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**USE THAT IN-SERVICE AND PRE-SERVICE TEACHERS GIVE TO THE ENGLISH
COURSEBOOK PROVIDED BY MINEDUC TO TEACH READING**

**SEMINARIO DE INVESTIGACIÓN PARA OPTAR AL GRADO ACADÉMICO DE LICENCIADO
EN EDUCACIÓN**

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DEDICATIONS

To our families.
To all the contributors who helped
in the completion of this project.

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To my son for whom I give my best, to my father for always giving his best for me.

Denise Alexandra Molina

I would like to thank my family that always supported me in the best and the worst moments of this important process, without them it would have been more difficult for me.

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CONTENT INDEX

	Pages
ABSTRACT _____	i
RESUMEN _____	ii
INTRODUCTION _____	iii
CHAPTER I: RESEARCH PROBLEM AND OBJECTIVES _____	1
1. Context of the Problem _____	1
2. Research Questions _____	8
3. Assumptions _____	8
4. Objectives _____	9
CHAPTER II: THEORETICAL FRAMEWORK _____	11
1. Teaching / learning materials _____	12
2. Coursebook as a teaching / learning material _____	13
3. Adaptation of teaching /learning materials _____	16
4. Use of the coursebook to teach EFL _____	18
5. Use of the coursebook to teach Reading _____	19
CHAPTER III: RESEARCH METHODOLOGY _____	24
1. Research Paradigm _____	24
2. Research Approach _____	26
3. Research Method _____	27

4. Instrument	29
5. Participants	35
6. Site of the Study	37
7. Procedures	38
CHAPTER IV: DATA ANALYSIS	45
1. Analytical Procedures	45
2. Data Analysis	47
1. To identify the use that in-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.	47
2. To identify the use that pre-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.	64
3. To compare the use that in-service and pre-service teachers give to the English coursebook in a public high school in Concepción.	79
CHAPTER V: CONCLUSIONS	94
1. Discussion	95
2. Implications	105
3. Limitations	108
4. Agenda for Further Research	110

5. Conclusions	111
REFERENCES	120
APPENDIX	129
APPENDIX N°1: DISCIPLINARY STANDARDS FOR EFL TEACHERS SET BY THE CHILEAN MINISTRY OF EDUCATION	129
APPENDIX N°2: SEMI-STRUCTURED INTERVIEW FORMAT	131
APPENDIX N°3: INTERVIEW CONSENT FORM	133
APPENDIX N°4: COMPARISON TABLE BETWEEN PARTICIPANTS' ANSWERS REGARDING THE USE OF THE ENGLISH COURSEBOOK	134
APPENDIX N°5: TRANSCRIPTIONS	139

TABLE INDEX

	Pages
Table II. 1. Options for material adaptation_____	17
Table IV.1. Teachers' needs: Teachers' personal needs_____	49
Table IV.2. Teachers' needs: Teachers' professional needs_____	51
Table IV.3. Use of the coursebook: Adaptation_____	54
Table IV.4. Use of the coursebook: Omission_____	57
Table IV.5. Techniques, Supplementation_____	59
Table IV. 6. Learners' personal needs: Interest _____	62
Table IV. 7. Teachers' needs: Teachers' personal needs_____	65
Table IV. 8. Teachers' needs: Teachers' professional needs_____	67
Table IV. 9. Techniques, Adaptation_____	70
Table IV. 10. Techniques, Omission_____	72
Table IV. 11. Techniques, Supplementation_____	75
Table IV. 12. Learners' personal needs and interests _____	77

ABSTRACT

This research consisted on investigating the use that teachers give to the English coursebook provided by the Chilean Ministry of Education (MINEDUC) to teach reading. The motivation to carry out this research was based on two factors, the investigators prior experience as students of English as a foreign language, and the investment made by the Chilean state to produce and deliver coursebooks.

This is a qualitative research centered on a phenomenological approach where data was collected throughout a semi-structured interview. Three pre-service teachers and three in-service teachers from a public high school in Concepción were interviewed about the use given to the English coursebook to teach reading, considering their learners' needs and their own personal needs. Findings revealed a similarity among in-service teachers and pre-service teachers in the use of adaptation, omission and supplementation techniques when using the coursebook, highlighting the importance of their students' needs to adapt the coursebook.

Results related to teachers' personal needs suggested differences related to teachers training and time spent in classroom suggesting that the use of the coursebook varies greatly between experienced and inexperienced teachers.

Key words: coursebook, MINEDUC, qualitative research, semi-structured interview, pre-service teacher, in-service teacher, adaptation, omission, supplementation.

RESUMEN

Esta investigación consistió en investigar el uso que profesores dan al libro de texto de inglés entregado por MINEDUC para enseñar la habilidad lectora. La motivación para llevar a cabo esta investigación se basó en dos factores, la experiencia previa de los investigadores como estudiantes de inglés como una lengua extranjera y la inversión hecha por el estado chileno para producir y entregar libros de texto

Esta es una investigación cualitativa centrada en un alcance fenomenológico con información recolectada a través de una entrevista semi-estructurada. Tres profesores en servicio y tres profesores en práctica ejerciendo en un liceo público de concepción fueron entrevistados acerca del uso dado al libro de texto de inglés para enseñar la habilidad lectora, considerando las necesidades de sus estudiantes y sus propias necesidades. Los resultados mostraron similitudes entre profesores en servicio y en práctica en el uso de técnicas de adaptación, suplementación y omisión al momento de usar el libro de texto, destacando la importancia de las necesidades de sus estudiantes para adaptar el libro de texto.

Los resultados respecto a las necesidades personales de los profesores sugieren diferencias relacionadas al tipo de entrenamiento de los profesores y el tiempo que llevan en aula, indicando que el uso del libro de texto varía de gran manera entre profesores experimentados y aquellos que recién comienzan.

Key words: coursebook, MINEDUC, qualitative research, semi-structured interview, pre-service teacher, in-service teacher, adaptation, omission, supplementation.

INTRODUCTION

It is known that MINEDUC invests a considerable amount of money in coursebooks; thus, the motivation for this investigation is mainly focused on the actual use that in-service and pre-service give to this type of material as well as the techniques implemented in the classroom, such as adaptation, omission, and supplementation of the coursebook.

The objective of this research is to compare the use of the coursebook provided by MINEDUC among in-service teachers and pre-service teachers in a public school in Concepción by first identifying the use of the English coursebook by in-service teachers and pre-service teachers respectively.

To fulfil the objectives of this qualitative study, a semi-structured interview will be applied to three pre-service and three in-service teachers from a high school in Concepción regarding the use given to the English coursebook to teach reading. Finally, data will be analyzed through a triangulation process.

This report is divided in five chapters. Chapter I, Research Problem and Objectives, provides the main problem that triggers this research, the context in which it was set and its objectives. Chapter II, Theoretical Framework, gives the literary review that backs up the research. It consists of five subsections: Teaching/learning materials, Coursebook as a teaching/learning material, Adaptation of teaching/learning materials, Use of coursebook to teach English as a foreign language, and Use of the

coursebook to teach reading in English as a foreign language. Chapter III, Methodology, explains the paradigm, approach and methodology of this research and how it was carried out, defining the categories and subcategories to analyze. The participants, the instrument for gathering information and the steps for analyzing that information are also described in this chapter. Chapter IV, Analysis, compiles the findings obtained from the answers and their analysis. Finally, Chapter V, Conclusions, illustrates what was concluded from the analysis of the data collected related to the reviewed literature. It also includes discussions, the limitations that this investigation had and further research suggestions.

CHAPTER I: RESEARCH PROBLEM AND OBJECTIVES

1. Context of the Problem

The purpose of this chapter is to provide a general overview of the research study by stating the context which includes insights regarding the research problem, as well as its aim and scope. Consequently, the research question will be provided including the assumptions this question implies, to then state the objective of this research and finally provide an overview of the complete work.

Over the last two decades, English has been considered an international language which has connected people from different contexts and cultures; therefore, the use of the English language has become a valuable skill in the globalized world and has become the means of communication in different areas such as business, tourism and diplomatic relationships (Fernandez, 2009). As a matter of fact, 85% of international organizations such as the United Nations (UN), the Organization of American States (OAS), the European Union (EU) and the Organization for Economic Co-operation and Development (OECD) have declared English as its official language (Bueno, 2010) rectifying the importance of English worldwide.

Following the worldwide phenomenon, English has taken an important role in the Chilean education. According to the Chilean National Curriculum designed by MINEDUC, English is considered as a foreign language (EFL). Letelier (2008) points out

that in an EFL context, English is taught as a subject in schools where exposure to the target language is typically confined to the instructional setting; moreover, in such contexts there is very limited need of using the language in real life since the class environment is monolingual and the native language is different from English (Bruton, Marks, & Fernández, 2010; Letelier, 2008).

Consequently, the purpose of teaching English in Chile is for the Chilean students to learn the language and use it as a tool for performing in different simple communicative situations (Ministerio de Educación [MINEDUC], 2012). Furthermore, students are expected to acquire new knowledge to cope with the demands of a globalized world by developing the four basic skills of the English language; listening, reading, writing and speaking. To do so, the language is taught in an integrated meaningful way that ensues the building of the necessary confidence to face the language inside the classroom and the improvement of cognitive skills to organize and internalize the information gathered through the language exposure (MINEDUC, 2012).

The different aforementioned aims established by MINEDUC (2012), are based upon the guidelines of the Communicative Language Teaching Approach. As Littlewood (2010) points out, the Communicative Language Teaching Approach is a language teaching movement that focuses on the development of communicative

functions; such as making requests, asking for personal information or giving suggestions in addition to grammatical structures.

Furthermore, the language is taught considering aspects such as the goals of language teaching, how the learner learns a language, the kinds of classroom activities that facilitate learning, and the roles of teachers and learners in the classroom (Celce-Murcia & McIntosh, 2014; Richards, 2006).

The Chilean state finances three different stages of education, each subdivide into different levels. The first stage is preschool which considers nursery, pre-kindergarten and kindergarten. The second stage is primary school which considers eight mandatory levels of education, from first to eighth year primary school. Finally, the third level is high school, composed by four levels of education from first high school to fourth year high school (MINEDUC, n.d.a).

The Chilean Ministry of Education seeks to promote and improve teaching and learning in students from fifth year primary school to fourth year high school by setting a national standard (MINEDUC, n.d.b). All these levels are provided with official guidelines from MINEDUC that contemplate the topics, contents, and skills that need to be covered during each school year, as for the rest of the school levels, MINEDUC provides proposal guidelines which each school is free to follow (MINEDUC, 2012).

In addition, these guidelines are designed in relation to the Common European Framework of Reference for Languages (CEFR). According to the Council of Europe (2001), the CEFR is a framework that provides a basis for the elaboration of language teaching syllabi and curricula, as well as the assessment of foreign language proficiency. Moreover, the CEFR describes the knowledge and skills learners need to communicate effectively in a foreign language and establishes six different levels of proficiency: A1 and A2, B1 and B2, C1 and C2, being A the lowest level and C the highest (Council of Europe, 2001).

The Chilean National Curriculum (MINEDUC, 2012) establishes two CEFR target levels of proficiency. MINEDUC aims for students to acquire an A2 and B1 levels of the Common European Framework of Reference for Languages (CEFR) by the end of 8th elementary and 4th secondary school levels respectively. (MINEDUC, 2012).

In order to accomplish the objective proposed by MINEDUC, teachers make use of all resources available, especially the English coursebook. Therefore, MINEDUC provides free English coursebooks for every teacher and student, in state-funded schools and state-subsidized schools in the country (MINEDUC, 2015). The coursebooks are designed under the same paradigm the National Curriculum establishes for teaching the English subject; therefore, the English coursebook is designed considering the Communicative Approach and the target levels intended to be acquired by Chilean students.

According to MINEDUC (2015) the coursebook is an essential tool within the teaching- learning process and represents a coherent guide of contents and objectives; however, the experience inside the classroom may differ from what has been established in the curriculum given that coverage does not ensure usage

Based on investigators' current and previous teaching experiences as English student-teachers and our experience as students, it has been observed that the use of the coursebook is determined by the teacher; therefore, it is essential to identify the different uses given to the English coursebook in the Chilean English classroom to clarify to which extent teachers use materials aside from it, such as teacher made materials or materials not intended for teaching purposes (Cabrera, 2014), or if teachers adapt the English coursebook to meet different requirements (Harmer, 2015; 2016).

These decisions constitute the problem this research focuses on, which aims to answer questions such as why, when and how teachers use the English coursebook provided by MINEDUC so as to determine if teachers use the coursebook as it is provided or if they make changes to the coursebook and how these decisions impact the teaching - learning process.

The origin of the problem being approached by this research is mainly based on the investigators' personal experiences in which the use of the coursebook to teach English has played an important part in their formative process during their

school years and even at university. Moreover, it has been noticed that similar models and cycles are repeated over the years and in different contexts. Such contexts fluctuate from teachers and syllabuses that base their lessons strictly on the English coursebook, to teachers that see it as a guideline open to adjustment, or even contexts where the English coursebook is usually forgotten.

Another factor related to this research problem is the amount of money spent in the development and production of coursebooks to reach every student and teacher in Chile. As Cabrera (2014) claims, EFL materials are generally related to one noticeable fact; the importance in the business of material production, a considerable amount of money is spent in coursebooks and additional materials such as multimedia and workbooks.

Statistics shown by MINEDUC indicate that investment in coursebooks is exponentially increasing every year. In 2014, CLP 31.616.815 were invested in the production and delivery of coursebooks, and in 2016 the annual expenditure was as high as CLP 34.609.724 (MINEDUC, 2017). Such investment is made to assure not only that coursebooks are delivered to every student in the country but also to improve their quality and relevance to the Chilean context (MINEDUC, 2017).

The annual expenditure is reflected on the quantity of books successfully delivered to state funded and subsidized institutions. By the year 2017, more than 18

million textbooks were successfully delivered, including regular coursebooks and complementary books such as teachers' guides and workbooks. In total, the delivery of coursebooks benefited more than 3 million Chilean students (MINEDUC, 2017).

This research considers the use of the coursebook given by two types of teachers and analyses the differences and similarities between the two. First it is considered the use of the coursebook by in-service teachers who have years of experience working in state-funded or state-subsidized schools. And secondly, the use of coursebook given by pre-service teachers enrolled and performing their Professional Practicum/Teaching Experience.

This distinction is based upon the notion that experience in the field changes greatly the decisions teachers make during their lessons. For example, experienced in-service teachers can cope more easily with the different problems that appear in their classes; therefore, it is interesting to see the opposite side where expectations of pre-service teachers meet the reality of the Chilean education context.

In conclusion, the problem of this research focuses on the use given to the English coursebook by in-service and pre-service teachers so as to determine the differences and similarities between them and the differences regarding the expected usage proposed by the Chilean Ministry of Education and the practical use given by teachers.

2. Research Questions

1. What is the use that in-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción?
2. What is the use that pre-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción?
3. What are the differences and similarities in the use that in-service and pre-service teachers give to the English coursebook in a public high school in Concepción?

3. Assumptions

Based on researchers' experience, this research assumes that there are three possible viewpoints regarding the use of the English coursebook.

First, it is assumed that there are teachers that follow the coursebook as it is intended without modifications. Secondly, this research assumes that there are teachers that consider the coursebook as a guidance that is open to modifications. Finally, it is also assumed that there are teachers that do not use the coursebook at all.

This research assumes that in-service teachers are more likely to either use the coursebook as intended, or to make adjustments based on their work experience whereas pre-service teachers are more likely to discard the use of the coursebook.

In addition, it is also assumed that pre-service teachers are either prone to follow in-service teachers' models or to be completely opposite to them.

4. Objectives

a. General Objective

To analyze the use that in-service and pre-service teachers give to the coursebook provided by MINEDUC in a public high school in Concepción.

b. Specific Objectives

1. To identify the use that in-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.
2. To identify the use that pre-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.
3. To compare the use that in-service and pre-service teachers give to the English coursebook in a public high school in Concepción.

The following chapter is the theoretical framework, which explains the key concepts considered as necessary to understand the content of this work as well as a review of the different research studies that have dealt with the phenomena under

investigation. Furthermore, chapter three is related to the methodology of the study, mentioning specific information about the paradigm; the instrument and the participants considered for the research. Afterwards, chapter four deals with the gathering and analysis of data. Finally, the last chapter presents the conclusions and the limitations of the study, including topics for further research.

Chapter II. Theoretical Framework

As the purpose of the previous chapter was to state the context of the present research, light was shed on several crucial elements of this work. Elements such as the context of the problem, the research questions, the assumptions, and above all the objectives of this research.

This second chapter explains and deals with key concepts by looking at the literature concerning the topic, as well as the previous works related to the area to provide background regarding the use of the English coursebook to teach English in an EFL context.

The English Chilean classroom is considered an EFL context because there is no need for English as a mean of communication to live daily life in personal, social or even professional areas. Therefore, English is taught in school with particular purposes or instrumental motivation such as the ability to cope with the different needs in a globalized world (Broughton, et al., 2002). In addition, the authors point out that in an EFL context the role of English is influenced by different factors; such as political, regional, or cultural, which clearly affect the way in which English is taught and the resultant impact on how English is learnt.

The Chilean National curriculum perceives English as a tool for global communication and a way to access to greater knowledge, varied information, and current technologies to face the different demands of nowadays society (MINEDUC, 2012). So, regardless the little need of using English in everyday situations, the Chilean National curriculum emphasizes the importance of teaching the four skills of the language while reinforcing the importance of topics, vocabulary, grammar, and information and communication technologies (ICTs) in alignment with international standards (MINEDUC, 2012).

1. Teaching / learning materials.

The term materials refers to all the resources teachers and students use to enhance the teaching-learning process; moreover, materials can be anything that presents or informs about the language being learned and is deliberately used to help learners learn the language and increase their knowledge and experience about it (Jimenez & Peñaloza, 2011).

In broad terms, any resource can become a teaching/learning material. As Andersson (2011) suggests the quality of teaching/learning material is given by the users of the resources; therefore, to consider a resource as teaching/learning material depends on the intention of the teacher to use any resource available as teaching

material and the intention of the learner to use the resources to facilitate their learning.

For instance, teaching/learning materials can include resources not specifically designed for the classroom such as videos, music, movies, and books, and resources specially designed for classroom use such as dictionaries, flashcards, worksheets, workbooks, and above all the coursebook (Tomlinson, 2011).

2. Coursebook as a teaching / learning material

The English coursebook is a type of teaching/learning material specifically designed for classroom use and it is intended to be followed systematically as the basis of a language course (Ur, 2010). Typically, each student and teacher in the classroom possesses a copy of the coursebook and it is used regularly in class representing an essential element within the teaching/learning process (Ur, 2010).

Furthermore, McGrath (2006; 2016) suggests that the coursebook provides the core contents necessary for a meaningful learning of which the teacher can make use to enable student's access to the skills, knowledge and attitudes of the course. Also, the coursebook serves as a guideline of what is expected to be taught, in which order, and how students are going to learn and fulfil the aims of the course generally

in concordance with official pre-established approaches and aims to provide as much as possible in one resource (Moya, 2008).

Finally, the English coursebook gathers in a single material work on grammar, vocabulary, pronunciation, language functions, and the skills of reading, writing, listening and speaking (Woodward, 2012).

Research regarding the English coursebook in EFL classrooms varies from users' (teachers and students) opinion, to the advantages and disadvantages of using the coursebook, up to the actual use of the coursebook as a teaching/learning material inside the classroom. Nevertheless, Garton and Graves (2014) highlight that there are two noticeable issues regarding coursebook research; firstly, the field is generally undertheorized since many of the books are step by step guidelines with advice for teachers and; secondly, most books focus on materials design and development rather than on the impact or effectiveness of the use of these materials in EFL classrooms.

Jiménez and Peñaloza (2011) aim to discover about the use of teaching/learning materials to teach English under the Communicative Approach paradigm in a high school in Loja, Ecuador, where data was collected through a survey applied to 114 students and 3 English teachers. Results showed that the coursebook was the most used teaching/learning material which had positive acceptance and

image from students and teachers alike. Moreover, the teaching learning process developed around and from the coursebook. In addition, the coursebook was often used as the unique available resource and extra materials were only few and conventional, such as dictionaries.

Johansson (2006) also conducted research regarding the considerations teachers make when choosing teaching materials or when creating their own, and what students think about these decisions. To fulfil this aim, the author interviewed 3 teachers and 6 students of an upper secondary school in an EFL context. Results showed that only one teacher mainly used alternative material, whereas the other two teachers used a combination of alternative material accompanying the coursebook. This decision relied under the consideration that designing alternative materials is very time consuming in contrast to the ready-made activities presented in coursebooks, so teachers preferred to use a combination of both.

In the same study, Johansson (2006) discovered that students who were taught by their teacher using a combination of materials considered that they learn more using the coursebook than using alternative materials as they are more used to work with the coursebook; in contrast, students who were more used to learn with alternative materials considered them as a better option.

3. Adaptation of the teaching / learning materials

The use of different materials relies highly on the context in which the English language is taught. The term materials adaptation refers to any changes made in order to enhance a specific material or to make it more suitable for a specific type of class or learner (Tomlinson, 2011). Woodward (2009) points out that many teachers opt for using the coursebook as their main resource; however, there are others that blend their own ideas with the coursebook or vice versa, by adding, omitting or adapting features.

In order to adapt materials, it is essential first to analyse whether the current materials are effective or not so as to determine the best suitable option to satisfy the needs that the context requires (McGrath, 2006). Teachers play a central role in the area of materials development; for instance, they are the ones who teach, adapt and develop the materials (Masuhara, 2011).

In addition, according to Hutchinson and Torres (in Masuhara, 2011) a good teacher does not use the materials available exactly as it is suggested on the teacher's guides, but rather creates his own curriculum by adapting or changing the tasks, supplementing or removing texts, modifying the management of the tasks and modifying tasks inputs and outputs.

Harmer (2016) remarks that when using a good coursebook it is most likely that the language, content and sequencing of the book would suit the context; however, if that is not the case teachers have to decide what to do next. Several authors (Charalambous, 2011; Harmer, 2016; Harmer, 2015; McGrath, 2006; Bich, 2015) suggest several options regarding the adaptation of the coursebook to suit the context which can be summarized as follows:

Table II. 1. Options for material adaptation.

Adaptation	Adaptation are all changes made to coursebooks in order to suit the context. Such as, changes in vocabulary, topics or activities, to lower or to increase the level of proficiency.
Omission/Rejection	To skip or leave aside parts of the coursebook. Activities, topics, contents, examples, or exercises can be omitted if the teacher considers that is not essential for the learners to know about them; and therefore, would not be missed in the lesson.
Supplementation	It contemplates the addition of other materials different from the coursebook as well as further activities or exercises. Supplementation considers the addition of the teachers own-made material as well as materials acquired from different sources
Selection	Selection means choosing only certain parts or certain contents presented in the coursebook regardless of how they are presented. In this case, a mixture of units or exercises can happen considering the aims or topic of each.

4. Use of the coursebook to teach English as a foreign language.

From the different range of teaching / learning materials available, Richards & Rodgers (2012) suggest that coursebooks seem to be the main resource used to teach in EFL classrooms. Mainly because the contents displayed in coursebooks offer a gradual development of language forms and functions, usually going from the most basic to the most complex (Richards & Rodgers, 2012).

