

UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ
FACULTAD DE EDUCACIÓN
ESCUELA DE EDUCACIÓN EN HUMANIDADES Y CIENCIAS

ENGLISH TEXTBOOKS: A BLESSING, OR A CURSE?

Seminario para optar al Grado de Licenciado en Educación y
al título de Profesor de Enseñanza Media de Inglés

Leslie Carol González San Martín - Claudia Macarena Muga González - Camila
Andrea Orellana Escobar - Sebastián Ortiz Gurruchaga - José Elías Pino González
- Lucía Elena Torrealba Cancino.

Thesis Director: René Fernando Díaz Hormazábal

2011 - 2012

Salesiana

INDEX OF CONTENTS

Introduction	1
 PART ONE	
1.0 Problem Statement	2
2.0 Hypotheses	4
2.1 Work Hypothesis	4
2.2 Null Hypothesis	4
2.3 Alternative Hypotheses	4
3.0 Objectives	5
3.1 General Objective	5
3.2 Specific Objectives	5
4.0 Theoretical Framework	6
4.1 Roles	6
4.1.1 Roles of Teachers	6
4.1.2 Roles of Learners	7
4.1.3 Bloom's Taxonomy	8
4.1.4 Multiple Intelligences	8
4.1.5 Affective Filter	9
4.2 Culture	9
4.2.1 Cultural Awareness	10
4.2.2 Cross Cultural Harmony	10
4.3 Input	11
4.3.1 Meaningful Input	11

4.4 Textbooks	12
4.4.1 Textbooks as Supporting Materials	12
4.4.2 Textbooks in English Courses	16
4.4.3 Textbooks Evaluation	22
4.5 Productive Skills	25
4.5.1 Writing Skills	26
4.5.2 Speaking Skills	28
4.6 MINEDUC and Proficiency Levels	32
4.6.1 Plans and Programs	32
4.6.2 Measurement of Levels of Learning and Achievement	35
4.6.3 ALTE	36
4.6.4 A2 ALTE Level 1	38
4.6.5 B1 ALTE Level 2	40
4.7 Rubric	42
4.7.1 Rubric Validation	42
5.0 Methodology	43
5.1 Type of Study	44
5.2 Universe of Study	44
5.3 Textbooks Analyzed In the Study	45

PART TWO

6.0 Analysis	47
7.0 Comparison of Results	85
7.1 Comparison of Results – Quantitative Analysis	85

7.2 Comparison of Results – Qualitative Analysis	93
8.0 Contrast Alternative Hypotheses and Results	103
8.1 Work and Null Hypotheses Contrastive Analysis and Results	103
8.2 Alternative Hypothesis 1 Contrastive Analysis and Results	103
8.3 Alternative Hypothesis 2 Contrastive Analysis and Results	104
8.4 Alternative Hypothesis 3 Contrastive Analysis and Results	104
8.5 Alternative Hypothesis 4 Contrastive Analysis and Results	104
9.0 Conclusions	105
Glossary	108
Bibliography	120
Web Sites Consulted	129
Appendixes	130

INTRODUCTION

ELT (English Language Teaching) materials play a very important role in many language classrooms but, according to Litz (2001) “*in recent years there has been a lot of debate throughout the ELT profession on the actual role of materials in Teaching English as Foreign Language*” (TEFL). Arguments have encompassed both the potential and the limitations of materials for 'guiding' students through the learning process and curriculum as well, as the needs and preferences of teachers who are using textbooks. Other issues that have arisen in recent years include textbook design and practicality, methodological validity, the role of textbooks in innovation, the authenticity of materials in terms of their representation of language, and the appropriateness of gender representation, subject matter, and cultural components.

Whether or not one accepts the value of textbooks, it must surely be with the qualification that they are of an acceptable standard or level of quality and appropriate to the learners for whom they are intended. It is absolutely essential, therefore, that we establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks that we use in our language classrooms. The following research is focused on evaluating activities that promote productive skills of English, by describing the different steps, and qualities that each textbook has. The criteria applied in the rubric that outlines the competencies in the activities have been identified by psychologists, theorists and linguists specialized in the ELT area.

This study has been organized in two parts. Part 1 consists of a general overview of the problem. It also deals with the hypothesis inspiring the research, states both general and specific objectives, comprises the theoretical framework underlying the study and includes the methodology applied to accomplish the research, Part 2 examines the results and provides conclusions.

At the end, a glossary of the most frequent terms used in the investigation process and a thorough referential list of the authors, books, dictionaries and web sources consulted are provided along with the appendix section containing data tables, data collecting instruments utilized in the study.

The contents of the present research study are intended to be referential resources for teachers of English dealing with the teaching of writing and speaking. The research encourages all those writing and speaking instructors to take some time and to look over this thesis and benefit from the experience herein.

PART ONE

1.0 PROBLEM STATEMENT

The problem arises as a way to analyze and identify the key factors in the learning activities that promote productive skills in the Global English and Teens Club textbooks provided by MINEDUC. Considering that these are the only textbooks used not only by teachers but also by students in High School as well as elementary education, our research study will be carried out answering the

following question: Are the roles of teachers and learners along with affective and cognitive factors the key elements in the treatment of productive skills in first year High School English textbooks provided by the MINEDUC?.

We would like to make an attempt to describe the cognitive processes, the affective factors, and the most predominant roles of teachers and learners that are included in the learning activities aforementioned.

Finally we would like to point out that out of the four linguistic skills, we have agreed to focus our attention on the productive skills because they are the least understood; and consequently, the most forgotten, as most textbooks emphasize the receptive skills, reading and listening.

Last but not least, it is necessary to give reasons why the researchers' have chosen only the first year High School textbooks and not the others. A sensible reason is that the proficiency level known as "threshold user" is the aim of the High School education as mentioned in MINEDUC.cl; therefore, for our investigation, we rely on the measurement scale of ALTE 1, in which we wish to detect the level of complexity of the activities of textbooks of 1st year High School to promote productive skills (Writing and Speaking). ALTE level 1 it is important to note in our investigation as to evaluate the learning activities that promote productive skills as stated by the "English Opens Doors program", at 1st year High School students must attain the necessary skills and the specified level, thus the activities described in textbooks should be similar + 1 to the level to be achieved in students

2.0 HYPOTHESES

The present research work would validate or refute the following hypotheses.

2.1 WORK HYPOTHESES

The roles of teachers and learners along with affective and cognitive factors are the key elements in the treatment of productive skills in first year high school English textbooks provided by the MINEDUC.

2.2 NULL HYPOTHESES

The roles of teachers and learners along with affective and cognitive factors are not the key elements in the treatment of productive skills in first year High School English textbooks provided by the MINEDUC.

2.3 ALTERNATIVE HYPOTHESES

- A high percentage, 51 per cent of the learning activities exhibits, the roles of teachers have an inversely proportional relationship as to the roles of learners.
- A high degree, 51 per cent of the learning activities exhibits, the roles of teachers have a directly proportional relationship as to the roles of learners.
- A high percentage, 50 per cent contain the *Interpersonal* intelligence type.
- A high percentage, 60 percent of the learning activities analyzed promote a high level of anxiety according to Krashen's Affective Filter Theory.

3.0 OBJECTIVES

The present research work would establish and line up the following objectives.

3.1 GENERAL OBJECTIVE

To describe and analyze, all 60 learning activities dealing with productive skills in English textbooks provided by the Ministry of Education (MINEDUC).

3.2 SPECIFIC OBJECTIVES

- To identify activities promoting productive skills in English language textbooks in First Year High School provided by the Ministry of Education (MINEDUC).
- To point out which roles of teachers are predominant in the activities focused on productive skills in English language textbooks in First Year High School provided by the Ministry of Education (MINEDUC).
- To point out which roles of learners are predominant in the activities focused on productive skills in English language textbooks in First Year High School provided by the Ministry of Education (MINEDUC).
- To categorize the different components that constitute a learning activity focused on productive skills in English language textbooks First Year High School provided by the Ministry of Education (MINEDUC).

4.0 THEORETICAL FRAMEWORK

The following theoretical framework is supported by those language acquisition theories that are most closely related to the aims of our research study. Among the major exponents in linguistic theory, we have referred to the following: Stephen Krashen, Howard Gardner, Jack Richards, among others.

4.1 ROLES

The majority of teachers, students, society and people in general wonder what a teacher is sometimes teachers say they are like actors because *“they are always on the stage”* (Harmer, 2002). Others think they are like orchestral conductors *“because they direct conversation and set the pace and tone”*. Yet others feel they are like gardeners, *“because they plant the seeds and then watch them grow”* (Ibid.).

The next subject will deal with roles of teachers and learners in English Language Teaching (ELT).

4.1.1 ROLES OF TEACHERS

According to Harmer (1991) we can classify teachers in different ranges according to the different roles that they fulfill. Within the classroom their role may change from one activity to another or from one stage of an activity to another. If they are fluent at making these changes, their effectiveness as teachers is greatly enhanced. Teachers as *“controllers”, “organizers”, “assessors”, “prompters”, “participants”, “resources”, “tutors” and “observers”* are some of the categories that

Harmer (1991) postulates to indentify the different roles of teachers. All roles, after all, aim to facilitate the students' progress in some way or another.

The present research work describes the different roles depicted in the learning activities analyzed from the English textbooks provided by MINEDUC.

The researchers consider of utmost importance and extremely relevant to identify the roles not only of teachers but also of learners in the activities aforementioned in order to classify each of these predominant roles in terms of frequency and relevance with regards to the objectives of our study.

All of the roles described by Harmer (1991) in appendix **A** are considered not enough to perform a successful lesson. The participants of the study also consider that teachers not only develop their task inside the classroom, but they also have to plan their lessons before the lesson, then another role should be added to those aforementioned, that of "planner".

4.1.2 ROLES OF LEARNERS

According to Kreis (2004), "*there are many options for the role that a student can assume in the teaching learning process*". This point is relevant to our study because we need to find out which cognitive processes and affective factors are predominant in each of the learning activities mentioned above. Therefore, the researchers also consider of paramount importance to meet the aims of our study with regards to the participation of learners within the classroom. These roles have been included in appendix **B**, and they have been categorized as to frequency and relevance in our final analysis.

4.1.3 BLOOM'S TAXONOMY

The researchers consider that the Bloom's Taxonomy is relevant to our research study because he identified three domains of educational activities: cognitive, affective and psychomotor.

Each of the learning activities was scrutinized as to how fundamental each of the domains was. The above information is of paramount importance for the present research work because (Bloom, 1956) has still not been overshadowed by the subsequent leading hypotheses to the process of learning.

Bloom's Taxonomy (see appendix **C**) is an organization of learning objectives. Discussions during the 1948 Convention of the American Psychological Association (APA) led Bloom to spearhead a group of educators who eventually undertook the ambitious task of classifying educational goals and objectives. Their intent was to develop a method of classification for thinking behaviors that were believed to be important in the processes of learning. Eventually, this framework became the taxonomy of three domains: cognitive, affective and psychomotor.

4.1.4 MULTIPLE INTELLIGENCES

Among the various criteria included in our rubric (see appendix **E**), the participants of the study regard as a key factor the theory proposed by Gardner (1983) as it portrays the most frequent features shown by the learners with regard to the particular learning factors, namely, cognitive factors (intelligence, aptitude and learning styles). The wide range of multiple intelligences found in our analysis can be further researched and documented in appendix **D**.

The theory of multiple intelligences was proposed by Howard Gardner in 1983 as a model of intelligence that differentiates intelligence into various specific “primarily sensory” modalities (Gardner, 1983), rather than seeing it as dominated by a single general ability. Howard Gardner in 1983 specified seven of these intelligences (Gardner, 1983).

4.1.5 AFFECTIVE FILTER

Another important aspect of language acquisition that comes to mind, when analyzing learning activities in MINEDUC textbooks, is the Affective Filter Hypothesis (see appendix F) posited by Stephen Krashen.

“The term affective filter is often used to describe a kind of barrier to acquisition that results from negative feelings or experiences. Basically, if you are stressed, uncomfortable, self-conscious or unmotivated, you are unlikely to learn anything” (Yule, 2003).

The rubric used in the present research study comprises the levels of anxiety shown by the learner in the learning activities analyzed.

For the reasons stated above, Krashen’s Affective Filter Hypothesis becomes somewhat relevant to our investigation.

4.2. CULTURE

Due to the big number of cultural points included in the MINEDUC textbooks, we have thought it useful to touch on some cultural aspects in the following lines.

4.2.1 CULTURAL AWARENESS

Today, more than ever, personal and professional success requires the ability to live and work effectively in a multicultural environment. Culture shapes how we act and behave within our own cultural group, and influences our expectations when communicating with people from other cultures. In Chilean course books in general terms little content is shown related with our national cultures and beliefs, in most of them there are plenty of topics related with Anglo-Saxon culture.

Above the surface there are the visible aspects of culture which are easy to see such as language: food, greetings, dress and music. Because we see them we can react to them. The biggest part of culture is hidden below the surface, the invisible rules and values that define each culture. Difficulties arise when the rules of one culture are applied to interpret the behavior of another with a different set of cultural rules.

Cultural Awareness in our case provides an understanding of the different Chilean culture rules and behaviour types that coexist along our country, and how the English cultural is expressed with this Chilean pattern.

4.2.2 CROSS CULTURAL HARMONY

All the learning activities included in the English textbooks provided by MINEDUC that will be analyzed in this research study give a balanced perspective on cultural behaviour by presenting both Chilean and native English speaker habits.

This is another aspect included in the rubric utilized in the present investigation, so the researchers believe it pertinent to be included in here.

4.3 INPUT

Some other aspects in the learning process related to Input is based on the theoreticians described below.

4.3.1 MEANINGFUL INPUT

According to the Dictionary of Teaching and Applied Linguistics (Richards and Schmidt, 2002) Input is *“language which a learner hears or receives and from which he or she can learn”*. The Input Hypothesis refers to how a person is able to acquire a second language. It can also be defined as *“the idea that exposure to comprehensible input which contains structures that are slightly in advance of a learner’s current level of competence is the necessary and sufficient cause of second language acquisition”* (Ibid.).

In relation to textbooks, the Input Hypothesis has a crucial role, a textbook is the main, and sometimes, the only interaction that a student has with the English language.

The Input Hypothesis states that it is significant to remember that some authors such as Krashen and Yule postulate that there are two sources or possible origins for language acquisition.

Krashen's Input Hypothesis (1994) holds quite a bit of appeal among English Foreign Language instructors and has stressed the importance of communicative tasks in the second language acquisition classroom.

For instance, according to the Affective Filter Hypothesis, second language acquirers are able to make better use of input if their affective filters are low. In addition Krashen (2003) posits that *"EFL students who are relaxed and able to learn English in a stress – free environment will be able to learn better and enjoy their second language learning experience much more"*.

Furthermore, the Input Hypothesis has a close relationship with textbooks because it is almost the first and the main tool related to English language to many students during the first years of school. The Input Hypothesis has some strengths as Brown (2000) posits *"seems to be simple for second language instructors to follow and teachers are able to base some of their teaching methodology on Krashen's five hypotheses"*, Krashen also advocates the use of communicative tasks in the classroom, with which many professional language teachers also agree. However, he states that *"at times students, especially adult students who are generally more cognitively advanced than child learners, can benefit from more explicit grammatical explanations and direct vocabulary definitions"* (Krashen, 2003), that explains to us that the fact of a good grammatical explanation leads to a more beneficial learning for students.

4.4 TEXTBOOKS

Accordingly, the next subject will comprise different aspects of textbooks.

4.4.1 TEXTBOOKS AS SUPPORTING MATERIALS

The textbook, understood as an input for the improvement of elementary education, has different definitions. The Ministry of Education states that the textbook is: *"a tool that contributes significantly to the qualitative enrichment of the educational process."* (MINEDUC, 2007), According to Harmer (1991) *"for many teachers, textbooks are seen as having a positive impact on teachers and teaching. The practical benefits teachers gain from using textbooks in terms of time benefits and access to a varied choice of professionally produced resources"*. i.e. the process of building learning significantly, with the participation of teachers and learners, considering the term "enrichment" of the definition as an educational support and not as the center of it.

The textbook plays a central role in the everyday workload of teachers, in the classroom and other learning places (such as library, schoolyard or at home); firstly, because, for students, the textbook plays a coordinating role in the learning process. Meanwhile it is used by teachers to plan, prepare and develop classes.

In addition, the textbook is an instrument of equity and cultural enrichment for families from most vulnerable sectors of economic and cultural aspects (MINEDUC 2007). Gonzalez (2007) complements the statement of MINEDUC by claiming that: *"a textbook is designed and produced to go with the process of teaching and learning in the formal school system. It is aimed at students as direct recipients and the teacher as a support for their work in the classroom; the latter also receive a guide book to complement the student's text"*.

Therefore, it is necessary to note that the textbook is a pedagogical tool to support the teachers and to guide them to the educational process that accompanies the process of teaching and learning, since it is constantly used as a resource within daily schedule. According to the author Michael Swain this facilitating role is summed up as making teaching “*easier, better organized, more convenient and learning easier, faster and better*”. (Swain, 1992)

To the above definitions, the authors Eyzaguirre and Fontaine (1997) add that the textbook is produced for classroom use in some area of self-knowledge of the educational process which is revealed when they stated that “*the textbook is a tool designed for use in classes and the thematic system provides an introduction to a discipline or subject.*” Eyzaguirre and Fontaine (1997), explain that the textbook is intended for an elementary level of English proficiency and not for specific knowledge, often being used for some theoretical specific area of study for each teacher, being these teachers in practice or continuous training; consequently, each teacher, with specialist knowledge in a particular subject area, should not and cannot base their entire knowledge on textbooks as an essential tool in daily teaching.

According to Feiman-Nemser (1990) “*a textbook is as good as the teacher who uses it*”. With this information we can mention that teachers have to adjust depending on the different situations and the dissimilar contexts in which they have to develop the learning process.

In this respect, research conducted by Fontaine and Eyzaguirre (1997) concluded that *“children who had a better quality textbook performed considerably better than those who used poor quality textbooks and had a distant relationship with the text of study throughout the learning process”*.

Swain (1992) agree: *“the texts are not the center of gravity of the teaching process, but rather an organizing element of learning experiences, as well as conviction for parents, students and teachers themselves”*, because this resource indicates what the objectives, contents and activities are to be held in the classroom so that they are taken as a guide for flexibility and autonomy to the possible rigidity of the national curriculum, and to comply fully with the respective degree program.

Likewise all definitions converge in that the textbook is a resource to support teaching and learning in the formal school system, intended for teacher-student and for their educational task in the classroom-providing a systematic introduction to an area of self-knowledge in education.

On the other hand, in relation to using the textbook as a resource to support the educational system, the survey conducted in 2006 by the Department of Economics at the University of Chile shows that *“about 92% of teachers declares to use the MINEDUC textbooks, either exclusively or as a supplementary textbook”* (MINEDUC, 2007), a percentage that may or may not respond to economic factors such as vulnerability to access other resources (either by family economic situation or dependency type of school), *“improvisation”* to make the teaching and learning process, or learning activities that support effective teaching work. An example of

the use given by students to the school textbook, which marks the end of the survey report, monitoring the use of textbooks in the year 2007, states that: *“regarding the type of use of English textbook that has been given by students, it shows that it is primarily a supplement to course along with other resources. Secondly, it is used as a guide for exercise or work, and thirdly, it is used to deepening activities.”* (MINEDUC, 2007). This is how the textbook for students, is a source of information for the study guide, or refresher learning activities as to future assessments.

The study agrees with Harmer's (1991) observation in that a *“textbook brings obvious advantages for both teacher and student is beliefs about textbook. Writers similarly revealed overall approval with a widespread belief that textbook writers are experts capable of producing good teaching materials.”*

In addition, compared to what was just stated, textbooks have several uses before and during the process of teaching and learning, both in terms of teacher and learner, where the professor determines the intent of its use.

However for the teacher and students to have a textbook in the classroom, there are several processes ranging from the production of this resource to its distribution throughout the country.

4.4.2 TEXTBOOKS IN ENGLISH COURSES

English language instruction has many important components, but the essential constituents too many ESL/EFL classrooms and programs are the textbooks and instruction materials that are often used by language instructors. As Hutchinson

and Torres (1994) suggest "*the textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook*". In addition, Sheldon (1988) pointed out "*textbooks are perceived by many to be the route map of any ELT programme, laying bare its shape, structure, and destination, with progress, programme, in terms of sequential, unit-by-unit coverage*".

Sheldon also agrees with this observation and suggests that textbooks not only "*represent the visible heart of any ELT program*", but also they offer considerable advantages - for both the student and the teacher - when they are being used in the ESL/EFL classroom. Haycroft (1998), for example, suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them.

