

**THE IMPACT OF COLOMBIAN EFL STANDARDS ON THE TREATMENT OF
READING SKILLS IN SEVENTH - GRADE ENGLISH SCHOOLBOOKS**

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Submitted as partial requirement for the degree in foreign languages (English and French)

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ABSTRACT

This research aims to describe the treatment of reading skills in six English schoolbooks addressed to seventh grade *before* and *after* the issuance of the Colombian standards for English.

This is an exploratory research and contains descriptive correlational features. For the collection and analysis of the data, we used the content analysis technique that can be defined as a systematic and objective analysis of the characteristics of the messages, especially the analysis of human interaction.

With this present research we pretend to continue the previous work done on speaking skills and it is hoped that this study can be useful for those interested in undertaking further research on the same topic and similar contexts.

KEY WORDS

Reading skills – standards – language teaching – Colombian standards for English – seventh grade – schoolbooks.

INTRODUCTION

Given the importance of Colombian people being part of today's globalization process, it is necessary for citizens to learn at least one foreign language. This is one of the reasons why the Colombian Ministry of Education (MEN) successfully completed the National Bilingualism Program among the years 2004-2019. This program includes the Colombian standards for English which attempts to improve language teaching in Colombia. However, there are several aspects that have not been taken into account. One of these aspects has to do with schoolbooks because there is not much information about them. We decided to make a description and an analysis of schoolbooks because they are one of the main tools in EFL teaching.

This study consists of the analysis of reading skills management in six schoolbooks for seventh - grade secondary school students, three published before and three after the issuance of the Colombian standards for English. The schoolbooks analyzed are: *Freestyle*, *Teenagers New Generation*, *Extreme*, *American Inspiration*, *You Too* and *Next Step* published by Mac Millan, Greenwich (Norma S.A Publishing house), and Richmond (Santillana publishing house).

The analysis contemplates the treatment of reading skills. We also took into account the reading techniques and strategies like skimming, scanning, inferring, and predicting among others, and the Colombian EFL standards for reading comprehension abilities.

The analysis of these aspects helps us to confirm that the textbooks have changed in order to achieve the envisioned standards in EFL teaching. With this research we can take an important step for the evaluation of those materials and how they can fit into the new Education reforms.

Besides, this analysis can be a springboard for further research. It is hoped that this study can be useful for those interested in undertaking further research on the same topic and similar contexts.

CHAPTER ONE

RESEARCH PROBLEM

Throughout the history of education, schoolbooks have had an important role, especially in the foreign language teaching and learning process. In classrooms, they are essential resources for both teachers and students. As Garinger (2002) mentions, “a textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, and as an inspiration for classroom activities, even as the curriculum itself” (p 1). That is why schoolbooks selection is important in the curriculum construction.

Textbooks have also been severely criticized since they have weak points on the type of exercises and activities they propose which sometimes are far from the objectives of the school curriculum. Going to our context, since 2006 the Colombian government decided to implement a program stating that by 2019, all high school graduates should have reached a B1 proficiency level in English according to the adopted scale of the Common European Framework.

This program, initially named PNB (Plan Nacional de Bilinguismo) and now called Programa de Fortalecimiento del Desarrollo de Competencias en Lenguas Extranjeras (PFDCLE) has brought a challenge to the Colombian Education system since it seeks to develop teachers and students’ communicative competences in English to facilitate the insertion of human capital to the knowledge economy and to the globalized labour market. The National Ministry of Education aims with this project at promoting English language teaching with innovative educational approaches, at strengthening undergraduate Foreign Languages programs in order to improve English teachers’ training, and students’ English proficiency. Having in mind

the improvement of the education system quality, and aiming at adjusting it to the current and future demands of the country, the National Ministry of Education defines and socializes standards for all the levels of education, coherently unifying all the educational systems purposes (Colombia Aprende, MEN, 2010). Consequently, publishing houses offer schoolbooks which respond to the needs of teachers, schoolbooks that are according to the Colombian standards for English.

In this vein, selecting books is an issue for teachers given that, even though it is easy to find schoolbooks it is still difficult to find those that follow Colombian standards. Therefore, we seek to identify and to describe the impact Colombian Standards for English as a Foreign Language have had on seventh - grade English schoolbooks. When looking for literature and documents about the impact of EFL standards on schoolbooks, we found there is not much information available about it. What is more, it is necessary to carry out further research in this subject in order to respond to the big necessity of having a guide to select schoolbooks according to our educational system parameters and necessities. Taking this into account, we decided to take on this research consisting of analysing and contrasting three pairs of seventh-grade English schoolbooks published before and after the issuance of the Colombian standards for English in order to determine the impact the standards have had on them. Moreover, we took into account a similar recent report regarding skills and consider our work will complement the previously mentioned research and we do not know the existence of any studies about the impact of the Colombian standards for English on the treatment of reading skills in schoolbooks in this country.

The present research aims to respond to the following question:

Research question

How have the Colombian EFL standards impacted the treatment of reading skills in seventh-grade English schoolbooks?

This general research question has been subdivided into more specific questions:

- How were reading skills treated in the seventh grade English schoolbooks before the issuance of Colombian standards for English?
- How are reading skills treated in the seventh grade English schoolbooks after the issuance of Colombian standards for English?
- Which are the main differences in the treatment of reading skills within seventh grade English schoolbooks after the issuance of the Colombian standards for English?
- What are the changes in the treatment of reading skills in seventh grade English schoolbooks we can attribute to the impact of the issuance of the Colombian standards for English?

CHAPTER TWO

JUSTIFICATION

Schoolbooks are an important tool that teachers use to complement the curriculum but it cannot be the only one. According to Peña (1991) “the schoolbook helps to the organization and distribution of time, presents verbal and graphic information, and suggests activities and exercises that serve to stimulate the thinking process” (p. 56).

Since 2006, the MEN introduced the standards for EFL teaching in our country. However, there are not many researches about the changes in the schoolbooks after the issuance of the standards. Our research refers to the impact on schoolbooks of the EFL standards which are mandatory and general for the Colombian education system. This requires clarity in all aspects related to the standards. However, the attention has been focused on teachers and their English level, methodology and conceptions, instead of on the necessary conditions to achieve the standards requirements.

The identification of changes in schoolbooks might cast some light on implications of national policies upon the schoolbooks design and use. In other words, this research is a contribution on a specific field which has not much been treated in our country.

Our research is focused on the study of the management of reading skills in schoolbooks addressed to seventh grade. We decided to work on seventh grade which is the pivotal level of

middle school because it is the end of the A2 basic level and the beginning of the intermediate level B1. In which literacy (reading and writing) gains greater importance. Finally, this study draws from the importance of assessing schoolbooks in regards of the way they deal with the communicative skills, a field disregarded in Colombian studies. Our study might also cast light on the usefulness of schoolbooks for students, teachers, authors and the educational community.

CHAPTER THREE

LITERATURE REVIEW

Given that there are not many previous research that show how schoolbooks are shaped or influenced by standards, linguistic, or educational policies, we decided to include how schoolbooks have been studied from guidelines for authors, like Richaudeau (1981), to mention content analysis to the study of cultural issues in them such as race, gender, culture, among others.

Schoolbooks have become, in education, an essential tool for teachers and students. Throughout history, they have had an important role in classrooms. Schoolbooks selection has been a topic object of various researches. In this section, we present some of them which are linked to this research. As we already mentioned, literature in this field is not wide enough in terms of talking about our main goal, which is analyzing the impact of the standards on English schoolbooks.

Concerning the study of schoolbooks, we found a paper from the French Ministry of National Education (1988) at the head of M. Dominique Borne, the doyen in charge of the steering group that led this research. By doing a descriptive analysis, they sought, mainly, to verify the compliance of textbooks with the programs, and to study their use (in and out of the class). The main objective of the research was to provide a comprehensive diagnosis and not to establish a track record. This was a pedagogic and qualitative approach with a descriptive analysis where the researchers studied the schoolbook and its educational use. The study was

based on a survey designed to allow a general inspection to make proposals on desirable changes in the schoolbook. This survey was made through three grids, each one with a different purpose and adapted according to the area of interest.

At the end of the research, the steering group concluded that first, in both, primary and secondary school, manuals were essentially used in the classroom as a supplementary material or material bank but in foreign languages, specifically, they were a very descriptive guide of the development of the lesson class; second, that workbooks were only a suggestion to use them out of the class; the part of “knowledge exposition” is almost never used neither in the class nor at home; at the last year of high school, textbooks were the least used for the government exams preparation (like ICFES in Colombia); most of the teachers’ practice consists on designing a manual by using photocopies and reproducing information on students’ notebooks; third, that teachers go through the courses using a lot of different textbooks taking them as the only scientific reference, but for students manuals do not appear neither as a reference nor as single reading books.

In relation to the global research, the conclusions obtained by the steering group pointed out that schoolbooks were in crisis because of the communication and information technologies competences rivalry. Some publishing houses considered the possibility of multimedia use in textbooks. And finally, they concluded that textbooks could become books for reading and reference as well. On the other hand, Anchico and Ceballos (2010) have the only work related to the present research. Their work is a descriptive analysis that consists on analyzing six English schoolbooks addressed to fifth grade. They selected three schoolbooks after, and three

schoolbooks before the issuance of the Colombian standards for English to see the impact of these standards, specifically on the speaking skills. They concluded that the activities related to speaking and accuracy increased on the schoolbooks after the standards and they also found changes in the schoolbooks that they can attribute to the impact of standards. However, they mentioned there is still a lot to do with aspects such as fluency, accuracy and the instructions given to have a general impact on the schoolbooks.

Although there are many works related to schoolbooks, the previous work is the only one linked directly to our research. We also found some works that talk about schoolbooks in terms of compilation and data collection (Campo, 1991; Tiana, 1999), schoolbooks selection and evaluation (Oviedo, 1985; Garinger, 2002; Richards, 2001), use of EFL schoolbooks (Dalby, 2009), cultural component textbooks of English as a foreign language (Varón, 2009), among others.

CHAPTER FOUR

OBJECTIVES

General objective

To assess the impact of Colombian EFL standards on the treatment of reading skills in seventh - grade English schoolbooks.

Specific objectives

- To describe the treatment of reading skills in six English schoolbooks addressed to seventh grade *before* the issuance of the Colombian standards for English.
- To describe the treatment of reading skills in six schoolbooks addressed to seventh grade *after* the issuance of the Colombian standards for English.
- To identify the main differences in the treatment of reading skills in six English schoolbooks addressed to seventh grade before and after the Colombian standards for English.
- To establish the changes made in the treatment of reading skills in six schoolbooks addressed to seventh grade before and after the issuance of the Colombian standards for English.

CHAPTER FIVE

THEORETICAL FRAMEWORK

In this chapter we present the concepts related to the object of study and the research problem. These concepts are schoolbook's definitions, reading competences and skills, Colombian standards for English, and evaluation of didactic materials.

5.1 SCHOOLBOOKS

5.1.1 Materials

Materials are very important in the EFL class; they can help teachers to make a dynamic, interesting and organized class. One of those materials is the schoolbooks. They are necessary in a classroom but it cannot be the only tool used by teachers. Quoting Tomlinson (1998), Harsono (2007) said that "materials mean anything which is used to help to teach language learners. They can be in the form of a textbook, a workbook, a CD rom, a video, a photocopied hand out, a newspaper, a paragraph written on a whiteboard or anything which presents or informs about the language being learned" (p.170).

Harsono (2007) says that

Materials should provide opportunities for feedback focused on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. Therefore, a learner who is successful to achieve a particular communicative purpose will gain positive feedback on the effectiveness of the use of the language for further language outcome. In relation to these materials, a developer has to be sure that language production activities have intended outcomes other than just practicing language. (p.173)

When choosing a schoolbook it is important to take into account many aspects. On the following excerpt we present how to evaluate and choose those materials especially schoolbooks, our object of analysis.

5.1.2 Materials Evaluation

In Wang (2006) we can see Cunningsworth's (1995) point of view as matter of judging the fitness of something for a particular purpose. Besides this opinion, we want to quote Hutchinson and Waters (1987). They emphasize the importance of objectivity in evaluation; evaluation is basically a matching process. Thus they divide the evaluation process into four major steps:

1. Defining Criteria
2. Subjective analysis
3. Objective analysis
4. Matching

Materials are a very important tool in teaching a foreign language. For this reason, teachers should choose the best materials, so, they have to evaluate them. Therefore, teachers need criteria when evaluating materials, in this case, particularly in the language schoolbook, aspects like reading or any other skill. Hemsley (1997, p. 73) says that:

Materials are not simply the everyday tools of the language teacher; they are an embodiment of the aims, values and methods of a particular teaching/learning. As such, the selection of materials probably represents the single most important decision that the teacher has to make. (Hutchinson, 1987 in Hemsley, 1997, p. 37)

Selecting textbooks is a careful process which must take into account various aspects. Garinger (2002) suggests a series of steps in the selection process among which he mentions the importance of matching the textbook to the program and the course, the skills presented in the textbook, the exercises and activities in the textbook and other practical concerns essential at the moment of acquiring the textbooks. However, each aspect gains importance according to the main objective each teacher has when choosing a textbook.

Another option for evaluating materials is the one presented by Brown (1986). He suggests four steps to make a good evaluation of materials to teach a language:

1. Approach
2. Syllabus
3. Techniques (ways of presenting materials)
4. Exercises

A third option to take into account in the field of materials evaluation is a framework proposed by Littlejohn (2011). In his words, this framework draws extensively on both Breen

and Candlin (1980) and Richards and Rodgers' (2001) models. With these models, he attempts to provide a list of the aspects which form a pedagogic viewpoint, need to be taken into account when analyzing materials.

A. Publication (physical aspects of the materials)

1. Place of the learner's materials in any wider set of materials
2. Published form of the learner's materials
3. Subdivision of the learner's materials into sections
4. Subdivision of the sections into sub-sections
5. Continuity (or coherence)
6. Route (or the order of materials)
7. Access (availability of contents lists, wordlists, indexes, etc.).

B. Design

1. Aims
2. Principles of selection
3. Principles of sequencing
4. Subject matter and focus on subject matter
5. Types of learning/teaching activities:

What they require the learner to do

Manner in which they draw on the learner process competence (affects knowledge, abilities, and skills)

6. Participation: Who does what with whom
7. Learner roles

8. Teacher roles

9. Roles of materials as whole (p. 183)

5.1.3 Schoolbook's definition

The word schoolbook (Richaudeau, 1981) is also found as textbook (Richards, 2001; Garinger, 2002) and course book (Sheldon 1988), these words have been taken as synonyms. In this research, we are going to use the word *schoolbooks*.

The schoolbooks notion in general has a large number of definitions. Richaudeau (1981, in Anchico and Ceballos, 2010) says that a school book is a printed and structured material to be used in a specific learning and training process. According to him there are two kinds of schoolbooks; those which show a systematic progression and those used just to consult and to make references. Prendes (1994, p.24) gives a synthetic definition pointing that the schoolbooks are books published to be used as teaching aids and teaching developers. Those concepts complement Mejía's (1991), who also affirms that the schoolbook is a printed material, designed in an organized, gradual, and meaningful way which serves as an instrument for student's learning in an active process directed towards the education through curricular objectives. From a different perspective, Apple (1993, p.110) refers to schoolbooks as a cultural and socializing instrument that seeks not only to convey school information but also that the people who are using them get the rules, values and ideology of their society.

Furthermore, Peña (1991, p. 56) defines schoolbooks as a pedagogical instrument that includes the syllabus, helps to the organization and distribution of time, presents verbal and

graphic information, and suggests activities and exercises that serve to stimulate the thinking processes. He says that a well-constructed schoolbook can contribute to facilitate and make the teacher-student's work easier by improving the quality of the education. This latter idea is taken up by Choppin (1992, p.19), who, apart from considering the schoolbook as a commercial product and as a support of knowledge that is "the mirror in which it is reflected the image that the society wants to show", conceives the schoolbook also as a tool that includes instructions and recommendations to help teachers and pupils. As well, Chambliss and Calfee (in Mohammad and Kumari 2007, p. 2) visualize the schoolbook as a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience.

In conclusion, the general conception of the schoolbook is related to a variety of ideas in the educational field that help teachers and students in the development of the teaching-learning process. However, schoolbooks are not only an instrument but also an element part of the curriculum; they are related to the culture and they are a vehicle for opening a new world.

In our opinion, we consider schoolbooks as an important tool that teachers use to complement the curriculum but this tool must not be the only one used in classrooms and teachers' class planning. Schoolbooks have to be adapted to the curriculum not the curriculum to the schoolbooks. This adaptation should be according to the teachers and students' needs, taking into account the cultural aspects, the language level of the student and their ages.

Haycraft (1998) in Litz (2005, p. 6) suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Another opinion we should know is O'Neil's (1982). He has indicated that the schoolbooks, or textbooks as he calls them, are

generally sensitive to student's needs; even if they are not designed specifically for them, they are efficient in terms of time and money and they can and should allow for adaptation and improvisation.

Schoolbooks give us some more advantages; one of them, identified by Cunningsworth (1995 in Litz, 2005):

It is the potential that textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective source for self-directed learning an effective resource for presentation material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives and support for less experienced teachers who have get to gain in confidence. (p 5)

We can find more advantages of using the schoolbooks for learners and teachers in a questionnaire done by Hutchinson and Torres (1994) in Çakit 2006 p. 3) in which it is said that "Learners see the textbooks as a framework or guide that helps them to organize their learning both inside and outside the classroom during discussion in lessons, while doing activities and exercises, studying on their own, doing homework, and preparing for tests". Although, according to Hutchinson and Torres, (1994) most of the disadvantages of schoolbooks refer to the promotion of mediocrity and the lack of creativity, it is important to take into account that the schoolbook represents, in most of the cases, the core of the ELT program.

This didactic material is seen as a support because it serves as a guide that offers advantages for both, teachers and students; it promotes order because it is structurally organized, follows a methodology, represents confidence, helps to the development of practical exercises,

facilitates the presentation of culture in the classroom and serves time. In conclusion, we can say that the schoolbooks have more advantages than disadvantages and throughout history schoolbooks have been a very important tool in the ELT classroom.

Now, going from the general concept about schoolbooks, we want to introduce a more specific one and it is the concept of the English as a foreign language schoolbooks. Alphonse (1995) states that “EFL textbooks are the primary source of information on the culture and language (syntax, lexicon, and morphology) for studying a language” (p. 7). This author links the way of teaching the language and the materials used in class.

Hutchinson and Torres (1994) suggest that “the textbook is an almost universal element of English language teaching”. In this sense, Sheldon (1998, p 237) agrees with this and suggests that course books not only “represent the visible heart of any ELT program, but also offer considerable advantages for both the student and the teacher” (p. 315). Nevertheless, schoolbooks are not effective per se, effectiveness depends on the use teachers and students make of them.

5.1.4 The Schoolbook use

The schoolbooks are a valuable tool in the teaching and learning process. This material can be used by both teachers and students in different ways. For some of them, this is a fundamental element for the development of activities, for the others, it is only a support for teaching or learning the target language.

Cunningsworth (1984, in Litz, 2005) argues that English schoolbooks serve several roles in the ELT curriculum. He states that they are an effective resource for self-directed learning, an effective resource for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence.

5.1.5 The EFL book components

EFL schoolbooks are usually composed of different elements. In general, they have a cover, table content, a book map. They are divided into units and each unit has different sections. The units have activities addressed to the different skills. For example, they have texts about different topics, present listening activities and some activities to promote writing. EFL schoolbooks also include grammar exercises. They usually have projects that involve cultural aspects and some evaluations at the end of the units. Finally, some EFL schoolbooks embrace a glossary; some include verbs lists or graphic glossary according to the level they are addressed to. In some cases, they are accompanied by other supporting books or extra materials for helping the learning process. Among the typical extra materials of schoolbooks we find workbooks, teacher's guides, CDs or DVDs, paper ware, or other kind of extra materials like flashcards or cards for supporting activities proposed by the student's book or just for giving the teacher different options for creating practical exercises.