The study conducted by Arikan (2009), analysed reports made by 12 pre-service teachers, performing their School Experience II course, in Turkey, to know what happens in Turkish EFL classrooms regarding the use of the English language coursebook. Findings suggested that participants found the quality of coursebooks acceptable, stating that coursebooks were well-designed and organized presenting the four skills in an integrated way, leading the students from easier to more difficult structures or lexical items. Participants also highlighted that the visual materials given in the coursebooks were sufficient in number and they were of acceptable quality.

MINEDUC (2009) through a follow up survey conducted by the Alberto Hurtado University; which aimed to describe the use of the coursebook by 9 pre-service teachers, 2 of them from the English Pedagogy major, in their teaching practice experiences. The study discovered that although the pre-service teachers

acknowledge the different possibilities in which they could use the coursebook, they generally tend to repeat the model offered by their mentor teachers; thus, the coursebook is seen as a pedagogical support, and basis of contents and activities.

Fabiano (2005) attempted to find out about the importance of coursebook for EFL teachers and how the use of this teaching/learning material guided their practice. The author conducted written questionnaires to 9 English teachers in Rio de Janeiro. Results demonstrated that the coursebook was the main teaching/learning resource and that its use was determined by internal factors such as teaching styles and methodological beliefs as well as external factors such as materials availability and prices. Regardless the motivation to use the coursebook, all participants considered it as a useful guideline that facilitates teachers' work but that is open to changes, adaptations and reinterpretations to make them more appropriate for their context.

5. Use of the coursebook to teach Reading in EFL

The English language is generally considered as being composed by four basic skills; namely speaking, writing, listening and reading (Powers, 2010). Moreover, the author (2010) suggests that although the four skills are related to each other in complementary ways, they are nevertheless distinct between them; thus, the notion of productive and receptive skills is born.

Moreover, Aydođan & Akbarov (2014) point out that these four skills, also called macro-skills, are related regarding the mode of communication (oral or written), and the direction of communication (producing or receiving the message). Therefore, speaking is the macro-skill of producing messages in oral form, listening is the macro skill of receiving messages in the oral form, writing is the macro-skill of producing messages in the written form, and reading is the macro-skill of receiving messages in the written form (Aydođan & Akbarov, 2014).

This research focuses on the macro-skill of reading which in broad terms is considered as the process of extracting meaning from a written text (Nordquist, 2017); however, according to Schoenbach, et al. (2000) reading is a more complex activity in which meaning is not only built from the decodification of words but from the interaction between these words and the reader's own ideas, memories and knowledge.

Each macro-skill is also composed by sub-skills, Harmer (2015) suggests that there are two main skills to develop in reading; for instance, scanning which means reading quickly while looking for specific information, and skimming which is focusing briefly in a few words to identify the general idea.

Hadfield and Hadfield (2012) state than in addition to scanning and skimming, other important skills, or strategies, are reading for gist which implies reading with a

purpose such as answering specific questions and reading for details which is reading carefully to fully understand the text.

In addition, Harmer (2016) indicates that there are two types of reading and that readers use the different strategies accordingly, so the author distinguishes between extensive and intensive reading. According to the author (2016), extensive reading is the type of reading done for pleasure during leisure time while intensive reading is the detailed focus of reading a text complemented with study activities.

Coursebooks are mainly designed to develop intensive reading which is a usual classroom-oriented activity in which students focus on the linguistic or semantic details of the passage and calls students' attention to grammatical forms, discourse markers and other structures to understand literal meaning, implications or grammatical relationships (Brown & Lee, 2015).

Harmer (2015), argues that it is understandable trying to encourage reading through authentic texts as more traditional materials, such as the coursebook, tend to look artificial or oversimplified; however, if students are presented with a copy of *The New York Times*, it is probable that they will assume that they will not understand it as it features language structures they have never seen before thus affecting the process negatively. The author suggests that the key is to find balance between

authentic and designed to look authentic-like materials which can be achieved through the adaptation of the material (Harmer, 2015).

Nevertheless, Harmer (2015), suggests that teachers must be careful when adapting texts so as not to change texts that will result either too difficult or too easy for the context. Furthermore, the teacher must take into consideration students' previous experiences and expectations regarding reading because students often feel that they will not understand the passages as they have been given previously too difficult tasks resulting in a predisposition to failure.

Khoshbakht and Gorjian (2017) investigated the use of authentic-based and non-authentic based materials and their effect on improving reading comprehension. The study was conducted on 50 Iranian EFL learners studying English in Pooya Language Institute in Abadan who took part in a proficiency test and were separated afterwards into two homogeneous groups.

Once separated, both groups were given a pretest and, during a 12-session course, they were taught 12 reading passages selected by researchers. One group was taught using authentic-based materials extracted from the website www.teaching.net whereas the other group was taught using non-authentic texts extracted from the English coursebook Top Notch 2. After the 12 sessions, both groups took part in a post test.

Results showed that both groups improved their reading ability after the 12 sessions of teaching; however, the group that was taught using authentic-based materials demonstrated a more significant improvement in the post test stage whereas the group taught using non-authentic based materials improved only slightly.

Finally, Dahmardeh (2009) reported findings of a study conducted in 2006 which aimed to discover how Iranian EFL coursebooks could be made more communicative by researching how coursebooks were used in Iranian classrooms. The study consisted in a written questionnaire administered to 20 Iranian secondary school teachers from the provinces of Sistan and Baluchistan.

From teachers' responses, it was possible to determine that coursebooks are mainly used in the development of reading comprehension and acquisition of different reading skills; however, teachers argued that the quality of reading passages was not always acceptable, mainly because texts were too long.

Regarding the issues presented in coursebooks texts, half of the participants claimed that supplementary materials were not available to them, and the rest of teachers who had access to such materials described them as poor quality so the coursebook remained as the main source of content to teach reading.

Chapter III: Research Methodology

The previous chapter consisted of a twofold objective. On the one hand, it offered an insight to the key concepts necessary to understand this research and, on the other hand it provided the necessary theoretical framework concerning the object of study in this investigation; that is to say, the use of coursebook by EFL teachers.

The following chapter will provide the readers the methodology of the study, including the research paradigm, approach and method, as well as the instruments, site of the study, participants, data collection procedures, validity and reliability. In addition, this chapter will try to accomplish the main objective of this investigation that is to compare the use of coursebook among in-service and pre-service teachers in a public school in Concepción.

1. Research paradigm

The concept paradigm was coined by Thomas Kuhn, which was defined as the fundamental changes in basic concepts and experimental practices in scientific disciplines (Araneda, Parada & Vásquez, 2008). From the different paradigms used in research; namely quantitative and qualitative, this research will use the qualitative paradigm in order to know how pre-service and in-service teachers build different

meanings regarding the use of the coursebook in school context. Araneda et al. (2008) as well as Mackey and Gass (2016) claim that qualitative studies collect descriptions which is coherent with the purpose of this investigation, to understand the internal aspects of a phenomenon, trying to get subjective meanings from the context.

Taylor, S. and Bogdan R. (1987) (in Araneda et al. 2008) state that there are some specific characteristics that define and differentiate the qualitative paradigm from others paradigms. According to Mackey and Gass (2016) the qualitative paradigm does not need a large group of participants because it is not interested in generalizations as in the case of the quantitative paradigm which work with large numbers of participants in order to generalize the results.

As an extension of the qualitative paradigm; Ramirez, Arcilla, Buriticá and Castrillón (2004) describe the interpretative paradigm as deeply concerned with the realities constructed by the actors, and how they interact with the social reality they create and live. Moreover, the conception of a singular or universal truth is denied, conceiving a configuration of diverse meanings created by the actors and the situation they are embedded. The previous definition is related to this research in the sense of how teachers define their own reality inside the classroom with their own experience.

Furthermore, Rodriguez, Gil and Garcia (2004) characterize this paradigm with three main assets, firstly researchers base their work on intuition; secondly, researchers recognize and emphasize the relevant events; and thirdly, researchers are

subject to the interaction in the process of investigation. This three assets are closely related, the decision of emphasize an event requires the intuition of the researcher and the intrinsic interaction. In other words, the work is based on the perspective of the researcher; which cannot be omitted in the process of investigation. It is worth noticing, that this would not affect the integrity of the investigation in any sense.

Therefore, in Thanh & Thanh's study (2015) a relationship between interpretative paradigm and qualitative methods in studies related to the educational field is established. In their study, they describe this interpretative paradigm as a way to see the reality throughout participants' perceptions and experiences. Accordingly this study uses the interpretative paradigm to explore the perceptions of in-service and pre-services teachers, in order to uncover their reality and understand their context in relation to their experiences using the coursebook.

2. Research approach

Approach has been defined by Araneda et al. (2008) as orientations that guide the research process which focuses the interest of the researchers according to a set of assumptions stated previously.

The orientation of this project will be conducted by the phenomenology approach, which according to Lyotard (in Araneda et al. 2008) intends to explore the meanings of human situations but avoiding the researcher's own judgments about the phenomenon. Besides, it is focused on describing the experiences lived by the participants from their own perspectives (Albert, 2009). Therefore, a phenomenological approach was selected for this research, since it attempts to discover which are the ideas and beliefs that the participants have about the use of the coursebook, without considering the views of the researchers.

This research is not concentrated on the situation per se, but in the conception that the person has about a specific issue. As Araneda et al. (2008) claim, a phenomenology approach will reveal what people think, believe and feel about some specific matter, thus in the area of education there are interesting aspects to be evaluated by teachers, students and parents which can be used as an object of study.

3. Research Method

The qualitative study is specifically designed to understand a phenomenon from the local population's perspective which involves it. Furthermore, as Munby (in Pajares, 1992) remarks qualitative research methodology is especially appropriate to

the study of beliefs. Thus, it is then necessary to identify a method that permits such purpose, and the observation data qualifies as an appropriate one. Considering the importance of such aspect Araneda et al. (2008) highlight that although this method tends to appear as a technique used to obtain data, it rather is a method that allows researchers to stay in the investigation field, participating as one of the group, studying them at the same time. For instance, Ruíz Olabuénaga (2003) (in Araneda et al., 2008) mention that “the collecting data is completed through typical mechanisms of qualitative approach such as interviews, observations, content analysis, visual analysis, among others.” distinguishing various functions into this method to gather data.

In this case an in-depth interview is the most suitable research method for the aim of this study. An in-depth interview is a technique used to elicit a vivid image of the participants of a study about a certain topic or phenomena which involves the participants and their context (Mack, Woodsong, MacQueen, Guest & Namey, 2005). The direct opinion about a certain topic, in this case the use of the coursebook, will be directly asked to the participants, in-service and pre-service teachers, whose experience and opinions are directly related to their context. Here researchers take a neutral manner, and provide with assertive non biased questions the topic or phenomena to discuss, neither providing any preconceived notions about the topic nor encouraging participants to respond according to a particular answer by

expressing approval or disapproval (Mack et al., 2005). This fact is important, considering how the in-depth interview method may affect results if the questions are biased or misdirected at the moment of the interview. Furthermore, it is the duty of the researchers to present an appropriate research instrument which is in all forms connected to the research methodology of the study.

4. Instrument

Following the qualitative paradigm, the present research will make use of one of the instrument of this type of research; in this case the semi-structured interview. Interview is defined by Albert (2009) as an organized conversation with a purpose in mind, in which a series of questions are formulated and answered, resulting in the manifestation of the interviewer and interviewees. The author also claims that the aim of the interview is to obtain relevant information for the investigation, through a fluent conversation between interviewer and interviewees that allows them to use their own concepts and terms, and express their thoughts and feelings freely. Furthermore, Harrell and Bradley (2009) define interviews as discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics.

As Kvale (2012) states, a conversation is the basic form of human interaction. Moreover, human beings talk to each other, and interact by asking and answering questions. Thus, the use of interviews is the most appropriate instrument for this research, since it pretends to discover the participants' views on the use of the coursebook to teach reading. Using interviews will allow the interviewees to express what they really think about this topic, and it will also provide the interviewers with the required information. Besides, the interaction between them will assure both sides to communicate freely during the whole interview, so if the interviewees require further explanation or clarification about any question they can request it. The same aspect of the interview applies for the interviewers, who can ask for examples or expansion of ideas in case they consider it necessary for the research.

There are different modalities concerning interviews. They vary in terms of structure and design, such as structured, semi-structured and unstructured interviews (Bisquerra, 2016). To fulfill the purpose of this research, the investigators will only focus on the semi-structured interview that will help to unveil the actual use EFL teachers give to coursebooks to teach the reading skill in English in the Chilean context.

The term semi-structured interview has been described as a type of data collection commonly used in qualitative research which is characterized for being versatile and flexible (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). Throughout the semi-structured interview, the interviewer has the possibility to decide in advance what topics and main questions are going to be asked by making use of a pre-established guide in order to delve deeply into a topic, and to understand thoroughly the answers provided (Brewer and Miller, 2012; Harrell and Bradley, 2009). By using this type of data collection, it will enable the researchers to determine beforehand which question are going fully provide an insight of the pre-service, and in-service teachers concerning the use of the coursebook. Moreover, as some of the main characteristics of the semi-structured interview are its versatility and flexibility, it will allow researchers to improvise questions to deepen into the participants' responses.

Kvale (2012) further asserts that interviews in an investigation represent an insight, where knowledge is built upon the interaction between the interviewer and the interviewee, serving as a method to explore the way in which the protagonists experience and understand their world. Moreover, this type of interview provides a unique access to the reality lived by the subjects where the interviewer encourages them to describe with the greatest precision, and in their own words their activities, experiences and opinions.

4.1 Semi-Structured Interview

The semi-structured interview used in this research consists of 19 questions planned to last from 30 to 40 minutes approximately. To gather data regarding the first category, teachers' needs, 12 general questions are framed into it. This category is divided into two subcategory, personal needs and professional needs; six questions are formulated to answer each of them.

Subsequently, six questions are framed into the second category, use of the coursebook. For each of its three subcategories, adaptation, omission and supplementation, two questions are asked. Finally, there is one extra question that is addressed in two forms. In-service teachers will be asked to give an advice to pre-service teachers regarding the use of the coursebook. In the case of pre-service teachers, they will answer which recommendation they would ask to an in-service teacher in terms of the use of the coursebook. This last question intends to be used as a close up for the interview.

4.2 Categories of Analysis

To fulfill the objective of this research, it was necessary to establish categories of analysis. Based on concepts and ideas developed by different authors the categories of analysis selected for this research are as follows.

The first category refers to the concept of teachers' needs and it is divided into two subcategories: personal and professional needs (Masuhara, 2011 as cited in Tomlinson, 2013). Personal needs take into consideration features such as teachers' age, sex, interests, educational background and language proficiency. Whereas the professional needs takes into consideration teachers' preferred teaching styles, training experience and teaching experience which influence the decisions teachers make when using certain instructional materials.

The second category of analysis is referred to the use of the coursebook and it is divided into three different techniques: adaptation, omission and supplementation (Harmer, 2015; 2016). In the first place, adaptation refers to any changes made to a lesson or part of a lesson presented in the coursebook to suit the context e.g. the level of proficiency, vocabulary, activities, content, to name but a few. Omission refers to the deletion of a lesson or parts of the lesson, if the content presented in the coursebook is considered inappropriate. Finally, supplementation technique makes

reference to the addition of extra material to the coursebook as well as further activities or exercises to the one presented in the coursebook, either with material available elsewhere or with the teachers' own-made material.

The emergent category of analysis is referred to students' needs. The categories of analysis can be predetermined by the researchers or arise as the researchers analyze the data (Albert, 2009). Throughout the third step of analytical procedures mentioned in the following chapter, arose the category of students' needs. As the researchers were classifying the information regarding the category of teachers' needs and use of the coursebook, they observed that all of the teachers considered the students' interests as a relevant aspect in their lessons. Taking into consideration the relevance of this data and that it could not be included in the existing categories, it was decided to incorporate the third category of students' needs. Therefore, the category of students' needs regards the perception that teachers have about the interests of their students in relation to their likes and dislikes, so as to plan lessons or activity according to their interests (Masuhara, 2011 as cited in Tomlinson, 2013).

The previous categories have the purpose to fulfill both specific objectives of this research, and therefore fulfill the general objective.

5. Participants

This research is based on an opinion-based sampling technique, in which the participants follow personal strategic criteria. This type of sample is suitable for volunteers that know in depth the situation or the problem to be studied (Araneda, Parada, & Vásquez, 2008). For this research, the concept of participants refers to a big group of people and communities that share some key characteristics, in contrast to quantitative investigation, which points to a more random selection, due to the fact that it assumes that all participants are in equal conditions of knowledge, and acting inside of a certain context (Rodríguez, Gil & García, 2004). Added to this definition, Hernández, Fernández & Baptista (2014) claim that researchers can collect data from the insights of participants; however, for this qualitative study, the information gathered does not represent the whole population. In the following paragraphs it will be presented the participants selection process.

5.1. Participants selection process

As it is known the number of participants in a qualitative research is generally smaller in comparison to quantitative research. Thus only six participants were

chosen for this study, three in-service teachers and three pre-service teachers. Besides, the number of participants was also decided regarding the amount of English teachers from the high school selected. Their availability was another relevant aspect considered. Each participant signed a consent form at the beginning of the interview. This consent form aimed to ensure their participation into this research, confidentiality on the use of the information, and their acknowledgement regarding the importance of the information provided by them. After reading the document, all the participants agreed with the terms and signed the consent form prior to the interviews.

As it was already mentioned, the use that teachers give to the coursebook was fundamental to this research. For this reason, the participants selected were three in-service teachers and three pre-service teachers from a state-owned institution in Concepción, so as to contrast experienced and novice teachers. Moreover, they had to fulfill three requirements. Firstly, all teachers had to be teaching in the same levels. Secondly, all teachers had to be teaching the same contents. And thirdly, all teachers had to include the coursebook rarely, often or always in their lessons. Thus, this research implemented a maximum variation sampling that according to Miles and Huberman (1994), Creswell (2009) and Henderson (2009) in the work of Hernández,

Fernández and Baptista (2014) aims to evidence the complexity of a specific situation, that can show some similarities or differences among the participants. The previous definition of the sampling coincided with the main objective of this investigation, which regarded the analysis to the use that in-service and pre-service teachers give to the coursebook provided by MINEDUC in a public high school in Concepción.

6. Site of the study

This research took place in a high school from Concepción with a System of Delegated Administration (SAD). SAD refers to those vocational-technical high school establishments which its administration is granted to a non-profit institution or foundation (Biblioteca del Congreso Nacional de Chile, 1997). Furthermore, this single-gender establishment offers female students a secular education from first to fourth year, academic excellence and employability. As a vocational-technical high school during the third year its students select an area in which they would like to be specialized. Among the resources available for the students are a library, a science laboratory, a multipurpose room, and a computer room with access to internet. Further information regarding this high school cannot be provided in this research since it was requested by the establishment.

7. Procedures

7.1 Data collection procedures

The semi-structured interview, which was applied to three in-service teachers and three pre-service teachers to gather the necessary data, was accomplished in four sessions: between Tuesday 3rd and Friday 6th, November, 2015. All of the in-service teachers were interviewed during the same day that was scheduled with the principal. Two of them were interviewed at the same time by two researchers each, once these interviews finished the third interview was carried out by one researcher as this participant was not available at the time the interview was arranged. As for the interviews of the pre-service teachers, these were carried out in different days during the same week according to each of the teachers' availability. Two researchers were in charge of conducting each of these interviews.

The estimated time to apply each interview was between thirty to forty minutes; however, the participants took their own time to answer the whole questionnaire. It is important to mention, that during this process the participants had the time to expand their ideas and ask for some clarifications in case they did not understand the questions. Likewise, there were several occasions where the interviewers had the chance to formulate additional questions, in order to investigate

further and collect more information. Furthermore, all of the interviews were recorded through the use of cell phones or mp3.

7.2 Content analysis

Content analysis is an information processing technique used in qualitative investigations. This technique is characterized by collecting data, which later is transformed into information and knowledge in order to comprehend its reality. During this process, the investigators play a fundamental role since they are in charge of interpreting and giving meaning to the data gathered. Moreover, after the investigators collect the data, they classify this information according to the focus of the research so as to understand the object of the study (Araneda et al., 2008).

After the audio of the interviews were recorded, three researchers were in charge of transcribing the interviews. Transcription refers to an interpretative process of transforming an oral text into a written text (Kvale, 2012); for instance, in this research the recorded interviews represented the oral text, these recordings were transcribed and transformed into written text. The process of transcription was done based on the notion that it would facilitate the data analysis. As Gibbs (2018) mentions, transcriptions provide an easy reading version of the interviews in

comparison with the audio recordings, as all of the researchers can read them and have their own copies. Moreover, it allows them to find and reread specific parts of the interview with less difficulty as in the case of recordings, where it is necessary to rewind and pause repetitively.

The process employed for analyzing the data in this research is based on four steps proposed by Albert (2009). He suggests reviewing the material, establishing a work plan, coding and interpreting the data. These steps will be described in more depth in the following chapter.

7.3 Validity

The validity is used in different areas of investigation, including the educational research field. In general terms Mackey and Gass (2016) define validity as “the extent one can make correct generalizations based on the results from a particular measure”(pp. 386). Likewise, Joppe (in Golafshani, 2003) states that “Validity determines whether the research truly measures the object which was intended to measure, or how truthful the results are” (pp 5). Explained in simple terms, validity refers to the measurement of the information gathered in the investigation, and if the results can be trusted considering the field of research of the study.

Mackey and Gass (2016) also add that the results showed what the researchers wanted to reflect in their work, not just as meaningful for the population tested but for other broader and relevant population.

Regarding the validity process in qualitative research, Golafshani (2003) admits the wide range of terms to construct this process, rather than a single; fixed and universal concept. Consequently, the concept of validity is subdivided into several subcategories such as: internal validity, external validity and construct validity. Firstly, internal validity refers to the extent to which results are significant for the subjects of study; secondly, external validity is concerned with the implications the findings of this research have for a wider population; thirdly, construct validity refers to the degree to which a study adequately captures the construct of interest of the study (Mackey and Gass, 2016). As for this research internal validity is present in function of the categories presented to analyze the data, external validity is possible if the results or findings of this investigations are applied to high schools with similar characteristics and contexts and construct validity concerns with how the information of the results is aligned with the theoretical framework of the study.

7.4 Triangulation process

In terms of triangulation techniques, four types can be distinguished. According to N. Denzi's categorization (as cited in Araneda et al., 2008) there are at least four general ways of triangulation techniques, such as triangulation of data, investigator triangulation, triangulation of theories and methodological triangulation. As Mackey and Gass mention (2016, pp. 181) "Triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all possible perspectives." To do so, a theoretical triangulation process is applied first, that means considering different perspectives to examine the same range of information allowing a deeper analysis of the information gathered, to finally obtain a partial understanding of the results, as it is required (Mackey & Gass, 2016). Therefore, at the beginning of this study different alternative theories were analyzed thoroughly, in order to gain a partial visualization about similarities and differences that could be found during the data analysis, to later obtain an interpretation of the phenomenon studied, and then to connect these theories already acknowledged with the participants' responses.