As Sheldon (1988) has pointed out, students often harbor expectations about using a textbook in their particular language classroom and program and believe that published materials have more credibility than teacher-generated or "in-house" materials. This is particularly true when no training is available as the best use of the new textbooks. Moreover, as O'Neill (1992) has indicated, textbooks are generally sensitive to student's needs, even if they are not designed specifically for them, they are efficient in terms of time and money, and they can and should allow for adaptation and improvisation. This is also considered as a major difficult issue,

when school teachers are at a loss if a unit in the textbook is too far away from the students' reality, in other words there is not meaningful input.

Furthermore, *"textbooks yield a respectable return on investment, are relatively inexpensive and involve low lesson preparation time, whereas teacher-generated materials can be time, cost and quality defective; In this way, textbooks can reduce potential occupational overload and allow teachers the opportunity to spend their time undertaking more worthwhile pursuits"* (O'Neill, 1992). However, teachers do not always have the time to prepare new materials, or adapt the context of a textbook to suit his/her students' needs.

Another advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Furthermore, Hutchinson and Torres (1994) have pointed out that textbooks may play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and threatening change processes, demonstrate new and/or untried methodologies, introduce change gradually, and create scaffolding upon which teachers can build a more creative methodology of their own. According to Richards and Mahoney (1996) *"whenever an EFL textbook is involved, there are obvious advantages for both teacher and students"*. Good textbooks often contain lively and interesting material; they provide a sensible

progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class.

The following aspects as quoted from Ur (1996), if in favor of using textbooks.

1. Framework

A course book provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.

2. Syllabus

In many places the course book serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

3. Ready-made texts and tasks

The course book provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.

4. Economy

A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.

5. Convenience

A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.

6. Guidance

For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the course book can provide useful guidance and support.

7. Autonomy

The learner can use the course book to learn new material, review and monitor progress with some degree.

While many of the aforementioned theorists are quick to point out the extensive benefits of using ESL/EFL textbooks, there are other researchers and practitioners who do not necessarily accept this view and retain some well-founded reservations on the subject. Allwright (1982), for instance, has written a scathing commentary on the use of textbooks in the ELT classroom. He suggests that textbooks are too

inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Subsequently, the educational methodology that a textbook promotes will influence the classroom setting by indirectly imposing external language objectives and learning constituents on students as well as potentially incongruent instructional paradigms on the teachers who use them. In this fashion, therefore, textbooks essentially determine and control the methods, processes and procedures of language teaching and learning. Moreover, the pedagogic principles that are often displayed in many textbooks may also be conflicting, contradictory or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent. In addition, Swain (1992) for example, warns that over dependence on textbooks sometimes absolves teachers of a sense of responsibility for what they teach, since they had, no input to the materials-development process. On the other hand, as Ur (1996) suggests below, there is the other side of the story, the textbooks are not as beneficial as they seem.

1. Inadequacy

Every class – in fact, every learner – has their own learning needs: no one course book can possibly supply these satisfactorily.

2. Limitation

A course book is limited: its set structure and sequence may inhibit a teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.

3. Homogeneity

Course books have their own rationale and chosen teaching/learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes

4. Over-easiness

Teachers consider it too easy to follow the course book uncritically instead of using their initiative; they may consider themselves functioning merely as mediators of its content instead of as teachers in their own right.

Finally, Richards (1996) suggested that *“despite the impact of new technologies, textbooks will doubtless continue to play an important role in language teaching and provide a useful resource for both teacher and learners”*.

Whether or not to use textbooks in class is a question to be addressed to the class teacher. Sometimes, teachers as well as school principals try to make this decision in the best interest for students. Textbooks, in general terms, have positive and negative aspects which have been highlighted above; however, there is still much to say about using or not using textbooks in class, but at this point the participant if the present research work prefers not to jump into conclusion and leave the best for last.

4.4.3 TEXTBOOKS EVALUATION

Textbooks evaluation is a systematic determination of merit, worth and significance of something or someone using criteria against a set of standards. Evaluation often

is used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations and non-profit organizations, government, health care, and other human services.

Since 1970's learners have been the center of language instruction; for this reason, textbooks are the resources that learners need (Brown, 1995) and at the same time this evaluation is important for the SL teacher, because is useful for their own growth, Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessment and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbooks material.

The illustration below shows the scheme by Cunningsworth (1983):

Up – to – date methodology.

Guidance for non - native teachers.

Needs of second – language learners.

Relevance to the socio – cultural environment.

Checklist of items.

Conclusion.

Sheldon (1988) claimed *“the textbook is a tool, and the teacher must know not only how to use it, how useful it can be”*.

In Chile, the Centro de Estudios Públicos (CEP) published the book: “El futuro en riesgo. Nuestros textos escolares” (Eyzaguirre and Fontaine, 1997) in which they wrote criticisms about the quality of the Chilean textbook selection system. These are some of these criticisms:

- Centralized selection and low standards committee.
- Textbooks selection based on lowest price.
- Not enough time for the offer’s evaluation and presentation.
- Lack of incentive for the participation of foreign publishers.
- Erratic quality control.

Many of these critics could be a based for a best future in our country and others, the textbooks should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, contents, and topics match up to student’s personality, backgrounds, needs, and interests as well as those of the teachers and institutions.

Textbooks constituted one of the most important instruments in our pedagogical action and also on the process of learning and educating the students, however in several opportunities the design and the principles of the textbooks may not be correct and appropriate for the context and for the students; it is important that teachers evaluate textbooks but for this process teachers must have a previous education about principles, guidelines and methods to follow. Martinez said (1992)

“selecting, adapt or create materials, and evaluate them, is a professional activity that requires a specific preparation, which must be considered in teacher’s training”.

According to Richards (1994) textbook evaluation must be done according to specific aims and at the same time in an easy way to be able to do it. The material printed in the textbook must have the next items:

- Objective
- Contents
- Style
- Structure
- Pictures
- Activities
- Adaptation for the learners
- Additional material
- Eye catching texts.

Textbook evaluation makes students’ quality time favorable and at the same time the teacher’s work is beneficial. Textbooks must have a structure studied by professionals and, when they are in application, students should be able to know what kinds of skills are being developed at the moment, and how they perform.

4.5 PRODUCTIVE SKILLS

It is of paramount importance to mention that our research has only gone over two productive skills, namely, writing and speaking skills, as most textbooks emphasize the receptive skills, reading and listening.

4.5.1 WRITING SKILLS

According to the Encyclopedic Dictionary of Applied Linguistics (2010), writing is defined as: *“the representation of language in a textual medium through the use of a set of signs or symbols known as a writing system”*, meanwhile the Dictionary of Teaching and Applied Linguistics (2002) defines writing process as *“the strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes”*. Besides Kroll (2001) pointed out *“writing skill is the ability that enables an individual to write lucidly, coherently, and grammatically, or to handwrite legibly with ease and speed”*. According to the three definitions above writing skill has to do with another skill related with productive skills (speaking and writing).

Doughty (1998) has suggested a useful two-way distinction of writing, institutional and personal writing. *“Institutional includes business correspondence, textbooks, regulations, reports, whereas personal writing covers personal letters and creative writings”*. At UCSH, there is a course called “Academic Writing” whose aim is to raise awareness and guide students through the writing skills mostly everything about its importance in academic writing and English writing we use for certain types of written documents.

According to Yule (2003) it is important, when we consider the development of writing, to keep in mind that a large number of the languages in the world today are used only in the spoken form. They do not have a written form. *“For those*

languages that have writing systems, the development of writing, as we know it, is a relatively recent phenomenon". Much of the evidence used in the reconstruction of ancient writing systems comes from inscriptions on stone or tablets, those ancient languages had used other elaborate scripts on wood, leather or other perishable materials, we would have lost them. The same author adds "*But working from the inscriptions we do have, we can trace the development of one writing tradition, lasting a few thousand years, with which humans have sought to create a more permanent record of what was going on*". This shows to us the importance of writing in the evolution of human and its development from early works in wood and rocks, into what we know today and be part of our daily life as e-mails, books, course books, and magazines among many others.

Until the 1960s L2 (second language) writing did not attract much attention; however, writing has been getting more attention recently. As Harmer (1998) points out, "*the writing skill has finally been recognized as an important skill for language learning*". Harmer (1998) lays stress on the essentiality of the writing skill stating "*the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right*". Writing is indeed becoming necessary not only in L2 in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing e-mails, or business letters overseas. Let us also consider that most of our learners are digital natives, so most of their life they have been typing words (or writing) in order to communicate with their peers.

Reid (1993) also indicates that *“along with a drastic increase in textbook writing, conference presentations, and published research and commentary about L2 writing, the inclusion of direct tests of writing on standardized tests of English proficiency such as the TOEFL Test of Written English has been a sign of the recognition of the importance of L2 writing”*.

4.5.2 SPEAKING SKILLS

According to the Encyclopedic Dictionary of Applied Linguistics (2010), speaking is defined as: *“To utter words or articulate sounds with ordinary speech modulation; talk”* besides, it also means *“to convey thoughts, opinions, or emotions orally”* and, *“to express oneself”*, or *“to convey a message by nonverbal means”*. In fact be able to speak involves a lot of specific terms and arguments that will be presented later on.

The author Orwig (1999) pointed out: *“speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words”*. Richards, (1990) adds that: *“speaking and the art of communications is a productive skill. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative”*. Speaking is more than just pronouncing word, it is an art. It is the best way to communicate your thoughts. Once the student can produce and apply what he/she has been taught without the direct control of the teacher, then the learning process is almost completed

Collins (2000) said: *“spoken is context bound, the interlocutors sharing the intermediate context within which the dialogue takes place: hence much information is implicit and assumed”*. Carter (1995) points out: *“spoken contains simpler utterances with more context related features because the omitted information is easily retrieved from the immediate environment – an advantage not readily available to written texts which are removed from their context spatially and temporally”*. Good speakers usually omit information when they share mutual experiences or the content related to the conversation is familiar to the interlocutors.

On the other hand, we concerning speaking skills and their development in the language learning process, Essberger (2001) refer to this by stating that: *“when we speak, we usually need to be in the same place and time as the other person. Despite this restriction, speaking does have the advantage that the speaker receives instant feedback from the listener. The speaker can probably see immediately if the listener is bored or does not understand something, and then can modify what he or she is saying”* , the author is clearly pointing to the great importance of a good management of this language skill by learners and gives us another example. Essberger (2001) also suggests that *“we usually speak in a much less formal, less structured way. We do not always use full sentences and correct grammar. The vocabulary that we use is more familiar and may include slang. We usually speak in a spontaneous way, without preparation, so we have to make up what we say as we go. This means that we often repeat ourselves or go off the subject. However, when we speak, other aspects are present that are not*

present in writing, such as facial expression or tone of voice. This means that we can communicate at several levels, not only with words". The difference between spoken and written English basically has to do with the formal and informal rules of language. In written form, we consider the APA norm, among other aspects, whereas in spoken communication, pronunciation is largely the most important factor to consider.

According to Richards (2001), there are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially interactive
- Non-interactive.

The same author provides the following important aspects of speaking skills: *"interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner"*. In the present research work we are mainly interested in those learning activities which promote productive interactive activities, that is to say activities that enhance speaking skills in pair work, group work and in other interactive activities.

I. PROBLEMS WITH SPEAKING ACTIVITIES:

- Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited

about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- Mother-tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes –particularly the less disciplined or motivated ones – to keep to the target language.

But with these common problems happening in the classroom, what can the teacher do to help solve some of the problems?. According to Ur (1996), a teacher can have different options as:

- Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language.
- Make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.

- Give some instruction or training in discussion skills. If the task is based on group discussion then include instructions about participation when introducing it.

Whether or not the teacher encourages students to speak in the class is a matter of discussion. According to the plans and programs to teach English as a foreign language in Chile, receptive skills are more favored than productive ones, so we believe that the only way to improve Chilean education as to way English language proficiency is by promoting activities that are based on interactive productive skills. Communication in the target language is a very important issue and the only way someone how to speak is by making him / her speak in interactive activities, the more, the better.

Another subject to consider in the present research study is the proficiency levels in the English language, which shall be dealt with in the following section.

4.6 MINEDUC AND PROFICIENCY LEVELS

4.6.1 PLANS AND PROGRAMS

According to the plans and programs of first year of high school (fundamental objectives), in relation to productive skills (speaking and writing) the Chilean students will be able to:

- To express themselves orally in communicative situations related frequently used level issues, using phrases, idioms and sentences short and simple connected and intelligible pronunciation of the sounds of the level.

- To write short texts and narratives purposes related to the topics of the level, using simple sentences joined by a variety of connectors.
- To discover the expressive richness of English as a global medium, based on the assessment of the expressive richness of their own language, co morbidity reflects both its cultural heritage and the uniqueness of his person.

In order to the minimum required contents, the contents of this level will be developed incorporating and safeguarding the fundamental goals and context of issues that are representative of youth culture and the student's world; and obviously selected on the basis of familiarity, relevance and pertinence.

I. ORAL EXPRESSION ACCORDING TO SPEAKING SKILLS:

A. The oral language development is carried out through frequent interaction in short and simple communicative situations. The texts that students produce have the following characteristics:

- Dialogues length up to 12 turns
- Monologues to about 2 minutes in length
- To inform and make predictions about the future, giving reasons, to express preferences and indicate quantities.
- Level of communicative functions: present continuous to describe the future, adjectives and adverbs of quantity, e.g. a lot (of), not very much, many, some, a few; modal verbs related to the communicative functions, "may" and "might" to make simple predictions, connectors, such as that, when.

- Intelligible pronunciation using the sounds of the English language that interfere with communication present in words such as: /had/, /head/, /hat/.
- B.** Identification and use of the following strategies and techniques to express themselves orally in various communicative situations, using a series of short and simple phrases and sentences:
- Integrating hearing and basic ability to interact
 - Language to signal attention and understanding to initiate and sustain a conversation
 - Request for clarification or help to rethink their statements
 - Self-correction and reformulation of their statements
 - Relationship between the written version and the oral version of the sounds of the level to apply patterns of pronunciation.

II. WRITING EXPRESSION ACCORDING TO WRITING SKILLS

- A.** The development of writing is done by producing short, simple texts, such as emails, letters requesting or providing information, anecdotes, short stories, biographies, itineraries. The texts that students produce the following features:
- They have up to 100 words in length
 - Level communicative functions: present continuous to describe the future, adjectives and adverbs of quantity, e.g. a lot (of), not very much, many, some, a few; modal verbs related to the communicative functions of level, may and might to make simple predictions, connectors such as that, when.

- Include items such as spelling, question marks and exclamation point, and uppercase.
- B.** Identification and use of the following strategies and techniques that promote the production of series of phrases and sentences short and simple, connected together:
- writing short sentences
 - discrimination and use of appropriate connectors for linking sentences logically
 - connectors correction of sequence markers according to the communicative purpose of their sentences

4.6.2 MEASUREMENT OF LEVELS OF LEARNING AND ACHIVEMENT

The Ministry of Education has the defined levels of English it considers necessary for 8th graders and students at 4th year high school, as well teachers of English. These levels are aligned to international standards, particularly those defined by the Association of Language Testers in Europe, which were developed according to parameters set by the Framework Common European framework for languages. (Mineduc, Programa Inglés Abre Puertas).

The illustration below shows the correlation between the students and teachers and their corresponding optimum proficiency levels:

GRUPO	NIVEL ALTE
	Breakthrough
Estudiantes de 8° Básico	1: Waystage user
Estudiantes de 4° Medio	2: Threshold user
Profesores de Inglés	3: Independent User
	4: Competent User
	5: Good User

(Source: www.mineduc.cl)

4.6.3 ALTE (ASSOCIATION OF LANGUAGE TESTERS IN EUROPE), COMMON EUROPEAN FRAMEWORK (CEF)

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2001) abbreviated as CEF, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEF to set up systems of validation of language ability. The six reference levels

below are becoming widely accepted as the European standard for grading an individual's language proficiency.

Council of Europe levels	Description
C2 ALTE 5	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. <i>Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i>
C1 ALTE 4	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. <i>Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i>
B2 ALTE 3	The capacity to achieve most goals and express oneself on a range of topics. <i>Example: CAN show visitors around and give a detailed description of a place.</i>
B1 ALTE 2	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. <i>Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.</i>
A2 ALTE 1	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. <i>Example: CAN take part in a routine conversation on simple predictable topics.</i>
A1 ALTE Breakthrough	A basic ability to communicate and exchange information in a simple way. <i>Example: CAN ask simple questions about a menu and understand simple answers.</i>

(Council of Europe. 2001. *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press)

4.6.4 A2 ALTE LEVEL 1

At this level, users are acquiring a general basic ability to communicate in a limited number of the most familiar situations in which language is used in everyday life. Users at this level need to be able to understand the main points of simple texts, many of which are of the kind needed for survival when travelling or going about in public in a foreign country. At this level, they are using language for survival and to gain basic points of information. (Trim J. 2001. *The Common European Framework of Reference for Languages, a Guide For Users*. Strasbourg: Council of Europe)

I. PRODUCTIVE SKILLS

a) SPEAKING

In social and travel contexts, Morrow K. (2004) claimed users at A2 ALTE level 1 can ask for goods in shops where goods are on display, and order a meal in a restaurant if dishes are either displayed or illustrated on the menu. They can book a hotel room (face to face) and ask simple questions of a host family. In a post office or bank, they can ask for basic services, and they can indicate the nature of a medical problem to a doctor, although they would probably need to supplement their explanation with gestures. On a guided tour they can understand simple information given in a predictable situation, but their ability to follow up with questions and requests for further information is very limited.

In the workplace they can state simple requirements within their own job area and pass on simple messages.

If studying, they can ask simple questions, for example to check instructions or ask for information, but cannot understand more than a very brief answer.

b) WRITING

In social and travel contexts, Jones, N. (2002) pointed out users A2 ALTE level 1 can write a simple fax or letter, for example to book a hotel room, and can fill in a form to register at a hotel or join a bank. They can write a brief factual note or a simple thank-you letter. In the workplace, also, they can write a message or request to a colleague of a simple routine type. They can note down instructions and requests such as clients orders and delivery dates.

If studying, they can note down times, dates and places from classroom boards or notice boards.

The English Diagnostic Test commissioned by the Ministry of Education at the University of Cambridge in 2004 showed that, according to standards set by the Association of Language Testers in Europe (ALTE Association of Language Testers of Europe) of the 11,000 students in grade 8th grade basic and 4th year high school test participants, most of the students had a basic level of English and only 5% of tested students reached 4th year high school ALTE level 2. By 2013, all students who graduate from grade 8th grade basic school certify an ALTE level1 (Basic), graduates must certify 4th grade high school MEDIO ALTE-2 level and teachers at least ALTE-3 (www.mineduc.cl).

4.6.5 B1 ALTE LEVEL 2

Examinations provided by ALTE members at Level B1 are influenced by the Council of Europe's Threshold 90 specification. At this level users should be able to cope linguistically in a range of everyday situations which require a largely predictable use of language. Much of what learners at this level can do involves a better understanding of the types of texts from which Way stage users can derive only the most basic points of information. Understanding at Level B1 differs in that it goes beyond merely being able to pick out facts and may involve opinions, attitudes, moods and wishes. (Trim J. 2001. *The Common European Framework of Reference for Languages, A Guide For Users*. Strasbourg: Council of Europe)

Several of the examinations provided by members of ALTE at Level B2 are used as measures of language ability for official or institutional purposes, such as entry to courses of study and as part of degree courses.

II. PRODUCTIVE SKILLS

a) SPEAKING

In social and travel contexts, Morrow K. (2004) claimed that users at B1 ALTE level 1 can buy goods in counter service shops, and order a meal in a restaurant, asking questions about the dishes on the menu and the services (such as use of credit cards) available. They can book a hotel room over the phone, and deal with most situations likely to arise while staying in a hotel. They can deal with a small number of routine situations in a bank, and ask questions about post office services. They can make a medical appointment over the phone, and give a simple explanation of a problem to a doctor, dentist or pharmacist. As tourists, they can get standard

information from a Tourist Information office, and understand the main points of a guided tour, asking some simple questions for further information.

In the workplace, they can exchange opinions with colleagues as long as the topic is predictable, pass on messages and offer advice to clients within their own area of expertise.

If studying, they can ask simple questions, for example, for clarification, and take a limited part in a seminar or tutorial.

c) WRITING

In social and travel contexts, Council of Europe (2001) pointed out that user at B1 ALTE Level 2 can write short notes and messages and simple personal letters of a narrative or descriptive type, such as thank-you letters and post cards. In the workplace, they can write a short note of request and record a routine order. They can make notes during a meeting for their own purposes, and write a straightforward routine letter, although this will need to be checked by a colleague.

