

Evaluating a Textbook's Efficiency to Enhance Students' English Proficiency in a Costa Rica's Rural School

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Abstract

This research evaluates the efficiency and suitability of the textbook *Play and Learn* to enhance the English skills of fourth graders at Finca Seis elementary school in Sarapiquí, province of Heredia. Moreover, this study examines the pedagogical, cognitive and linguistic activities and the relationship that it has between its content and the seven units required by the Ministry of Public Education of Costa Rica. The information was provided by the principal of the school, administrative department, teachers, students, parents, the publisher Publitext and from teachers and students from other primary schools such as El Bambú, IDA Otoyá, and Finca Dos. This investigation draws the need to include more pedagogical activities to the textbook, as well as culture activities. It also recommends strengthening listening and speaking skills which will allow students to improve their knowledge of the language. Moreover, there is an interactive virtual software proposal on developing not only 2 skills of the target language but also the 4 English skills. This software summarizes each of the 7 units recommended by the Ministry of Public Education; further, this complementary material was done for the students to practice English with more tasks.

Key words: textbook, textbook evaluation, material evaluation, evaluation, authentic materials, materials

Resumen

La presente investigación evalúa la eficacia y conveniencia del libro de texto *Play and Learn* para promover las habilidades del idioma inglés en el aula a estudiantes de cuarto año de la Escuela Finca Seis, en Río Frío de Sarapiquí, provincia de Heredia. Además, estudia las actividades

pedagógicas, cognitivas y lingüísticas y la relación que existe entre su contenido y los temas propuestos por el Ministerio de Educación Pública de Costa Rica. La información se recolectó con la ayuda del director del centro educativo, personal administrativo, educadores, estudiantes, padres de familia, y la editorial Publitex; además, profesores y estudiantes de otras instituciones como las escuela El Bambú, IDA Otoyá y Finca Dos. Como resultado de esta investigación surge la necesidad de incluir más actividades pedagógicas para fortalecer las destrezas de escucha y habla, lo cual permitirá que el estudiante mejore sus conocimientos del inglés. También se debe incorporar el componente de cultura. Se resalta el fortalecimiento de las cuatro destrezas del idioma y no solamente dos de ellas, mediante el diseño de un programa virtual interactivo que resume cada una de las siete unidades establecidas por el Ministerio de Educación Pública. Al finalizar cada unidad, el estudiante resolverá con sus compañeros y la docente de inglés, las actividades pedagógicas relacionadas con el tema visto durante las lecciones.

Palabras claves: libro de texto, evaluación de textos, evaluación de materiales, evaluación, materiales auténticos, materiales

Introduction

Costa Rica is located in Central America between Nicaragua and Panama, and it is also surrounded by the Pacific Cost and the Caribbean Ocean. Education has played a vital role to make Costa Rica have one of the highest educational programs in Central America. In this regard, English has occupied the position of a major foreign language in the Costa Rican educational curriculum. That is why a program called “Costa Rica Multilingual” intends to have students in high school level handle the English language up to the B1 range according to the Common European Framework of Reference for Languages. According to the law, its main objective is to provide student population with communicative competences that will enable them to have a better personal and professional growth so they may gain a universal knowledge and a better economical income (Costa Rica Multilingüe 2008 – 2017: 2009, 3).

Nowadays, most Costa Rican students start studying English when they go into the first grade in elementary school at the age of seven. After finishing primary school, students move to high school where they have, five English lessons per week for a period of five or six years among other subjects. In order to graduate, they have to take the National Standardized English Test² from the Ministry of Public Education (MEP). As soon as the students obtain the certificate that allows them to go to the university, most of them continue studying English due to job demands that international corporations³ offer to Costa Ricans. Most of them continue studying English at the university or at language schools.

To achieve the proficiency level required to cope with the former requirement, textbooks and authentic materials play a paramount role. The purpose of this study is to analyze an English textbook used in a primary school and to propose other materials that will fulfill the objectives of the curriculum.

The main objective of teaching English as a foreign language is to enable learners to develop communicative competence in English so that they may interact successfully in the real world using this international language. Textbooks have played an important role in facilitating this process. They have also been the most common form of teaching materials. Likewise, they are important references that teachers use for teaching a variety of languages. They have been considered very effective tools since they can be used as a syllabus or pedagogical guide to direct the process of teaching and learning of a course.

English teachers use textbooks as a basis for their lessons; however, in some cases these textbooks do not reflect the reality of the classroom in terms of students' needs and interests. They might not provide the type of activities needed for teaching. Therefore, teachers should have the expertise to evaluate a textbook in order to choose the activities that serve learners' needs, course objectives and curriculum content. In addition, other pedagogical materials should also be carefully selected or designed by teachers themselves. Textbooks should be used as supplementary support to teach the lesson. Once teachers identify what textbook to use for their course, they should start creating, adapting, and adopting materials to help students learn in a more effective way.

Due to the need that fourth grade students at Finca Seis School have in the educational region of Sarapiquí⁴ to develop their four English skills (reading, writing, listening, and speaking) in the educational region of Sarapiquí, the English teacher always has to find ways to facilitate this development. Therefore, the textbook *Play and Learn*⁵ from Publitex (a Costa Rican publisher) was chosen for this purpose. This textbook was chosen based on the contents stated in the seven units that the MEP English curriculum⁶ suggests for public elementary schools. Similarly, this textbook intends to improve students' skills in reading, writing, listening and speaking by making them become more independent learners. Even though MEP recommends this textbook, it is not supplied to the teachers. Consequently, they should search for the most appropriate textbooks to use in their schools since they have been empowered to select the best materials to provide the students with tools that really fit the curriculum's requirements. These materials should include sensitiveness to other cultures, broader knowledge of the world, and discovery of new ways for communicating with others (through linguistic, social and cultural options).

Particularly, this research intends to evaluate the pertinence and appropriateness of *Play and Learn* used in two fourth grade groups at Finca Seis School. The research will not only be essential to explore the role that the book has on learning and teaching English to develop learners' communicative competence, but also the role it has in real life situations inside the classroom, and thus determine the learners' and English teachers' perceptions concerning the advantages or disadvantages (effectiveness and suitability) of this textbook.

Objectives of the Research

These are the main and specific objectives to be accomplished throughout this research.

General Objective:

The main objective of this study is to evaluate the overall effectiveness and suitability of the textbook *Play and Learn* for two fourth grade groups at Finca Seis elementary school in Sarapiquí.

Specific Objectives:

- To determine if the textbook *Play and Learn* is useful for the teacher in terms of pedagogical and social needs.
- To determine if the textbook *Play and Learn* is useful for the students in terms of cognitive and linguistic needs.
- To elaborate complementary pedagogical material to facilitate the process of learning established in MEP's curriculum.

Research Questions

- Is the textbook useful to achieve the students' cognitive and linguistic needs?
- Does the book have activities that enhance the four language skills?
- Does the textbook meet the teacher's pedagogical and social needs?

