente no era nunca elegido, porque al final ellos ven también objetivamente qué es lo que les conviene. La persona que viene acá de la editorial Oxford, ella nunca postula, porque es muy poco el dinero, también hay un filtro por ahí, generalmente por eso no llega nunca el mejor de los mejores, llega finalmente aquel económico más que otra cosa. Entonces, eso también sirve para analizar, que generalmente por eso a los profesores no les sirve mucho el libro de inglés del MINEDUC. Yo conozco a profesores de otros colegios que usan ese texto y es un doble trabajo, tienen



que llegar a preparar sus guías porque tampoco el libro viene con muchas actividades ni Workbook ni nada.

4. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su no selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés?

R4: Bueno, yo creo que lo acabo de responder, sí. Siempre nosotros tomamos la decisión juntos, nadie nos impone nada, etc. Siempre todo fundamentado, analizado y con criterios. Por lo mismo ya no nos llegan los libros del Ministerio, ni siquiera para revisarlos. Yo tengo algunos y son lo mismo, la misma mecánica, no hay mucha variación.

5. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?

R5: Sí, lamentablemente. Los temas son atractivos, eso sí, pero el tratamiento que se les da es muy mecánico. En 1º Medio, el libro que se ocupa parte de la base que los alumnos ya saben, entonces imagínense en un liceo, donde en 1º Medio llegan alumnos de todos los grados, prácticamente es puro nivel A y el libro pierde totalmente su utilidad, porque la gente que trabaja en Media del MINEDUC parte de la idea de que todos los alumnos ya tuvieron Inglés de 5º a 8º y obviamente el libro de 4º Medio no va a servir si el de 1º no resultó. Esto es todo, totalmente, una cosa tras

otra, así que lamentablemente no cumple con su objetivo y acá en el colegio nos queda chico.

6. ¿Existen preconcepciones asociadas a los textos escolares distintos a los que entrega el MINEDUC?

R6: No, no existen preconcepciones, no podemos decir que “tal editorial es mala”, no, nunca ha existido eso. Acá trabajamos años con la Oxford porque la Oxford le da ciertos beneficios a las alumnas, libros gratis para aquellas que no puedan comprarlos, también las apoya con libros de Gramática, vocabulario, también está la posibilidad de que las alumnas rindan el PET, entonces por eso hemos seguido con ellos. En realidad no hemos tenido problemas porque ellos vienen acá a ofrecer sus libros, pero no hay una preconcepción en relación a esta editorial.

7. ¿Fue considerada la opinión de padres y apoderados al momento de decidir no utilizar el texto escolar entregado por el MINEDUC?

R7: No, no fue considerada. La política acá en el colegio es que los padres no interfieran mucho en decisiones académicas, porque o si no se haría un desorden. Imagínense, si uno quiere evaluar tendría que preguntarles a ellos: “¿qué les parece la prueba?” “¿qué les parecen los contenidos?” Claro, si los apoderados fuesen personas ligadas a la educación yo creo que se podría hacer algo más, pero generalmente, las personas tienen preconcepciones

asociadas y obviamente dificultarían absolutamente esto. No se podría tampoco llegar a un acuerdo. Otras decisiones, en relación a otras áreas del colegio, sí, como uso de áreas verdes, no sé, pero en relación a lo académico, no, porque o si no no habría confianza en el trabajo de uno, entonces ¿para qué estamos nosotros? Que vengan los apoderados y hagamos *Co-teaching* todos... “Usted venga mañana a hacer la clase y yo lo miro”, ¿entienden? Entonces ni siquiera en los libros ni en otra decisión que tenga que ver con el área específicamente académica. Acá las personas somos autónomas para decidir qué textos usar, qué contenidos ver y todo lo demás.

8. Al momento de decidir cuál texto escolar escoger, ¿Influyó el conocimiento previo de la editorial?

R8: Bueno, acá hemos trabajado por años con la editorial, así que obviamente es gente que conocemos de hace muchos años y ellos siempre han mantenido acá los beneficios para las alumnas, para nosotros también que nos proveen con textos de apoyo, entonces eso está bien. Han venido de otras editoriales pero no han igualado la oferta y además no cumplen, esos también son detalles. Si nos dicen “tal día les vamos a llevar tal cosa” y no llegan, entonces no trabajan todos igual.