If studying, they can write down some information at a lecture, provided extra time is given for this. They can take notes from written sources, though these may well contain inaccuracies. They can write a simple narrative, but not an academic essay.

4.7 RUBRIC

In order to analyze all the learning activities included in the textbooks provided by the MINEDUC, we have adopted the use of a rubric proposed by Robert Musgrave-Evans (2008) who did validate and utilize such rubric in his own research studies.

4.7.1 RUBRIC VALIDATION

The rubric for learning activity analysis has been taken from "<http://hiteacher.com/korea/language-learning-activity.htm>" and has been previously used in some research project carried out by Robert Musgrave-Evans (2008), which, in turn, validates the use of this instrument in our research study (See appendix **G**)

Following is the table containing the criteria included in the rubric along with the aims for each of them provided by the author.

RUBRIC FOR LEARNING ACTIVITY ANALYSIS

A learning activity can be analyzed from various perspectives in order to gain insight into how the activity relates to learners. This analysis is done by examining how the activity addresses diverse language proficiencies, cultural factors, and particular learner factors.

Criteria	
1. Context	
2. Aims	
3. Procedure of activity and its place in the lesson	
4. Expected outcomes	
5. Diverse language proficiencies	a) Range of proficiencies b) Diversity within the class
6. Cultural factors	a) Roles of teacher and learners b) Cultural self-awareness c) Cross cultural harmony
7. Particular learner factors	a) Cognitive factors (intelligence, aptitude, learning styles) b) Affective factors (maturation, level of anxiety) c) Social factors (social factors, ethnicity, age)

Taken from <http://hiteacher.com/korea/language-learning-activity.htm>

The next stage in this research is the general account of the methodological procedures, which deal with the type of study and the description of all the components that took place in this work.

5.0 METHODOLOGY

This section provides a detailed description of all the stages reached to accomplish the goals of this investigation. Furthermore, in this chapter the participants of this research study have included a thorough explanation of the corpus and its features. This segment also offers aspects concerning the actions taken to define the final corpus, the rubric and the criteria agreed to analyze it.

5.1 TYPE OF STUDY

Due the characteristics of the study, the methodological types that best describes this research design are descriptive, documentary and experimental study. These research types involve studying, examining, measuring, observing and analyzing the data collected. In addition, our research study has considered previous research studies, and articles, that provide some background and data for quantitative and qualitative analyses.

The present research study is ground-breaking in Chilean education, regarding the evaluation of English textbooks provided by MINEDUC. It also attempts to establish criteria and guidelines to aid some future research studies in the area.

5.2 UNIVERSE OF STUDY

The universe to be evaluated corresponds to two first-year high-school textbooks, "Teens' Club" and "Global English", both provided by the Chilean Ministry of Education.

Accordingly, our research study has been based on the evaluation of the two textbooks aforementioned, by analyzing each of the productive-skills activities, which are thus considered the corpus of this investigation.

5.3 TEXTBOOKS ANALYZED IN THE STUDY

TEXTBOOK N°1	TEXTBOOK N°2
Name: “Teens Club”	Name: “Global English”
Author: Lina Alvarado Jantus	Author: Jolanta Polk
Distribution year(s): 2010 – 2011	Distribution year(s): 2007 – 2009
Original Illustration: Ediciones R&B	Original Illustration: Ediciones Cal y Canto
Provided by: MINEDUC	Provided by: MINEDUC

These textbooks were selected according to the following criteria, the “Teens’ Club” textbook is the last supporting material for teachers supplied by MINEDUC, and the “Global English” textbook was the previous one. In other words, these two textbooks are the last ones provided by MINEDUC for the first year high school level, so our textbook analysis and evaluation attempts not only to be an updated textbook version of analysis, but also it attempts to lay foundations for further discussion on the efficacy of the English textbooks provided by MINEDUC.

A rubric designed by Robert Musgrave-Evans previously presented was used to evaluate each and every aspect of the learning activities. Such rubric included different criteria and linguistic factors taken into account in the teaching and learning process.

Analysis was done, firstly, by using the rubric aforementioned in order to categorize each of the linguistic aspects included in the activities promoting productive skills in the two textbooks.

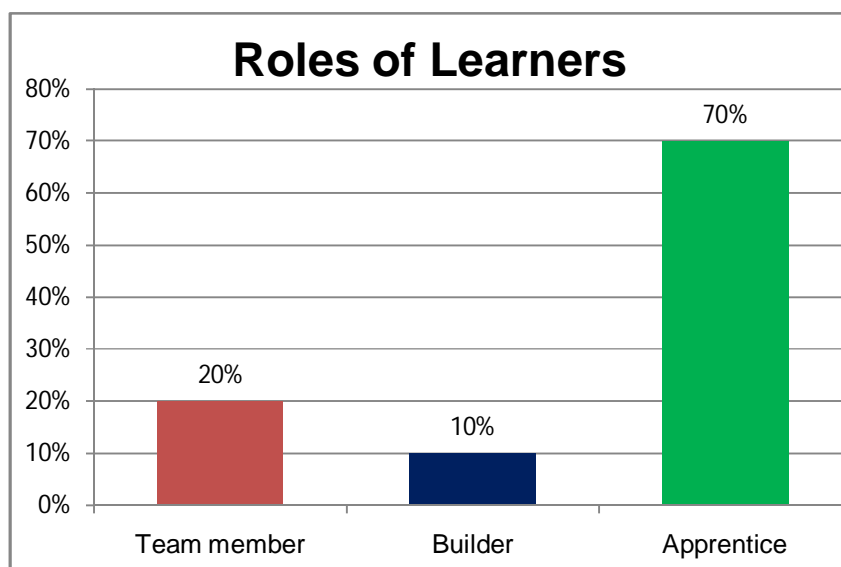
Secondly, all productive-skills activities included in both textbooks were then analyzed as to different categories: roles of teachers and learners, cognitive and affective factors implied in each and every one of the activities enhancing productive skills (oral communication and writing skills).

Glaring differences and obvious similarities between the results from both textbook analyses were then examined and interpreted to generate both a thorough discussion of the results and a final conclusion of the present investigation.

PART TWO

6.0 ANALYSIS

SPEAKING SKILLS - GLOBAL ENGLISH



Graph 1.1

QUANTITATIVE ANALYSIS

According to Kreis (2004), "there are many options for the role that a student can assume in the teaching learning process". Therefore, should we consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the 13 roles depicted by the aforementioned author.

Likewise, from a total of 8 units containing 10 learning activities promoting communicative competencies related to speaking skills, the roles of learners have been distributed as follows:

Firstly, learners assume the role of *Apprentice*, which corresponded to 70 per cent of the learning activities, thus being the most frequent role included in the “Global English” textbook addressed to first year high school students.

Secondly, learners assume the role of *Team Member*, which corresponded to 20 per cent of the learning activities, thus being the second most frequent role, included in the “Global English” textbook addressed to first year high school students.

Finally, learners assume the role of *Builder*, which corresponded to 10 per cent of the learning activities, thus being the least frequent role included in the “Global English” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the twenty-two roles depicted by the aforementioned authors.

The highest percentage shown in **Graph 1.1** is *Apprentice*, because the students participate in these activities under the direct supervision of the teacher as defined by Kreis (2004), "*the student's learn-through demonstration under direction of an expert*" for most of these activities the students participate under the parameters supervised by the teacher.

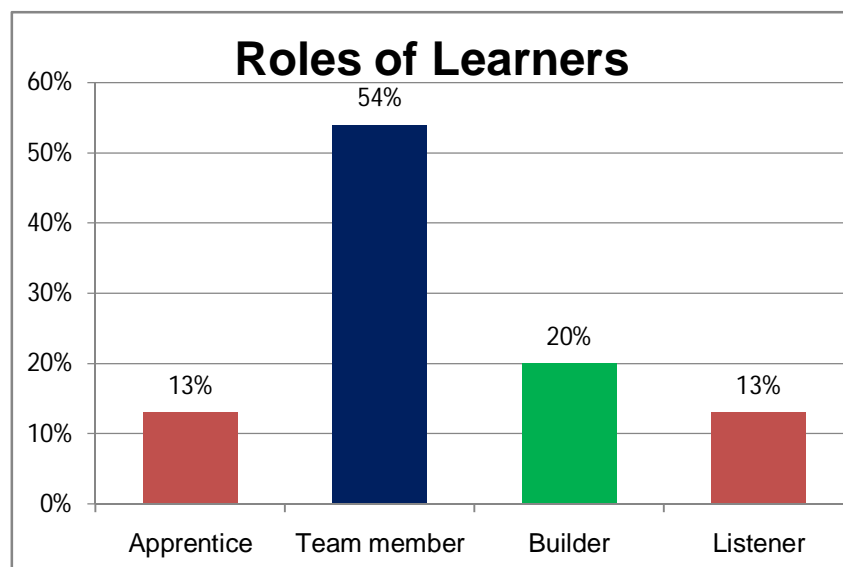
The lowest percentage shown in **Graph 1.1** is *Builder* because the student participates in developing the activities assigned. When the role of the student is a *builder* (Ibid), the learning process of speaking is constructive so they construct their own knowledge, according to the activities designed by the teacher.

All in all, we can make an attempt to provide some reasons for this high percentage for *apprentice*. On the one hand, most of the activities require some active work from learners, and, in addition, they can feel more familiar with the topics in the textbooks. On the other hand, learners can participate in giving opinions, providing personal information, making descriptions, among others.

Furthermore, we can make an attempt to provide some reasons for the lowest, percentage as well, *Builder*. Firstly, most of the activities require an active participation in the activities, students then decided to make their own constructions from the knowledge and the instructions supplied by the teacher.

Accordingly, we can suggest that textbooks include more activities oriented to group work but with strict role procedures, under the supervision of the teacher, because this procedure creates a strong relationship not only with some classmates but also it encourages the team members' respect and tolerance.

SPEAKING SKILLS – TEENS CLUB



Graph 1.2

QUANTITATIVE ANALYSIS

From a total of four units containing 14 learning activities promoting communicative competencies related to speaking skills, the roles of learners have been distributed as follows:

Firstly, learners assume a role of *Team Member*, which corresponded to 54 per cent of the learning activities, being the most frequent role included in the “Teens Club” textbook addressed to first year high school students.

Secondly, learners assume roles of *Builder*, which correspond to 20 per cent of the learning activities, thus being the second most frequent role, included in the “Teens Club” textbook addressed to first year high students.

Finally, learners assume roles of *apprentice* and *listener*, each of them correspond to 13 per cent of the learning activities, being the least frequent role, included in the “Teens Club” textbook addressed to first year high school students.

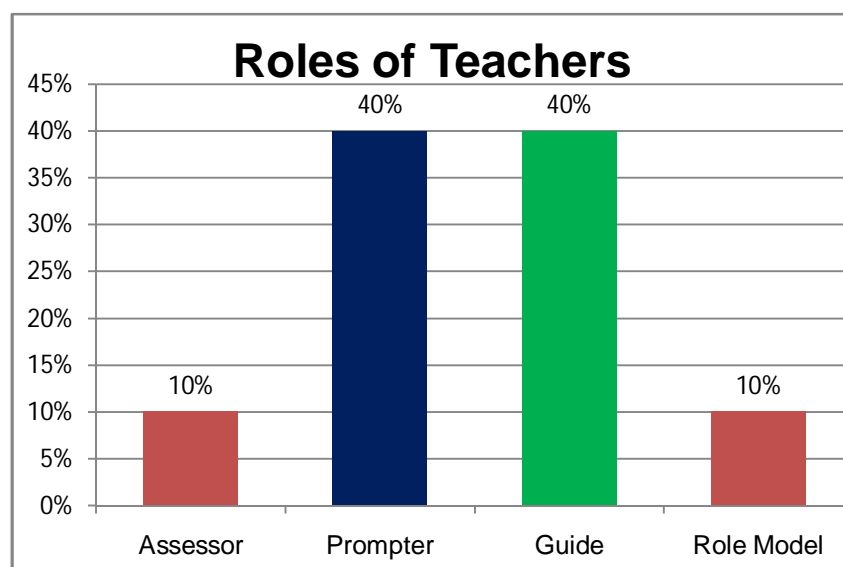
QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones.

The highest percentage shown in **graph 1.2** is *Team Member*. According to Kreis (2004), “*learners can develop analyze, and synthesize abilities, meanwhile they write different types of texts, such as, informative texts, letters, profiles, among others*”. The lowest percentage shown in **graph 1.2** is comprised by two roles, *Listener and Apprentice*, which means that, according to Kreis (2004), “*learners collect, analyze and interpret specific information by themselves. Therefore, they can be independent in groups, acting as leaders*”.

All in all, we can make an attempt to provide some reasons for this high percentage for *Team Member*. On the one hand, most of the activities require teamwork, in this situations is when this roles is different from others, the learner tend to organize into small groups to work with classmates.

SPEAKING SKILLS - GLOBAL ENGLISH



Graph 1.3

QUANTITATIVE ANALYSIS

From a total of 8 units containing 10 learning activities promoting communicative competencies related to speaking skills, the roles of teachers have been distributed as follows:

On the one hand, teachers assume roles of *Prompter* and *Guide* and each of them corresponded to 40 per cent of the learning activities, thus being the most frequent roles included in the "Global English" textbook addressed to first year high school students.

On the other hand, teachers assume the roles of *Assessor* and *Role Model* and each of them corresponded to 10 per cent of the learning activities, thus being the least frequent roles included in the "Global English" textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the twenty-two roles depicted by the aforementioned authors.

On the one hand, **Graph 1.3** shows that, the highest percentage is divided into two main roles; namely, *Prompter* and *Guide*. The former refers to the fact that the teacher participates with discretion, and makes suggestions without becoming the focus of the class. Harmer (1991) stated that we should “...*nudge our students forward in a discreet and supportive way. If the teacher opts for this role, he is adopting some kind of a ‘prompting’ role*”.

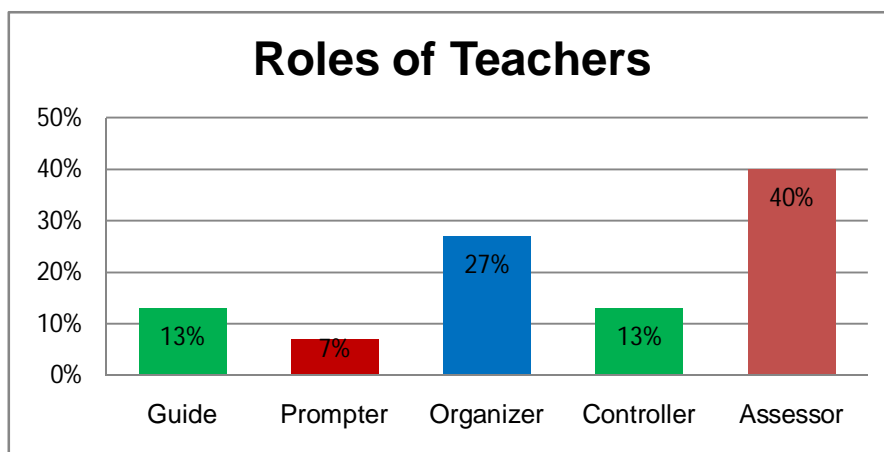
Students have to act out dialogs, role-plays, and the teacher’s role relates to just monitoring fluency and accuracy patterns, besides making corrections discreetly, so that students may continue with the flow of the activity without interruptions.

The latter, the *guide*, “... *provides examples and guidelines for students to take their own paths, allowing the reflection of each student*”, as suggested by Harmer (1991).

The above information is a very important factor to be considered as far as the textbook activities, as these kinds of activities reflect that there is a sort of leading procedure to autonomous production, that is, without the direct control of the teacher.

On the other hand, the lowest percentages are again divided into equal parts, *role model* and *assessor*. In the case of *Role Model*, during the activities, the teacher encourages his/her students to participate presenting the results that they themselves can obtain during the learning process. In the case of *assessor*, the teacher works with his/her students, giving feedback throughout the learning activity, so that students may improve their speaking ability.

SPEAKING SKILLS – TEENS CLUB



Graph 1.4

QUANTITATIVE ANALYSIS

From a total of five units containing 14 learning activities that promote communicative competencies related to speaking skills, the roles of teachers have been distributed as follows:

Firstly, teachers assume a role of *Assessor*, which corresponded to 40 per cent of the learning activities, being the most frequent role included in the “Teens Club” textbook addressed to first year high school students.

Secondly, teachers assume roles of *Organizer*, which corresponded to 27 per cent of the learning activities, being the second most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

Thirdly, teachers assume roles of *Controller* and *Guide*, each of them corresponded to 13 per cent of the learning activities, being the third most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

Finally, teachers assume a role of *prompter*, in 7 per cent of the learning activities, being the least frequent role included in the “Teens Club” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

we should consider the roles assumed by the learners in the MINEDUC textbooks, we would like to mention the ones we have found in our research as the most prominent ones, out of the twenty - three roles depicted by the aforementioned authors.

The highest percentage shown in Graph 1.4 is *Guide*. According to Kreis (2004), *“the teacher is an important support in the learning process by providing a number of resources before and after the activities”*.

The lowest percentage shown in Graph 1.4 is *Assessor*, which means that, according to Harmer (1991), *“the teacher has to offer constant feedback, and, at*

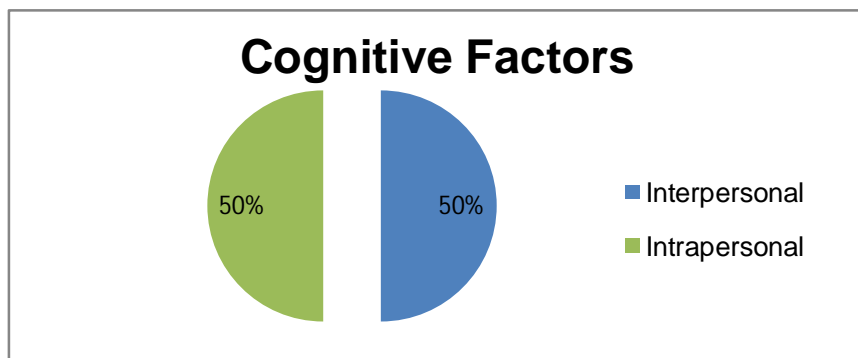
the same time, make corrections in each activity, but without embarrassing the learners”.

In general terms, we can make an attempt to provide some reasons for this high percentage for the role of *Guide*. On the one hand, the high or low activities need the teacher’s explanations, examples or cues after carrying them out. On the other hand, learners need some feedback and reflections after the activities to understand and clarify all doubts and questions about the topic of the activity. In addition Krashen (1975) adds: *“error correction it is maintained helps the learner come to the correct mental representation of the linguistic generalization.”*

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, the constant assistance giving by the teacher is uncomfortable for some students at the time of performing the activities. Secondly, the sensitivity of each teacher is different at the moment of making the corrections because the learners’ reactions can be good or bad.

Accordingly, we can suggest that teacher has to explain at all times why learners are being assessed to create an atmosphere of trust and comfort because learners have to understand the position of the teacher when he/she corrects them or provides feedback during the activities.

SPEAKING SKILLS - GLOBAL ENGLISH



Graph 1.5

QUANTITATIVE ANALYSIS

From a total of 8 units containing 10 learning activities promoting communicative competencies related to speaking skills, the cognitive factors have been distributed as follows:

In this category, results show types of intelligences, such as, *Intrapersonal* and *Interpersonal*. Each of them corresponded to 50 per cent of the learning activities, thus being the most frequent types included in the "Global English" textbook addressed to first year high school students.

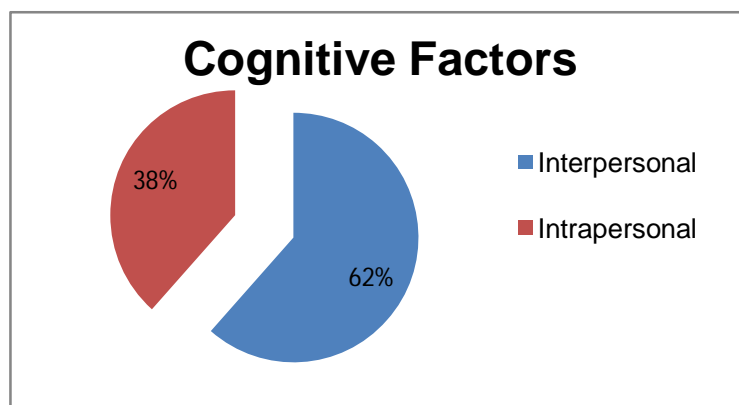
QUALITATIVE ANALYSIS

During the analysis of the activities from the cognitive point of view, results showed that there was similarity as to the type of intelligence according to Gardner (1991) which students should possess in order to develop such activities. These types were both *Intrapersonal* and *Interpersonal*. In the case of the *Intrapersonal* type of intelligence, these activities allow students to work individually, and thus exploring

their own capabilities, whereas in the case of *Interpersonal* intelligence, the activities allow the students to interact with their peers, thus participating cooperatively in pairs, groups or teams, or any other classroom work.