5.2 READING SKILLS

Language teaching aims at developing the four basic communicative skills – speaking, listening, reading and writing. These skills are organized in two types, *productive* and *receptive* being the *productive skills* known as active and the *receptive skills* as passive. *Receptive skills* meaning is extracted from the discourse while *Productive skills* meaning is shown when the learners produce language themselves. Harmer (2007) mentions the concern about dividing the skills given that the learning process involves all the skills at the same time. He argues that it is not possible speaking without being listened or writing without being read. When learners produce language, they follow a model, so that, when they speak they have already listened to a model; when they write, they have already read a model of a text or are responding to it. This means that receptive skills and productive skills feed from each other constantly and in different ways. In addition, Harmer (2007) points out that passive *skills* implicate more than only receiving. When reading or listening, learners must activate their knowledge, their brains are focused on what they are receiving.

In this vein, we can say that reading is anything but passive. Grellet (1981, p.8) refers to reading as an active skill and its communicative function is evidence. He presents some aspects to show that reading is an active skill. He argues that reading “involves guessing, predicting, checking and asking oneself.” When someone is reading, he is interacting somehow with the writer, his ideas. Grellet (1981) also mentions the importance of using authentic material although it may seem difficult for learners; the problem is not on the text but on the type of the activities that are proposed to do with it.

Grellet (1981) presents some reading comprehension exercise types. His work is divided into four sections which are shown in the following chart:

Reading techniques	How the aim is conveyed	Understanding meaning	Assessing the text
Sensitizing 1. Inference: through word information 2. Understanding relations within the sentence 3. Linking sentences and ideas: link-words	Aim and function of the text 1. Function of the text 2. Functions within the text	Non-linguistic response to the text 1. Ordering a sequence of pictures 2. Comparing texts and pictures 3. Matching 4. Using illustrations 5. Completing document 6. Mapping it out 7. Using the information in the text 8. Jigsaw reading	Fact versus opinion
Improving reading speed	Organization of the text: different thematic pattern 1. Main idea and supporting details 2. Chronological sequence 3. Descriptions 4. Analogy and contrasts 5. Classification 6. Argumentative and logical organization	Linguistic response to the text 1. Reorganizing the information: Reordering events Reorganizing the information: using grids 2. Comparing several texts 3. Completing a document 4. Question-types 5. Study skills: summarizing Study skills:	Writer's intention

		note-taking	
From skimming to scanning 1. Predicting 2. Previewing 3. Anticipation 4. Skimming 5. Scanning	Thematization		

Table 1. Reading techniques and strategies. Grellet, (1981, pp. 12, 13).

On the other hand, Nuttall (1982) says that “reading is often used for purposes different from those found in mother-tongue learning” (p. 19). She says “reading aloud is often used (mistakenly, most experts agree) as one form of pronunciation teaching. But the most typical use of reading in a foreign language class is to teach the language itself” (p. 19).

Regarding these aspects, Nunan (1999) mentions the DART (Directed Activities Related to a Text), a model developed by Davies and Green (1984) and Davies (1985) that responds to the traditional activities proposed in the EFL classroom. Davies argues for tasks types and presents some features those tasks are characterized by. He divided reading tasks into the *good reading tasks* and the *active reading tasks* (Davies, 1985, in Nunan, 1999). At the same time, Davies and Green (1984) use those principles on the development of the DART model, previously mentioned, to include two types of tasks: reconstruction activities and analysis activities. The first ones demand the reader’s reconstruction of a text; the second ones demand the reader’s transformation of the information of a text in some way.

In the following table, Nunan (1999) exemplifies the types of tasks according to the model.

<i>Reconstruction Activities</i> (using texts modified by the teacher)	<i>Analysis Activities</i> (using straight text)
PUPIL TASK: Pupils complete the text or diagram, reconstructing meaning. TEXT COMPLETION • Word completion (selected words deleted from text) • Phrase completion (selected phrases / clauses deleted from text) • Sentence completion (selected sentences deleted from text) SEQUENCING • Selected segments of text arranged in logical / time sequence (text cut into segments representing certain categories of information) PREDICTION • Pupils predict next events / steps or stage after reading segments of text (text segments presented a section at a time) TABLE COMPLETION • Pupils fill in cells of table using row and column headings and text as sources of information (teacher provides row and column headings) • Pupils devise row and column headings using texts and cells of matrix as sources of information (teacher fills in cells) DIAGRAM COMPLETION • Label completion using text and	PUPIL TASK: Pupils locate and categorize text information by marking and labeling. Use marked text as basis for summary (diagrammatic or note form) TEXT MARKING • Locating and underlining parts of text representing certain meaning of information targets LABELING • Pupils label parts of texts using labels provided by the teacher SEGMENTING • Pupils break text into meaning or information units and label / annotate segments of text TABLE CONSTRUCTION • Pupils produce columns and row headings for tables and fill in the cells using text(s) as source of information DIAGRAM CONSTRUCTION • Pupils construct and complete diagram appropriate for particular text, for example, FLOW DIAGRAM for text describing a process, BRANCHING TREE for a text describing a hierarchical classification, networks, etc. PUPIL-GENERATED QUESTIONS

diagram as sources of information (selected labels deleted from diagram) • Diagram completion using text and partly completed diagram as sources of information (teacher constructs original diagram: flow diagram, branching tree, network, etc.)	• Pupils read text and generate questions they still need answers to SUMMARY • Pupils produce headings and summarize information
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Table 2. Types of tasks. Nunan (1999, p 263)

Nunan (1999) also presents an adaptation of a typology of reading strategies developed by the teachers in the ELTU at a Chinese University in which they identify the best strategies for different texts and purposes in order to make possible the increasing of both reading speed and their comprehension in second language learners. He set out the strategies of this typology:

1. Having a purpose
2. Previewing
3. Skimming
4. Scanning
5. Clustering
6. Avoiding bad habits
7. Predicting
8. Reading actively
9. Inferring
10. Identifying genres
11. Identifying paragraph structure
12. Identifying sentence structure
13. Noticing cohesive devices
14. Inferring unknown vocabulary
15. Identifying figurative language
16. Using background knowledge (p 265)

Brown (2001) agrees in some of these strategies and defines others:

1. Identify the purpose of reading
2. Use graphemic rules and patterns to aid in bottom up decoding (especially to beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you are not certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationships (p 306)

However, the strategies used when reading depend on the purposes the reader has and the tasks he carries out. That means that if the reader takes a look at the newspaper, he is skimming it to know the general information, but if he reads an invitation card, he scans it to know some specific information. When he reads a poem or a novel, he does it for pleasure but when he reads a page on a recipes book he has a different purpose. Grellet (1981, p. 4) talks about two main reasons for reading: for pleasure and for information, whereas Nunan (1990) mentions the seven main purposes of reading suggested by Rivers and Temperly (1978, p. 187):

1. To obtain information for some purpose or because we are curious about some topic;
3. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);
4. To act in a play, play a game, do a puzzle;
5. To keep in touch friends by correspondence or to understand business letters;
6. To know where or when something will take place or what is available;
7. To know what is happening or has happened (as reported in newspapers, magazines, sports);
8. For enjoyment or excitement. (p 251)

Taking this into account, we can notice the authors mentioned above agree in general terms on the purposes when reading.

Given that the schoolbooks are mainly material for teaching and language learning, and that they include a program to develop reading skills in the EFL teaching and learning process, it is important to mention the objectives or the aims of a reading program. So, now we want to turn to another main concept of our research.

5.2.1 Aims of a reading program

Nuttall (1982) says that every text and every reader require different treatment and it is important to move under certain premises.

a) *Enable students*: In this case the only thing the teacher can do is to encourage the students to develop the ability. This applies for all FL teaching but it applies particularly to comprehension. In the comprehension process it is important what the students do, not what the teacher does.

b) *To read without help*: This refers to the need of the students to develop the reading skill. It is important to know that the teacher is not all the time with the students. The teacher has to help them to be confident and to make their own help unnecessary.

c) *Authentic texts*: In this point Nuttall (1982) says that it is very important to practice reading with authentic texts or text that help us for specific purposes.

d) *Appropriate speed*: To read fast is not the important thing. Students should read with an appropriate speed. A flexible speed is what makes a reader competent. Students need to identify what kind of reading should be made depending on the type of text.

e) *Silently*: Sometimes reading aloud is done longer than it should be. This is because reading aloud is very important in the first stages of FL learning and it

becomes a very important part of the classes. Although people are not used to reading silently, all readers have this ability.

f) *With adequate understanding*: This refers to the ability to understand most things of the text and the ability to infer the rest from the context. As in the case of reading speed, however, flexibility is required (p. 21).

Taking into account that the standards are based on the Common European Framework, it is important to mention how reading skills appear on the Common European Framework and the activities proposed on it.

5.3 Reading skills in the Common European Framework of Reference

According to the Common European Framework, reading is part of the receptive skills. In this sense, this document states that the user as a reader receives and processes as input written texts produced by one or more writers. In the Common European Framework (p. 68), we find some criteria that show us how to use reading skills according to the level A2 that is the one proposed in the Colombian standards for English for the seventh grade of elementary school, the grade we took into account to carry out this research. According to the Common European Framework (p. 68), the following activities are the activities that a reader receives and processes as input written text produced by one or more writers:

- Reading for general orientation;

- Reading for information, e.g. using reference works;
- Reading and following instructions;
- Reading for pleasure.

The language user may read:

- Reading for gist;
- Reading for specific information;
- Reading for detailed understanding;
- Reading for implications, etc.

Illustrative scales are provided for:

- Overall reading comprehension;
- Reading correspondence;
- To what range of inputs the learner will need/be equipped/be required to listen;
- For what purposes the learner will listen to the input;
- In what mode of listening the learner will engage.
- Reading for orientation;
- Reading for information and argument;
- Reading instructions. (p. 68)

The following table corresponds to the overall reading comprehension applied to Reading skill according to the Common European Framework (2001 p. 69-71)

Level	Overall Reading Comprehension
-------	-------------------------------

A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day of job- related language.
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Level	Reading correspondence
A2	Can understand short, simple messages on postcards.

Level	Reading for Orientation
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

Level	Reading for information and argument
A2	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Level	Reading instructions
A2	Can understand regulations, for example safety, when expressed in simple language
A2	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone

Table 3. Reading skills for A2 in the CEFR

According to the Common European Framework (2001) to act as a reader, the learner must be able to carry out a sequence of skilled actions such as:

- perceive the written text (visual skills);
- recognize the script (orthographic skills);
- identify the message (linguistic skills);
- understand the message (semantic skills);
- interpret the message (cognitive skills) (p. 91).

5.2.3 Reading skills in the EFL standards

Before we talk about the Colombian standards for English we should talk about standards. In general, taking into account that standards are way important in people`s lives because they are a starting point for what we want to achieve. In this sense Ravitch (1995) provides the following definition. “The word *standard* refers simultaneously to both, the *model and example*, and the gauge or yardstick for determining how well one’s performance approximates the model for example. A standard is both a goal (what should be done) and a measure of progress towards that goal (how well it was done) (p. 7).

Ravitch (1995) also says that “the definition of standards implies establishing a distinction between: content standards, performance standards and opportunity standards” (p. 7).

Content standards also known as curricular standards describe the knowledge and abilities that students should learn and teachers should teach.

Performance standards define levels of achievement (inadequate, acceptable or excellent). In other words, they describe how was the student process while trying to reach the content standard.

Opportunity- to learn- standards or school delivery define the necessary conditions to achieve content standards. Ravitch (1995) mentions that students cannot achieve high standards unless their schools have enough resources.

According to Ferrer (2006), the current national curriculum frameworks in Latin America guide the curriculum design of the schools expressing all the possible contents but without establishing clear expectations of students' achievement. According to its characteristics, each school will select the most appropriate learning outcomes consistent with the cultural characteristics and socioeconomic conditions of the students.

The making of the standards implies a rigorous selection about the knowledge where all students will have right to access independently from their sociocultural context.

Finally, we have to talk about the standards in our country. The standards have evolved during the last years. The following information makes reference to the moments in a chronological of way the *process of development of foreign languages policies* in Colombia. In the National Constitution (1991) the Article 67 establishes that the state should regulate and inspect the education with the aim of watching over its quality, its purposes and a better moral, intellectual and physical training.

- In the General Law of Education (MEN, 1994), the article 80 states that a national system of evaluation together with the National Test Service of the Colombian Institute for the Promotion of Higher Education (ICFES) would be in charge of stipulating criteria and procedures to evaluate students' achievements. Article 148 gives the Ministry of Education responsibility for the design of curricular guidelines for teaching processes and

establishes the indicators of curricular achievement for each of the different grades. In its Articles 21 and 22, the law refers to the objectives for Educación Básica and Media and states that one of them is the acquisition of elements of conversation, reading, comprehension and the capacity to express in at least one foreign language. In the same way, Article 23 incorporates a foreign language as part of the compulsory core curriculum.”

- The resolution 2343 (MEN, 1996) states the adoption of a design of general guidelines for the curricular processes from the public education and establishes the indicators of achievement for the formal education.
- In 1998, the National Ministry of Education (MEN) published the Curricular Guidelines for Foreign Languages. This document has as a goal to set out some basic ideas that will serve as a guide and support for second foreign language teachers in the elaboration of curriculum, inside the institutional educative projects.
- With the “Revolución Educativa”, the Ministry of National Education (MEN, 2002) decided to design and carry out a permanent system of improvement of the educational quality based on the components of the quality cycle: “ 1) design and popularization of basic standards of competence; 2) evaluation of students, teachers and teachers directors and publication of the results; 3) improvement of the quality.” As part of this program, the first official document on educational standards for basic education in Colombia was made public in 2003 for language and mathematics and in 2004 for science and social studies.

- Finally, the project Colombia Bilingüe (PNB, 2004) whose aim is that all citizens, school students, teachers, and workers in different fields be competent in the English language in ten years, considered the direction and final edition of the document basic standards of competences in foreign languages: English, in 2006. That program –launched in 2004- aims at Colombia being bilingual by 2019.

The Colombian standards (MEN, 2006) have the following proficiency levels:

CEFR Level	Common name in Colombia	Education level in which each language level of proficiency should be achieved to be developed	Aims for 2019
A1	Principiante	Grades 1 a 3	
A2 (A2.1 A2.2)	Básico - Básico 1 - Básico 2	Grades 4 a 7 - Grades 4 a 5 - Grades 6 a 7	
B1 (B1.1 B1.2)	Pre-Intermedio Preintermedio1 Preintermedio2	Grades 8 a 11 - Grades 8 a 9 - Grades 10 a 11	Minimum level for 100% of High School graduates
B2	Intermedio	Higher Education	Minimum level for English teachers and for other career professionals
C1	Pre-Avanzado	Higher Education	Minimum level for the new graduates in B.A. / B.Ed. in languages
C2	Avanzado	Higher Education	

Table 4. Colombia Bilingüe levels and aims.

The Colombian standards for EFL include reading as part of the comprehension abilities altogether with listening. The Colombian standards say that although the abilities are separate by columns they have multiple intersections in practice. They separated them just to make them clear.

In our analysis, we address the seventh grade and the level for this grade according to the standards is the last grade for achieving the A.2.2 Basic level: according to the CEFR'S *waystage* (2001)

These are the general standards for this level related to reading proposed by the MEN (2006):

- I understand written instructions about daily routines and personal and academic activities.
- I understand literary, academic and general interest texts written in a simple language.
- I extract general and specific information from a short text.
- I understand the relationship established between words like and (addition), but (contrast), first, second... (Temporal order) in simple sentences.
- I value reading as an important habit of personal and academic enrichment.
- I identify the proper meaning of the words in the dictionary depending on the context.
- I apply reading strategies related to its purpose.
- I identify cultural elements as customs and celebrations in simple texts.

- I identify the action, the characters and the environment in narrative texts. (p. 23,24)

These standards are under the parameters of the communicative competences.

5.4 Competences

According to the MEN (2006, p. 11) a competence is defined as a compendium of knowledge, skills and individual characteristics that allow a person to do actions in a certain way. According to Hamad (2004) “Chomsky conceives the competence as one factor among many others that interact in the process of production and perception language” (p. 175).

Chomsky also views competence as a system of rules which together constitute the grammar of the native speaker. The grammar or competence is believed to include three basic components, syntactic, phonological, and semantic of which represents the central component. (Hamad 2004, p. 174)

On the other hand, Hymes (1967) says that the communicative competence involves the social rules of a language use and that communicative competence is more than taking it to mean simply linguistic interaction in the target language. Titone (1970) tends to equate communicative competence with the ability to carry out linguistic interaction in the target language. The concept of Gumperz (1971, p. 285) says that “an effective communication requires speakers and audiences agree both on the meaning of words and on the social import of values attached to choice of expression”.

Lyons (1970) sums it up: it is frequently suggested that there is a conflict between the sociolinguistic and the psycholinguistic approach to language, and furthermore that generative grammar must necessarily adopt the latter. According to Canale and Swain (1980), the concept of communicative competence includes three components: psychomotor skills, strategic competence, and language competence.

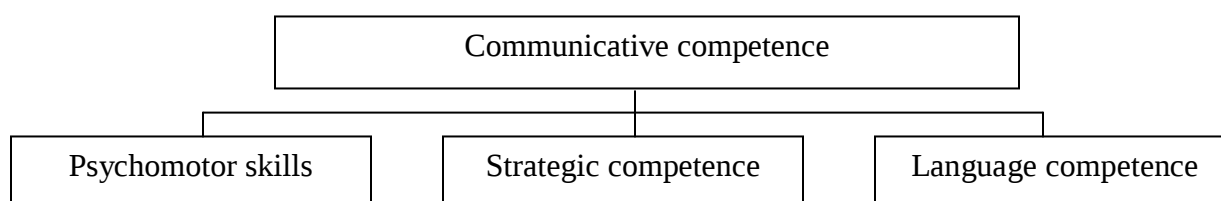


Table 5. Communicative Competence. (Canale and Swain 1980).

Anchico and Ceballos (2010) quote the definition of these authors for the three components in this way:

First, psychomotor skills are the first crucial conditions to be able to communicate in the foreign language: they are the physical mechanisms that allow a person to interact with others. Psychomotor skills are more easily understood as the capacities to perceive, differentiate and produce –articulate or pronounce- sounds; they are grounded on the physical and physiological – biological- bases of speaking. Second, strategic competence is the way in which the learner achieves to overcome linguistic and situational difficulties in communication. Third, language competence involves two types of skills: Organizational and pragmatic. The organizational skill is related to the formal structure of the language, its construction and discourse. Meanwhile the

pragmatic competence is the functional use of the language and the knowledge of its proper use according to the context in which it is used (p. 67).