Secondly, the investigators triangulation was also used in this study. This type of triangulation is described as a process in which multiple researchers take part in an

investigation, rather than just one. Its multiplicity of researchers offers different versions obtained about the same situation (Ruiz Olabuénaga, 2003 as cited in Araneda et al. 2008). Another type of triangulation applied to this study was the triangulation of data. This type of data is characterized for being collected and analyzed at different times and places. Considering this, the information provided by the participants, as their different perceptions about the use of the coursebook, were combined in such a way that they could reveal certain coincidences and differences that could uplift this investigation, as the main function of triangulation per se (Ruiz Olabuénaga, 2003 as cited in Araneda et al. 2008). Additionally, the comparison and contrast of their answers provided the necessary information to respond to each category of study. Hence, according to Ruíz Olabuénaga (as cited in Araneda et al., 2008) the use of this method can control the quality of the research, giving it an orientation to the research so as to verify, confirm and reward the conclusions.

In line with all above, the triangulation process is acknowledged as an independent method to obtain an accurate analysis of such data, due to the diversity of information, researchers, participants and theories. According to Glaser and Strauss (as cited in Goetz and LeCompte, 2010) the use of triangulation as a technique prevents the researchers from accepting the validity of any initial perception with

ease; it increases the sphere, density and clarity of developed constructs during the investigation, which makes a study more reliable.

7.5 Reliability

According to Mackey and Gass (2016) reliability refers to consistency, which is based on the idea that an action can be repeated for diverse situations, for instance if a person takes a driver test and gets a high score it is assumed that if the same person takes a similar test he/she is going to get a similar score.

For this research, a semi-structured interview was chosen as the instrument to collect information about the use of the coursebook from in-service and pre-service teachers. The questions for the interview were based on different categories, and were all analyzed by three instructors from UCSC who critically gave recommendations to enhance the quality of the interview, these recommendations were considered in the final version presented to the participants.

Chapter IV: Data Analysis

The previous chapter provided the methodological framework followed to fulfill the objective of this research. Such framework, stated features such as the paradigm approach and method this research is based upon, as well as the instrument, categories of analysis and procedures used to collect and analyzed the data needed to answer the corresponding research questions. In addition, and most importantly, the previous chapter stated the site where this study took place and the participants involved in the process.

Consequently, this chapter will show evidence of the procedures previously stated put into practice. Thus, throughout this chapter it will be revised the data collected and the corresponding analysis made taking into consideration the categories established previously as well as the ones that may arouse in the process, so as to complete the objectives of this research.

1. Analytical procedures

The process followed to analyze the data in this research is comprised in four steps proposed by Albert (2009). These steps consisted on reviewing the material, establishing a work plan, coding, and finally interpreting the data.

During the first step, the transcriptions were read and reread. The purpose of this review was to assure the quality of the data and a suitable format which facilitated its organization. In the second step the researchers established a work plan. Throughout this stage it was discussed how the data was going to be analyzed. The third step allowed the researchers to reduce and select the information through a coding and categorization process. In this process, the researchers divided the data into units of analysis that are also called meaning units. These are relevant units or segments from the data that can be represented in words, lines and paragraphs among others (Albert, 2009). Therefore, in this research lines and paragraphs were mostly used. Once the meaning units were identified, they were classified into categories of analysis previously established. Moreover, each category and subcategory was assigned the following codes: teachers' needs (TN), teachers' personal needs (TPerN), Teachers' professional needs (TProN), use of the coursebook (UC), adaptation (AD), omission (OM), supplementation (SU) and students' needs (SN). Following this, each category and subcategory was assigned to each unit of analysis. This data was later organized in tables. Finally, in order to assure a suitable categorization of the units of analysis, the process of coding and categorization was firstly done individually by the researchers in charge of the analysis and later it was discussed as a group; besides, this process was also reviewed. It is noteworthy that during this stage emerged the category of students' needs. In the fourth step, the

data was interpreted. In this stage the researchers described each category and its subcategory, then the participants' responses about each category and subcategory were firstly compared within each group separately, and later both groups of participants are compared.

Regarding this process there are three aspects that are worth to mention. First, during the analysis arose the emergent category of students' needs that considered the students' personal needs and interests. Secondly, in some cases the answers given by the teachers were not clear, thus for the analysis it was selected the information that better suited the categories. Third, there were answers that suited more than one question of the interview; therefore, in those cases the same transcriptions were used in different tables. All this process was performed considering the main categories, whose outcomes can be seen on the following chapter.

2. Data analysis

1. To identify the use that in-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.

This first objective intends to identify the use given by the in-service teachers to the coursebook provided by MINEDUC in their English lessons to teach reading.

1.1 Category: Teachers' needs

This category is divided into two subcategories, the first subcategory is teachers' personal needs which contemplates personal information such as age, sex, interests, educational background and language proficiency, whereas the second subcategory is teachers' professional needs which contemplate training experience and teaching experience among others.

a. Subcategory: Teachers' personal needs:

Features such as teacher's interest, cultural background, educational background and language proficiency Masuhara (in Tomlinson, 2013) which may have an impact in the use of the coursebook. Participants' answers are presented in the following table, these answers respond to the subcategory already mentioned, in order to be consequently analyzed.

Table IV. 1. Teachers’ needs: Teachers’ personal needs

Category: Teachers’ needs. Subcategory: Personal needs		
Teacher A	Teacher B	Teacher C
“I sometimes omit activities. I think that some of the pre-reading activities are useless, I rather prefer to do my own pre activities or take, some of them and maybe, adapt them”.	“I use the coursebook to teach reading. I use some parts of the coursebook, but in the case of the exercises I prefer to make my own exercises based on the coursebook”.	“We talk about reading or the textbooks, again the same, you use what is useful for you [...] If there is something that is not necessary for your teaching target, just leave it out [...]”.

The data revealed that all of the in-service teachers regarded only their own interests among their personal needs. In-service teacher A demonstrated a preference for creating his own pre-reading activities or adapting the ones from the coursebook. In-service teacher B also preferred to do her own exercises by adapting from the coursebook. As for in-service teacher C, he expressed that when using the coursebook he only used what was useful for him; otherwise, he used omission. Consequently, teacher A and B showed similar interests when using the coursebook, as both decided to adapt it. On the contrary, teacher C decided to omit parts of the coursebook which were not of his interests.

Regarding the category of teachers' personal needs, it can be observed that none of the teachers mentioned their age, sex or cultural background as an influential factor in their lessons. Instead they just focused their own interests when using the coursebook. Considering all the aspects already mentioned, it was remarkable that the teachers' personal needs affected somehow the three participants. Besides, all of them were able to identify these needs, which Masuhara (in Tomlinson, 2013) define as self-perceived needs, because are the teachers themselves who report them.

b. Subcategory: teachers' professional needs

According to Tomlinson (2013) these are described as aspects that takes into an account teacher's preferred style, teaching training and teaching experience, highlighting them here as elements which could have an impact at the moment of using the coursebook to teach their lessons.

Table IV.2. Teachers’ needs: Teachers’ professional needs

Category: Teacher’s needs. Subcategory: Professional needs		
Teacher A	Teacher B	Teacher C
<p>“I took methodology course [...]”. “[...] I learnt them (techniques) at university, and I forgot many of them”.</p> <p>“I usually use computers, online activities, the data show, pictures [...]”.</p> <p>“Sometimes I use it (coursebook) [...] but then I start to change some things and I use it just for reading”.</p> <p>“The experience is teaching you what to choose to teach to your students, I have learnt more from experience than at university”.</p>	<p>“I took a methodology course and a TKT course. That’s why I have some notions on what I have to do with this kind of students.” “I try to use, PowerPoint presentations, I like to use the data show”.</p> <p>“I use the coursebooks [...] I extract the vocabulary, the grammar structures and I plan things in a new way, in a more interesting way”. “I try to use it (coursebook), but not always”.</p> <p>“Sometimes there are problems [...] that can affect your lesson, so you have to improvise and change your material or plan your lesson considering any problem”.</p>	<p>“I haven’t had any previous instruction on the use of techniques”.</p> <p>“I usually use the board, audio equipment, notebook, CD’s and data show” “I use the coursebook almost every day, but sometimes I use supplementary material”.</p> <p>“I’ve understood throughout these years that you have to do very simple things, when the students don’t have a high level of English”.</p>

Interestingly, all of the in-service teachers referred to all the aspects of professional needs proposed by Masuhara (in Tomlinson, 2013). In relation to teaching training experience only in-service teachers A and B took training courses. In-

service teacher A stated that he took a methodology course and that he was also instructed about techniques at university. When asked about previous instruction on the use of techniques, in-service teacher B answered he took a methodology and TKT courses. On the contrary, in-service teacher C was the only teacher from this group who did not take any teaching training course. It was observed that only in-service teacher A had previous instruction on the use of techniques; however, he forgot most of them. It is inferred that in-service teacher B also learnt about the use of techniques, but unlike teacher A, he continued having some knowledge on them. Although teacher C did not have any instruction on the use of techniques, it was observed that he knew how to use them as he referred to supplementation.

As for teachers' preferred teaching styles in-service teacher A mentioned using computers, online activities, data show, pictures and sometimes the coursebook, but just for reading activities. In-service teacher B also referred to the use of data show and the coursebook by using the vocabulary and grammar structures with adaptation; besides, she also included PowerPoint presentations. In-service teacher C expressed using the board, audio equipment, notebook, CDs, data show and the coursebook most of the time, and sometimes he used supplemented material. Therefore, all of the teachers were inclined to use the coursebook with different techniques. For in-service teachers A and B adaptation was the most used technique when using the

coursebook. As for in-service teacher C he opted for supplementation. Furthermore, the use of data show was also common among all teachers.

All of the teachers reported positive aspects in relation to their experience. In-service teacher A commented that he had learnt more through his experience than at university, he added that his experience allowed him to know what to teach to his students. In-service teachers B and C referred to what they had learnt as teachers. Teacher B learned about the importance of considering anticipated problems that can occur in his lessons. Teacher C understood through his experience about the relevance of adapting the lesson according to the level of English of his students. Accordingly, it can be inferred that all of the in-service teachers regarded their experience as an aspect that offered a positive impact in their teaching.

1.2 Category: Use of the Coursebook

The second category, use of the coursebook, is divided into three subcategories that represent the techniques of adaptation, omission and supplementation which can modify activities in a lesson, content of a lesson, or a lesson itself.

a. Subcategory: Adaptation

The adaptation technique contemplates any changes made to a material by a teacher for making the content suitable for the needs of learning context. As Charalambous (2011) acknowledges, adaptation is a technique used to maximize the use of the coursebook through continuous modifications.

Table IV. 3. Use of the Coursebook: Adaptation

Category: Use of the Coursebook. Subcategory: Adaptation		
Teacher A	Teacher B	Teacher C
"I adapt when the texts are too long, I need to make them shorter. So I divide the class in groups, I ask one group is going to read this part, the other group is going to read the other part, so I divide the reading and then make students interact".	"I adapt because sometimes the exercises are not interesting for the students, and they are also boring for them, or sometimes the exercises are not useful for the things that I want to teach". "I make the material interesting for them. Maybe I take something from internet, or maybe I adapt the material, that's one way to do it".	"I kind of adapt the readings, when they are like too long I chose a shorter one or easier one, because sometimes there are some texts that are really long and complicated, sometimes the topics are very technical, and according to the level of this students we know that is going to be kind of a waste of time".

In-service teacher A adapted reading activities considering the length of the texts presented in the coursebook. Likewise, in-service teacher C also adapted reading activities when they were too long, or just changed them completely, if the language was complex. In the case of in-service teacher B, the decision for adapting the coursebook concerned the students' interests, if the content presented in the coursebook did not suit the interests of the students or did not relate to his lesson. Thus, the decision of adapting the coursebook for teachers A and C, was focused mainly on students' level of English, whilst teacher B considered the students' interests at the moment of adapting the material in her lessons.

It has been suggested by Harmer (2015; 2016) that teachers adapt the coursebook to make it more suitable for their students. He mentions that the adaptation technique can be used by reducing an activity. Teacher A adapted the readings by dividing a text in different groups which also provided his students the opportunity to interact. In this particular case the adaptation was focused on reduction of an activity, because instead of reading the whole text, the students just read a part of it. Harmer (2015; 2016) also states that an activity can be adapted by replacing it for another taken from internet, as in the case of teacher B who used this technique to make his lesson more interesting for his students. It can be observed that teacher C employed a combination of both techniques as he reduced long texts

by replacing them with shorter or easier ones. Furthermore the decision of adapting was conceived based on the student's' level of English or interests, in order to maximize the appropriateness of teaching materials to cope with students' interests (Bich, 2015).

According to Harmer (2015; 2016) teachers play a fundamental role on the motivation of students. Moreover, as he claims the ways in which the material is used in the lesson is more important than the material itself. Therefore, if the activities and topics are interesting for the students, it will promote the intrinsic and extrinsic motivation of the students. As it is observed all of the teachers used adaptation technique as part of their repertoire, so as to adjust to their students' interests or level of English. Thus, it can be inferred that the adaption of the coursebook can enhance the students' intrinsic and extrinsic motivation.

b. Subcategory: Omission

The omission technique consists in the deletion in a lesson, regarding activities, contents or parts of the lesson (Harmer, 2015; 2016) in order to suit, for example, the level of English of the learners, cultural background, etc.

Table IV. 4. Use of the Coursebook: Omission

Category: Techniques. Subcategory: Omission		
Teacher A	Teacher B	Teacher C
<p>“I think that some of the pre-reading activities are useless, so I omit them and I rather prefer to do my own pre activities or take some of them and maybe, adapt them”.</p> <p>“I can say I don’t like this activity, so I can omit it because it’s going to take time”.</p>	<p>“I omit when I consider that it's not focused on the interest of my students, or when I think that it’s too boring for students”.</p> <p>“[...] the book is not updated for the interest of my students [...]”.</p> <p>“[...] I plan things in a new way, in a more interesting way for the students”.</p>	<p>“[...] we know that the textbook is like a suggestion, or a help to teach or to do the class, but you can work with that and take things out or put some things in, etc.”</p> <p>“[...] through our experience we learn that, like I said before we have to make things the simplest for anyone to learn [...]”.</p> <p>“[...] I chose like I said only the main paragraph and sometimes I create my own activities [...]”.</p>

In-service teacher A stated that the reason why he omitted parts of the coursebook was related to his interests, if there was an activity that he disliked, he omitted it; moreover, he also mentioned that he omitted activities because they were time-consuming or useless as in the case of preparation activities. On the contrary, in-service teacher B omitted when he considered that the activities were not according to the students’ interests. In the case of in-service teacher C, he was aware that the coursebook was just a suggestion and he could omit or adapt it; hence, it can be inferred that he used omission when the activities were complicated for his students. Thereby, among the three teachers there are no similarities, since teacher A decided

to omit based on his own interests, teacher B omitted according to the students' interests and teacher C used omission according to the students' level of English.

When using omission technique there are two possible decisions to make. The first option is to use omission without replacing, considering that what the teacher decides to omit will not contribute anything necessary or interesting for the students learning. The second option involves using omission, but at the same time replacing what is omitted with the teacher preferred alternative, as the topic, language or activity from the coursebook is relevant (Harmer, 2015; 2016). In the light of what the teachers have stated it was deduced that in-service teachers A and C used the two options. On the one hand, teacher A just omitted activities that were time-consuming without replacing them. On the other hand, he decided to omit some preparation activities from the coursebook as he considered they were useless; nonetheless, he replaced them with his own made material. With regard to in-service teacher C it was inferred that in some cases he just omitted parts of the coursebook without replacing them, but in other occasions he omitted complex activities and replaced them with easier ones. Finally, in-service teacher B was the only teacher who mentioned using only one alternative. She stated using omission when the activities were boring for her students, so she replaced them with interesting material.

c. Subcategory: Supplementation

Supplementation refers to the additional material implemented in a lesson, regarding the activities, the content or parts of a lesson (Graves, 2007). In this subcategory, extra activities use to cope with the students’ needs are considered.

Table IV. 5. Techniques, Supplementation

Category: Techniques. Subcategory: Supplementation		
Teacher A	Teacher B	Teacher C
<p>“I supplement because of the level of English of my students [...]”. “Sometimes I try to find activities that are interesting for my students [...]”. “I love asking questions (before a reading activity) [...] then I start doing mimics [...] I start doing some kind of conversation, making students interact, asking opinions, or maybe show a video or a PowerPoint”.</p>	<p>“I supplement when the topic or activities are not going to be interesting for my students”. “[...] you have to improvise things or prepare new material.” “I try to use Power, PowerPoint presentations, I like to use the data show [...]”.</p>	<p>“I supplement according to the difficulty of the texts or how appropriate they are for the students or for the content of the lesson [...]”. “Sometimes I create my own activities, like my own questions or true or false [...]”. “I also use realia, I try to bring things to a context that is very simple and easy to understand [...]”.</p>

In-service teacher A used supplementation regarding the level of English and interests of his students. Thus, he used the technique when the activities from the

coursebook were complex for his students. In-service teacher B supplemented the coursebook only considering the interests of the students; hence, if the topic or activities were not interesting them she decided to supplement the coursebook. As for in-service teacher C, when the texts were not appropriate for the level of English of the students, he supplemented the coursebook. Consequently, it is observed that in-service teachers coincided on taking into consideration either the level of English of their students or their interests; however one of them preferred to consider both.

In order to supplement the coursebook Charalambous (2011) suggests different alternatives; use materials from another coursebook, use own designed material, share materials among teachers, and create a bank of materials supplied not only by teachers, but also for students. It was noteworthy that all of the teachers preferred to design their own material. Teacher A supplemented using his own preparation reading activities, in which he made the students communicate among them; besides, he also implemented mime to facilitate the students understanding. Teacher B also supplemented the coursebook by using her own made material; nevertheless, she did not mention which specific type of material she made.

The use of props, visual and realia is another alternative for supplementing the coursebook (Nunan, 2005). In relation to this alternative, the data also showed

similarities among in-service teachers as all of them used visual aids or realia when supplementing the coursebook. Teacher A referred to the use of visuals as videos or PowerPoint presentations. Teacher B also mentioned using PowerPoint presentation in his lessons. In contrast to teacher A and B, teacher C was the only one who mentioned the use of realia for supplementing the coursebook; moreover, he added that it facilitated the students' understanding.

1.3 Emergent category: Learners' needs

a. Subcategory: Learners' personal needs: interests

It has been considered by Tomlinson and Masuhara (in Tomlinson, 2013) that there are learners' needs that teachers can perceive during the learning process, and these teachers' self-perceived needs already articulated by them, in order to what they consider as a student's need under their own observations. Moreover, this subcategory is interconnected with the perception of the teacher about students' interests regarding the topics of the lesson, contemplating the likes and dislikes of students to prepare a lesson or activity (Masuhara, in Tomlinson, 2013).

Table IV. 6. Learners’ personal needs: Interests

Category: Learners’ needs. Subcategory: Interests		
Teacher A	Teacher B	Teacher C
<p>“Sometimes, they like listening to music, I’ve realized, for example I start the class with a karaoke activities, I’ve used karaoke and they love it [...] or I can also show them a short video, it’s great”.</p> <p>“[...] of course we need to show material that is focused on our students, their age and gender”.</p>	<p>“As I said before, I use these techniques because the book is not updated for the interest of my students. As I already mentioned, my students are really special, so you always have to search for different techniques to catch their attention”.</p> <p>“I make the material interesting for them. Maybe I take something from internet, or maybe I adapt the material, that’s one way to do it”.</p>	<p>“[...] the best thing to approach the text, I think is from zero, from very little, and then I start moving on, like vocabulary first, like cognates [...]”.</p> <p>“[...] And in that way you also get—you get the students’ interest and you get them to understand [...]”.</p>

In-service teacher A included music and videos in his lessons as he noticed it interested his students. Thus, through these tasks students were able to see and hear language in use which increased their level of interest as Harmer (2015; 2016) refers. In-service teacher B adapted the coursebook so as to make it more interesting for his students, to do so she used material from internet, which is one of the options for adapting the coursebook that Harmer (2015; 2016) mentions. In service teacher C,

also used adaptation, but in this case he applied the technique based on the principle of simplification, which McGrath (in Charalambous, 2011) regards as adapting exercises or texts from the coursebook so as to facilitate the students' comprehension. As Graves (in Nunan, 2005) highlights, the use of adaptation is a must to fulfill the needs and interests of a teacher's particular group of learners. Hence, all in-service teachers considered the interests of their students when planning their lessons. Besides, as another similarity it was found that through these types of activities teachers promoted the students' intrinsic motivation, as its main purpose was to make students enjoy the process of learning (Harmer, 2015; 2016).

Moreover, among other aspects of learners' needs two out of three teachers considered their students' age, sex or educational background. In-service teacher A regarded his students' age and sex as a relevant aspect when selecting material. In relation to that, Harmer (2015; 2016) points out the importance of considering the age of the students at the moment of deciding what and how to teach, since children, adolescents and adults have different needs, competences and cognitive skills. In contrast, in-service teacher C alluded on his students' educational background. He used the principle of simplification in order to facilitate his students' understanding. Furthermore, it was inferred that all in-service teachers used the McGrath's (in

Charalambous, 2011) principle of personalization that concerns to the change of a material so as to satisfy the needs and interests of the students.

2. To identify the use that pre-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.

The second objective intends to identify the use given by the pre-service teachers to the coursebook provided by MINEDUC in their English lessons, regarding the reading skill.

2.1 Category: Teachers' Needs

This category contains two subcategories, which are teachers' personal needs and teachers' professional needs.

a. Subcategory: Teacher Personal Needs

This subcategory provides Information such as teacher's interests, expectations, educational background and language proficiency, as Masuhara (in Tomlinson, 2013) proposes.

Table IV. 7. Teachers’ needs: Teachers’ Personal Needs

Category: Teachers’ needs. Subcategory: Personal needs		
Teacher A	Teacher B	Teacher C
<p>“Yes, there is a workbook but I don’t use it, because it’s just grammar, it is just based on grammar, so here at the university we are always told that we don’t have to teach just grammar, we try to teach communication”.</p>	<p>“I remember in practice VI, the teacher told us that we can adapt any activity that we find [...] But that was a suggestion, it wasn’t taught as a specific technique. The use of this technique is completely unconscious, in my case at least.”</p> <p>“I supplement in the production stage [...] they [the activities] are very focused on writing or in productive skills, but I didn’t find it very interesting”.</p>	<p>“I had been a student and I know that classes can be very boring [...] so I try to make mines more fun”.</p> <p>“I don’t really like to work with reading; I rather prefer to work with listening, because the input is more real. I think that the way that I encourage reading is to make them work mostly with the vocabulary in the reading [...]”.</p>

It was found that all of the pre-service teachers referred to their educational background as their personal needs. Pre-service teacher A pointed out his educational background as a reason to avoid the excessive amounts of grammar in the lesson, and try to encourage students to communicate in English. Pre-service teacher B also mentioned her educational background; however, in her case it did not have an influence in the use of adaptation technique, as she said it was used unconsciously.

Pre-service teacher C claimed that according to his experience as a student he knew that sometimes lessons can be boring; hence, as a teacher he tried to make his own funnier for his students.

Teachers' personal needs involve their age, sex, cultural background, interests, educational background and language proficiency as Masuhara (in Tomlinson, 2013) suggests. Accordingly, it can be observed that all of the pre-service teachers referred to the aspect of educational background; however, only two teachers considered it when teaching. For teachers A and C their educational background had an impact on their lessons, as they tried to apply what they learnt; however, even though teacher B used adaptation technique, she did it as an unconscious decision, and not because of what she was taught.

