

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

**AN ANALYSIS OF THE EFL TEXTBOOKS USED IN BASIC INTENSIVE
ENGLISH COURSES FROM 2010-2016 IN THE BACHELOR OF ARTS IN
ENGLISH WITH EMPHASIS IN TEACHING AT THE UNIVERSITY OF EL
SALVADOR**

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**BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING AT THE
UNIVERSITY OF EL SALVADOR**

UNIVERSITY OF EL SALVADOR NOVEMBER 22, 2016

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ACKNOWLEDGEMENTS

This research project would not have been possible without the support of many people. We take this opportunity to express our sincere gratitude:

To, God:

For giving us all the knowledge, wisdom, and strength during the whole major and specially for giving us perseverance to finish this project.

To, our dear parents:

For their unconditional love, valuable support, encouragement, and wise advice for overcoming every obstacle that came in our way. We are really thankful with them for giving us not just financial support but also moral and spiritual support.

To, our family:

For supporting and helping us in everything that we needed to achieve this goal. Their help was very essential during our undergraduate project.

To, our advisor:

For his valuable assistance and timely guidance in the development of our undergraduate research. This work would not have been possible without his help, knowledge, and advice to do our best.

To, our friends and partners:

For helping us a lot to accomplish this research and for their sincere wishes for the successful completion of this project.

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Introduction

This graduation project is the result of the analysis of the last three books that have been used in the Basic Intensive English course from the Foreign Language Department at the University of El Salvador 2010-2016. The research highlights the importance of selecting an adequate EFL textbook that fulfill all the student's needs and expectations, as well as, an EFL textbook that help the teacher to reach the classes and course objectives.

This report presents the description of the methodology that was used in the study including the type of research, the research approach and the research design. This report also synthesizes the main findings of the research report including the results of a survey with questionnaires answered by students from English Intermediate I courses that were in the Basic Intensive English courses, an interview developed with teachers that have experience using the books, and the results of an evaluation process to the last EFL textbooks use in the Basic Intensive English courses using two evaluative checklists selected by the research team. The survey and the EFL textbooks evaluation process are presented though graphics and the results from the interview conducted with teachers was analyzed based on the different opinion and answers the teachers shared.

Moreover, it is worthy to mention that the instruments used and the population and sample that participated in the research are presented in this report. Finally, the conclusion that were created after the project was developed and some recommendations are given to the people interested in selecting the best EFL textbook for Basic Intensive English courses from the Foreign Language Departments.

I. STATEMENT OF THE PROBLEM

A. Research Topic

An analysis of the EFL textbooks used in Basic Intensive English courses from 2010-2016 in the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador

B. Brief Description of the research project

The following study was focused on analyzing the EFL textbooks used in Basic Intensive English courses from 2010-2016 in the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador.

To start with, this project contains the description of the methodology that was used in the study including the type of research, the type of study, the research approach and the research design. Also, this profile contains the general and specific objectives that the research team accomplished. In addition, the profile includes a justification explaining the reasons why the topic was selected.

Besides, the instruments that were used in order to develop the study are presented in this project. The sample included students from the Foreign Language Department at The University of El Salvador that have had experience using EFL textbook in Basic Intensive English courses. Finally, the resources that were used during the research process is presented.

C. Research objectives

a) General Objective

To determine the quality of the EFL textbooks used in Basic Intensive English courses from 2010-2016 in the Bachelor of Arts in English with Emphasis in Teaching at the University of El Salvador

b) Specific Objectives

1. To explain the importance of having an appropriate evaluation process for the EFL textbook used in Basic Intensive English courses in the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador
2. To compare the last three EFL textbooks used in Basic Intensive English courses from 2010-2016 in the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador by making use of an evaluative EFL textbook checklist
3. To establish which EFL textbook is more suitable to develop Basic Intensive English courses in the Bachelor of Arts in English with emphasis in teaching at the University of El Salvador.

D. Justification

This research is focused on the selection of a proper Basic EFL textbook to teach English at the Foreign language Department of The University of El Salvador based upon three books: World Link, Upstream and Open Mind have been used from 2010-2016 at the FLD.

This research profile was created since teachers in the foreign language department have been using 3 different books for last 6 years which are World Link, Upstream and Open Mind and it is important to take into consideration a method or an instrument to choose a textbook due to the diversity of books that are in the market.

It is important to keep in mind that almost all the textbooks that have been used in the Language Department have had an impact on students, but every book is different since they have their own characteristic and it is essential to choose one that can develop the four main skills: Listening, Reading, Writing and Speaking.

After taking into consideration the three books that have been used in the last 6 years and the literature about the importance of selecting a book when teaching, the research team decided to investigate about the process involved when selecting a book. . Due to the fact that the learning process has to have a sequence in order to produce effective teaching. With this research project, the research team pretends to facilitate the process of selecting a textbook by analyzing it according to a checklist that will help not only teachers during the class but also the students to develop a deep understanding of the content.

The research team will analyze the three textbooks: World Link, Upstream and Open Mind in order to use a checklist in which they will analyze the books by taking into consideration the elements of the checklist.

The research team also cares about the opinion from the teacher and students and as a way to expand more the research, they will make used of an interview to get the data by asking questions about the textbooks.

The research team explains how this will be carried out due to this profile that was created with the descriptions of the research having into account the objectives, methodology and the chronogram to have a detailed process of this research.

E. Historical framework

a) Literature Review

ESL/EFL Textbooks

Learning is the process of adapting, adjusting and accommodating what is learned to the knowledge already acquired, so it is essential for teachers knowing how to manage and organize the context of the textbook and integrate it to the students` needs in order that they can have a meaningful experience.

Textbooks provide lots of advantages and resources not only for teachers but also for students. They contain logical progression for teachers and meet student`s needs or expectations; moreover, they provide CDs, videos, etc. Since the quality of these textbooks are higher now, it is more difficult for teachers and administrators to select one, taking into account that most teachers spend a lot of time using textbooks. So, here it will be described the role of textbooks to make the process of selecting one more efficient and trustful.

In spite of the fact textbooks are tools in the teaching and learning process, Textbooks play an important role of innovation. Hutchinson and torres (1994), textbooks may function as a potential agent for change because they act as vehicle for teacher and learner training, textbooks provide a picture of what the change will look like and they provide the psychological support to teachers.

Textbooks and related teaching and learning materials have had a change for the demands of learning English, for example, new findings in foreign language research and recommendation on how to use them, very often reflect more than personal opinion. A practical straightforward method for selecting textbooks is to analyze them going from broad to specific by eliminating unsatisfied textbooks at each stage. The most appropriate are left to the end, so that it can be clear and manageable. Teachers have to focus on organizing the content of textbooks to make learning a meaningful experience than the act of completed alone. Parrish (2004) it is important to choose an appropriated textbook but it is not easy for teachers and administrators to select them because of the quality of ESL

reading textbooks which has increased in recent years. When evaluating textbooks, some educators ask many questions while others choose one with little or no evaluation. The paper discusses how evaluating reading textbooks for using in ESL/EFL classroom can make more efficient and reliable when selecting a textbook.

An investigation carried out by Zeng & Takatsuka (2009) focused on knowing if students engage one another in text based dialogues and see the impact this engagement has in their language learning. They found that learners helped each other in attending to language forms, thus they improved their language learning.

According to Chen (2008), Information and communication technology has affected language instruction in Taiwanese higher education. Both quantitative and qualitative results show that teacher training is crucial for Internet-integration instruction by the teachers of English as a foreign language (EFL) in Northern Taiwanese higher education institutions.

A research made by Ruben (2010) showed some inconsistencies with the program because the textbooks used with Dutch children are not adequate with the contents found neither in the professional profiles nor the educational profile. They pay too much attention to the teacher's obligations and do not pay attention to some other tasks as including the need for strategic planning. Analyzing the contents of textbooks and how teachers use them. Marc and Kees (2009) found that authors are taking more into account the student's reading preferences and also teachers choose the books students like the most.

Since the textbooks selection process is essential to achieve a meaningful knowledge in students. We have to take into account that the role of the teachers are important as well. So the teacher, students and the textbook as a tool, have to work always together to achieve their goals.

Textbooks are a basic element within the school curricula in the whole world. Textbooks are cultural representations that is the reason why it is important to determine how and by whom they will be produced and how and by whom their contents will be selected, how

and to whom they will be distributed, and how teachers and students will use them. A research presented by Joan (2001) in which textbooks task were analyze by content choice, procedure options, and evaluation technique showed that students had few choices and that may impede language learning. Textbooks can be a teacher, a map, a trainer etc. Cortazzi and Jin (1999).

Attributing learning and teaching failure to the use of a textbook is not appropriate because even with the most effective textbook requires mastery in teaching. A textbook is a mediating effect of how quickly the activities of a textbook can be completed and if the time allows making more creative activities. A good textbook should have communicative and interactive content and at the same time should bring the teacher the capacity to improvise and make contents more flexible. If authentic materials are used properly they can bring real life to the classroom.

According to Hutchinson and Waters (1987), textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions. It means every textbook has its own evaluation process and it is based in the context and students` needs.

In some cases, textbooks work as an extra tool for the teachers and sometimes textbooks are a base of the contents for most teachers, a balance of the skills and the kinds of language practice in the classroom. Before selecting a textbook, educators should check the curriculum. If the goals of a course are clearly established selecting an accurate textbook will become easier. A research made by Gretchen (2003) revealed that the textbook has a process for developing the curriculum based on the evaluation needs of the learners. The curriculum and instructional materials are now accessible for students. There are some sample measures for instructional materials such as: Voice and sound in audiovisual materials are clear, authentic, and appropriate, the materials address a variety of learning styles etc.

Although the new generation textbooks introduce more linguistic structures for suggestions than the old generation textbooks it means nowadays the textbooks are updated with more interesting context. The students are not the only ones who get knowledge by using textbooks, but also the teachers. But when it is used an inappropriate textbook neither the

student nor the teacher get new knowledge. So what is required is an evaluation of every prescriptive, contextual, summative and collaborative approaches.

Textbooks are more than a resource but it is important for teachers to know how to use them due to the fact that it can be very useful. In this, the study discusses a textbook evaluation checklist for standardized use at the elementary school, and the number of commercial textbooks available for selection at the elementary level and the. It is important to have an evaluation procedure or checklist which can lead to a more systematic examination of potential textbooks.

Choosing an appropriated Textbook

Choosing an appropriated textbook is important because teachers spend much time using them. The article ESL TEXTBOOK EVALUATION CHECKLIST by Joshua Miekley presents how to use a checklist to evaluate a textbook. The questions in the checklist are based on recent research or previously developed checklists.

Since the quality of ESL reading textbooks is better now, selecting one has become harder. Checklist helps program directors and teachers, who are under the pressure of adopting new textbooks, to choose a textbook in an easier way.

Traditionally, readers who have experience or not, have focused on the sequential teaching of reading skills such as phonics and decoding while being void of authentic material to be read for comprehension (Goodman, Freeman, & Murphy, 1988). Recently, improvements in ESL readers allow students to read more authentic language, read for comprehension, and have critical thinking about reading (e.g., Interchange, Richards, & Lesley, 2000). The process of selecting a textbook is difficult and some educators can have too many questions and they never finish the process. Also, some textbooks are chosen with no evaluation. The checklist is a tool that may help teachers and administrators have a better selection process.

According to (Moran, 1991; Auerbach& Paxton, 1997, Salataci&Akyel, 2002) graded readers should also provide L2 readers with examples enough to understand those techniques and challenge learners to think critically about what strategies they use. But the

most important aspect was Byrd's emphasis on the text has to be adequate and appropriate for students, teachers and curriculum.

In this text explains how to rate the questions for example (4-Excellent, 3-Good, ect.) for as many questions as possible. For example, if the reader is full of activities in which students are required to think critically about authentic texts, you could circle "4" (Excellent) for questions I.a.iii, I.a.iv, and I.c.vii If you have unanswered questions, scan the reader to find an answer. Then you have to compare the checklist to determine which reader is the most effective and the best fit for your context.

Educators should add their own criteria as questions since the checklist can be adapted according to the content. Some aspect for example vocabulary can be more important for some ESL teachers. Some others can emphasize in other criterions, for example if you are evaluating readers at an international school.

Research in L2 reading should be used during the process of selecting a reading textbook, this checklist could help to accomplish the goal.

The purpose of the study is to reveal what teachers think about the course books that are being used in English Preparatory classes in twenty five different high schools. The data was gathered from teachers who were exposed to a questionnaire or an interview. The findings show that the teachers do not have a positive impression about the course books. Also, teachers suggest that the course books should meet the student's needs.

Since many ELT preparatory classes have been established for a large number of departments at Universities, Private Schools etc. The use of course books in ELT is more popular now. Also, the school administration prefers ready -made course books because they can contain ready-made syllabus for teachers. According to Richards and Rodgers (2001) course books are an unavoidable element of the curriculum because they specify content and define coverage for syllabus items.

Grant (1987) mentions that course books are an opportunity for students to practice the language in the classroom to later use it in real life.

According to Ur (1996) the advantages of textbooks are the following:

- a) They provide a clear framework which the teacher and the students know where they are going and what is coming next*
- b) They serve as a syllabus*
- c) They save time for teachers due to the ready-made materials and tasks*
- d) They are cheap*
- e) They are convenient packages whose components are bound in order*
- f) They serve as a guide especially for teacher who do not have most experience*
- g) They create autonomy in the students.*

Also, the use of course books can have some disadvantages:

- a) They fail to present real English*
- b) They propose subordinate learner roles*
- c) They fail to contextualize language activities*
- d) They foster inadequate cultural understanding,*
- e) They fail to address discourse competence*
- f) They fail to teach idioms,*
- g) They have lack of equity in gender representation.*

While some argue that course books are tools that give learners the sense of system, cohesion and progress (Allwright, 1981; O'Neil, 1982; Littlejohn, 1998), some others think are superficial and reductionist in their coverage of language items and they impose uniformity of syllabus and remove initiative from teachers (Hutchinson & Torres, 1994; Tomlinson, 1998; Basturkman, 1999; Byrd, 2001). Also, course books are seen to have a tendency to dictate what is taught and also they are an indispensable tool of the language arts instructions.

In educational settings, the necessity of course books leads the way the teachers evaluate those course books. That is why this study focuses on the perspective of teachers about the course books evaluations.

A questionnaire about course book evaluation was prepared by the researcher with an inquiry in the literature (Brown, 1995; Finocchiaro and Bonomo, 1973; Sezer, 2003; Ur, 1996) and the judgments of nine experts from the departments of curriculum development, measurement and evaluation, and foreign language education in Mersin University. The questionnaire was taken by ninety four English teachers, and the results were the following:

Some teachers stated that they cannot work without book since it is essential for them to follow and carry the whole syllabus. Also they should work with the book and workbook together, as a complement of each other but sometimes it is difficult to do it.

Teachers say books cannot have a complete consistency of content. Because some of them think that book are not written by ELT specialist or language teachers, they believe they are just “writers in dark rooms”.

The book has to be related to the culture of the learners, but according to some teacher book are not related to that, for example detailed dialogues about going to church, the Halloween celebrations, or other national festivals in the countries of foreign course book. So, students do not get interesting in the content.

Another factor that can be highlighted is that books do not meet the needs and expectations in the teaching learning process. The books have to be more widespread and comprehensive for students this help students to have more success in their learning process.

As conclusion teachers disagree with the content of the book and in the way they are assembled, so books should include more educational environment for students and look for helping to the development of students.

This research is make with the purpose of knowing the teachers` expectations about the books, and the results showed that teachers do not feel comfortable with those book which are weak in content and contain items that are unnecessary for the students` learning. So, it

shows the different opinions of teachers about the quality or inadequacy of course books packages used in language classes.

Evaluating the English textbooks for young learners of English at Turkish primary education - World Conference on Educational Sciences 2009 (YaseminKırkgöz)

Yasemin (2009) discusses an evaluation of three books used in grade 4 classes by the Turkish Ministry of National Education in State Primary Schools. Students and teachers took some evaluations, including an interview by answering 37 items textbooks evaluation scheme, the results revealed the appropriateness of the three textbooks used by young learners of English. Also, to express how they see some aspects of the textbooks. Findings showed that the books were appropriated. Most scholars agree that metaphors should be included for specific purposes, still it not clear which metaphors should be included. In this study there was a contrast between metaphors from the aforementioned business English textbook and the metaphors found in a sample of the corpus of business periodical and journal articles. The findings suggest that is needed to base the selection of metaphors for classroom instruction in the use of real language.

The Use of Textbooks in Turkish Primary Education In Turkey, the Turkish Ministry of National Education (MNE) coordinates the compiling of English textbooks for all levels in primary schools. In 2005the MNE Renewed grade 4 textbooks with curriculum objectives and finance the books. The three textbooks: Texture, Time for English, and Trip 1 were used in grade 4. Among the new curriculum objectives were promoting learners' communicative proficiency in English skills with a particular emphasis on speaking and listening ; integrating content and language integrated learning into the ELT curriculum to allow for certain cross-curricular topics to be learned in English. by Richards (2001),good textbooks become into a rich source of content. This study aims to investigate a) teachers' and students' perceptions of the three ELT textbooks, and b) the extent to which textbooks function as the agent of change in meeting the MNE's curriculum goals and objectives.

For textbooks to make a change has to deal on the appropriate of the textbook in relation to meeting curriculum goals, objectives and learners needs. The purpose of this paper is to

evaluate the three English language textbooks Texture, Time for English, and Trip 1, at state primary education in Turkey after the 2004 curriculum renewal process.

37 items was developed as a textbook evaluation scheme (see for example, Cunningsworth, 1984). Students and teachers had to indicate their response from a five-point Likert scale ranging by indicating agreements or disagreements. The questionnaire was translated into Turkish which was used. The Smiley Questionnaire was based on: layout and design, language, subject and content, language skills, methodology and overall.

Students' perceptions of the three textbooks Texture, Time for English and Trip 1. In terms of the layout and design, the book Trip 1, has to deal with illustrations. Students believed that the use of pictures and illustrations facilitated their learning of English. Trip 1 was followed by Texture and Time for English.

In terms of the language content, students' perceived that Trip1 had the most interesting and well-presented vocabulary, clear and understandable instructions, and containing language related to real life situations since the topics had an effect outside the class. Trip 1 was followed by Texture and Time for English.

Students' responses to the methodology component of the textbook revealed that Trip 1 was ranked as the first appropriate textbook, followed by Time for English and Texture In several methodological issues comprising the presentation of the words through enjoyable activities a since they felt that the book helped them to speak English with their teachers due to group work activities which made the learning of English easier and entertaining.

Concerning students' perceptions of the skills component, Trip 1, was the one which is more appropriate for promoting a balanced development of the four language skills.