The following diagram shows the different elements of language competence:

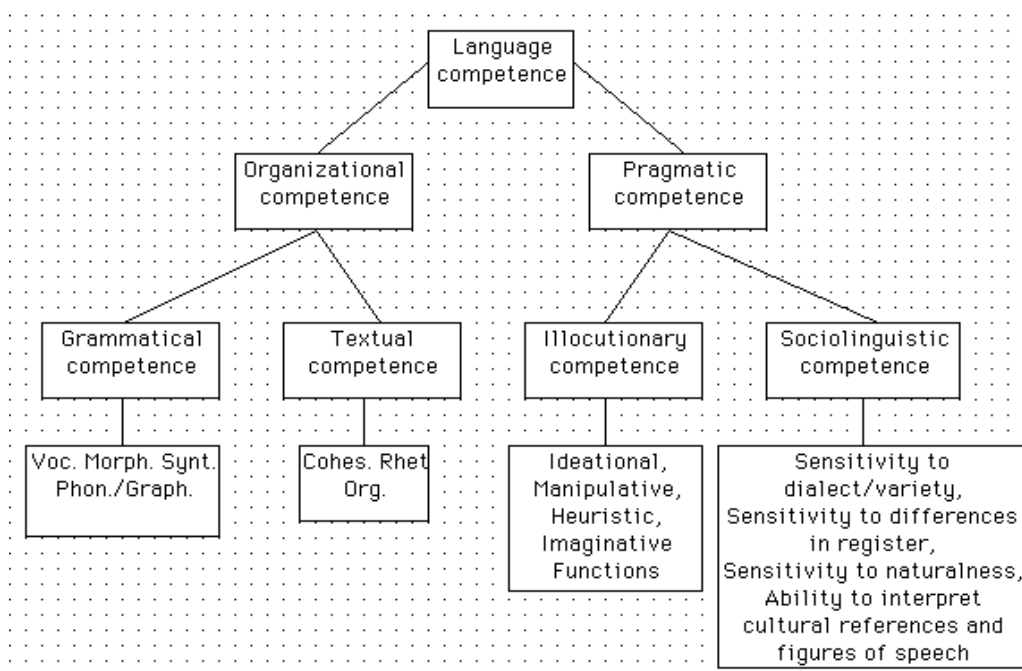


Table 6. Components of language competence. (Bachman 1990 in Curricular guidelines 1999).

The standards are centred on the communicative competence. As in other areas, the standards given by the MEN in our country give clear criteria that let the students and their families, the teachers and the institutions know what the students should learn and what they should know with the language in a specific context.

According to the curricular Guidelines (MEN, 1999) the communicative competence can be worked isolated because it involves a flexible know/how to do which is updated in

meaningful contexts and which has the ability to use the knowledge of the language in different situations inside and outside of the school environment.

In relation to the Common European Framework for languages (CEFR, 2001) the communicative language competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic.

Linguistic competence refers to the knowledge of the formal resources of the language and the ability to use them to give the correct and meaningful messages. It also includes the lexical, phonological, syntactic and orthographic skills. This competence not only involves the theoretical management of the grammatical, orthographic or semantic concepts but its application in different contexts

Sociolinguistic competence; this competence is related to the knowledge of the social and cultural conditions that are implicit in the use of the language. For example, it is used to handle the behaviour rules and other rules that help the relationship between generations, genders, status and social groups. This competence is use to talk about the slang or differences along register, dialect and accent.

Finally, the communicative competence also involves the pragmatic competence according to the MEN (1999). The pragmatic competence first of all is related to the functional usage of the linguistic resources and it involves a discursive competence that refers to the ability of make sentences in sequences to produce texts. In second place it implies a functional competence the linguistic aspects and how they are linked to each other in a real context.

Defining the pragmatic competence Rodriguez (in Carbone, 2003, p .112) includes the pragmatic item into the elements that are part of the communicative competence. For the authors,

the pragmatic competence is the speaker/listener knowledge about the uses, strategies, norms and factors that have an influence in the language resources selection and in the correct interpretation about those resources according to the rules accepted by the society.

According to the definition given by the Common European Framework (2002), “the pragmatic competence is concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component, even more than for the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed” (p. 13).

Hymes (1972), for example, refers to the sociolinguistic competence as the appropriateness of language use in a variety of social situations. According to him, this competence includes the knowledge of rules and conventions that are necessary for the comprehension of language use in different sociocultural contexts.

The following diagram shows the areas of language knowledge according to Bachman and Palmer (1996).

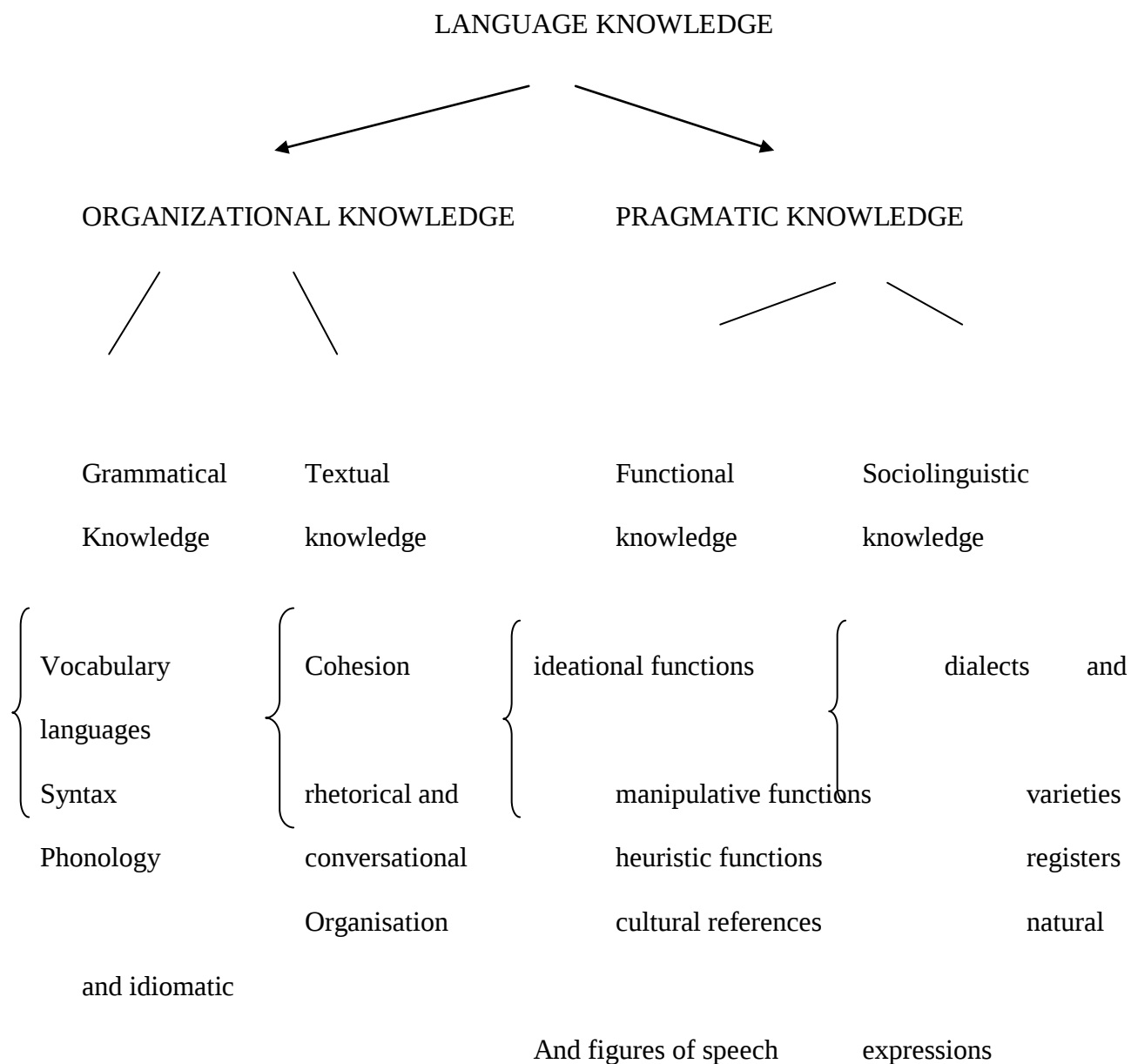


Table 7. Areas of language knowledge. (Source: Bachman and Palmer, 1996, p. 68)

Hymes (1972) for example, refers to the sociolinguistic competence as the appropriateness of language use in a variety of social situations. According to him, this

competence includes the knowledge of rules and conventions that are necessary for the comprehension of language use in different sociocultural contexts. According to Brown (2002), Hymes also referred to communicative competence as that aspect of our competence that enables to negotiate meanings interpersonally within specific contexts (p. 245).

CHAPTER SIX

METHODOLOGY

6.1 Overview

Our research involves the analysis of six English schoolbooks for seventh- grade related to the treatment of reading skills before and after the issuance of the Colombian standards for English published by the Ministry of National Education in 2006. This research is done in order to contribute to the development and evaluation of EFL schoolbooks in Colombia and the achievement and impact of Colombian English Standards on reading skills.

There is one work about the implementation of standards in Colombia, which is Anchico and Ceballos'. That research talks about oral skills in six schoolbooks addressed to fifth grade, and we decided to continue with this research but taking into account another skill and a higher level.

Our research is exploratory and contains descriptive correlational features. What we want to describe is how some books, published before and after the Colombian standards for English, manage these reading skill. Hernandez, Fernandez and Baptista (2003) say that the exploratory research is used to know or to get familiar with a relatively unknown phenomenon, to obtain information about the possibility of making a deeper research about a particular context in the real life, to investigate problems of human behavior that are important to professionals of certain area, to identify concepts or to establish priorities for further researches or to suggest arguments that can be tested.

6.2 Research design and techniques

As we are considering Anchico and Ceballo's work, we are making the same kind of work which involves a non-experimental descriptive transverse research. According to Hernandez, Fernandez and Baptista (2003), it is non experimental because this study is not going to manipulate variables. This just pretends to collect data in specific moments to describe all the information to provide a vision of a specific context or situation.

In this part we will take into account the following aspects in each schoolbook:

1. Identification of the objectives related to reading skills
2. Identification of the methodology
3. Identification of the proficiency level found in the schoolbooks

Then, this is a non-experimental longitudinal research because the idea is to infer and to identify the changes that the schoolbooks have had through the time, which implies to confirm if the treatment of reading skills was really according to the new Colombian standards for English.

For the collection and analysis of the data, we used the content analysis technique. That can be defined as a systematic and objective analysis of the characteristics of the messages, especially the analysis of human interaction. Content analysis is also applicable to many research areas (Neuendorf, 2002). Content analysis is quantitative, according to Fink in Neuendorf (2002) "the goal of any quantitative analysis, is to produce counts of key categories, and measurements of amounts of other variables" (p. 14).

Neuendorf (2002) also says:

Content analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity, intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are presented or created (p.14).

There are some other approaches about content analysis technique. For example, Berelson (1952) suggests that content analysis is objective, systematic and quantitative. This definition is similar to Silverman's (1993, p. 53) who states that content analysis is a quantitative method. Meanwhile, Abrahamson (1983, p. 286) suggests that a content analysis technique can be fruitfully employed to examine virtually any type of communication. As a consequence, content analysis may focus on either quantitative or qualitative aspects of communication messages.

On the other hand, Krippendorff (2004, p. 18) defines "Content analysis as a research technique for making replicable and valid inferences from texts (and other meaningful matter) to the contexts of their use. Besides, it provides new insights and increases a researcher understanding of a particular phenomenon, or informs practical actions".

To carry out our research we took the following steps following Anchico and Ceballos (2010):

- Selection of schoolbooks

- Overall description of schoolbooks
- Identification of units of analysis
- Categorization and codification
- Analysis of the material and conclusions (p. 74)

6.3 Schoolbooks' selection

Our research is based on the analysis of six schoolbooks addressed to the seventh level of secondary school; three of them published before the issuance of the Colombian standards for English and other three published after them.

To make the selection of the schoolbooks we follow the criteria of Anchico and Ceballos (2010):

- Level of Uniformity: All the schoolbooks are addressed to the seventh grade.
- Recent schoolbooks: the schoolbooks before standards should have been published between 2000 and 2006.
- The schoolbooks after standards should have been published in 2007 and onwards given that the Colombian standards for English were published in 2006. Taking into account that the Standards were published in 2006.
- All of them should belong to a National publishing house or to an International publishing house associated with a national one because, foreign publishing houses might not be aware of Colombian education policies.

- All of them should be written by Colombian authors because foreign authors might not be aware of Colombian education policies (p. 75).

It is important to mention that all the books must be addressed to the same school grade in terms of having a general idea of the treatment of reading skills and the same opportunity to make the comparison. Here there are two tables that include the list of the schoolbooks used in our analysis that fulfilled the characteristics mentioned above:

<i>Before Colombian standards for English</i>			
Schoolbooks	Publishing House	Year	Author/s
Freestyle 2	Macmillan Heinemann)	2000	Angela Llanas Libby Williams Luz Janeth Ospina
Teenagers new generation 7	Editorial Norma (Greenwich ELT)	2004	Astrid Núñez Pardo
Extreme Experience 2	Editorial Santillana (Richmond	2004	Michael Downie David Gray Juan Manuel Jiménez

Table 8. Schoolbooks before Colombian standards for English

<i>After Colombian standards for English</i>			
Schoolbooks	Publishing House	Year	Author/s
American Inspiration 2	Macmillan	2009	Judy Garton Sprenger Philip Prowse
You Too 2	Editorial Norma S.A (Greenwich ELT)	2009	Claudia Marcela Chapetón Castro Yuly Andrea González Sarmiento Luis Fernando Gómez Rodríguez Jorge Alejandro Quiroga Villalba Marcela Isabel Alfonso Caro
Next Step 7	Santillana (Richmond)	2012	Carol Lethaby Simon Brewster

Table 9. Schoolbooks after Colombian standards for English

6.4 Schoolbooks' description

Freestyle 2

Freestyle is a six-level course in American English specifically designed to meet the needs and interests of teenage students in Latin America. The book has a lively four-skill approach to language learning built around a grammar-based syllabus. The language in *Freestyle* has also been selected for its relevance to real life situations. (Taken from the cover of the book)

Each level of *Freestyle* consists of:

- Student's book
- Teacher's guide
- Cassette

The following are some of the features announced by the editorial on the cover of the book:

- Quick quizzes in each lesson to review language.
- Fun topics suitable for teenage students
- Specially written songs and rhymes
- A Latin American focus with carefully selected topics
- Examples of useful classroom language in each book
- Pronunciation practice in every unit

Teenagers New Generation 7

This is a book from the *Teenager's* series of books for teaching English in secondary level. It was published by Greenwich ELT and Norma in 2004 previously to the issuance of Colombian standards for English. The author is Astrid Nuñez Pardo. This book is a six-level English series for secondary students at the beginning to intermediate level.

Each level of *Teenagers New Generation* consists of:

- Student's book
- Work book
- Teacher's guide
- Class audio CD
- Two videos for the entire series.

The following are some of the features announced by the editorial on the cover of the book:

- A content-based approach, including cross-cultural and cross-curricular topics.
- A proposal for developing learning strategies, communicative skills and vocabulary acquisition.
- A clear communicative approach to grammar
- Games and all kinds of activities which imply having fun while learning
- A project methodology to promote meaningful tasks and cooperative learning

- Evaluations and self-evaluations according to the learning goals.

Extreme Experience 2

Extreme is a new four-level course in American English for teenagers. It is necessary that the students have an upper-intermediate level and it can be used with both small and large classes of mixed ability.

Each level of *Extreme* consists of:

- Students book
- Workbook
- Teacher's guide
- Class audio CD
- DVD

Each unit contains the following features:

- Eight pages of grammar and vocabulary lessons
- Two pages of skills development
- One story episode
- One project
- One page of activity-based review and a song.

American Inspiration 2

American Inspiration is a six-level English course that takes teenage students from beginner to intermediate level. According to the publish house, the material and the different topics reflect teenager's changing needs and interests.

Each level of the schoolbook *American Inspiration* consists of:

- Student's book
- Work book
- Teacher's guide
- Cd rom

The following are some outstanding features announced by the editorial on the cover of the book:

- Topic-led syllabus: The cross-curricular syllabus offers a wealth of stimulating materials relevant to the student's lives. Special culture lessons build cross-cultural awareness and encourage discussion.
- Clearly structured grammar: Grammar is presented through engaging texts and dialogues. Controlled practice then leads to fluency activities where students apply the grammar in communicative situations.

- Skill development: Skills work is present throughout. Each unit also includes a dedicated integrated skills lesson. Writing is developed progressively and learner independence tasks encourage students to “learn how to learn”.
- Inspiration extra: These consolidation and extension activity spreads at the end of each unit are designed for mixed- ability groups. They offer creative project work, authentic songs, and games.

You too

You too is a six-level English program for secondary students from the elementary to pre-intermediate level. The program features:

- An eclectic approach that takes advantage of the most recent methodological developments in EFL: content-based approach, task-based approach, student-centered approach, the multiple communicative framework
- A modular syllabus based on the Common European Framework standards
- Enjoyable and challenging projects developed throughout each module to consolidate both language and content knowledge
- Learning strategies to enhance the development of language skills as well as cognitive, meta-cognitive and academic competences
- A reflect on values section to stimulate social awareness
- A test training section to prepare students for international examinations

- Well-known rock and pop songs with lyrics in a glamorous design at the end of each book

Each level consists of:

- Student's book with an audio CD
- Teacher's guide with two audio CDs

Forth coming: workbook

Next Step

Next Step is a six-level course in general English that takes students from an elementary level to an intermediate level. By the end of the course, students will have surpassed the Threshold (B1 or PET) level of the Common European Framework of Reference for languages.

Each Next Step level consists of:

- Student's book
- Practice book
- CD-Room
- Teacher's book
- Class CD

The following are some features announced by the editorial on the cover of the book:

- Provides material for 80-100 hours of classroom teaching, plus 40 hours of autonomous learner activities in the Practice Book and CD-Room
- Follows an achievable and comprehensive grammar syllabus
- Teaches vocabulary in cohesive sets, collocations and phrases
- Works on all aspects of language, including grammar, vocabulary, functions, skills and pronunciation
- Encourages the use of new technology and media in English
- Features projects and a magazine to consolidate and reinforce learning includes natural texts about relevant topics for teens.
- Gets students communicating in varied situations

CHAPTER SEVEN

ANALYSIS

7.1 Units of analysis

The units of analysis in our research are the activities for working on the development of reading skills. They appear in the different units or sections of the schoolbooks. The first thing is the list of instructions focused on reading skills per book and then to create a table that shows the content organization of the student's book of each series, the number of reading activities per unit in each book and the instructions given.

7.1.1 Freestyle

List of reading instructions

1. Read and complete
2. Read and check
3. Read and draw
4. Read and underline. Look them up in the dictionary
5. Read. Order the sentences
6. Read and write the underline words
7. Listen and read. Then correct the sentences

8. Look at the picture. Listen and read. Draw a line from the person to the things they are talking about
9. Read and answer the questions
10. Listen, read and repeat. Ask and answer questions with a partner
11. Read and write
12. Listen and read. Complete
13. Listen, read and repeat
14. Read
15. Read and underline
16. Read the poem. Find the positive and negative verbs. Find five words you associate with Halloween
17. Listen, read and find then answer the questions
18. Listen and read
19. Read and match
20. Listen and read. Underline the verbs in the past. Write the infinitive
21. Circle the right answers. Check your answers by reading the text
22. Read and listen to the story. Then number the pictures in sequence

Units	Number of activities	Instructions
Unit 1	4	1, 2, 3, 19
Unit 2	5	4, 2, 5, 1, 2
Unit 3	6	6, 7, 15, 9, 8, 9

Unit 4	6	10, 11, 12, 9, 11, 9
Unit 5	6	12, 13, 11, 9, 11, 14
Unit 6	6	12, 1, 15, 1, 9, 16
Unit 7	5	17, 4, 18, 19, 20
Unit 8	4	2, 2, 21, 22
Total of instructions	42	

Table 10. Reading instructions per units in *Freestyle*

7.1.2 Teenagers New Generation

List of reading instructions

1. Read and complete the chart
2. Read and complete the sentences
3. Before you read, discuss the following questions
4. Based on the text, solve the following quiz
5. Listen and read
6. Based on the reading, check right (R) or wrong (W), True (T) or false (F). Correct the wrong/false ones
7. Read
8. According to the reading, complete the table. Correct the incorrect statements
9. Select the option that best answer the questions
10. Answer the questions

11. Add the score and read (test)
12. Listen and read the dialog and number the pictures in the correct order
13. Underline the best option to complete it
14. Read and check our answers
15. Read the following descriptions and write the name of the character

Units	Number of activities	Instructions
Warming up: <i>The first day at school</i>	1	1
Unit 1: <i>Routines</i>	4	2, 5, 3, 4
Unit 2: <i>Time to eat</i>	5	3, 7, 8, 9, 10
Unit 3: <i>Abilities</i>	5	6, 6, 6, 14, 12
Unit 4: <i>The way we were</i>	5	11, 8, 7, 15, 13
Unit 5: <i>I Really had a good time</i>	6	3, 1, 8, 6, ,6, 6
Unit 6: <i>It's amazing</i>	5	4, 5,15,5,15
Total of intructions	31	

Table 11. Reading instructions per units in Teenagers New Generation.