Review of Literature

The following section describes the impact of materials evaluation on language teaching and the importance of using textbooks when teaching a foreign language. In addition, textbooks have become not only one of the main sources for teaching, but also the core element to support a lesson in the teaching and learning process. However, this was not the case three or four decades ago. Tomlinson analyses the history of materials development, and explains that, "educators had not given any real importance to textbooks until the 1990s when books on materials development started to be published [...] and that the topic on material development was treated as a subcategory of methodology" (qtd in Fredriksson and Olsson: 2006, 7, 8). In this regard, Fredriksson and Olsson explain the reasons for teacher's interests in materials development. They say, "What is really important in the development of materials is the realization of teachers" (2006, 8). This realization means that the teachers may become aware and proud of the type of work they may develop with the students and the progress

they perceive from them as a result of using a particular textbook when learning a foreign language. Therefore, teachers need to be able to evaluate, adapt, and produce materials that are appropriate and that complement their teaching.

Unfortunately, some teachers are more concerned with teaching content and using the right methodology so they do not pay attention to how to develop communicative competency. In this regard, Wei states, "The primary role of the teacher in the classroom is to facilitate the student-student communication process through effective learning tasks" (2010, 78). This means that the learners should be the center of the learning process. Therefore, the teacher should create a learning environment that motivates students to actively engage in the classroom. That is one of the reasons why software design is important. The purpose is to have students develop virtual activities to enhance their knowledge from a different perspective. They will learn by doing. They will learn by playing virtually.

Another reason to consider when evaluating and selecting teaching materials is that students come to school already exposed to different kinds of resources such as technology and textbooks. These resources have become a challenge for teachers. This challenge has made teachers come up with new approaches including the Communicative Language Teaching (CLT) that aims broadly to apply the theories of the communicative approach by making communication the goal of language teaching. Another approach, Task-Based Instruction (TBI) helps teachers make the lessons more attractive for the students. This means that the lesson, in which they have to complete a central task, must be student centered. Moreover, the amount of language learned is determined by what happens while students are completing the task. Teachers should consider that technology not only facilitates the inclusion of various types of media within a lesson but also addresses the needs of multiple learning styles and abilities.

On the other hand, the traditional approaches are based on the use of language in communicative situations without resort to the native language. The term natural approach came up in the eighties and according to Krashen merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children (qtd in Richards and Rodgers: 2001, 179). In this approach there is an emphasis on input rather than practice. This approach mentions that grammar is not the central component of the language, but language is viewed as a vehicle for communicating meanings and messages. This refers to the way students learn and acquire a second language. In addition, Krashen and Terrell stated that "acquisition can take place only when people understand messages in the target language" (qtd in Richards and Rodgers: 2001, 180) the Input Hypothesis (IH) says that an important condition for language acquisition is the acquired input language that contains structure beyond his/her current level of competence in the language. Moreover, Krashen states that "acquisition is the natural and unconscious process that involves the naturalistic development of the language proficiency through understanding language and through using language for meaningful communication (qtd in Richards and Rodgers: 2001, 181). This is an unconscious and intuitive process of constructing the system of a language, not unlike the

process used by a child to pick up a language. On the contrary, learning “refers to a process in which conscious rules about the forms of a language are developed” (qtd in Richards and Rodgers: 2001, 181). Learners are generally aware of their own process. Fluency in second language performance is due to what learners have acquired, not what learners have learned and learning cannot become acquisition. In fact, learning cannot lead to the acquisition of a language.

On the other hand, it is significant to say that teaching should also be students centered where interaction lead them to the improvement of the learning. The Cooperative Language Learning (CLL) is an approach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. These learners can interact and work together with classmates and the teacher as the instructor of the lesson. This approach is according to Olsen and Kagan “group of learning activity organized so that learning is dependent on the socially structure exchange of information between leaners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (qtd in Richards and Rodgers: 2001, 192). Considering that learners develop communicative competence in a language by conversing in socially structured situations teachers should provide natural environments in the classroom.

In fact, the teacher must provide cooperative learning activities and group work rather than competition while learning. Richards and Rodgers state that “cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning” (2001, 195). In this approach the teacher has to create a highly structured and well organized learning environment in the classroom. The teacher should set goals and assign students to group, role and select materials and time. Finally, should teacher provide broad questions to challenge students’ thinking.

These approaches guide the selection of materials. The teacher should consider using a textbook as a crucial resource in developing the lesson. Teachers should know what to analyze when selecting textbooks and how to evaluate them by recognizing that this is an ongoing process. In other words, the evaluation process occurs before, during and after the development of materials. This process will also allow teachers to review textbooks that can help learners and teachers to study the language in a more effective way.

When selecting a textbook, the teacher should consider certain aspects such as the cultural component, length, size, and pictures that accompany the text. Does the text line up with the (national standards) national curriculum? These and other considerations can fulfill and develop the students’ communicative competences. Textbooks provide teachers with tools that help facilitate the teaching process. Tomlinson, defines a textbook as a book “which provides the core materials for a course and which covers many issues in a single volume” (qtd in Aytug: 2007, 2). This means that these textbooks are prepared according to specific requirements established in a country or by private organizations. These guidelines can be used to design textbooks to teach subjects such as science, reading, listening or any other subject according to the level of the student. Text-

books are designed to be used around the world without consideration for specific cultural aspects, pedagogical needs, or social context within a given country. These types of textbooks take various aspects of different countries and generalize them to fit any learning situation. The main issue in selecting textbooks is to search for the appropriateness of the textbook in a particular teaching context. Material designers cannot say whether a textbook is appropriate or not, but textbooks are helpful tools to support the lesson. It is difficult to find a perfect textbook which can be suitable for a particular group of students; this research focuses on analyzing whether or not the textbook is effective in enhancing the students' language skills.

These textbooks for children lead them in the process of learning English when teachers use strategies. Young learners are very active; they process new experiences, ask questions, and try things out, experimenting, practicing over and over until they master new skills. They are always more active and enthusiastic than adults because they learn by doing. As Nunan cites, he recommends an approach that encourages students to become active explorers of language (qtd in Cowan: 2008, 34). Children need activities as cooperative work individually or in groups, games, materials as pictures, flashcards realia and natural environments to fulfill their needs. They also learn by listening to music and watching videos, imitating sounds, sentences, gestures, role-playing, singing, playing games, and observing.

The Textbook

The fourth graders textbook is entitled *Play and Learn* published by Publitem. Publitem is the publishing house which designed these textbooks for teachers of English in Costa Rica. The textbook has seven units and each unit was designed to achieve the contents set by MEP's English department. The content is about Costa Rican social and cultural issues. The textbook focuses mainly on reading and writing basically; as a result, the teacher has to complement the textbook with listening and speaking activities. In other words, the textbook is reading and vocabulary oriented. In addition, the textbook is student-centered since it guides the learners to be more independent because it asks the students to develop the different activities on their own. Some types of activities are for example crosswords, puzzles, letters soups, matching exercises, readings, or mini projects that the teacher assigns to be completed individually or in groups. The English teacher commonly assigns students to make short oral presentations after introducing or concluding each unit which at the same time helps them be more confident in English.