The above results lead us to consider that, no matter whether the classroom procedures are individual, or group oriented, what matters is that students should be willing to engage in classroom activities, whatever the working procedure might be. According to Gardner (1991), “each different types of intelligence are displayed by humans”. Accordingly, we can suggest that textbooks can introduce more activities where there is cognitive development reasonable.

SPEAKING SKILLS – TEENS CLUB



Graph 1.6

QUANTITATIVE ANALYSIS

According to Gardner (1991), “eight different types of intelligence are displayed by humans in the teaching learning process”. Therefore, should we consider the cognitive factors shown in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, by the aforementioned author.

Likewise, from a total of five units containing 14 learning activities that promoting cognitive factors related to speaking skills, the cognitive factors have been distributed as follows:

In one hand, cognitive factors show a type of intelligence as *interpersonal*, which corresponded to 62 per cent of the learning activities, thus being the most frequent type included in the “Teens Club” textbook addressed to first year high school students.

In the other hand, cognitive factors show a type of intelligence as *intrapersonal*, which corresponded to 38 per cent of the learning activities, being the second most frequent type included in the “Teens Club” textbook addressed to first year high school students.

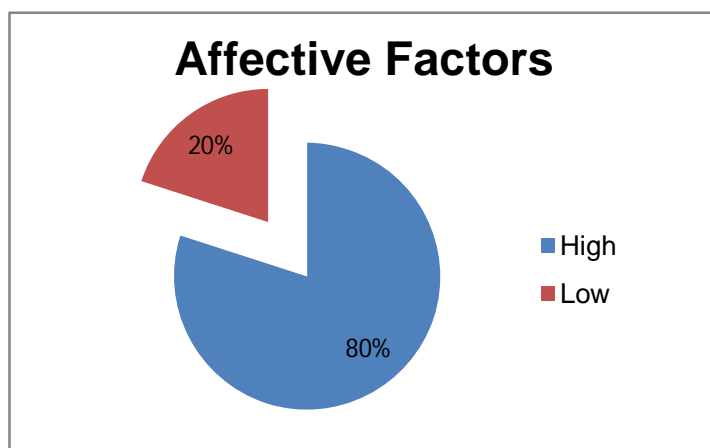
QUALITATIVE ANALYSIS

During the analysis of the activities from the cognitive point of view, results showed that there was similarity as to the type of intelligence according to Gardner (1991) which students should possess in order to develop such activities. These types were both *Intrapersonal* and *Interpersonal*. In the case of the *Intrapersonal* type of intelligence, these activities allow students to work independently, and thus exploring their own abilities to deal with, whereas in the case of *Interpersonal* intelligence, the activities permit the students to work together with their classmates, thus promoting the pair work and the leadership of a work in class.

The above results lead us to regard as that, no matter whether the classroom procedures are individual, or group, oriented, what matters is that students should

be enthusiastic to engage in classroom activities, whatever the working process might be. According to Gardner (1991), *“each different types of intelligence are displayed by humans”*. Accordingly, we can suggest that textbooks can set up more activities where there is cognitive development equitable.

SPEAKING SKILLS - GLOBAL ENGLISH



Graph 1.7

QUANTITATIVE ANALYSIS

According to Krashen (1980), *“learners with high motivation, self-confidence, a good self- image, and low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition, in the teaching learning process”*. Therefore, should we consider the affective factors related to the students in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones.

Likewise, from a total of 8 units containing 10 learning activities promoting communicative competencies related to speaking skills, the activities included in the book are classified according to their level of difficulty distributed as follows:

On the one hand, results show the *High Level* of anxiety, which corresponded to 80 per cent of the learning activities, thus being the most frequent affective factor, included in the “Global English” textbook addressed to first year high school students.

On the other hand, results show the *Low Level of anxiety*, which corresponded to 20 per cent of the learning activities, thus being the least frequent affective factor, included in the “Global English” textbook addressed to first year high school students.

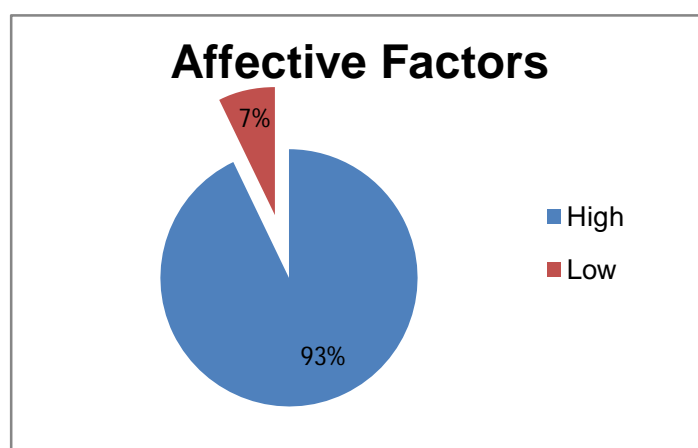
QUALITATIVE ANALYSIS

Graph 1.7 results show that there is a *High Level of anxiety* during speaking activities. This aspect is mainly because students feel nervous about speaking activities. This level of anxiety increases when these speaking activities are both in English and in front of their classmates.

On the other hand, inside the textbooks, there are kinds of activities related to daily life activities, personal information or other situations that are very much appealing to students; this is represented with a low level of anxiety because students feel comfortable sharing this type of information with their peers.

Accordingly, we can suggest that textbook create more activities related to speaking skill. In this way, to speak in English is something usual for them also put focus on the issues that are of interest and so call their attention of learners.

SPEAKING SKILLS – TEENS CLUB



Graph1.8

QUANTITATIVE ANALYSIS

From total of five units containing 14 learning activities that promoting affective factors related to speaking skills, affective factors have been distributed as follows:

On the one hand, results show the level of anxiety as *High*, level which corresponded to 93 per cent of the learning activities, thus being the most frequent level included in the “Teens Club” textbook addressed to first year high school students.

On the other hand, results show the level of anxiety as *Low*, level with 7 per cent of the learning activities, thus being least frequent type included in the “Teens Club” textbook addressed to first year high school students.

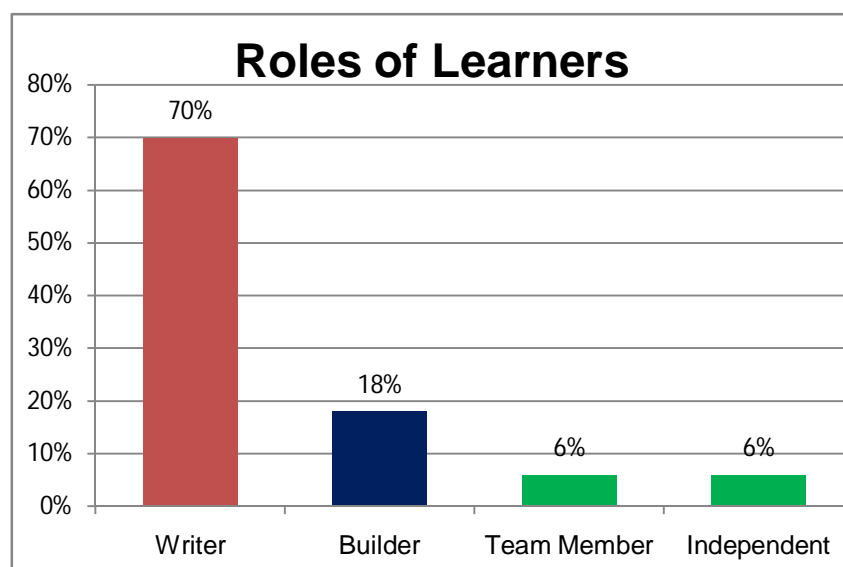
QUALITATIVE ANALYSIS

Graph 1.8 results show that there is a *high level of anxiety* during speaking activities. This aspect could be mainly explained because students feel anxious and nervous about speaking activities. This level of anxiety increases when activities have to do with oral presentation, such as in front of the class, or a role play activity.

On the other hand, some textbooks' activities are related to teenagers' life, routine and lifestyle; such a music style, fashion of nowadays and teenagers' like and dislikes, this could explain that students think less nervous and feel more interested on oral activities without the fear to get wrong or sense the pressure to be speaking in front of the class.

Accordingly, we can propose that textbook create more activities connected to speaking skill. In this way, to speak in English is something common for them also put focus on the issues that are of interest and so call their concentration of learners.

WRITING SKILLS - GLOBAL ENGLISH



Graph 2.1

QUANTITATIVE ANALYSIS

Learners assume the role of *Writer*, which corresponded to 70 per cent of the learning activities, thus being the most frequent role included in the 'Global English' textbook addressed to first year high school students.

Secondly, learners assume the role of *builder*, which corresponded to 18 per cent of the learning activities, thus being the second most frequent role, included in the 'Global English' textbook addressed to first year high school students.

Finally, learners assume roles of *team member* and *independent researcher* each of them corresponded to 6 per cent of the learning activities, thus being the least frequent roles included in the "Global English" textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the twenty – two roles depicted by the aforementioned authors.

The highest percentage shown in **graph 2.1** is *Writer*. According to Kreis (2004), learners can develop analyze, and synthesize abilities, meanwhile they write different types of texts, such as, informative texts, letters, profiles, among others.

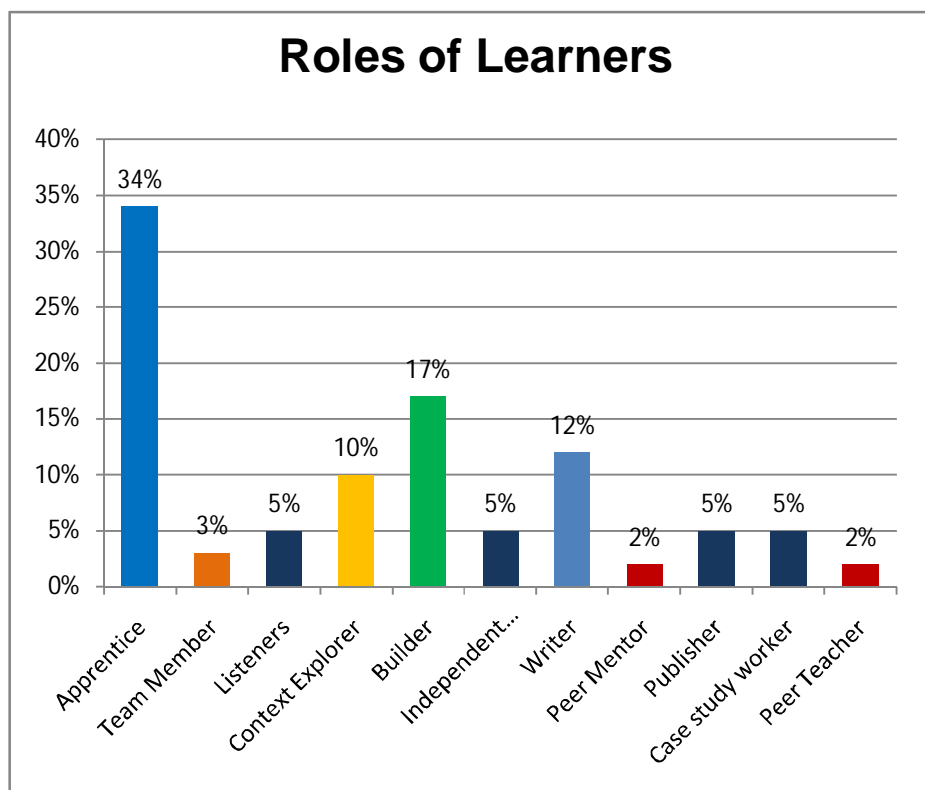
The lowest percentage shown in **graph 2.1** is comprised by two roles, *Independent Researcher and Team Member*, which means that, according to Kreis (2004), *“learners collect, analyze and interpret specific information by themselves. Therefore, they can be independent in groups, acting as leaders”*.

All in all, we can make an attempt to provide some reasons for this high percentage for *Writer*. On the one hand, most of the activities require some writing ability to produce letters, profiles, personal information, among others, in groups or by oneself. On the other hand, learners can improve their vocabulary, orthography and grammar by writing different types of texts, using information, and describing pictures. *“Chomsky’s theory (1970) of universal grammar had been elaborated to include innate knowledge about the principles of language (i.e. that languages usually have pronouns) and their parameters (i.e. that some languages allow these to be dropped when they are in subject position) and this model was applied to the study of both first and second language acquisition)”*.

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, there is a low number of group work oriented activities in the textbook allowing learners to work with partners. Secondly, most of the activities are guided by the teacher; for this reason, learners cannot develop the competencies provided by the *Independent* role at all.

Accordingly, we can suggest that textbooks should include more group work oriented activities because this procedure creates a bond with all classmates and it outstands leading learners who can help class in many activities with their knowledge and higher language proficiency.

WRITING SKILLS – TEENS CLUB



Graph2.2

QUANTITATIVE ANALYSIS

From a total of five units containing 25 learning activities that promoting communicative competencies related to writing skills, the roles of learners have been distributed as follows:

In the first part, learners assume a role of *Apprentice*, which corresponded to 34 per cent of the learning activities, thus being the most frequent role included in the “Teens Club” textbook addressed to first year high school students.

In the second part, learners assume role of *Builder*, which corresponded to 17 per cent of the learning activities, thus being the second most frequent role, included in the “Teens Club” textbook addressed to first year high students.

In the third, learners assume roles of *Writer*, which corresponded to 12 per cent of the learning activities, thus being the third most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

In the fourth part, learners assume roles of *Context Explorer*, which corresponded to 10 per cent of the learning activities, thus being the fourth most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

In the fifth part, learners assume roles of context *Listeners*, *Independent Research*, *publisher* and *case Study Worker*, each of them corresponds to 5 per cent of the learning activities, being the fifth most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

In the sixth part, learners assume a role of *team member* in 3 per cent of the learning activities, thus being the sixth most frequent role, included in the “Teens Club” textbook addressed to first year high school students. Finally, learners assume roles of *peer mentor* and *peer teacher* each of them which corresponded to 2 per cent of the learning activities being the least frequent role included in the “Teens Club” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the twenty – two roles depicted by the aforementioned authors.

The highest percentage show in **graph 2.2** is *Apprentice*. According to Kreis (2004), students learn much better working with instructions from an expert, in this case, the teacher, and the activities always need to have a set instruction to follow.

The lowest percentage shown in **graph 2.2** is comprised by two roles, *Peer Mentor and Peer Teacher*, which means that, according to Kreis (2004), learners, can create a relationship with the partners, but, in the activities, learners do not feel comfortable when other partners give instructions, provide solutions or make changes.

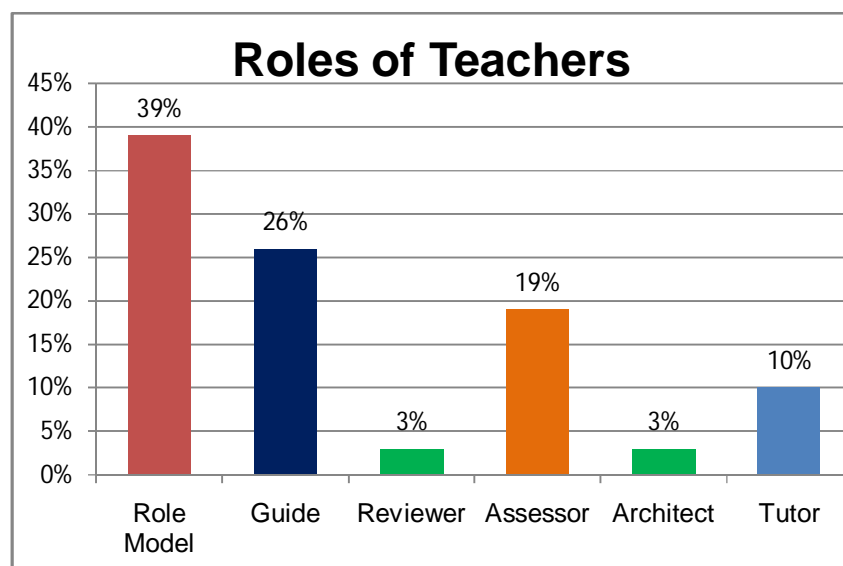
All in all, we can make an attempt to provide some reasons for this high percentage for *Apprentice*. On the one hand most of the activities require some active work from learners and, in addition they can feel more familiar with the

topics in the textbooks. On the other, learners can participate in giving opinions, providing personal information, making descriptions, among others.

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, some learners do not allow the intervention of other learners when they are doing the activities. Secondly there are a low number of activities allowing learners to be either *Peer Mentor* or *Peer Teacher* towards their classmates.

Accordingly, we can suggest that textbooks should include more activities oriented to group work because this procedure creates a strong relationship not only with some classmates but it also encourages the members` respect and tolerance.

WRITING SKILLS - GLOBAL ENGLISH



Graph 2.3

QUANTITATIVE ANALYSIS

From a total of 8 units containing 14 learning activities promoting communicative competencies related to writing skills, the roles of teachers have been distributed as follows:

In the first place, teachers assume the role of *Role Model*, which corresponded to 39 per cent of the learning activities, thus being the most frequent role included in the 'Global English' textbook addressed to first year high school students.

In the second place, teachers assume the role of *Guide*, which corresponded to 26 per cent of the learning activities, thus being the second most frequent role, included in the 'Global English' textbook addressed to first year high school students.

In the third place, teachers assume the role of *Assessor*, which corresponded to 19 per cent of the learning activities, thus being the third most frequent role, included in the 'Global English' textbook addressed to first year high school students.

In the fourth place, teachers assume the role of *Tutor*, which corresponded to 10 per cent of the learning activities, thus being the fourth most frequent role, included in the 'Global English' textbook addressed to first year high school students.

Finally, teachers assume roles of *Reviewer* and *Architect* and each of them corresponded to 3 per cent of the learning activities, thus being the least frequent roles included in the "Global English" textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

We should consider the roles assumed by the learners in the MINEDUC textbooks, we would be obliged to mention the ones we have found in our research as the most prominent ones, out of the twenty - three roles depicted by the aforementioned authors.

The highest percentage shown in **graph 2.3** is *Role Model*. According to Kreis (2004), the teacher has to act as an example to all learners and provide them with a better way to do the activities, and, in some cases how to act in their life as the activities are related to their daily lives.

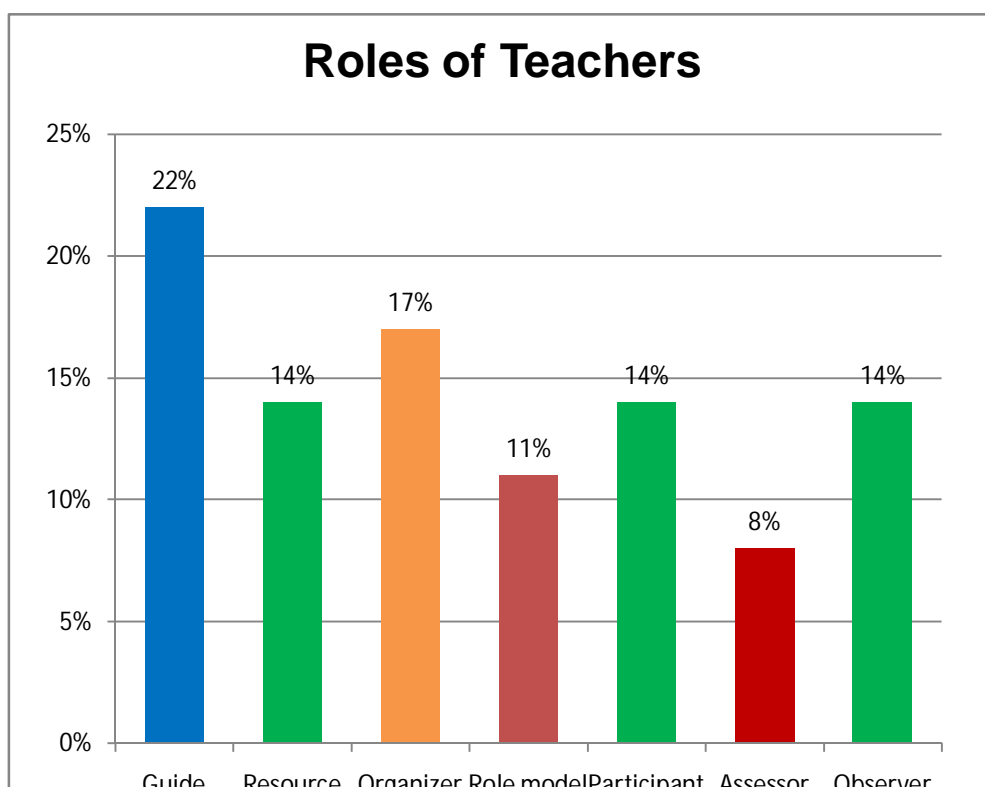
The lowest percentage shown in **graph 2.3** is comprised by two roles, *Architect and Reviewer*, which means that, according to Kreis (2004), *“the teacher makes evaluations or he/she gives feedback, or provides information after doing the activities. This procedure allows learners to understand the topic in a better way”*.