7.1.3 Extreme

List of reading instructions

1. Match. Then, read and check your answers.
2. Read and answer the questions.

3. Read and write.
4. Read and answer
5. Look at the photos and read the title. Answer
6. Read and check your answer.
7. Read and mark the sentence T (true) or F (false).
8. Read and number / organize
9. Read to your partner(s). (They) He/she guesses.
10. Read. Use grammar
11. Read
12. Read and underline.
13. Read and mark. Then label
14. Read / Look at ... and mark
15. Read and match.
16. Read out. Vote on the best one.
17. Look at ... and find. Then write the review.
18. Read and correct the sentences.
19. Read and complete
20. Look at the pictures. What do they have in common? Then read and check.
21. Read to others
22. Read and say ...
23. Read and mark
24. Look at the underlined words. Mark what they tell us.

25. Discuss. The read and check. (answer the questions)
26. Look at the poster and check.
27. Read and check.
28. Find these words in the horoscope. Then write them in the correct column.
29. Say who these words refer to.
30. Read and answer then listen and check.
31. Find more examples of predictions

Units	Number of activities	Instructions
Unit 1: <i>Look at me!</i>	18	1, 2, 3, 4, 3, 11, 6, 2, 5, 7, 2, 2, 12, 8, 4, 4, 4, 9
Unit 2: <i>Hollywood</i>	10	8, 7, 10, 10, 7, 6, 2, 11, 4, 12
Unit 3: <i>A Bright Future</i>	20	4, 2, 11, 9, 13, 7, 21, 4, 14, 15, 12, 14, 24, 2, 15, 4, 2, 2, 21, 21
Unit 4: <i>In Tune!</i>	15	10, 22, 7, 2, 17, 2, 6, 2, 5, 4, 7, 2, 10, 18, 21
Unit 5: <i>Money Talks</i>	14	4, 2, 19, 10, 19, 2, 20, 2, 23, 2, 2, 21, 2, 4
Unit 6: <i>Health Matters</i>	12	2, 15, 2, 16, 2, 4, 15, 23, 24, 2, 4, 4
Unit 7: <i>Out West</i>	10	7, 2, 27, 27, 2, 25, 23, 2, 2, 26
Unit 8: <i>In the Stars</i>	15	17, 2, 27, 2, 7, 15, 28, 22, 29, 19, 2, 23, 16, 3, 9
Unit 9: <i>Time out</i>	16	13, 2, 22, 3, 2, 15, 2, 22, 23, 30, 31, 19, 21, 8, 18, 22
Total of instructions	130	

Table 12. Reading instructions per units in Extreme.

7.1.4 American Inspiration

List of reading instructions

1. Read the conversation. Then match with photos
2. Read and listen
3. Read and answer the questionnaire
4. Read and choose the best responses
5. Read and choose the best words
6. Read and answer the questions
7. Read and find words in the song which rhyme
8. Read and complete
9. Read the messages and match the questions with the answers
10. Read the paragraph then match them with photos
11. Match invitations
12. Read the letter and complete
13. Read the dialogue and complete the sentences
14. Read the text and correct the sentences
15. Complete the story
16. Read two books in easy English. Which book did you like best, and why?
17. Read a book in easy English and write five questions about the story

Units	Number of activities	Instructions
Unit 1: <i>People and places</i>	5	1, 2, 3, 4 ,2
Unit 2: <i>Looking back</i>	6	2, 2, 5, 6, 7, 8
Unit 3: <i>Taking action</i>	5	2, 2, 2, 9, 10
Unit 4: <i>Party time</i>	7	2, 2, 2, 11, 12, 1, 8
Grammar summary		
Unit 1	1	8
Unit 2	5	13, 14, 15, 16, 8
Unit 3	2	9, 10
Unit 4	2	11, 17
Total of intructions	33	

Table 13. Reading instructions per units in American Inspiration.

7.1.5 You too

List of reading instructions

1. Listen and read. In your notebook, make information cards about each character
2. Read, listen and take notes
3. Read, listen and match
4. Read and listen. Then, use the Word Bank and complete
5. Read the article and listen. Then, scan the text in order to answer the questions
6. Read .Then, write.
7. Read then ad and draw.
8. Listen and read the poem. Then, discuss
9. Read and listen then scan the text in order to answer the questions
10. Read, listen and complete. Then, fill in the chart below
11. Read and listen. Then answer the questions

12. Listen, read and answer the questions
13. Read and infer the best option
14. Read and answer the questions.
15. Read the text. Choose the right words and write them on the line
16. Listen read and complete
17. Read the text again and write T (true), F (false) or NG (not given)
18. Read. Write and complete
19. Read and discuss
20. Read the comments
21. Read and listen Then, match text with the pictures below.
22. Read and listen. Then define the words below
23. Read again and write 1 if the ideas is stated, 2 if the idea is false, and 3 if the idea is not in any of the texts.
24. Read and listen. Then choose the correct definition for each expression
25. Read the statements and circle what the word “can” expresses
26. Read the paragraph and choose the best option
27. Before reading the questions. Then ask yourself questions about the main features to be sure you understand the data
28. Read the text and labels. Then answer the questions
29. Read and choose the appropriate option. Then listen and confirm
30. Read and underline
31. Quickly look over the article. Then answer questions

32. Read and define terms using your own words
33. Read and put the paragraphs in order
34. Read. Then choose the best answer
35. Read the previous anecdotes and complete
36. Read
37. Read and summarize
38. Read and then write the plot of the story. Use your notebook
39. Read the definitions, write and find words in the word search
40. Read the words in the glossary and write a word corresponding to each category.
41. Read the definitions and write the crossword puzzle

Units	Number of activities	Instructions
Review unit	2	1,2
Unit 1: <i>Teen's interests</i>	8	3,4,5,4,6,7,8, 9
Unit 2: <i>Daily life</i>	6	10,12,12,13,14,15
Unit 3: <i>Eating well</i>	7	16,11,17,18,18,19,20
Unit 4: <i>Outdoor activities</i>	9	21,22,23,24, 2,25,26,27,28
Unit 5: <i>Inspiring, risky experiences</i>	7	29,30,4,31,32,33,34
Unit 6: <i>Many stories</i>	11	35,36,30,37,13,36,38,39,40,41,4
Total of intructions	50	

Table 14. Reading instructions per units in You Too.

7.1.6 Next step

List of reading instructions

1. Look at the photo and answer. Then read and check your answers.
2. Read and answer.
3. Read and match.
4. Read and organize.
5. Read and answer the questions.
6. Read and underline/circle.
7. Read and list. Give your opinion.
8. Read and write.
9. Read and complete.
10. Read and choose the best option.
11. Answer. Read and check.
12. Read and answer True (T) or False (F).
13. Read and complete .Use grammar.
14. Read and label.
15. Read and take notes.
16. Read and correct.
17. Read and mark.
18. Read and check.
19. Read and play.

Units	Number of activities	Instructions
Unit 1: <i>Appearance and abilities</i>	15	1, 8, 2, 3, 4, 2, 5, 6, 7, 2, 2, 5, 2, 3
Unit 2: <i>It's all in the past</i>	13	8, 9, 5, 3, 3, 5, 18, 2, 18, 5, 6, 5, 19
Unit 3: <i>Body and mind</i>	9	12, 3, 2, 9, 6, 2, 9, 10, 11, 6, 2
Unit 4: <i>The Gonzalez Family</i>	10	2, 12, 6, 16, 18, 12, 5, 5, 6, 3
Unit 5: <i>Going places</i>	10	9, 12, 13, 14, 8, 15, 16, 8, 17, 18
Total of instructions	67	

Table 15. Reading instructions per units in Next Step.

7.2 Categorization and codification

The activities listed above in the tables were organized per schoolbooks and categorized to get information of reading skills management and the development of the standards according to the Colombian standards for English for reading in seventh grade.

The categories and subcategories' organization was designed taking into account the reading micro skills, techniques and strategies proposed by Grellet (1981). Once the activities were listed we proceed to design the codification. On the following chart we present the organization we followed to analyze the instructions in terms of reading skills (Grellet, 1981) and the Colombian standards for English.

Part A of the table contains the schoolbooks information about the code of the instruction given (activities listed in the previous chapter) and the number of repetitions of each instruction in each schoolbook. Part B presents the reading micro skills proposed on Grellet's chart (1981) that refer to Non-linguistic response to the text (1981, p. 13) and part C shows the Grellet's reading micro skills in terms of the Linguistic response to the text (1981, p. 13) developed on each reading instruction. Part D summarizes the standards for reading in the instructions with the intention of knowing the repetition and the development of the standards in the schoolbooks which is an important aspect on this research. This chart is an adaptation of the table used for Anchico and Ceballos (2010).

Next, the codification of the categories mentioned:

In part **A**, we include the book information. Each book has the list of the reading instructions according to the codification done in the lists of reading instructions per schoolbook and the numbers of repetitions of each instruction

BOOK INFORMATION (PART A)	INSTRUCTION	N° of the instruction in the table of each schoolbook.
	REPETITIONS	N° of repetitions of each

In part **B** and **C**, we include the categories, according to Grellet (1981) and the subcategories, which are the reading techniques and strategies. In the following chart we insert the techniques and strategies with its corresponding code.

	CATEGORY	SUBCATEGORY	CODE
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PART : B	NON-LINGUISTIC RESPONSE TO THE TEXT	Ordering a sequence of pictures	1
		Comparing texts and pictures	2
		Matching	3
		Using illustrations	4
		Completing document	5
		Mapping it out	6
		Using the information in the text	7
		Jigsaw reading	8
PART: C	LINGUISTIC RESPONSE TO THE TEXT	Reorganizing the information: Reordering events	1
		Reorganizing the information: using grids	2
		Comparing several texts	3
		Completing a document	4
		Question-types	5
		Study skills: summarizing	6
		Study skills: note-taking	7

Table 16. Codification of the reading strategies and techniques categories for the analysis.

In part **D**, we include the Standards and the code for each standard. In the chart below we have each standard with its corresponding code.

PART: D	STANDARDS	READING	I understand written instructions about daily routines and personal and academic activities.	R1
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			I understand literary, academic and general interest texts written in a simple language.	R2
			I extract general and specific information from a short text.	R3
			I understand the relationship established between words like and (addition), but (contrast), first, second... (Temporal order) in simple sentences.	R4
			I value reading as an important habit of personal and academic enrichment.	R5
			I identify the proper meaning of the words in the dictionary depending on the context.	R6
			I apply reading strategies related to its purpose.	R7
			I identify cultural elements as customs and celebrations in simple texts.	R8
			I identify the action, the characters and the environment in narrative texts.	R9

Table 17. Codification of the standards for the analysis.

The following tables have the information about the categorization and codification of school book. First we have the information about the schoolbooks published before the issuance of Colombian standards for English (*Free Style, teenagers New Generation and Extreme*). And second we have the tables with the information of the schoolbooks published after the issuance of Colombian standards for English (*American Inspiration, You Too, and Next Step*)

Free Style

A		B	C	D
BOOK INFORMATION		NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS
<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	4	3. Matching		R1
2	5		6. Study skills: summarizing	R7
3	1	4. Using illustrations		R7
4	2		6. Study skills: summarizing	R6
5	1		2. Reorganizing the information: using grids	R7
6	1		7. Study skills: note-taking	R7
7	1	7. Using the information in the text		R7
8	1	4. Using illustrations		R9
9	6		5. Question-types	R7
10	1		5. Question-types	R5
11	4		7. Study skills: note-taking	R7

12	3		4. Completing a document	R7
13	1	7. Using the information in the text		R7
14	1	7. Using the information in the text		R5
15	2	7. Using the information in the text		R7
16	1	7. Using the information in the text		R6
17	1		5. Question-types	R7
18	1	7. Using the information in the text		R7
19	2	3. Matching		R7
20	1	7. Using the information in the text	7. Study skills: note-taking	R7
21	1	7. Using the information in the text		R3
22	1	1. Ordering a sequence of pictures		R7

Table 18. Categorization and codification of Free Style.

Teenagers

A	B	C	D
BOOK INFORMATION	NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS

<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	2	5. Completing a document		R3
2	1		5. Question-types	R7
3	3	7. Using the information in the text		R2
4	2		5. Question-types	R7
5	3	7. Using the information in the text		R7
6	6		5. Question-types	R7
7	2	7. Using the information in the text		R5
8	3	5. Completing a document	4. Completing a document	R9
9	1		5. Question-types	R7
10	1		5. Question-types	R7
11	1	7. Using the information in the text		R7
12	1	1. Ordering a sequence of pictures		R1
13	1	7. Using the information in the text		R7
14	1	7. Using the information in the text		R7
15	3	4. Using illustrations 7. Using the information in the text		R9

Table 19. Categorization and codification of Teenagers.*Extreme*

A		B	C	D
BOOK INFORMATION		NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS
<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	1	3. Matching 7. Using the information in the text		R7
2	33		5. Question-types	R7
3	4		7. Study skills: note-taking	R3
4	14	7. Using the information in the text	5. Question-types	R7
5	2	4. Using illustrations		R2
6	3	7. Using the information in the text		R7
7	8		5. Question-types	R7
8	3		1. Reorganizing the information: Reordering events	R8
9	3		3. Comparing	R5

			several texts	
10	5	7. Using the information in the text		R7
11	3	7. Using the information in the text		R5
12	3	7. Using the information in the text		R7
13	2	3. Matching		R7
14	2	3. Matching		R7
15	6	3. Matching		R7
16	2	7. Using the information in the text		R3
17	2	7. Using the information in the text	6. Study skills: summarizing	R3
18	2	7. Using the information in the text		R7
19	4		4. Completing a document	R7
20	1	4. Using illustrations		R9
21	7	7. Using the information in the text		R5
22	5	7. Using the information in the text		R7
23	5	3. Matching		R7
24	2	7. Using the information in the text		R2
25	1	7. Using the information in the text		R7
26	1	4. Using illustrations		R7
27	3	7. Using the information in the		R7

		text		
28	1		4. Completing a document	R3
29	1		6. Study skills: summarizing	R9
30	1		5. Question-types	R7
31	1		6. Study skills: summarizing	R3

Table 20. Categorization and codification of Extreme.

American Inspiration

A		B	C	D
BOOK INFORMATION		NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS
<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	2	4. Using illustrations		R7
2	10	7. Using the information in the text		R7
3	1		5. Question-types	R7
4	1		6. Study skills: summarizing	R7
5	1		6. Study skills: summarizing	R7
6	1		5. Question-types	R7

7	1	7. Using the information in the text		R2
8	4		4 Completing a document	R7
9	2	3. Matching	5. Question-types	R7
10	2	3. Matching 4. Using illustrations		R7
11	2	3. Matching		R7
12	1	5. Completing a document		R9
13	1	5. Completing a document		R7
14	1	7. Using the information in the text	7. Study skills: note-taking	R7
15	1	5. Completing a document		R5
16	1		4.	R2
17	1		7. Study skills: note-taking	R2

Table 21. Categorization and codification of American Inspiration.

You Too

A	B	C	D
<i>BOOK INFORMATION</i>	NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS

<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	1	7. Using the information in the text	7. Study skills: note-taking	R2
2	1		7. Study skills: note-taking	R7
3	1	3. Matching		R7
4	3	5. Completing a document		R6
5	1		5. Question-types	R7
6	1		7. Study skills: note-taking	R7
7	1	4. Using illustrations		R7
8	1	7. Using the information in the text		R3
9	1		5. Question-types	R7
10	1		2. Reorganizing the information: using grids	R7
11	1	7. Using the information in the text	5. Question-types	R7
12	3	7. Using the information in the text	5. Question-types	R7
13	2	7. Using the information in the text	5. Question-types	R7
14	1		5. Question-types	R7
15	1		7. Study skills: note-taking	R6
16	1	5. Completing a document		R7
17	1		5. Question-types	R2
18	2	5. Completing a	7. Study skills: note-	R7

		document	taking	
19	1	7. Using the information in the text		R7
20	1	7. Using the information in the text		R7
21	1	7. Using the information in the text 3. Matching		R3
22	1	7. Using the information in the text	7. Study skills: note-taking	R6
23	1		5. Question-types	R2
24	1	7. Using the information in the text	2. Reorganizing the information: using grids	R6
25	1	7. Using the information in the text		R7
26	1		5. Question-types	R2
27	1	7. Using the information in the text	5. Question-types	R2
28	1	7. Using the information in the text	5. Question-types	R7
29	1	7. Using the information in the text	5. Question-types	R7
30	2	7. Using the information in the text		R7
31	1		5 Question-types	R3
32	1		6. Study skills: summarizing 7. Study skills: note-taking	R2
33	1		1. Reorganizing the information: Reordering events	R7

34	1	7. Using the information in the text	5. Question-types	R7
35	1	5. Completing a document		R5
36	2	7. Using the information in the text		R5
37	1		6. Study skills: summarizing	R7
38	1		7. Study skills: note-taking	R2
39	1	5. Completing a document 8. Jigsaw reading		R6
40	1	2. Comparing texts and pictures		R6
41	1	7. Using the information in the text	7. Study skills: note-taking	R6

Table 22. Categorization and codification of You Too.

Next Step

A		B	C	D
<i>BOOK INFORMATION</i>		NON-LINGUISTIC RESPONSE TO THE TEXT	LINGUISTIC RESPONSE TO THE TEXT	STANDARDS
<i>Number of Instruction</i>	<i># Repetitions Student Book</i>			
1	2	4. Using	5. Question-types	R2

		illustrations		
2	10	7. Using the information in the text	5. Question-types	R7
3	6	3. Matching		R7
4	1	1. Ordering a sequence of pictures		R7
5	8		5. Question-types	R7
6	6	7. Using the information in the text		R7
7	1		7. Study skills: note-taking	R5
8	4		7. Study skills: note-taking	R7
9	4	5. Completing a document		R7
10	1	7. Using the information in the text		R7
11	1		5. Question-types	R7
12	4		5. Question-types	R7
13	1	5. Completing a document		R7
14	1	3. Matching		R7
15	1		7. Study skills: note-taking	R7
16	2	7. Using the information in the text		R7
17	1	7. Using the information in the text		R7
18	4		3. Comparing several texts	R7
19	1	7. Using the information in the text		R7

Table 23. Categorization and codification of Next Step.