The results of the Smiley Questionnaire overall. Students remark that according to their English level their textbook is appropriated with the practice book-

Findings from the teachers' questionnaire

Teachers' Perceptions of the ELT Textbooks

According to teachers' perceptions about the layout and design, they are well produced for students since it looks interesting and colorful for students due to it brings pictures and illustrations, which make easier the learning process.

Not only for students but also for teacher the Trip 1, it has a lot of interesting items it contains a clear and understanding instructions, examples, activities, topics, and content for them. Even it could help as a model for students to follow and learn and produced the vocabulary they learned outside of the English class.

The book which present grammar inductively through songs and activities make that students active their learning process and promote their students' communication skills by making use of pair and group work activities. And for teachers it function as a guide, a facilitator and a mentor.

Teacher's perception of subject and content component of the textbooks was Trip 1 ranking the first followed by time for English and Texture. Then, teachers' perception of skills components of the textbook, Trip 1 ranked first followed by Time for English and Texture. Finally, as the most appropriate textbook on meeting objectives of the Ministry Trip 1 was the first followed by Time for English and Texture.

Findings from the interviews

Four students were interviewed and the findings show that they liked learning English with the textbook they use. Also, they agreed that each textbook was colorful, well-illustrated and appropriate to their level making learning English easier. Finally, most students commented they can use English they learn from the textbook not only in the class but also in real life.

With the interview was found that the teachers had positive opinions of the three books. They expressed that the books meet MNE curriculum goals and objectives. Also, they said the books allow students to have an active participation in the learning process. Moreover, teachers welcomed the inductive presentation of English through games, pictures, etc. as the most appropriate methods for students of age 9-11. According to the teachers students are able to learn English adequately through each textbook.

Overall, interview findings support the results obtained from the questionnaires and the interview. Although, the results of the study indicated some significant differences (at .05 level) on all statements in the evaluation scheme between the three textbooks, it seems also clear that the three textbooks are well designed to serve as potential agents for curriculum innovation in meeting MNE curriculum objectives, and in being appropriate for the students' needs and interests. Of the three textbooks, Trip1 was found to be the most appropriate textbook, followed by Texture and Time for English.

This paper contains the evaluation of three books currently being used in grade 4 classes in Turkish state primary schools. The results suggest that the three books are designed to meet the MNE curriculum goals and objectives, to serve as potential agent of curriculum change and to meet student's needs and interests. An evaluation of textbooks is required on a regular basis to give future observations in future revisions.

b) Brief description of the EFL textbooks used from 2010 to 2016

Textbook	Authors	Editorial
World Link	James Morgan Susan Stempleski	Heinle ELT
Upstream	Virginia Evans Jenny Dooley	Express Publishing
Open Mind	Mickey Rogers Joanne Taylore-Knowles Steve Taylore-Knowles Ingrid Wisniewska Dorothy Zemach	Macmillan

II. Methodological design

A. Research Approach

The following project was developed as a qualitative research due to the fact that was easier to get more data because the participants had more freedom to share their opinions and experiences about the topic. Also, there was more opportunity for the researchers to build rapport with the participants, creating a comfortable environment during the process allowing the researchers to get information in depth about the participants' experience.

Qualitative research is the approach used to understand different perspectives between groups and categories of people. The research team was focused on obtaining good understanding of teachers and students experience and opinions about the topic.

B. Research Design

The research team used a descriptive and comparative study design. A descriptive design is used to characterize the participants in an accurate way. Also, descriptive research design is all about describing a phenomenon instead of making conclusions or imposing any control or manipulation.

In comparative research, data is collected primarily by observation, and the goal is to determine similarities and differences that are related to the particular situation or environment of the two groups. This study analyzed the similarities and differences between these two groups in an attempt to better understand both groups.

C. Research Techniques

The techniques used in order to collect the data were a survey and evaluation of textbooks. The survey was conducted to students with the objective of gaining information about the different opinions they have about the last three books used in the FLD in Basic Intensive English Courses.

Moreover, an evaluation of the books World Link, Upstream and Open Mind was carried out using two EFL evaluative checklists previously selected based on the process and methods that were used in order to develop them.

In addition, an interview was conducted in order to get knowledge from teachers about the EFL textbooks used in the Foreign Language Department. The teacher's knowledge was added as important and meaningful information in order to achieve the objectives the researchers set up in this project.

D. Research Instruments

Two EFL textbooks evaluative checklists were used as instruments to evaluate the last three books that have been used in the Basic Intensive English Courses in the FLD at The University of El Salvador. The Checklists were taken from two different academic articles about the EFL textbooks evaluation. They were selected based on how they were developed.

The first checklist was taken from the peer-reviewed article *Developing an English Language Textbook Evaluative Checklist* written by Dr. Montasser Mohamed AbdelWahab. It contains 140 items divided into the next categories: The first category, physical and utilitarian attributes, was further divided into three sub-categories; 1) General appearance (9 items) 2) Layout and design (12 items); and 3) Visuals (4 items). The criteria in the second category, efficient outlay of objectives and supplementary materials, on the other hand, included the following; 1) Book objectives (10 items); 2) Teaching aids (9 items); and 3) Teaching methods (14 items). The criteria in the third category, learning - teaching content, included the following sub-categories; 1) Subject and content (9 items); 2) Exercises (10 items) and; 3) social and cultural contexts (9 items). The fourth category, language Skills, focused on seven sub-categories; 1) Listening (7 items); 2) Speaking (6 items); 3) Reading (6 items); 4) Writing (8 items); 5) Grammar (11 items); 6) Vocabulary (11 items); and 7) Pronunciation (5 items). The criteria Dr. AbdelWahab used were numerically rated on a scale from 0 to 2 in the blank space of the score column as follows: Poor = 0 (It goes up to 64%.) Satisfactory =1 (It starts with 65% and goes up to 74%.) Good = 2 (It starts with 75%.)

The second checklist was made based on a focus group study designed to further refine a checklist previously developed by the present researchers Mukundan, Hajimohammadi, & Nimehchisalem, 2011. More specifically, the participants in the focus group helped the

developers improve the items of the checklist in reference to their clarity and inclusiveness. Focus group study is an interactive interview involves a number of experts who are familiar with the research context. The reason for using a focus group study was that it could provide a practical method to validate an instrument in the process of its development before it is used (Weir, 1993). Experienced participants were selected because they would be well-aware of the characteristics of an effective textbook, and therefore could help the researchers better in improving the quality of the checklist. They all had experience of evaluating or selecting English language textbooks. The focus group interview took around two hours. It started by the participants introducing themselves. First, in the form of an unstructured interview they brainstormed on the criteria to be considered in evaluating English language textbooks. The second stage was a structured interview, in which the participants were given a copy of the tentative checklist that had been previously developed by the researchers (Mukundan et al, 2011). They were free to reword, delete or add items that they considered necessary. As a result of this study, 14 items were added to the checklist while two were rephrased.

III. Population and sample

A. Population

The population in our research included the students that were registered in the Basic Intensive English courses semester I 2016, who are currently the students registered in the Intermediate English I courses in the Teaching Major in the Foreign Language Department of the University of El Salvador during the semester II 2016.

B. Sample

In order to select a good and representative sample, so that the final results can be generalized it will be the non-random sample, with this type of sampling all the elements of the population will be chosen by convenience. In order to select the sample, the following statistic formula was applied.

$$n = \frac{Z^2 \cdot p \cdot q \cdot N}{(N - 1)E^2 + Z^2 \cdot p \cdot q}$$

Z = Reliability degree

p.q= probabilities

E= The margin of error

n= Sample size.

N= Total of population

Development:

$$Z = 95\%$$

$$p.q = (.5)(.5)$$

$$E = 0.1$$

$$n = ?$$

$$N = 238$$

$$Z = 95/2 = 47.50 \% 100 = 4750 = \mathbf{1.96}$$

$$n = \frac{1.96^2(0.5)(1 - 0.5)(238)}{(238 - 1)(0.10)^2 + 1.96^2(0.5)(1 - 0.5)}$$

$$n = \frac{228.5752}{2.37 + 0.9604}$$

$$n = \frac{228.5752}{3.3304}$$

$$n = 68.63$$

$$n \cong 69 \text{ personas}$$

This was the representative sample of the whole universe under study, this sample was useful to generalize the results of the research.

IV. DATA ANALYSIS PLAN

After the data was collected, the research team divided the survey in three parts. Each part was coded as follows: Statements 1a, open ended questions 2b and multiple choices 3c. Besides, every item from the survey was analyzed starting from the statements. The nine statements from the survey had the three following options: agree coded as a, disagree coded as b and neither agree nor disagree coded as c. in which the researchers counted the results for agree, disagree and neither agree nor disagree by separating each item. The third part was multiple choices in which there were the questions and the different answers that were coded as a, b and c to make easier the process when counting the answers underlined by students. After getting the results of every item and every part of the instrument, the researchers made bar graphics to represent the answers of the students and every graphic belong to the item that was presented in the instrument used by the researchers.

As a side note, each graphic has its analysis which was extracted by the conclusion of the researchers in which percentages of the answers and results are presented according to the results gotten.

V. DATA ANALYSIS

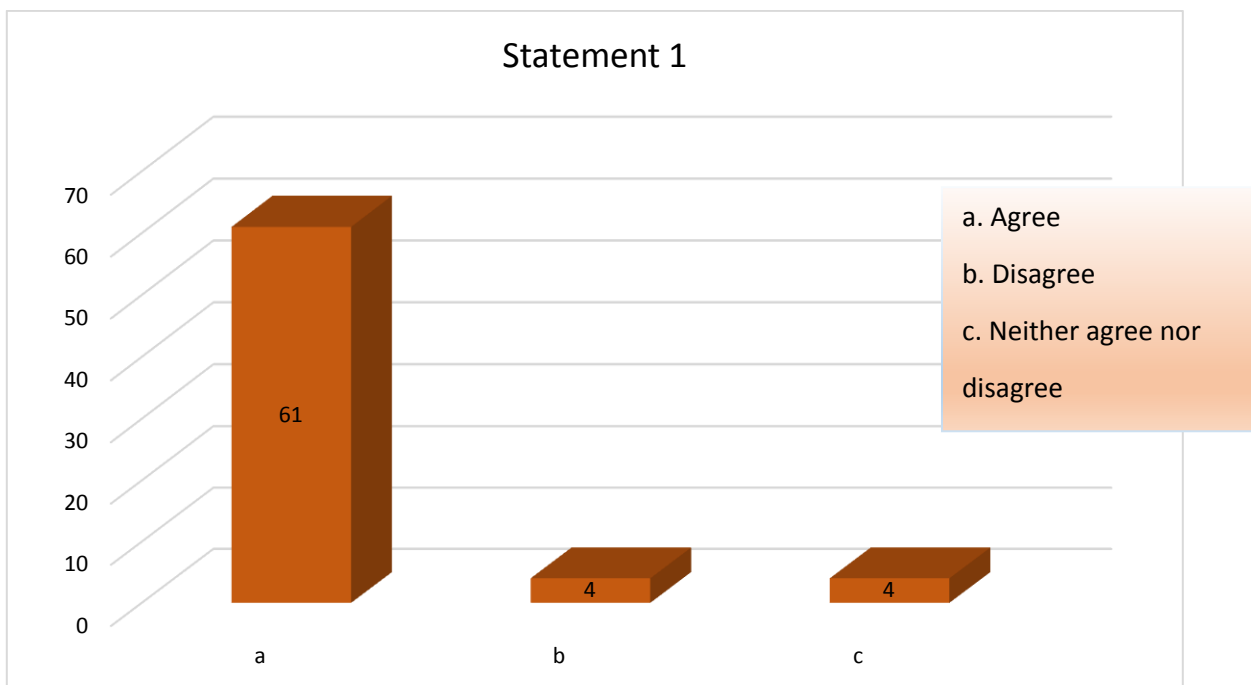
A. Survey Results

In order to analyze the data collected with the survey, that was administered to 69 students from the Intensive Intermediate English courses semester II 2016, the Research team used Microsoft Excel to create statistic graphics in order to get a better visual representation of the data. The survey contained four different parts that were presented analyzed one by one.

The first part of the survey that contained 9 statements in which students had the option of agree, disagree and neither agree nor disagree was analyzed and presented as followed.

1. Statements

Statement 1: English textbooks are important tools in the teaching – learning process.

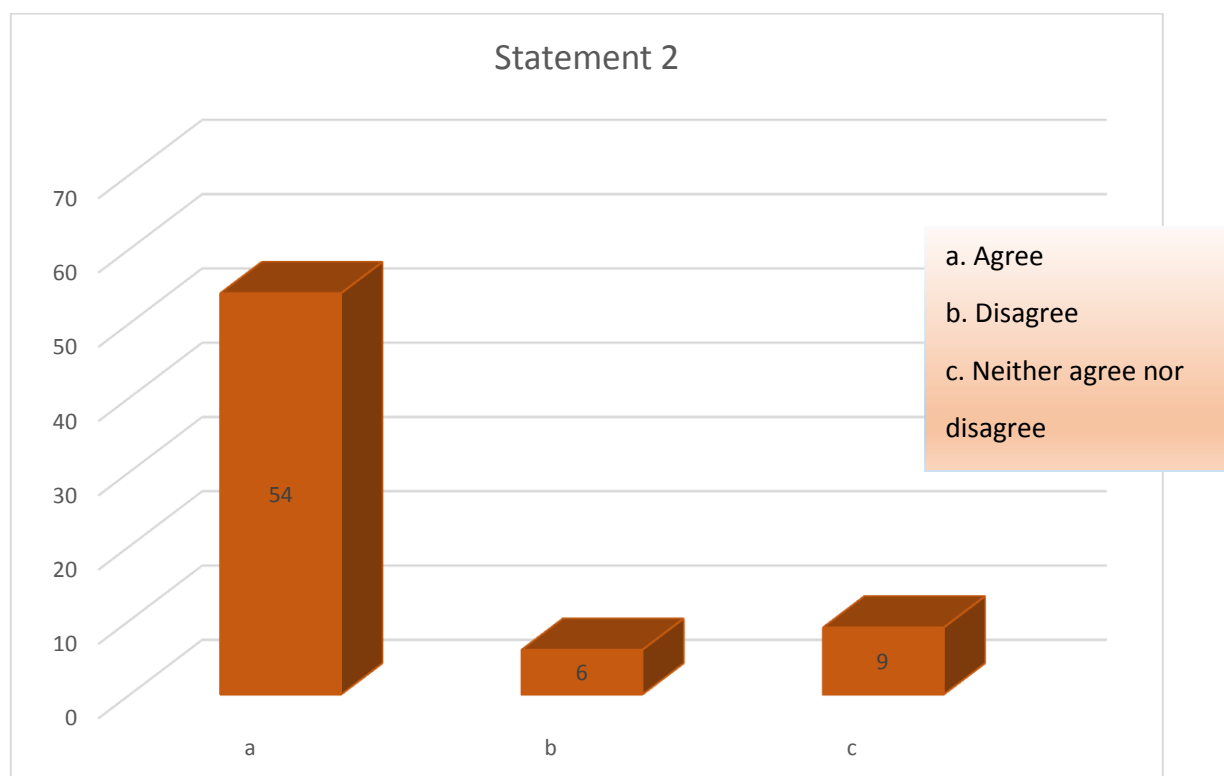


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

According to the results of this statement, 88.41% of the sample represented by 61 participants said that they agree with the statement, 5.80% of the sample represented by 4 students did not agree with the statement and 5.80% of the participants, 4 students neither agreed nor disagreed with the statement.

As a result, it is notable that according to the students English textbooks are important tools in the teaching – learning process. Students are conscious that English textbooks provide them the opportunity to have a better experience when learning this new language.

Statement 2: All the units of the English textbook should be studied.

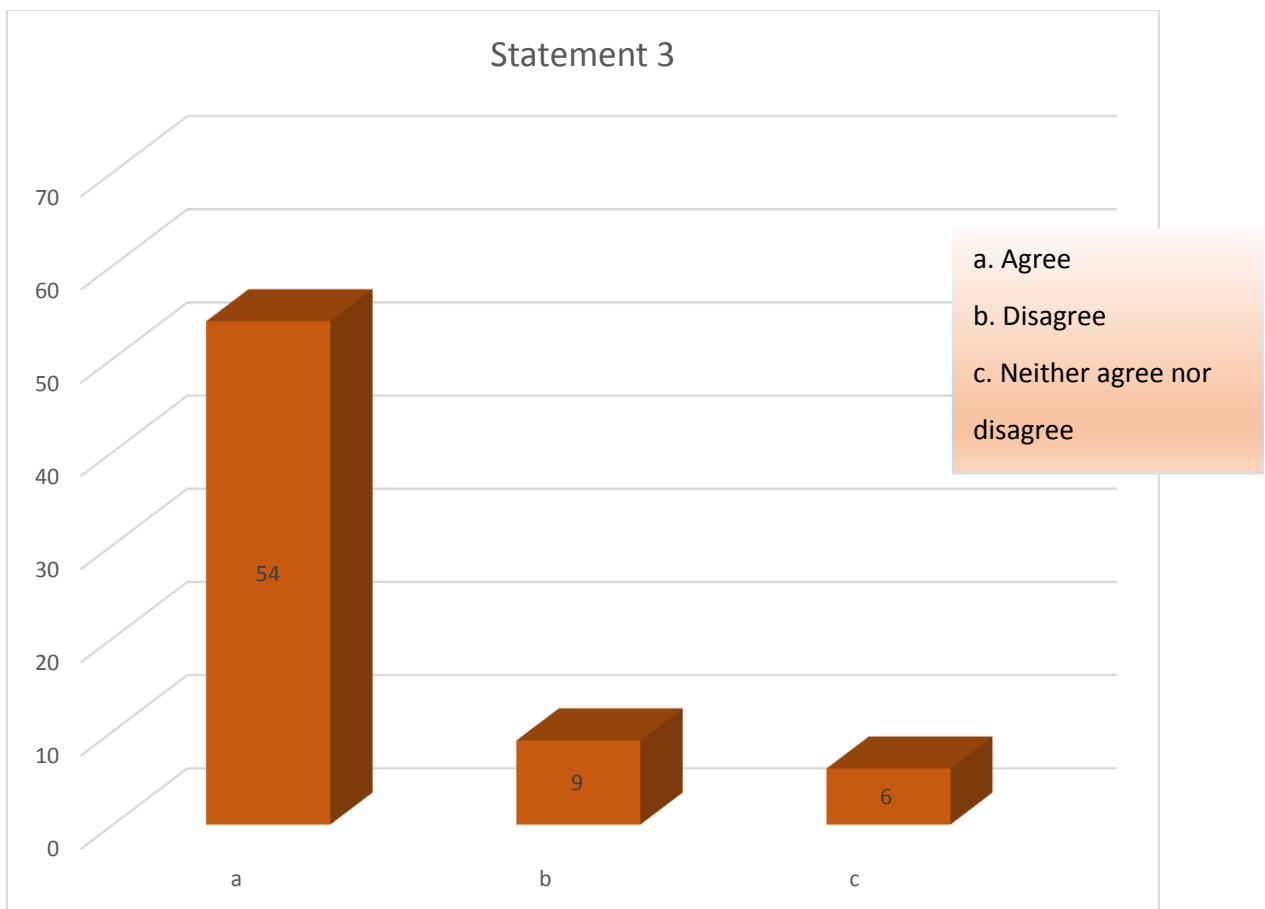


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

Based on this results 78.26% of the sample represented by 54 students agreed that all the units of the English textbook should be studied, 6 participants that equals 8.70% of the sample did not agree with the statement and 13.04% of the sample represented by 9 participants neither agreed nor disagreed with the statement.