Another aspect only two teachers mentioned was their own interests. On the one hand, pre-service teacher B expressed dislike for activities focused on productive skills; therefore, she supplemented them. On the other hand, even though pre-service teacher C pointed out he encouraged reading comprehension mostly through vocabulary, he also affirmed he did not like to work with reading skill. Accordingly, it was inferred that only teacher B took into consideration her own interests when teaching.

b. Subcategory: teachers' professional needs

This subcategory contemplates the following features described by Tomlinson (2013): Teacher's preferred style, teaching training and teaching experience.

Table IV.8. Teachers' needs: Teachers' professional needs

Category: Teachers' needs. Subcategory: Professional needs		
Teacher A	Teacher B	Teacher C
<p>"They [university teachers] never talk about the use of the coursebook. At the university they forced you to use only communicative activities and nothing adapted to the realities of the schools". "[...] sometimes I use other activities that I look for on internet especially, but mainly the coursebook, is my guide to teach". "[...] it's a little bit easier; sometimes you don't have to look for other activities [...]"</p>	<p>"[...] the teacher told us that we can adapt [...] But that was a suggestion [...]" The use of this technique is unconscious, in my case at least." "I try to avoid too much writing because they (students) get very bored; I use extra materials like drawings or that kind of material".</p>	<p>"My teachers taught me that I have to use them, bring the activities to the level of the student, they taught me about adaptation [...]". "[...] the book was too advanced for them (students) [...] so I try to adapt the contents from the book [...]". "[...] I make them (students) work with a lot of worksheets and PPTs [...] I try to look on internet for videos which are more helpful for them".</p>

It was noteworthy that the three pre-service teachers commented on all of the aspects of professional needs suggested by Tomlinson (2013), teacher training

experience, preferred teaching styles and teaching experience. On the one side, pre-service teacher A pointed out that during his teaching training experience he was not taught about the use of the coursebook, such as adaptation technique; nonetheless, he was instructed on the use of communicative activities. On the other side, pre-service teacher B indicated that he was informed about the use of adaptation; nevertheless, he used it as an unconscious decision rather than considering his teachers' suggestions. Moreover, pre-service teacher C also affirmed having been taught about adaptation. Therefore, two out of three teachers reported having some knowledge on adaptation. Nonetheless, in spite that they did not mention receiving previous instruction on omission and supplementation, the interviews revealed that all pre-service teachers use the three techniques aforementioned.

Regarding preferred teaching style there were two teachers who commented on the use of the coursebook. On the one hand, pre-service teacher A stated that he mainly used the coursebook when teaching, he also added that it was a guide for him, and that it was easier to use the coursebook than searching for other activities. On the other hand, pre-service teacher C stated that he used the coursebook, but adapting the contents since it was advanced for his students. As for pre-service teacher B, she alluded to the use of supplementation, as visuals, in order to avoid excess of writing that could cause boredom among students. Accordingly, it can be

inferred that teacher A preferred to teach using the coursebook, due to the fact that it was easier for him. Pre-service teacher B demonstrated an inclination towards visual materials as drawings. Pre-service teacher C coincided with teacher B, since he also showed a preference for visual materials, such as PowerPoint presentations and videos. Furthermore, it was inferred that their teaching experience is closely related to their preferred teaching style, as they acquired their teaching preferences regarding the aspects they considered influential in their lessons during their professional teaching practice.

2.2 Category: Use of the coursebook

This second category is divided into three subcategories: adaptation, omission and supplementation.

a. Subcategory: Adaptation

The term adaptation has been used by Tomlinson (2013) to refer to changes made to a material with the purpose of making it more appropriate for the students.

Table IV. 9. Use of the coursebook, Adaptation

Category: Use of the coursebook. Subcategory: Adaptation		
Teacher A	Teacher B	Teacher C
<p>“I adapt it because of the level of English of my students, they are not get used to read, to listen or even speak. They are get used to use the grammar exercises and that’s my guide teacher’s fault, because he always does that type of classes. So I adapt it in that way just for my students. I try to put some communication parts, but it does not always work”.</p>	<p>“I adapt because of the level of English of the students, there are some activities that are very difficult to implement in your classes. So sometimes you have to manage the activities and rearrange. It’s a good idea to use matching games, so you could give the girls more vocabulary or extra activities that don’t appear in the coursebook”.</p>	<p>“I try to adapt, the contents from the book [...] because the vocabulary in the coursebook is too challenging, and because the previous knowledge the book expects them to have is not really the one they have”.</p> <p>“I make them work with a lot of worksheets and PPTs [...] I try to look on internet for videos which are more helpful for them, because they have the visual aids to work with the vocabulary”.</p>

Pre-service teacher A adapted the coursebook when there were reading, listening and speaking activities, because his students were not used to practice these skills. In the case of pre-service teacher B, she used adaptation since she regarded the activities from the coursebook were complicated for the level of English of her

students. Pre-service teacher C adapted the contents of the coursebook given that they were challenging for his students. Therefore, all of the participants used the principle of simplification which implies adapting texts or tasks, so as the students can understand easily (McGrath, 2016). Moreover, all of them mentioned the level of English of their students as the main aspect to consider at the moment of using adaptation.

As Harmer (2015; 2016) mentions, the coursebook can be adapted in order to make it more suitable for the students. He also states several ways of adapting as replacing activities or texts. As it is observed, even though teacher A did not specifically mention how he adapted the coursebook, it can be inferred that he replaced the activities which were more focused on reading, listening and speaking skills with others centered on grammar. Another example of adapting the coursebook is rearranging the activities from a lesson as teacher B did; besides, she also included extra activities. The same author also referred to adaptation by replacing an activity with material from internet. It is deduced that teacher C used this alternative, given that it allows him to select visual aids that were more helpful to work with vocabulary than the activities from the coursebook.

Another important fact mentioned by teacher A was the influence of his mentor's teaching style, which has a major impact in the learning style of the

students. Thus, he used McGrath’s (2016) principle of personalization by adapting the material for students to maximize learning, yet this was not always effective. In conclusion, three pre- service teachers admitted that they used adaptation technique in their lessons; furthermore, all of teachers adapted their lessons in order to adjust their activities to their students’ low level of English.

b. Use of the coursebook: Omission

The technique of omission regards the deletion of activities, contents or parts of a lesson (Harmer, 2015; 2016) in order to make it more suitable for the learners.

Table IV. 10. Use of the coursebook, Omission

Category: Use of the coursebook. Subcategory: Omission		
Teacher A	Teacher B	Teacher C
<p>“I omit when the exercises are not appropriate or accurate for the level of students.</p> <p>“[...] I try to use some of them [activities from the coursebook], because in my school at least is difficult to use all the activities in just one class”.</p>	<p>“I omit because of the level of English of the students, because there are difficult words and I try to simplify, for example the questions or maybe the sentences, because it’s easier to manage it, for that reason”.</p> <p>“[...] when they (students) realize they don’t know anything, they frustrate and they don’t want to do anything else in your lesson [...]”.</p>	<p>“I omit when I see that they activities are plain for them (students) to do, I try to make them more interactive”.</p> <p>“I use these techniques (adaptation, omission and supplementation) because I knew that classes can be boring, so, I try to make mines, so, more fun”.</p>

Pre-service teachers A and B applied the technique of omission in order to simplify their students work in class, noticing that their level of English was lower than the one required for accomplishing some tasks. Teacher A did not only omit when the activities were not appropriate according to the level of English of the students, but also due to the reduced time of the lesson. Teacher B used the technique when the vocabulary was complex so as to avoid the students' frustration. In the case of teacher C, he used this technique considering the interests of his students. He omitted activities when they were plain.

When using omission technique there are two possible options mentioned by Harmer (2015; 2016), the first alternative implies the use of omission only, whereas the second alternative involves not only omission in the coursebook, but also the replacement of what was omitted. Thus, it can be observed that pre-service teacher A is the only teacher that used omission without replacement. It is possible that he did not replace the omitted activities since in a lesson there was not enough time to include all of the activities suggested in the coursebook. On the contrary, teacher B and C used the second alternative. On the one hand, teacher B replaced activities with simpler ones; on the other hand, teacher C replaced activities with others more interesting according to the interests of his students.

The three pre-service teachers agreed on the use of omission as to reject or discard activities or parts of the coursebook because they were boring, irrelevant or do not suited the students' cultural background (Charalambous, 2011). However, the modification of content was considered as omission by pre-service teacher B, in a certain level of omission, the extraction and further modification of grammar structures in sentences and questions, was perceived as omission of the original content of the coursebook. Accordingly, it was possible to infer that teacher A and B omitted when they considered that the activities from the coursebook were not according their students' level of English. On the other side, teacher C used omission when the activities did not fulfill the students' interests.

c. Use of the coursebook: Supplementation

Supplementation consists on the use of additional material regarding the activities, the content or parts of a lesson (Graves, 2007) in order to fulfill the learners' needs.

Table IV. 11. Use of the coursebook, supplementation

Category: Use of the coursebook. Subcategory: Supplementation		
Teacher A	Teacher B	Teacher C
<p>“[...] I use these techniques (adaptation, omission and supplementation) because of the level of English of the girls”.</p> <p>“I try to supplement it related to that special context (the content he is teaching)”.</p> <p>“I supplement with material from internet or I try to ask my girlfriend who is also a teacher”.</p>	<p>“I supplement in the production part, I’ve changed that stage because of the level of English of my students [...] because they [the activities] are very focused on writing or in productive skills, but I didn’t find it very interesting and I find it very difficult [...]”.</p> <p>“I use flashcards [...] I use extra materials like drawings or that kind of material”.</p> <p>“[...] it’s a good idea to use matching games, so you could give the girls more vocabulary or extra activities [...]”.</p>	<p>“I supplement most of the time [...]”.</p> <p>“I had been a student and I knew that classes can be boring [...] so I try to make mines more fun”.</p> <p>“I work with a lot of worksheets and PowerPoint presentations [...] I try to look on internet for videos which are more helpful for them (students)”.</p>

Pre-service teacher A stated that he supplemented the coursebook considering the level of English of his students; besides, he used this technique when the activities were not related to the content of the lesson. Pre-service teacher B also took into account the level of English of her students; furthermore, she used this technique during the production stage, as according to her it was usually focused on

productive skills. On the contrary, pre-service teacher C used supplementation regarding the interests of his students; moreover, if he considered that the activities were boring, he supplemented them.

There are several alternatives for using supplementation, Charalambous (2011) mentions using materials from another coursebook, using own designed material, sharing materials among teachers and creating a bank of material supplied by teachers and students. As it can be noticed pre-service teacher A was the only teacher who supplemented the coursebook by using material from another teacher. Unlike teacher A, pre-service teachers B and C used supplementation technique by using visual aids, which is another option of supplementation mentioned by Nunan (2003). Pre service teacher B supplemented the coursebook by using flashcards and drawings; furthermore, she included other activities such as matching games. Pre-service teacher C used PowerPoint presentations and videos from internet as visual aids in order to facilitate the students' understanding; besides, he also opted for using worksheets.

2.3 Emergent category: Learners' needs

a. Subcategory: Learners' personal needs: interests

This subcategory is related to the perceptions of teachers regarding the interests of the students, such as likes and dislikes that are taken into consideration when preparing a lesson or an activity (Masuhara, in Tomlinson, 2013).

Table IV. 12. Learners' personal needs: interests

Category: Learners' needs. Subcategory: Learners' needs: interests.		
Teacher A	Teacher B	Teacher C
"When I use these techniques students tend to get more involved in the activities. I try to use activities that are meaningful for them, regardless the skill that I am teaching, I always try to do that, and also because it's easier for me to teach something that students will think that is meaningful for them".	"[...] at the very beginning to talk with students or maybe apply a survey to get information, what they enjoy I don't know, sometimes they are working and I play some songs that are very popular at that age and girls work faster and better".	"I think that the most important thing to choose the material I'm going to work with is to first ask them (students) before, because it is important to know their opinion, and then try to look for activities that are not necessarily new, but kind of creative and I also ask them what they want to do".

Pre-service teacher A aimed for meaningful activities and also to the use of techniques. Pre-service teacher B referred to the use of songs while students were

working, so as to motivate them. And pre-service teacher C commented on the use of creative activities. Charalambous (2011) states that if a unit does not fulfill the students' needs it can be modified or replaced by another ready-made device or authentic material; accordingly, all pre-service teachers coincided with the idea of considering their students' needs and interests during the lessons and when they selected materials. Therefore, it can be inferred that all the participants promoted their students' intrinsic motivation through the incorporation of meaningful, interesting and creative activities.

As a difference among pre-service teachers, it was found that only teacher B regarded their students' age as a relevant aspect when teaching. As Harmer (2015; 2016) suggests, considering the age of students when deciding what and how to teach has a great relevance as children, adolescents and adults have different needs, competences and cognitive skills. The data also showed that only pre-service teachers B and C asked directly their students about their likes and dislikes in order to consider it when teaching. As Prodromou and Acklam (in Charalambous, 2011) point out, only teachers should be in charge of how to use material in the classroom, since they are the ones who know the needs of their students.

3. To compare the use that in-service and pre-service teachers give to the English coursebook in a public high school in Concepción. See Appendix N°4 shows a comparison chart between participants' answers regarding the use of the English coursebook.

3.1 Category: Teachers' needs

This category considers two different aspects, teachers' personal and professional information. Therefore, it is divided into two subcategories, teachers' personal needs and teachers' professional needs.

a. Subcategory: Teachers' personal needs

This subcategory contemplates the following features proposed by Masuhara (in Tomlinson, 2013): teachers' age, sex cultural background, interests, educational background and language proficiency.

The data showed significant similarities within each group and differences between in-service and pre-service teachers regarding their personal needs. On the one side, in-service teachers coincided on considering their own interests when teaching. In-service teachers A and B expressed a dislike for pre-reading activities and

exercises from the coursebook respectively. As for in-service teacher C he did not use what was unnecessary for his teaching target. Although all in-service teachers considered their interests, they used different techniques in order to adjust their teaching to their interests. Teacher B opted for adaptation, whereas teacher C preferred omission and teacher A used both techniques. On the other side, pre-service teachers focused their personal interests mainly on their educational background, with the exception of one teacher. Pre-service teacher A avoided lessons focused on grammar as he was taught they should be centered on communication. Pre-service teacher C knew from his experience that lessons could be boring; therefore, he tried to avoid them by making his more fun. On the contrary, pre-service teacher B was mainly focused on her own interests, since she supplemented the coursebook due to her dislike for productive skills. Accordingly, it was observed that both groups differed mostly, as the first group took into account only their own interests, and the second group mainly considered their educational background as well as their own interests. As a similarity, it was found that the whole group of in-service teachers and two out of three pre-service teachers regarded the aspect of teacher's interests.

b. Subcategory: Teachers' professional needs

This subcategory contemplates the following features proposed by Masuhara (in Tomlinson, 2013): teachers' preferred teaching style, teaching experience and teacher training experience.

The analysis revealed significant differences and similarities between in-service and pre-service teachers regarding teaching training experience. On the one side, most of the in-service teachers took some advanced professional training course. In-service teachers A and B took a methodology course, and teacher B also took the TKT course. In-service teacher C was the exception from this group, as he did not take any previous course. On the other side, pre-service teachers differed from the previous group, since none of them took any previous course. As a similarity, it was found that two out of three teachers from each group received previous instruction on adaptation. Surprisingly, despite the fact that omission and supplementation were not taught, and that there were two teachers who did not have any previous instruction on techniques, the data revealed that all in-service and pre-service teachers used adaptation, omission and supplementation.

Similarities were also identified when teachers' preferred teaching styles were analyzed. Firstly, all in-service and pre-service teachers reported using the

coursebook in their lesson. Nonetheless, the regularity and method they used varied. In-service teachers A and B used the coursebook from time to time, whereas in-service teacher C used it usually. In the case of pre-service teachers, teachers A and B used the coursebook often and teacher C used it not very often. When using the coursebook both groups coincided on which techniques they were inclined to use, since two out of three teachers from each group preferred adaptation, and the two in-service and pre-service teachers remaining opted for supplementation. The tendency for using the data projector was another similitude among in-service and pre-service teachers, due to the fact that the majority of them referred to the data projector as the material they used with more frequency.

The teachers' experience was another aspect of professional needs in which in-service and pre-service teachers coincided. Both groups reported different knowledge they acquired from their experience as teachers, and for all of them it represented a positive impact on their teaching. On the one hand, two out of three in-service teachers reported their experience had taught them what to teach their students, for instance in-service teacher C understood that he had to adapt his lessons regarding their students' level of English. In the case of teacher B, she was the only teacher from the group who highlighted the importance of anticipated problems. On the other hand, two out of three pre-service teachers referred to the adjustment

of their teaching for the students' interests and level of English. And pre-service teacher A discovered that the use of the coursebook facilitated his teaching as he did not have to search for other activities. As a difference the data showed that in-service teachers were able to identify what they had learnt as they explicitly mention it, in contrast with pre-service teachers.

3.2 Category: Use of the Coursebook

This category is divided into three subcategories which represent the techniques of adaptation, omission and supplementation.

a. Subcategory: Adaptation

The adaptation technique refers to any change made to a material by a teacher in order to make it more suitable for the learners. As Charalambous (2011) claims, adaptation is used to maximize the use of the coursebook.

As for the use of adaptation as a technique, in-service and pre-service teachers were in accord at the moment of taking decisions to utilize this technique, considering the students' level of English as the main reason to adapt an exercise from the coursebook, with the exception of one in-service teacher for whom the interests of the students were her main concern at the moment of using adaptation. In general terms, in-service teachers adapted reading activities for the tedium, length and

complexity of the language and topics that these activities would represent to their students, trying to avoid in some way the lack of interest of the students, boredom and difficulty at the moment of accomplishing the task. Meanwhile, pre-service teachers adapted reading activities from the coursebook only considering the difficulties presented in the activities, such as the content, vocabulary and skills that students were not used to practice. Therefore, adaptation was applied in order to reduce these difficulties due to the low level of English of the students and any complexity of the activities that pre-service teachers would like to apply.

As it was mentioned, most of the teachers adapted the coursebook due to the low level of English of the students. They adapted by selecting shorter texts, rearranging activities, including visual aids and dividing the activities, among others. All these adaptations were made so as to facilitate the students' understanding and enable them to accomplish the tasks and activities, which were the main characteristic of the simplification principle mentioned by Mcgrath (as cited in Charalambous, 2011). Simplification is defined by the author as the adaptation of texts in order to make them easier for the students to do and comprehend. In relation to the interests of the students, Mcgrath refers to the principle of personalization, where changes are made to the material to fulfill interests and needs of the students. Accordingly, it is interesting to note that the whole group of pre-service teachers and

in-service teachers A and C, which represent the majority of the participants, adapted using the principle of simplification. In contrast to most of the participants, in-service teacher B opted for using the principle of personalization at the moment of adapting the coursebook.

Alternatives for using adaptation vary, Harmer (2015; 2016) mentions several options, such as rewriting exercises, replacing activities or texts, reordering activities or lessons and reducing activities. In relation to the group of in-service teachers, they stated using replacement or reduction of activities when adapting the coursebook. On the one side, in-service teacher A referred to the use of adaptation by reducing texts. On the other side, teacher B adapted by replacing activities with interesting material downloaded from internet. Interestingly, in-service teacher C not only replaced texts, but he also reduced them. Regarding pre-service teachers, they mentioned using replacement and re-ordering of activities when adapting the coursebook. Both pre-service teacher A and C adapted the coursebook by replacing activities. In the case of pre-service teacher A, he avoided activities focused on reading, listening and speaking since his students were not used to practice these skills, thus he replaced them with grammar activities. Pre-service teacher C adapted content from the coursebook that he considered challenging for his students. He replaced it with material that included visual aids, such as worksheets, PowerPoint presentations or videos from the

internet. As for pre-service teacher B, she was the only teacher who mentioned reordering activities when adapting the coursebook. She considered that some activities were difficult to implement in her classes; therefore, she rearranged them.

b. Subcategory: Omission

The omission technique consists in the deletion of activities, contents or parts of the lesson (Harmer, 2015; 2016) so as to avoid inappropriacy and allow students to continue with something else.

Regarding the use of omission, it is observed that all of the participants used the technique; nevertheless, the reason for using it varied among in-service and pre-service teachers. As for the group of in-service teachers, they all considered different aspects at the moment of using the technique of omission. In-service teacher A omitted regarding his own interests and the reduced time of the lessons, if he disliked an activity or if he considered that it was time-consuming, he decided to omit it. In-service teacher B used omission considering the interests of her students; therefore, if an activity was boring for her students or not focused on their interests, she used the technique of omission. In-service teacher C took into consideration the level of English of his students at the moment of using omission, thus if an activity was complex for

his students he omitted it. Consequently, the answers of this group revealed that all the in-service teachers considered different aspects when using omission.

In relation to the group of pre-service teachers, the data showed that their reasons for using omission are less diverse. Pre-service teachers A and B used the technique taking into account the level of English of their students. As for teacher A, he omitted not only when an exercise was not appropriate for the level of English his students, but also when it would exceed the time of the lesson. Pre-service teacher B used omission when the vocabulary from the coursebook was complicated for her students. On the contrary, pre-service teacher C omitted regarding the interests of the students, thus if the activities from the coursebook were plain, he omitted them. Hence, among the group of pre-service teachers there was a similarity between two teachers who considered the level of English of their students when omitting from the coursebook. Accordingly, it was concluded that both groups coincided on considering the level of English and interests of the students when using omission, with exception of one in-service teacher who took into consideration his own interests and the reduced time of the lesson.

As it was previously stated, there are two possible options when using omission. The first alternative implies using omission only, considering that what is omitted will not be necessary or interesting for the students' learning. The second

involves using omission and then replacing what is omitted with the teacher preferred alternative, this option is used when the language, topic, content or activity is relevant (Harmer, 2015; 2016). Similarities and differences were found among in-service and pre-service teachers. With regard to the group of in-service teachers, the data showed that in-service teacher A and C used both alternatives of omission. Teacher A omitted with no replacement of the activities when they were time-consuming or when they were not of his interests; however, he omitted preparation activities and replaced them with his own made material. Teacher C affirmed using the first alternative of omission, as for him the activities from the coursebook were just suggestions; nonetheless, it was inferred that he also omitted complex activities from the coursebook and replaced them with his own activities. The group of pre-service teachers also showed a preference for using the second alternative of omission. Pre-service teacher B omitted activities that contained complex vocabulary for her students, but then she replaced them with a simpler version. Pre-service teacher C decided to omit plain activities and replaced them with others that were more interactive. On the contrary, pre-service teacher A used omission only, he omitted exercises that were not appropriate for the level of English of his students and also due to the reduced time of the lessons. Therefore, it can be deduced that using omission with the replacement was the preferred option among in-service and pre-service teachers; nevertheless, in both groups there were teachers that used

omission only, with the exception that in the group of in-service teachers there were two teachers that used both alternatives.

c. Subcategory: Supplementation

Supplementation technique involves the use of additional material in a lesson regarding the activities, the content or parts of a lesson (Graves, 2007).

In relation to the use of supplementation, similarities were found among in-service teachers and pre-service teachers. In regard to the group of in-service teachers, there were two of them who supplemented considering the level of English of their students. It can be inferred that in-service teacher A used the technique when the activities from the coursebook were complicated for his students. Similarly, when the texts from the coursebook were not appropriate for the level of English of the students, in-service teacher C decided to supplement. Another reason for supplementing the coursebook mentioned by the teachers was the interests of the students. Even though in-service teacher A considered the level of English of his students, he also took into consideration the interests of his students. In service teacher B supplemented only when the topics or activities were not related to the interests of her students.