Likewise, Richards (2006) posits that *“and teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher had to develop a different view of learners´ errors and of her/his own role in facilitating language learning”*.

In general terms, we can make an attempt to provide some reasons for this high percentage for *Role Model*. On the one hand, the teacher has an important role that learners may want to imitate in the future. On the other hand, learners create a bond with the teacher because she/he can share her/his experiences, personal

information or examples with them and learners can do the same with the teacher. Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, to give a strict structure sometimes is not pleasing for learners because they may feel obliged to do the activities in one way. Secondly, the teacher has to be careful at the time of giving some criticisms or evaluations because learners are very sensitive at the teacher's feedback. Accordingly, we can suggest that the teacher has to create a good atmosphere with learners from the beginning of the class to the end of it. Therefore, the corrections and criticisms should help learners improve their English proficiency level and writing skills.

WRITING SKILLS – TEENS CLUB



Graph 2.4

QUANTITATIVE ANALYSIS

From a total of five units containing 25 learning activities that promote communicative competencies related to writing skills, the roles of teachers have been distributed as follows:

In the first part, teachers assume a role of *Guide* which corresponded to 22 per cent of the learning activities, thus being the most frequent role included in the “Teens Club” textbook addressed to first year high school students.

In the second, teachers assume roles of *Organizer*, which corresponded to 17 per cent of the learning activities, thus being the second most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

In the third part, teachers assume roles of *Resource*, *Participant* and *Observer*, each of them corresponded to 14 per cent of the learning activities, thus being the third most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

In the fourth part, teachers assume roles of *Role Model*, which corresponded to 11 per cent of the learning activities, thus being the fourth most frequent role, included in the “Teens Club” textbook addressed to first year high school students.

Finally, teachers assume a role of *Assessor*, which corresponded to 8 per cent of the learning activities, thus being the least frequent role included in the “Teens Club” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

According to Kreis (2004), *“there are many options for the role that a student can assume; the same is true for an instructor”* in the teaching learning process. In addition, we have also considered the taxonomy of another prominent author, Harmer (1991) to complement our description of the roles of teacher and learners.

Therefore, should we consider the roles assumed by the learners in the MINEDUC textbooks, we would like to mention the ones we have found in our research as the most prominent ones, out of the twenty - three roles depicted by the aforementioned authors.

The highest percentage shown in **graph 2.4** is *Guide*. According to Kreis (2004), *“the teacher is an important support in the learning process by providing a number of resources before and after the activities”*.

The lowest percentage shown in **graph 2.4** is *Assessor*, which means that, according to Harmer (1991), *“the teacher has to offer constant feedback, and, at the same time, make corrections in each activity, but without embarrassing the learners”*.

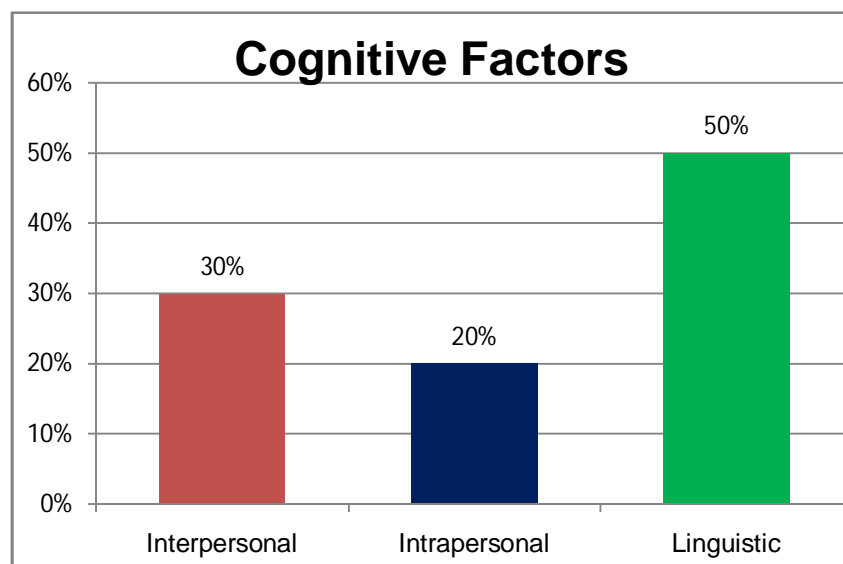
In general terms, we can make an attempt to provide some reasons for this high percentage for the role of *Guide*. On the one hand, the high or low activities need the teacher’s explanations, examples or cues after carrying them out. On the other hand, learners need some feedback and reflections after the activities to understand and clarify all doubts and questions about the topic of the activity. In

addition Krashen (1975) adds: “error correction it is maintained helps the learner come to the correct mental representation of the linguistic generalization.”

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, the constant assistance giving by the teacher is uncomfortable for some students at the time of performing the activities. Secondly, the sensitivity of each teacher is different at the moment of making the corrections because the learners’ reactions can be good or bad.

Accordingly, we can suggest that teacher has to explain at all times why learners are being assessed to create an atmosphere of trust and comfort because learners have to understand the position of the teacher when he/she corrects them or provides feedback during the activities.

WRITING SKILLS - GLOBAL ENGLISH



Graph2.5

QUANTITATIVE ANALYSIS

From a total of 8 units containing 14 learning activities promoting communicative competencies related to writing skills, the cognitive factors have been distributed as follows:

Firstly, results show the type of *Linguistic* intelligence, which corresponded to 50 per cent of the learning activities, thus being the most frequent type included in the “Global English” textbook addressed to first year high school students.

Secondly, results show the type of intelligence *Interpersonal*, which corresponded to 30 per cent of the learning activities, thus being the second most frequent type included in the “Global English” textbook addressed to first year high school students.

Finally, results show the type of intelligence *Intrapersonal*, which corresponded to 20 per cent of the learning activities, thus being the least frequent type included in the “Global English” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

According to Howard Gardner (1993), “*there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints*”, so we feel obliged to mention the ones we have found in our research as the most prominent ones, out of the nine roles depicted by the author.

The highest percentage show in **graph 2.5** is *Linguistic*. According to Gardner (1991), “*learners have the capabilities to write and learn best by writing texts*;

consequently to these learners, the linguistic ability is relevant at the moment of carrying out the activities”.

The lowest percentage shown in **graph 2.5** is *Intrapersonal*, which means that, according to Gardner (1991), *“learners know themselves very well, and prefer to work by themselves because they do better than in a group”.*

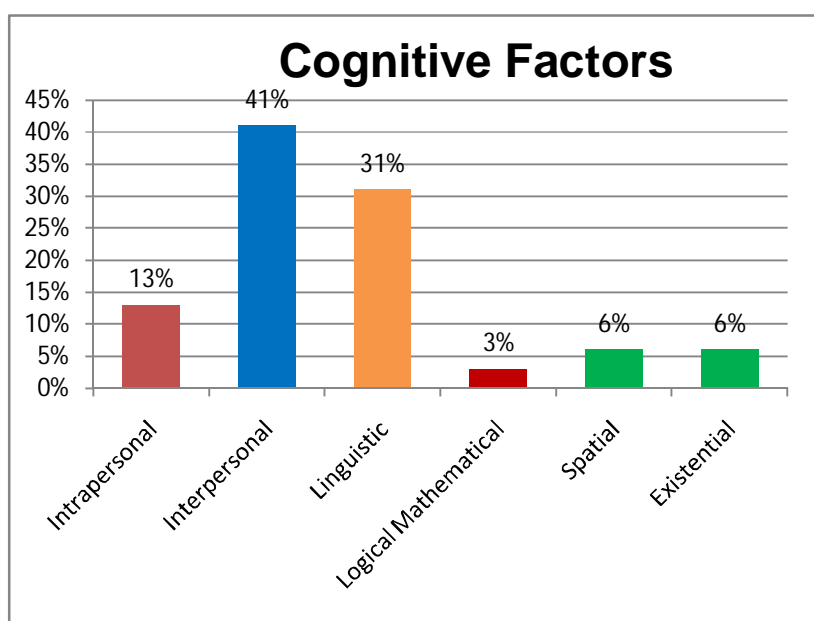
All in all, we can make an attempt to provide some reasons for this high percentage for *Linguistic*. On the one hand, most of the writing activities contain pieces of texts, pieces of news and chat conversations; for this reason, words are the most important aspect. On the other hand, learners write down in many activities of important information, and that procedure helps learners make a good use of all the data they have gathered.

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, learners with these characteristics prefer not to use private information from other classmates, they would rather work with their own information, weaknesses and strengths. Secondly, maybe some activities do not attract the attention of or perhaps, they are not interesting enough for introverted learners.

Additionally, Gardner (1991) recommends that *“teachers use a wide variety of ways to deal with the subject because genuine understanding is most likely to emerge and be apparent to others... if people possess a number of ways of representing knowledge of a concept or skill and can move readily back and forth among these forms”*

Accordingly, we can suggest that textbooks should introduce more reflexive activities where learners can write more about their weakness, strengths, and reactions.

WRITING SKILLS – TEENS CLUB



Graph 2.6

QUANTITATIVE ANALYSIS

From a total of five units containing 25 learning activities that promote cognitive factors related to writing skills, the cognitive factors have been distributed as follows:

In the first part, result show the type of intelligence *Interpersonal*, which corresponded to 41 per cent of the learning activities, thus being the most frequent type included in the “Teens Club” textbook addressed to first year high school students.

In the second part, results show the type of intelligence *Linguistic*, which corresponded to 31 per cent of the learning activities, being the second most frequent type included in the “Teens Club” textbook addressed to first year high school students.

In the third part, results show the type intelligence *Intrapersonal*, which corresponded to 13 per cent of the learning activities, being the third most frequent type included in the “Teens Club” textbook addressed to first year high school students.

In the fourth part, results show types of intelligence *spatial* and *Existential*, each of them corresponded to 6 per cent of the learning activities, being the fourth most frequent type included in the “Teens Club” textbook addressed to first year high school students.

Finally, results show the type of intelligence *Logical Mathematical*, which corresponded to 3 per cent of the learning activities, being the least frequent type included in the “Teens Club” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

The highest percentage shown in **graph 2.6** is *Interpersonal*. According to Gardner (1991), “*the learner is characterized by his/her sensitivity, moods, styles and preferences when performing the activities and during the class. Therefore, learners are capable to work in groups, to create debates and discussions among them*”.

The lowest percentage shown in **graph 2.6** is *Logical Mathematical*, which means that, according to Gardner (1991), “*learners are related to numbers, reasoning and emphasis on the mathematical intelligence in all learning activities*”.

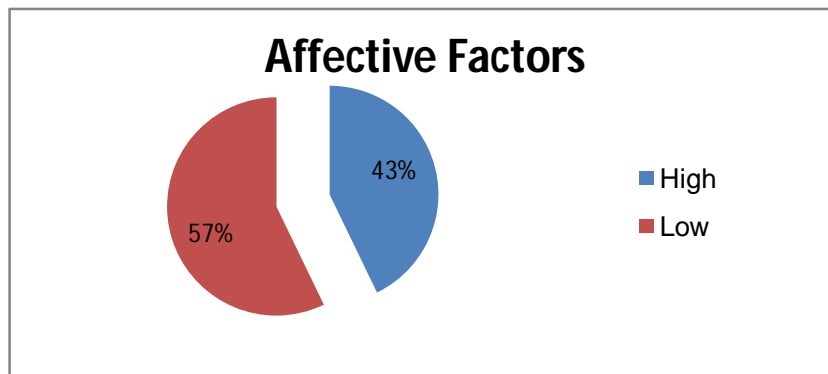
All in all, we can make an attempt to provide some reasons for this high percentage corresponding to the role of *Interpersonal*. On the one hand, this interpersonal intelligence involves many characteristics that learners develop at this age: teenage period. On the other hand, the activities are familiar and related to their age, for example; daily activities, music styles, forum chats among others. The topics are important because they feel a great enthusiasm to do the activities alone, in groups or with a partner. Gardner (1983) remarks that “*intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.*”

In addition, we can make an attempt to provide some reasons for the lowest percentage as well.

Firstly, there are a low number of activities allowing learners to develop *Logical Mathematical*. Secondly, the activities in the textbooks are not interesting or modern enough to attract the attention of all learners in the class.

Accordingly, we can suggest that textbooks can introduce more activities in order to attract the attention of the learners in logical, programming and numeral topics, including familiar aspects for teenagers.

WRITING SKILLS - GLOBAL ENGLISH



Graph 2.7

QUANTITATIVE ANALYSIS

From a total of 8 units containing 14 learning activities promoting communicative competencies related to writing skills, the activities included in the textbook are classified according to their level of difficulty distributed as follows:

On the one hand, results show the *Low Level* of anxiety, which corresponded to 57 per cent; of the learning activities, thus being the most frequent type included in the “Global English” textbook addressed to first year high school students.

On the other hand, results show the *High Level* of anxiety, which corresponded to 43 per cent of the learning activities, thus being the most frequent type included in the “Global English” textbook addressed to first year high school students.

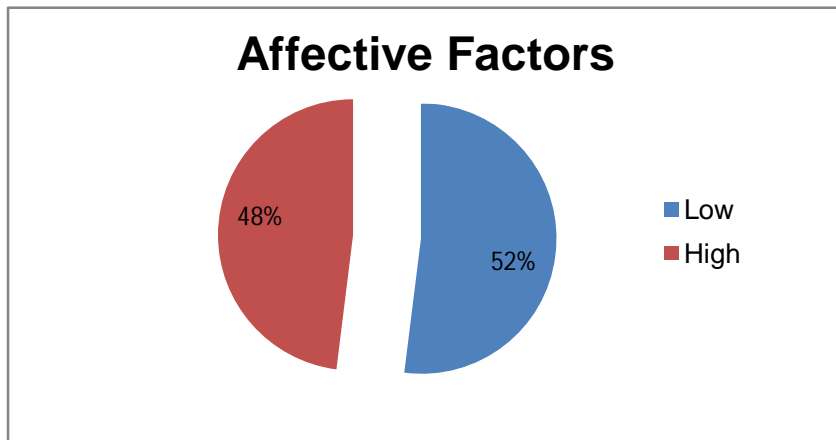
QUALITATIVE ANALYSIS

The highest percentage shown in **graph 2.7** is the *low Affective Filter*. According to Krashen (1981), “*the motivation and a correct input that the teacher provides to her/his learners produce a low affective filter because learners are able to perform the activities in a better way and attitude*”. The lowest percentage shown in **graph**

2.7 is the *high affective filter*, which means that, according to Krashen (1981), *“lack of motivation, emotional instability, not interesting activities, among others, produce a high affective filter in some learners in the production stage”*.

All in all, we can make an attempt to provide some reasons for this high percentage for *low affective filter*. On the one hand, the activities are very familiar to their life (accessories, styles, music, and friends). On the other hand, a big number of activities attract the attention of learners, with pictures, colors and designs. Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well. Firstly, some activities are not interesting in many aspects, and these not attract the attention of learners. Secondly, a number of activities require presentations, and for some learners this produces a high affective filter. *“Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition”* Krashen (1981)

WRITING SKILLS – TEENS CLUB



Graph 2.8

QUANTITATIVE ANALYSIS

From total of five units containing 25 learning activities that promoting affective factors related to writing skills, affective factors have been distributed as follows:

On the one hand, results show the level of anxiety *high level*, which corresponded to 48 per cent of the learning activities, thus being the most frequent level included in the “Teens Club” textbook addressed to first year high school students.

On the other hand, results show the level of anxiety *low level* with 52 per cent of the learning activities, thus being least frequent type included in the “Teens Club” textbook addressed to first year high school students.

QUALITATIVE ANALYSIS

The highest percentage shown in **graph 2.8** is the *low affective filter*. According to Krashen (1981), “*the motivation, input and a good relationship with classmates and the teacher produce a low affective filter because learners are able to perform the activities in a better way and attitude*”.

The lowest percentage shown in **graph 2.8** is the *high affective filter*, which means that, according to Krashen (1981), *“lack of motivation, emotional instability, sentimental conflicts, among others, produce a high affective filter in some learners in the production stage”*.

All in all, we can make an attempt to provide some reasons for this high percentage for *high affective filter*. On the one hand, the activities are very familiar to teenagers (accessories, styles, music). On the other hand, a big number of activities attract the attention of learners, with pictures, colors and designs.

Furthermore, we can make an attempt to provide some reasons for the lowest percentage as well.

Firstly, some activities are old fashioned in many aspects, and so this they do not attract the attention of learners. Secondly, a number of activities require a presentation to the class, and for some learners this produces a high affective filter.

Let us not forget Krashen (1981) who suggests that *“the input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation”*.

Accordingly, we can suggest that textbooks can introduce more activities related to teenagers and the design of pages with more colors and pictures that seem to be more appealing to learners when performing the activities alone and with the partners.

7.0 COMPARISON OF RESULTS

7.1 COMPARISON OF RESULTS – QUANTITATIVE ANALYSIS

ROLES OF LEARNERS

Global English (2009)	Teens Club (2011)
Apprentice : 70%	Team members: 54%
Team members: 20%	Builder: 20%
Builder: 10%	Apprentice: 13%
	Listener: 13%

Similarities:

According to Kreis (2004), there are 13 roles of learners. In this case, the following roles are repeated in both textbooks: Apprentice, Team members and Builder.

Differences:

In spite of the roles of learners are similar do not share the same percentage in both textbooks.

The role with the strong presence in “Global English” textbook has 70% (Apprentice), the role with the strong presence in “Teens Club” textbook has 54% (Team Members).

ROLES OF TEACHERS

Global English (2009)	Teens Club (2011)
Prompter: 40%	Assessor: 40%
Guide: 40%	Organizer: 27%
Role Model: 10%	Guide: 13%
Assessor: 10%	Controller: 10%
	Prompter: 7%

Similarities:

According to Kreis (2004) and Harmer (1991) there are 23 roles of teacher. In this case, three roles of teachers are repeated in most of the learning activities: Prompter, Guide and Assessor.

Differences:

In Teens Club textbook the most frequent role of teacher is Assessor which corresponded to 40 per cent, however, in "Global English" textbook this role is the least frequent which corresponded to 10 per cent. The following roles: Organizer and Controller are not present in "Global English" textbook.

The role Prompter is low in "Teen Club" textbook which corresponded to 7 per cent, but in "Global English" textbook is the most frequent role which corresponded to 40 per cent.

COGNITIVE FACTORS

Global English (2009)	Teens Club (2011)
Interpersonal: 50%	Interpersonal: 62%
Intrapersonal: 50%	Intrapersonal: 38%

Similarities:

According to Gardner (1991) there are diverse types of intelligences.

In both textbook, there are 2 types of intelligences: Intrapersonal and Interpersonal.

Differences:

The “Teens Club” textbook shows that there is a tendency to develop Interpersonal intelligence which corresponded to 62 per cent, in which learners communicate effectively and easily with others.

AFFECTIVE FACTORS

Global English (2009)	Teens Club (2011)
High: 80%	High: 93%
Low: 20%	Low: 7%

Similarities:

According to Krashen (1980) both textbooks develop learning activities with a high and low level of anxiety.

High level of anxiety is the most frequent in both textbook which corresponded to 80% and 93%

Differences:

Despite the fact that both textbooks develop learning activities, the high level of anxiety from the textbook “Global English” has a small difference in percentage which corresponded to 80 per cent, while the textbook “Teens Club” the high level of anxiety corresponded to 93 per cent.

In the fourth case, we shall review how writing skills are treated in both textbooks as to a quantitative analysis. We have attempted to point out here the glaring differences and the obvious similarities between both textbooks as to the learning activities promoting writing skills.