According to the results, it can be concluded that most of the students consider all the units on an English textbook important and helpful, thus they should all be completed during the course.

Statement 3: English textbooks should be selected taking into account the students' age and level.

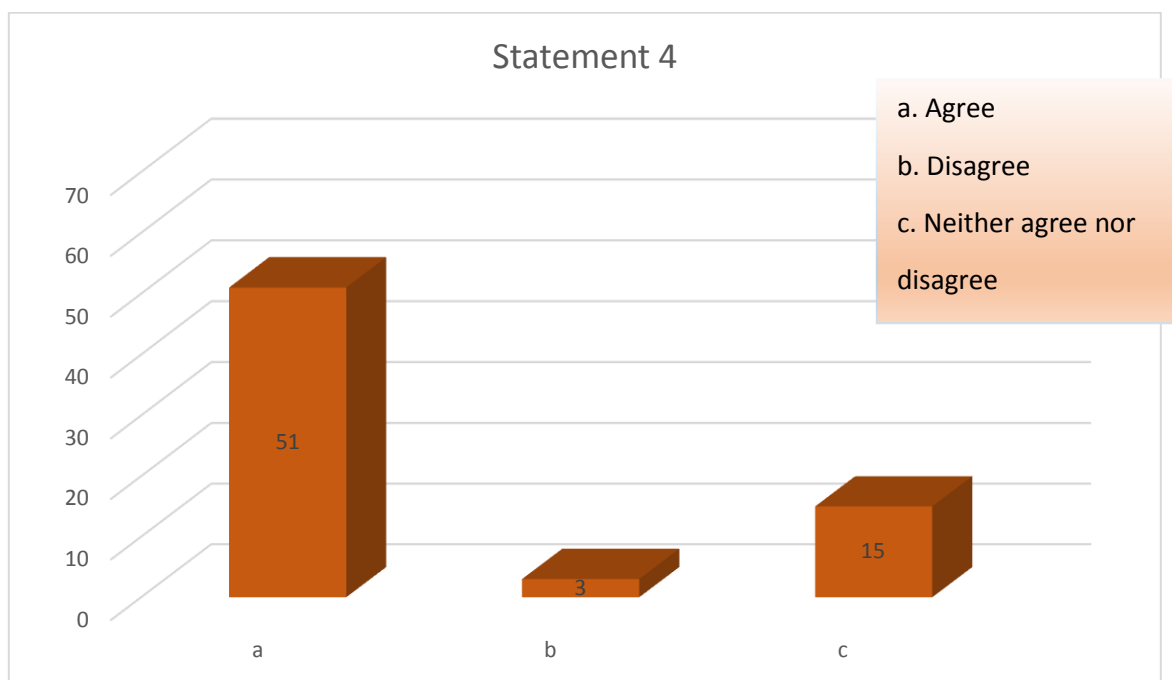


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

In this chart, it is possible to appreciate that most of the students, 54 that equals the 78.26% of the sample agreed with this statement. 13.04% represented by 9 students did not agree with the statement and the 8.70% of the sample represented by 6 students neither agreed nor disagreed with the statement.

This results show the importance of selecting an English textbook taking into consideration the level of the students that will be part of the course in which the book will be used.

Statement 4: English textbooks should include colorful pictures to call students' attention.

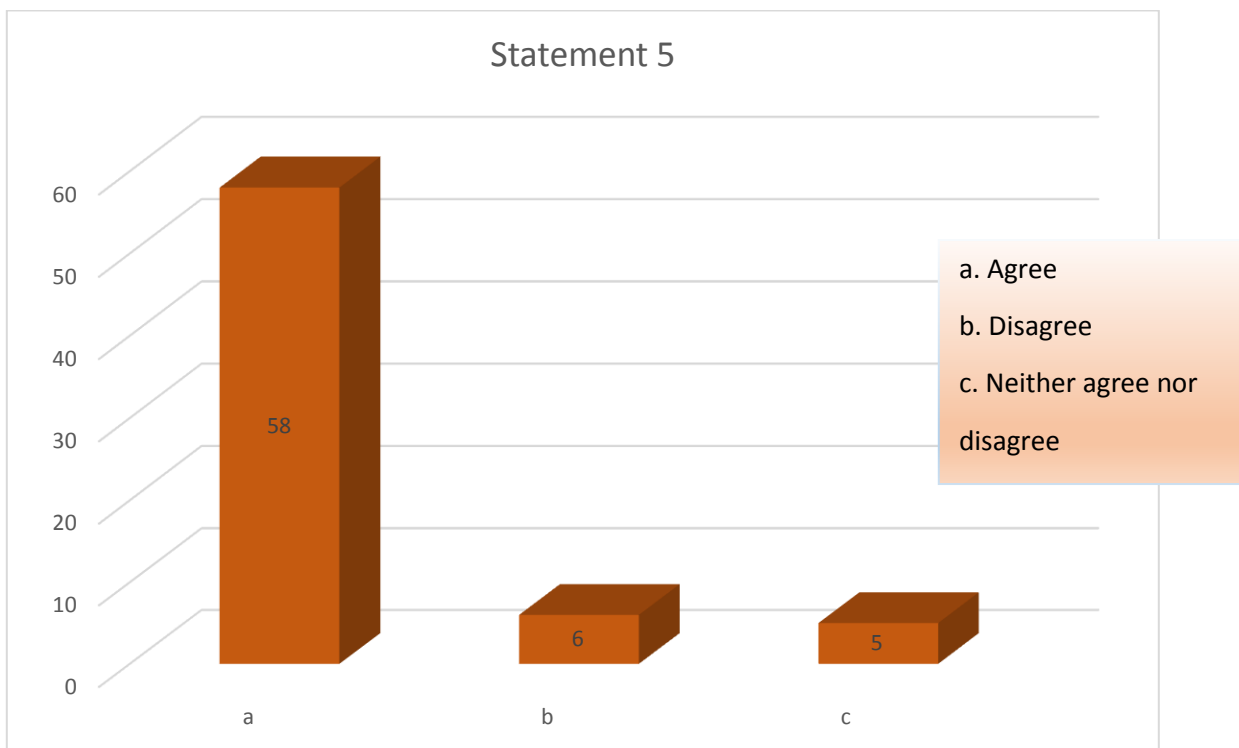


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

In the results shown in the current graphic, 73.91% of the sample that include 51 participants, agreed with the idea that an English textbook should include colorful pictures. 4.35% of the sample represented by 3 students did not agreed with the statement presented before and 21.74% of the sample that includes 15 students neither agreed nor disagreed with the statement.

The previous results highlighted the importance of including colorful pictures in an English textbook in order to call students attention and help students to enjoy the learning process.

Statement 5: English textbooks should present grammar from simple to complex.

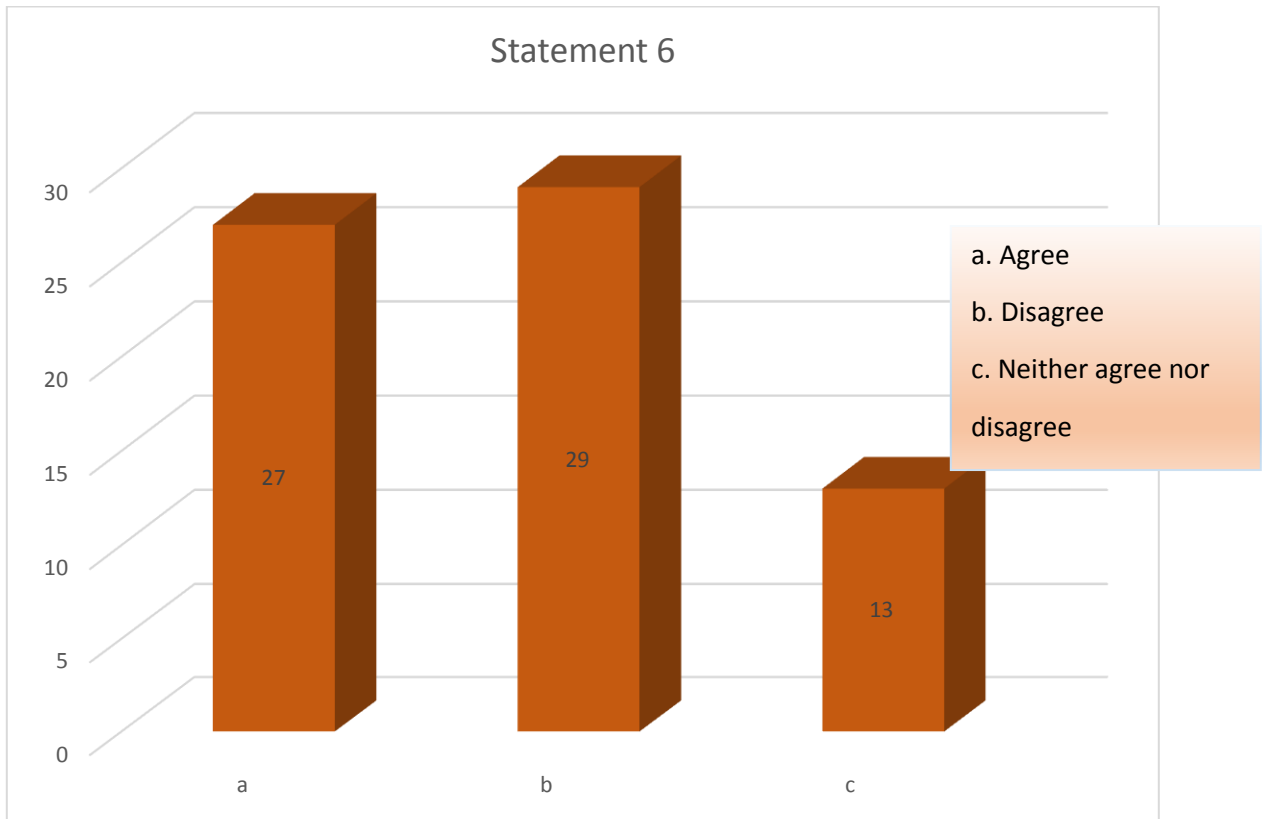


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

According to the results, 58 participants that represent 84.06% of the sample agreed with the idea that grammar exercises and activities should be presented from simple to complex. 8.70% of the sample represented by 6 students did not agree with this idea and 7.25% represented by 5 participants neither agreed nor disagreed with the statement.

The data presented above explain how most of the students prefer grammar exercises that goes from the simplest activities to those that represent a higher level of difficulty. In that way, students feel more confident at the moment of facing grammar sections from English textbooks.

Statement 6: English textbooks should present grammar from complex to simple.

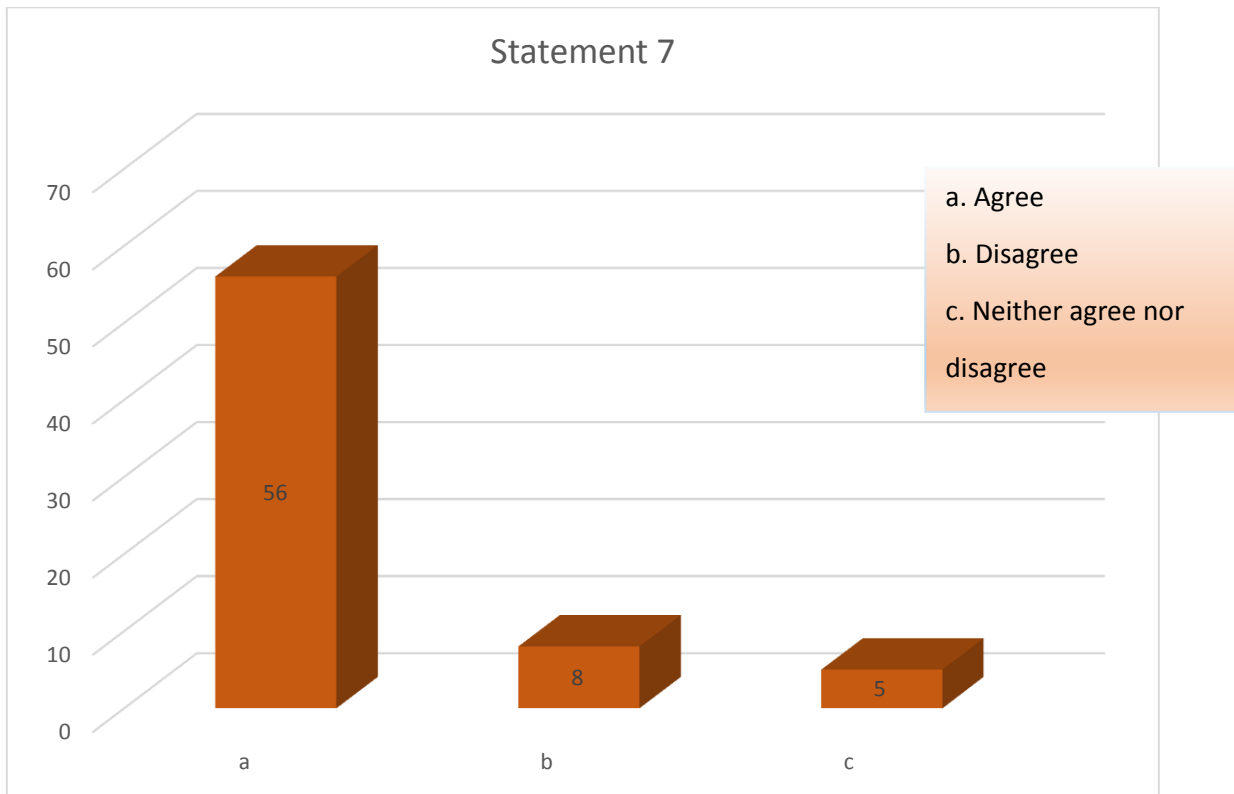


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

The table above represents how 39.13% of the sample that includes 27 students that took the survey agreed with the statement. Also, the results presented showed that 42.03% of the students that include 29 participants did not agree with the statement and 18.84% of the sample that include 13 students neither agreed nor disagreed with the statement.

With the previous results, it can be concluded that most of the students did not agree with the idea of having grammar exercises going from complex to simple, because that would make grammar sections from English textbooks more difficult to understand and developed.

Statement 7: English textbooks should encourage students to use the language in real life situations.

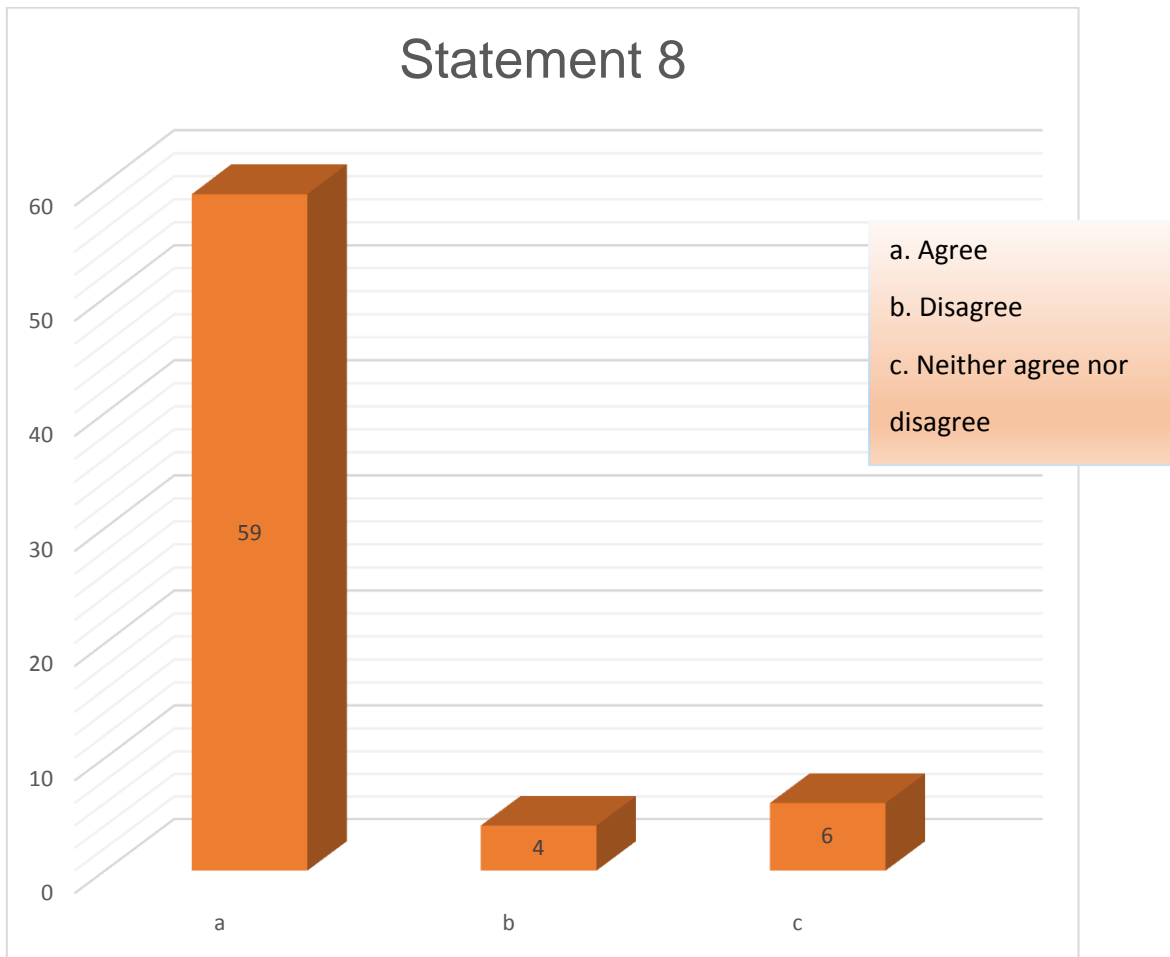


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

Based on the graphic above 81.16 % of the sample that includes 56 students said that they agree with the statement, 11.59% that is represented by 8 students said that did not agree with the statement and 7.25% of the sample which is represented by 5 students neither agreed nor disagreed with the statement.