As well as in-service teachers, pre-service teachers considered the same aspects when using supplementation. Pre-service teacher A used the technique when the activities from the coursebook were not appropriate for the level of English of his students or when the activities were not related to the contents of the lessons. Pre-service teacher B added material to the coursebook during the production stage as it was focused on productive skills that were difficult for her students. Pre-service teacher differed from teachers A and B, as he only mentioned the interests of his students when supplementing the coursebook. Consequently, it can be concluded that both groups of teachers agreed on the reasons for using supplementation, since in both groups it was mentioned the level of English and interests of the students.

At the moment of using supplementation, teachers can choose different options for adding extra material to the coursebook. Charalambous (2011) refers to the use of material from another coursebook, teacher's own designed material, material shared among teachers and a bank of materials supplied by teachers and students. Besides, another option for supplementing the coursebook is the use of props, visuals and realia (Nunan, 2005). Regarding the options for using supplementation, similarities were found within groups and differences among in-service teachers and pre-service teachers. In service teachers mostly supplemented the coursebook with their own made materials or visual aids, with exception of one

teacher who also used realia. Interestingly, all of the in-service teachers created their own material for supplementation. Teacher A prepared his own pre-reading activities in which he included mime and interaction between students. Teacher C created his own questions for the activities and also true or false items. Even though teacher B stated that she used her own made material, she did not mention which specific type of material was included in her lessons. The use of visuals was common among in-service teachers A and B. Both teachers included PowerPoint presentation in their lesson; however, teacher A also added videos. In-service teacher C was the only teacher who implemented the use of realia to supplement the coursebook.

The use of visuals was also a common material among pre-service teachers. Pre-service teacher B and C included different visuals in their lessons. Teacher B opted for flashcards and drawings, whereas teacher C, preferred PowerPoint presentations and videos from internet. Pre-service teacher A differed from the other teachers as he decided to supplement using materials from another teacher. Accordingly, both groups differed in the sense that in-service teachers supplemented using more than one option, while pre-service teachers only mentioned one alternative. Another significant difference between in-service and pre-service teachers was the type of material they used. The first group supplemented the coursebook by using their own made material and realia. In contrast, only one pre-service teacher referred to the use

of material from another teacher. As a similarity between groups, it was found that the use of visual aids for supplementing was common among teachers.

3.3 Category: Learners' needs

a. Subcategory: Learners' personal needs: Interests

This subcategory presents the learners' interests under the perception of teachers. It contemplates the learners' likes and dislikes that are considered when lessons or activities are prepared (Masuhara, in Tomlinson, 2013).

In this subcategory, similarities and differences were found among in-service and pre-service teachers. All teachers coincided on considering their students interests at the moment of teaching. They used material and activities that their students seemed to enjoy, as in-service teacher A, who included karaoke and short videos as warm-up activities, pre-service teacher B also used songs, while students were working on other activities in order to motivate them. In service teacher B and pre-service teacher A agreed on the use of techniques as means to motivate learners. As for in-service teacher C, he was the only teacher who regarded McGrath's (in Charalambous, 2011) principle of simplification in order to get the interest of his students. Another similarity revealed through the analysis was the consideration of

students' age by in-service teacher A and pre-service teacher B. They both considered this aspect when selecting material so as to motivate their students. The promotion of students' intrinsic motivation was another similarity found among all teachers. All of them used different material, activities or techniques in order to make their students enjoy the process of learning (Harmer, 2015; 2016).

The analysis also revealed a significant difference between in-service and pre-service teachers regarding how they identify the interests of their students. On the one hand, it was inferred that among in-service teachers the use of observation was common. These teachers tried different activities and techniques and they used them according to the students' needs, as in the case of in-service teacher A, who realized that his students liked listening to music, thus he included songs at the beginning of the lessons. On the other hand, most pre-service teachers appeared to be more inclined to directly ask their students. As pre-service teacher B, who applied a survey in order to identify her students' interests and also pre-service teacher C for whom asking his students about their opinion on using certain material was important.

Chapter V

The aim of this study was to investigate the different uses that in-service and pre-service teachers gave to the English coursebook provided by MINEDUC to teach reading in a public high school in Concepción. Thus, the participants selected for this investigation were three in-service and three pre-service teachers. Consequently, this research used a semi-structured interview, following the qualitative paradigm that gathered useful data for the three categories analyzed. Each of these established categories, which were based on the concepts and ideas developed by several authors, fulfilled both specific and general objectives. Therefore, the purpose of this chapter is to present the discussion of the findings, to later discuss the implications, limitations, agenda for further research and finally the conclusions.

1. Discussion

1.1 To identify the use that in-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.

Based on the analysis carried out about this category and subcategories, in-service teachers highlighted ideas like their educational background, pedagogical decisions made at the moment regarding to unforeseen problems during the lesson and unexpected issues that might influence the fluent development of a class, all these aspects observed as highly related to their expectations that influence the lesson itself. Due to this, it was noticed that all the participants adapted, omitted and supplemented the coursebook due to inconveniences already described; obeying to what Tomlinson (2013) remarks about the term of material adaptation, in which he relates all the changes made by teachers in order to improve a specific material or to make it more appropriate for a specific type of class or learner. From this, it is inferred that these three in-service teachers use this technique to make their lessons more suitable for their students to enjoy the lesson, according to aspects that they manage from their educational background, and considering what they could occupy with their students.

Later, in-service teachers mentioned some factors that were considered as their preferences at the moment of building their classes, pointing out that for them the use of the coursebook was an important factor, but remarking that the coursebook needed improvements and needs to be contextualized, in order to make it more suitable. They mentioned the context and the level of English that their students have as important factors to be considered at the moment to make any change.

In general, in-service teachers claimed that the use of the techniques of adaptation, supplementation and omission, were acknowledge mostly throughout their own teaching professional experience, realizing that these techniques needed professional training at the University.

In the case of adaptation, in-service teachers considered to apply this technique with reading activities because of the length of the texts, the complexity of it, or concerning students' interest; observing that these teachers considered the students' level of English and the students' interests as an important aspect at the moment of adapting the material for their lessons. According to Bich (2015) the decision of adapting a material based on the student's' level of English or interests, are made in order to maximize the appropriateness of teaching materials to cope with

students' interests, inferring that all the participants used adaptation technique as part of their repertoire, obeying to interest and motivation at the same time.

In relation to omission, teachers decided to use this technique when they deemed activities were unsuitable for a lesson, the time consuming that those could represent, or when they considered that those activities were not according to students' interests, observing any similarity at the moment to decide why to omit, but always maintaining students' interests as the premise to do it. According to this, McGrath acknowledged (2016) that simplification and personalization are used regularly in the modification of the activities. In conclusion, teachers choose to do modifications influenced by their professional needs, professional criterion, and mainly by their students' interests.

In the use of supplementation, in-service teachers mentioned that they used extra activities, for instance, the use of props, visual and realia were used to increment the motivation of students towards the coursebook or an activity to supplement it; moreover, the use of PowerPoint presentations was acknowledged as an efficient media used by in-service teachers. Another important consideration regards the creation of material from the in-service teachers; although this may be

considered as time consuming, the material is personalized and increases students' expectation towards topics or activities which are known and practiced by them.

According to Charalambous (2011) all units can be modified in order to satisfy students' low level of English in these cases, by supplementing the coursebook with activities that make reading activities easier for their students. It is inferred that they decide to supplement the coursebook based on students' interests, when the topics and activities are not interesting for them, and in order to decrease the strain that new vocabulary presented can cause to the students, since their level of English.

In terms of students' interest, as an emergent category, in-service teachers consider to utilize activities focused on the interest of their students, to arouse their attention, trying to plan varied activities, or just to set the lesson from the easiest to the hardest stage. According to Hutchinson and Torres (cited by Charalambous, 2011) claim that students need a coursebook to face the complexity of the learning process, which means that, in the case of these teachers, they use the coursebook as a parameter more than a tool, that allow them to follow a certain order.

At this stage, it is possible to realize that teachers consider specific factors, such as gender, interest and needs, to select elements that should be present in their

lessons, based on what teachers know about their own students, in order to achieve the objectives regarding to the reading part. According to this, Charalambous (2011) argues that teachers needs to implement their lessons differently, since they are the only ones who precisely knows their students' needs, competences, potential and learning styles, which allows them to take decisions under their own way of knowing.

1.2 To identify the use that pre-service teachers give to the English coursebook provided by MINEDUC in a public high school in Concepción.

Considering the preliminary analysis of the results, categories and subcategories, respectively, it was possible to identify the different uses that pre-service teachers give to the coursebook. Among these uses it was found that all of the pre-service teachers use the adaptation, omission and supplementation techniques during their lessons. Besides, this study also demonstrates the differences and similarities among pre-service teachers in their reasons for using these techniques.

The findings suggest that there is a similarity with a previous research carried out by García, Ibáñez, Vallejos and Vásquez (2011), in which the results demonstrated that coursebooks need to be adapted in order to suit the learners' needs. Pre-service teachers A, B and C mentioned that they adapt, omit and supplement in order to satisfy the students' needs, such as to facilitate their students' work. All pre-service teachers indicate that students are not used to practice receptive skills; such as listening or reading, and therefore even less speaking skills. Moreover, they use these three techniques to make the activities more appropriate according to the students' level of English and also to motivate them through fun and meaningful activities related to real life situations.

Furthermore, in another research conducted by Cabrera (2014), it was highlighted the teacher's critical- evaluative skills, in order to choose the most suitable material to meet the teacher's and student's needs. This research coincide with the results taken from pre-service teachers A, B and C, who referred to their personal needs at the moment of using adaptation, omission and supplementation techniques. As a clear example of this it can be mentioned pre-service teacher A, who did not teach grammar, because he considered that it was inappropriate, and he also preferred to teach meaningful activities, because it was easier for him. In the case of

pre-service teacher B, she omitted some productive skills activities; specifically writing activities, because they were not of her interests, consequently she considered that productive skills were boring and difficult for the students. Besides, pre-service teacher C, commented that he also considered his personal needs at the moment of adapting the coursebook, as he knew how boring can be the lessons, thus he adapted them to make them funnier.

Ultimately, all pre-service teachers alluded to their experience as teachers and the preparation in university to cope with students' problems in the classroom, mentioning their own preferences as former students. Moreover, their personal and professional needs, even though the most mentioned asset in their work was the consideration of their students.

1.3 To compare the use that in-service teachers and pre-service teachers give to the coursebook to teach reading.

Among the data collected, the findings presented in the third objective of this research, in the case of teachers' personal needs, it can be observed that there are similarities between in-service and pre-service teachers related to the facilities in the

classroom that they could use. Also, it can be distinguished that in-service teachers tend to use the omission as a technique that utilize at the moment of teaching reading; in contrast, pre-service teachers agree in the use of adaptation as a technique as a personal need. In addition, they demonstrate the necessity to occupy techniques that could help them to fulfill students' needs.

A concrete agreement can be identified from both in-service and pre-service teachers. As Tomlinson (2013) remarks, the reason to use this techniques is to improve a specific material or to make it more suitable for their students. All teachers who participated in this study, claimed to use adaptation, omission and supplementation to enhance the material already given, or discard it to find new ways to cope with students interaction and work inside the classroom.

Later, in-service and pre-service teachers differed in two more relevant aspects; these were related to how to deal with students' interest and how to manage this during their lessons. The students' interest was approached from different perspectives; even though it was a still a concerning item for their classes. In-service teachers proved their experience as teacher using activities that worked in other instances; whilst pre-service teachers recalled their formation in university, their own preferences as former students and the level of proficiency among students.

Another difference is the perception related to the professional training, in which in-service teachers identified elements that cannot be applied in their actual context; on the contrary, pre-service teachers identified aspects such as skills and systems of the language that should be reinforced and updated for teachers. This is because most of the pre-service and some in-service teachers mentioned how the use of this three techniques was something they considered as an unconscious technique or an implicit asset when performing in their work. The importance of reinforcing not only language skills or system, but also the methodology and different activities would improve English lessons.

In the case of teachers' professional needs subcategory, different perspectives about the needs were identified. Their professional experience was mentioned as a valuable source that affected in their teaching style and professional performance, more than to use the coursebook as a source to support their lesson, because both group of teachers considered that the coursebook need improvement. Meanwhile, most of the pre-service teachers pointed out the coursebook in their professional performance, considering it as a supportive material, in general as a main resource of activities and content, yet never considering it the foundation or strict lineament in the classroom.

About the use of techniques, in-service and pre-service teachers agreed on the use of the adaptation technique, as an important asset which helped to improve their students' level of English, or to accomplish several goals. In general, in-service teachers adapt reading activities trying to avoid students' lack of interest, while, pre-service teachers adapt the reading activities from the coursebook to include these types of activities in class regardless of the topic provided by the coursebook, this may bring more flexibility considering the content and the teaching style.

In the case of omission, a similarity between in-service pre-service teachers was found. They both used the omission technique in order to simplify their students' work, regarding their low level of English, but differing in their reasons to use this technique. In-service teachers mentioned how the time was important at the moment of use this technique, considering how can be time consuming for them in class and when preparing a lesson.

Considering the supplementation technique, all the participants admitted to use it with different purposes; in-service teachers utilized it to reinforce previous vocabulary knowledge, or to make a certain activity or task more appealing for students. Meanwhile, pre-service teachers use it as a technique to complement activities, to orient them and make them more interesting for students. For this,

Harmer (2015; 2016) mentions the boredom of an activity as one of the reason to supplement the coursebook, which it can be observable in the perceptions already mention by in-service and pre-service teachers.

Finally, in the category students' needs, specially related to students' interest, in-service teachers and pre-service answers were similar at this point. All of them considered their students' preferences as a focus for their work and describe it as an important guideline for their lessons. In-service teachers remarked the importance on the creation of meaningful activities for students. Pre-service teachers tried to prepare creative material asking students' opinions to create meaningful material. Most of the teachers considered this as a relevant aspect in their educational context, and it was inferred that coursebooks are a material that is not completely related to students' context and interests.

2. Implications

In the following section a number of implications and recommendations are presented for consideration. The data gathered in this study demonstrated that most teachers agreed that the coursebook was necessary to guide and support their lessons and their planning, but it was a material that needed to be improved and

updated. Nevertheless, it is known that coursebooks are designed for generalized groups, thus it is impossible that a coursebook fulfill all the needs and interests of each of those groups as Graves mentions (in Nunan, 2005). This implies that even if coursebooks are redesigned so as to satisfy the students' needs and interests, the need for using adaptation, omission and supplementation will remain. Accordingly, this research will provide recommendations focused on the use of these techniques.

One of the implications that must be taken into consideration is related the pedagogical area. According to the results, most teachers mentioned that they omitted, adapted or supplemented in order to suit their students' level of English. Besides, all of them mentioned the level of English of their students was lower than the one they should have. Even though teachers intended to facilitate the students' learning process by using these techniques, this could also lead to disadvantages, as the students were not challenged enough to continue with the next level. The results also suggested that teachers are constantly adapting, omitting and supplementing parts of the coursebook, because they did not consider that it suited neither their own needs, nor their students. Hence, it implied difficulties for teachers during their lessons, such as deciding which technique would be the best to apply according to a specific activity from the coursebook.

One possible option to solve these problems is to make the coursebook more flexible. Its flexibility will allow teachers to apply techniques as adaptation omission and supplementation easily. Moreover, the teacher's guide that usually is accompanying the coursebook should include suggestions for teachers. The incorporation of suggestions should be focused also on techniques, for instance recommending which techniques and how they can be used in a specific activity in order to fulfill the teacher and learners' needs. Thus, instead of decreasing the level of difficulty of an activity, the coursebook could suggest different options of adapting, supplementing, or even omitting what is not relevant. Another option is to create a blog in which teachers who use the coursebook collaborate among them. This blog will allow them to share different alternatives of adapting, omitting and supplementing each part of the coursebook. Moreover, it will also give them the opportunity to discuss their experiences when applying these techniques.

In terms of professional development, the data revealed that three out of six teachers had some previous instruction on techniques. Nevertheless, it was observed that they did not receive a complete training on techniques since they were just told about adaptation technique. Moreover, one in-service teacher expressed he forgot most of what he had learnt and one pre-service teacher mentioned what he was

taught about adaptation was not enough. Consequently, both groups showed gaps they had to fulfill regarding their teaching experiences. Hence, as a solution it seems necessary to begin by instructing pre-service teachers at universities on the use of these techniques. As for in-service teachers, they could continue their training through workshops, so they would learn how to use these techniques.

3. Limitations

The limitations that affected the process of the investigation are as follows:

First of all, the time was an element that highly interfered during the investigation, because it did not allow creating further instruments other than the semi-structured interview. In the case of having the time, it could be a suitable idea to observe the teachers inside the classroom in order to compare and contrast their discourse with the practice. Moreover, the inclusion of a personal journal for the participant would also help to corroborate the data. Both instruments will allow the researchers to perform an external and internal evaluation regarding the use of the coursebook.

Secondly, the lack of knowledge by the participants in relation to the techniques mentioned in this study represented another limitation. During the interviews it was observed that teachers were unaware of the meaning of the concepts of adaptation, omission and supplementation. Two out of three teachers from each group reported having been taught about adaptation only; nevertheless, one of those teachers mentioned he forgot most of what he learnt and another expressed that what she was taught was not enough. As a consequence, this issue influenced at the moment of conducting the interviews, as some teachers were not sure if they use those techniques and sometimes they confused the concepts. Therefore, some interviews took longer time than others as teachers had to clarify not only the concepts, but also the questions.

Thirdly, the places assigned to carry out the interviews were another limitation. One of the interviews was performed inside a classroom; in spite that students were not there, at times they were heard outside. Other interviews took place in a small room of the school which was located in front of the main hallway. As a result, the noise interfered during the interviews and it represented a distraction not only for the participants, but also for the researchers who had to repeat their questions. In the case of having another chance to work in a similar research it would

be a proper idea to ask for a more suitable room and for the availability of the participants in advanced, in order to improve the whole interview process.

Finally, the scarcity of studies regarding the use of the coursebook by EFL teachers made the process of investigating more challenging. Hence, it was time-consuming to find updated literature to support the contents of the investigation. In addition to this, there were not several current works.

4. Agenda for further research

The focus of this research considered two types of participants, considering the contrast of in-service and pre-service teachers. It would be interesting to analyze just one type of participant and go in depth analysis of one of them. Especially in the case of pre-service teachers, whose information is seldom considered in investigations in the pedagogical area.

Regarding the methodological factors, for the limitation of time other types of instruments could not be applied. Nonetheless, a similar research might consider a semi-structured interview to collect data supplemented with observation in the classroom, for an external evaluation of the use of the coursebook and a personal

journal of the participant; in this case the teacher, for internal evaluation of the participant in the use of the coursebook. Thus, another investigation would consider the relation between the discourse and praxis in the use of the coursebook.

Finally, the scope in the use of the coursebook includes not only teachers, but also students. A further investigation might be carried out considering the students' opinion on the coursebook. Through this research the importance of the use given by the teacher was discussed; however, the opinion of students about the coursebook and how the modifications done by the teacher have an impact in their learning process.

5. Conclusions

To sum up, the importance of the use of the coursebook provided by MINEDUC has been discussed throughout this research; considering two types of participants: in-service and pre-service teachers. The importance of these participants lay in the contrast of the experienced teacher and the novice teacher, whose perspective may differ in some levels but agreed on the importance of teaching English; and consequently, the use of the coursebook with the same purpose in mind.

The main motivation of this research was related to the impact of the coursebook during the preparation of the researchers in their own experience as students. Since early stages in primary school to the English classes at university, the coursebook took an important role in the teaching-learning process.

Furthermore, the considerable expenditure invested on coursebook demanded an investigation, which would not approach directly but how the teacher use this material provided by MINEDUC and the modifications may impact English lessons and the students' learning process.

The main aim of this research was to identify the use of the coursebook among in-service teachers and pre-service teachers; furthermore, to compare the results of both types of teachers, to find similarities and differences among them.

Under a phenomenological approach, the research did not focus on the situation or context of the participants; however, it converged on the teachers' conception about the use of the coursebook to teach reading. The data was collected using a semi-structured interview.

Regarding the first aim, to identify the use that in-service teachers give to the English coursebook, it is important to note how in-service teachers did not considered any the personal traits such as sex, age or cultural background in the moment of using the coursebook, or when preparing their lessons. This important fact demonstrates

how the focus on education has moved from the teacher preponderance focus to a student-focused lesson. Moreover, professional traits are considered as important in order to develop a successful lesson. For example, in-service teachers are prone to trust on their professional experience obtain throughout the years or their educational background when unexpected problems might arise in the lesson. Regarding their own preferences when preparing their lessons, in-service teachers mentioned that the coursebook could play an important role; yet it was emphasized the lack of contextualization and some necessary enhancements to the coursebook to make it optimal.

Considering the three techniques, all of the in-service teachers claims to use them. Firstly; the case of adaptation, it was used to modify the length of texts or the complexity of the task, taking into consideration the students' interest and their level of proficiency, in order to make more suitable the material for students, which was otherwise to complex or extent for students to assimilate. Secondly; in the case of omission was mostly used to erase time consuming or complex parts of an activity, even though it is noteworthy that one teacher mentioned how the decision of omission was related to his own interest, in all cases the teachers considered students preferences instead of their own. Thirdly, the supplementation technique was used to add extra activities which according to in-service teachers may increase expectation of the activity towards the students, the use of props, visual and realia were

mentioned as important assets in this aspect, in this way maximizing the spectrum of students' interest which can be approached by the teacher.

Furthermore, in the emergent category learners' need, two out three in-service teachers considered their students age, sex or educational background. One teacher mentioned the importance of age when deciding what and how to teach a lesson, considering how children, adolescents and adults use different strategies and cognitive skills. To cope with the students interests teachers use the three techniques already mentioned, in order to diversify their lessons, supplementation with videos or songs, extra material from internet which can be modify to adapt the material to the students' proficiency level, just to name but two.

Regarding the second aim, to identify the use that pre-service teachers give to the English coursebook, pre-service considered their personal needs when using the coursebook, especially their educational background, taking into account how they were taught in their experience as students; moreover, two out of three pre-service teachers mentioned the own interests when implementing their lesson, avoiding grammar exercises, use more communicative tasks and dislike for productive skills, mostly towards writing activities. Moreover, the three pre-service teachers commented on their professional traits and the impact on their work in the classroom. It is worth noticing how pre-service teachers mentioned that they were not instructed in the use of the three techniques: adaptation, omission and

supplementation, at university. The proper experience through teaching was enough for them to cope with these techniques.

In the case of the three techniques; firstly, adaptation was considered as a useful technique when reading, speaking or listening because of the scarcity in the practice of such skills; which was a consensus among pre-service teachers. Secondly, omission was used for a variety of reasons, to cope with the lack of time in the lessons, to lower the complexity of tasks; and consequently, to avoid frustration of their students toward an activity. Furthermore, the three pre-service teachers agreed on the use of omission because parts of the coursebook were boring, irrelevant or do not suited the students' cultural background. Thirdly, supplementation was a technique used by all pre-service teacher, with different tools yet the same goal was kept in mind, their students' interest and motivation. Some examples of their work included: visual aids, flashcards and drawings, and internet media to cope with this.