The topics of the units are culturally appropriate because they tell about Costa Ricans' daily life, history, traditions, natural resources, national symbols, holidays, celebrations, and others from which the learners can relate to their life and contextualize them in their own communities. Culture has an influence on students when learning a foreign language. The perception teachers

and students have on culture is very important because it leads the students to develop an interest to learn more about different cultural issues. Learning about the language and its cultural development in society can make learners be aware of the social interaction with other people. Sapir says that culture, "is a way of life. It guides the behavior of people in a community and helps them to know how far they can go as individuals" (qtd in Wang Su-chun: 2007, 5). The use of language in general is related to social and cultural values, language could be considered as a social and cultural phenomenon.

When using a textbook students need to know about the cultural factors that trigger the use of the language where it is spoken. Tang suggests that, "to speak a language well, one has to be able to think in that language. Language is the soul of the country and people who speak it" (qtd in CAKIR: 1999, 155). Language and culture are inextricably linked, and we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curriculum, but students must understand its important for them as learners of a foreign language and the advantages of using it when looking for job opportunities participating in cultural exchanges and traveling.

Culture is not only made up of facts; there are deep structure aspects to take a look at, like people's assumptions, beliefs, verbal and non-verbal communication, concepts of time, customs and traditions. Duranti states that, "to be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true. What one might do is add the procedural knowledge to carry out tasks..." (qtd in Thanasoulas: 2001, 7). Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted; culture is the foundation of communication.

In fact, culture can be seen as a dynamic system of symbols which help people to understand messages. These symbols are totally different from one town to another and from one nation to another and due to this, learners must learn about the different perspectives of foreign language. Students should be enabled to discuss their native culture with their foreign and native speaking friends at the same time that they are provided with a real experiential content in the classroom and outside of it. Unlike, teachers are often the only language model that students encounter in their language study at school. For this reason, the language (English) teacher has a significant and central role to play in aiding students to acquire both a linguistic and cultural competence in the foreign language.

Furthermore, the textbook also has short readings with some cloze exercises, information questions, filling in the blanks, matching or identification exercises. In addition, the pictures presented in the textbook make reference to the Costa Rican daily life and its natural wealth which exposes learners to different values suggested in the National English Syllabus. However, it does not have

any aspect related to culture from other countries which would make the textbook lose credibility because having the students get in contact with the culture where English is spoken can make them be aware of the fact and the importance of learning a foreign language.

Methodology

This section reveals the methods and research instruments that were used to collect and interpret the data for assuring the quality of the research. Then, the instruments used to present the information gathered during the research process. The instruments used to measure the effectiveness of the textbook for both the teacher and the students were unstructured interviews, closed questionnaires, field notes, participant and nonparticipant observations, rating scales, checklists, artifacts, and photoethnography.

In education, qualitative research seems to provide tools that contribute to the development of knowledge not only of the teachers, but also of the students in their daily life situations. This research was essentially based on the emergent grounded theory study. Hernández, Fernández and Baptista state that this type of research poses “interpretative wealth, provides new visions of a phenomenon, and also explains the levels of action of the participant in the field” (2006, 687). In this qualitative research it is important to identify what the relationships between the students and the teachers are. Due to this, the researcher’s goal is to offer software in which students can develop their skills as to test how much they have learned from the content of the book, which at the same time is central to education in promoting the learning of a new language. In other words, the software is a wrap – up activity that has to be developed after each unit of the book is covered.

The Setting: Finca Seis School⁷

Finca Seis School has a total area of 4770.28 square meters from which 70% of this area is almost built. Further, each classroom is 39.5 square meters size. This is a public institution that was established in 1969. Finca Seis School belongs to the educational region of Sarapiquí and has been categorized as a D3⁸ school. Moreover, the school board has a principal, a secretary, two teachers of kinder garden, four teachers of special needs⁹, six teachers for first and second cycle¹⁰, two teachers of English, one religion teacher, one computer teacher, two janitors, two cooks, and one security guard. Following is a photo of the main entrance at Finca Seis School.

Subjects of the Study

There is a total population of two hundred seventy one students at Finca Seis School from which one hundred and forty four are boys whose ages range go from 6 to 13 years old and one hundred twenty seven girls from 6 to 13 years old. In this research, the population of this study includes two fourth grade groups. The first group is called group A, with a total of sixteen students from which eleven are females and five are males and their ages range are from 9 to 11 years old. The other group is called group B, and there are eighteen students from which twelve are females and six are males and their ages are from 9 to 11 years old and their English proficiency level is low beginners. These students have been taking English since they were in first grade and some of them have taken private English classes.

A few parents of the learners have very low income which has become a limitation for some of the students to buy materials when the teacher asks them to buy those required by the course. These learners' parents work for the Standard Fruit Company or TropiFrost¹¹ which are private companies. However, there are other parents who work as elementary school or high school teachers, managers, secretaries, principals, nurses or they have any other administrative position for any public or private institution¹². An important aspect to be considered is that some of these students have the economical support given by the government of Costa Rica.

In general, most of the parents' economical situation is good because most of them have stable jobs or tenure positions. In contrast, there are few of them whose jobs are temporary. Most of these are responsible, respectful and honest. Also, they get along well with each other. These aspects affect the students to have a variety of behaviors at school.

Participants

In the chart below there is the attendance list with the learner's real names and the way they have been coded for them to be identified during the process of this research. In other words, the students were assigned a specific code or "nickname" in order to protect their identity during the study. To do so, the researcher used the following technique. For group "A" the first letter of the students' names was taken and for those cases where the letter was repeated a number was added to make a distinction between them. For example: Juliana = J1, José = "J2". Further, for group "B" The first two or three letters of each student's name was taken and for those cases where the letters were repeated a number was added to make a distinction between them. For example, Yeilin = "Ye1", Yerlin = "Ye2".