The results show that students agree with the statement that English textbooks should encourage students to use the language in real life situations and in that way they would learn more vocabulary related to what they live daily and it would facilitate their development in the language.

Statement 8: English textbooks should contain extra material that may help students to practice.

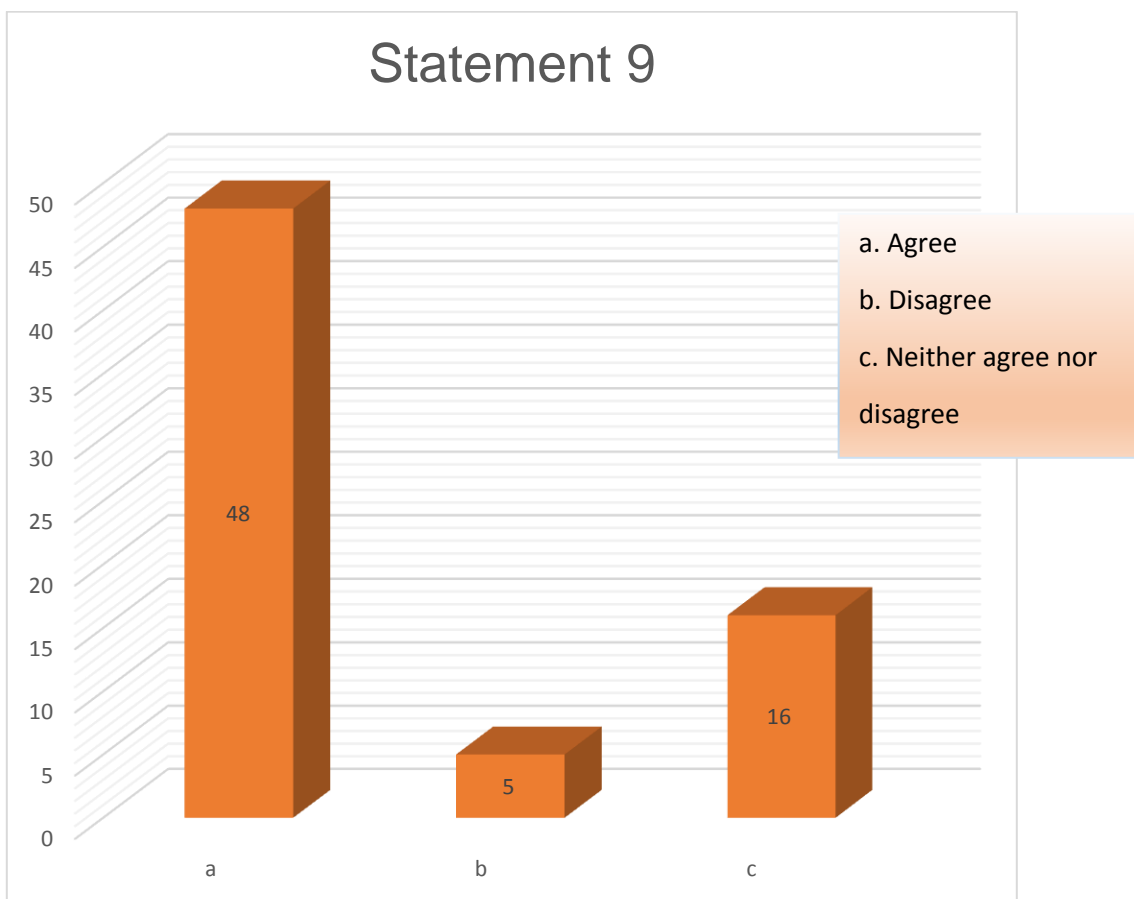


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

According to results show in the graphic 85.51% represented by 59 students agree with the statement that English textbooks should contain extra material to support them, 5.80% represented by 4 students did not agree with that idea of having extra material and 8.70% represented by 6 students said they neither agreed nor disagreed with that statement.

The results determine that most students agree with the idea that English textbooks should have extra material that may help them to practice the language in order to increase their knowledge and clarify all the doubts that could have about the context they are studying.

Statement 9: There should be an evaluation process in order to choose the most appropriate textbook.



Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

This graphic clearly shows how 69.57% represented by 48 students said that they agree with the statement that say that there should be an evaluation process to choose the most appropriated textbook, 7.25 % represented by 5 students said they did not agree with that statement and 23.19% represented by 16 students said they neither agreed nor disagreed with that statement.

According to what students answered, the results show that there should be an evaluation process in order to select the appropriate textbook for them because it would maybe facilitate their learning and they would get bored with the context of the textbook.

2. Open ended questions

The second part of the survey contained 2 open ended questions in which the students had the opportunity of giving their answers and opinions as followed.

Question 1

What is the name of the English textbook you used in the Basic English course?

In answer to this question, the 69 students who participated with the survey said they used the Open Mind.

Question 2

What characteristic should an appropriate English textbook have?

Most students agreed that the characteristics a good textbook should have are:

- Clear and well-structured grammar exercises
- Real life and interesting topics
- Colorful pictures and illustrations
- Extra material
- Clear listening exercises

Question 3

Do you think technology should support English textbooks in the learning process, if so explain why?

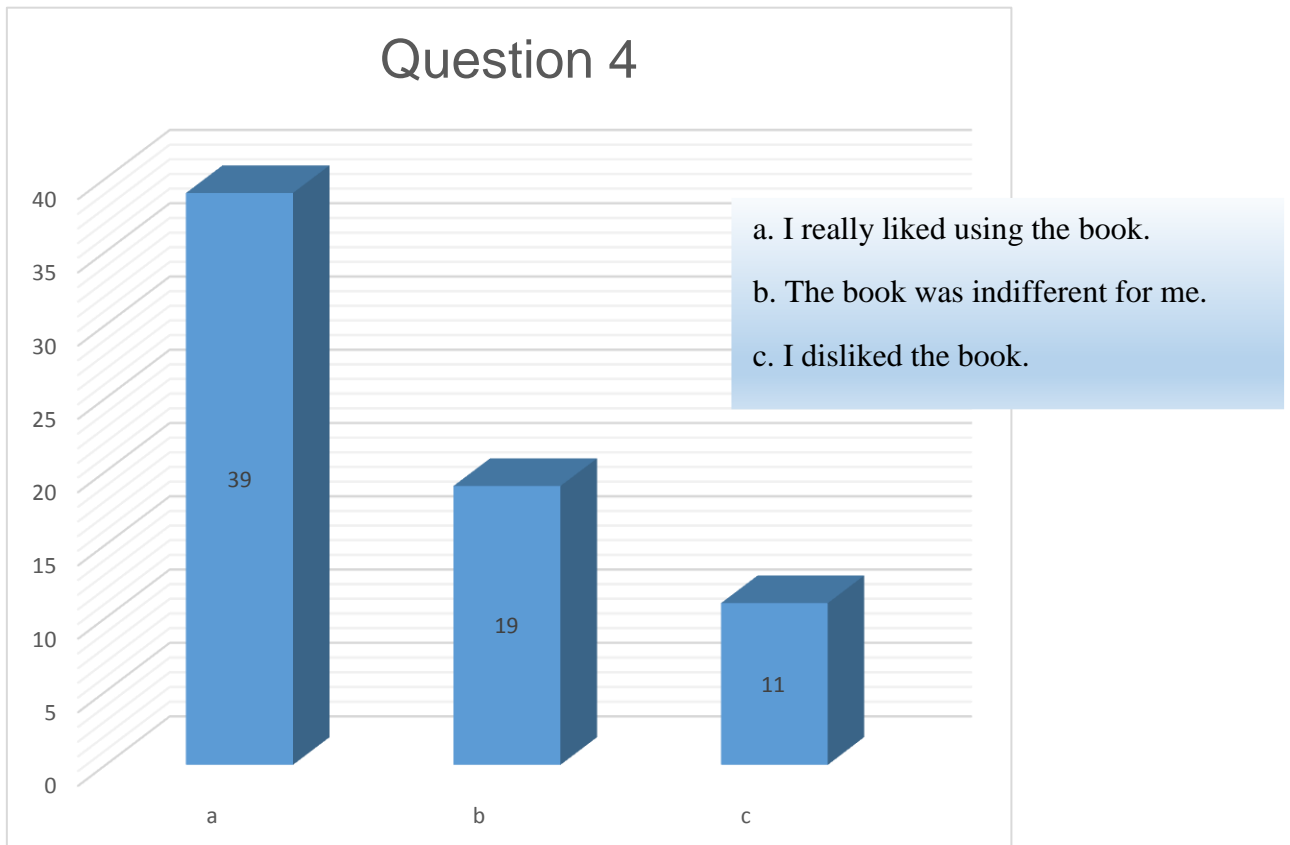
The most popular answers students gave were the following:

- It is useful to encourage students because you are able to practice everywhere.
- It is more attractive. It helps you to improve your skills (Listening, Writing, Reading, and Speaking).
- Technology is everywhere and an instrument to be used because you can find a lot of information.

3. Multiple Choices

The third part of the survey was composed by four multiple choice questions and 1 item in which students had to rank from 1 to 7 the topics they consider should be included in an English textbook. The data collected was analyzed as followed:

Question 4: What was your experience using that English textbook like?

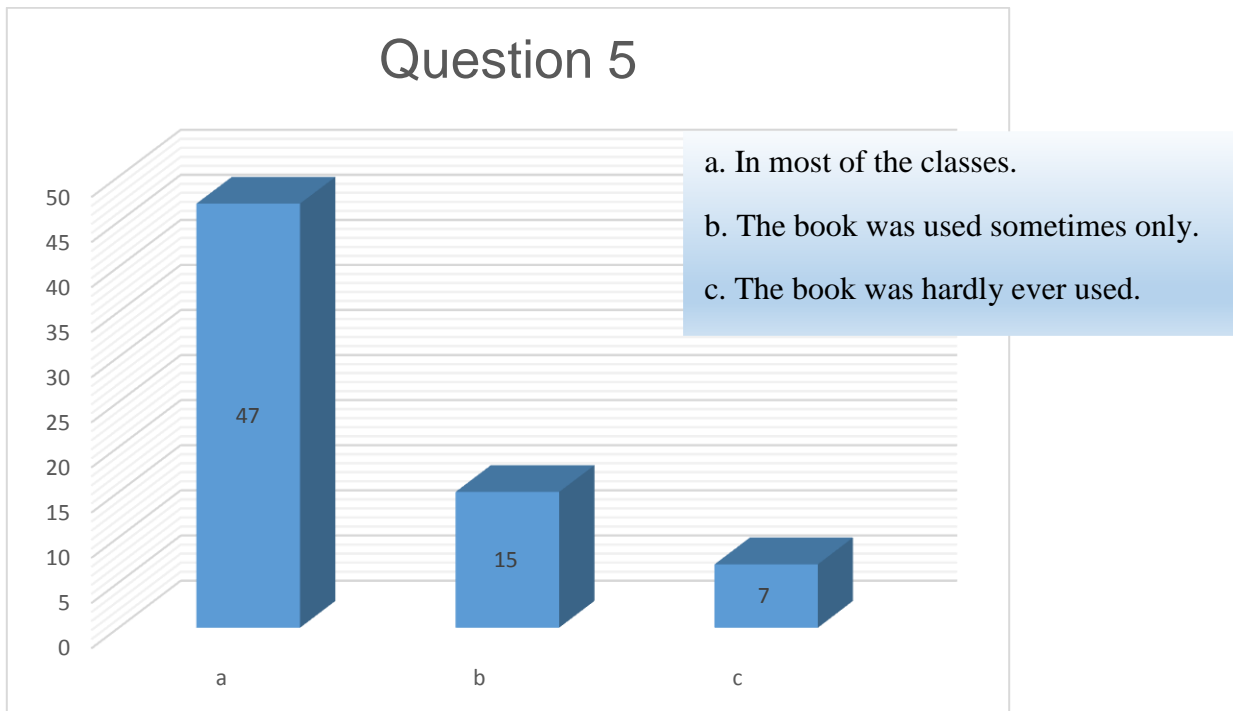


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

According to the results show in the graphic above 56.52% represented by 39 students who selected the option “a” that they really like using the textbook, 27.54% represented by 19 students stated that they are indifferent to the textbook and 15.94% represented by 11 students said they dislike the book.

Analyzing the results it's concluded that most of the students like the book which they are using and that's something important because if they don't like the book they are using their learning process is not same and probable they get bored using it.

Question 5: To what extent did you use the book in the Basic English course?

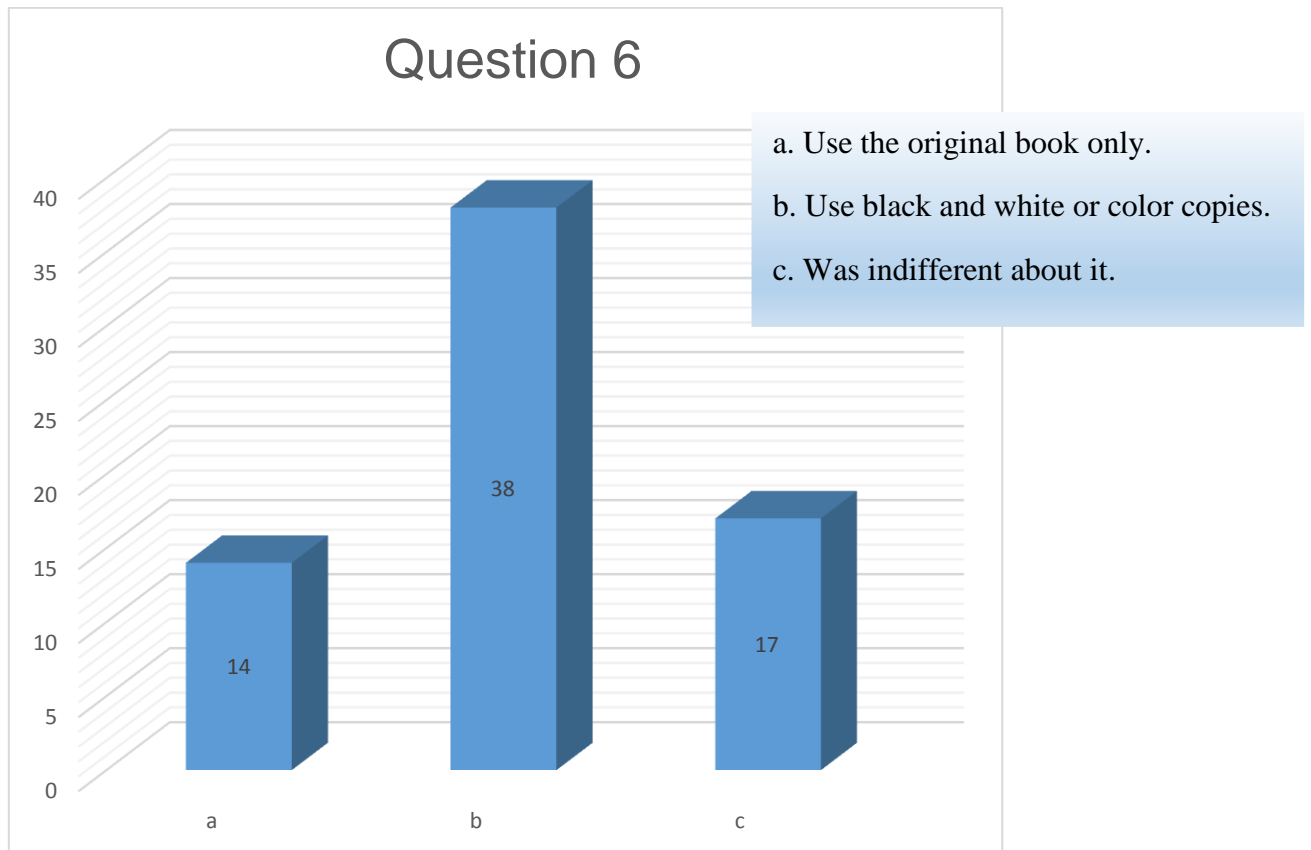


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

In the results showed in the current chart it can be highlighted that 68.12% of the participants which include 47 students said that they used the book in most of the classes of Basic English course, 21.74% represented by 15 students said they use the book sometimes only during the Basic English classes and 10.14% said they hardly ever used in their Basic English class.

With the previous results, it can be concluded that students use their textbook in most of their Basic English course and are few students who said that they hardly ever use their book in their classes.

Question 6: Regarding the Basic English course material, the teacher allowed you to:

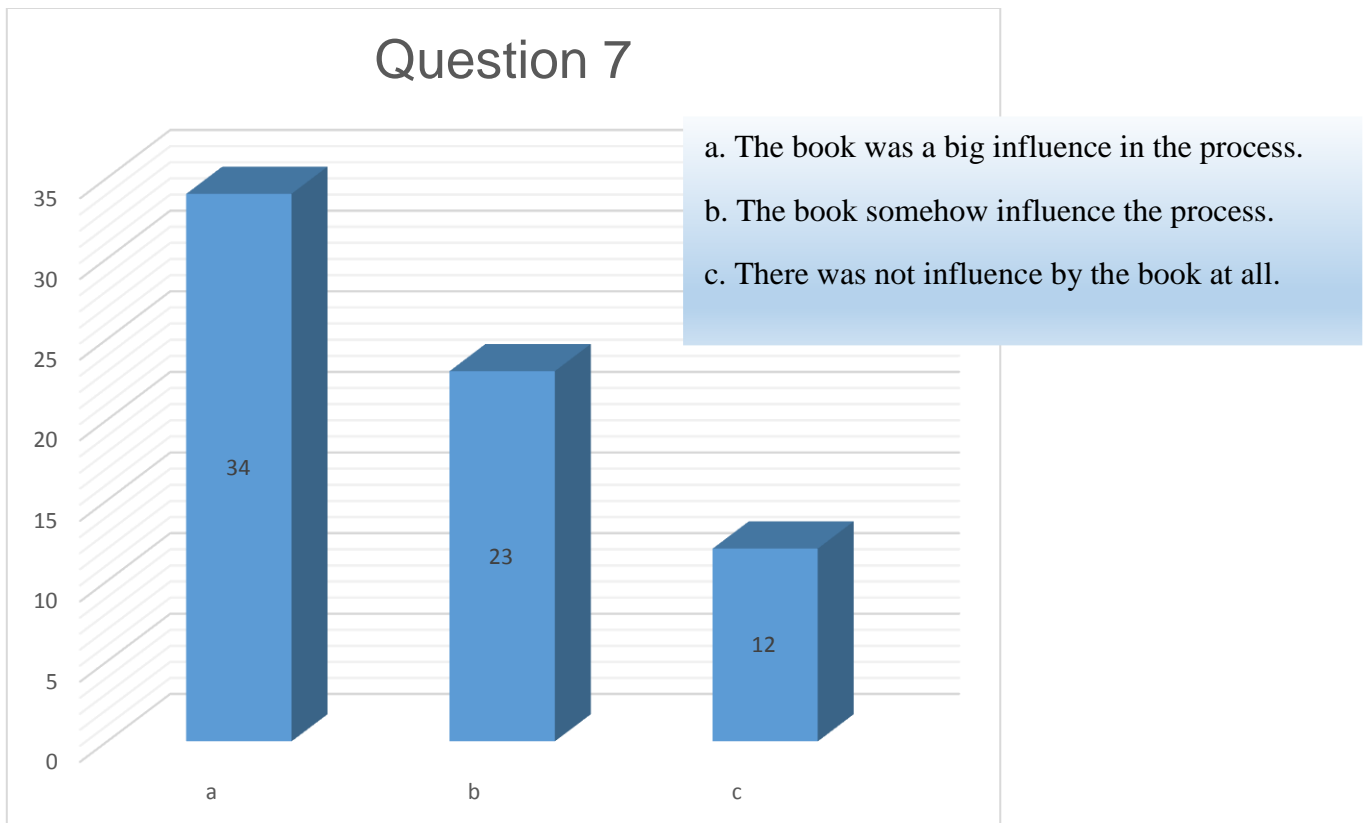


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

The table above represents how 20.29% that includes 14 students stated that their teacher allowed them to use only the original book in their class, 55.07% that includes 38 students said they were allowed to use black and white or color copies and 24.64% that includes 17 students said their teacher was indifferent about it.