7.3 Analysis description

To analyze reading instructions in the schoolbooks we took into account Anchico and Ceballos' (2010) criteria since the sort of study aims to the same goals but in different school level and skills .we took into account the following aspects:

- Frequency of the instruction (reading)
- Type of activity (Non- linguistic and linguistic response to the text)
- Standards (reading)

To begin with, we organized the schoolbooks in two groups: schoolbooks before the standards and schoolbooks after the standards. Then, we studied each schoolbook according to the aspects first mentioned. Next, the results obtained from each schoolbook were assembled in the two groups, before and after the standards. After that, we compared the results of the three schoolbooks before the standards to have a general idea and to describe the treatment of reading skills in that moment and the same procedure was done with the three schoolbooks after the standards. Finally, we identified the differences among the two groups and conclude about the impact of the Colombian standards for English on the management of reading skills in the schoolbooks.

7.3.1 Schoolbooks before the standards

In this segment we present the information and graphics related to the aspects of reading skills and English Language Standards for reading found in the three schoolbooks published before the

issuance of the Colombian standards for English (*Free Style*, 2000; *Teenagers New Generation* and *Extreme*, 2004).

7.3.1.1 Frequency of the instructions (reading)

The first aspect to analyse is the frequency of the reading instructions per schoolbook. The objective is to get the information about the amount of activities that promote reading in the schoolbooks and their frequency. On the following graphic we show the number of activities (horizontal axis) and the frequency of these activities (vertical axis)

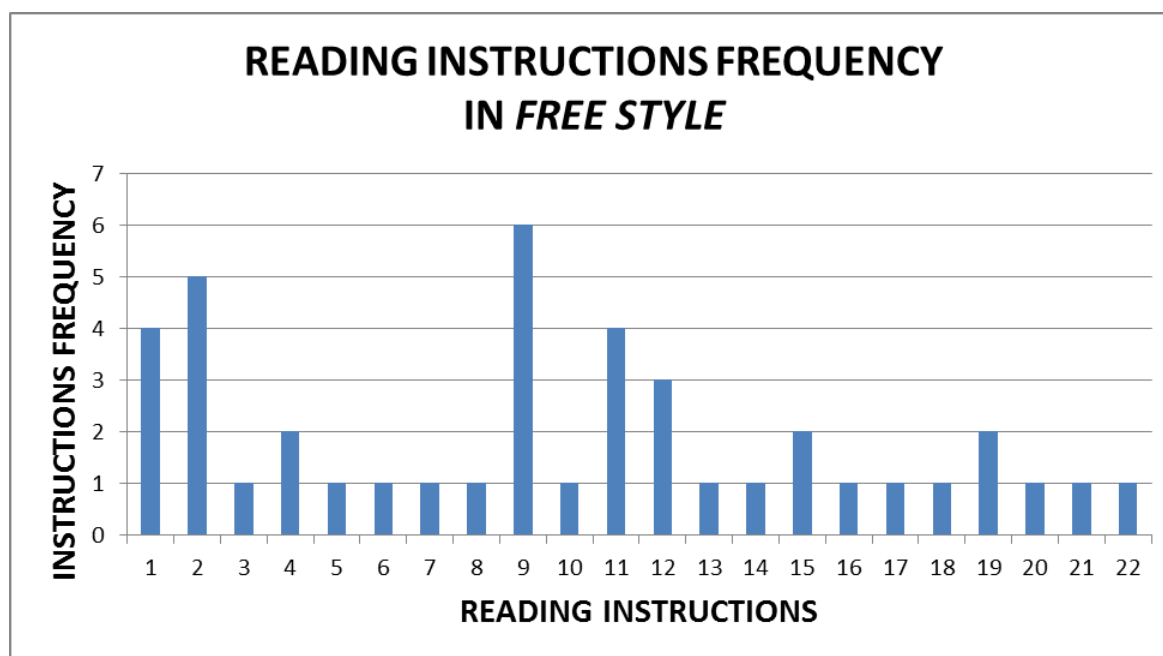


Chart 1. Speaking Instructions in *Free Style*.

Free Style contains 22 types of reading instructions in 42 activities along the book. Among the activities proposed, it has activities like reading and answering questions, complete sentences, underline and find specific words, listen and read, correct sentences according to the reading, and answer true or false on statements. The instructions more frequent are those ones related to answering questions, completing, organizing and matching. The highest score is for the instruction about reading and answering questions. We can also notice on the frequent activities that some of them are accompanied by reading and listening. In this point we confirm Harmer's (2007) affirmation when he states that any of the skills may be treated isolated since they complement each other.

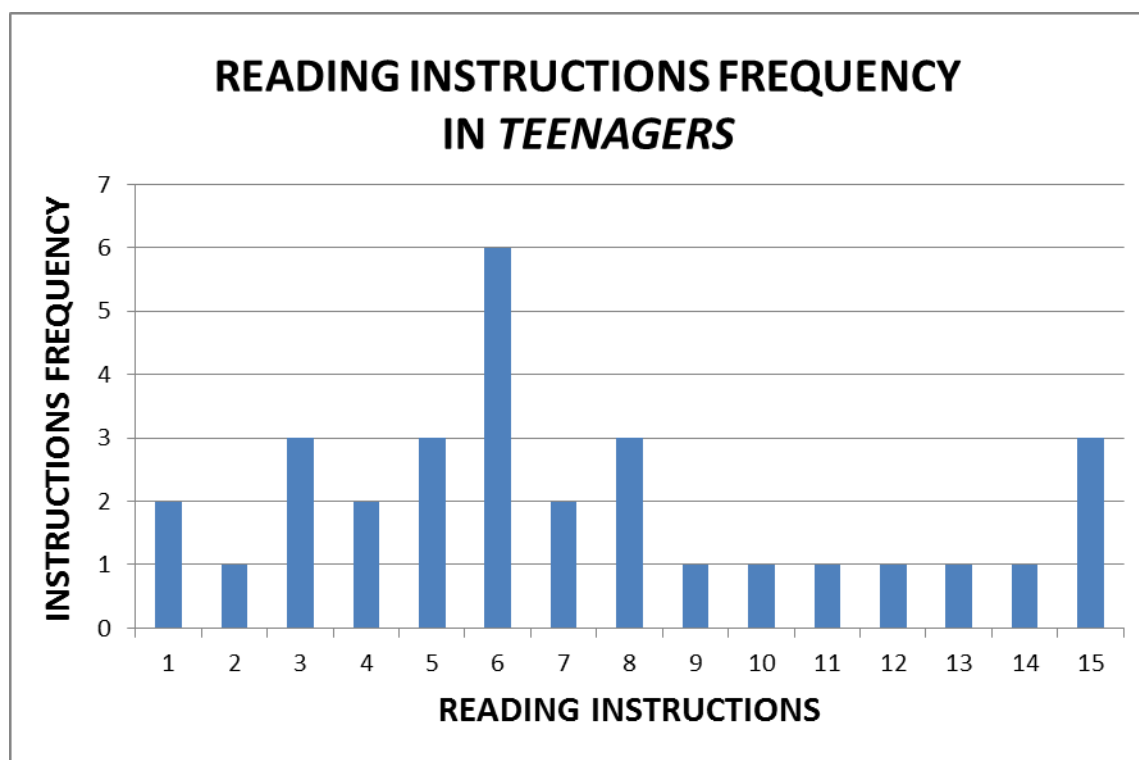


Chart 2. Speaking Instructions in *Teenagers*.

Teenagers New Generation presents 15 sorts of instructions in 30 activities in the schoolbook. The activities presented are related to reading and completing, discussing, answering questions, correcting statements, labelling, and multiple choice answers. The most frequent activity is about reading and checking True or False and correcting statements. It is followed on the 50% per activities where students are asked to discuss and answer questions, complete a table and match. The instructions less frequent are about reading and listening, answering questions and checking answers.

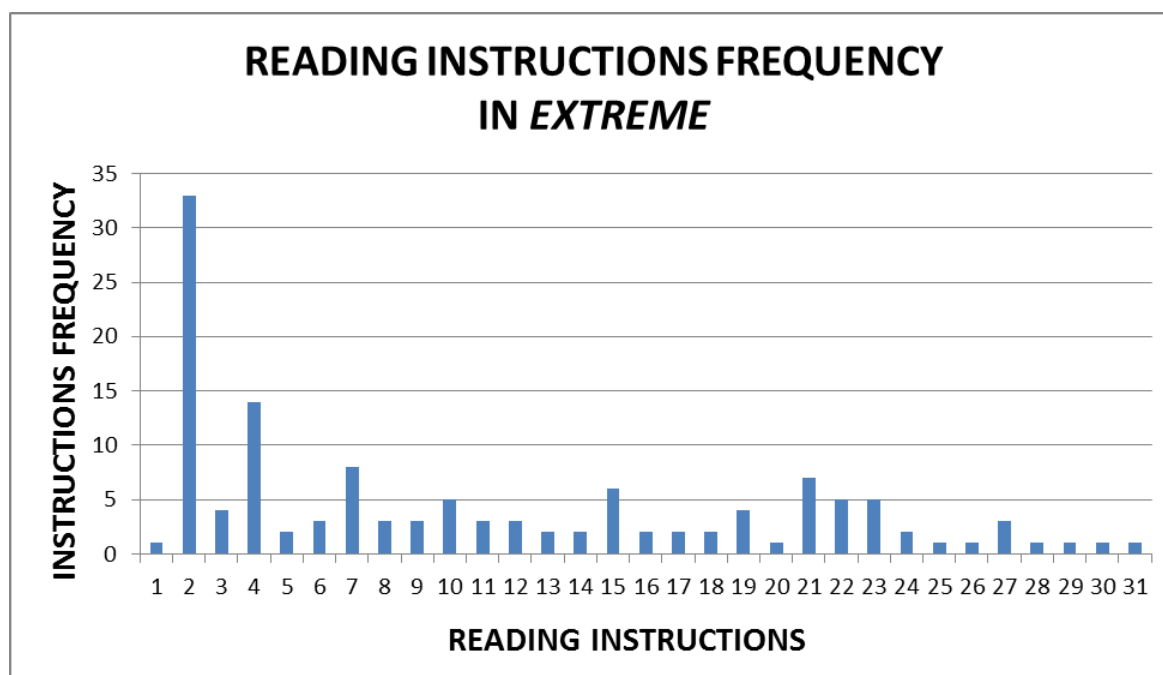


Chart 3. Speaking Instructions in *Extreme*.

Extreme comprises 31 reading instructions given in 130 activities in the whole text. The most frequent instruction with 33 repetitions is about reading and answering questions followed by the instruction where the student is asked to read and answer a general question about the topic given but this last instruction has only the 50% of the most frequent instruction. The activities less used are about reading and checking information, and finding examples in terms of functions.

When analysing the results and the charts above we notice that the schoolbooks' instructions are similar. Some of them present variations according to the reading purpose and the type of text. In general, the instructions that are more frequent in the three schoolbooks are reading and answer questions, answer True or False and complete.

It is important to mention that some of the activities appear without the instruction *reading* but are directly related to the written texts. Some of the instructions are conformed by several instructions at the same time. For instance, an instruction could be: listen and read, then answer the questions. In these cases, we took it as a different instruction since it comprises three activities at the same time. However, these types of activities are common in many of the schoolbooks.

To conclude this segment, *Free Style* presents reading activities based on non-authentic material. The images are drawings, not photos or pictures. The activities are simple and are linked to grammar in most of the cases. In some of the activities the learners are asked to look up the dictionary and to correct sentences according to the grammar structure proposed. The

schoolbook does not offer an example in the activities; that means that students do not have a model to follow.

Teenagers presents reading activities based on vocabulary and grammar. Some of the reading comprehension activities are linked to listening. The schoolbook mixes pictures, photos and cartoons. The photos show famous people. The texts fall short on reading comprehension activities. It does not present a model to follow or examples on the activities. The text contains cultural aspects and contextualizes students in the foreign language throughout the texts and images. It has a glossary at the end of each unit which is helpful for students' comprehension.

Finally, *Extreme* presents reading activities based on reading comprehension throughout activities like organizing ideas and pictures, answering questions and identify true or false statements. It has a section named "Expand your Skills" where the students are exposed to each skill. In this section the schoolbook asks students to predict, infer and using pictures. Most of the activities are isolated from skills different to reading. The texts have different lengths according to the topic and the reading purpose.

In conclusion, we can say that, in those schoolbooks, reading activities are related to listening and they don't encourage students to speak or discuss about the texts they have to read, they don't have authentic texts neither and some of them don't have pictures of real people. For example *Free Style* does not have them at all while *Teenagers* and *Extreme* mix both cartoon and pictures of real and known people.

We also found that the texts presented in the schoolbooks to work on reading are short and easy to understand. The activities do not ask students to take notes or write summaries and finally, the instructions are simple for example; listen and read, listen and complete.

Once we have analysed the schoolbooks from the frequency of the activities, we proceed to take into account the type of instructions. Grellet (1981) suggests some exercises for reading comprehension divided into four sections. Among the four parts in which he divides his work, Reading Techniques, How the Aim is Conveyed, Understanding Meaning and Assessing the Text; we chose the third section which is related to helping students to have a better understanding of the texts. This section is divided in two parts: Non-linguistic response to text activities and linguistic response to text activities.

7.3.1.2 Instructions and *Non-linguistic response to text* activities

In this section, we present the frequency of the instructions related to the Non-linguistic response to texts activities according to Grellet (1981). He states that there is a whole variety of activities that do not ask students for any verbal response. This is the case of the texts that are accompanied by a chart, a document, a picture and students are to relate the text to the other part. Some of those activity instructions can mean making a comparison, a transposition of the information or using the information to find a solution, make a decision or solve a problem.

In the following charts we organize the categories of the activities with a non-linguistic response to the text with the instructions. We counted the frequency the activities have along the exercises proposed on each schoolbook. The horizontal axis shows the categorized activities (see Table 17: Codification of the categories for the analysis) numbered up to 8 and on the vertical axis we show their frequency along the reading exercises in the schoolbook.

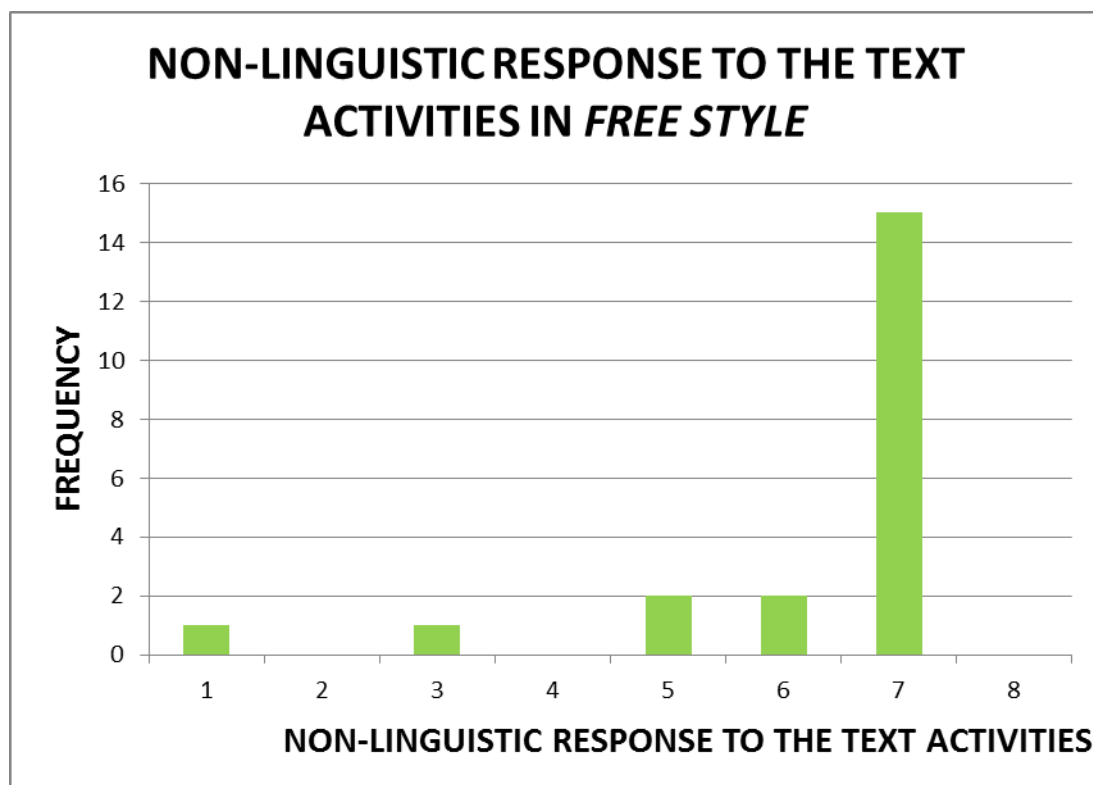


Chart 4. Non-linguistic response to text activities in *Free Style*.

According to the previous chart, we can see that *Free Style* only presents the participation of activities 1, 3, 4, and 7 being the number seven the most frequent and the number one the least used. The category number seven corresponds to *using information in text* activities. This type of activities is about solving problems or following instructions. The next two categories are *matching* and *using illustrations* activities. These types of activities ask students to match paragraphs, characters, events, texts to charts, questions to answers, characters to statements; work on a text with an illustration, a photo to help students to understand a text that is describing the illustration. The category with less participation is related to *ordering a sequence of pictures* activities. In this activity the student is to organize a set of pictures. It is helpful to help students

to understand the chronological sequence in a text. It can also be used to write a text before having organized the pictures.

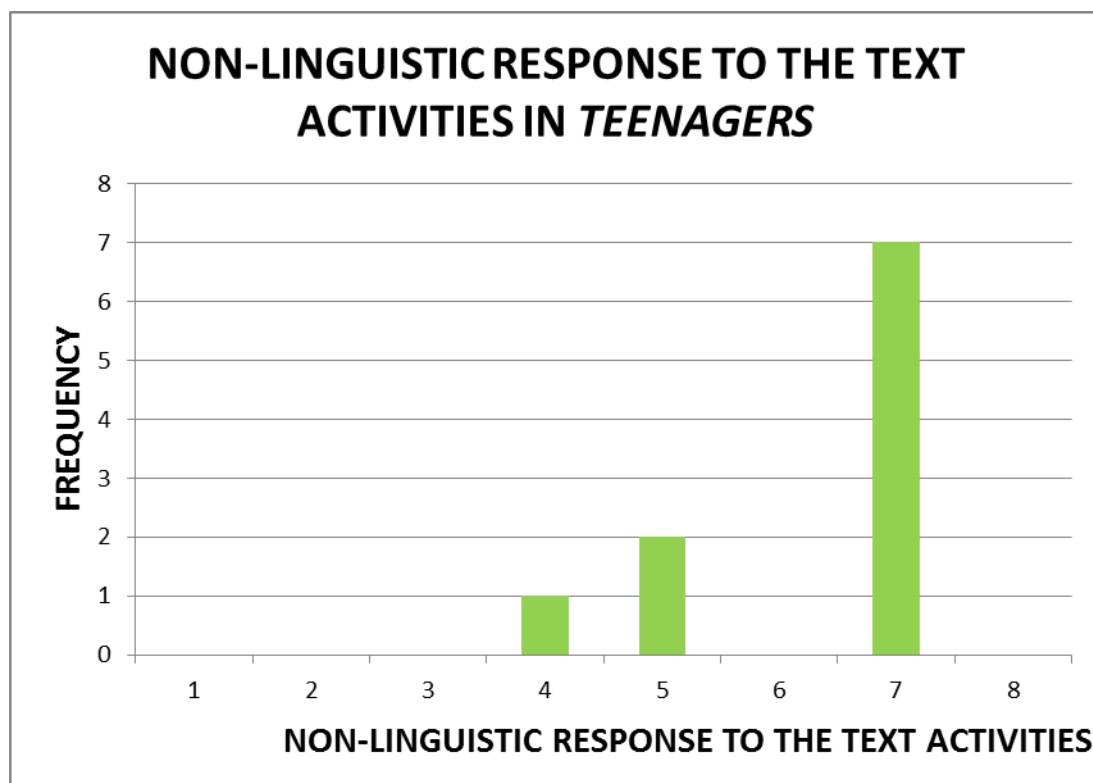


Chart 5. Non-linguistic response to text activities in *Teenagers*.