#### 4.2.2 Interview 5: Department Chair 5 (DC5)

1. ¿Existió un procedimiento de revisión y posterior selección del texto escolar actualmente utilizado por los estudiantes de Primer Año Medio? ¿En qué consistió?

R1: Bueno, trabajamos con texto del Ministerio por lo menos tres, cuatro, cinco años y no nos gustó y posteriormente ya teníamos algo de conocimientos de nuevo texto, el *New Headway* que ya lo ubicábamos ya, y todos en el Departamento coincidimos que era un libro que cumplía con lo que uno necesitaba, tenía parte oral, escrita, tenía bueno... por esa razón nos inclinamos por él. Es que como tal te decía recién, ya conocíamos el libro, entonces por eso no hubo un nuevo análisis ya que lo habíamos trabajado a nivel de algunas guías en años anteriores, que sacábamos del mismo libro y nos dimos cuenta que ese libro era el libro ideal según nosotros para poder trabajar.

2. ¿Cuándo fue realizada la selección del texto escolar?

R2: Esto hace tres años atrás, aproximadamente.

3. ¿Quiénes fueron los responsables de tomar la determinación de utilizar otro texto escolar?

R3: Bueno, nosotros como departamento, eh, tomamos esa decisión y le planteamos a la dirección del colegio nuestro deseo de no utilizar el libro del Ministerio y trabajar con un libro que nosotros eligiéramos y que fuera el adecuado para que las cuatro habilidades se pudiesen trabajar de la mejor forma. Tuvimos una reunión con los apoderados, un grupo de apoderados de séptimo básico y se le explicó todo el procedimiento un día en la tarde y los apoderados al parecer estuvieron de acuerdo en lo que nosotros les planteamos.

4. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su no selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés?

R4: Es que tal como te decía, por lo menos 3, 4, 5 años, no recuerdo exactamente, estuvimos basados en ese libro y no nos gustó, era un libro que era enredado, venía, venía con un tipo de papel que no le gustaba a nadie, era..., los ejercicios no eran claros para los alumnos y nosotros por esa razón decidimos cambiarlo.

5. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC?

R5: Eh, no tengo la claridad si eso ocurre con otra asignatura, pero nosotros no teníamos un prejuicio, sino que nosotros ya lo conocíamos porque habíamos trabajado con él, por lo tanto, era más por experiencia que decir *“oh, este libro no sirve”* de mirarlo.

6. ¿Existen preconcepciones asociadas a los textos escolares distintos a los que entrega el MINEDUC?

R6: No, tampoco, no creo que eso exista, no al menos por parte de nosotros.

7. ¿Fue considerada la opinión de padres y apoderados al momento de decidir no utilizar el texto escolar entregado por el MINEDUC?

R7: No, nosotros no le tomamos el parecer a los apoderados sino que, tal como te lo decía, hicimos una reunión en forma conjunta con los coordinadores, con el Rector y ellos estuvieron presentes en una tarde en la cual les presentamos el nuevo texto que íbamos a empezar a utilizar y surgieron algunas preguntas de los apoderados con respecto al nuevo texto pero más allá que ellos tuvieran alguna injerencia de elegir el texto no.

8. Al momento de decidir cuál texto escolar escoger, ¿Influyó el conocimiento previo de la editorial?

R8: Y bueno, nosotros llevamos por lo menos doce años trabajando con la misma editorial y habíamos tenido la posibilidad de ver varios textos de esa misma editorial pero a nosotros nos interesó el que estamos utilizando en este momento.

#### **4.2.3. Interview 6: Department Chair 6 (DC6)**

1. ¿Existió un procedimiento de revisión y posterior selección del texto escolar actualmente utilizado por los estudiantes de Primer Año Medio?

¿En qué consistió?