The results show that most of the students are allowed by their teachers to use black and white or color copies instead of the original book, since most of the time the textbooks are too expensive for students to buy.

Question 7: How did using the textbook influence your learning process?

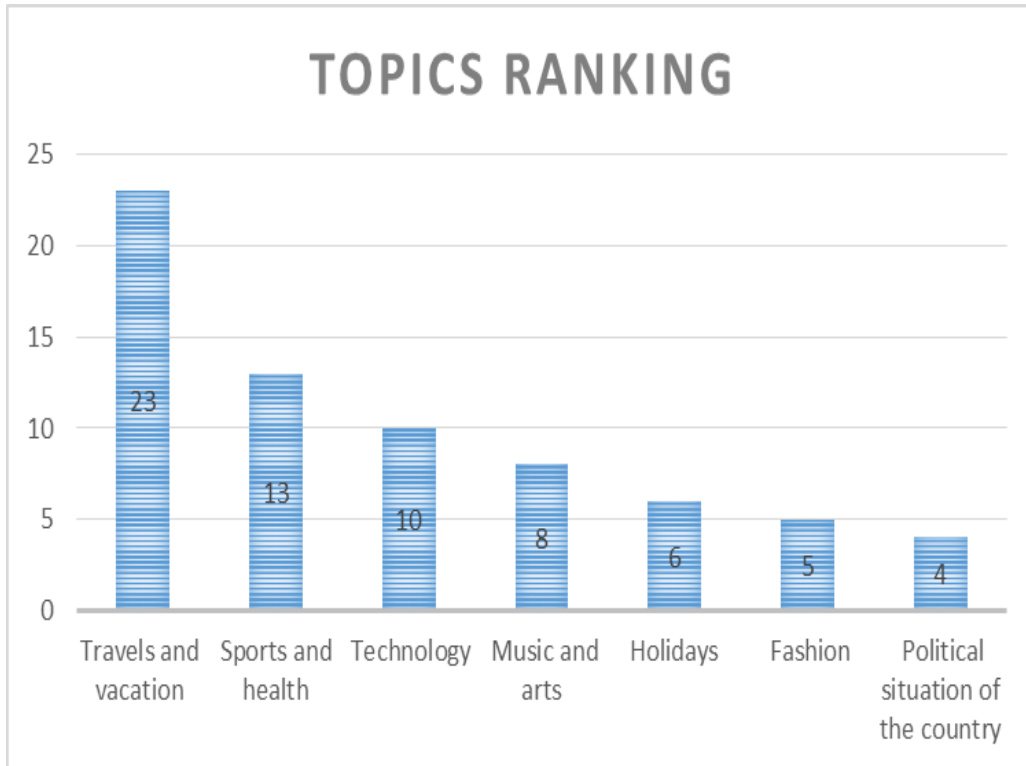


Source: Questionnaire administered to students from English Intermediate I courses at the University of El Salvador, Semester II-2016

Based on the graphic, 49.28% represented by 34 students said that the book they are using was a big influence for their learning process, 33.33% includes 23 students said the book somehow influence their learning process and 17.39% includes 12 students said that there was not influences at all by the book in their learning process.

The data presented above explain how most of students said that the book they are using has a big influence in their learning process, it means they feel comfortable with the book and the book has been appropriated and beneficial for students.

Question 8: Rank in order from 1 to 7 the most interesting topic that a book should have (Being 1 the most and 7 the least interesting)



In the chart above, it is possible to determine that 33.33% of the participants, represented by 23 students selected “Travels and Vacation” as the most interesting topic. Also, it can be appreciated how 18.84% of the sample represented by 13 students selected “Sports and technology as the most interesting topic. 10 students that equal 14.49% of the sample selected “Technology” as number 1 in the ranking. Then, 11.59% of the participants represented by 8 students selected “music and arts as number 1. After that, it can be seen that 8.60% of the sample that includes 6 students preferred “Holidays” as the most interesting topic in the ranking. “Fashion” was selected as favorite by 7.25% of the ample that included 5 students. Finally, 5.80% of the participants represented by 4 students selected “Political situation of the country” as topic number 1.

B. Teachers Interview

a. Interview Scripts

Claudia Guzman/ world Link

Question 1: What did you like the most about the textbook?

Answer: The word link series as fast I remember because it has been long a time, well, it tries to present the language in a way in real context following the PPP approach that we usually use. Right? That the language is presented but in context and there is a practice that students can develop and after than they get to use the context we try to make that be like in a real situation. So, I believe in the way the language is presented is the most (what) beneficial aspect about that book

Question 2: What didn't you like about the textbook?

Answer: Again as... the little I can remember about the textbook is that it lacks a lot the development of the reading skill there is no much done with reading I remember that we used to spend a lot time looking for extra reading so we could complement that, we know that we don't use the 100% as it is, we try to complete each of the macro skills with other activities, but I guess the skill that is almost not developed at all is reading. Reading is the input we receive...

Question 3: In your opinion was the textbook appropriated for you course?

Answer: It was, the thing is that the first book that the series present is the intro the word link but intro so we skip that one, but I think I use the word link, not all the levels but around 3 levels, and, we—for example in Basic when we use book number 1 we used to take some information for the intro to complement it because even though it was basic we can say it lacks some elements or some language forms and language function that we need it to have or need our students to know but it wasn't in that book we needed to go and get some of those functions from the previously and the same thing happen with book number 2 since it was a little bit basic, we join, is like we join two books as one we used word link 1 sorry.. Word link 2 and word link that is why we had problems and the people that sells the books used to tell us that we couldn't use the two books together because it was one

book for every course or level, we said: no we need, you know we work with function we work with language functions and there some functions in book two that o sorry there are some language function in book 3 that we need to teach in intermediate I for example. So you see that the book lacked of some functions...

Question 4: In your opinions which were the skills the book emphasized the most with?

Answer: I believe it was language structures and listening there was a lot of listening in that series and some speaking as well

Question 5: Did the book include any evaluation software or did you use any material from the book to make evaluations?

Answer: There was or there is I think because the book is still around, there is an exam generate which generate the exams based on each of the units, but in that department we usually never use the exam generator, we usually create our exam based on the language functions and the context we have been studying, so I as fast as I remember I never had the exam generator, I knew it was around but I never had it. It's too simple and it doesn't really as I was telling you, this is what the problem also arrived we couldn't use exactly the exam generator even if I had had it because there were some context we used from one book and from another book so we couldn't use the exam generator as it's given in the series, that's the book I believe gave us a lot problems because of that, not because of that but we did have to complete it with others books.

Question 6: Were you able to use all the book components?

Answer: Not, I remember we have problems with the video, because the people who sells the books a do not how to call them because if they are the distributors I do not know, because most of the time they didn't give you the complete package and sometimes they even arrive very late like three or four weeks after we have started the semester so that was the case we also have to get copies for us.

Question 7: Was there any academic support or follow up from the editorial house that provided the books?

Answer: Academic support, I don't remember exactly with the word link, ah but actually we stopped using the word link because the distributors' didn't come and sell the books at the time we wanted them to come and they always run out of the teachers package and I don't remember attending at any workshop that they had scheduled for teachers and students because I think students and teachers should be involved in this (what) language learning community, why? Because we are training our students to become teachers as well, so they need to be involved in this, as far as I remember no, and that was one of the reasons we decided to change to another series to another book.

Question 8: In your opinion what were your students' perceptions towards the textbook?

Answer: I don't remember exactly about the students' perceptions, but usually students don't make any comments the only comment I have noticed is from the open mind and the comments students make that the type of language that is being used is British but from the open mind series not from the word link as far as I remember the word link is American English so I don't think there was any problem because in most cases that's was one of the most comments students make, but word link I don't remember listening any specific comment from students.

Question 9: Did the book help you to reach the objectives set in the syllabus of the book?

Answer: The objectives of the book? Or the objectives I have as a teacher following my syllabus? The objectives that were set in the syllabus. In the syllabus, no that's what we needed to complement our objectives with other materials, in most cases it was with next book, the book of the next level and some cases we look for information from other textbooks from the internet.

Question 10: Did you ever skip any lesson or unit from the book because you thought it was little related to student`s context?

Answer: Yes, I did! And most cases we left one or two units and we complete it that with the ones we needed to obtained or courses objectives.

Question 11: Did you ever have to make any special adaption because of the differences between the contexts of the book and the class objectives?

Answer: I think we always do, not necessary because of the book but because the context in our classroom, again I don't remember any specific situation with that textbook without remembering what I can telling you for sure I had, because we always adapt the context of the textbook with our students needs so we consider is the best to reach our objectives.

Question 12: Did you agree with the way the context was organized in the book?

Answer: Yeah, I believe when book designers or authors create the book or design the book they based on the theory and the theory says that there is a sequences in which context should be taught, so based on that sequence based on that theory most, every book designer need to have a backup based on theory so with the sequence of the book or the context of the book there is no problem but again there were.. It depends of the objectives you have in your syllabus that's why you need to complement I believe there was no problem with the sequence. I think it needs to be more challenging for our students, yes because... For example in intermediate II we were using, I don't remember the name of the book but we used the book that we had used for advance I, so, when it was time... For example when we finish the series in advanced I so we didn't have any other book to continue with. But that was because we were taking context from a level higher than the one we were teaching, I don't know if I am understood?

Question 13: Just to finish: which characteristics should a good textbook have?

Answer: Well, it need to be based on the language functions that based on research based on either focalize the coming framework each students need to have knowledge depending on the level they are, so I pretty sure again the people who are in the business of writing books writing textbooks, language textbooks, definitely they do research. In short in my opinion a good textbook should be attractive, they should be challenging enough so student

feel they are not reaching a point in which they stop learning, they need to be contextualize and it would be great if would have a book based on our reality at last in our region in Centro American region obviously leave a side learning about culture, economic, arts so on, that is general knowledge. Now for example I am teaching intimidated I there is a set of questions in the textbook that say have you ever miss a plane? Have you ever lost you passport? Because I am teaching the present perfect, common that is not my student's reality... so I have to adapt and this happened in almost every textbook, so we need as teacher our responsibility is to adapt the type that we know our students are going to be able to answer because what is going to happen if I have my students answers this question have you ever lost your passport, my students don't have a passport. I ask them just to know if one of them have ever traveled and just one had traveled so, only one have passport, and the rest didn't say anything and not because they don't know the language but because they have never have a passport

So the ideal textbook is like a myth probably is like something that never is going to happen because our students needs characteristic style are different so, to fulfill all of that is impossible, though there are some textbook that provide as I was telling you those components that are really necessary the teachers resources are really important because if we added other resources I believe we try to have a more complete language we try to teach the language with more material that will complement with what we have in class. And obviously the most important thing that it fulfills the language functions that students need to know in each of the levels have is established.

Frank Rodriguez / Open mind

Question 1: What did you like the most about the textbook?

Answer: Well, there are many things that I liked about the book, its representation of the vocabulary, the grammar focuses that are not so deducted because the grammar is not presented very direct form. But they do it just for giving the students exercises and examples about how to use the grammar. That's why I liked. Also the context because the context that appeared here are more updated they have the topics that students are

interesting, some topics are interesting some topics are not but the students you know are different, some students like this some students don't like it but in the next lesson we are going to have another repeating because students are going to like this, the ones who didn't like this are going to be the benefits this time. Most of the components that the book brings are in digital because the workbook doesn't bring in printed, this doesn't contain any workbook availability in physics we have it only online, students don't have access, most of them don't have access because they don't buy the original book, they buy the copy of the book and you know only one person is available for enter and they have the original workbook. Also there are CDs that they give to the teacher and also to the students they have some of the lessons, some of the exercises, also the students have access to a platform in which they can develop exercises and they keep all the information they have gotten and they send it to the teachers platform and the teacher revises as well sometimes is difficult for doing this, so what we do is to have students go to this website and work as much as they can, mostly we can't revise all the stuff.

Question 2: What didn't you like about the textbook?

Answer: Maybe this one that I have told you that students don't have too much access for the workbook and there are lot of exercises there and they miss this practice its very expensive too, because this is about \$27 dollars, but not all the students can afford this price

Question 3: In your opinion was the textbook appropriated for you course?

Answer: Yes, what the book presents but I have told them they have to go to other sources in order to reinforce the context that teaches the book because ending not going to say I speak open mind, I speak interchange I speak (what) spectrum you have to say you speak English but sometimes students stop in only what the book present, they have discover more things.

Question 4: How grammar was presented?

Answer: It's inductively, because they presented well that is crazy which the grammar is like put apart from the context developing but hey do it in the same examples in the same vocabulary that they are using in the presentation of the unit. They try to say what the subject is, what the adjective is, what, the complement of the sentence is and they give

structures, the name of the structure and grammar with the appropriate vocabulary and they say this is this and this is that. Sometimes is not ok because that is too deductively and students sometimes get stuck in that structure, in that pattern. But, I think is not so beneficial, mostly is presented in very inductive form.

Question 5: In your opinion which were the skills the book emphasized the most with?

Answer: The book emphasize reading, speaking, well the four macro skills are emphasize in here, but this has to be with the skill of the teacher because the teacher has to ever kill before presented this. This is much more than saying this, is not the book but the teacher I guess, because the book can present something but if you have an idea on how to present this for have the students speak the book is not so necessary in that moment if you have students to speak about the topic you just take the name of the topic and then the grammar what its presents.

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

Answer: We use the two forms, we take something we take some parts from the platform because there are some very good exercises that students can do, but we also use some things that are from previous courses, from the internet, from books we have, that is what we fits, that what we do and present students in exams and evaluations. Sometimes the exams that are here are very obvious, they are very easy to develop students get grades is not that we want that students to fail, we students to have a plus, to have a challenge in what they do.

Question 7: Were you able to use all the book components?

Answer: No, because I don't have e planner, because I plan my classes by myself I use my style, I don't usually use the testing writer because we get some parts of what the book presents but we also get from other sources and the teacher from I don't use it because I don't have time for entering that, eh, but we use the videos and also the worksheets that the book presents, the workbook in a way because I just give them copies when I wanted to develop an exercise, and there are some things I do and some things that I don't.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: They have in fact, the woman who is in charge of sending the books and produce them is a very friend of mine and she gives us all the support we need material, books, extra books, trainings, she brought some people for training teachers but the problem is that teachers here are busy or absent and they don't want to attend those kind of courses they teach us and it's ok, but they give support.

Question 9: In your opinion what were your student's perceptions towards the textbook?

Answer: Some people, some teachers say they don't like the books because it is too taught, it has a lot of things and you have to cover in a specific time and they say there is a lot, we have students do homework assignments if you don't cover something in the class you have them do it at home and that's what I do, but the students are ... they don't say anything or at least if they had say something they had told me, and I don't know what they have say about the book.

Question 10: Did the book help you to reach the objectives set in the syllabus of the book?

Answer: Yeah, because it contain most of the context and component of the syllabus that we have here in the Foreign Language Department in fact it covers most of the context you have to teach in every specific level, Basic level, Intermediate, Advance I and II. They usually cover it, that's why we have chosen it, because it's very careful in choosing the books that are close to what we need to teach to students according to the level.

Question 11: Did you ever skip any lesson or unit from the book because you thought it was little related to student's context?

We usually do it, we skip units because of... we do it because of the time we are going to cover only nine units here but, we don't consider that the other units, the rest of the units are not necessary to cover. But the problem is the time.

Question 12: Did you agree with the way the context was organized in the book?

Answer: Yeah book are made in that way because the editors have thought that this is the best way to present the context to students because it get them from the easiest way to the most difficult one and of course they cannot learn something that is much more sophisticated when something easier has not come before, so they presented I a very cohesive form.

Question 13: Just to finish: which characteristics should a good textbook have?

Answer: It has to be students easy, because students have to get very familiar with the context and most of the topics, so the topics has to be attractive to students even though they don't know too much about very sophisticated topics because this are not the same topics to develop in Basic English those are like hey you know, let's talk about this, which is something that you speak usually with some friends, but this for example Globalization, issues related to why people feel in the way they feel, talking about feelings, or very abstract topics, very difficult to be express but that is the core because students are not going to talk about simple things, they have to you know use your print, the connections of the print and all the stuff that brings information and activate what they know with the basic structure with the most difficult structure that's why they have to see this kind of topics which are more sophisticated than the ones they studied in Basic levels. Something that the books usually have is pictures and charts related to the topics and the conversation with the pass of snapshot that they `resent information that give you an idea of what you are going to study.

Magaly Abrego / Open Mind

Question 1: What did you like the most about the textbook?

Answer: Probably my answer will be a little subjective because of the preferences that I have regarding to some books, in my case I am very visual so I like pictures, so something that I like a lot from books is the full color that it brings for example if you have a unit opening the first thing you see when you start a unit is images, nice images about the topic you study and those images are full color they show you different activities or events and then that is a way to receive ideas from students and they get motivated. Sometimes for me

a difficult part is to start a new unit... so for me it is very important to have a unit opening like that as we have in the book. That is one of the things that I like. Another one is that the book is very practical and it is easy to use, it is not difficult to use, it is very It is not so full of things, it has enough. It does not have too much that you cannot cover during a week for example for a unit. It has enough.

Question 2: What didn't you like about the textbook?

Answer: Well sometimes the grammar part. Well actually the book is very communicative I would say, it brings lots of opportunities to speak that is why it may not have so much grammar so the grammar part can be sometimes very brief so it means that the teacher has to do his or her part to do a research about the topic. For example, you cannot say I am going to take the book, going to read the grammar part and get in form with what the book brings and you as a teacher have to do the rest. You have to go and research and get all the books, and read all the sections because they do not appear there. But I understand it is brief, we don't have to emphasize on grammar, probably sometimes for students, right??? They want to be there into a more complete research o what grammar is.