Figure 1

N°	Group A	Code	N°	Group B	Code
1	Angulo Carpio Juliana	J1	1	Alfaro Rodríguez Maykel	Ma1
2	Araya Azofeifa Stacy	S	2	Barquero Mendoza Walter	Wa
3	Araya Mena Evelyn	E	3	Cruz Villegas Yeilin	Ye1
4	Araya Ruiz Osmel	O	4	Elizondo Amaya Reichel	Re
5	Calderón Díaz José David	J2	5	Esquivel Moya Kevin	Ke
6	Castillo López Susana	S1	6	García Jiménez Yanelli	Ya
7	Chaves Villegas Alisson	A1	7	Hernández Sandoval Kristell	Kri
8	Cerdas Aguilar Dilan	D1	8	Mosquera Bolívar Yoxal	Yo
9	Guillén Castillo Diana	D2	9	Morales Alvarado Yerlin	Ye2
10	Monge Corrales Kendall	K	10	Muñoz González M ^a José	Ma2
11	Núñez Gutiérrez Besabeth	B	11	Quintanilla Hernández Joel	Jo
12	Obando Morales Alisson	A2	12	Rosales Murillo Saray Fabiola	Fa
13	Salas Duarte Sharon	S2	13	Salas Rodríguez Marco A	Ma3
14	Sánchez Gamboa Sheila	S3	14	Soto Matarrita Katherine	Ka
15	Vargas Méndez Nicole	N	15	Urbina Manzanares Jeremy	Je
16	Velázquez García José Pilar	J3	16	VillegaS Marín Wendy	We
			17	Saenz Hidalgo Moserrath	Mo
			18	Rodriguez Leiva Anthony	An

Source: Attendance list provided by the teacher of English

Data Collection Instruments

For the purpose of this study, the following data collection instruments were used: structured interviews, unstructured interviews, semi-structured interviews, questionnaires, field notes, participant and non-participant observations, rating scales, checklists, artifacts, photoethnography, and any other document that can help to support the research. These instruments were used to find out whether or not the textbook is effective and suitable for the students to evaluate their language skills at Finca Seis School.

Unstructured Interviews

This type of unstructured interview allowed the researcher to investigate not only the overall effectiveness and suitability of the textbook, but

also if this textbook contributes to the development of linguistics competence on the children of fourth grade when learning English as a foreign language at Finca Seis School. Unstructured interview states Wallace, "It is a quite freewheeling and open ended approach that engenders a friendly relaxed atmosphere, this does not lack of structure since it has a specific purpose. Therefore, there is a certain degree of freedom with a certain degree of control" (1998, 47). The researcher used this instrument because this is a way to know, through a face to face conversation, not only what the learners' opinion about the textbook is, but also any other opinion that can become a very valuable information to validate the research. In this regard, LeCompte and Preissle cite, "an interview is a face to face questionnaire" (2003, 160). Through elicitation and personal interaction, the investigator will be able to obtain data addressing the questions asked in the study to investigate problems that are not directly observable. It is also important to mention that the learners were not aware of being questioned. The interviews took place in the classroom number eight¹³ at Finca Seis School; some others were at some of the students' houses. Finally, the information gathered from this instrument was analyzed, compared, and contrasted with other data collection instruments through a triangulation process to finally come up with a well-grounded conclusion and recommendation.

Closed Questionnaires

Questionnaires guided this research to get specific information about the influence that the *Play and Learn* textbook has on fourth grade students who are taking English as a foreign language at Finca Seis School.

The questions were usually set out in a very systematic way and were more highly structured than interviews. The questionnaires could be answered by reading, writing, or ticking responses. Due to the type of instruments and questions, the researcher was open minded to pay attention to aspects of any type of information (details of information that can help a lot to support the research) that comes from the questionnaires as one of the main elements that provide true data. In this respect Batenson states that, "In anthropology you usually cannot identify in advance what it will be important to pay attention to [...] one must be opened to the data, to the possibility that very small clues will prove to be critical and that accident will provide pivotal insights..." (qtd in LeCompte and Preissle: 2003, 158).

As it was mentioned before, any aspect provided by the informants of the study might be important because these aspects may provide reliability and validity to the different findings of the research. Moreover, this instrument will be carried out again in the classroom number eight at Finca Seis School and some others at some of the students' houses and the publisher¹⁴. Once the information was collected the researcher compared it with the information gathered from the other instruments.

Field Notes

Writing is a stage that occurs in some cases when the researcher has finished each process of observation; however, it also occurs before, while and after the observation stage and is a straightforward process of telling what was done and what conclusions can be drawn. However, the process of research involved many forms of writing; for example, letters, academic papers, and formal research reports. Field notes provided a form through which the interaction of subjective and objective aspects of doing research can be openly acknowledged and brought into a productive relationship. The research field notes explain Newbury and Stanley “facilitates the research process through recording, observations, thoughts and questions as they happen, for later use by the researcher, and stimulate reflective thinking about the research” (2001: 2). In other words, field notes can be identified as a vehicle of reliability and validity in the research process to support every single aspect that the researcher needs to explain. In this case, the researcher wrote down information from the different activities that the students did in the school. For instance, there was an activity to celebrate a culture’s day and the learners acted out in a show by singing, dancing, and giving a short speech to introduce the activity. Based on that activity, the researcher carried out some field notes to support the findings of this research paper.

Participant and Nonparticipant Observations

Observation was one of the main data collection instruments of research because it led the investigation with a very objective perception of what happened in the field of the research since the learners behaved naturally in the setting. In addition, LeCompte and Preissle add that observation “is the most important aspect of a culture for investigators to consider, because what people say about what they do is less important than what they actually do” (2003, 95).

The nonparticipant observations consisted of having the researcher explore the context where the research took place to assure if they provide important data from the students’ natural environment and observe their natural behaviors by trying not to affect the setting. In this sense, the researcher would not modify this natural environment. LeCompte and Preissle say that in nonparticipant observation “The researcher avoid interrupting to seek clarification [...] and that it is used as the initial exploratory method in addressing problems, topics, and settings” (2003, 205, 206). This process of avoiding interrupting the students’ natural environment helped the researcher to be concise and objective from what he/she observes.

Different from nonparticipant observations, participant observations were used to approach the students in order to get more revealing information from them through the different activities the English teacher developed with the textbook and the learners. Burnett explains, “In participants observations researchers watch what people do, listen to what people say, and interact with the

informants. Researchers become learners, so as to be socialized by students into the group under investigation” (qtd in LeCompte and Preissle: 2003, 196). Participant observations helped to collect the information from a more precise perspective. These participants and nonparticipants observations carried out from Monday to Thursday which means that the researcher was at school observing the students five times a week, and twice on Tuesdays. This information helped to support the final conclusions of the investigation.

Rating Scales

Rating scales helped the researcher to identify in a more precise way and to elicit information more successfully to interpret and anticipate expected levels of performance of the students while using the textbook. Therefore, rating scales could help not only the researcher to find out what the weaknesses of the textbook were but also to design support materials to overcome those weaknesses. Through the development of rating scales, students interpreted their own level of language proficiency and know to change to improve and achieve higher standards of communicative competence. Rating scales are descriptive guidelines in which each level of performance is described. Additionally, these rating scales were applied in the classroom number eight to the students and to the English teacher of fourth grade, Daniela Salas Mora. Further, the researcher went to some students’ and English teachers’ houses from IDA Otoyá, El Bambú, Finca Dos Schools, and the publisher¹⁵ to apply the rating scales in order to obtain more information compare and contrast with the data gathered from the English teacher and students at Finca Seis School.