Regarding the students' interest, it is important to notice how all pre-service teachers promoted their students' intrinsic motivation using meaningful, interesting and creative activities. Just one pre-service teacher considered the students' age as an important factor which may have an impact on their learning process, whereas the other two pre-service teachers claimed that students were directly asked about their likes and dislikes for their future lessons.

For the last aim, to compare the use that in-service and pre-service teachers give to the English coursebook, when in-service and pre-service teachers data was analyzed, significant similarities within each group were found, and differences between in-service and pre-service. In-service teachers were prone to focus their lessons and use of the coursebook base in their own interest, considering dislikes in certain types of activities or unnecessary exercises. In the case of pre-service teachers, all of them focused their personal needs on the effect of their educational background. The major impact of a grammar-based education of English lead one pre-service teacher to avoid grammar focused exercises or lessons. Another pre-service teacher tried to make his classes more fun; opposite to the boring classes he attended as schooler. For their professional needs, an important difference between both groups is the professional training experience, two out of three in-service teachers took an advance professional training course, whereas all pre-service teacher accounted just with university preparation when facing a lesson. It is noteworthy how of all the participants agreed on the lack of preparation when the use of the three techniques in their educational background; nonetheless, all in-service teachers and pre-service teachers used adaptation, omission and supplementation. This is an important fact, considering how these techniques are acquired through the proper experience gather by the teacher themselves, and how even though it is not taught explicitly these techniques had an important impact on their lessons.

For the use of the coursebook, in adaptation in-service and pre-service teachers considered adaptation as a valuable technique in pedagogical decision making. Another important similarity is that all in-service and pre-service acknowledged their students' level of English as the decisive factor when adapting and activity or the coursebook; moreover, it was mentioned the students' interest as a factor which may impact on their decision of using adaptation. In general terms in-service adapt for tedium, length and complexity of language and topics in the coursebook, whereas pre-service teachers focused the use on adaptation in linguistical factor which tend to have an impact on the lesson, pre-service considered: content, vocabulary and skills that students were not used to practice. The reduction of texts in length and complexity was mentioned by some teachers, which may present a negative impact on the input for students; however, the lack of input was replaced with increasing interest and motivation of students.

In the case of omission, both groups agreed on considering the students' level of English and interest to omit. One teacher stated how his own interests had an impact at the moment of omitting in the classroom; however, the rest of participants agreed on certain factors as the reduced time of the lesson to develop an activity and the level of complexity of it. In-service teachers considered how time-consuming or boring an activity may develop, considering their own interests and their students as well. Whilst, pre-service teacher considered mainly the students' level of English and

their interests, two out of three pre-service teachers mentioned linguistical factors as important assets to considerate when omitting; nonetheless, the students' interest prevail as the most important reason.

Moreover, in the case of supplementation, in-service teachers and pre-service teachers presented various media to cope with their students' interest and their level of English. Among the spectrum of supplementation mentioned by both in-service and pre-service it could be found the use of props, visual media, realia, mimics, power point presentations, flashcards, drawings, internet videos to but a few. Important differences were found among in-service and pre-service teachers; on the one hand, each in-service teacher created their own material and visual aid to supplement the coursebook when it was considered necessary, this created an important quantity of material which can be useful and shared, which might not be the case if each teacher is creating its own material. On the other hand, pre-service teachers were prone to use internet extracted material and one pre-service teacher acknowledged that he used material from another teacher, which is an immense improving regarding how time consuming can be the creation of new material.

Finally, in the learner interests, all participants considered as a decisive factor their students' interest and motivation at the moment of teaching. In addition, different approaches were used in some cases teachers used karaoke and short videos as warm-up activities to increase motivation. It worth noticing the fact that in-

service and pre-service teachers identified students' interests differently; in-service teachers used the method of observation, trying different activities depending on their considerations of students' needs, whereas, pre-service teachers asked directly to students their preferences by surveys or asking their students their consideration about the material used. It is important to consider the practice of pre-service teachers which is an improvement considering how students had an important opinion when developing an activity or when using a specific material.

Finally, all participants agreed on the use of adaptation, omission and supplementation of the coursebook to cope with the students' level of English to suit their interest, using different media and throughout the experience of teaching, in-service and pre-service teachers acknowledged that every modification of the coursebook should aim to improve the process of teaching, and more importantly, the learning of students.

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APPENDIX

APPENDIX N°1 DISCIPLINARY STANDARDS FOR EFL TEACHERS SET BY THE CHILEAN MINISTRY OF EDUCATION

Standard 1	The teacher must comprehend the elements that constitute the English language in order to trespass them to the students so as to develop the students' different productive skills.
Standard 2	The teacher must deliver the knowledge that enables the development of the students' receptive skills so they can understand spoken and written texts.
Standard 3	The teacher must promote the practice of productive skills (Reading and Writing) inside the classroom through activities that involve communication between students.
Standard 4	The teacher values and integrates the four language skills (speaking, listening, writing, reading) using different strategies in activities that motivate the students creating different situations.
Standard 5	The teacher is conscious that evaluation is an essential element inside the classroom; however, evaluation not only refers to marks but also to the feedback reflecting students' progress.
Standard 6	The teacher must communicate with a C1 level (Advanced according to the Common European Framework) since it represents a role model for the students. Consequently, the teacher must understand level C1 written and spoken texts, and communicate effectively during the whole lesson.
Standard 7	The teacher is trained to master EFL learning strategies which serve as a foundation to implement effective methods to enhance the teaching-learning process. By using this theories, the teacher must be able to integrate the four skills in motivating activities and organize his/her classes having in mind the Chilean National Curriculum in order to encourage students' critical thinking.
Standard 8	The teacher must include concrete and virtual resources related to the subject and the teaching-learning process. Furthermore, these resources must suit the students' cognitive level of development.
Standard 9	In order to provide a broader context for the lesson the teacher must include English language diversity including the available culture through activities that include the students' critical analysis as well as respect for the foreign culture.

Standard 10	The teacher is concern in participating actively in teaching training participating in seminars, conferences, workshops, etc. The teacher also must be interested in National Educational policies.
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APPENDIX N°2: SEMI-STRUCTURED INTERVIEW FORMAT

1. How has your experience been as an EFL teacher so far?
2. In general, which type of materials do you usually use in your lessons?
3. What are your criteria to use those materials and not others?
4. Do you use the coursebook in your English lessons? How often do you use it?
5. What are your criteria for using the coursebook?
6. Do you use the coursebook to teach reading? If so, how do you use the coursebook to teach this skill?
7. Do you adapt the coursebook to teach reading?
8. Why do you adapt parts of the coursebook? When do you adapt it?
9. Do you omit parts of the coursebook to teach reading?
10. Why do you omit parts of the coursebook? When do you omit it?
11. Do you supplement the coursebook to teach reading?
12. Why do you supplement the coursebook? When do you supplement it?
13. And why do you use these techniques?
14. Which type of previous instruction had you received during your professional teaching training to use these techniques?
15. Have you taken any advanced professional training courses regarding the use of the coursebook? If so, which type of instruction have you received?

16. In which ways do you think that the use of these techniques impact your lessons?
17. How do you encourage the reading comprehension in your students?
18. In which way do you think the use of the coursebook can enhance the reading comprehension skills?
19. a) As recommendation in terms of how to use the coursebook, what would be your advice to a pre-service teacher?
20. b) In terms of how to use a coursebook. What would you ask as a recommendation to an in-service teacher?

APPENDIX N°3: INTERVIEW CONSENT FORM



**UNIVERSIDAD CATOLICA
DE LA SANTISIMA CONCEPCION**
FACULTAD DE EDUCACION

Date: _____ **Time:** _____

Place: _____

I _____ I.D. number _____ state that I have willingly accepted to take part in this research by participating in an interview. I understand the intention of this research and the purpose of this interview, which was explained before I received this consent form. I acknowledge the importance of my participation in this research; and also, understand that the information obtained in this interview will be used responsibly while my personal information will be kept confidential.

Researcher name & signature

Participant signature

**APPENDIX N°4: COMPARISON TABLE BETWEEN PARTICIPANTS' ANSWERS
REGARDING THE USE OF THE ENGLISH COURSEBOOK.**

Categories of Analysis		Participants					
		In-service			Pre-service		
		Teacher A	Teacher B	Teacher C	Teacher A	Teacher B	Teacher C
1. Category: Teacher's needs	1.1 Subcategory: Personal Needs	"I sometimes omit activities. I think that some of the pre-reading activities are useless, I rather prefer to do my own pre activities or take, some of them and maybe, adapt them".	"I use the coursebook to teach reading. I use some parts of the coursebook, but in the case of the exercises I prefer to make my own exercises based on the coursebook".	"We talk about reading or the textbooks, again the same, you use what is useful for you [...] If there is something that is not necessary for your teaching target, just leave it out [...]".	"Yes, there is a workbook but I don't use it, because it's just grammar, it is just based on grammar, so here at the university we are always told that we don't have to teach just grammar, we try to teach communication".	"I remember in practice VI, the teacher told us that we can adapt any activity that we find [...] But that was a suggestion, it wasn't taught as a specific technique. The use of this technique is completely unconscious, in my case at least." "I supplement in the production stage [...] they [the activities] are very focused on writing or in productive skills, but I didn't find it very interesting".	"I had been a student and I know that classes can be very boring [...] so I try to make mines more fun". "I don't really like to work with reading; I rather prefer to work with listening, because the input is more real. I think that the way that I encourage reading is to make them work mostly with the vocabulary in the readings [...]".
	1.2 Subcategory: Professional Needs	"I took methodology course [...]". "[...] I learnt them (techniques) at university, and I forgot many of	"I took a methodology course and a TKT course. That's why I have some notions on what I have to do with this	"I haven't had any previous instruction on the use of techniques". "I usually use the board, audio	"They [university teachers] never talk about the use of the coursebook. At the university	"[...] the teacher told us that we can adapt [...] But that was a suggestion [...] The use of this technique is unconscious, in my case at	"My teachers taught me that I have to use them, bring the activities to the level of

		<p>them". "I usually use computers, online activities, the data show, pictures [...]". "Sometimes I use it (coursebook) [...] but then I start to change some things and I use it just for reading". "The experience is teaching you what to choose to teach to your students, I have learnt more from experience than at university".</p>	<p>kind of students." "I try to use, PowerPoint presentations, I like to use the data show". "I use the coursebooks [...] I extract the vocabulary, the grammar structures and I plan things in a new way, in a more interesting way". "I try to use it (coursebook), but not always". "Sometimes there are problems [...] that can affect your lesson, so you have to improvise and change your material or plan your lesson considering any problem".</p>	<p>equipment, notebook, CD's and data show" "I use the coursebook almost every day, but sometimes I use supplementary material". "I've understood throughout these years that you have to do very simple things, when the students don't have a high level of English".</p>	<p>they forced you to use only communicative activities and nothing adapted to the realities of the schools". "[...] sometimes I use other activities that I look for on internet especially, but mainly the coursebook, is my guide to teach". "[...] it's a little bit easier; sometimes you don't have to look for other activities [...]".</p>	<p>least." "I try to avoid too much writing because they (students) get very bored; I use extra materials like drawings or that kind of material".</p>	<p>the student, they taught me about adaptation [...]". "[...] the book was too advanced for them (students) [...] so I try to adapt the contents from the book [...]". "[...] I make them (students) work with a lot worksheets and PPTs [...] I try to look on internet for videos which are more helpful for them".</p>
<p>2. Category: Use of the Coursebook.</p>	<p>2.1 Subcategory: Adaptation.</p>	<p>"I adapt when the texts are too long, I need to make them shorter. So I divide the class in groups of 1.2 Subcategory: Professional</p>	<p>"I adapt because sometimes the exercises are not interesting for the students, and they are also boring for them, or sometimes the exercises are not useful for the things that I want to teach". "I make the material</p>	<p>"I kind of adapt the readings, when they are like too long I chose a shorter one or easier one, because sometimes there are some texts that are really long and complicated, sometimes the topics are very</p>	<p>"I adapt it because of the level of English of my students, they are not get used to read, to listen or even speak. They are get used to use the grammar exercises and that's my guide teacher's fault, because he always</p>	<p>"I adapt because of the level of English of the students, there are some activities that are very difficult to implement in your classes. So sometimes you have to manage the activities and rearrange. It's a good idea to use matching</p>	<p>"I try to adapt, the contents from the book [...] because the vocabulary in the coursebook is too challenging, and because the previous knowledge the book expects them to</p>

		students interact”.	interesting for them. Maybe I take something from internet, or maybe I adapt the material, that’s one way to do it”.	technical, and according to the level of this students we know that is going to be kind of a waste of time”.	does that type of classes. So I adapt it in that way just for my students. I try to put some communication parts, but it does not always work”.	games, so you could give the girls more vocabulary or extra activities that don’t appear in the coursebook”.	have is not really the one they have”. “I make them work with a lot of worksheets and PPTs [...] I try to look on internet for videos which are more helpful for them, because they have the visual aids to work with the vocabulary”.
	2.2 Subcategory: Omission.	“I think that some of the pre-reading activities are useless, so I omit them and I rather prefer to do my own pre activities or take some of them and maybe, adapt them”. “I can say I don’t like this activity, so I can omit it because it’s going to take time”.	“I omit when I consider that it’s not focused on the interest of my students, or when I think that it’s too boring for students”. “[...] the book is not updated for the interest of my students [...]”. “[...] I plan things in a new way, in a more interesting way for the students”.	“[...] we know that the textbook is like a suggestion, or a help to teach or to do the class, but you can work with that and take things out or put some things in, etc.” “[...] through our experience we learn that, like I said before we have to make things the simplest for anyone to learn [...]”. “[...] I chose like I said only the main paragraph and sometimes I	“I omit when the exercises are not appropriate or accurate for the level of students. “[...] I try to use some of them [activities from the coursebook], because in my school at least is difficult to use all the activities in just one class”.	“I omit because of the level of English of the students, because there are difficult words and I try to simplify, for example the questions or maybe the sentences, because it’s easier to manage it, for that reason”. “[...] when they (students) realize they don’t know anything, they frustrate and they don’t want to do anything else in your lesson [...]”.	“I omit when I see that they activities are plain for them (students) to do, I try to make them more interactive”. “I use these techniques (adaptation, omission and supplementation) because I knew that classes can be boring, so, I try to make mines, so, more fun”.

				create my own activities [...]"			
	2.3 Subcategory: Supplementation	"I supplement because of the level of English of my students [...]" "Sometimes I try to find activities that are interesting for my students [...]" "I love asking questions (before a reading activity) [...] then I start doing mimics [...] I start doing some kind of conversation, making students interact, asking opinions, or maybe show a video or a PowerPoint".	"I supplement when the topic or activities are not going to be interesting for my students". "[...] you have to improvise things or prepare new material." "I try to use Power, Powerpoint presentations , I like to use the data show [...]".	"I supplement according to the difficulty of the texts, or how appropriate they are for the students or for the content of the lesson [...]". "Sometimes I create my own activities, like my own questions or true or false [...]". "I also use realia, I try to bring things to a context that is very simple and easy to understand [...]".	"[...] I use these techniques (adaptation, omission and supplementation) because of the level of English of the girls". "I try to supplement it related to that special context (the content he is teaching)". "I supplement with material from internet or I try to ask my girlfriend who is also a teacher".	"I supplement in the production part, I've changed that stage because of the level of English of my students [...] because they [the activities] are very focused on writing or in productive skills, but I didn't find it very interesting and I find it very difficult [...]". "I use flashcards [...] I use extra materials like drawings or that kind of material". "[...] it's a good idea to use matching games, so you could give the girls more vocabulary or extra activities [...]".	"I supplement most of the time [...]". "I had been a student and I knew that classes can be boring [...] so I try to make mines more fun". "I work with a lot of worksheets and PowerPoint presentations [...] I try to look on internet for videos which are more helpful for them (students)".
3. Category: Learners' Needs	3.2 Subcategory: Interests	"Sometimes, they like listening to music, I've realized, for example I start the class with a karaoke activities, I've used karaoke and they love	"As I said before, I use these techniques because the book is not updated for the interest of my students. As I already mentioned,	"[...] the best thing to approach the text, I think is from zero, from very little, and then starts moving on, like vocabulary first, like	"When I use these techniques students tend to get more involved in the activities. I try to use activities that are meaningful for them,	"[...] at the very beginning to talk with students or maybe apply a survey to get information, what they enjoy I don't know, sometimes they are working and I play some	"I think that the most important thing to choose the material I'm going to work with is to first ask them (students) before,

	<p>it [...] or I can also show them a short video, it's great".</p> <p>"[...] of course we need to show material that is focused on our students, their age and gender".</p>	<p>my students are really special, so you always have to search for different techniques to catch their attention".</p> <p>"I make the material interesting for them. Maybe I take something from internet, or maybe I adapt the material, that's one way to do it".</p>	<p>cognates [...]".</p> <p>"[...] And in that way you also get—you get the students' interest and you get them to understand [...]".</p>	<p>regardless the skill that I am teaching, I always try to do that, and also because it's easier for me to teach something that students will think that is meaningful for them".</p>	<p>songs that are very popular at that age and girls work faster and better".</p>	<p>because it is important to know their opinion, and then try to look for activities that are not necessarily new, but kind of creative and I also ask them what they want to do".</p>
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APPENDIX N°5: TRANSCRIPTIONS

1. IN-SERVICE TEACHERS

1.1 TEACHER A

Interviewer: How has your experience been as an EFL teacher?

In-service teacher A: In my five years of experience, well first of all we have to use the books of course, and also you use your own techniques to teach English to the students. Of course the level of English of the students is not the one that you expect, in the university they show something that is not real and that causes difficulties for you as an English teacher, because of the expectations. You realize that is not like that.

Interviewer: In general, which type of materials do you usually use in your lessons?

In-service teacher A: I usually use computers, online activities, the data show, pictures and the coursebook. For me the book is not like a bible, but a guide, I use the book as a guide, sometimes is useful, but sometimes not at all.

Interviewer: What are your criteria to use those materials and not others?

In-service teacher A: I use those materials because I prefer them and also because of my students. Sometimes, they like listening to music, I've realized, for example I start the class with a karaoke activities, I've used karaoke and they love it. If you ask any of my students who have very good English how they understand me, they will say "Because I listen to music in English", and they have good pronunciation, they understand well, and sometimes they can communicate, and because of the music. So why not teaching English with karaoke? Is a good way, so I start doing that, they love it, and then I can continue with the lesson, or I can also show them a short video, it's great.

Interviewer: So do you choose it for the student needs?

In-service teacher A: Yes, because of the needs of my students, and well here in the school, the level of English is very low. In some cases you have many students who know English and few of them don't have the level. In this school is the contrary, you have three students who really love English or want to learn, but the rest, nothing. And you have to face the reality. You want to teach, but they don't. They don't want to learn. And that's the challenge. You see?

Interviewer: Do you use the coursebook in your English lessons? How often do you use it?

In-service teacher A: How often? Well it's a very difficult question because sometimes I use it, well in the first time I use it because it's necessary, because is material and you have to use it. But then I start to change some things and I use it just for reading, because the listening activities are too complex and sometimes they speak too fast. So they need to listen it three, four times. Do you understand? And also read the transcript, but that takes a lot of time. Here we have two hours of classes per week, so that makes it very difficult. For example the skills, the four skills, you have to cover the four skills, reading, listening, writing and speaking. The easiest is reading, because you need a text and just read it and answer the questions. Listening is a little bit more difficult, and well writing if they like to read, it makes it difficult to make them write, but sometimes it works, stories for example. Now the students think that everything is translation, they go to google and translate everything and they do it wrong. And the book, sometimes I need to cover some dialogues and the books don't have the dialogues. So that's not good, we need more dialogues. The books need to be compact, but also cover all necessities. You see? For this kind of students.

Interviewer: That's related to the next question. What are your criteria for using the coursebook?

In-service teacher A: We need to cover just speaking; we really have to make students communicate. Sometimes I think that we have just cover content, but it's our job because we have to write in the book the content, what you have seen during the classes and that is what matters. But what happens with the speaking part? Students

need to be in contact with the language, they need to communicate, of course it's not easy but is the only way. Repeating, some teachers don't like that repeating, "Repeating, repeating, why? What for?" But in the listening or maybe in the audios, when they listen to music they repeat and they start learning English in that way. You see? And we need that, we need more dialogues, we need to make the book better, better for students, for the needs of the students, in what we are going to focus, in the speaking part, we need that.

Interviewer: Do you use the coursebook to teach reading? If so, how do you use the coursebook to teach this skill?

In-service teacher A: Well, sometimes students don't know about vocabulary, and I do many things. The cognates, I make students underline the cognates, and then I ask them underline with another color the words that you know. And now they have the words that they don't know, those are not underlined, so I tell them to look up for those words in the dictionary. But the difficult thing is to understand everything. Sometimes, they start reading and understand, but when they make this, their understanding is better. You see? Even though they don't have the knowledge, they can understand. And the same happens with the questions, they read the questions, they translate the questions and they can understand better the text. And that's the idea, sometimes I think it works, it works because in the SIMCE I realized that our score in reading was good.

Interviewer: Do you adapt the coursebook to teach reading?

In-service teacher A: Let me think, maybe.

Interviewer: Why do you adapt parts of the coursebook? When do you adapt it?

In-service teacher A: I adapt when the texts are too long, I need to make them shorter. So I divide the class in groups, I ask one group is going to read this part, the other group is going to read the other part, so I divide the reading and then make students interact. That is one option that I have when I have a long text.

Interviewer: Do you omit parts of the coursebook to teach reading?

In-service teacher A: No, no I don't.

Interviewer: In that case. Why don't you omit parts of the coursebook? Consider more than a text itself, but also the activities that come after?

In-service teacher A: The activities? Yes, I omit.

Interviewer: Why do you omit parts of the coursebook? When do you omit them?

In-service teacher A: I sometimes omit activities. I think that some of the pre-reading activities are useless, so I omit them and I rather prefer to do my own pre activities or take some of them and maybe, adapt them. But, if you can show me a book here right now, I can say I don't like this activity, so I can omit it because it's going to take time.

Interviewer: How do you prepare your students before the reading?

In-service teacher A: I love asking questions like "What's your opinion about this?" Of course, at first I use English; if someone understands the language I hope for an answer. But then I start doing mimics and if it doesn't work, I speak in Spanish, maybe some words because the idea of... So I start doing some kind of conversation, asking opinions, making students interact, or maybe show a video or a PowerPoint.

Interviewer: For example, if there are some difficult words. Do you show the vocabulary of the reading?

In-service teacher A: Yes, of course. Sometimes I write the vocabulary in the whiteboard from the activities in the book, the necessary vocabulary for the reading.

Interviewer: Do you supplement the coursebook to teach reading?

In-service teacher A: Supplement, let me think. Extra activities, I guess sometimes, but not always.

Interviewer: Why do you supplement the coursebook? When do you supplement it?

In-service teacher A: Because it's necessary, I supplement because of the level of students, that's why, you see? I think maybe the book is going to be useful if the level of my students were higher or maybe in a medium level, but all the students in the same level, in this case you have many cases that have very low or high level of English, and that's it.

Interviewer: Do you supplement parts of the coursebook because of students' interest?