Teenagers only presents the participation of three categories. The most frequent category is about *using information in text* activities. This category presents almost four times more than the other ones in terms of frequency. This type of activities is about solving problems or following instructions. The following category corresponds to *completing a document* the students are asked to complete something to a detailed comprehension of the text. The category with less participation is *using illustrations* that are used to help students to get a detailed understanding of a text.

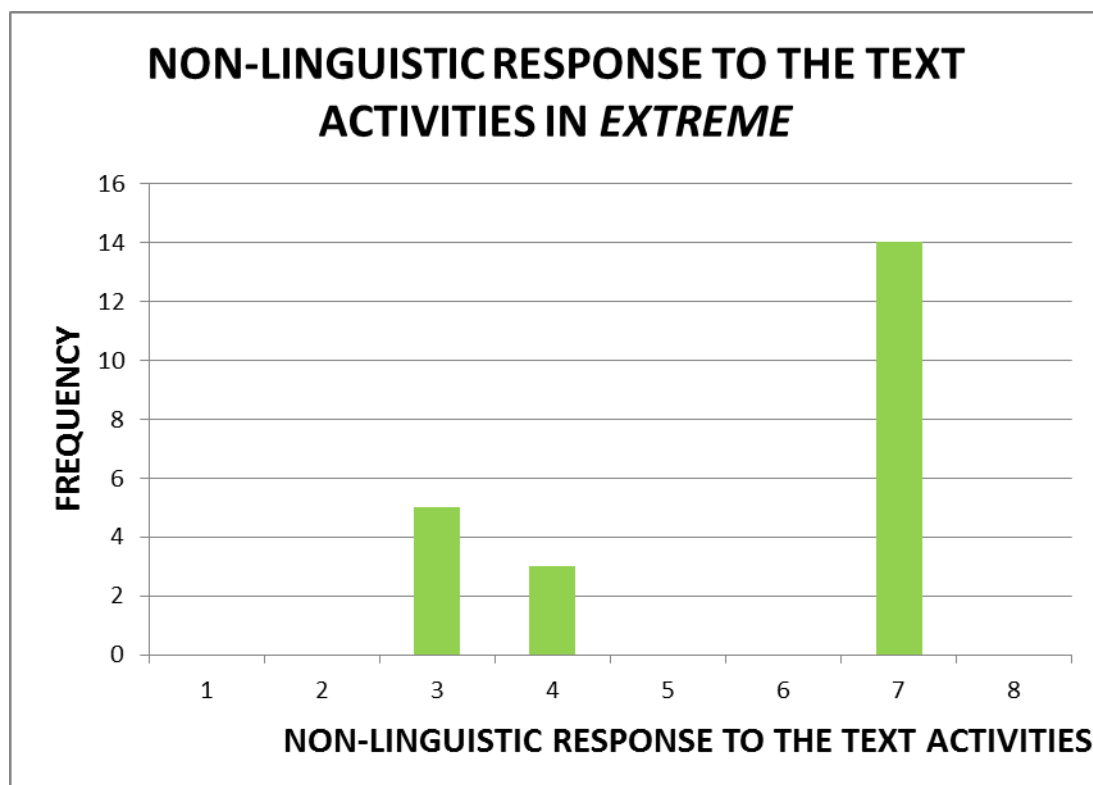


Chart 6. Non-linguistic response to text activities in *Extreme*.

The most frequent activity related to the Non-linguistic response to the text category is about *using information in text* activities where students are asked to solve problems or follow instructions. The category less used is related to *using illustration* and *matching*, which are number three and four. The other categories do not have any participation in the schoolbook.

Once we have analysed the participation and frequency of the non-linguistic response to text activities in the schoolbooks published before the issuance of the standards, we can state that the activities with more frequency are those associated to *using information* where students use the text to solve problems and follow instructions. In the case of the three schoolbooks, it is

constant the presence of activities where students are asked to match or to use illustrations to have a better comprehension of the text. From eight activities, four of them show evidence in the three schoolbooks but only two of the activities are constant in all of them. That means that activities that involve compare a text and pictures, complete a document, map out and jig saw reading do not have any participation in any of the three schoolbooks.

The low participation of the other type of activities may be due to the inclusion of linguistic response to text activities. That aspect is what we continue analysing on the following section.

7.3.1.3 Instructions and *Linguistic response to text activities*

In this excerpt, we analyse the inclusion of the activities related to those with linguistic response to the text according to Grellet (1981). In these types of activities, he argues for those that require a linguistic response from the students. This group is related to activities where students are to reorganize information, compare information of several texts, using study skills like note-taking or summarizing, and complete a document. This last one differs from the one presented in the non-linguistic response to the text since students are asked to role play or complete a story; fill in a form or write replies.

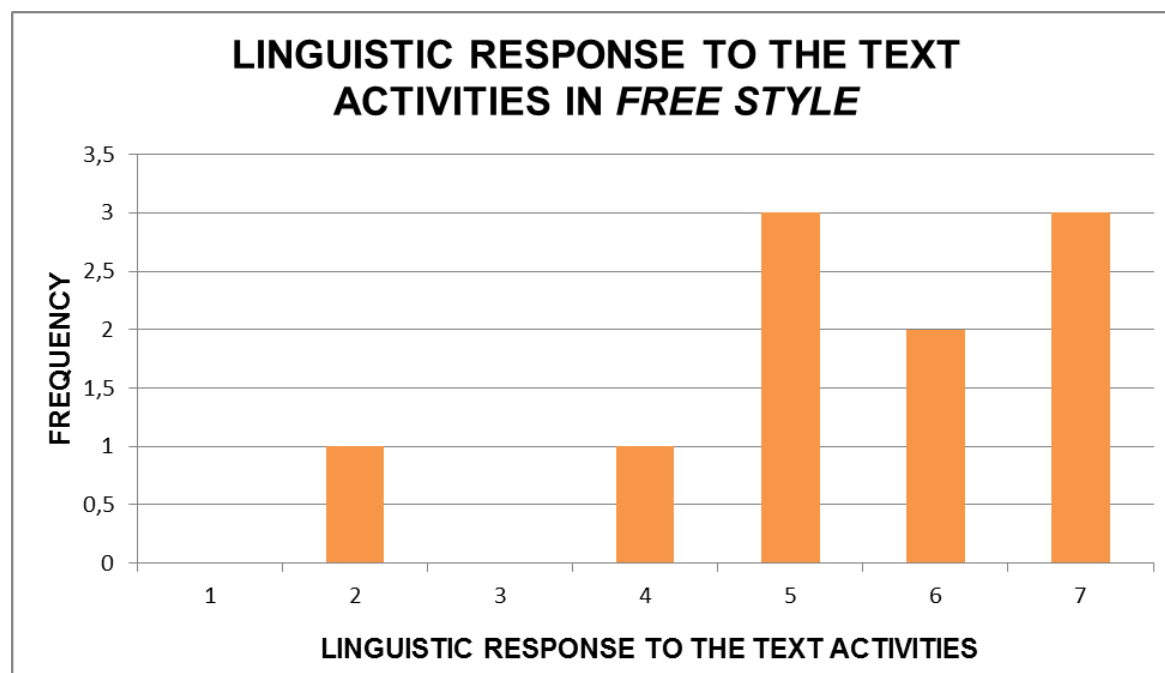


Chart 7. Linguistic response to text activities in *Free Style*.

The activities related to linguistic response to the text presented in Free style are about reorganizing information by using grids, completing a document, different types of questions, summarizing and note-taking. The most frequent activities ask students to *answer questions* (three times) in many different ways and to *take notes* (three times). *Summarizing* is another activity present along the schoolbook but with less participation than the other ones, it appears twice. The instruction about *reorganizing information* and the one about *completing a document* are the least frequent, only once. Activities like *reordering events* and *comparing several texts* do not have any inclusion in the schoolbook reading exercises.

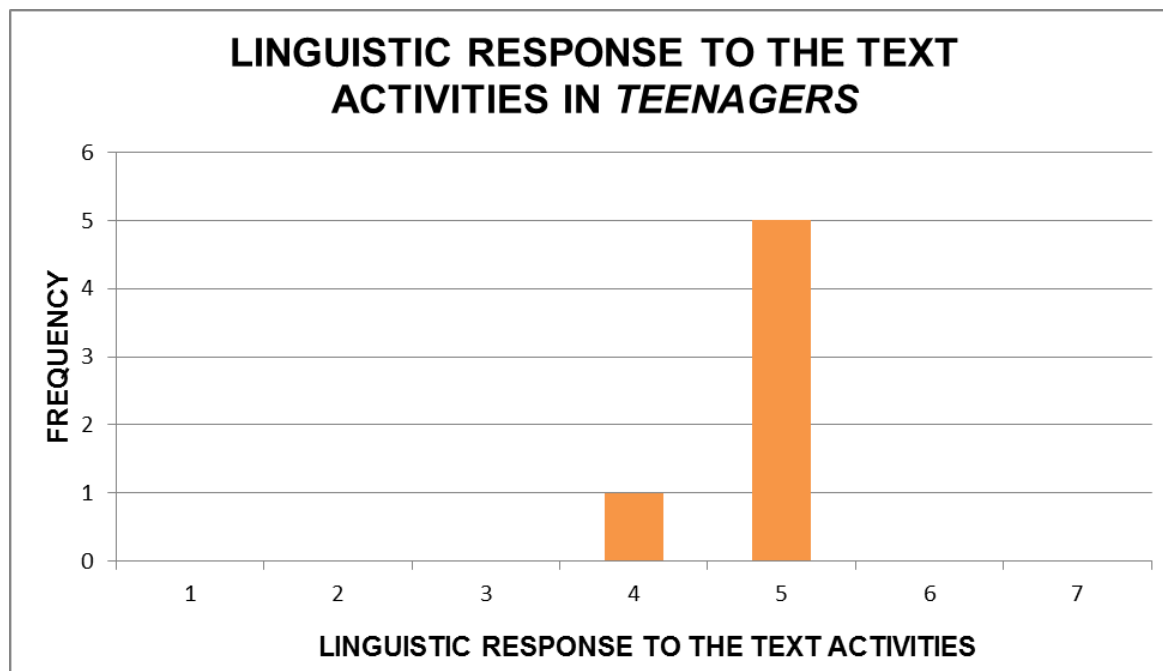


Chart 8. Linguistic response to text activities in *Teenagers*.

The activities in *Teenagers* related to the linguistic response to the text comprehends only two categories, question-types (open and close questions, true or false, multiple choice) and completing a document. In the first one which is the most frequent activity students are to answer different sorts of questions in terms of confirm reading comprehension. They may be open or closed questions, True or False or multiple choice questions. The other type of activities are not present in this schoolbook. The majority of the activities that requires a linguistic response from students in this schoolbooks are answering True or False and answering open questions about the proposed text.

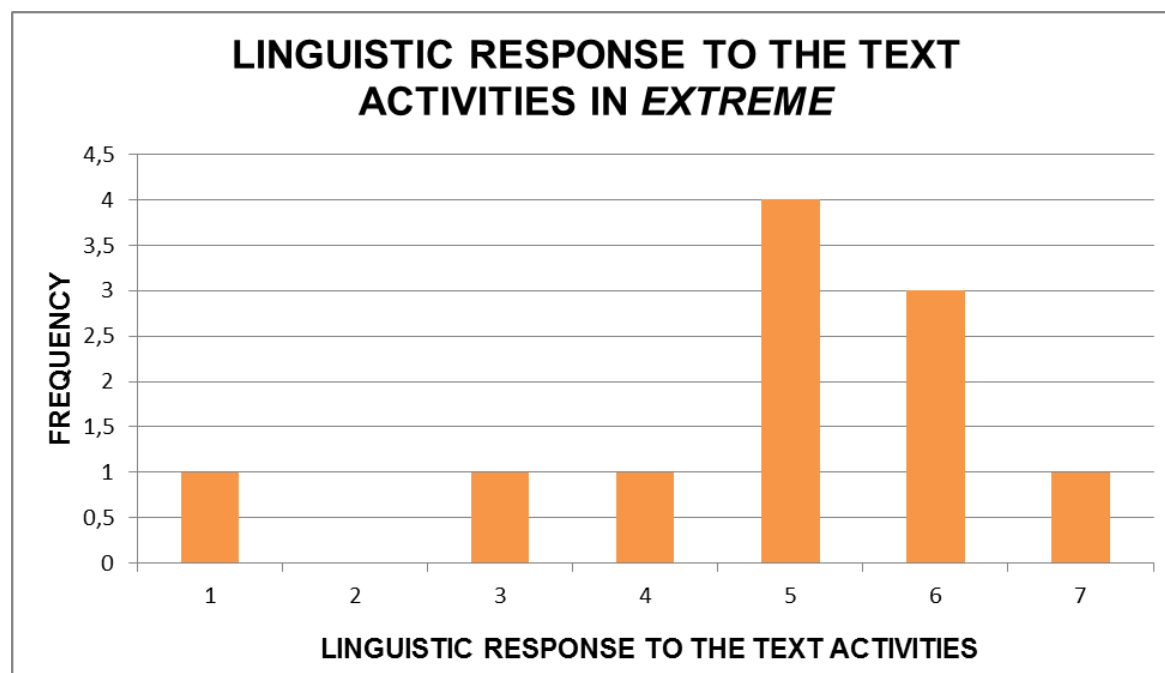


Chart 9. Linguistic response to text activities in *Extreme*.

The linguistic response to text activities present in the schoolbook *Extreme* ask students to work on questions, summarize, complete a document, compare texts, and reorder events. In this sense, we can say that almost all of the categories are proposed in this schoolbook. The only one that is not present in the activities is the activity about reorganizing information. The most frequent activity is about question-types where students are to answer different sorts of questions like answering open questions, answering true or false or multiple choice questions. This category is followed by that one about summarizing. Instructions like reorder events, compare texts, complete a document and take notes have only one inclusion in the whole text.

Once we have analysed each schoolbook we can say that, in the group of schoolbooks that were launched before the publication of the standards, the activities that require a linguistic response from students are those about answering questions. This means that in these schoolbooks the concern about having students evidence the reading comprehension throughout questions is present. Whereas, activities like summarizing, comparing several texts, using grids and note-taking are minor or even, null.

7.3.1.4 Instructions and standards

This part shows the management of standards for reading in the schoolbooks before the standards.

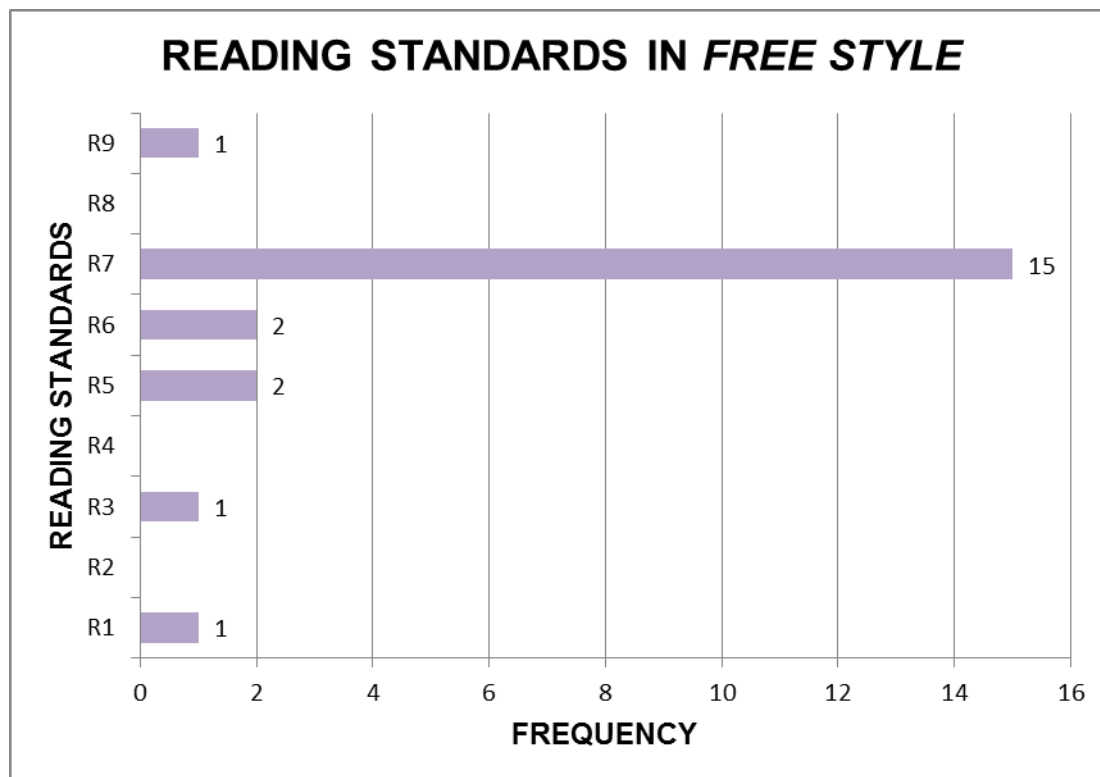


Chart 10. Reading Standards frequency in *Free Style*.

To begin with, in *Freestyle* we can see that the highest frequency is R7 with fifteen repetitions related to looking for the use of the different strategies, very far followed by R5 and R6 with two repetitions related to defining words form context or the personal enrichment through academic contexts. To a lesser extend are the standards R1 and R3 related to extract general and specific information from a text and to identify the action and characters in narrative texts. Finally R1 appears once. This one is about routines with simple sentences and action verbs. The standard not developed in this book is R2.

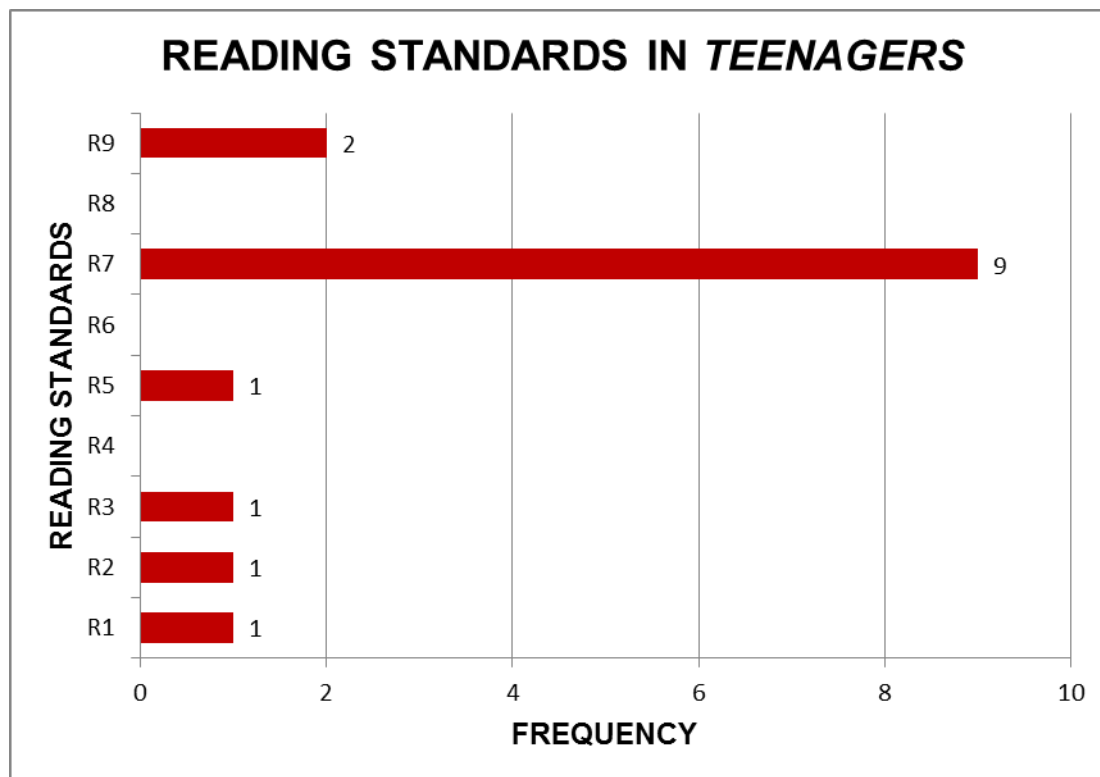


Chart 11. Reading Standards frequency in *Teenagers*.