R1: Sí, sí existió. Consistió en la revisión del texto que eran propuestas de la editorial que se presenta todos los años en el colegio, y con la que se ha estado trabajando en eso desde hace ya varios años, y emm... primero se trabajaba con básica y luego decidimos ampliarnos con otros textos que no fueran del Ministerio para la Enseñanza Media, para ponerlos en práctica en la Enseñanza Media, por lo tanto, tenía que haber una revisión para poder estar segura de que los libros que son creados en otros países y armados en otros países de hecho, tuvieran la conexión con el currículum y con lo que propone el MINEDUC, entonces había que buscar, había que sentarse a ver si calzaba la mayor parte de ... digamos de los contenidos, de las actividades y de los objetivos en relación al programa, porque no puede... difícilmente vas a encontrar un libro que lleve todo ... que calce exactamente con el programa, así que sí, se tiene que hacer una revisión y sí se hizo.



2. ¿Cuándo fue realizada la selección del texto escolar?

R2: ¿Ésta se refiere en qué momento, en qué año, tal vez? Uy, hace tiempo que utilizo este libro ya, pero esta revisión la tengo que haber hecho a finales de año porque la librería inglesa con la editorial Macmillan, que es con la que yo trabajo, ellos dejan todos los pedidos listos en el mes de diciembre, todo pedido, porque como es importado tiene que tener listos los nombres de los textos, la cantidad de los textos que se van a pedir, por lo tanto la revisión se hizo de manera bien anticipada... antes de vacaciones de verano. Los libros llegan... a ellos les están llegando en Febrero más o menos, para poder estar destinándolos ya a los distintos colegios que trabajan en todo el país y acá ya llegan en Abril, yo pido la compra para Abril, difícilmente en Marzo con todos los gastos que conlleva ese mes, yo le... me daría mucha lata sumarle un gasto extra a los papás, entonces para que esté claro, yo ya voy anunciando del primer día de clases la fecha de la venta, el precio, cómo se va a utilizar para que ya se proyecten al siguiente mes.

3. ¿Quiénes fueron los responsables de tomar la determinación de utilizar otro texto escolar?

R3: ¿Cuándo se tomó, digamos, la decisión de implementarlo en enseñanza media? Ehh... bueno, fui yo en coordinación con el director del colegio, pensamos que era una buena idea, él creyó mucho y confió mucho en mi palabra, en mi apreciación acerca de los libros del Ministerio, como podíamos

seguir trabajando para ir subiendo el nivel de los chiquillos, esa era la idea, así que él... ehh, digamos... aceptó de muy buena manera y confiando en mí por supuesto para que yo llevara bien a cabo el trabajo. Ambos fuimos los que decidimos utilizarlo.

4. ¿Se analizó el texto escolar del MINEDUC previamente a decidir su no selección? ¿Fue este análisis desarrollado mediante un trabajo colaborativo por parte del Departamento de Inglés?

R4: Recuerdo que... ehh... recuerdo bien poquito... habían libros, llegaban libros, si llegaban libros, yo traté de utilizarlos, fui bastante abierta a la posibilidad de trabajar con un libro del Ministerio, tuve una buena voluntad para tratar de utilizarlo pero no me convenció, así es que la decisión de no tomarlo, realmente se hizo basada en la revisión y comparación con el material que me estaban ofreciendo, digamos, fue fuera del MINEDUC y... emm... el análisis lo hice yo personalmente, así que yo fui la encargada de las revisiones y de la decisión final.

5. ¿Existen preconcepciones asociadas a los textos escolares del MINEDUC? R5: Emm, puede ser, ja ja ja, porque los que llegaban hace años no eran muy... a ver... no eran muy buenos en contenidos, ehh... una diagramación horrible, una mezcla de actividades, de objetivos, un poquito de aquí, un poquito de allá, un picoteo de cosas, muy desordenado, sin

embargo cuando yo recuerdo varios años atrás eran relativamente buenos, por ejemplo, había uno que era el *“Go for Chile”* que yo utilicé cuando hice la práctica, uno amarillo, bastante ordenado, bastante bueno, pero me da la impresión de que luego...emm... no sé si abarataron costos, trabajó distinta gente en la creación de los libros, pero hubo un cambio muy fuerte, incluso en la presentación y en el material con que se creaban los libros. Entonces sí, yo tengo, puedo tener esa preconcepción o prejuicio de que no van... ehh... a incluir todo lo que yo necesito, todo lo que a mí me gustaría que tuviese un libro para darme la conformidad que yo voy a poder tener con mis alumnos, y eso siento que lo encuentro en los libros que compro a la editorial con la que yo trabajo.