Question 3: In your opinion was the textbook appropriated for you course?

Answer: Yes, well the open mind for basic level I used is not for too beginners, sometimes in this university there is a major level.. is a complete course that some students come with a basic knowledge of English so the book we use is intended for students that already know some English because before that book we use there is another one which is, I don't remember the name right now, so that book is really to beginners, so the situation is that sometimes students do not go at the base of that book we follow exactly at the process of the book, because they don't understand some things, some things are too serious or some things are study but in a very quick way like it brings very little of something which means that you have to go over that like a review and sometimes students didn't study that before and you to take time on that, and some students feel like they can't catch up the context we are studying

Question 4: How grammar was presented?

Answer: well, the book I feel, it try to give grammar deductive, the thing is that it provides for example with a pilot or a conversation and from that conversation you have to complete the grammar part, for example underline the parts or article and then complete these gaps in the grammar part, so it is like try to connect the communicative part with the grammar, but it is as I said too short, really and it doesn't give big explanation, somehow grammar is so extent and hey try to give a brief explanation trying not to confuse students, but that is the new trend now is less grammar, not too much grammar and we have grammar but in a brief way.

Question 5: In your opinion which were the skills the book emphasized the most with?

Answer: Communicative skill, yeah it emphasized on that, it brings a lot of chances to speak like after a listening, after a reading, after a writing sometimes there is a chance to share communicative what you have done what you have understood and what you have just heard or your own experiences about something it is like it brings communicative production all the skills brings something communicative as well, that is the major skill.

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

Answer: Yes, the book has an online program by the editorial So you have a... And you can enter and there you can go and make the quizzes per unit if you want. They give you the options if you want to make them per units so you can make the quiz there. There is advantage that some exercises are the same that the book has. For examples the listening are the same audios that you study in class so you can improve your listening part.

Question 7: Were you able to use all the book components?

Answer: Sometime I use the DVD, I am very visual, I like videos, music and to project that in class because it's something different that motivates students, but the videos this edition brings are a little bit old like the scenarios and the situations are old fashionable so I don't presented sometimes for students because it's old and doesn't match with the reality, that's

why I don't present it but I use the audios, the book I use one of the resources that it brings for the teacher.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: What the editorial house does is give us a short training in how to use the book, what it brings, who created the book, the purpose of having something here and not here and why it brings conversations first and there a reading, for example, they give us trainings they support us with some trainings and trainings about how to use the platform.

Question 9: In your opinion what were your student's perceptions towards the textbook?

Answer: Sometimes students don't say too much, I don't remember hearing students saying I like the book or I don't like, some students advance doing some exercises of the book, so it gives me an idea of what they like it and they can use it easily because they can do by themselves and they don't need ask me like some them, and now what happens is that most students get copies from the book and which that is a bad idea because they don't have pictures with colors and sometimes they don't understand the image and that is another issue. But, on the contrary it would be good to have the original book

Question 10: Did the book help you to reach the objectives set in the syllabus of the book?

Answer: Yes, most of the time we adapt the context, the syllabus and if the book doesn't bring something we add it, most of the time we are connecting what the book brings and we enhance it of course with extra material sometimes what happens is that it is a unit that we feel it doesn't bring too much contribution to our reality so we skip it and we add something extra and sometime time is not enough to cover twelve units so there is always a unit that has to be abandoned and we choose the one that is least related but the book almost always fulfill the observant.

Question 11: Did you ever skip any lesson or unit from the book because you thought it was little related to student`s context?

Answer: Yes, sometimes there is a small packs in the book like for example exercises, readings or some things that really don`t go with the class, that you say, they are not going to understand that so you are going to do something more familiar to them and they enjoy more because they know more there are some topics that are too far from the reality I had never heard about it and it is not something good for the class.

Question 12: Did you agree with the way the context was organized in the book?

Answer: Yes sometimes, well it depends you know, there is a good advantage with the book you can take some topics before and you can change and design or if we are taking about the units, you can play with them, that is a flexibility for example page number thirty three before page number thirty. Because it doesn`t affect studying one before the other one, and the context sometimes is not appropriate for you organize according to the reality for your class for your students, but we try to take advantage of what it brings.

Question 13: Just to finish: which characteristics should a good textbook have?

Answer: I think it should be very complete, integral involving all the skill reading, writing, vocabulary, listening, a lot of listening`s are very important, it as to be very attractive for students, I don`t like to work only in the book, I use the book in almost all the classes but there is sometimes where I don`t use the book too much, I take so many different little things, like working in groups, in pairs based on the context of the book, but to be attractive is good, full color pictures, the images a little bit not too small, so they can see what is in the image, they can predict and analyze, that it brings updated information that is really important to know the advance in technology or talking about a device from tomorrow, so books have to be updated, if the book is not updated then students don`t feel identify with that information, so an updated that with all the skills, and is attractive and useful.

Miguel Mata/ Open Mind

Question 1: What did you like the most about the textbook?

Answer: Basically, two resources one is the video activities and the life skills section. That is a very interesting section that helps students with real life situations.

Question 2: What you did not like about the textbook?

Answer: The issue with the workbook. We didn't have access to the workbook.

Question 3: In your opinion was the textbook appropriated for your course?

Answer: It was in 70% or 75%. The contents were more for adults than for teenagers or young learners, but yes it was appropriated.

Question 4: What is your opinion about how grammar was presented?

Answer: I liked the way it was presented. Grammar feature are introduced with a conversation most of the time and I think it's a very good way of introducing grammar because if you start with the tenses or with the formula the students may not find it interesting.

Question 5: In your opinion which skills the book emphasized the most?

Answer: If you see all the units in perspective you will see treading and speaking in my opinion. It make sense because if you see the way we learn a language you speak first and then you read and then you are able to produce.

Question 6: Did the book include any evaluation software or did you used any material from the book to make evaluations?

Answer: Not such a thing as software, but now the book has a website where you can find some resources and it has tests. Also you can find unit tests, mid semester tests end of the semester tests, so yes if we talk about tests as part of evaluation you can find those but also there are other interesting things.

Question 7: Where you able to use all the textbooks components?

Answer: I tried to use them all but the workbook.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: There was, they gave us resources and the access to the website. They helped.

Question 9: In your opinion what was your students' perception towards the textbook?

Answer: I asked them to complete a questionnaire and they assigned the book a grade higher than 6 some 8 or ten. They liked it. They liked images and they disliked boring exercises.

Question 10: Did the book help you to reach the objectives set in the syllabus?

Answer: It did. At the end you can see certain progress. We should encourage them to use all the resources.

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

Answer: I did. Maybe not a whole unit but some exercises sections or exercises rather than units.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

Answer: We did. Sometimes topics are more for adults and not for the students' environment. Sometimes, video clips were not what we wanted, so we looked for other resources.

Question 13: Did you agree in the way the contents were organized in the book?

Answer: I agreed because they were kind of cyclical. Even if you go to advanced you continue studying the tenses. Also I liked that is lineal, I mean simple to complex.

Question: 14: Which characteristics should a good textbook have?

1. Variety of opportunities to practice the skills, interesting topics, reachable exercises

Baltimore Lipe/ Open Mind

Question 1: What did you like the most about the textbook?

Answer: The language competences emphasized.

Question 2: What you did not like about the textbook?

Answer: The context in which some topics are developed.

Question 3: In your opinion was the textbook appropriated for your course?

Answer: Yes, it was.

Question 4: What is your opinion about how grammar was presented?

Answer: It was presented in an adequate way.

Question 5: In your opinion which skills the book emphasized the most?

Answer: Speaking and reading.

Question 6: Did the book include any evaluation software or did you used any material from the book to make evaluations?

Answer: It included material and it was partially used.

Question 7: Where you able to use all the textbooks components?

Answer: Yes, I was.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: No that I remember.

Question 9: In your opinion what was your students' perception towards the textbook?

Answer: Yes, they liked it.

Question 10: Did the book help you to reach the objectives set in the syllabus?

Answer: Yes, it helped.

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

Answer: Yes, I did.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

Answer: Yes, I did too.

Question 13: Did you agree in the way the contents were organized in the book?

Answer: Yes, I agreed.

Question: 14: Which characteristics should a good textbook have?

If it is a book to be used at the FLD:

Language skills and functions according to our objectives.

Developmental sequence of content.

Up to date context.

Miguel Carranza /World Link

Question 1: What did you like the most about the textbook?

Answer: The book when we looked at it was innovated, was new, certainly innovating and it had extra material, research, material, well designed, by looking at it, it looked a good book

Question 2: What you did not like about the textbook?

Answer : After administered and started using it and saw the results in here and at language academy I work for on Saturdays we realized that the book lacked some important things, probably it was too basic, there's an intro, but when we realized when you finish the series of the first book , the students got a low level, they were not learning what they were spots

to be , that what we realized compared to other books we have used such as the interchange , the spectrum we used long time ago , so we realized it was putting grammar and listening in both of them, grammar explanation was short brief and listening , it had only few seconds , 2 minutes per unit, the spectrum was full of listening, interchange had listening, this one me was not enough. That's the only time students have to listen to native speaker.

Question 3: In your opinion was the textbook appropriated for your course?

Answer: It was but after checking it out it was not. Poor listening very little audio, silly conversations, it was for students having hard time maybe for Chinese students but not for our students who could learn faster.

Question 4: What is your opinion about how grammar was presented?

Answer: It was ppp, most books present ppp in the lesson, but there were short explanations, few exercises, easy and that would be all of the grammar exercise in the book the workbook had more topics, sometimes the workbook is optional it is not mandatory, we miss that part, we did not know how to work.

Question 5: In your opinion which skills the book emphasized the most?

Answer: Supposedly speaking, but it was basic and not challenging the most, short brief if the teacher was lazy , the students just learned basic things.

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

Answer: I think one the things we probable like was that when the editorial came and talk they said by the way there is software generator, you could do a test in a minute, it looked professional but later we realized that test was not challenging enough m we administered and most students would pass, but teacher Rene said the items measured isolated skills, it was not language on contend, it was poor, the software was attractive. That happens with software, teachers are little lazy sometimes we don't modify, we should combine. Sometimes teachers don't to how to do a test, there should be a balance.

Question 7: Where you able to use all the textbooks components?

Answer: I think we were, the video was great, was like serious friends, the is the one funny, the Italian, they made it like friends there was a group of friends one from England brazil m American , one Japanese , 5 people and the dialogue were very good, the video was the best part.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: Follow up. At the beginning there was first year two year, there was a good sale probably, economy was not bad.

Question 9: In your opinion what was your students' perception towards the textbook?

Answer: Students perception, they like it, they don't know they think the teachers are the experts, we never asked the students if they like the book, they didn't have any part of comparison.

Question 10: Did the book help you to reach the objectives set in the syllabus?

Answer: I don't think so, we expect higher level, we expect students to speak better and probably they were learning, but we probably used it for 2 years. It is difficult to evaluate, but at the other language academy I know, many teachers were complaining compare to spectrum, they loved spectrum. It was full of listening, situations and conversations, it was challenging.

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

Answer: Probably, few pages, sometimes students think we are cheating on them, we tend to follow 90 percent.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

Answer: Special adaptation. Probably we usually do that, the book was full of Chinese names, but not the book probably made a lot adaptation, we try to make students understand or aware of different situations.

Question 13: You agree in the way the contents were organized in the book?

Answer: The way organize, 80 70 percent, the series was not probably enough, they did not show you they were in advanced, it was not challenging compared to interchange

Question 14: Which characteristics should a good textbook have?

Answer: Grammar enough exercises and listening used by native speakers, different accent, extra material good workbook, video, I think interchange has all of that.

Lilian Olivares /Open mind

Question 1: What did you like the most about the textbook?

Answer: Cultural issues as I could talk more about my personal academic experience as Fulbright students in the state

Question 2: What you did not like about the textbook?

Answer: No dialogues included, grammar is too brief

Question 3: In your opinion was the textbook appropriated for your course?

Answer: No, the book is demanding and many students seemed to have problems working on it. The advantage was not some of them; some of them had already studied English. They had some prior knowledge about the target language

Question 4: What is your opinion about how grammar was presented?

Answer: Grammatical points had to be reviewed by using other books, so the explanation were very brief

Question 5: In your opinion which skills the book emphasized the most?

Answer: Listening and reading

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

Answer: Designed the test and oral evaluations based on the course objectives. I still design my own evaluations.

Question 7: Where you able to use all the textbooks components?

Answer: No, I used only the textbook, only 2 students bought the original book.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Answer: No

Question 9: In your opinion what was your students' perception towards the textbook?

Answer: Kind of book, but I gave life to the book through my way of delivering its content.

Question 10: Did the book help you to reach the objectives set in the syllabus?

Answer: No, the book is too demanding

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

Answer: No, I didn't study one unit because it referred to the simple past tense too; it means 2 units covering the past tense.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

Answer: Yes I had to adapt based on the student's level of proficiency,

Question 13: you agree in the way the contents were organized in the book?

Answer: Yes, simple present, past, future

Question 14: Which characteristics should a good textbook have?

Answer: Prewriting and after activities related to speaking, listening, reading and writing.

It is unnecessary to consider proficiency level of our students

Interview Analysis

World link

Teachers agreed that Work link textbook is a really good book, but it lacks of some important functions and some skills are poor, and they needed to complete it with extra information.

Question 1: What did you like the most about the textbook?

The teachers who gave their opinions about the work link book said that what they liked about the book was that it was an innovated book since it presents real context, it was well designed. Moreover it brings extra material and the way the language was presented was the most beneficial aspect about that book

Question 2: What you did not like about the textbook?

They said that the book lacked some important things, probably it was too basic, it was an intro, but when they finished the series of the first book, the students got a low level; they were not learning what they were supposed to be. Also they used to spend a lot time looking for extra reading so they could complement it since in the book there was not much reading.

Question 3: In your opinion was the textbook appropriated for your course?

They said that the book lacks of language functions and the context was a little bit poor so, they said that they work with two book for example in Basic when they used book number 1 they used to take some information for the intro to complement it because even though it was basic they could say it lacked some elements or some language forms and language function that they needed it to have or need students to know but it wasn't in that book.

Question 4: What is your opinion about how grammar was presented?

The teachers said it was PPP, most books present PPP in the lesson, but in that book there were short explanations, few exercises.

Question 5: In your opinion which skills the book emphasized the most?

The skill that emphasized the most was peaking, but it was basic and not challenging the most, it was short, it was brief and if the teacher was lazy, the students just learned basic things.

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

There was an exam generator which generates the exams based on each of the units, and you could do it in a minute, but in the Department they usually never use the exam generator, they usually create exams based on the language functions and the context we have been studying. In addition they didn't get use of that since the exam generator was not challenging enough for students.

Question 7: Where you able to use all the textbooks components?

Teachers said they had problems with the video, because the people who sells the books most of the time they didn't give the complete package and sometimes they even arrive very late like three or four weeks after they had started the semester.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

They said they don't remember attending at any workshop that they had schedule for teacher and students because they think students and teachers should be involving in this, language learning community, why? Because they are training students to become teachers as well, so they need to be involving in this.

Question 9: In your opinion what was your students' perception towards the textbook?

They said that usually students don't make any comments but they think they liked the book since there was any comment coming from students.

Question 10: Did the book help you to reach the objectives set in the syllabus?

They said they expected a higher level, they expected students to speak better so they had to complement their objectives with other materials, in most cases it was with next book, the book of the next level and some cases they looked for information from other textbooks from the internet.

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

And most cases the left one or two units and they complete it that with the ones they needed to obtained or courses objectives.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

They said they always do it not necessary because of the book but because the context in our classroom, they always adapt the context of the textbook with students needs so they consider it is the best to reach our objectives.

Question 13: Did you agree in the way the contents were organized in the book?

They believe when book designers or authors create the book or design the book they based on theory and the theory says that there is a sequences in which context should be taught, so based on that sequence based on that theory, every book designer need to have a backup based on theory so with the sequence of the book or the context of the book there is no problem but It depends of the objectives you have in your syllabus that's why you need to complement it sometimes.

Question: 14: Which characteristics should a good textbook have?

According to teachers the ideal textbook is like a myth probably it is like something that never is going to happen because student's needs, students styles are different so, to fulfill all of that is impossible, though there are some textbook that provide those components that are really necessary. So based on that a good textbook should contain the following characteristics:

Attractive, they should be challenging enough so student feel they are not reaching a point in which they stop learning, and it would be great if would have a book based on our reality at last in our region in Centro American region obviously without leaving a side learning about culture, economic, arts so on, that is general knowledge, grammar, enough exercises and listening used by native speakers, different accent, extra material good workbook, video.

Open Mind

Teachers agreed that open mind textbook is a really good book, since they have noticed the advantages such as the different part of the textbook, here is the analysis of the answers that were provided by teachers that used the Open mind Textbook

Question 1: What did you like the most about the textbook?

Most of the teachers said that what they like about the textbook is the pictures because pictures have an impact to get the attention from students. The video activity as well since it was a good resource even though not everybody has access to it. Another thing they liked

the most was the cultural issues and the way how the book present vocabulary and the grammar section that was presented inducted and the lessons.

Question 2: What you did not like about the textbook?

There were two things they did not like, one was that grammar section was too brief even though they knew the language was more communicative and the other thing was that they did not have access to the workbook because students had to spend around \$27.00 dollars knowing the economical situation of them. This was a big problem because students did not have enough material to practice. As a side note some of them mentioned they did not like how topics were developed.

Question 3: In your opinion was the textbook appropriated for your course?

There was just one teacher that did not agree because she said it was too demanding for the level and it was more for adults. On the other hand, the rest of them agreed that it was appropriated even though they said it was not for too beginners.

Question 4: What is your opinion about how grammar was presented?

Most teacher agreed that it was presented in a good way. Vocabulary and grammar was introduced with conversation in which teachers and students like it.

Question 5: In your opinion which skills the book emphasized the most?

They said in the 4 macro skills which are: listening, reading, Speaking and writing. Some of them said that be that as it may the book presented the four main skills, it emphasized more on in speaking and writing because you first speak and then write they said.

Question 6: Did the book include any evaluation software or did you use any material from the book to make evaluations?

They said there was a platform so some of them took activities from the platform , internet , material from previous courses and from the book they were using. There was just one teacher that said she design her own material

Question 7: Where you able to use all the textbooks components?

There were diffent answers in which some teachers that used only the textbook , others workbook as extra material , DVDs, audios and one of them said he did not have enough time so he prepared the class according to him.

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

In this question two teachers said they did not and the rest mentioned they got some help with the resources and access to website, training on how to handle the book from the editorial and some of them said they used extra material.