Then, we have *Teenagers*; in this case the development of the standards is almost the same as the previous schoolbook. The highest frequency is R7 with nine repetitions. Most of the activities encourage the students to apply the strategies. For example, when it says read and answers the questions. The students have to read, apply the strategies to understand the text and find the necessary information to answer. The next standard, is R9 with ONLY two repetitions less than a quarter the amount of R7, it is related to the characters and different situations found in text. The rest of the standards R1, R2, R3, and R5 appear just once. R1 is related to instructions. For example, listen, read and number the pictures. In this case, the text and pictures are about routines. R2 is about understanding literary and academic texts with simple language.

Although we mentioned before that the texts are written in simple language, most of them are not academic, this is the reason why R7 has the highest frequency and R2 appears just once. Most of the activities are about specific purposes. R3 is related to specific information in a text while R5 is about general information, and value reading as a personal enrichment.

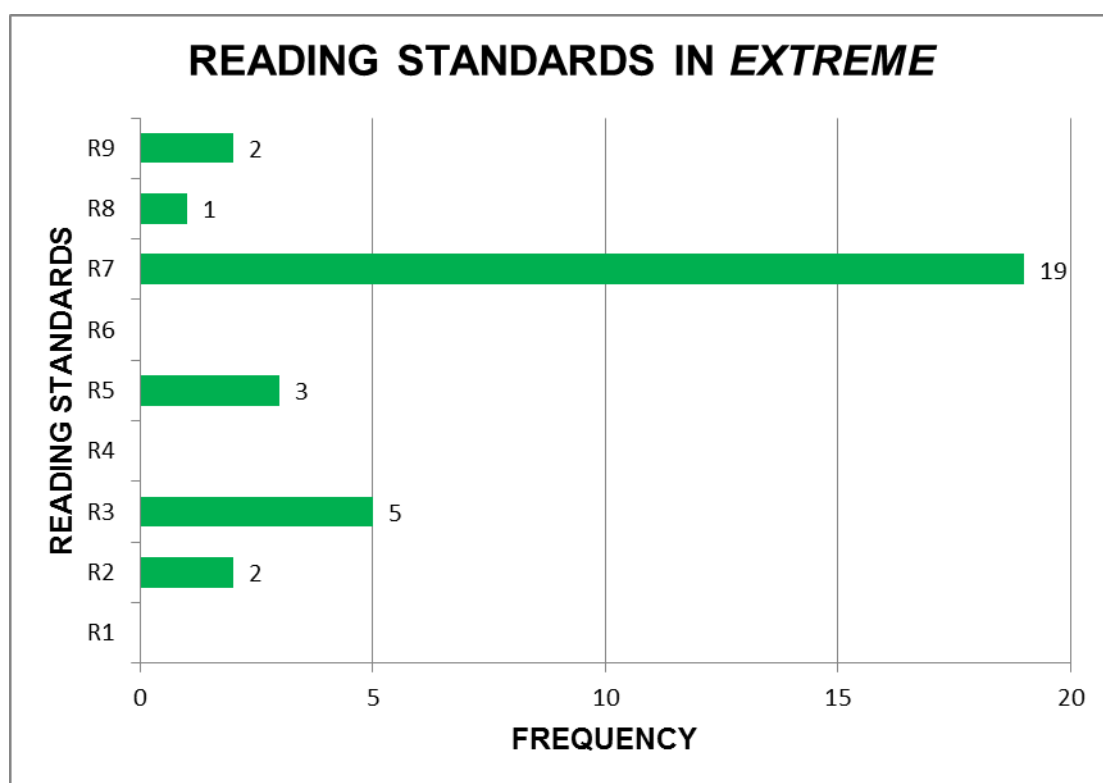


Chart 12. Reading Standards frequency in *Extreme*.

Finally, *Extreme Experience*, in this schoolbook again R7 is the most used with nineteen repetitions. Here, most of the activities are focused on comprehension but with specific purposes. For example, read and write, read and underline, read and answer, among others. Then, appears R3 with five repetitions; unlike the other two, this standard appears with a higher frequency.

Then, we have R5 with three repetitions; this is because this book has some stories to read and proposes peer work according to the text, making the students value the reading process. The standards not developed in this schoolbook are R1, R4, and R6.

Once we have analysed each schoolbook published before the standards, we continue analysing the contrast of the findings. In the following chart, we present the comparison of the three schoolbooks.

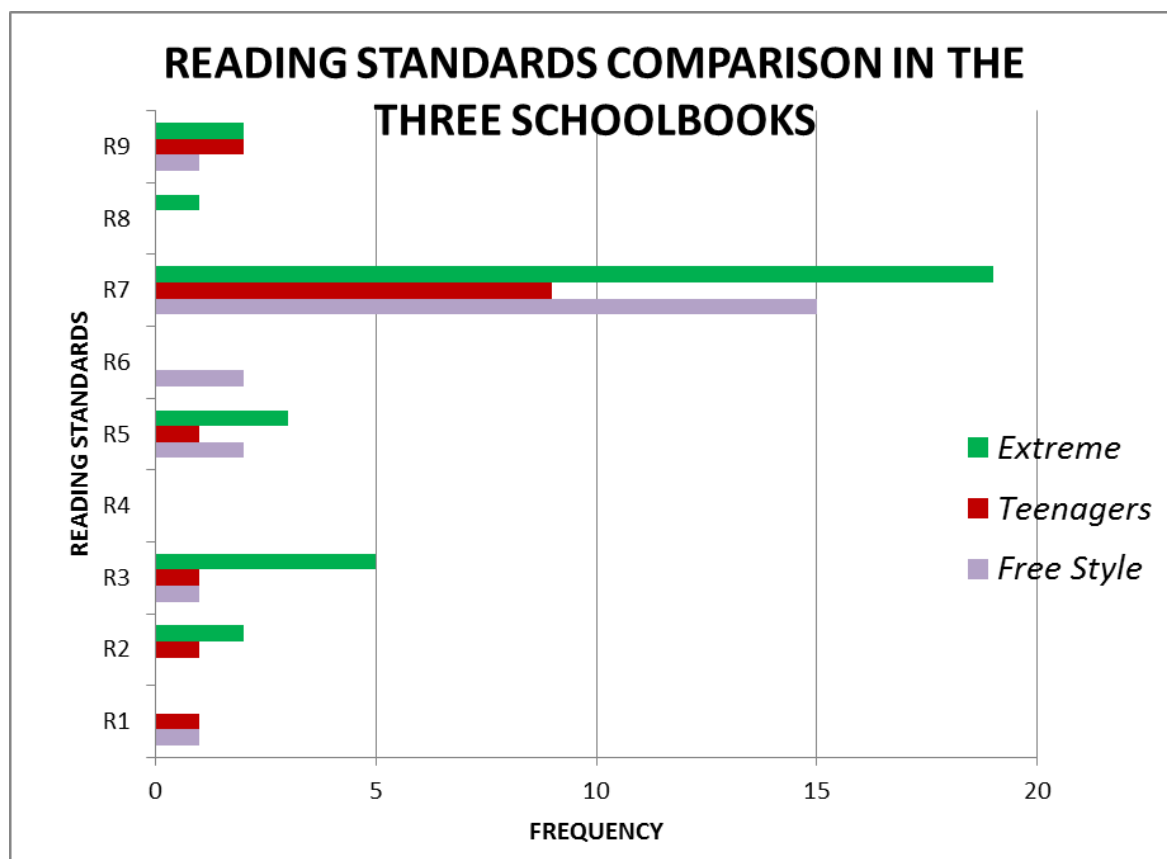


Chart 13. Reading Standards comparison in the three schoolbooks published before the standards.

In this chart, we see that there are some standards that are present in all of the three schoolbooks. For instance, we have standards with codes R3, R5, R7, and R9 whereas there are other standards with no participation in any of the schoolbooks like R4.

In conclusion, it is important to say that the three schoolbooks mentioned above have activities that help help to the development of reading skills, which would later appear in the standards.

7.3.2 Schoolbooks after standards

In this segment, we present the information and graphics related to the aspects of reading skills and English Language Standards for reading found in the three schoolbooks published after the issuance of the Colombian standards for English (*American Inspiration*, 2009; *You Too*, 2009; and *Next Step*, 2012).

7.3.2.1 Frequency of the instructions (reading)

Starting the analysis of the schoolbooks published after the issuance of the Colombian standards for English, the first aspect to take into account is the frequency of the reading instructions per schoolbook. The objective is to get the information about the amount of activities that promote reading in the schoolbooks and their frequency. On the following graphic we show the number of activities (horizontal axis) and the frequency of these activities (vertical axis).

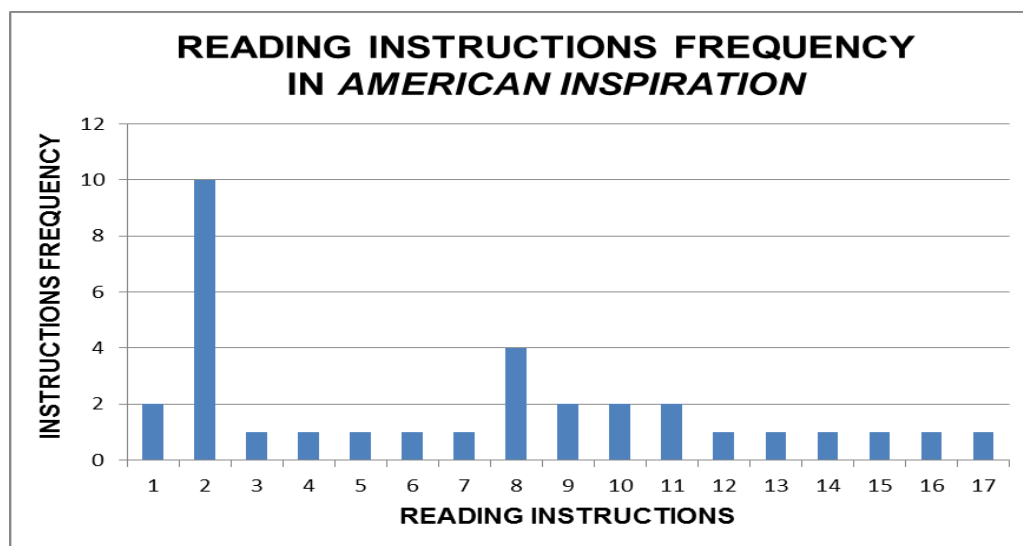


Chart 14. Speaking Instructions in *American Inspiration*.

American Inspiration presents 17 reading instructions in 33 activities in the book. The most frequent instruction is about reading and listening. It is followed in almost the 50% by the instruction about read and complete. Four activities are present only once and the other activities have a low participation with one exercise. These activities are related to multiple choice exercises, matching, answering a general question about the text and underline.

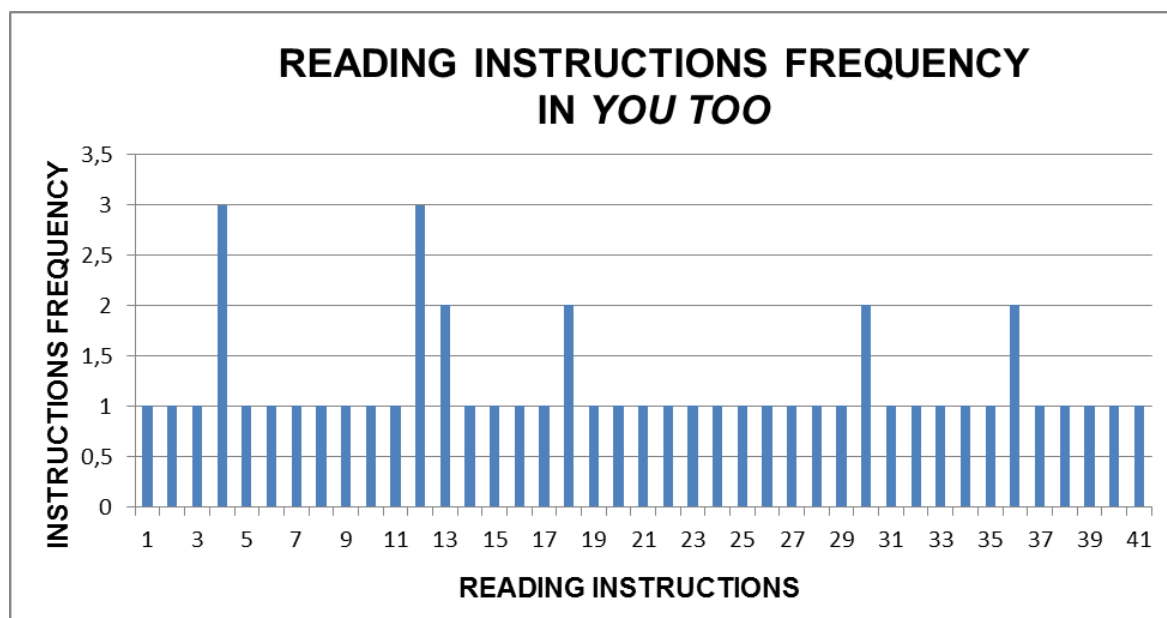


Chart 15. Speaking Instructions in *You Too*.

You Too contains 41 instructions in 50 activities in the whole book. The most frequent activities are about reading and listening and completing. These instructions have 21 repetitions in the activities. The activities with less participation are about answering questions and only reading. The other activities are related to grammar underlining and writing with only one participation each one.

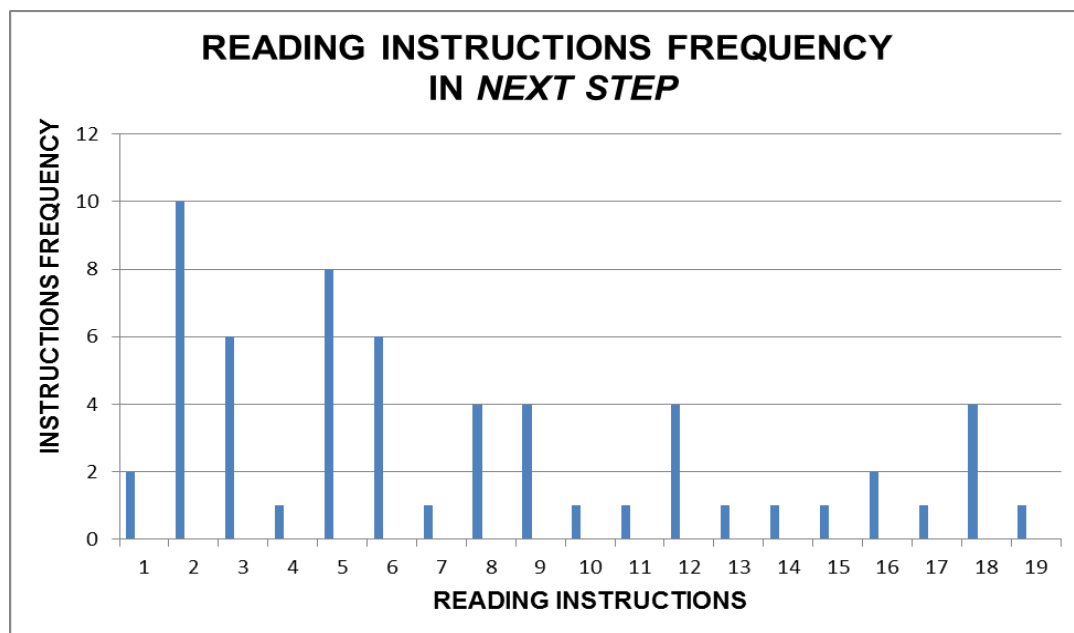


Chart 16. Speaking Instructions in *Next Step*.

Next Step comprises 19 instructions in 67 exercises. The most frequent instruction is about reading and answering a general question about the text followed closely by reading and answering questions for reading comprehension. The activities with less participation are related to organizing, checking and matching. The other activities with three or four repetitions ask students to write and complete.

To sum up, we notice that the instructions with the most repetitions are about listening, reading and completing. In *American Inspiration* the majority of reading activities are mixed with listening and after the students have listened and read they are asked to work on grammar and reading comprehension exercises. The written texts are short and easy to understand. Some of the activities encourage the students to infer or predict. This schoolbook includes different

types of texts like e-mails and text messages. It also includes cultural aspects, a section of extensive reading (about literature) and grammar charts.

You Too suggests the use of notebook and note-taking; most of the activities are mixed with writing. This schoolbook also provides a word bank on the instructions about completing. The schoolbook proposes pre-reading activities like scanning instead of asking a deep reading which allows students to have a general idea of the text without having a complete reading of it. Some of the reading activities encourage students to read and discuss about the text they read. The instructions given are complete and ask for support when answering questions. The written texts and the vocabulary are long and have a high level of difficulty. The schoolbook presents different topics that are interesting for teenagers like eating disorders and some other topics. Inference is another important aspect when the schoolbook asks students to define words from the context. The stories are adapted from authentic texts. The images are photos of famous people and cartoons.

Finally, *Next Step* announces the skill the student is going to work on. The instructions are clear and direct. The written texts are modern and according to the age of the students. They work on chat abbreviations and language about technology. It talks about famous people and interesting topics for the learners. The reading activities encourage students to discuss and to speak about them. The schoolbook provides headings to take notes and let students to be prepared for the coming activities. The schoolbook includes games and the instructions to play them like rules and steps. This schoolbook provides a cooperative learning through peer review activities.

In conclusion, we can say that those schoolbooks work hard on reading skills. Some of the activities are based on real TV shows or cultural aspects. The activities also ask for predictions or inferences.

The schoolbooks also promote writing and help the students by giving a word bank when they have to complete a text or by giving headings when they have to take notes. The texts are long and the vocabulary is not simple but the students can use the word bank to understand the text. We also find some activities that ask for scanning the text instead of reading the whole text. As well, the schoolbooks have texts about healthy and interesting topics for teenagers. The schoolbooks have games, long adapted stories and encourage the students to make a peer work by reviewing and checking activities.

7.3.2.2 Instructions and *Non-linguistic Response to Text Activities*

In this section, we analyse the frequency of the Non-linguistic response to text activities according to Grellet (1981) in the three schoolbooks launched after the publication of the Colombian standards for English. It is important to remind that these activities are categorized as those ones that do not require a verbal response from the learners. Next, we analyse schoolbooks one by one and finally we conclude, keeping in mind the findings on the use of the mentioned activities.

On the following charts, we present the information about each schoolbook and the frequency of the non-linguistic response to text activities. The horizontal axis presents the

categories numbered up to seven (see Table 2: Codification of the categories for the analysis.)

and the vertical axis shows their frequency in each schoolbook.