6. ¿Existen preconcepciones asociadas a los textos escolares distintos a los que entrega el MINEDUC?

R6: Sí, una preconcepción positiva, bueno, de partida esos libros son creados fuera de Chile por gente que puede tener, de una forma, más experiencia sobre la enseñanza del inglés como segunda lengua, ya al momento de la presentación, tú ves un libro de ellos, de la editorial por ejemplo y ya es distinto, ya te llama la atención, la portada, el material que fue hecho, los colores, la diagramación, el orden, yo soy bastante bastante... emm... ordenada, sistemática y planificada, entonces que un libro sea ordenado y al mismo tiempo permita ordenarte como profesora, me hace a

mí sentirme mucho más segura al momento de dar mis clases y me hace sentir mayor seguridad que mis alumnos también van a ir trabajando en orden y se van a sentir más seguros para poner en práctica lo que ya van conociendo en el libro. Estos libros me permiten trabajar de una manera más sistemática, más confiada y con mayores logros a un nivel de inglés que yo espero que alcancen mis alumnos que van más allá de un nivel básico obviamente.

7. ¿Fue considerada la opinión de padres y apoderados al momento de decidir no utilizar el texto escolar entregado por el MINEDUC?

R7: No, no fue considerada, no se les preguntó, la verdad yo no...desconozco incluso si era necesario haberlo hecho, pero nunca se me planteó esa posibilidad, sí la decisión era mía confiando en la experiencia que tenía, los logros que ya iba teniendo y siento que ahí confiaron 100% en mí, pero los apoderados cumplen, se comprometen, van comprando su libro cada dos años, los chicos llegan al nivel de Primero Medio y saben que lo tienen que tener, por lo demás, hay un punto que no sé si puede influir, todos los otros libros que los chicos reciben y que utilizan en realidad, los utilizan del Ministerio, para las otras asignaturas, Química, Lengua Castellana, Física, Matemática e Historia son los que entrega... eh... el Ministerio, el único libro que se compra es el de Inglés. Así es que yo considero que los apoderados responden bastante bien. A veces hay retrasos en la compra, entonces yo

empiezo a enviar las comunicaciones pertinentes porque emm... el único perjudicado es el alumno, van todos avanzando súper bien con su trabajo autónomo con el libro y ese alumno queda ahí... bueno, no mirando para el lado, tiene que trabajar igual, pero tiene que copiar, darse la lata de copiar, o tiene que ir a fotocopiar una hojita, la otra hojita, entonces se les da la posibilidad también de que puedan fotocopiarlo, si hay algún problema de índole económico que es absolutamente entendible y uno se entera, yo como profesora me entero, obviamente les doy la posibilidad de que lo fotocopien, ojalá una fotocopia de buena calidad por supuesto, porque se van a perder los colores que son súper importantes y las fotografías que son muy buen apoyo para cada alumno, así que les sugiero siempre buscar la posibilidad, si se puede, de comprar o sino ya la fotocopia y me ha pasado bastante, este año me pasó que no fueron tantos los chicos que tuvieron problemas, pero tuve que insistir y finalmente hicieron un esfuerzo de llegar con la fotocopia o con el libro original. Por ese lado súper conforme y me siento confiada en estos libros.