Checklists

Checklists are instruments used to measure the level of knowledge or skills people are good at. Through a checklist the researcher, students, and the English teacher could check the effectiveness and suitability of the textbook and see those areas that still need improvement. Checklists were applied to the learners and the English teacher to note whether or not the textbook demonstrates the effectiveness to cover the students’ needs to develop their language skills. Checklists are instruments used to measure the reliability and validity of something. In this regard, the researcher applied two different checklists. Two checklists for the students and the English teacher at Finca Seis School, two for some students at Finca Dos School, and two for the English teacher at IDA Otoyá, El Bambú, and Finca Dos schools, and two for the publisher. The purpose of these instruments was to know what the teacher’s and students’ perspectives about the textbook were to finally come up with an analysis to make sure whether or not the textbook really meets the needs of the students in terms of pedagogical tasks for language skills.

Artifacts

Artifacts are those materials that can be collected from archival materials such as files or just simply directly from the learners such as books, notes or any other material that can give support to the research. Moreover, LeCompte and Preissle mention that artifacts “Constitute data indicating people’s sensations, experiences, and knowledge and which connote opinions, values, and feelings. They include symbolic materials such as writing and signs and non-symbolic materials such as tools and furnishings” (2003, 216). After the identification of artifacts and the process of analysis, it should be important to interpret the information elicited from them. It was necessary to evaluate the artifacts collected. Some of the artifacts gathered to elicit the information were photoethnographies, national English syllabus, Institutional plan at Finca Seis School, lesson plans, English tests, textbooks, teacher’s guide, copies, recordings, material designed by the students, and letters and other documents provided by the publisher. This process of getting the artifacts took place during the whole process of the investigation. These artifacts provided reliable information to validate the investigation.

Photoethnography

Some pictures were taken in order to see not only the way teacher works with the textbook when teaching English to the learners, but also some of the tasks and activities students participate in the development of the class. Hawkins says, “Photographs show a blur jumping over a chain-link fence” (2008, 1). According to the anthropology department, photoethnography is, “the study of a specific kind of photography informed by the anthropological knowledge and, as a consequence, engaged in making a detailed list of the cultural and social elements of human groups”. Photography is composed of patient observation, and a minute elaboration of different strategies of approaching an object to grasp the event in the moment it takes place. In other words, photoethnography is the art of representing other cultures visually. It can be the realization of an ongoing research project using an ethnographic lens while observing others. The research demonstrated through this artifact the process of the investigation. The researcher took place in and out the classroom, in some of the students’ houses, and in some activities in which the pupils have to apply what they learn in the English class.

Presentation and Analysis of Results

Although we are living in a technological world that boost learners to be up today with new sets of innovative tools such as computer laboratories, smart boards, digital portfolios, and videoconferences there is always a need to use

innovative approaches to reach new goals. Considering these important technological advances, textbooks are still the most commonly used of source materials for most instructional situations.

This section presents the results and the analysis of the data collected from two fourth grade groups of students at Finca Seis Elementary School in terms of reading, writing, listening and speaking skills, teaching methodology, and pedagogical activities like board games, puzzles, crosswords, letter soups, jeopardies, songs, flashcards, videos, pictures, memory games, and extracurricular activities such as extra class assignments to work individually or in groups.

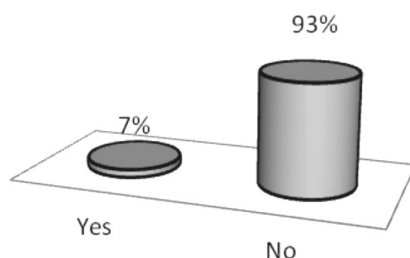
The information gathered from the instruments was described, analyzed, and interpreted. This information was also compared, and contrasted to establish connections and relationships between the information provided from the instruments to process results and draw the conclusions

A Micro Evaluation of Language Skills

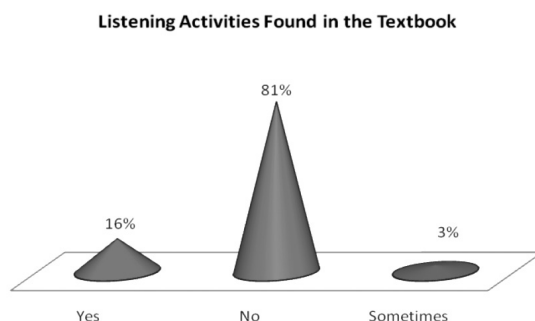
Another aspect of the textbook is the skills it emphasizes to work on, as well as the skills developed by the teacher during the development of the lesson. Comparing and analyzing the questionnaires and the checklists, it was found that the textbook *Play and Learn* lacks listening activities as shown in figure N°2. The learners were asked for their opinions about whether or not the textbook has listening activities. Moreover, 93% said that the textbook does not have listening activities and 7% said the teacher supplies it when she speaks in English.

Figure 2

Students' Opinion whether or not the Book Has Listening Activities

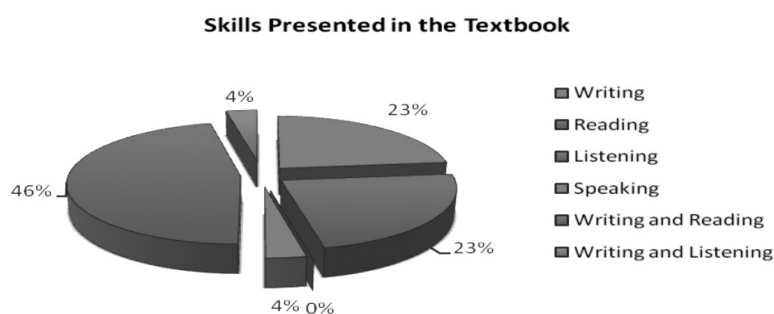


In addition to the responses given by the students in the questionnaires, there was also a relationship with the answers given in the two checklists. Figure N°3 shows that 81% of learners pointed out that the textbook does not have any listening activities. This information was gathered from the second checklist and from question N° 7 that asked if there were listening activities in the textbook.

Figure 3

It was also necessary to mention what the English teachers' opinions were about the listening activities of the book. Firstly, the English teacher at Finca Seis School said that the book does not have listening activities and what she does is to create listening tasks when developing oral presentations with the students. Secondly, the English teacher from El Cruce School mentioned that the textbook does not have listening activities. Thirdly, the English teacher from IDA Otoya School and Finca Dos School agreed that the book does not provide any activity to reinforce this skill¹⁶.

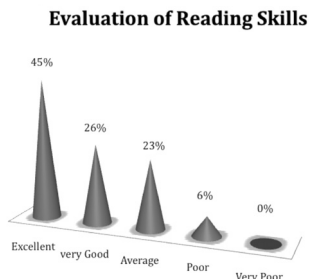
The data shows that the textbook does not have listening activities. Then, it was necessary to determine the skills the book develops. For this reason, the researcher applied an unstructured interview. As shown in figure N°4, 92% of the entire population agreed that the textbook emphasizes reading and writing.