The chart below shows the most prominent roles of learners in both textbooks:

Teens Club (2011)	Global English (2009)
Apprentice: 34%	Writer : 70%
Builder: 17%	Builder: 18%
Team members: 6%	Team members: 6%
Writer: 12%	Independent researcher 6%
Context Explorer: 10%	
Independent Researcher: 5%	

Listener: 5%
Publisher: 5%
Case study worker: 5%
Team members: 3%

Similarities:

According to Kreis (2004), there are 13 roles of learners. In this case, the following roles are repeated in both textbooks: Team members, Builder, Writer and Independent Researcher. Builder is very similar in both textbooks (18% and 12%), team member is low in both textbooks (6% and 3%), and independent researcher is low in both textbooks (6% and 5%)

Differences:

The role with the strongest presence in “Global English” Textbook has 70%. The role with the stronger presence in “Teens Club” textbook has 34%. The following roles: Apprentice, Listener, Context explorer, Peer mentor, Peer teacher, Publisher, Case study worker are not present in Global English textbook.

ROLES OF TEACHERS

Global English (2009)	Teens Club (2011)
Role Model: 39%	Guide: 22%
Guide: 26%	Organizer: 17%
Assessor: 19%	Resource: 14%
Tutor: 10%	Participant: 14%
Architect: 3%	Observer: 14%
Reviewer: 3%	Role Model: 11%
	Assessor: 8%

Similarities:

According to Kreis (2004) and Harmer (1991) there are 23 roles of teacher. In this case, three roles of teachers are repeated in most of the learning activities: Guide, Role model and Assessor.

Differences:

In “Global English” textbook the most frequent role of teacher is Role Model which corresponded to 39 per cent, however, in “Teens Club” textbook this role is the least frequent which corresponded to 11 per cent. The role Assessor is low in “Teens Club” textbook which corresponded to 8 per cent, but in “Global English” textbook is the third most frequent role which corresponded to 19 per cent.

COGNITIVE FACTORS

Global English (2009)	Teens Club (2011)
Linguistic: 50%	Interpersonal: 41%
Interpersonal: 30%	Linguistic: 31%
Intrapersonal: 20%	Intrapersonal: 13%
	Spatial: 6%
	Existential: 6%
	Logical Mathematics: 3%

Similarities:

According to Gardner (1991) there are diverse types of intelligences. In both textbook, there are 3 types of intelligences: Intrapersonal, Interpersonal and Linguistic intelligences.

Differences:

The “Teens Clu”b textbook shows that there is a tendency to develop Interpersonal intelligence which corresponded to 41 per cent, in which learners communicate effectively and easily with others. “Teens Club” textbook develop other types of intelligence, such as, Spatial, Existential and Logical Mathematics. Global English textbook, the learning activities are focused on Linguistic Intelligence which corresponded to 50%.

AFFECTIVE FACTORS

Global English (2009)	Teens Club (2011)
High: 43%	High: 48%
Low: 57%	Low: 52%

Similarities:

According to Krashen (1980) both textbooks develop learning activities with a high and low level of anxiety. Low level of anxiety is the most frequent in both textbooks corresponded to 57% and 52%. High level of anxiety is the least frequent in both textbooks corresponded to 43% and 48%.

Differences:

Despite the fact that both textbooks develop learning activities, the low level of anxiety from the textbook "Teens Club" has a small difference in percentage which corresponded to 52 per cent, while the textbook "Global English" the low level of anxiety corresponded to 57 per cent.

7.2 COMPARISON OF RESULTS – QUALITATIVE ANALYSIS

This section comprises a comparison of the results of both the qualitative and quantitative analyses carried out to the productive-skills activities contained in both textbooks, namely, “Teens Club” and “Global English”.

In one hand, we shall review how writing skills are treated in both textbooks. We have attempted to compare here the glaring differences and the obvious similarities between both textbooks as to the learning activities promoting writing skills.

SPEAKING SKILLS

ROLES OF LEARNERS

Let us not disregard the fact that the classification for the roles of learners applied in all analyses in the present research study is the one postulated by Kreis, J. (2004) due to his updated version and his extensive amount of learners’ role possibilities.

Differences:

Textbook “Teens Club”

- The Apprentice role (see graph **2.2**) appears with a strong presence in the learning activities, which shows that learners have an active participation in almost all activities.

Textbook “Global English”

- The Teens Club textbook shows wide range roles of learners an all activities.

Similarities:

- After a thorough analysis of the Roles of Learners of the writing activities included in both the “Global English” and the ‘Teens’ Club’ textbooks, it was revealed that the *Builder* role (see graph 2.2) bears the strongest similarity in all learning activities enhancing writing skills in both textbooks, since they require creativity, reflection and imagination from learners when writing dialogs,

letters, and poems, among other writing tasks.

- The *Team Member* role (see graphs 2.1 and 2.2) presents a weak presence in both textbooks because the activities do not allow team work.

- The *Independent Researcher* role (see graphs 2.1 and 2.2) is present in some activities that show how to learners can work by themselves with their own tools and abilities.

ROLES OF TEACHERS

It is of paramount importance to mention that the classification for the roles of teachers applied in all analyses in the present research study is the one postulated by both Kreis, J. (2004) and Jeremy Harmer (1991) due to their updated version and their extensive amount of teachers’ role possibilities.

Differences:

Textbook “Teens Club”

- The strong presence of *Observer* role (see graph 2.4) in Teens Club textbook is relevant, before, during and after the activities, when the teacher gives feedback or corrects the mistakes in a cautious way, even though, this role in Global English textbook can be replaced by *Tutor* or *Guide* role.

Textbook “Global English”

- The *Tutor* role (see graph 2.3) has presence in Global English textbook and has not presence in Teens Club textbook at all because is a difficult role for the teacher because some learners do not feel comfortable with the personal contact among them and teachers.

- The presence of the *Assessor* role (see graph 2.3) in Global English textbook has an important performance because learners expect indication for the activities although in Teens Club textbook this role has a low presence.

Similarities:

- The *Guide* role (see graph 2.4) has a strong presence in both textbooks because the teacher acts as a support for her/his students in the activities and always tries to provide examples, information, reflections, among others, when they perform the activities.

- The *Role Model* role (see graph 2.3) has presence in Teens Club and Global English textbook, therefore, the teacher is a good inspiration for all learners and use her/his profession as an example for them.

- The type of the teacher role is similar in both textbooks because the teacher characteristics that learners need to perform the activities are related to *Guide*, *Role Model* and *Assessor* (see graph 2.3).

COGNITIVE FACTORS

It is extremely important to point out that the linguistic theory applied in all Cognitive analyses in the present research study is the one postulated by Howard Gardner (1991) due to the fact that he is the major exponent as to multiple intelligences.

Differences:

Textbook “Teens Club”

- The different numbers among the roles shown that activities do not develop the Logical *Mathematic*; *Spatial* and *Existential* roles (see graph 2.6).

Textbook “English Club”

- The *Linguistic* role (see graphic 2.5 and 2.6) in Global English textbook is the relevant aspect to develop in the activities
- In Teens Club textbook the important role for cognitive factors is *Interpersonal*.

Similarities:

- The *Intrapersonal* role (see graphic 1.5, 1.6 , 2.5 and 2.6) has a similar presence in Teens Club and Global English textbooks because learners work with their own motivations, experiences, emotions and personal information, among others.

- The *Linguistic* role has a strong presence in both textbooks because the most important area is related to words, notes and to learn best by writing.
- The strong presence of *Interpersonal* role in both textbooks is relevant.

AFFECTIVE FACTORS

It is particularly important to indicate that the linguistic theory applied in all Affective analyses in the present research study is the one postulated by Stephen Krashen (1980) due to the fact that he is the major exponent as to multiple intelligences.

Differences:

Textbook “Teens Club”

- Teens Club textbook shows that the low affective filter makes the activities more effective.

Textbook “Global English”

- The presence of *Low Affective Filter* (see Appendix F) in Global English is stronger than Teens Club textbook

Similarities:

- The presence of the *High* and the *Low Affective Filter* (see Appendix F) in both textbooks show a balance in the activities.

- The presence of these two affective filters proved the variety activities in the textbooks and show how these perform in learners.

- The percentages between the *High* and the *Low Affective Filter* in Teens Club and Global English are almost equivalent.

- The *Low Affective Filter* has a strong presence in both textbooks because learners do not have a high number of presentations to the class like speaking activities.

In the other hand, we shall review how speaking skills are treated in both textbooks. We have attempted to point out here the glaring differences and the obvious similarities between both textbooks as to the learning activities promoting speaking skills.

WRITING SKILLS

ROLES OF LEARNERS

It is of paramount importance to mention that the classification for the roles of teachers applied in all analyses in the present research study is the one postulated by both Kreis (2004) and Harmer (1991) due to their updated version and their extensive amount of teachers' role possibilities.

Differences:

Textbook “Teens Club”

- The *Team member* role (see graph **2.1** and **2.2**) appears with a strong presence in the learning activities in Teens Club because the activities that the students should perform are designed to develop knowledge working in pairs or team groups in a collaborative environment.

Textbook “Global English”

- The *Apprentice* role (see graph **1.1** and **1.2**) appears with a strong presence in the learning activities in Global English, which shows that the activities are designed to develop knowledge under the supervision or direction of their teacher.

Similarities:

- The *Builder* role (see graph 2.1 and 2.2) has little presence in the learning activities contained in both textbooks; there are few instances for students to construct their own knowledge by using their own reflections.

- In both cases, there is similarity in the variety of learner roles using in all activities in these textbook.

ROLES OF TEACHERS

It is of paramount importance to mention that the classification for the roles of teachers applied in all analyses in the present research study is the one postulated by both Kreis (2004) and Harmer (1991) due to their updated version and their extensive amount of teachers' role possibilities.

Differences:

Textbook "Teens Club"

- The presence of the Assessor role (see graph 1.3 and 1.4) in Teen Club textbook has a strong presence, because the activities require continuous feedback from teacher to students.

Textbook "Global English"

- The role model (see graph 2.3 and 2.4) has presence in Global English only because some of their activities help your students see the teacher as a successful professional.

COGNITIVE FACTORS

It is extremely important to point out that the linguistic theory applied in all Cognitive analyses in the present research study is the one postulated by Gardner (1991) due to the fact that he is the major exponent as to multiple intelligences.

Differences:

Textbook “Teens Club”

- The *Intrapersonal* role (see graph 1.5 and 1.6) has a less presence in Teens club because the activities are not aimed to self-reflective capacities.

Textbook “Global English”

- The low presence of roles in the area of cognitive factors, perhaps the product is the speaking skill does not generate instances for the development of other areas.

Similarities

- In both books we find a small variety of cognitive factors, therefore the approach that gives both texts in their activities are for the area related to the introspective as well interaction with others.

- The *Interpersonal* role has a similar presence in Teens Club and Global English textbooks because the activities are aimed at producing effective communication with their classmates and improve their skills to empathize easily with other.

AFFECTIVE FACTORS

It is particularly important to indicate that the linguistic theory applied in all Affective analyses in the present research study is the one postulated by Krashen (1980) due to the fact that he is the major exponent as to multiple intelligences.

Differences:

Textbook “Teens Club”

- Low Affective Filter is not predominant in this Textbook, generating higher levels of anxiety of students.

Textbook “Global English”

- The presence of *High Affective Filter* in Global English is stronger than Teens Club textbook. Therefore the recently textbook generates higher levels of anxiety because the activities require a large number of presentations in front of the class

Similarities

- The presence of *Low Affective Filter* is weak in both textbooks because the activities are aimed to generate dialogs between students about issues that are usual in their daily life.

- The *High Affective Filter* has a strong presence in both textbooks because anxiety levels in learners increases when talking in English, especially when the activity requires speaking in front of their classmates.

8.0 CONTRAST ALTERNATIVE HYPOTHESES AND RESULTS.

8.1 Work and null hypothesis contrastive analysis and results.

According to the work hypothesis: “The roles of teachers and learners along with affective and cognitive are the key factors in the treatment of productive skills in first year high school English textbooks provided by the MINEDUC”.

Results show that out of all the selected criteria included in the rubric for the analysis of the 60 learning activities, the roles of teachers and learners, along with the cognitive and affective factors, stand out as the key factors in the learning process. Thus, our work hypothesis has been validated.

Accordingly, our null hypothesis: ““The roles of teachers and learners along with affective and cognitive are not the key factors in the treatment of productive skills in first year high school English textbooks provided by the MINEDUC”, has thus been refuted.

8.2 Alternative Hypothesis 1 contrastive analysis and results.

According to the alternative hypothesis 1 mentioned at the beginning of our research: “A high percentage, 51 per cent of the learning activities exhibits, the roles of teachers have an inversely proportional relationship as to the roles of learners”

.A contrastive analysis and results, confirm that, by increasing teachers’ participation, the students’ participation is reduced. Thus, our first alternative hypothesis has been validated.

8.3 Alternative Hypothesis 2 contrastive analysis and results.

According to Alternative Hypothesis 2 “A high percentage, 51 per cent of the learning activities exhibits, the roles of teachers have a directly proportional relationship as to the roles of learners”.

A contrastive analysis between the alternative hypothesis 2 and the results of our study show that if the teacher’s role has been, the students’ role has decreased. Thus, our alternative hypothesis 2 has been refuted.

8.4 Alternative Hypothesis 3 contrastive analysis and results.

According to Alternative Hypothesis 3 “A high percentage, 60 percent of the learning activities analyzed promote the *Interpersonal* intelligence type”.

”Results show that 45 per cent of the interpersonal intelligence type has been the major cognitive factor in the 60 learning activities. Thus, our alternative hypothesis 3 has been refuted.

8.5 Alternative Hypothesis 4 contrastive analysis and results.

According to the alternative hypothesis 4 “A high percentage, 60 percent of the learning activities analyzed promote a high level of anxiety according to Krashen’s Affective Filter Theory”.

Results show that a *high level of anxiety* has been present in 66 per cent of the learning activities, thus, our alternative hypothesis 4 has been validated.

9.0 CONCLUSIONS

These results are encouraging as they indicate positive trends in the data regarding learners' roles to perform in the learning activities with greater effectiveness after the textbook analyses.

The results of the textbook analysis are suggestive of positive further development. The analysis of productive-skills learning activities indicates that students can perform using interpersonal type of intelligence accurately, and, above all, apply them into their speaking and writing skills.

After a thorough analysis of all the learning activities promoting productive skills contained in the Global English and the Teens Club textbooks, there are certain considerations that we would like to point out in this final conclusion section.

Each textbook encourages the performance of different roles, both for teachers as well as for students, the Global English textbook shows predominance in the students' roles corresponding to: Apprentice and Writer. And the Teens' Club textbook revealed that the most predominant roles for students corresponded to: Team Member and Apprentice. This result states that the Global English textbook has learning activities that make students work under the supervision and the direct control of the teacher; whereas the Teens' Club textbook promotes the collaboration and team work as their first priority.

The most recent textbook, Teens' Club exhibits more learning activities as well as more roles for both the teachers and the learners.

As far as the speaking skills, it is important to note that in the Teens Club textbook, the level of anxiety is extremely high (74 per cent) because all of the learning activities require that the student should perform in front of the class.

Besides, as far as speaking skills, in the Global English textbook, the level of anxiety is also high (57 per cent) since all activities are related to oral presentations, debates and role – plays, which implies high tension among students.

In relation to writing skills, in both textbooks, the level of anxiety is low (27 per cent average) because most of the activities do not require participation in front of the class; moreover, the researchers sensed that most of the activities do not allow room for students' participations freely. Most of the learning tasks present a controlled-activity procedure.

Concerning the visual aspects, the present research work detected that the Global English textbook is less friendly as to visual clues for the students than the Teens' Club textbook; in other words, the Teens' Club textbook shows a wide range of colorful presentation for each of the units. In addition, most of the contents of the lessons have visual resources along with textual information, whereas the Global English textbook has a limited number of visual clues and the format is outdated.

Furthermore, the researchers suggest the use of Chilean cultural values and traditions so that the subject of cultural awareness becomes more meaningful since the students will be sharing significant information related to their own culture and traditions. In the analyses of both textbooks, due to the fact that lessons

usually involve the British or the American culture only, the researchers believe that Chilean students may exhibit some type of reluctance to take active participation in the learning activities.

Likewise, we would like to state that the present research stands as a source of reference for all those teachers who happen to be using textbooks provided by MINEDUC.

Therefore, we encourage all those teachers interested in the issue of English Language Teaching (ELT) to consult this thesis investigation because the results revealed in here will be quite meaningful and significant for the readers in general.

GLOSSARY

Affective filter hypothesis

A hypothesis proposed by Krashen and associated with his monitor model of second language development. The hypothesis is based on the theory of an affective filter, which states that successful second language acquisition depends on the learner's feelings. Negative attitudes (including a lack of motivation or self-confidence and anxiety) are said to act as a filter, preventing the learner from making use of INPUT, and thus hindering success in language learning.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Approach

In language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Assessment

A systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Collaborative learning

A general term for an approach to teaching and learning which makes use of learners working together in small groups. A form of collaborative learning in which specific roles and responsibilities for group members and for the use of group-based activities is known as COOPERATIVE LEARNING.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Communicative competence

Knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate, or done in a particular SPEECH COMMUNITY.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Cross-cultural analysis

Analysis of data from two or more different cultural groups, in order to determine if generalizations made about members of one culture are also true of the members of other cultures. Cross-cultural research is an important part of sociolinguistics,

since it is often important to know if generalizations made about one language group reflect the culture of that group or are universal.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Drafting

To write down a document for the first time, including the main points but not all the details.

Source: Longman Dictionary of Contemporary English online (2009).

Foreign Language

A language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Generalization

(In learning theory) a process common to all types of learning, which consists of the formation of a general rule or principle from the observation of particular examples.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Input hypothesis

The idea that exposure to comprehensible input which contains structures that are slightly in advance of a learner's current level of COMPETENCE (communicative competence) is the necessary and sufficient cause of SECOND LANGUAGE ACQUISITION.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Interlocutors

A neutral term referring to any person with whom someone is speaking. A conversation requires at least two interlocutors.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Language anxiety

Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety..

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Language proficiency

The degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language. This can be contrasted with language achievement, which describes language ability as a result of learning. Proficiency may be measured through the use of proficiency test.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Levels of Anxiety

Anxiety is ranked into four levels; mild, moderate, severe and panic. Mild level of anxiety is healthy. At this level, perceptual field is heightened, pupils dilate to accommodate as much, hearing and smell intensified, and sense of touch is highly sensitive. The individual is highly alert and attentive, and learning and cognition is in best state.

Moderate level of anxiety, on the other hand, is unhealthy. The perceptual field of a person at this level is narrowed. Individuals experiencing this level of anxiety have selective inattention. They have decreased focus and automatism can be observed as repetitive purposeless movements such a shaking of hands and feet, twirling of hair, and tapping of fingers.

Source: <http://jenaisle.com/2010/12/31/levels-of-anxiety-and-related-symptoms/>

Monitor hypothesis

Also monitor model of second language development a theory proposed by Krashen which distinguishes two distinct processes in second and foreign language development and use. One, called “acquisition”, is said to be a subconscious process which leads to the development of “competence” and is not dependent on the teaching of grammatical rules. The second process, called “learning” refers to the conscious study and knowledge of grammatical rules. In producing utterances, learners initially use their acquired system of rules. Learning and learned rules have only one function: to serve as a monitor or editor of utterances initiated by the acquired system, and learning cannot lead to acquisition.

Source: : Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Monologue

A long speech by one person

Source: Longman Dictionary of Contemporary English online (2009).

Motivation

In general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner’s attitudes, desires, and willingness to expend effort in

order to learn the second language. Orientations include an integrative orientation, characterized by a willingness to be like valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination.

Source: : Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Pattern practice

A technique commonly used in older methods of language teaching particularly the audio-lingual method and used for practising sounds or sentence patterns in a language, based on guided repetition or practice.

Source: : Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Role

The part taken by a participant in any act of communication. Some roles are more or less permanent, e.g. that of teacher or student, while other roles are very temporary, e.g. the role of someone giving advice. The same person could have a number of different roles in his or her daily activities. For example, a man may be father, brother, son, husband in his family life but colleague, teacher, employee, treasurer, counselor in his working life. Roles affect the way people communicate with each other.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Second Language

In a broad sense, any language learned after one has learnt one's native language. However, when contrasted with foreign language, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the first language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) is cases of second (not foreign) language learning, because those languages are necessary for survival in those societies. English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines; because English fulfills many important functions in those countries (including the business of education and government) and learning English is necessary to be successful within that context. (Some people in these countries however may acquire English as a first language, if it is the main language used at home.).

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Self-esteem

A person's judgement of their own worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment. Efficacy implies that some degree of control exists within oneself. Self-esteem is an effective variable in language learning and low self-esteem may negatively influence second language learning.

Source: : Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Social Context

the environment in which meanings are exchanged. (According to the linguist Halliday) the social context of language can be analyzed in terms of three factors: The field of discourse, the tenor of discourse and the mode of discourse.