Question 9: In your opinion what was your students' perception towards the textbook?

There was one that said it was tough but the rest liked it , even one teacher said gave a questionnaire to students to grade the book and the results were that students liked the book.

Question 10: Did the book help you to reach the objectives set in the syllabus?

They said they certain saw the progress and it would be better to use all the resources. But it covers many components of the syllabus from the foreign language department.

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

They usually do that, not the whole unit but some exercises, activities that do not go with the class.

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

They said they had to adapt it based on student's proficiency because there were topics more for adults.

Question 13: Did you agree in the way the contents were organized in the book?

They said it depends on the objectives you have in your syllabus but according to the sequence the contents were well organized and presented in a very cohesive way

Question: 14: Which characteristics should a good textbook have?

There were many interesting answer in which they were considered as important aspect so, here is a list of the teachers answer

Prewriting and after activities related to speaking, listening, reading and writing.

Language skills and functions according to our objectives.

Developmental sequence of content.

Up to date context.

Variety of opportunities to practice the skills.

Interesting topics.

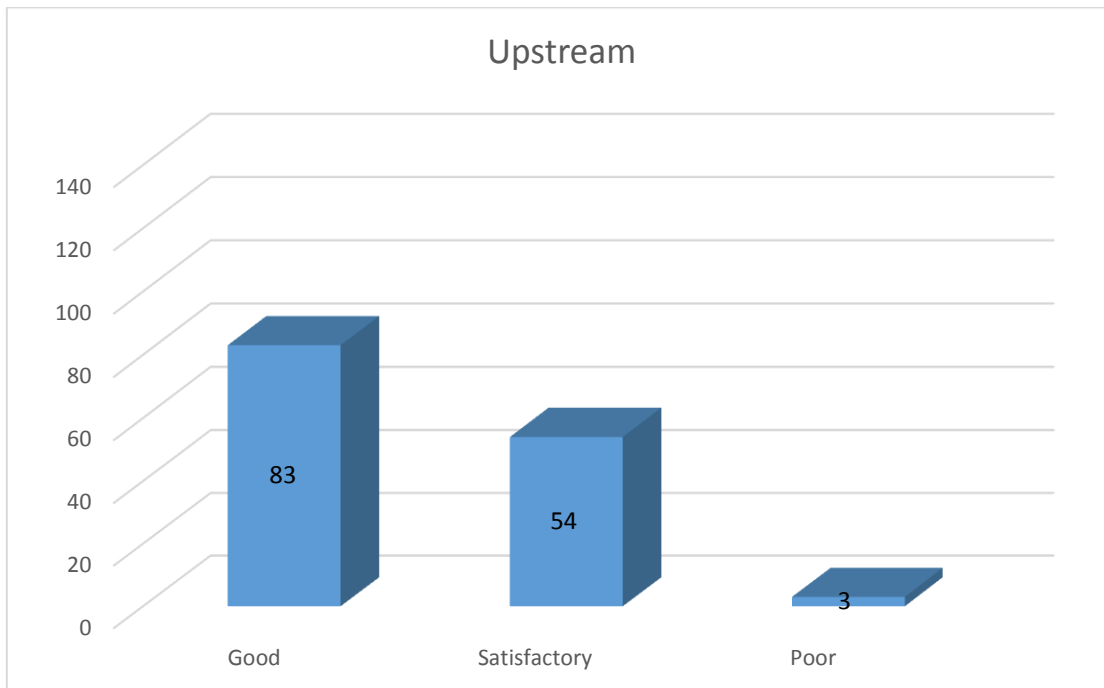
Reachable exercises.

It should be very complete, integral involving all the skill reading, writing, vocabulary.

The topics have to be attractive.

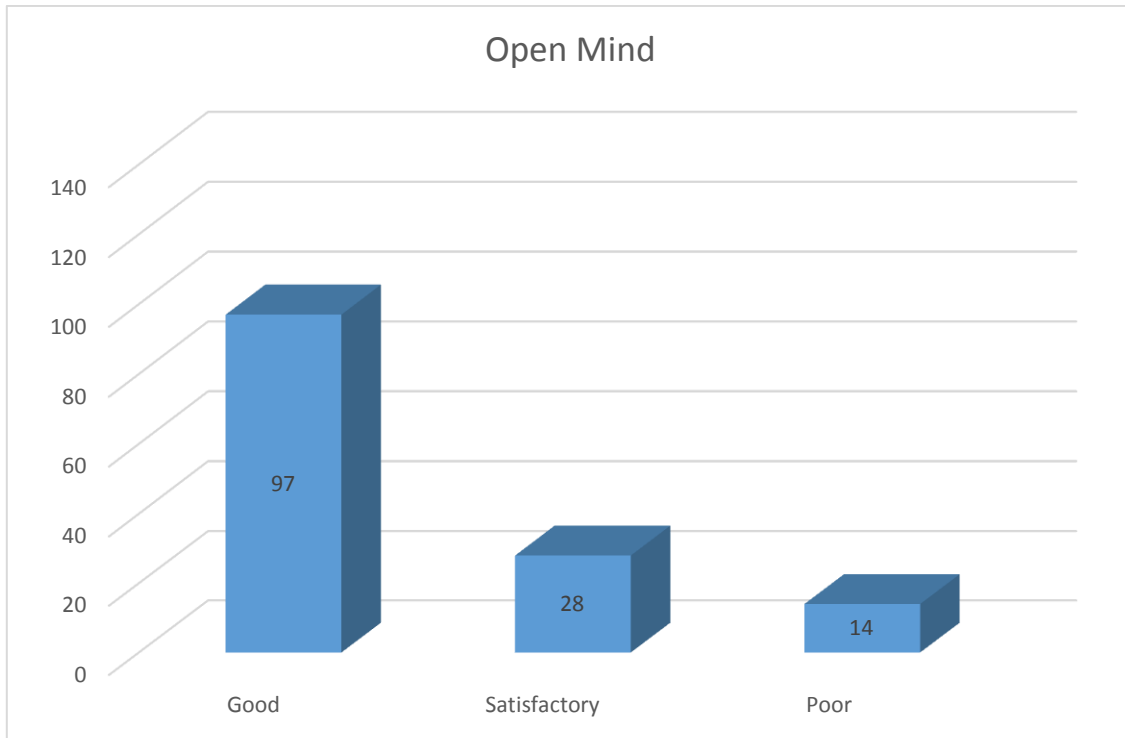
C. EFL Textbook Evaluation Results

a. First Checklist Results



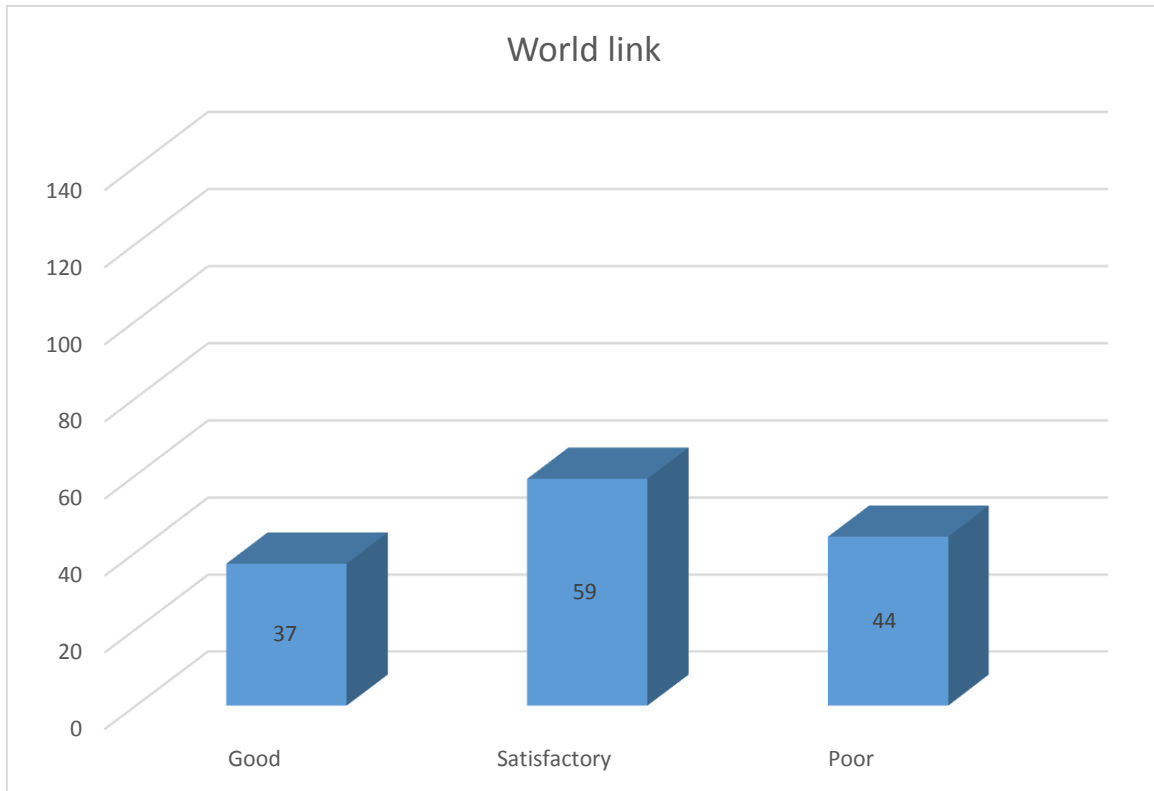
Source: Evaluation process using checklist made by Dr. Montasser Mohamed AbdelWahab and his article Developing an English Language Textbook Evaluative Checklist

After making the evaluation of the Upstream, it is showed that from 140 items, 83 were good items, 54 were satisfactory items and 3 were poor items. After these results it can be concluded that the Upstream is a satisfactory EFL English textbook with more than the 65% of the items showing that way.



Source: Evaluation process using checklist made by Dr. Montasser Mohamed AbdelWahab and his article Developing an English Language Textbook Evaluative Checklist

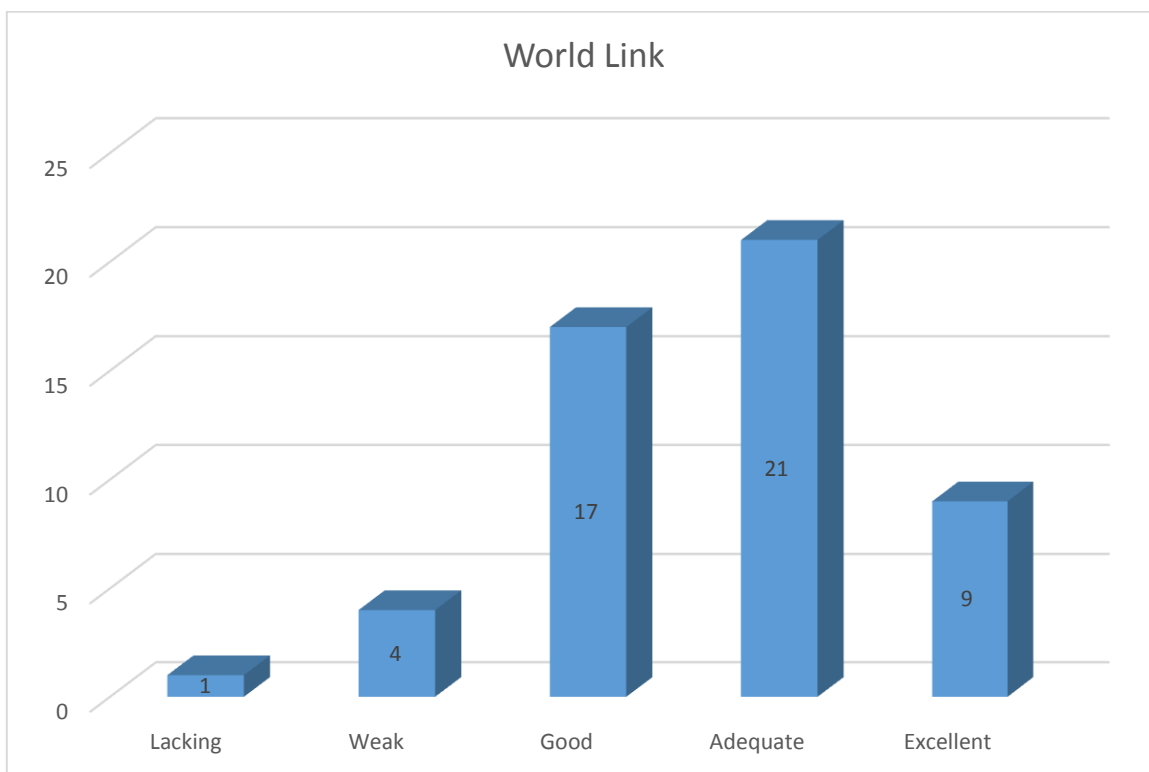
After making the evaluation of the Open Mind, it is showed that from 140 items, 97 were good items, 28 were satisfactory items and 147 were poor items. After these results it can be concluded that the Open Mind is a good EFL English textbook with more than the 75% of the items showing that way.



Source: Evaluation process using checklist made by Dr. Montasser Mohamed AbdelWahab and his article Developing an English Language Textbook Evaluative Checklist

After making the evaluation of the World Link, it is showed that from 140 items, 37 were good items, 59 were satisfactory items and 44 were poor items. After these results it can be concluded that the World Link is a good EFL English textbook with more than the 75% of the items showing that way.

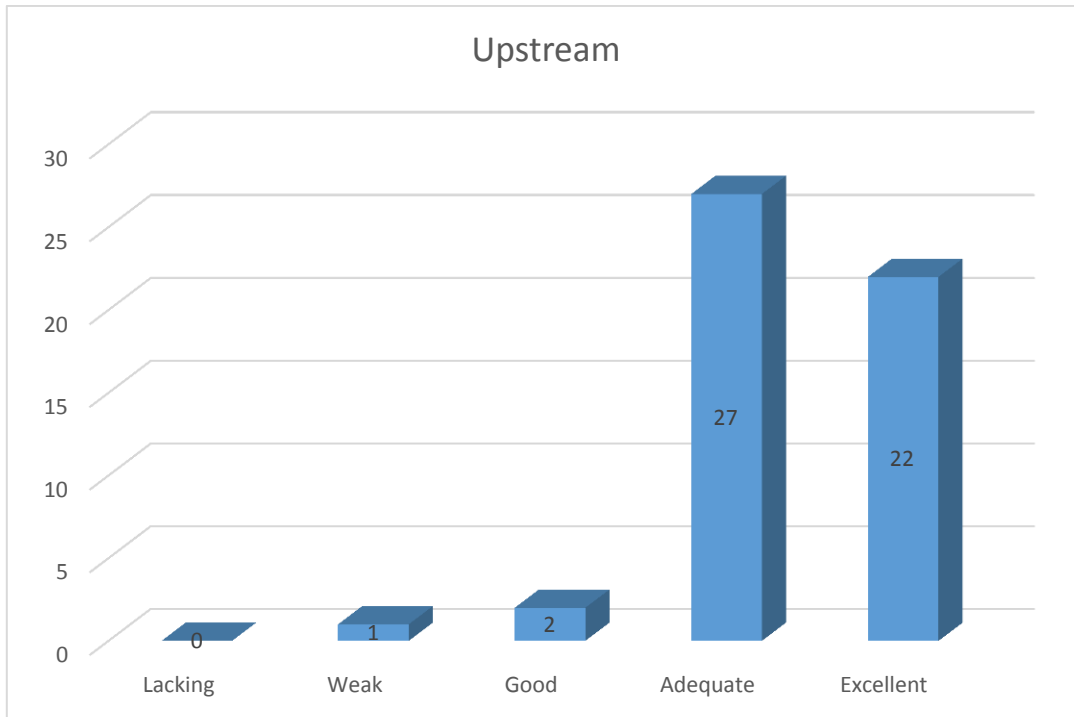
b. Second Checklist results



Source: Evaluation process using checklist made by Mukundan, Hajimohammadi, & Nimehchisalem, 2011.

The results show that 1 item was lacking, 4 weak items were found, 17 items were selected as good, and 21 items showed as adequate and only 9 items resulted excellent.

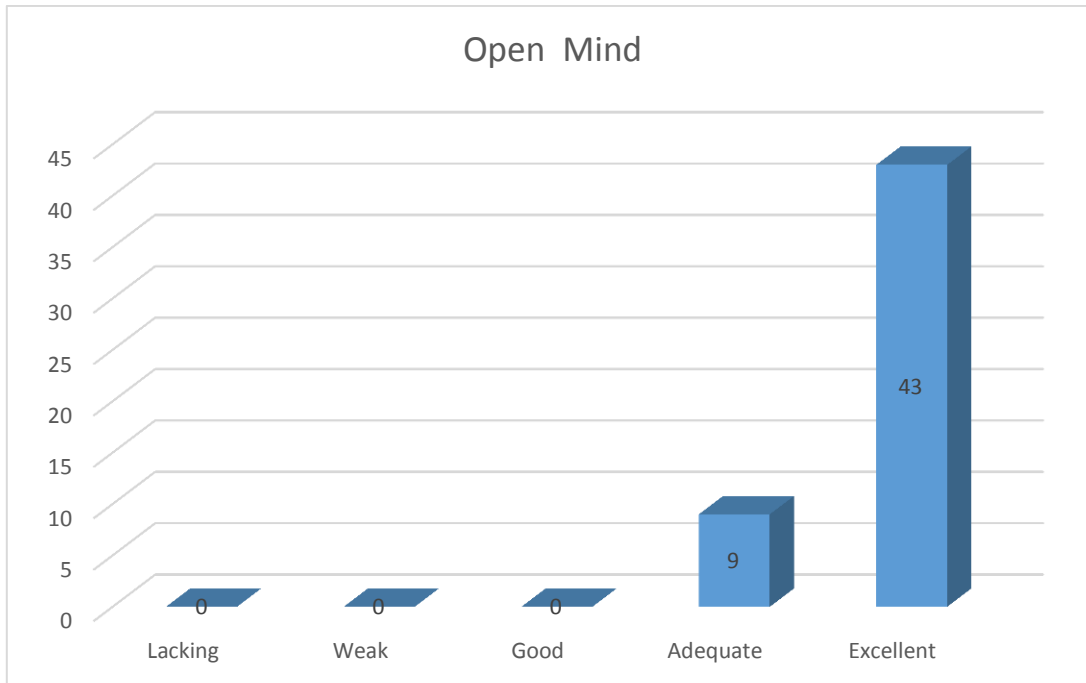
With the results presented above, it can be said that World Link is an adequate EFL Textbook. Since it got a higher score with 21 points of 52 items, and the excellent choice only got 9 points.



Source: Evaluation process using checklist made by Mukundan, Hajimohammadi, &Nimehchisalem, 2011.

The results show that no item was considered as lacking, 1 weak items were found, 2 items were selected as good, and 27 items showed as adequate and 22 items resulted excellent.