Figure 4

The majority of the students pointed out that the textbook makes a remarkable emphasis on writing and reading and the other two skills (listening and speaking) are the teacher's responsibility. In addition, a checklist was applied to make sure that the textbook mostly works on reading and writing. Figure N° 5 shows the application of the rating scale to both groups A and B. In conclusion, 71% refers to the accomplishment of writing activities that the textbook has. The learners agreed that the textbook provides outstanding activities that connect

students to the real world use of the language. They also said that the book is appropriate for their English proficiency level.

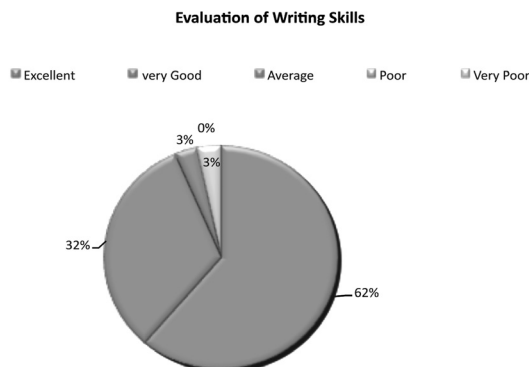
Figure 5



Source: Rubric Scale for the fourth graders at Finca Seis School

Similar to the reading part, most of the students qualified the writing skill as excellent. Moreover, figure 6 shows that 94% said that the writing exercises details and the information are always appealing, clear, and well-developed. This indicates that this result promotes students' autonomy.

Figure 6

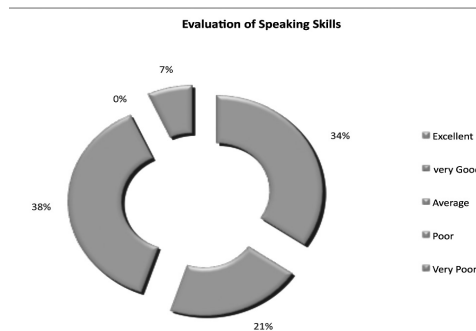


On the other hand, it was found that the textbook does not have speaking activities. As an illustration, the first unit of the textbook is “Socializing” and some communicative activities are dialogues, short conversations and asking for and giving information questions. However, the textbook indicates some web pages to go through to practice more speaking and listening.

Figure 7 shows whether or not the textbook promotes speaking activities. The rubric scale was applied to students from which 55% of the students said that the textbook provides outstanding speaking activities, but these activities most of the time are created by the teacher of English through oral presentations

or short dialogues. Then, there was a sample population of 38% of the students that mentioned that the textbook is sometimes appropriate for developing speaking activities. Finally, 7% of the learners said that the book does not fulfill the students' needs in terms of speaking skills.

Figure 7

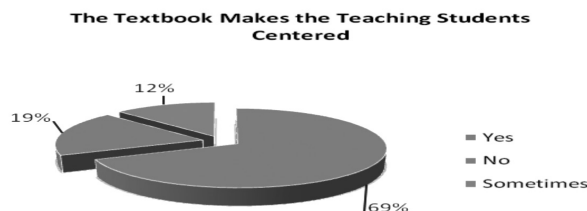


To sum up, the textbook is mostly based on reading and writing and the teacher is the one in charge of developing listening and speaking. The textbook provides reading and writing activities that encourage the students to create their own written works. The pictures and the pedagogical activities it has promote a very positive environment when working with the learners in the classroom.

Teachers and Students as Teaching Developers

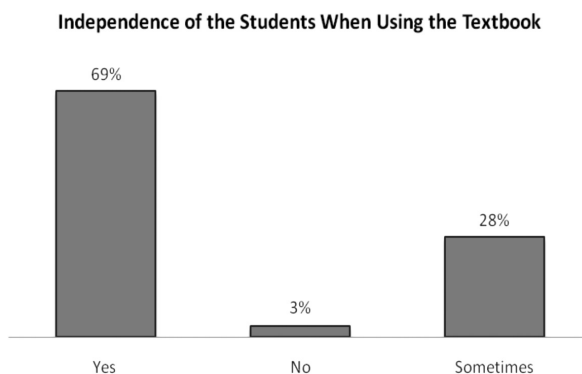
In today's world the role of a teacher in the classroom is mainly as a guide or facilitator who organizes and leads the teaching and learning process. Teaching must be student-centered and students should learn by doing. Due to this fact, the researcher designed a checklist to ask the students if the textbook really helps them to improve their English. These learners were asked whether the textbook can make the teaching student-centered or not. In the graph N° 8, 69% of the learners agreed that the textbook makes the teaching student-centered, but 19% of the population disagreed.

Figure 8



Additionally, in figure N°9, 69% agreed that the textbook makes them more independent when they work in the classroom with it and 28% of the learners mentioned that the textbook sometimes makes them more independent. The role of the teacher is just a guide to make sure the students understand what they have to do with the textbook. The teacher just gives instructions and explanations and the students have to develop each activity individually or in groups according to the teacher's instructions.

Figure 9



To sum up, the information gathered from the unstructured interview, closed questionnaire, and checklists indicated that the students thought that they could work individually without having any teacher's help because they were the ones who should learn; however, they recognized that there was always a need to task the teacher for help. They agreed that the English teacher is always a guide who helps them to complete tasks.

As mentioned before, MEP does not provide teachers of English with textbooks; this situation allows some publishers to create their own textbooks. Some of these textbooks do not follow the MEP's curriculum but some others do.

The selection of this particular textbook was done to make sure it accomplishes the objective established in MEP's curriculum. The main objective of this study was to evaluate the efficiency of the textbook *Play and Learn* for fourth graders at Finca Seis elementary school. The procedure of data collection and the analysis went simultaneously. The textbook was explored thoroughly with a particular focus on language skills (reading, writing, listening and speaking) including grammar, and language factions such as exercises, and activities as complementary materials.

In conclusion, the students of fourth grade at Finca Seis School are able to work independently with the textbook. They enjoy having fun with it. Also, they have learned how to work in groups and individually with each of the activities suggested in the textbook and the ones suggested by the teacher. They say that the textbook made them use the language more accurately by writing short paragraphs.

Moreover, the information gathered from the checklists of the students and the teachers, closed questionnaires, rating scales, interviews, field notes, observations, teacher's and students' work in the classroom, and the institutional plan at Finca Seis School provided evidence that the textbook makes the students work independently in the classroom and encourage them to work actively with it. The information also shows that some of the strengths of the textbook are based on the reading, writing and pedagogical activities such as crosswords, letter soups, and matching exercises.