Target language

(In language teaching) the language which a person is learning, in contrast to a FIRST LANGUAGE or mother tongue.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Task

An activity which is designed to help achieve a particular learning goal. A number of dimensions of tasks influence their use in language teaching.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Taxonomy

Classification of items into classes and sub-classes. Taxonomic approaches have been used in phonology, syntax and semantics. For example, in taxonomic phonemics, the distinctive speech sounds of a language are classified as vowels

and consonants, the consonants are classified as stops, fricatives, nasals, etc., the stops are classified as voiced or voiceless and so on. (See appendix I).

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

TESOL

An acronym for Teaching English to Speakers of Other Languages, used to describe the teaching of English in situations where it is either a SECOND LANGUAGE or a FOREIGNLANGUAGE.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Textbook

A book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, and grammar) or deal with a single skill (e.g. reading).

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Unit

in a course or textbook, a teaching sequence that is normally longer than a single lesson but shorter than a MODULE and consists of a group of lessons planned

around a single instructional focus. A unit seeks to provide a structured sequence of activities that lead towards a learning outcome.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Utterance

A unit of analysis in speech which has been defined in various ways but most commonly as a sequence of words within a single person's turn at talk that falls under a single intonation contour.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Workbook

A book that accompanies a textbook and which contains additional supplementary exercises and activities.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

Writing process

The strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.

Source: Richards, J; Schmidt, R, (2002). Dictionary of Language Teaching and Applied Linguistic; Longman.

BIBLIOGRAPHY

- Alvarado, Lina** (2010). Teens Club textbook. Ediciones R & B.
- Allwright, R.** (1982). 'What Do We Want Teaching Materials For?' ELT Journal. Volume 36/1.
- Atkinson, D.** (2003). L2 writing in the post-process era: Introduction. Journal of Second Language Writing. Graduate College of Education, Temple University Japan.
- Beacco J-C. and Byram M.** (2003) Guide for the Development of Language Education Policies in Europe. Strasbourg: Council of Europe.
- Bloom B.S.** (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.
- Bloom, B.S.** (1956) Taxonomy of Educational Objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.
- Brown, H. D.** (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). New York: Addison Wesley Longman.
- Brown, J.** (1995). The Elements of Language Curriculum. Heinle and Heinle Publishers.
- Burke, J.** (1999). The English teacher's companion. Portsmouth, NH: Heinemann.

Cameron, L (2003) "Challenges for ELT from the expansion in teaching children" in ELT Journal, April, Issue 57, Oxford University Press.

Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing, Applied Linguistic, Vol. 1.

Carter, R. (1995) Grammar and the Spoken Language. Applied Linguistics, Vol 16 No 2.

Collins, P. (2000) English Grammar: An Introduction. Houndmills: MacMillan.

Council of Europe (2001). The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge: Cambridge University Press

Cunningsworth, A (1995). Choosing Your Course book; Oxford University Press

Curran, C. (1976). Counseling-learning in second languages. Apple River, Ill.: Apple River Press.

Dave, R. H. (1975). Developing and Writing Behavioral Objectives. (R. J. Armstrong, Ed.). Tucson, Arizona: Educational Innovators Press.

Doughty, C; Williams, J., (1998). Focus on form in classroom second-language acquisition; Cambridge, Cambridge University Press.

Dunn, R, & Dunn, K (1978). Teaching students through their individual learning styles: A practical approach. Reston, VA: Reston Publishing Company.

Ellis, R. (2002). The Study of Second Language Acquisition. Oxford University Press: New York 9th ed.

Ellis, R. (1997). The Empirical Evaluation of Language Teaching Materials. ELT Journal. Volume 51/1.

Elbow, Peter (1973). Writing without teachers.

Essberger, Josef. (2001). Assessing speaking, New York: Cambridge University Press.

Eyzaguirre B. y Fontaine L. (1997), ¿Porque es importante el texto escolar?, Centro de Estudios Públicos.

Farrell J; and Heyneman S. (1989); Textbooks in the Developing World; World Bank, Washington, D.C.

Feiman-Nemser, S. (1990). Teacher's preparation: structural and conceptual alternatives: *Hanbook of research on teacher education*. Nueva York: Mac Millan.

Fujieda, Y. (2006). A brief history sketch of second language writing studies: A retrospective. Maebashi Kyoai Gakuen College Journal, 6.

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Gardner, H., & Hatch, T. (1989). Multiple Intelligences go to school: Educational implications of the theory of multiple intelligences. Educational Researcher, 18(8), 4-9.

Gardner, H. (1993). Multiple Intelligences: The theory in practice. New York: Basic Books.

Gillette, B. (1998). The role of learner goals in L2 success (pp. 195-215). Norwood: Ablex Publishing.

Harmer, J. (1998) How to teach English: An introduction to the practice of English language teaching. Edinburgh Gate, Harlow, England: Addison Wesley Longman.

Harmer, J. (1998) How to Teach English. Longman Publishing 1998.

Harmer, J. (1991) Longman handbooks for language teachers: Essex, England: Longman.

Harmer, J. (2002) The Practice of English Language Teaching. Longman Publishing Group Third Edition.

Harrow, A. (1972) A Taxonomy of Psychomotor Domain: A Guide for Developing Behavioral Objectives. New York: David McKay.

Haycroft, J. (1998). An Introduction to English Language Teaching. Longman Publishing Group Third Edition.

Hutchinson T; and Torres E. (1994); The textbook as agent of change; ELT Journal Volume 48/4; Oxford University Press.

Hymes,D. (1971).On Communicative Competence in Sociolinguistics, J.B. Pride and J. Homes, Eds. Harmondsworth: Penguin.

Jones, N. (2002). Relating the ALTE Framework to the Common European Framework of Reference, in: Council of Europe (Eds). Case Studies on the use of the Common European Framework of Reference. Cambridge, Cambridge University Press: 167-183.

Kolb D. (1984) Experiential learning: Experience as the source of learning and development; Englewood Cliffs, NJ: Prentice Hall.

Krashen, S. (1982) Principles and Practice in Second Language Learning and Acquisition. Oxford: Pergamon.

Krashen, S. (1994) The Input Hypothesis and its rivals. In Ellis, N. (Ed.) Implicit and Explicit Learning of Languages, pp. 45-77. London: Academic Press.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973) Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc.

Kroll, B. (2001). Second language composition instruction: developments, issues, and directions in ESL . Cambridge: Cambridge University Press.

Kroll, B. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

Littlewood, W (1981). Communicative Language Teaching. New York: Cambridge University Press.

Litz, David R (2001). Textbook evaluation and ELT management:

a south Korean case study.

Lightbown, P. and Spada, N. (1998). How Languages are learned?. Oxford University Press: New York.

Long, M. (1998). Focus on form: theory, research and practice. Cambridge: Cambridge University Press.

Mangubhai, F. (2003). Principles of Second Language Learning - Study Book. University of Southern Queensland: Toowoomba, Queensland, Australia.

Martínez, J. (1992) ¿Cómo utilizar los materiales?, en Cuadernos de Pedagogía, 203, 14-18.

Ministerio de Educación, (2009) Planes y Programas de estudio, Primero Año Medio.

Ministerio de Educación, (2009) Primer año medio Actualización Curricular, página 104 - 107

Morgan, H. (1996) An analysis of Gardner's theory of Multiple Intelligence. Roper Review 18, 263-270.

Morrow K (2004) Insights from the Common European Framework. Oxford: Oxford University Press.

Moon, J (2000) Children Learning English, Macmillan.

Moulton J. (1997) How Do Teachers Use Textbooks? Technical Paper No. 74; SD Publication Series.

Nunan, D (1992) Collaborative Language Teaching. Cambridge, Cambridge University Press.

Nunan, D. (1991) Language teaching methodology: A textbook for teachers. Edinburgh, Harlow, England: Longman.

O'Neill R. (1992) Why Use Textbooks? ELT Journal Volume 36/2; Oxford University Press.

Orwig, C. (1999) Language Learning Principles, SIL International.

Pashler, H.; McDaniel, M.; Rohrer, D.; Bjork, R. (2009) Learning styles: Concepts and evidence. Psychological Science in the Public Interest: 105–119

Pinter, A (2006) Teaching Young Language Learners, Oxford University Press.

Polk, Jolanta (2007) Global English textbook. Ediciones Cal y Canto

Raimes, A. (1983) Techniques in teaching writing. NY: Oxford University Press.

Reid, J. M. (1993) Teaching ESL writing. Englewood Cliffs, NJ: Prentice Hall Regents.

Reid, J. M. (2001) The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.

Reilly, V & Ward, S (1997) Very Young Learners, Oxford University Press.

Richard, J.C (2002) What are learning styles?: The Learning Style Inventory, SIL international.

Richards, J. C. & Rogers, T. S. (1986) Approaches and methods in language, Cambridge University Press.

Richards, J. (1990) Conversationally speaking: Approaches to the teaching of conversation. Oxford University Press.

Richards, J; Schmidt, R, (2002) Dictionary of Language Teaching and Applied Linguistic; Longman.

Richards J. and Mahoney D. (1996) Teachers and Textbooks: A Survey of Beliefs and Practices; Hong Kong: City Polytechnic of Hong Kong, 1-20.

Richards J. (1994) The Role of Textbooks in Language Programs; Oxford University Press.

Sheldon, L. (1988) Evaluating ELT Textbooks and Materials'. ELT Journal. Volume 42/2.

Simpson E. J. (1972) The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.

Smith, M. K. (2001) David A. Kolb on experiential learning. Retrieved October 17, 2008, from: <http://www.infed.org/biblio/b-explrn.htm>

Sprenger, M. (2003) Differentiation through learning styles and memory, Thousand Oaks, CA: Corwin Press.

Swain, M. and Lapkin, S. (1995) Problems in output and the cognitive processes they generate: A step towards second language learning. Applied Linguistics 16, 371-391. Cambridge Dictionary University Press 2011

Swain M. (1992) The Textbook: Bridge or Wall? Applied Linguistics and Language Teaching. 2/1: 32-5.

Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S. and Madden, C. (Eds.), Input in Second Language Acquisition, pp. 235-256. New York: Newbury House.

Swain, M. (1995) Three functions of output in second language learning. In Cook, G. and Seidelhofer, B. (Eds.) Principle and Practice in Applied Linguistics: Studies in Honor of H.G. Widdowson, pp. 125-144. Oxford: Oxford University Press.

Taxonomy of Educational Objectives (1956) The Classification of Educational Goals; pp. 201-207; B. S. Bloom (Ed.) David McKay Company, Inc. 1956.

Trim J. (2001) The Common European Framework of Reference for Languages, a Guide for Users. Strasbourg: Council of Europe.

Ur, P. (1996) A Course in Language Teaching Practice and theory, Cambridge University Press.

Vernon, P. (1950) The Structure of Human Abilities. Journal, New York, Wiley.

Yule, G. (2003) The study of language; second edition; Cambridge University Press.

WEB SITES CONSULTED

MINEDUC: Textbooks

1. <http://portal.textoscolares.cl/website/index.php>
2. http://portal.textoscolares.cl/website/index1.php?id_contenido=411
3. <http://www.mineduc.cl/>

Textbooks and Teachers

4. <http://www.professorjackrichards.com/work.htm>

Stephen Krashen's Theory of Second Language Acquisition

5. <http://www.sk.com.br/sk-krash.html>
6. <http://www.sdkrashen.com/>

Online Dictionaries

7. <http://dictionary.cambridge.org/>
8. <http://www.ldoceonline.com/>

Rubric for learning activities analysis

9. <http://hiteacher.com/korea/language-learning-activity.htm>

Bloom's Taxonomy

10. <http://www.nwlink.com/~donclark/hrd/bloom.html>
11. <http://www.teachers.ash.org.au/researchskills/dalton.htm>

APPENDIX DISTRIBUTION

Appendix A: Harmer, J (1991) Roles of Teachers.	131
Appendix B: Kreis, J (2004) Roles of Learners.	134
Appendix C: Bloom, B.S (1956) Bloom's Taxonomy for learning activity aims.	136
Appendix D: Gardner, H (1991) Theory of Multiple Intelligences.	138
Appendix E: Rubric: Criteria for evaluating learning activities from MINEDUC textbooks.	142
Appendix F: Krashen, Stephen D (1987) Affective Filter Hypothesis.	144
Appendix G: Sample of Rubric and Activities' Analysis.	148

APPENDIX A:

Harmer, J (1991). Roles of Teachers

The roles of a teacher (adapted from J. Harmer 1991)

Controller (*som kontrollerer*) Exemplify the teacher-fronted classroom. Transmission of knowledge from the teacher to the pupils. Can inspire if the teacher has knowledge and charisma, if not ... Possible **disadvantages**: a) Denies pupils' access to their own experimental learning. b) Cuts down on pupils' opportunities to speak, because the class is acting as a whole group. c) Can result in lack of variety in activities. **Advantage** when a) announcements are made, b) order has to be restored, c) explanations are given, d) in a question-answer session. Do you think many teachers feel that this is the role they are used to and are most comfortable with?

Organiser (*som organiserer*) Organising pupils to do various activities. Give information, how to do the activity, put in pairs or groups, close things down when time to stop. Important to get full advantage of an activity and to avoid chaos. Get pupils involved and ready. Get language right and present instructions in a logical order. E.g. get a pupil up front to *demonstrate* the activity with you. Tell them how much time they have got and exactly when they should start. When finished, organise some kind of feedback. Summing up the role of organiser: engage – instruct (demonstrate) – initiate – organise feedback.

Assessor (*som vurderer*) what pupils expect from their teachers: Indication of whether or not they are getting their English right. Feedback and correction and grading pupils in various ways. Pupils should know what we are looking for and what success looks like so they can measure themselves against this. (Refer to *learning aims* and *can dos* in K2006.) Important: The feeling of *fairness*. Also be sensitive to the pupil's possible reaction. Give feedback with sensitivity and support.

Prompter (*som påvirker, gir råd*) If pupils lose the thread of what is going on or they are lost for words, we may nudge them forward in a discreet and supportive way. We want to help, but not to take over. Balance between taking the initiative away from the pupil and – if too careful – not giving the right amount of encouragement.

Participant (*som deltar*) Traditional picture: Teacher standing back from the activity, letting learners get on with it. Later giving feedback and/or correcting mistakes. Sometimes we should join in – not as a teacher, but as a participant in our own right. Enliven things from the inside instead of organise from the outside. **Danger**: The teacher can easily dominate the proceedings. Something it takes skill and sensitivity to avoid!

Resource (*som er en ressurs*) We should be helpful and available, but resist the urge to spoon-feed our pupils so they become over-reliant on us. Offer guidance to where they can go and look for the information. Help them to become more independent in their learning generally. It is okay to say, "I don't know, but I'll tell you tomorrow."

Tutor (*som underviser*) Working with individuals or small groups, combining the roles of **prompter** and **resource**. More personal contact gives the learners a real chance to feel supported and helped. Positive for the general class atmosphere! NB: Important to see and give guidance to as many groups/individuals as possible.

Observer (*som observerer*) Observe what the pupils do – especially in oral communicative activities – to be able to give them useful feedback. Be careful not to be too intrusive! When taking notes on pupils' performance, have columns not only for what they get wrong, but also what they do right. Observing for success gives us a different feel for how well they are doing. We need to be able to work and observe simultaneously, listening, watching, and absorbing. Not only in order to give feedback, but also to judge the success of the different materials and activities we take into the lessons, so we can make necessary changes in the future. This represents an important area of teacher development!

The teacher as teaching aid Apart from the different roles and how they are performed, we are a kind of teaching aid ourselves. We mime and gesture, we are the most important language models and we provide meaningful input.

APPENDIX B:

Kreis, J (2004). Roles of Learners

Learner and Instructor Roles

There are many options for the role that a student can assume; the same is true for an instructor. Below is a list of roles from which learners and instructors can choose.

Learner Roles	
Apprentice	Develops knowledge of a field by working in it under the direction of an expert.
Builder	Constructs the knowledge products designed into an activity by the instructor; the products could be discrete (e.g., a diagram, an essay) or collective (e.g., a website, an e-portfolio)
Case Study Worker	Analyzes case studies to identify and understand the underlying principles and practices implicit in the cases
Context explorer	Gains an understanding of how others view a given issue or problem by exploring the context they bring to the process—their facts, emotions, motives, personal standards, behaviors, etc
Independent Researcher	Uses a self-directed, systemic, discipline-based process to collect, analyze, and interpret knowledge or information
Laboratory Researcher	Develops an understanding of research problems and issues by devising and conducting experiments to prove or disprove hypotheses
Listener	Listens for details and concepts in order to increase his or her knowledge
Peer Mentor	Supports fellow learners over time by guiding / assisting them with their development as learners (discipline-specific and / or general).
Peer Teacher	Teacher Gains a deeper understanding of a topic or field through the preparation and interaction involved in teaching other students
Publisher / Broadcaster	Develops and distributes content (e.g., online self-publishing, blogging, podcasting); may be formal, academic content or informal content based on personal interest and/or academic influences.
Scholar	Answers questions and/or directs thinking based on his or her discipline-based research; implicitly assumes a commitment to sharing findings with a larger disciplinary community
Team Member	Works on projects and assignments as part of a team to learn collaboratively.
Writer	Applies, analyzes, and/or synthesizes knowledge or information through writing.

APPENDIX C:

Bloom, B.S (1956). Bloom's Taxonomy for learning activity aims.

Bloom's Taxonomy Revised: A Taxonomy for Learning, Teaching, and Assessing

Benjamin Bloom and colleagues (1956) created the original taxonomy of the cognitive domain for categorizing level of abstraction of questions that commonly occur in educational settings. That work has been revised to help teachers understand and implement a standards-based curriculum (Anderson & Krathwohl, 2001).

CATEGORIES COGNITIVE PROCESS

Remember Retrieve relevant knowledge from long-term memory

RECOGNIZING (identifying)

RECALLING (retrieving)

Understand Construct meaning from instructional messages, including oral, written, and graphic communication

INTERPRETING (clarifying, paraphrasing, representing, translating)

EXEMPLIFYING (illustrating, instantiating)

CLASSIFYING (categorizing, subsuming)

SUMMARIZING (abstracting, generalizing)

INFERRING (concluding, extrapolating, interpolating, predicting)

COMPARING (contrasting, mapping, matching)

EXPLAINING (constructing models)

Apply Carry out or use a procedure in a given situation

EXECUTING (carrying out)

IMPLEMENTING (using)

Analyze Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose

DIFFERENTIATING (discriminating, distinguishing, focusing, selecting)

ORGANIZING (finding coherence, intergrating, outlining, parsing, structuring)

ATTRIBUTING (deconstructing)

Evaluate Make judgments based on criteria and standards

CHECKING (coordinating, detecting, monitoring, testing)

CRITIQUING (judging)

Create Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

GENERATING (hypothesizing)

PLANNING (designing)

PRODUCING (constructing)

References Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for Learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.

APPENDIX D:

Gardner, H (1991). Theory of Multiple Intelligences

Howard Gardner's Theory of Multiple Intelligences

*"An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." -- Howard Gardner
FRAMES OF MIND (1983)*

Verbal-Linguistic Intelligence ("word smart" or "book smart")

This intelligence involves the knowing which comes through language; through reading, writing, and speaking. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language. It involves understanding the sociocultural nuances of a language, including idioms, plays on words, and linguistically-based humor.

If this is a strong intelligence for you, you have highly developed skills for reading, speaking, and writing and you tend to think in words. You probably like various kinds of literature, playing word games, making up poetry and stories, engaging in involved discussions with other people, debating, formal speaking, creative writing, and telling jokes. You are likely precise in expressing yourself and irritated when others are not! You love learning new words, you do well with written assignments, and your comprehension of anything you read is high.

Mathematical-Logical Intelligence ("math smart" or "logic smart")

This intelligence uses numbers, math, and logic to find and understand the various patterns that occur in our lives: thought patterns, number patterns, visual patterns, color patterns, and so on. It begins with concrete patterns in the real world but gets increasingly abstract as we try to understand relationships of the patterns we have seen.

If you happen to be a logical-mathematically inclined person you tend to think more conceptually and abstractly and are often able to see patterns and relationships that others miss. You probably like to conduct experiments, to solve puzzles and other problems, to ask cosmic questions, and analyze circumstances and people's behavior. You most likely enjoy working with numbers and mathematical formulas and operations, and you love the challenge of a complex problem to solve. You are probably systematic and organized, and you likely always have a logical rationale or argument for what you are doing or thinking at any given time.

Visual-Spatial Intelligence ("art smart" or "picture smart")

We often say "A picture is worth a thousand words!" or "Seeing is believing!" This intelligence represents the knowing that occurs through the shapes, images, patterns, designs, and textures we see with our external eyes, but also includes all of the images we are able to conjure inside our heads.