According to the evaluation made, upstream is an adequate EFL textbook to be used in Intensive Basic English Courses. The results obtained as the graphic shows are 27 adequate points from 52 items.



Source: Evaluation process using checklist made by Mukundan, Hajimohammadi, &Nimehchisalem, 2011.

The results show that no item was considered as lacking, no weak items were found, no items were selected as good, and 9 items showed as adequate and 243 items resulted excellent.

After evaluating the Open Mind the results showed that it is an excellent book with the highest score of 43 items from 52 points. So, it means that the upstream book was the best evaluated from the three EFL textbooks according to the result of the checklist.

VI. Conclusions

Throughout the present investigation it was demonstrated the comparison and the most appropriated EFL English textbook within which they were the three EFL English textbooks Upstream, Worldlink and open mind that were used in the foreign language department of the University of El Salvador from the last 6 years, from 2010-2016. It was observed that these EFL English textbooks have their similarities and which one is best suitable to be used as the most relevant to teach in the curriculum of the Subject of the Licenciatura en Ingles Opción Enseñanza major as Basic English Course. The research team has concluded:

- The most appropriate textbook for students from Basic Intensive English courses from the University of El Salvador is Open Mind.
- Students from the Foreign Language Department do have an opinion about books they use.
- It is necessary to have a good evaluation process to select the best EFL textbooks to be used in the Foreign Language Department.
- Authorities should take into account the price of the books that are selected so students can afford buying these books.

VII. Recommendations

- Authorities from the Foreign Language Department at the University of El Salvador should use an evaluation process to select the most suitable EFL textbooks not only for students but also for teachers that will make use of the book in the courses of the Foreign Language Department.
- Textbooks that will be chosen to teach the courses should contain appealing and updated topics to make them more attractive to students and so to avoid boredom.
- The editorial house who delivers the textbooks should provide extra material as well, with the purpose to avoid working only in the book and so teachers could have more resources where they can take more ideas to teach, and students could have more resources to study and clarify their doubts.
- The teacher`s textbook as the student`s textbooks should contain additional components and features because textbook consumers (teachers and students) find them helpful in designing effective, level appropriate to the curriculum and course design
- The appropriate textbook should contains learner-centered materials and content, teacher-friendly instructions and reference material. Also, Language skills should be incorporated throughout instruction.
- The textbooks chosen to be use should be affordable for students and so could be avoid that students get copies from the book. As a result, they will have a meaningful learning and understanding using a color textbook.

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IX. Annexes

Evaluative checklists

Items of evaluation	Good	Satisfactory	Poor
1. Physical and utilitarian attributes			
A- General Appearance			
1. The outside cover is informative and attractive.			
2 The font size and type used in the book are appropriate.			
3. The paper used for the textbooks is of good quality			
4. Binding is strong enough.			
5. Printing used is good.			
6. There is enough white space to achieve clarity.			
7. The titles and sub-heading titles are written clearly and appropriately			
8. Its size is appropriate			
9. The textbook has sufficient number of pictures to make the situation more life-like.			
B- Layout and design			
1. There is a variety of design to achieve impact.			
2. There is consistency in the use of headings, icons, labels, italics, etc.			
3. The textbook includes a detailed overview of the functions and structures that will be taught in each unit.			
4. The textbook includes a detailed overview of vocabulary that will be taught in each unit.			
5. The textbook has a complete and detailed table of contents.			
6. Every unit and lesson is given an appropriate title.			
7. The textbook has a complete bibliography.			
8. The textbook is organized logically and effectively.			
9. An adequate vocabulary list or glossary is included.			
10. Adequate review sections and exercises are included.			
11. The textbook is free of mistakes			
12. Thetextbookis durable.			
C-Visuals 1. The Visuals are well produced ,varied and attractive			
2. The Visuals stimulate students to be creative.			
3. TheVisuals are functional.			
4. The Visuals are compatible with students' own culture.			

2. Efficient outlay of objectives and supplementary materials.			
a. Book Objectives			
1. The textbook fulfills the general objectives of teaching English language at the specified educational institute.			
2. The objectives are related to the learners' needs and interests			
3. The objectives are specified explicitly in the textbook .			
4. The objectives are measurable.			
5. The objectives are relevant to the students' local culture.			
6. The objectives make a balance between the four main skills, listening, speaking, reading and writing			
7. The objectives help the teacher to choose the right aids and the best methods of teaching			
8. The six levels of Bloom's Taxonomy are dominant in the textbook.			
9. The content underlines the importance of knowledge for students			
10. The textbook raises students' interest in further English language study.			
b. Teaching Aids			
1. The textbook book is supported efficiently by audio-materials.			
2. There is an available teacher's guide to aid the teacher.			
3. Workbook is available to give useful guidance.			
4. Cassettes that accompany the book are available.			
5. The pictures and diagrams required to be brought by students are available for them.			
6. The aids used help to build students' confidence.			
7. Students are encouraged to bring real objects in class to illustrate some points of learning.			
8. The posters and flash cards that accompany the book are available and suitable.			
c. Teaching Methods			
1. The teaching methods used in the book are the latest in the field.			
2. The methods used are student-centered.			
3. The activities allow students to talk more than teachers.			
4. The activities used allow various class activities.			
5. The activities used enable the learners to use			

English outside the classroom situation.			
6. The activities can be exploited fully to acquire different language skills.			
7. Activities can work well with methodologies in ELT.			
8. The textbook encourages inductive approach to learning.			
9. The textbook helps teachers exploit the activities to meet the students' expectations.			
10. Activities and exercises introduce the main principles of CLT.			
11. The textbook helps teachers cater for mixed-ability students and classes of different sizes.			
12. The textbook includes lessons that reflect on study techniques.			
13. Students are encouraged to take some degree of responsibility for their learning.			
14. The textbook provides opportunity for teachers and students to localize activities.			
3. Learning-teaching content			
A. Subject and content			
1. The material is up-to-date.			
2. It covers a variety of topics from different fields.			
3. The textbook contains fun elements			
4. The language in the textbook is natural and real			
5. The subject and content of the textbook is interesting, challenging and motivating.			
6. The topics encourage students to express their own views			
7. The topics allow students to think critically			
8. The course components are effectively and clearly organized around specific topics			
9. The topics provide a list of new or difficult words.			
B. Exercises			
1. The exercises have clear instructions that explain how every exercise can be done.			
2. The exercises are adequate, purposeful and interesting			
3. The exercises foster the spirit of independent learning.			
4. The textbook provides a balance of activities and tasks that focus on both fluent and accurate production.			
5. The exercises Tasks move from simple to complex.			
6. The grammar points and vocabulary items are introduced in motivating and realistic contexts.			

7. The exercises incorporate individual pair and group work.			
8. The textbook's exercises can be modified or supplemented easily.			
9. The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills.			
10. The textbook provides models for final achievement tests.			
C- Social and Cultural Contexts			
1 The social and cultural contexts in the textbook are comprehensible			
2 The content of the textbook is free from stereotypical images and information.			
3 The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.			
4. The content presents different cultures.			
5. The content discusses some well –known characters from different areas of the world.			
6. The content helps students be aware of how to interact using the language within a new culture that is often very different from their own. .			
7. The content displays different traditions and customs.			
8. The three Ps of culture are represented in the content. Well-defined goals			
9. The topics of the content cope with the criteria of the students' culture.			
4. Language Skills			
A. Listening			
1. The textbook has appropriate listening tasks with			
2. The listening passages help students develop their listening comprehension skills.			
3. The cassettes expose the students to the voices and pronunciation of the native speakers of English			
4. Listening material is well recorded, as authentic as possible.			
5. Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.			
6. Listening material is accompanied by background information, questions and activities.			
7. The listening exercises focus on linguistic			

competence such as stress, intonation and form.			
B. Speaking			
1. Activities are developed to encourage student-student and student-teacher oral communication.			
2. Activities are balanced between individual response, pair work and group work.			
3. Activities help students become a more confident English speaker			
4. Speech exercises invite students to talk about their concerns and interests.			
5. The situations in the dialogues sound natural.			
6. There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize teacher's talk.			
C. Reading			
1. There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)			
2. The content helps students develop reading comprehension skills.			
3. Many of the reading passages are up-to-date, interesting and meaningful			
4. Some reading passages are easy for most of the students to deal with.			
5. The Length of the reading texts is appropriate			
6. The textbook uses authentic (real world) reading material at an appropriate level.			
D. Writing			
1. Tasks have achievable goals and take into consideration learners' capabilities.			
2. Writing Tasks are interesting.			
3. The writing tasks enhances free writing opportunities.			
4. The time allotted for teaching the material is sufficient.			
5. Some writings are easy for most of the students to deal with.			
6. Writings in the textbook are guided and controlled.			
7. The textbook leads students from simple controlled writing activities to guided writing activities.			
8. Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.			
E. Vocabulary			
1. The load (number of new words in each lesson) is			

appropriate to the linguistic level of students.			
2. There is a good distribution (simple to complex) of vocabulary load across the whole book.			
3. The exercises for vocabulary are rich and adequate.			
4. Words are contextualized			
5. The topical nature of the vocabulary exercises is often meaningful to the students.			
6. New lexical items appear in each unit.			
7. There is specific method to teach new vocabulary.			
8. The sentences and examples use words that are known by learners.			
9. There is a list of vocabulary items tagged at the end of the textbook.			
10. The content involves culture-specific items.			
11. Words are accompanied with their phonetic transcription in English			
G. Grammar			
1. The grammar is contextualized			
2. The grammar examples are interesting and appropriate to the students' level.			
3. Grammar is introduced explicitly.			
4. The exercises for grammar practice are rich and adequate.			
5. Structures are designed to be taught inductively			
6. Grammar lessons are often derived from the listening or reading passages.			
7. The time allotted for teaching the material is sufficient.			
8. Grammatical structures of statements are easy to be understood.			
9. There is a balance between form and use.			
10. The textbook covers the main grammar items appropriate to students at this grade.			
11. The grammar points are presented with brief and easy examples and explanations.			
H. Pronunciation			
1. It is easy to be learnt.			
2. Pronunciation is built through other types of activities, such as listening, dialogue, etc.			
3. There are cassettes/CDs for pronunciation practice.			
4. The textbook highlights and practices natural pronunciation (that is, stress and intonation).			
5. The textbook includes adequate material for pronunciation work.			

I. General attributes	
A. The book in relation to syllabus and curriculum	0 1 2 3 4
1. It matches to the specifications of the syllabus	
B. Methodology	
2. The activities can be exploited fully and can embrace the various methodologies in ELT	0 1 2 3 4
3. Activities can work well with methodologies in ELT.	0 1 2 3 4
C. Suitability to learners	
4. It is compatible to background knowledge and level of students	0 1 2 3 4
5. <u>It is compatible to the socio-economic context.</u>	<u>0 1 2 3 4</u>
6. <u>It is culturally accessible to the learners.</u>	<u>0 1 2 3 4</u>
7. It is compatible to the needs of the learners.	0 1 2 3 4
8. It is compatible to the interests of the learners.	0 1 2 3 4
D. Physical and utilitarian attributes	
9. Its layout is attractive.	0 1 2 3 4
10. It indicates efficient use of text and visuals	0 1 2 3 4
11. It is durable.	0 1 2 3 4
12. It is cost-effective.	0 1 2 3 4
13. <u>Its size is appropriate.</u>	<u>0 1 2 3 4</u>
14. <u>The printing quality is high.</u>	<u>0 1 2 3 4</u>
E. Efficient outlay of supplementary materials	
15. The book is supported efficiently by essentials like audio-materials.	0 1 2 3 4
16. <u>There is a teacher's guide to aid the teacher.</u>	<u>0 1 2 3 4</u>
II. Learning-teaching content	
A. General	
1. Most of the tasks in the book are interesting.	0 1 2 3 4
2. Tasks move from simple to complex	0 1 2 3 4
3. Task objectives are achievable.	0 1 2 3 4
4. Cultural sensitivities have been considered.	0 1 2 3 4
5. The language in the textbook is natural and real	0 1 2 3 4
6. The situations created in the dialogues sound natural and real	0 1 2 3 4
7. <u>The material is up-to-date.</u>	<u>0 1 2 3 4</u>
8. <u>It covers a variety of topics from different fields</u>	<u>0 1 2 3 4</u>
9. <u>The book contains fun elements.</u>	<u>0 1 2 3 4</u>
B. Listening	
10. The book has appropriate listening tasks with well-defined goals.	0 1 2 3 4
11. <u>Instructions are clear.</u>	<u>0 1 2 3 4</u>
12. Tasks are efficiently graded according to complexity.	0 1 2 3 4
13. Tasks are authentic or close to real language situations	0 1 2 3 4
C. Speaking	
14. Activities are developed to initiate meaningful communication.	0 1 2 3 4
15. Activities are balanced between individual response,	0 1 2 3 4

pair work and group work. 16. <u>Activities motivate students to talk.</u>	0 1 2 3 4
D. Reading 17. Texts are graded	0 1 2 3 4
18. <u>Length is appropriate.</u>	0 1 2 3 4
19. Texts are interesting.	0 1 2 3 4
E. Writing 20. Tasks have achievable goals and take into consideration learner capabilities	0 1 2 3 4
21. <u>Models are provided for different genres</u>	0 1 2 3 4
22. Tasks are interesting	0 1 2 3 4
F. Vocabulary 23. The load (number of new words in each lesson) is appropriate to the level.	0 1 2 3 4
24. There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book	0 1 2 3 4
25. Words are efficiently repeated and recycled across the book	0 1 2 3 4
26. <u>Words are contextualized.</u>	0 1 2 3 4
G. Grammar 27. The spread of grammar is achievable	0 1 2 3 4
28. The grammar is contextualized.	0 1 2 3 4
29. Examples are interesting.	0 1 2 3 4
30. Grammar is introduced explicitly and reworked incidentally throughout the book	0 1 2 3 4
31. <u>Grammar is reworked implicitly throughout the book</u>	0 1 2 3 4
H. Pronunciation 32. It is contextualized.	0 1 2 3 4
33. It is learner friendly with no complex charts easy to learn.	0 1 2 3 4
I. Exercises 34. They are learner friendly have clear instructions	0 1 2 3 4
35. They are adequate	0 1 2 3 4
36. They help students who are under/over-achievers.	0 1 2 3 4



University of El Salvador
School of Arts and Sciences



Foreign Language Department

Interview Guideline

Objective: To get information about the opinions professors have about the last three textbooks used in Basic Intensive English Courses in the Foreign Language Department at the University of El Salvador.

General information

Gender

- a) Male
- b) Female

How many years have you worked at the Foreign Language Department?

- a) From 1 to 5 years
- b) From 6 to 10
- c) From 11 to 15
- d) More than 15 years

Which area are you working this semester?

- a) Methodological area (Didactics)
- b) Language skill development area (Intensive English Courses, Grammar, etc.)
- c) Specialized area (Linguistics, Morphology and phonology)

1) How often do you use a textbook when teaching an English Intensive course?

- a) Always
- b) Almost always
- c) Sometimes
- d) Hardly ever
- e) Never

- 2) Do you think some textbooks are more appropriate than others to teach an English course? Why? Why not?

- 3) If you were in charge of choosing a textbook for an Intensive Basic English Course, which textbook would you recommend?

- 4) Has there ever been an evaluation process in order to select a textbook in the Foreign Language Department?

- 5) Rank in order of importance the aspects you take into account when selecting a textbook (Being 1 the most and 7 the least)
 - a) Text and image distribution _____
 - b) Sequence of contents (scope and sequence) _____
 - c) Language Skills emphasized _____
 - d) Book objectives _____
 - e) Learning theory behind the book _____
 - f) Book components (Digital and online resources) _____
 - g) Others(Specify) _____

Interview Questions

Question 1: What did you like the most about the textbook?

Question 2: What you did not like about the textbook?

Question 3: In your opinion was the textbook appropriated for your course?

Question 4: What is your opinion about how grammar was presented?

Question 5: In your opinion which skills the book emphasized the most?

Question 6: Did the book include any evaluation software or did you used any material from the book to make evaluations?

Question 7: Where you able to use all the textbooks components?

Question 8: Was there any academic support or follow up from the editorial house that provided the books?

Question 9: In your opinion what was your students' perception towards the textbook?

Question 10: Did the book help you to reach the objectives set in the syllabus?

Question 11: Did you ever skip any unit or lesson from the book because you consider it was not related to your unit objectives?

Question 12: Did you ever have to make any special adaptation because of the differences between the contents of the book and the class objectives?

Question 13: Did you agree in the way the contents were organized in the book?

Question: 14: Which characteristics should a good textbook have?



Universidad de El Salvador
Hacia la libertad por la cultura



University of El Salvador
School of Arts and Sciences
Foreign Language Department

Objective: To get information about the opinions students have about the last three textbooks used in Basic Intensive English Courses in the Foreign Language Department at the University of El Salvador.

General information

Directions: Select your gender with a check

Gender

a) Male	<input type="checkbox"/>
b) Female	<input type="checkbox"/>

Directions: Mark with an if you agree, disagree, neither agree nor disagree with the following statements.

Statement	a. Agree	b. Disagree	c. Neither agree nor disagree
1) English textbooks are important tools in the teaching – learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) All the units of the English textbook should be studied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) English textbooks should be selected taking into account the students' age and level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) English textbooks should include colorful pictures to call students' attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statements	a. Agree	b. Disagree	c. Neither agree nor disagree
5) English textbooks should present grammar from simple to complex.			
6) English textbooks should present grammar from complex to simple.			
7) English textbooks should encourage students to use the language in real life situations.			
8) English textbooks should contain extra material that may help students to practice.			
9) There should be an evaluation process in order to choose the most appropriate textbook.			

Answer according to your experience

1) What is the name of the English textbook you used in the Basic English course?

2) What characteristic should an appropriate English textbook have?

3) Do you think technology should support English textbooks in the learning process? Why? _____

Directions: Circle the best option for you.

4) What was your experience using that English textbook like?

- a) I really liked using the book.
- b) The book was indifferent for me.
- c) I disliked the book.

- 5) To what extent did you use the book in the Basic English course?
- a) In most of the classes.
 - b) The book was used sometimes only.
 - c) The book was hardly ever used.
- 6) Regarding the Basic English course material, the teacher allowed you to:
- a) Use the original book only.
 - b) Use black and white or color copies.
 - c) Was indifferent about it.
- 7) How did using the textbook influence your learning process?
- a) The book was a big influence in the process.
 - b) The book somehow influence the process.
 - c) There was not influence by the book at all.
- 8) Rank in order from 1 to 7 the most interesting topic that a book should have
(Being 1 the most and 7 the least interesting)

_____ Travels and vacations

_____ Holidays

_____ Fashion

_____ Sports and health

_____ Technology

_____ Political situation about the country

_____ Music and arts