In-service teacher A: Apart from the level of English? Sometimes I try to find activities that are interesting for my students, maybe well we have here just girls, play music and things like that, but of course, we need to show material that is focused on our students, their age and gender. Yes I use that.

Interviewer: And why do you use these techniques? Omission, adaptation and supplementation.

In-service teacher A: Well I'm not going to say that it's necessary, because I already said that. But it's something that is like an obligation, but you need it, because of the time, you need to do some changes because of the time, if you don't have the time to do your activities, you are not going to do everything, and you need to choose sometimes. What do you really want students to learn? And I think some things are omitted. Also, you can choose things from internet; maybe if you found something interesting, then you can put it there into practice, but of course, if you don't do changes you are not going to know the abilities and talents of your students, because there are talented students. And if you don't do other kind of activities you are not going to know what are those talents; there could be singers or actresses.

Interviewer: This is a single-gender school. Do you consider that this is an important factor when you supplement, omit or adapt?

In-service teacher A: The gender, well, here there are just girls. I don't know if that can affect, maybe, but if I had another experience like this I could tell, but I just know this girls. I know how they behave; maybe I adapt the book, maybe the whole activities because of the girls. I can say that the gender affects a lot, but we don't realize that.

Interviewer: Which type of previous instruction had you received during your professional teaching training to use these techniques?

In-service teacher A: Skimming and scanning, I took a methodology course, we learnt many techniques about reading, but of course you don't use all of them.

Interviewer: When we talk about techniques, we refer to supplementation, omission and adaptation.

In-service teacher A: Well, I read many books, all the techniques are good, but for students who can understand English very well and speak a little. I try to use those techniques here, but sometimes it's impossible. It's difficult, but in my opinion they are necessary. The whole thing of the content of the book that you need to pass to students, you tend to forget everything and you don't use the techniques. I learnt them at university, and I forgot many of them. But I really want to change, because you know, when you are learning from your students, you really know what they are, what are their needs, the needs of the student. It is because the experience is teaching you what to choose to teach to your students, I have learnt more from experience that at university. University is not going to teach you what you are going to learn in the future.

Interviewer: Have you taken any advanced professional training courses regarding the use of the coursebook? If so, which type of instruction have you received?

In-service teacher A: The use of coursebook? I had training on techniques, but they were focused on other things, about what we really want students to learn, according

to what the ministry is demanding. We need to focus just to understand and communicate, even though you can see grammar mistakes, we really need to teach communication and the coursebook is not focus on that, is just material, is just content. It doesn't help you as a teacher, is just a complement.

Interviewer: In which ways do you think that the uses of these techniques impact your lessons?

In-service teacher A: I rather prefer all my classes that I do without the coursebook. I know that I prefer that, of course is my style, but as teachers we don't have the time to prepare things, so I...

Interviewer: Do you think they learn faster with supplementation, adaptation, omission?

In-service teacher A: I want to tell you something. When you have a level, a certain level in your class, for example on Monday I have classes with 4th B, I teach the lesson to them, then on Tuesday I have classes with 4th C, and of course I omit things that I saw that in that class didn't work. So you omit or maybe I can make it better, the lesson and explain it in other way, and maybe look the activity in other aspect, and make it clear for the students. And I am learning from that lesson and I am learning from the students, and on Friday I have classes with 4th D, and 4th D is going to have a better understanding, than the other group of students. Why? Because you learn something during the lesson using the coursebook, then you omit, you adapt and that's a good point.

Interviewer: How do you encourage the reading comprehension in your students?

In-service teacher A: That's a good question. Sometimes I try to motivate students, because they don't want to do anything, but I try to tell them things about the reading. We mainly talk about stories. I remember a reading about the Chupacabras, about those things, so I tell them scary stories, and they started reading. So that is a good way, so you have to find the way to encourage and motivate them.

Interviewer: Do you talk with your students about the future?

In-service teacher A: Of course, I told my students about that, but they are only girls. They are immature, and some of them know, they know that I encourage them because they have to learn. Which example can I give you? When I gave them instructions, if they want to watch a movie it has to be in English. When I say to my students "Okay now we are going to watch a movie", they ask "Is it going to be in Spanish?", I tell them "No, is going to be in English", and they ask why, so I tell them that they are in English class and they have to watch the movie in English and understand it.

Interviewer: In which way do you think the use of the coursebook can enhance the reading comprehension skills?

In-service teacher A: The coursebook must improve the contents, everything. The readings, of course I don't know maybe they should think more in the kind of students that we have, because the social classes are different. And the book should be adapted, depending on what we teach in class, consider the age and context of the students.

Interviewer: As recommendation in terms of how to use the coursebook. What would be your advice to a pre-service teacher?

In-service teacher A: Do not use the book as a bible that is one recommendation. And the other one is to use your own feelings, your own likes, and your own personality. Show what you are during the lesson using the coursebook, using everything because you are the one who is teaching English. If you show what you are, your feelings, with love, students are going to learn better. You see? Not as a robot, you need to be yourself; you need to show what you are during classes. And don't just do things because you need money, of course we need to survive in life and earn money, but try not give up. That is my recommendation. You as pre-service teachers, you are going to be English teachers so it doesn't matter, you don't have to give up because there many talents and we need to encourage students to do it, even if they don't like, we need to do it, and that is up to us, is an obligation, our duty, is our must.

1.2 TEACHER B

Interviewer: How has your experience been as an EFL teacher so far?

In-service teacher B: I think that my experience as a teacher has been very rewarding, not in the sense of money, but in another aspect, in the professional way. You have a lot time to share with your students, and in this case you have very special students. They are usually bored or they have other problems that make you feel more than a teacher.

Interviewer: In general, which type of materials do you usually use in your lessons?

In-service teacher B: I try to use PowerPoint presentations, I like to use the data show when I can use it, because this institution is really poor, so we don't have a lot of materials or the quality of the materials is not good. Sometimes there are problems with the electricity or there are other problems that can affect your lesson, so you have to improvise and change your material or plan your lesson considering any problem.

Interviewer: What are your criteria to use those materials and not others?

In-service teacher B: The same that I was explaining, you have to you select your materials in advance, because sometimes you have problems in the classroom, so you have to make changes. Sometimes the criteria that I use is to make it simple, I try not to depend on the electricity, or the PowerPoint, sometimes I need to make things simple.

Interviewer: Do you use the coursebook in your English lessons? How often do you use it?

In-service teacher B: I use the coursebooks, but in my opinion the coursebook is not really good. I think that it's not according to the interests of the students and it is not updated. So students tend to get bored very easily, so you have to plan the topics, grammar structures or the things that you want to teach, but you have to improvise

things or prepare new material. The coursebook is a guide for me and I try to use it, but not always.

Interviewer: What are your criteria for using the coursebook?

In-service teacher B: As I said before, I tend to plan or take things from the curriculum, because you have to teach what the ministry says, and it's the theme that you have in the coursebook. So I try to use the vocabulary, I extract the vocabulary, the grammar structures and I plan things in a new way, in a more interesting way for the students.

Interviewer: Do you use the coursebook to teach reading? If so, how do you use the coursebook to teach this skill?

In-service teacher B: I use the coursebook to teach reading. I use some parts of the coursebook, but in the case of the exercises I prefer to make my own exercises based on the coursebook.

Interviewer: Do you adapt the coursebook to teach reading?

In-service teacher B: Yes.

Interviewer: Why do you adapt parts of the coursebook? When do you adapt it?

In-service teacher B: I adapt because sometimes the exercises are not interesting for the students, and they are also boring for them, or sometimes the exercises are not useful for the things that I want to teach. I adapt when I need to teach something else, but it's not the focus I have, my focus it's not the same as the coursebook.

Interviewer: Do you omit parts of the coursebook to teach reading?

In-service teacher B: Yes.

Interviewer: Why do you omit parts of the coursebook? When do you omit it?

In-service teacher B: I omit when I consider that it's not focused on the interest of my students, or when I think that it's too boring for students.

Interviewer: Do you supplement the coursebook to teach reading?

In-service teacher B: Yes.

Interviewer: Why do you supplement the coursebook? When do you supplement it?

In-service teacher B: As I said before, I supplement when the topic or activities are not going to be interesting for my students.

Interviewer: And why do you use these techniques?

In-service teacher B: I use these techniques because the book is not updated for the interest of my students. As I already mentioned my students are really special, so you always have to search for different techniques to catch their attention.

Interviewer: Which type of previous instruction had you received during your professional teaching training to use these techniques?

In-service teacher B: I took a methodology course and a TKT course. That's why I have some notions on what I have to do with this kind of students.

Interviewer: Have you taken any advanced professional training courses regarding the use of the coursebook? If so, which type of instruction have you received?

In-service teacher B: I did an LT3 and an FCE courses; I also took a TKT course, provided by the Ministry of education.

Interviewer: Which type of instruction have you received in those courses?

In-service teacher B: The same as I said before, instructions like methodology, that kind.

Interviewer: In which ways do you think that the uses of these techniques impact your lessons?

In-service teacher B: I don't know, sometimes it depends. It's because, the... Are you talking about techniques? What kind of techniques?

Interviewer: The techniques that I mentioned before, supplementation, omission, adaptation.

In-service teacher B: Ah! So, which was your question?

Interviewer: In which ways do you think that the uses of these techniques impact in your lessons?

In-service teacher B: I think that I need to catch the attention of my students, and also the level of my students it's very low.

Interviewer: The level of English?

In-service teacher B: Yes. The level of English, so the ministry asks you as a teacher to teach all they say. But the reality is other, so you always have to modify the things that you are going to teach, and that's why sometimes you have to omit; you have to adapt the materials that is provided by the ministry.

Interviewer: How do you encourage the reading comprehension in your students?

In-service teacher B: Sometimes they are not very good at reading. They don't like to read in Spanish and in English is worst, but I encourage them telling them that reading in English will open their minds, and they will have access to another kind of information. So that's a good way to keep them motivated, to do that kind of activity.

Interviewer: When do you really encourage your students? By giving them extra material, or maybe you make the material interesting for them as you mentioned?

In-service teacher B: Yes. I make the material interesting for them. Maybe I take something from internet, or maybe I adapt the material, that's one way to do it.

Interviewer: In which way do you think the use of the coursebook can enhance the reading comprehension skills?

In-service teacher B: The coursebook?

Interviewer: Yes.

In-service teacher B: I don't know, sometimes the texts in the coursebook are really boring for them. I don't know, a way to just keep them reading something, but it's not something that they like, or motivates them, or interests them, when I do the activities. That's why I need to look for another material to interest them, so in this case, the coursebook is not really useful.

Interviewer: The last question. As recommendation, in terms of how to use the coursebook, what would be your advice to a pre-service teacher?

In-service teacher B: An advice. The first thing is to make students read, in any way. Maybe adapting the material, to make them use the coursebook, they need to use the coursebook, because they have to carry the coursebook all day. So they have to create the responsibility of always having the book with them. That's one thing, but the other thing of the reading is not very useful for them, because the students' minds are really more than a, it's like, I don't know. The book is for a twelve year old boy, and they students are fourteen years old. But, a way to use the book for reading material?

Interviewer: As reading material, for reading skill.

In-service teacher B: It's a really complicated question. I don't know, I make them read, maybe doing the same things, complement the text with an extra material, or activity, to illustrate what you have in your lecture. Make them predict things; you always have to look for a way to make them interested in the readings, in the texts. In my case, as I said before, the book is not really useful and not really interesting for students, it's not updated, and I need that, an improvement, the material is not really good.

1.3 TEACHER C

Interviewer: How has your experience been as an EFL teacher so far?

In-service teacher C: Well, in general terms I would say that it's been a difficult task, I would say. Honestly it is gratifying at many times, but also at many times it's very difficult. In general I would say that working with people is difficult, but working with teenagers is difficult too. I've been working throughout these years from pre-school, teaching in high levels, in institutes and a school of English. And obviously in each level is different, but I would say that probably here in Chile more difficult compared to other countries, maybe because the motivation that people use is not much. Actually, people are not really aware or conscious of the importance of learning English and especially for teenagers. Anyway, it depends on where you work and what students you have in front of you, because is different to work in a public school than in a state school, let's say. The motivation is totally different and in this school is very difficult in particular.

Interviewer: In general, which type of materials do you usually use in your lessons?

In-service teacher C: In this school at least, I use the books obviously. I usually use the board, audio equipment, CD's and data show. Maybe projector, multimedia projector probably. And well, that in general, because actually in this school particularly is very difficult to motivate students and sometimes you try different things, but actually not all the things work as you think they will work. But in the end, according to my experience the simplest the things are the better you will perform at the end. And in general I would say that you have to plan and prepare material according to the

students you have. So, in this case, very simple things, according to my experience sometimes work better than more sophisticated things.

Interviewer: What are your criteria to use those materials and not others?

In-service teacher C: I would say is more or less what I just said. I've been working for a couple of years, well actually more than ten years here, so I think I know very well the students and like I said before I've understood throughout these years that you have to do very simple things, when the students don't have a high level of English. I use simple words, short sentences, and clear pronunciation for example. I also use realia, I try to bring things to a context that is very simple and easy to understand and is connected with the reality of the students I am teaching.

Interviewer: Do you use the coursebook in your English lessons?

In-service teacher C: Yes. I use it because I have to use it. Previously we used to use a different one, a book very similar like any book you would use in a language school which is different from the books that we use now, but we were told that we could not do that anymore and we have to use the state books. We have to use them and we try to do the best or get the best of them.

Interviewer: How often do you use it?

In-service teacher C: I use the coursebook almost every day, but sometimes I use supplementary material, but in general I try to use the same books, because sometimes you do some worksheets, you prepare some worksheets. I've noticed, here at least, that sometimes they just forget about them and they lose them and then you ask next class for the handouts or worksheets and they don't have them. So finally is more difficult that they lose the book than the worksheets.

Interviewer: What are your criteria for using the coursebook?

In-service teacher C: Can you explain the question?

Interviewer: Is more or less what you already said. Because you said that is more convenient to use the coursebook, since they lose the worksheets. So, do you have any other reason to use the coursebook?

In-service teacher C: Well the only reason is that I have to use it and it's no... Well obviously there are some good things in the book. But, the focus I think is not the best, but I guess is what the ministry of education demands or tells us to do and they must have a reason, I guess. They can't be so wrong, I suppose. But mostly I use them because I have to. And like I said, sometimes I complement with other things, but at the end is the book like the main (inaudible) to full the contents of the class.

Interviewer: Do you use the coursebook to teach reading?

In-service teacher: Reading?

Interviewer: Yes.

In-service teacher C: Yes I use it or use them. I kind of adapt the readings, when they are like too long sometimes if I have another one in the same lesson I chose a shorter one or easier one, because sometimes there are some texts that are really long and complicated, sometimes the topics are very technical, and according to the level of this students we know that is going to be kind of a waste of time. (Inaudible) "We are going to use this, read this, answer these questions and look at the text" and one, two seconds and that's all, they say "I don't know English", the typical phrase "I don't know English" and "I don't understand anything so I'm not doing anything because I don't understand". So I chose a smaller text or simply I divide the text, I concentrate on one paragraph for example, rather than on the whole text or I make my own questions, because sometimes also the activities for the reading are not appropriate for our students in this school.

Interviewer: You have already stated this. But, do you adapt the coursebook to teach reading?

In-service teacher C: Yes. Yes, I do.

Interviewer: Why do you adapt it?

In-service teacher: Well, it's just what I was saying. Some readings are too long and sometimes the topics, even the topics are not appealing for the students. So if I can have another one I chose the other one, or if I can't do that, I kind of split the text maybe or I chose like I said only the main paragraph and sometimes I create my own activities, like my own questions, or true or false, or whatever, or I work with the vocabulary. Sometimes I work in the same way that it is in the text, and sometimes in a different way. Well that's one of the things that I guess most teachers do, they... And we understand, we know that the textbook is like a suggestion, or a help to teach or to do the class, but you can work with that and take things out or put some things in, etc.

Interviewer: Do you omit parts of the coursebook? Why and when do you do this?

In-service teacher C: Well is like what I've been saying. So I will say I kind of already answer the question.

Interviewer: Then again. Do you supplement the coursebook? When, how and why?

In-service teacher C: I supplement according to the difficulty of the texts, or how appropriate they are for the students or for the content of the lesson, and that's it.

Interviewer: Would you say why do you use these techniques? In addition to what you already stated. Why do you omit, supplement or adapt?

In-service teacher C: Well, the reason is because through our experience we learn that, like I said before we have to make things the simplest for anyone to learn. Obviously it's different to teach a beginner student than an intermediate or advanced, there are differences. But in this case we are teaching like very true beginners in this school, so we have to make things as easiest as possible, like starting from zero almost, like I said or in general, except for advanced students probably. What I've learnt through these years is that you have to be very clear, not talk too much, use short sentences, if you write on the board, not write too much, just write what is

necessary or even use cognates if possible, so as to make students understand you. Start with the easiest and then you can continue, sort of upgrading the level. At the beginning you have to start from zero almost.

Interviewer: Which type of previous instruction had you received during your professional teaching or your professional experience to use these techniques? Would you say that you had any?

In-service teacher C: I haven't had any previous instruction on the use of techniques. When I studied probably is different from now and I know it's a bit different. Unfortunately we learnt English mostly in the university and not much about teaching. So what I've learnt it's been through experience I would say, trying and making mistakes. I remember at the beginning there were some courses, very long ago connected with the Reforma sort of, in those days and some training during summer. But that was very long ago and it was a couple of years and then nothing else. So what I know, in my case is throughout experience and my own perception of the teaching understanding in learning English.

Interviewer: And now that you have been working for a long time. Have you taken any advanced professional training courses regarding the use of the coursebook?

In-service teacher C: No, I haven't.

Interviewer: In which ways do you think that these techniques: omission, adaptation and supplementation impact your lessons?

In-service teacher C: Well, I guess they have a good impact. I hope, but I suppose they do or they should have a good impact as you simplify things for students, you contextualize readings or whatever or listening according to the level of the students, so I think that's the key in general. You have to use the appropriate English for the students you have in front of you. Like I said is not the same teaching an advanced student as teaching a beginner or true beginner, so obviously you have to use different language, different English, intonation, pause, pronunciation, the rhythm of the speaking, the type of reading, the activities, they have to be different, the time

you gave students is going to be different too, so everything is going to be according to the level of the students you have in front of you.

Interviewer: How do you encourage the reading comprehension in your students?

In-service teacher C: Well I would say in reading is difficult. Reading is difficult, I mean to work or try to develop the ability is difficult, but the best thing to approach the text, I think is from zero, from very little, and then start moving on, like vocabulary first, like cognates to begin with. That's the easiest thing I guess, but before that contextualize or make students understand a text by simply looking a photograph for example, or reading the title or subtitles or any extra information that you can have in the text. From macro to micro let's say, those are not the words, I don't remember the words. And in that way you also get the students' interest and you get them to understand at least the idea of what you are going to read about. And try to contextualize the topic or connect actually the topic of the reading to their own reality, you have to find a way to create a connection between the readings presented to the students. There must be somehow, somewhere a connection, so you have to kind of find a connection to make the reading meaningful or important for them, and you start from very little, like I said, "You look at the picture. What can you see in the picture? What do you think the text is about? Okay, do you understand anything of the title?" For example, "There is a phone number here. Why do you think that phone number is there?" And then you can go into the reading by "Okay. Do you recognize any words? Or underline the words you know or the cognates", so in that way you start getting the interest of the students, and also making them understand the topic of the reading, and then you start probably with expressions, and with questions or whatever.

Interviewer: In which way do you think the use of the coursebook can enhance the reading comprehension skills?

In-service teacher C: Well, I think is more or less what I just said. You have to find a connection between the topic of the reading with the reality of the students, try to make a connection, so they can say "Yes, I know something" or "Yes, I heard this once" or "I've read this" or "I've seen something connected with this", so they start thinking about this and you make a sort of connection. You have to find a connection

between the text and the students. To connect things not just, “Okay, this is it and read it and understand it”.

Interviewer: And finally. As recommendation in terms of how to use the coursebook, what would be your advice to a pre-service teacher?

In-service teacher C: Well, I would say again, is what I’ve been talking about. Well, first you have to know your students or the students you are going to teach. You cannot just say “Hello, let’s do this”, you have to know what his background is or their input knowledge, how much English she or he knows, what motivation he or she has, and then you start working with what you are going to do, but always try to make things as simple as possible. Again, consider the level of English that the students have. And according to if... We talk about reading or the textbooks, again the same, you use what is useful for you and what you think is going to be useful or appropriate for the students, you take that and you work with that. If there is something you consider that is not appropriate for the level of the students or if there is something that is not necessary for your teaching target, just leave it out, just forget about it, and don’t feel ashamed, don’t feel sorry to do it, because there is a more important objective that is facilitating the students’ learning process, the (inaudible) and learning process. I would say also, always try to, if possible, and make a connection with the students. Make the students feel that they can feel confident to ask you something, and if they don’t understand, generate sort of a confidence; proximity between you and the student, so the students can feel relaxed in class. And when you are relaxed, better ideas come to your mind, and in the end, probably you are going to be more motivated and is going to be good for the students, for the teacher, because if both parts are relaxed, concentrated and motivated, all these teaching process is going to bloom, kind of. I would say that in general.

1. PRE-SERVICE TEACHERS

2.1 TEACHER A

Interviewer: How has your experience been as an EFL teacher so far?

Pre-service teacher A: In general it's been difficult for me because I was not get used to plan every class and teach I don't know students. Well in my case students are a little bit messy, so it has been difficult for me.

Interviewer: In general, which type of materials do you usually use in your lessons?

Pre-service teacher A: I use the coursebook, because my teacher, my guide teacher at school tells me that they are forced to use it, sometimes I use other activities that I look for on internet especially, but mainly the coursebook, is my guide to teach.

Interviewer: What are your criteria to use those materials and not others?

Pre-service teacher A: Well because activities are all there, it's a little bit easier; sometimes so you don't have to look for other activities, other places. I think that is the only criteria that I use.

Interviewer: So, it's easier and less time consuming.

Pre-service teacher A: Yes, right.

Interviewer: Do you use the coursebook in your English lessons? How often do you use it?

Pre-service teacher A: Yes. I try to use it every lesson, but I can't use it always, because, at this point of the year students don't have the coursebook they get lost, so I can't use it every time, but I try to.

Interviewer: What are your criteria for using the coursebook?

Pre-service teacher A: Well, as I said before it's a combination between time and what my guide teacher at the school tells me, because they are forced to use it. Sometimes you can change the activities, but the idea is always to try using the coursebook sometimes, as my guide teacher tells.

Interviewer: Do you use the coursebook to teach reading? If so, how do you use the coursebook to teach this skill?

Pre-service teacher A: Well, in terms of receptive skills the coursebook is a little bit better than in productive skills. So I try to adapt some activities or sometimes I just use the activities as they are in the coursebook, and there are many activities for reading or listening, so I try to use some of them, because in my school at least is difficult to use all the activities in just one class.

Interviewer: Apart from the coursebook, do you use another type of book? Like a workbook or any type of coursebook.

Pre-service teacher A: Yes, there is a workbook but I don't use it, because it's just grammar, it is just based on grammar, so here at the university we are always told that we don't have to teach just grammar, we try to teach communication.

Interviewer: Do you adapt the coursebook to teach reading?

Pre-service teacher A: Yes.

Interviewer: Why do you adapt parts of the coursebook? When do you adapt it?