8. Al momento de decidir cuál texto escolar escoger, ¿Influyó el conocimiento previo de la editorial?

R8: Sí, yo podría decir que sí, porque años atrás... ja ja ja... cuando yo llegué a trabajar a este colegio tenía todo el colegio a cargo mío, con clases de Inglés, de 1° Básico en adelante y en ese tiempo se utilizaba en el Primer

Ciclo, 1° a 4° Básico trabajaban con Santillana y anteriormente creo que también al profesor anterior le gustaba bastante ese libro y yo trabajé un par de años con Santillana, no me dejó conforme el material, como estaba presentado el contenido y también tuvimos algunas fallas los días de la venta del libro que para mí es imperdonable, imperdonable llegar en una fecha que se vendían todos los libros, llegaron con libros cambiados, traían libros que no se habían pedido, traían para algunos niveles y para otros no, apoderados reclamando... entonces yo dije *“nunca más con Santillana”* y seguí con la librería inglesa con Macmillan y con ellos ha resultado todo perfectamente. Para venderlos se da solamente una fecha, antes se daba una segunda oportunidad, pero la gente se confiaba de eso, entonces optamos por lo que es lo más sano, se avisa con anticipación y se vende sólo un día, quien no lo compra ese día ya tendrá que conseguirlo por sus propios medios yendo a la librería, pero en la librería no hacen el mismo descuento que acá. Viene con un descuento por ser vendido acá, entonces están todas las oportunidades para que los chiquillos tengan su libro. La editorial cumple bien, siempre están preocupados de mí, están a disposición del profesor, no he tenido ningún problema así que yo en ese sentido estoy súper conforme. Para mí influye completamente la editorial.

## **APPENDIX 5: Letter of permission from Ms. Marlene Gutiérrez**



UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ

Seminarios de Grado

Carrera de Pedagogía en Inglés

Estimados Profesores y Coordinadores de Área;

Junto con saludar, y mediante la presente, solicitamos su consentimiento para levantar datos que serán relevantes para el óptimo desarrollo de la investigación titulada "A Study of Secondary Education English teachers' criteria for the selection of textbooks different from the official book provided by MINEDUC for the 9th Grade, in six schools of the commune of Santiago belonging to the semi-private and state regimes".

Investigadores

Eduardo Godoy

Jessica Ortiz

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## Directora de Seminario

Mireya Aguilera

## Resumen

Esta investigación busca descubrir, mediante instrumentos de consulta a profesores y jefes de Departamento de Inglés de escuelas pertenecientes a los regímenes escolares municipal y particular subvencionado, las causas que llevan a éstos a optar por un determinado texto escolar para el Primer Año de Enseñanza Media, siendo este distinto del entregado por el Ministerio de Educación. Así, se busca descubrir tanto las posibles deficiencias en el texto oficial de Inglés para este curso, como la posible existencia de razones subjetivas, además de criterios objetivos, en el proceso de selección del texto escolar para la asignatura de inglés.

## Objetivo General

Identificar los posibles criterios empleados por los profesores de inglés de Primer Año Medio, tanto de escuelas municipales como particulares subvencionadas, para seleccionar el texto escolar de inglés, diferente del entregado por MINEDUC.





### Objetivos Específicos

1. Identificar las deficiencias que declaran los entrevistados con respecto al texto escolar del MINEDUC, las que podrían llevar a los profesores a seleccionar un libro alternativo.
2. Conocer si las razones analizadas como objetivas son las que llevarían a optar por otro texto, más que la subjetividad.

### Riesgos y beneficios

Para los participantes, este estudio no presenta ningún riesgo en términos de su integridad como docentes. Se trata de una recolección de datos que le permitirá a los miembros de la institución educativa realizar una reflexión acerca de las prácticas empleadas para la selección de los textos escolares, profundizando en las necesidades, que tanto estudiantes como docentes, esperan ver satisfechas al emplear los materiales seleccionados.



Confidencialidad del proyecto:

Esta investigación preservará la confidencialidad de la identidad de los docentes participantes, utilizando los datos con propósitos profesionales, codificando la información y manteniéndola en archivos seguros. Solo los investigadores tendrán acceso a esta información. En ningún caso se identificarán personas individuales.

Para su conocimiento se puntualiza que la participación es anónima.

Marlene Gutiérrez V.

Directora Escuela de Educación en Inglés

Carrera de Pedagogía en Inglés UCSH