The weaknesses of the textbook are listening and speaking. There is a gap between two skills even the publishing house mentions that they suggest some links to watch on the internet as stated in the this report:

... The book does not have an audio CD, for that reason we have provided the teacher's guide with some tips with special instructions for the teacher to reinforce the listening activities. Moreover, we added links to visit some web pages with interactive exercises to accomplish the needs of the students and teachers... (Spanish unstructured interview made on October 31st, 2011, at 4:32 pm via e-mail to the representative of the publishing house).

The textbook is well designed with an appropriate length size and images that catch the students' attention, but it requires listening, speaking and culture activities to complement the needs of the students and the teacher. As this analysis and interpretation of information shows, the teachers, students, and authorities at Finca Seis School are conscious of the fact that the textbook is helpful in terms of reading, writing and pedagogical activities. Further, the textbook is not culturally appropriate because it does not teach the students the culture of the English speaking countries.

Conclusion

This study is the result of an attempt to analyze descriptively the English textbook series, 2010 edition of the book *Play and Learn*, which covers all the seven units suggested by the Ministry of Public Education and it is meant to be for students in fourth grade at primary school whose ages are from nine to eleven years old.

This study explored the efficiency of the textbook *Play and Learn* used at Finca Seis Elementary School concerning the developing of the four English skills (reading, writing, listening and speaking) and the accomplishment of the MEP's objective in Costa Rica. Another aim of the study was to design a complementary and pedagogical material for the textbook. The results showed that the participants agreed on the efficiency of the textbook in regards to reading and writing activities, but its evaluation depicted lack of listening and speaking activities. Also, there are some other deficiencies of the book such as instructions

since they are not clear; they are just commands like, write, color, listen, repeat, read, practice, answer, cut and paste, match, draw, circle, unscramble, and complete. This does not mean that the instructions are incorrect, what the textbook intends to is make it easy for the students when working alone. However, it is necessary to make the instructions clear in order to guide the students specifically to complete the tasks.

Even though the results indicated that the textbook is appealing for the students in terms of price, images, length size, and content, it is not appropriate to teach the target culture because it does not contain information about the countries where English is spoken as a native language. In other words, it is ineffective in terms of reflecting the representations of the target language culture (L2). This research intended to analyze whether or not the textbook is useful for the students in terms of cognitive and linguistic needs. The information gathered said that the textbook matches the students' English proficiency and cognitive level which allow them to work without any problems in the classroom. Additionally, it is useful for both teachers and students since it meets some of their pedagogical and social needs when interacting in the classroom.

Finally, the textbook accomplishes the seven units of study set by MEP. It also develops reading and writing well because it makes the students create short paragraphs (a three or four lines paragraph) without teaching them grammatical rules since grammar is taught by the teacher inductively. The book uses a discovery learning approach in which the students learn throughout an inductive approach. As a result, to reinforce the four English skills was designed complementary pedagogical material to facilitate the process of learning. This complementary material intends to help the students develop pedagogical wrap-up activities. However, since there is no single textbook that can provide adequately all the needs of the learners, they should, therefore, be exposed to enrichment supplementary materials as complements. It is recommended that teachers provide extra-materials to guide the learners in every single activity and make the textbooks learner-centered.

Notes

- 1 A project of the government of Costa Rica that started in 2008 and will end in 2017 to certify high school students with a B1 in the Common European Framework for Languages: Language, Teaching, Assessment.
- 2 An English test based on reading comprehension which certifies students enter to the university system.
- 3 International companies in Costa Rica face the new challenge of having bilingual employees who can perform a job successfully in English. (Costa Rica Multilingüe , Presidencia de la República 2008 – 2017: 2009, 1).
- 4 The educational system in Costa Rica works in the seven provinces as follows: there are 27 branches around the country called Educational Regions. Here, the regional advisors are in charge of supervising both elementary and secondary schools that need

- to comply with the laws and the English curriculum established by the Ministry of Public Education.
- 5 Year 2010.
- 6 Units of the MEP curriculum: socializing, keeping healthy, family ties, my social life, holidays and celebrations in my region, Costa Rican identity and environmental education.
- 7 The following information was taken from Finca Seis Institutional Plan 2011.
- 8 This is a category given to the school which means that the enrollment of students go from 250 to 380 students.
- 9 Curricular adaptations and learning disabilities.
- 10 First cycle means 1st, 2nd, and 3rd grade and second cycle means 4th, 5th, and 6th grade.
- 11 A Pineapple Company.
- 12 Pineapple , Banana Company, public Banks, clinics, and supermarkets.
- 13 This classroom is located in the first hall, and it is next to the first grade classroom. The students are sat in circles or rows.
- 14 This information will be gathered via e-mail.
- 15 This information will be gathered via e-mail.
- 16 Information collected from an unstructured interview applied to these teachers of English.

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APPENDICES

Appendix 1

Closed Questionnaire

Informantes: Estudiantes de la Escuela Finca Seis, Río Frío, Sarapiquí

Población: Estudiantes de Cuarto Grado

Nombre Completo: _____ (Opcional)

Sexo: Femenino: () Masculino: ()

General Objective: The purpose of this instrument is to know if the textbook *Play and Learn* is effective and suitable to evaluate the language skills of the students of fourth grade at Finca Seis School.

Specific Objectives:

- To know whether or not the textbook *Play and Learn* is effective for the students in the development of their linguistic competences.
- To figure out if the textbook *Play and Learn* is suitable for the students in the development of English as a foreign language.
- To find out what is the students' personal perception of the textbook *Play and Learn*.

Closed Questionnaire

¿En general que piensa sobre el libro en términos de actividades de escritura?

¿Cómo le gustaría que fueran los libros de Inglés?

A colores blanco y negro

¿Por qué? _____

¿Le gusta este libro?

Sí No Más o menos

¿Por que? _____

¿Le gustaría volver a usar este libro el próximo año?

Sí No

¿Por qué? _____

¿El libro le permite trabajar independientemente sin la guía del profesor?

Sí No

¿Por qué? _____

¿Posee el libro actividades de escucha?

Sí No

Appendix 2

Unstructured Interview

Informantes: Estudiantes de la Escuela Finca Seis, Río Frío, Sarapiquí

Población: Estudiantes de Cuarto Grado

Nombre Completo: _____ (Opcional)

Sexo: Femenino: () Masculino: ()

General Objective: The purpose of this instrument is to determine if the textbook *Play and Learn* is suitable for the students of fourth grade at Finca Seis School to evaluate their language skills.

Specific Objectives:

- To know whether or not the textbook *Play and Learn* is suitable for the students in the development of English as a foreign language.
- To find out if the textbook suits the students' needs.