If you are strong in this intelligence you tend to think in images and pictures. You are likely very aware of object, shapes, colors, textures, and patterns in the environment around you. You probably like to draw, paint, and make interesting designs and patterns, and work with clay colored markers, construction paper, and fabric. Many who are strong in visual-spatial intelligence love to work jigsaw puzzles, read maps and find their way around new places. You probably have definite opinions about colors that go together well, textures that are appropriate and pleasing, and how a room should be decorated. And, you are likely excellent at performing tasks that require "seeing with the mind's eyes," such as visualizing, pretending, imagining, and forming mental images.

Intrapersonal Intelligence (“self smart” or “introspection smart”)

“self smart” or “introspection smart”). At the heart of this intelligence are our human self reflective abilities by which we can step outside of ourselves and think about our own lives. This is the introspective intelligence. It involves our uniquely human propensity to want to know the meaning, purpose, and significance of things. It involves our awareness of the inner world of the self, emotions, values, beliefs, and our various quests for genuine spirituality.

If this intelligence is one of your strong points you may like to work alone and sometimes you may shy away from others. You are probably self-reflective and self-aware and thus you tend to be in tune with your inner feelings, values, beliefs, and thinking processes. You are frequently bearers of creative wisdom and insight, are highly intuitive, and you are inwardly motivated rather than needing external rewards to keep you going. You are often strong willed, self-confident, and have definite, well-thought out opinions on almost any issue. Other people will often come to you for advice and counsel.

Bodily-Kinesthetic Intelligence (“body smart” or “movement smart”)

We often talk about “learning by doing.” This way of knowing happens through physical movement and through the knowing of our physical body. The body “knows” many things that are not necessarily known by the conscious, logical mind, such as how to ride a bike, how to parallel park a car, dance the waltz, catch a thrown object, maintain balance while walking, and where the keys are on a computer keyboard.

If you have strength in this intelligence area you tend to have a keen sense of body awareness. You like physical movement, dancing, making and inventing things with your hands, and roleplaying. You probably communicate well through body language and other physical gestures. You can often perform a task much better after seeing someone else do it first and then mimicking their actions. You probably like physical games of all kinds and you like to demonstrate how to do something for someone else. You may find it difficult to sit still for long periods of time and are easily bored or distracted if you are not actively involved in what is going on around you.

Interpersonal (“people smart” or “group smart”)

This is the person-to-person way of knowing. It is the knowing that happens when we work with and relate to other people, often as part of a team. This way of knowing also asks use to develop a whole range of social skills that are needed for effective person-to-person communication and relating.

If this person-to-person way of knowing is more developed in you, you learn through personal interactions. You probably have lots of friends, show a great deal of empathy for other people and exhibit a deep understanding of other points of view. You probably love team activities of all kinds and are a good team member--you “pull your own weight” and often much more! You are sensitive to other people’s feelings and ideas, and are good at piggybacking your ideas on others’ thoughts. And you are likely skilled at drawing others out in a discussion. You are also probably skilled in conflict resolution, mediation, and finding compromise when people are in radical opposition to each other.

Naturalist Intelligence (“nature smart” or “environment smart”)

The naturalist intelligence involves the full range of knowing that occurs in and through our encounters with the natural world including our recognition, appreciation, and understanding of the natural environment. It involves such capacities as species discernment, communion with the natural world and its phenomena, and the ability to recognize and classify various flora and fauna.

If the naturalist intelligence is one of your strengths you have a profound love for the outdoors, animals, plants, and almost any natural object. You are probably fascinated by and noticeably affected by such things as the weather, changing leaves in the fall, the sound of the wind, the warm sun or lack thereof, or an insect in the room. At a young age you were likely nature collectors, adding such things as bugs, rocks leaves, seashells, sticks, and so on to your collections. You probably brought home all manner and kinds of stray animals and today you may have several pets and want more. You tend to have an affinity with and respect for all living beings.

Musical-Rhythmic Intelligence (“*music smart*” or “*sound smart*”)

This is the knowing that happens through sound and vibration. In the original research on the theory of multiple intelligences this intelligence was called musical-rhythmic intelligence. However, it is not limited to music and rhythm so I’m calling it auditory-vibrational, for it deals with the whole realm of sound, tones, beats, and vibrational patterns as well as music. If you are strong in this intelligence area you likely have a love of music and rhythmic patterns. You are probably very sensitive to sounds in the environment; the chirp of cricket, rain on the roof, varying traffic patterns. You may study and work better with music in the background.

You can often reproduce a melody or rhythmic pattern after hearing it only once. Various sounds, tones, and rhythms may have a visible effect on you--others can often see a change in facial expressions, body movement, or emotional responses. You probably like to create music and you enjoy listening to a wide variety of music.

Adapted from various sources including: http://www.multi-intell.com/MI_chart.html

APPENDIX E:

Rubric: Criteria for evaluating learning activities from MINEDUC textbooks.

RUBRIC FOR LEARNING ACTIVITY ANALYSIS

A learning activity can be analyzed from various perspectives in order to gain insight into how the activity relates to learners. This analysis is done by examining how the activity addresses diverse language proficiencies, cultural factors, and particular learner factors.

Criteria	
8. Context	
9. Aims	
10. Procedure of activity and its place in the lesson	
11. Expected outcomes	
12. Diverse language proficiencies	c) Range of proficiencies d) Diversity within the class
13. Cultural factors	d) Roles of teacher and learners e) Cultural self-awareness f) Cross cultural harmony
14. Particular learner factors	d) Cognitive factors (intelligence, aptitude, learning styles) e) Affective factors (maturation, level of anxiety) f) Social factors (social factors, ethnicity, age)

Taken from <http://hiteacher.com/korea/language-learning-activity.htm>

APPENDIX F:

Krashen, Stephen D (1987). Affective Filter Hypothesis.

THE AFFECTIVE FILTER HYPOTHESIS

The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. The concept of an Affective Filter was proposed by Dulay and Burt (1977), and is consistent with the theoretical work done in the area of affective variables and second language acquisition, as well as the hypotheses previously covered in this chapter.

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1981). Most of those studied can be placed into one of these three categories:

(1) *Motivation*. Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative"

(2) *Self-confidence*. Performers with self-confidence and a good self-image tend to do better in second language acquisition.

(3) *Anxiety*. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. In several places I have hypothesized that these attitudinal factors relate directly to acquisition and not learning, since they tend to show stronger relationships to second language achievement when communicative-type tests are used, tests that tap the acquired rather than the learned system, and when the students taking the test have used the language in "acquisition-rich" situations, situations where comprehensible input was plentiful.

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976).

It still maintains that *input* is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device.

The filter hypothesis explains why it is possible for an acquirer to obtain a great deal of comprehensible input, and yet stop short (and sometimes well short) of the native speaker level (or "fossilize"; Selinker, 1972). When this occurs, it is due to the affective filter.

The "affective filter", posited by Dulay and Burt (1977), acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes (see text) are hypothesized to have "low" affective filters. Classrooms that encourage low filters are those that promote low anxiety among students that keep students "off the defensive" (Stevick, 1976). The input hypothesis and the concept of the Affective

Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. Of course, many teachers have felt this way about their task for years, at least until they were told otherwise by the experts.

APPENDIX G:

Sample of rubric and activities' analyses

RUBRIC ANALYSIS

TEXTBOOK “TEENS CLUB” – WRITING SKILLS

Unit 1 Teen Life - Page 13 Ex. 12

Criteria	
1. Context	A teenager conversation
2. Aims	<ul style="list-style-type: none"> - To write what activities students do everyday - To learn about themselves by using the present simple tense
3. Procedure of activity and its place in the lesson	Production stage Learners complete the sentences The teacher explains the activity
4. Expected outcomes	Learners are able: <ul style="list-style-type: none"> - To learn more about themselves - To use frequency adverbs - To express everyday situations in present simple tense
5. Diverse language proficiencies	a) Range of proficiencies: ALTE 1 (basic) b) Diversity within the class: different in their everyday preferences
6. Cultural factors	g) Roles of teacher and learners: Teacher: a guide Learners: apprentices and team members h) Cultural self-awareness: there is not interaction with other cultures i) Cross cultural harmony: respect from other life's styles
7. Particular learner factors	a) Cognitive factors (intelligence, aptitude, learning styles): intrapersonal and interpersonal b) Affective factors (maturation, level of anxiety): low level of anxiety and a good atmosphere for a conversation c) Social factors (social factors, ethnicity, age): often times, a monolingual society stands as a barrier in the English learning process, because they don't use



Write two sentences about yourself and your partner expressing your habitual activities.

- a. I always _____ and _____.
- b. I never _____ or _____.
- c. My partner _____ and _____.
- d. My partner _____ or _____.

Context

The context of this activity is a conversation about teenager personal information according to the Unit “Teen Life”.

Aim

The focus is to know what activities students do everyday and, at the same time, they can learn about themselves by using the present simple tense.

Procedure of activity and its place in the lesson

This activity is in the production stage.

Learners complete the sentences with personal information with a partner.

The teacher explains the activity.

Expected outcomes

Learners are able:

- To learn more about themselves
- To use frequency adverbs to express everyday situations in the present simple tense.

Diverse language proficiencies

- A. Range of proficiencies: the level of proficiency required for this activity is Basic level (ALTE1)

- B. Diversity within the class: this activity will favor those situations that are more successful in using verb tenses and adverbs of frequency.

Cultural factors

- A. Roles of the teacher and learners: in this kind of activity, students are *Apprentices* and *Team Members* the focus because it is about personal information, the teacher is a Guide he/she can help them with the vocabulary but he/she is not the focus of the class.
- B. Cultural self – awareness: in this exercise we can see the typical activities that students do everyday in our country Chile when they go to school. There is not interaction with people from other cultures here.
- C. Cross cultural harmony: at the end of this activity the students become tolerant with each other, and become familiar with the activities that each of them does everyday in their lives.

Particular learner factors

- A. Cognitive factors (intelligence, aptitude, learning styles): this activity makes students be more reflexive, because are supposed to think about their personal life. They develops *Intrapersonal* and *Interpersonal*
- B. Affective factors (maturation, level of anxiety): low level of anxiety, because it is not a difficult activity and most of them do the same activities everyday. The activity is useful to create a good atmosphere by having and listening to them with respect.

C. Social factors: due to a wide range of social factors students may differ as far as opinions in relation to the topic of the lesson. This kind of activity has to do with their personal and habitual activities according to their place in society.

RUBRIC ANALYSIS

TEXTBOOK “TEENS CLUB” – SPEAKING SKILLS

Unit 1 Teen Life - Page 26 Ex. 15

Criteria	
1.Context	This activity refers to the mystery of teen fashion.
2.Aims	To speak expressing quantity
3.Procedure of activity and its place in the lesson	Production stage. <ul style="list-style-type: none"> • Learners: students replace the parts underlined with personal information • The teacher: he reads a dialog.
4.Expected outcomes	-To discuss about teen fashion -To exchange tastes about fashion. -To role-play a fashion situation
5.Diverse language proficiencies	a) Range of proficiencies: The level of proficiency required for this activity is: basic level (ALTE1) b) Diversity within the class: different students, different opinions.
6.Cultural factors	a) Roles of teacher and learners -Learners: builders. -Teacher: as organizer. b) Cultural self-awareness: This activity is about Chilean activities in sports and players known to all students c) Cross cultural harmony: The lesson is about the games around the world
7.Particular learner factors	a) Cognitive factors: This activity enhances interpersonal intelligence. b) Affective factors : high level of anxiety c) Social factors: due to wide range of social factors students may differ as far as opinions. Same age and social group.



14  Read and listen to this dialogue.

A: *Can you describe what you are wearing?*

B: *I'm wearing a long black skirt, a black T-shirt and black boots. I'm also wearing black eyeliner, black nail varnish and black lipstick.*

A: *What do you call your style?*

B: *I am a Goth.*

A: *What about the accessories?*

B: *I wear only a few acesories, like hair pins, and I have some piercings.*

A: *Do you spend a lot of money on clothes?*

B: *No; I don't have many clothes and I usually get them from a second hand shop.*

15 Replace the parts underlined in the dialogue in Exercise 14 with information that is true for you. Then, practice with your partner and role play it in front of your classmates.

Context

This activity refers to the lesson 3 “the mystery of teen fashion”

Aims

- To speak expressing quantity

Procedure of activity and its place in the lesson

This activity is in the production stage.

Teachers' actions: he reads a dialog.

Learners' actions: replace the parts underlined with personal information. To role-play it in front of your peers.

Expected outcomes

The students will be able to:

- Increase knowledge of the other.
- Improve oral skill.

Diverse language proficiencies

a) Range of proficiencies:

-The level of proficiency required for this activity is: basic level (ALTE1)

b) Diversity within the class: Due to the wide range of linguistic performances among students, it is obvious that language proficiency levels will vary, amongst others factors. the same kind of students.

Cultural factors

a) Roles of teacher and learners

-Teacher's role: an organizer, to give instruction for that the activities continue.

- Students' role: builder

b) Cultural self-awareness: in this activity the students know about different tastes' teenager in Chile.

c) Cross cultural harmony: in this activity the students know about different tastes' teenager in abroad.

Particular learner factors

a) Cognitive factors (intelligence, aptitude, learning styles): This activity promotes active learning so it will favor interpersonal intelligence

b) Affective factors (maturation, level of anxiety): this activity produced a high affective filter because the students show a correct confidence in relation with true information.

c) Social factors (social factors, ethnicity, and age): Often a monolingual-times society stands as a barrier in the English learning process. This activity takes place in a school setting.

RUBRIC ANALYSIS

TEXTBOOK “GLOBAL ENGLISH” – WRITING SKILLS

Page 11 Activity 10 - Unit 1

Criteria	
8. Context	To enjoy and to learn
9. Aims	To synthesize ideas to complete a paragraph. To exchange opinions about games and music.
10. Procedure of activity and its place in the lesson	This activity is in the Production Stage Learners have to complete a paragraph with their own ideas. The teacher guides the activity.
11. Expected outcomes	To complete with the vocabulary
12. -Diverse language proficiencies	c) Range of proficiencies: - Basic level (ALTE 1) d) Diversity within the class: No major diversity - All are elementary learners. It is a very homogeneous class
13. Cultural factors	a) Roles of teacher and learners - Learners: Writers - Teacher: A role model and a guide. b) Cultural self-awareness This activity is about Chilean activities in sports and players known to all students c) Cross cultural harmony The lesson is about the games around the world.
14. Particular learner factors	d) Cognitive factors - The linguistic intelligence is developed through this activity e) Affective factors - Low affective filter. Easy task f) Social factors - Same age and social group. Often a monolingual time society stands as a barrier in the English learning process; this is the case in Chile. Exposure to the target language is not enough.

10 Complete this paragraph with your own ideas.

Of the games we read about in this lesson, _____ is the most fun because _____. I hadn't heard about _____, and I thought it was interesting because _____. On the other hand, I have played a Chilean version of _____ with my friends. I would like to play _____ because _____. I would feel like a dog with two tails.

Context

The context of this activity is to express ideas about games, according to learners' view.

Aims

The focus is to synthesize ideas

To complete a paragraph about games that learners enjoy, to exchange and to express opinions about their own ideas. Learners have to use the Simple Present Tense.

Procedure of activity and its place in the lesson

The activity is in the Production Stage.

Learners have to complete a paragraph with their own ideas.

The teacher guides the activity.

Expected outcomes

- To complete with the vocabulary

- To learn about themselves
- **Diverse language proficiencies**
 - a) Range of proficiencies: The level of proficiency demanded for this activity is low. Basic level (ALTE 1).
 - b) Diversity within the class: No major diversity, all of them are elementary students. It is a very homogeneous class.

Cultural factors

- a) Roles of the teacher and learners: According to Harmer (1991) and Kreis (2004), in this activity, learners have to write in the activity using their own ideas and opinions, her/his role is writers. Teacher can help them with vocabulary and his/her role is role model and guide.
- b) Cultural self – awareness: In this activity learners express that they know about Chilean activities in sports, games and players.
- c) Cross cultural harmony: This lesson is about games, activities, sports and players around the world.

Particular learner factors

- a) Cognitive factors: According to Gardner (1989), Linguistic Intelligence is developed through this activity, because learners have to use the ability to use words and language.
- b) Affective factors: This activity has low level of anxiety, because it is an easy task and it is about opinions and likes.

c) Social Factors: All learners are the same age and social group. Due to a wide range of social factors learners may differ as far as opinions concerning different topics and different cultures

RUBRIC ANALYSIS

TEXTBOOK “GLOBAL ENGLISH” – SPEAKING SKILLS

Unit 1 to enjoy and to learn - Page 19 Ex. 10

Criteria	
15. Context	A dialog between two friends about music.
16. Aims	<ul style="list-style-type: none"> - To know what kind of music the students prefer. - To present their ideas to their classmates. - Practice the dialog aloud.
17. Procedure of activity and its place in the lesson	Production stage. <ul style="list-style-type: none"> • Students complete the dialogue using words from the box. • The teacher explains the activity, and he/she is monitor.
18. Expected outcomes	Learners: <ul style="list-style-type: none"> - To know their musical preferences and their classmates. - To identify the meaning of the words from the box. - To practice the dialog aloud.
19. Diverse language proficiencies	e) Range of proficiencies: ALTE 1 (basic) f) Diversity within the class: there are different opinions about music.
20. Cultural factors	j) Roles of teacher and learners: <ul style="list-style-type: none"> • The teacher: a prompter. • Learners: apprentices. k) Cultural self-awareness: music can be from Chile. l) Cross cultural harmony: music can be from foreign musicians.
21. Particular learner factors	g) Cognitive factors (intelligence, aptitude, learning styles): interpersonal and intrapersonal students.

	<p>h) Affective factors (maturation, level of anxiety): high level of anxiety, because it is an activity where students present a dialog in front of the class. The maturity factor of teenagers is important in this kind of situation because they are supposed to listen to their peers, respectfully.</p> <p>i) Social factors (social factors, ethnicity, age): often times, a monolingual society stands as a barrier in the English learning process. This is the case in Chile. Exposure to the target language is not enough. Even though music in the target language may be a road to solution.</p>
--	--

10 MINITEST Finish the conversation using words from the box. You can replace the parts in red with your own ideas ◆ 7 pts.

· CD player · concert · don't · great · idea · music · opinion



Rodrigo: Shall we go to a _____?
Chris: Who's playing?
Rodrigo: **Daddy Yankee.**
Chris: I _____ like his type of music.
Rodrigo: Are you serious? What kind of _____ do you like?
Chris: **Techno.**
Rodrigo: I can't stand the stuff.
Chris: Well, that's your _____. I think **techno** is _____.
Rodrigo: Maybe **for a disco** but not to listen to on your _____.
Chris: Why not?
Rodrigo: **All that monotonous thumping!**
Chris: That is the whole _____ of **techno!**



REVISE AGAIN
0 to 3
GOOD JOB!
4 to 5
EXCELLENT!
6 to 7

Context

The context of this activity is a dialogue between two people, who talk about their musical preferences according to the Unit "To enjoy and to learn".

Aims

- To know what kind of music the students prefer.
- To present their ideas to their classmates.
- Practice the dialog aloud.

Procedure of activity and its place in the lesson

This activity is in the production stage.

- Learners: complete the dialogue using words from the box.

- The teacher: He explains the activity, answer questions, gives some examples and he is a moderator when students reproduce the dialog aloud.

Expected outcomes

Students will be able to:

- Know their musical preferences and their classmates.
- Identify the meaning of the words from the box.
- Practice the dialog aloud.

Diverse language proficiencies

- C. Range of proficiencies: The level of proficiency required for this activity is Basic level (ALTE1)
- D. Diversity within the class: The age of the students and the social environment is very similar; therefore, there will be only minor differences in musical preferences.

Cultural factors

- D. Roles of the teacher and learners: The teacher is the prompter. Learners have an apprentice role since they perform with direct control of the teacher.
- E. Cultural self – awareness: In this exercise we can see the typical activities that students do every day in our country Chile when they go to school.
- F. Cross cultural harmony: At the end of this activity the students can be tolerant with each other and they are able to respect their classmates when they present their ideas aloud.

G. Particular learner factors

- A. Cognitive factors (intelligence, aptitude, learning styles): In this activity students exhibit intrapersonal and interpersonal roles because they have to discuss their personal experience about music with their partners. This is done according to Gardner's M.I.T. (Multiple Intelligences Theory)

- B. Affective factors (maturation, level of anxiety): High level of anxiety, because it is an activity where students present a dialog in front of the class and this causes them to feel nervous and embarrassed. The activity is useful to create a good atmosphere by having a conversation with partners and listen to them with respect.

- C. Social factors: Due to a wide range of social factors, students may differ their opinions in relation to the topic of the lesson.