Pre-service teacher A: Well. I adapt it because of the level of English of my students, they are not get used to read, to listen or even speak. They are get used to use the grammar exercises and that's my guide teacher's fault, because he always does that type of classes. So I adapt it in that way just for my students. I try to put some communication parts, but it does not always work.

Interviewer: Do you omit parts of the coursebook to teach reading?

Pre-service teacher A: Yes.

Interviewer: Why do you omit parts of the coursebook? When do you omit it?

Pre-service teacher A: I omit when the exercises are not appropriate or accurate for the level of students. I always made that type of exercises, but students have to produce a lot, especially in the production part of the lesson, they are not appropriate for students.

Interviewer: Do you think it has a relation with the level of English of your students?

Pre-service teacher A: Yes, the level of English, because they can't produce even a sentence, if you don't give them some hints or something else it is not possible for them.

Interviewer: If you omit some parts of the coursebook, do you think that the coursebook provided by MINEDUC does not represent the real context of the students?

Pre-service teacher A: It doesn't actually you can see that in the activities or even the places. The units sometimes have themes that are appropriate, but I don't know. They are not implemented very well.

Interviewer: On the other hand, don't you think is it a good idea for students to know another culture, others countries, another reality apart from the one we know?

Pre-service teacher A: Yes, actually the first unit was related to different cultures, and that's a good point of the coursebook, but I still think that the activities are not really appropriate for students.

Interviewer: Do you supplement the coursebook to teach reading?

Pre-service teacher A: No, I can't say that I supplement.

Interviewer: Why do you say you do not supplement?

Pre-service teacher A: Because I always use the coursebook as a base to teach, so I can't say that I supplement, because I don't use another coursebook or I don't use another approach.

Interviewer: No, but for example if an activity from the coursebook is not enough for what you want to teach. Do you use extra material apart from the coursebook?

Pre-service teacher A: Yes, yes. I can say that I supplement, for example a couple of weeks ago I was teaching something related to bullying, so I supplement it considering the context of the girls. In my case I use the coursebook as a base but I try to supplement it related to that special context, about bullying everything that is related for them.

Interviewer: And when you decide to supplement those parts of the coursebook, where do you get extra material?

Pre-service teacher A: I supplement with material from internet or I try to ask my girlfriend who is also a teacher.

Interviewer: Why do you use all these techniques? Supplementation, adaptation and omission.

Pre-service teacher A: Well this is related to what I've been saying, I use these techniques because of the level of English of the girls. I know that I can get more from them, but when I arrived to this school I realized that they can't get used to communicate in English. Their English is not meaningful for them, so they don't make any type of effort to try learning or even try to get good marks.

Interviewer: Do you think that gender is something that can affect in your lessons?

Pre-service teacher A: I haven't considered that. Yes it's possible, but I can't say that gender affects learning English.

Interviewer: Which type of previous instruction have you received during your professional teaching training to use these techniques?

Pre-service teacher A: Do you refer at the university?

Interviewer: Yes, at the university.

Pre-service teacher A: This is the only previous instruction that I have had.

Interviewer: Did your teachers at university explicitly tell you how to use the coursebook?

Pre-service teacher A: No, they never talked about coursebook. At the university they forced you to use only communicative activities and nothing adapted to realities of the schools.

Interviewer: If you say that you were not taught about techniques at the university. Have you research about it on internet or elsewhere?

Pre-service teacher A: Actually no, it's just something that you normally do unconsciously. I do it because I need to do it. I haven't researched about it, but when you are in your professional practice you realize it's the only way you can teach, I don't know it's easier.

Interviewer: Have you taken any advanced professional training courses regarding the use of the coursebook? If so, which type of instruction have you received?

Pre-service teacher A: No.

Interviewer: In which ways do you think that the uses of these techniques impact your lessons?

Pre-service teacher A: When I use these techniques students tend to get more involved in the activities. I try to use activities that are meaningful for them, regardless the skill that I am teaching, I always try to do that, and also because it's easier for me to teach something that students will think that is meaningful for them.

Interviewer: Do you think that motivation plays an important role here?

Pre-service teacher A: Yes, of course. November and December are the hardest months to teach in the year, because they don't want anything.

Interviewer: And do you think that the final marks, the results are better because of those techniques?

Pre-service teacher A: Yes, but also, in my case my teacher always tells me "Don't worry for this, give them the points" and those kind of things, because he doesn't want somebody to tell him that he has a lot of red marks in the book.

Interviewer: How do you encourage the reading comprehension in your students?

Pre-service teacher A: Well, I try to use activities in groups; I try to make them work in different ways. Sometimes I try to move them from the chair they are and make them sit in other place. Those kinds of activities make them feel that they are not reading, but actually they are.

Interviewer: In which way do you think the use of the coursebook can enhance the reading comprehension skills?

Pre-service teacher A: I don't know. It's difficult, because I don't think the coursebook is...

Interviewer: But do you think that the reading parts can enhance the reading comprehension?

Pre-service teacher A: Well, somehow. They actually can, but as I've been saying the activities are not appropriate for the level of the students, so I can say yes, in some cases or some contexts, but not the majority.

Interviewer: Do you think that enhancing comprehension skill is up to the coursebook or the teacher?

Pre-service teacher A: I think it's a combination. We as teachers, we know how to adapt activities and all that and it's not as easy as just taking a coursebook and use it in classes. You as a teacher, you need to know all involves teaching, so it is not as easy as just having a coursebook and use it, is not that way.

Interviewer: And finally, in terms of how to use a coursebook, what would you ask as a recommendation to an in-service teacher?

Pre-service teacher A: Well actually, when I started this professional practice I asked a lot of questions to my teacher about the coursebook, how can I adapt it, how can I used it properly, because if you check the coursebook, it is really messy regarding the activities, the context and the topics. And you see the coursebook and it's difficult just to focus on one thing. I mean, you have the topic, but you have many activities and things that sometimes make you feel confused when you see it, so that would be my question, how can I adapt the coursebook in order to make it a little bit neat and tidy for the students, so they can look at it and say "This is what I have to learn and easier".

2.2 TEACHER B

Interviewer: How has your experience been as an EFL teacher?

Pre-service teacher B: Well I have many things to highlight, because my experience has been very good in the sense of implementing some techniques and some strategies. I can prove that they work, I have to manage many things, because of the context, because of the level of English that the students have, but until now it has been a good experience.

Interviewer: Difficult or easy?

Pre-service teacher B: Difficult at the very beginning, because many things are new for you, but then as time passes you are adapting your time, ideas and expectations, so things became easier as time passes.

Interviewer: In general, which type of materials do you usually use in your lessons?

Pre-service teacher B: I use flashcards. I try to do many things, every single activity that comes into my mind I try to do it, because in the reality that I am teaching I have to motivate a lot my students, because some of them are very lazy and they have real problems that affect directly their behavior, so I have to motivate them by the activities. I try to keep them working by painting and I try to call their attention with colors, with projector, what else? I use the coursebook sometimes, not all the time. I try to avoid too much writing because they get very bored; I use extra materials like drawings or that kind of material.

Interviewer: What are your criteria to use those materials and not others?

Pre-service teacher B: Because they are related to the interest, is good at the very beginning to talk with students or maybe apply a survey to get information, what they enjoy I don't know, sometimes they are working and I play some songs that are very popular at that age and girls work faster and better. That's one of the criteria that I use to choose these materials, being in the place of your students. Sometimes the

projector doesn't work very well, but maybe you could use the projector only in a part of the lesson, instead of the whole lesson. I learnt this, because I don't know, you start you class normally using markers and whiteboard, or using the activities of the book. When the girls are working that's a good time to connect the projector, trying to use that time to save time, you have to plan very carefully the time you spent in every task.

Interviewer: Do you use the coursebook in your English lessons? How often do you use it?

Pre-service teacher B: I try to use the coursebook in this unit, but I didn't use much of the last unit, because I found it very strange. Some activities don't connect with the topic, so it's not very helpful if you want to focus on the topic or a specific objective. That was difficult at the very beginning, but now I'm trying to incorporate the book more than the last unit, because you as teacher have to make decisions, which activities suit better and which not and why. It depends on your lesson plan.

Interviewer: What are your criteria for using the coursebook?

Pre-service teacher B: I plan my lessons and then I try to connect that with the book. I try to base my lessons on the topic and the contents of the coursebook. I try to put it in my lesson plans and I try to connect that with the book and if it doesn't match I don't use the book.

Interviewer: Do you use the coursebook to teach reading? If so how do you use the coursebook to teach this skill?

Pre-service teacher B: I think with reading is very good idea to work with the coursebook. If you plan a PPP lesson, maybe it doesn't help you very much. But with reading I found it very helpful, because if you have the reading there, it's easier for the girls to understand, because they are using something specific. Sometimes they need to connect their ideas with the input that you are trying to give them, so that's one of the advantages. Other thing that helps you is that there are many suggestions for you, how to divide the reading stages; the pre-reading, the while-reading and the

post-reading, so if you want to base your lesson on the book I think it's suitable. Obviously you have to adapt many things but it's a good idea to base your lessons in the coursebook.

Interviewer: Do you adapt the coursebook to teach reading?

Pre-service teacher B: Yes.

Interviewer: Why do you adapt? When do you adapt?

Pre-service teacher B: I adapt because of the level of English of the students, there are some activities that are very difficult to implement in your classes. So sometimes you have to manage the activities and rearrange. It's a good idea to use matching games, so you could give the girls more vocabulary or extra activities that don't appear in the coursebook. I usually adapt the first part of the reading, the pre-readings; because I think that if you know your students you know in advance how to connect the lead-in with the first part. So I think it's suitable, because you are the teacher and you know your students, so you know what to do with them, how to motivate them to do other things, and you know when some activities are not suitable for them, basically because of the level of English.

Interviewer: Do you omit parts of the coursebook?

Pre-service teacher B: Yes.

Interviewer: Why do you omit? When do you omit it?

Pre-service teacher B: I omit because of the level of English of the students, because there are difficult words and I try to simplify, for example the questions or maybe the sentences, because it's easier to manage it, for that reason. And why? It is because the students... it's very important to create the sense of achievement, they know, when they realize they don't know anything, they frustrate and they don't want to do anything else in your lesson. They claim "Miss, I don't know; I don't understand; I

don't want to work today". So you have to manage it trying to help them and motivate them.

Interviewer: Do you supplement the coursebook to teach reading?

Pre-service teacher B: Yes.

Interviewer: Why and when?

Pre-service teacher B: I supplement in the production part, I've changed that stage because of the level of English of my students, I try to... I rearrange that part because, I don't know how to explain it, maybe because they [the activities] are very focused on writing or in productive skills, but I didn't find it very interesting and I find it very difficult, because of the previous knowledge that is supposed that the girls have managed at that level, so I completely change the production part.

Interviewer: Why do you use these techniques?

Pre-service teacher B: In order to make more interesting my lesson, and more than interesting more real for the girls. You can adapt some parts, you can supplement or omit, and those decisions are made, because of the objective you want the girls to achieve. That's the reason why.

Interviewer: Which type of previous instruction had you received during your professional teaching training to use these techniques?

Pre-service teacher B: No, none of them. I remember in practice VI, the teacher told us that we can adapt any activity that we find, activities from the coursebook or activities that weren't in the coursebook. But that was a suggestion, it wasn't taught as a specific technique. The use of this technique is completely unconscious, in my case at least.

Interviewer: Have you taken any advanced professional training courses regarding the use of the coursebook?

Pre-service teacher B: No.

Interviewer: In which ways do you think that these techniques impact your lessons?

Pre-service teacher B: In many ways, because it gives you an order according to the objective of the lesson. So in that way I use these techniques even though they are applied unconsciously, it makes easier for you to present your activities to the girls, in my case. It helps the students to understand better the readings in this case.

Interviewer: How do you encourage the reading comprehension in your students?

Pre-service teacher B: By asking them many questions related to the topic. Sometimes I spent a lot of time talking about the topic of the reading and it helps a lot. Because when they read something they make connections with their reality, and that's very important, because they start to make and create that connection, that neuronal connections and they start to think and they realize that they understand things. So if you want to teach them something new, you have to connect it with their previous knowledge; otherwise it could be a loss of time.

Interviewer: In which ways do you think the use of the coursebook can enhance the reading comprehension skills?

Pre-service teacher B: It's difficult because in my case I normally use the while-reading part from the book, but I make a lot of changes, because I don't think the book itself helps students to understand or comprehend things. If you don't teach them how to develop the skill, the students will be lost by the use of the coursebook itself, so you have to teach them the skills, I did it and it worked a lot.

Interviewer: What would you ask as a recommendation or advice to a in-service teacher?

Pre-service teacher B: About the use of the coursebook, I would ask my guide teacher which techniques they use in order to make the coursebook works when teaching reading in this school, or if they could give examples of activities, or how to incorporate or change the productive part, because in my case as I told you I completely omit that part and replace it by another more suitable.

2.3 TEACHER C

Interviewer: How has your experience been as an EFL teacher so far?

Pre-service teacher C: Well, it has been fun in the school. There all kind of students that you don't know, but the most important thing is that they want to work. Most of the time they are very cooperative, and they really get motivated with new things. They don't play in classes, so working with that it's like kind of fun, so it has been interesting.

Interviewer: In general, which type of materials do you usually use in your lessons?

Pre-service teacher C: First I try to work with the book, but since the girls only have two hours a week of classes and the book was too advanced for them. They really didn't have the basic knowledge of what they were working with, so it was kind of hard to do classes with that, so I try to adapt the contents from the book that they were studying, and I make them work with a lot of worksheets and PowerPoint presentations, I try to explain them, like, using the audios instead of the book. I try to look on internet for videos which are more helpful for them, because they have the visual aids to work with the vocabulary.

Interviewer: What are your criteria to use those materials and not others?

Pre-service teacher C: Well, as I said before, the students are really eager to learn, but with entertaining materials. So I think that the most important thing to choose the material I'm going to work with is to first ask them (students) before, because it is important to know their opinion, and then try to look for activities that are not necessarily new, but kind of creative and I also ask them what they want to do, instead of coming to the class and tell them "Okay, this is what we are going to do".

Interviewer: Do you use the coursebook in your English lessons? How often do you use it?

Pre-service teacher C: Well, as I said I don't use it much, I try to use it at the beginning but it was not fruitful, so I opted for another kind of material.

Interviewer: What are your criteria for using the coursebook?

Pre-service teacher C: I sometimes use listening activities from the coursebook. I try to take the exercises from it, but I try to make them more rich, because I think that what there is in the coursebook is really general, and it has opinion questions, and dialogues. And if I tell the students to talk, which they don't really do, I give them time to talk in English and they waste that time. So I try to make them work more with paper, and at the end of the unit maybe I ask them to perform a dialogue to work on pronunciation, but mostly I use the coursebook for listening.

Interviewer: Do you use the coursebook to teach reading? If so, how do you use the coursebook to teach this skill?

Pre-service teacher C: No, I don't. Because in the coursebook there are long texts with little vocabulary, so students are supposed to know all the rest of vocabulary, and they don't. So, I adapt the vocabulary that it is in the book and I create new text, with the vocabulary that I have to teach them.

Interviewer: Do you adapt the coursebook to teach reading?

Pre-service teacher C: Yes, as I said before, I try to.

Interviewer: Why do you adapt parts of the coursebook? When do you adapt it?

Pre-service teacher C: I adapt because the vocabulary in the coursebook is too challenging, and because the previous knowledge the book expects them to have is not really the one they have.

Interviewer: Do you omit parts of the coursebook to teach reading?

Pre-service teacher C: Yes.

Interviewer: Why do you omit parts of the coursebook? When do you omit it?

Pre-service teacher C: I omit when I see that they activities are plain for them to do, I try to make them more interactive, so I think that's why I do it.

Interviewer: Do you supplement the coursebook to teach reading?

Pre-service teacher C: Yes.

Interviewer: Why do you supplement the coursebook? When do you supplement it?

Pre-service teacher C: Well, I supplement most of the time as I said, because I try to change the activities from the book. The times I have done it, I try to make them more like standard, so I try not to say "Okay, here is the book and work with it", but to make them have fun with it, I try to change the activities in order to make them funnier.

Interviewer: And why do you use these techniques?

Pre-service teacher C: Because I had been a student and I know that classes can be very boring, so, I try to be in their place. And also because I wasn't the most like studious, I didn't study a lot. I use these techniques because I knew that classes can be boring, so I try to make mines more fun.

Interviewer: Which type of previous instruction had you received during your professional teaching training to use these techniques?

Pre-service teacher C: Well, during the classes of professional practice I have like, the classic drillings and warm ups. But I think that it's really important to complement that, because the things that they teach you, in classes, in practice, especially in progressive practice are not what really happen in the schools. When you get to the point of professional practice, you realize that most of what they taught you isn't really useful, so you have to complement a lot.

Interviewer: But, if we talk about adaptation, omission and supplementation, what kind of previous instruction had you received related to these techniques?

Pre-service teacher C: Well, in classes mostly. My teachers taught me that we have to use them, bring the activities to the level of the student, they taught me about adapting which is kind of useful. Because when you are teaching you have to be in the place of your student, you have to teach them.

Interviewer: Have you taken any advanced professional training courses regarding the use of the coursebook? If so, which type of instruction have you received?

Pre-service teacher C: No, I haven't taken any training course on the use of the coursebook.

Interviewer: In which ways do you think that the uses of these techniques impact your lessons?

Pre-service teacher C: I think that they are one the most important part of the lesson. I mean one of the important techniques that you can learn, and it is not really taught in depth in teaching practice, because I think that you have to know how to adapt. During progressive practice at least you do a lot of micro teaching, and you teach your classmates, and you don't adapt anything, you just work with what you have, because you know that your classmates have the level to work with that. But they never taught us to work with people who know less than our classmates, or who don't have a lot of notions of English. I work with 3rd and 4th, 11th and 12th graders, they should have a high level of English, because they are almost finishing high school, but they really don't know much about English. So I think that's really important to consider in order to adapt, and to omit some parts of the lessons, I mean of the vocabulary of the texts.

Interviewer: How do you encourage the reading comprehension in your students?

Pre-service teacher C: Well, I know I have to, but I don't really like to work with reading, I rather like to work with listening, because the input is more real. I think that the way that I encourage reading is to make them work mostly with the vocabulary in the readings, because they see the vocabulary in context, so they know that the word

have a meaning, but it depends entirely on the context. So first, I have to show them that context, or in which context the word is used, so that's maybe the idea.

Interviewer: In which way do you think the use of the coursebook can enhance the reading comprehension skills?

Pre-service teacher C: It will depend entirely on the level of the students you are working with. Because if the students have a low level of English the coursebook won't be very useful, because it is meant to encourage a lot of speaking, but they can't really speak. So, if the students don't have an appropriate level of English, they will try to combine meaning, but they will be less motivated, because they will know less.

Interviewer: In terms of how to use a coursebook, what would you ask as a recommendation to an in-service teacher?

Pre-service teacher C: I would ask my guide teacher, regarding to the book. If he believes that it is necessary to use it, and in that case, I would ask him what to do to adapt the coursebook, because he knows better the students. So, I would ask him, what he believes in terms of whether to adapt some things, or just omit them, because there is some vocabulary that students don't know, that is not taught in the book, but it's considered as assume knowledge. So I would ask him what to do with that, like particularly in the reading parts, which are too longs. I would ask him what he could recommend me.



UCSC

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	María Gabriela Sanhueza Jara
TÍTULO DEL SEMINARIO EVALUADO:	USE THAT IN-SERVICE AND PRE-SERVICE TEACHERS GIVE TO THE ENGLISH COURSEBOOK PROVIDED BY MINEDUC TO TEACH READING.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Itsha Díaz, Denise Molina, Geraldine Torres, Danko Valenzuela, Victor Valenzuela
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mag. Andrés Hunter G.

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	7.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7.0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7.0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7.0
Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
Promedio	7.0

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
Promedio	7.0



C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7
2. Presentación del método de investigación y su diseño.	7
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	6.8
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7.0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
Promedio	6.91

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación .	7.0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.5
3. Discusión de los resultados de la investigación.	6.5
4. Conclusiones sustentadas en los resultados o hallazgos.	4.0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.5
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5.5
Promedio	6.0

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7.0
3. Correcto uso de ortografía.	6.5
4. Coherencia en la redacción.	6.5
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.5
Promedio	

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	7.0	1.75
B. Del Marco Teórico referencial	20%	7.0	1.40
C. Del Diseño Metodológico de la investigación	20%	6.9	1.38
D. Del Contenido Temático y los Resultados	25%	6.0	1.50
E. De los aspectos formales	10%	6.6	0.66
Nota promedio final			6.69



**Facultad de
Educación**

Universidad Católica de la Santísima Concepción

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

En general se aprecia un estudio bien logrado. La revisión bibliográfica de conceptualizaciones teóricas y de resultados de investigaciones previas relacionadas al tema en estudio aportan un sólido marco referencial que justifica plenamente la relevancia del estudio realizado.

El informe da cuenta en forma clara y bien estructurada del desarrollo de un proceso investigativo metodológicamente coherente y bien planeado. No obstante, el capítulo conclusiones merece ser reformulado ya que este no se ajusta no da cuenta de ideas fuerza que emergen de los hallazgos en la investigación, sino que se limita a exponer reiteradamente el análisis de resultados.

Por último, cabe mencionar que hay aspectos de forma en lo relativo a la redacción y aspectos lingüísticos que necesitan ser revisados.

Aprobada en Consejo de Facultad / abril de 2011


FIRMA PROF. EVALUADOR

Fecha: 27 de julio de 2018

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dra. Mabel Ortiz Navarrete
TÍTULO DEL SEMINARIO EVALUADO:	Uso que profesores en servicio y profesores en práctica dan al texto escolar de inglés entregado por Mineduc para enseñar la habilidad lectora
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Itsha Díaz Denise Molina Geraldine Torres Danko Valenzuela Víctor Valenzuela
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mg. Andrés Hunter

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,5
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6,5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6,3
Promedio	6,7

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7,0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7,0
3. Calidad y precisión del marco teórico/ Conceptual.	6,5
Promedio	6,8

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7,0
2. Presentación del método de investigación y su diseño.	7,0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7,0
5. Precisión de las estrategias y técnicas de recogida de datos.	5,5
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7,0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7,0
Promedio	6,8

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6,5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	7,0
3. Discusión de los resultados de la investigación.	6,0
4. Conclusiones sustentadas en los resultados o hallazgos.	5,5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6,0
Promedio	6,3

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	6,5
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	7,0
4. Coherencia en la redacción.	6,5
5. Sistematización en la formulación de citas y referencias bibliográficas.	7,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	7,0
Promedio	6.8

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.7	1,67
B. Del Marco Teórico referencial	20%	6.8	1,36
C. Del Diseño Metodológico de la investigación	20%	6.8	1,36
D. Del Contenido Temático y los Resultados	25%	6.3	1,57
E. De los aspectos formales	10%	6.8	0,8
Nota promedio final		6.8	6.76

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

Documento bien redactado, con objetivos claros y metodología adecuada para los fines que persigue el estudio.
Se sugiere describir la técnica utilizada para el análisis de los datos y redactar las conclusiones de acuerdo a cada objetivo formulado.

Aprobada en Consejo de Facultad / abril de 2011



FIRMA PROFESOR EVALUADOR

Fecha: 24/07/2018