Unstructured Interview

1. ¿Por cuánto tiempo ha usado este libro?
2. ¿Que otro tipo de actividades le agregaría al libro para un mejor aprendizaje del idioma?
 - () Mas lecturas
 - () Actividades de escucha (canciones, historias, diálogos, otros)
 - () Mas actividades de completar
 - () Mini proyectos al finalizar cada unidad
 - () Juegos (sopas de letras, laberintos, crucigramas, otros)
3. ¿Qué actividades le quitaría al libro? ¿Por qué?
4. ¿Le gustaría seguir usando el libro? ¿Por qué?
5. ¿Considera usted que el libro le ayudada a mejorar sus habilidades de comunicación oral?
6. ¿Cuál área refuerza más el libro?
 - () Escritura
 - () Lectura
 - () Escucha
 - () Habla
7. De las actividades que el libro ofrece, ¿Cuál disfruta más? ¿Por qué?
8. De las actividades que el libro ofrece, ¿Cuál disfruta menos? ¿Por qué?

Appendix 3

Checklist para el estudiante

Lea los siguientes descriptores y luego en las columnas de la par marque con una equis (X) la opción que mejor describa el libro que usted está utilizando.

N°	Criterios	Sí	No	Algunas veces
1	¿Responde usted de una forma positiva cuando trabajan con el libro de Inglés?			
2	¿Cree usted que el libro promueve de una forma diferente el aprendizaje del inglés?			
3	¿El libro ofrece actividades de aprendizaje diferentes a otros libros?			
4	¿El libro permite que el desarrollo de la clase gire alrededor del estudiante?			
5	¿El libro es un material fotocopiado?			
6	¿El libro es colorido?			
7	¿Posee el libro actividades de escucha?			

- 8 ¿El libro le brinda oportunidades de trabajar individualmente y en grupo?
- 9 ¿El libro permite que usted sea independiente?
- 10 ¿Posee el libro suficientes ilustraciones para reforzar la enseñanza?
- 11 ¿El tamaño de las letras es apto y brinda con facilidad una lectura apropiada?
- 12 ¿La calidad de las imágenes permite entender con facilidad su significado?
- 13 ¿El costo económico del libro es accesible para los estudiantes?
- 14 ¿El libro esta recargado de actividades?
- 15 ¿El libro presenta actividades de reforzamiento después de cada unidad?
- 16 ¿El libro es apropiado para cuarto grado?

Appendix 4

Rating Scale

Informants: Students at Finca Seis School, Río Frío, Sarapiquí

Population: Fourth grade students

Teacher's name: _____ (Optional)

Gender: Female: () Male: ()

General Objective: The purpose of this rubric scale is to measure the effectiveness and suitability of the textbook Play and Learn from the teacher's perspective when teaching reading, writing, listening, and speaking skills to students of fourth grade.

Specific objectives:

- To know whether or not the textbook is effective when teaching reading, writing, listening, and speaking to the students of fourth grade.
- To realize if the textbook is suitable to the students to develop their language skills.

Rating Scale for the English Teacher

I. Speaking

Excellent: The textbook provides outstanding activities that connect students to the real world use of the language and clear instructions that can make the learners develop the exercises without having any problem when working individually or in groups. Always appropriate.

**Scale
from 1
to 5**

**Score
achieved**

5

- Very good:** The textbook provides appropriate activities that connect students to the real world use of the language and clear instructions that can make the learners develop the exercises without having any problem when working individually or in groups. Almost appropriate. 4
- Average:** The textbook sometimes provides activities that connect students to the real world use of the language and clear instructions that can make the learners develop the exercises without having any problem when working individually or in groups. Average appropriate. 3
- Poor:** The textbook rarely provides activities that connect students to the real world use of the language and clear instructions that can make the learners develop the exercises without having any problem when working individually or in groups. Seldom appropriate. 2
- Very poor:** The textbook never provides activities that connect students to the real world use of the language nor clear instructions that can make the learners develop the exercises without having any problem when working individually or in groups. Inappropriate. 1

2. Reading

- Excellent:** The textbook is always adequate for the students' English proficiency level and presents pictures, new vocabulary, clear, appealing and readable texts with an appropriate length to facilitate comprehension. Always appropriate. 5
- Very good:** The textbook is often adequate for the students' English proficiency level and presents pictures, new vocabulary, clear, appealing and readable texts with an appropriate length to facilitate comprehension. Almost appropriate. 4
- Average:** The textbook is occasionally adequate for the students' English proficiency level and sometimes presents pictures, new vocabulary, clear, appealing and readable texts with an appropriate length to facilitate comprehension. Sometimes appropriate. 3
- Poor:** The textbook is seldom adequate for the students' English proficiency level and rarely presents pictures, new vocabulary, clear, appealing and readable texts with an appropriate length to facilitate comprehension. Hardly ever appropriate. 2
- Very poor:** The textbook is never adequate for the students' English proficiency level and does not present pictures, new vocabulary, clear, appealing and readable texts with an appropriate length which facilitate comprehension. Inappropriate. 1

3. Listening

- Excellent:** The textbook always has current issues, concrete exercises and examples and the instructions are clear. Outstanding listening activities. 5

Very good: The textbook usually has current issues, concrete exercises and examples and the instructions are clear. Very good listening activities.	4
Average: The textbook sometimes has current issues, concrete exercises and examples and the instructions are sometimes clear. Average listening activities.	3
Poor: The textbook rarely has current issues, concrete exercises and examples and the instructions are not often clear. Deficient listening activities.	2
Very poor: The textbook does not have current issues, concrete exercises and examples and the instructions are not clear. No listening activities.	1

4. Writing

Excellent: The writing details and the information are always appealing, clear, and well developed and promote students' autonomy. Always appropriate.	5
Very good: Most of the writing and vocabulary used is often appropriated and related to the students' natural environment which promotes students' autonomy. Almost appropriate.	4
Average: Some exercises motivate students to work on the activities established in the textbook and promote students' autonomy. Sometimes appropriate	3
Poor: exercises rarely motivate students to work on the activities established in the textbook and hardly ever promote students' autonomy. Rarely appropriate	2
Very poor: exercises never motivate students to work on the activities established in the textbook. Inappropriate to promote students' autonomy.	1

Read the following descriptors and then, in the column next to them write a check mark to express the score achieved that best describes the textbook. Five scores the highest grade and one scores the lowest grade achieved.

- 1 Producción Oral
- 2 Lectura
- 3 Escucha
- 4 Escritura
- Total

Final Grade:

Comments: _____

Appendix 5

Schedule Interview

¿Los textos que el libro posee son textos auténticos tomados de alguna revista o periódico de habla inglesa?

Sí () No ()

¿Por qué? _____

¿Contiene el libro estructuras gramaticales explícitas?

Sí () No ()

¿Por qué? _____

¿El libro coincide con los temas propuestos por el MEP para primer y segundo ciclo?

Sí () No ()

¿Promueve el libro el desarrollo de actividades de escucha?

Sí () No ()

¿Por qué? _____

¿Promueve el libro el desarrollo de actividades de producción oral?

Sí () No () ¿Por qué? _____

Note: Some of the instruments were applied and written in Spanish due to the native language of the students. This helped the researchers to better elicit the information from the learners.