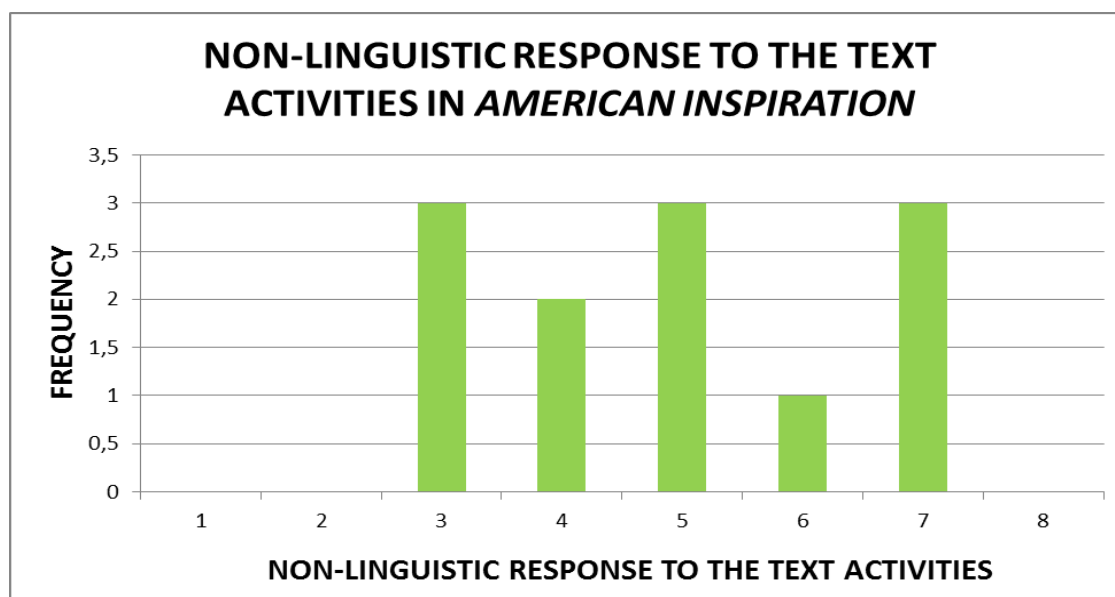


Chart 17. Non-linguistic response to text activities in *American Inspiration*.

American Inspiration presents activities that work on the categories three to seven. These categories are related to activities where learners are to *matching, using illustrations, completing a document, mapping out* and *using information* in the text. The most frequent activities in the same range are those about matching, completing a document and using the information in a text. That means that in this schoolbook students are to follow instructions, match information to pictures or questions to answers, completing sentences. On the other hand, activities like *ordering a sequence of pictures, comparing texts and pictures* and *jigsaw reading* activities do not have any evidence along the text.

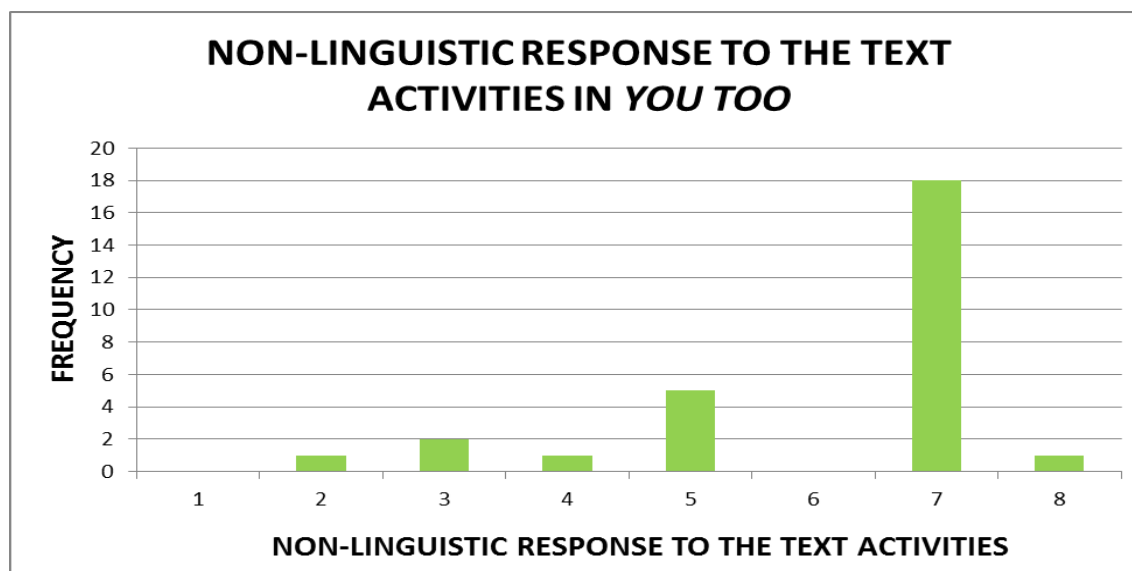


Chart 18. Non-linguistic response to text activities in *You Too*.

The activities about non-linguistic response to the text presented in *You Too* are in the higher frequency about *using the information* in a text, in which students are asked to follow instructions, solve a problem, read the rules of a game, make decisions, act out in a role play, singing a song. Other types of activities are used in the schoolbook but with a minor frequency than the previously mentioned. Those activities are about comparing texts and pictures, matching, using illustrations, completing a document, and jigsaw reading activities. In those sort of activities students are to use pictures, compare texts, match illustrations and texts or questions and answers, exchange written texts among others.

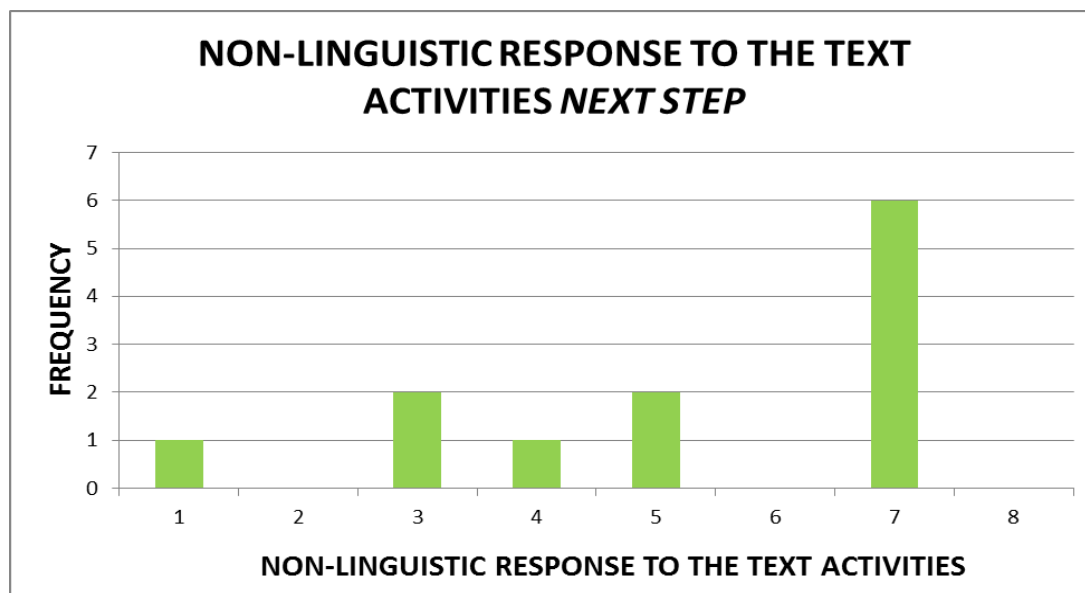


Chart 19. Non-linguistic response to text activities in *Next Step*.

The presence of the non-linguistic response to text activities in *Next Step* is evident on the category number seven which is related to using the information of a text. In this activity the learners are to use a text to solve problems, follow instructions, and play a game, among others. The other present activities in minor amount are about matching and completing a document followed by a few participation of activities related to ordering a sequence of pictures and using illustrations. Activities where students are asked to make comparisons between a text and a picture, map texts out and jigsaw activities do not have any participation along the schoolbook.

To sum up, the non-linguistic response to texts activities more frequent and with more presence in the three schoolbooks are the number seven, five and three in order of amount of frequency being the most frequent the activities those that ask students to use the information of

the proposed texts to have a detailed comprehension of the reading through following steps and instructions, solving problems and making decisions.

7.3.2.3 Instructions and *Linguistic response to text* activities

In this section we present the analysis of the three schoolbooks launched after the issuance of the standards in terms of the linguistic response to text activities and their frequency in each schoolbook. As we did in the previous sections, we first present schoolbooks one at a time and then we conclude based on the findings made. It is worth recalling that these activities require a verbal response from the learners like note-taking, summarizing, among others.

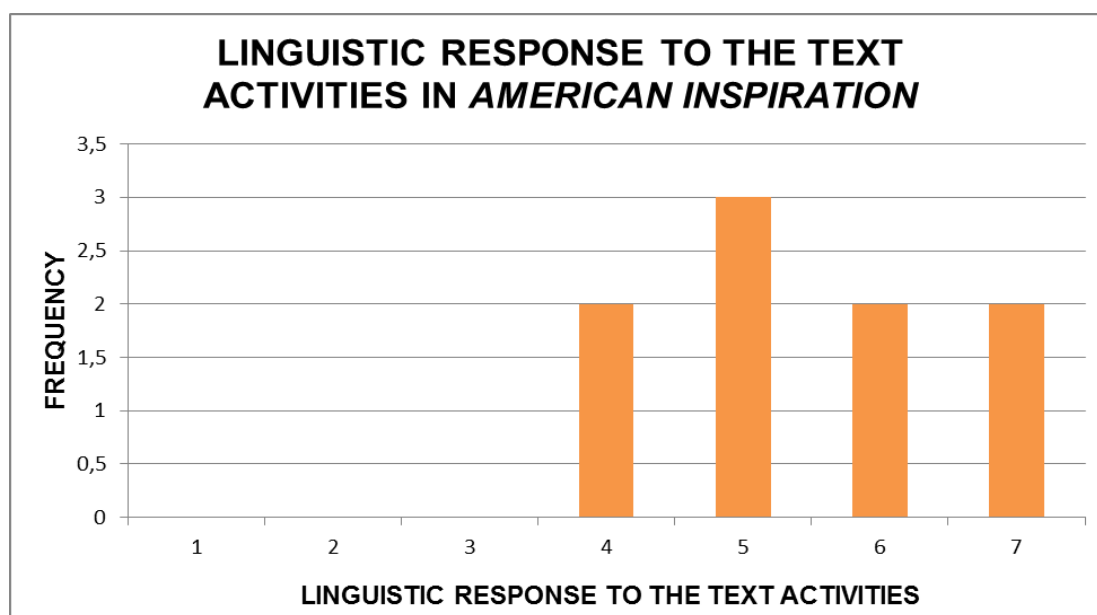


Chart 20. Linguistic response to text activities in *American Inspiration*.

The activities that require a linguistic response (writing) from the students present in *American Inspiration* are almost equal in terms of frequency. These activities are linked to completing a document, question-types, summarize and note-taking. The activity with the highest frequency is that in which students are asked to answer different types of questions like open questions, true or false, multiple choices, inferring and anticipating to the texts. Activities with no presence in the schoolbook are those that require reorganize information and compare several texts.

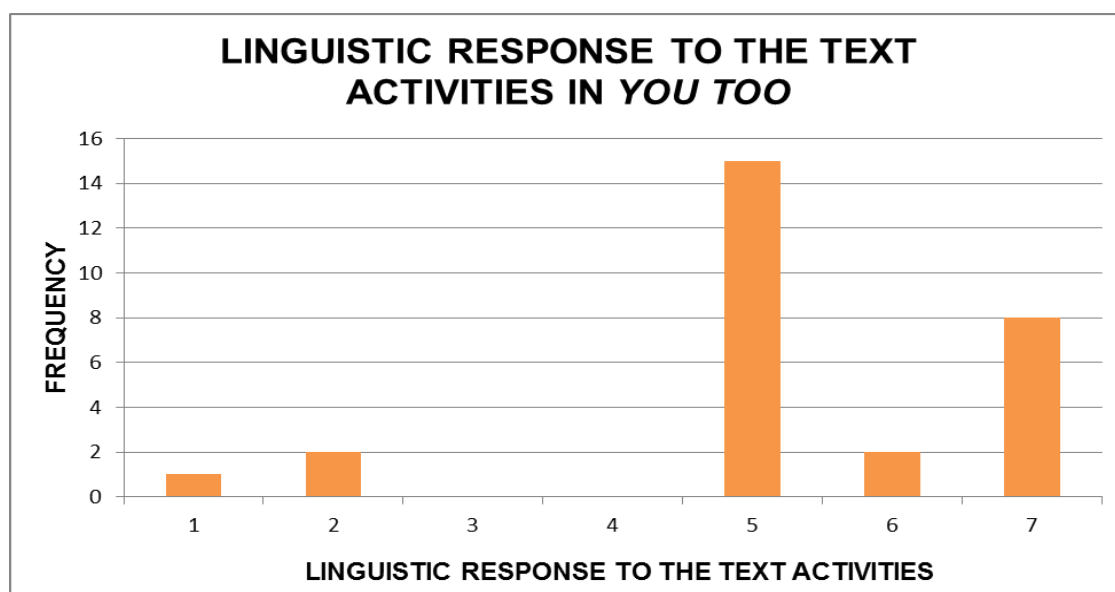


Chart 21. Linguistic response to text activities in *You Too*.

In *You Too* there is not much presence of these types of activities. The most evident category is about answering questions followed by those about taking notes. In this schoolbook, these activities have students answer open questions after having read a text, and read and write

on their notebooks. Some categories with low participation are related to reorganizing information by reordering events or using grids and summarizing. There is any evidence of activities where students are to compare texts or complete a document.

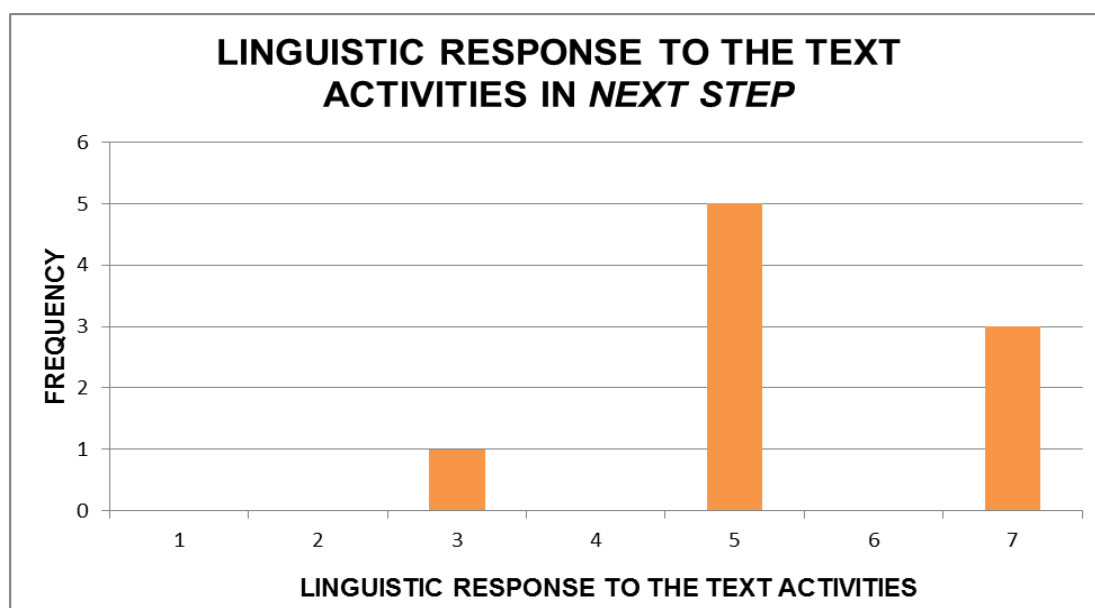


Chart 22. Linguistic response to text activities in *Next Step*.

Next Step comprises only three of the seven categories proposed by Grellet (1981). The most frequent activity is number 5, which belongs to the category named by Grellet as question-types, followed by summarizing and comparing several texts. The activities where the learners are asked to answer questions include reading a text and answering a general question about it, reading the text and answering open questions to confirm the comprehension, reading, discussing some questions and discussing about the subject proposed in the text. The other categories are

not included in the schoolbook. Those categories are about reorganizing information, completing documents, and summarizing.

To end with this section, it is to say that the schoolbooks published after the issuance of the Colombian standards for English include in reading skills activities where students are to answer question through different sorts of activities. The most used type of question used is open questions and questions to generate discussions about a specific topic.

7.3.2.4 Instructions and standards

Next, we go through the schoolbooks after the issuance of the standards, now in regards to analysing instructions and standards.

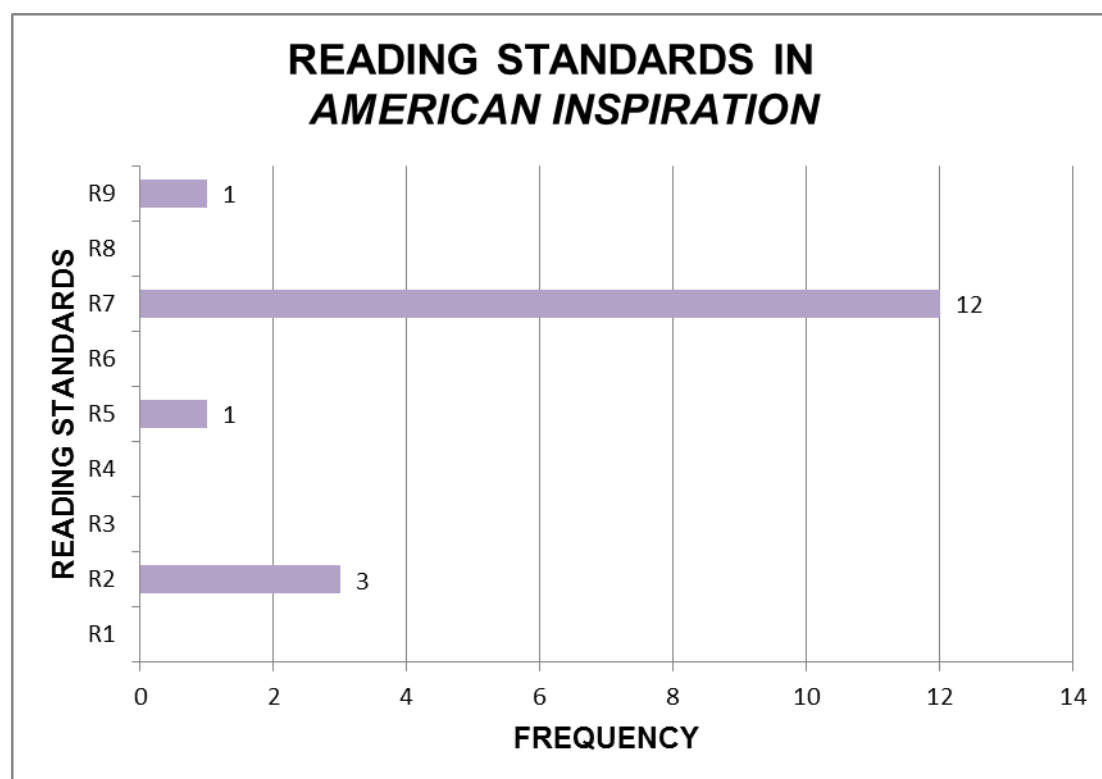


Chart 23. Reading standards frequency in *American Inspiration*.

In this schoolbook the higher frequency is R7 with twelve repetitions. In this book, the instruction is simple; just read and listen or read and choose the best responses. We can also see that there are activities with specific purposes. The second one in frequency is R2 with three repetitions; this standard refers to the literary texts. R5 and R9 appear just once.

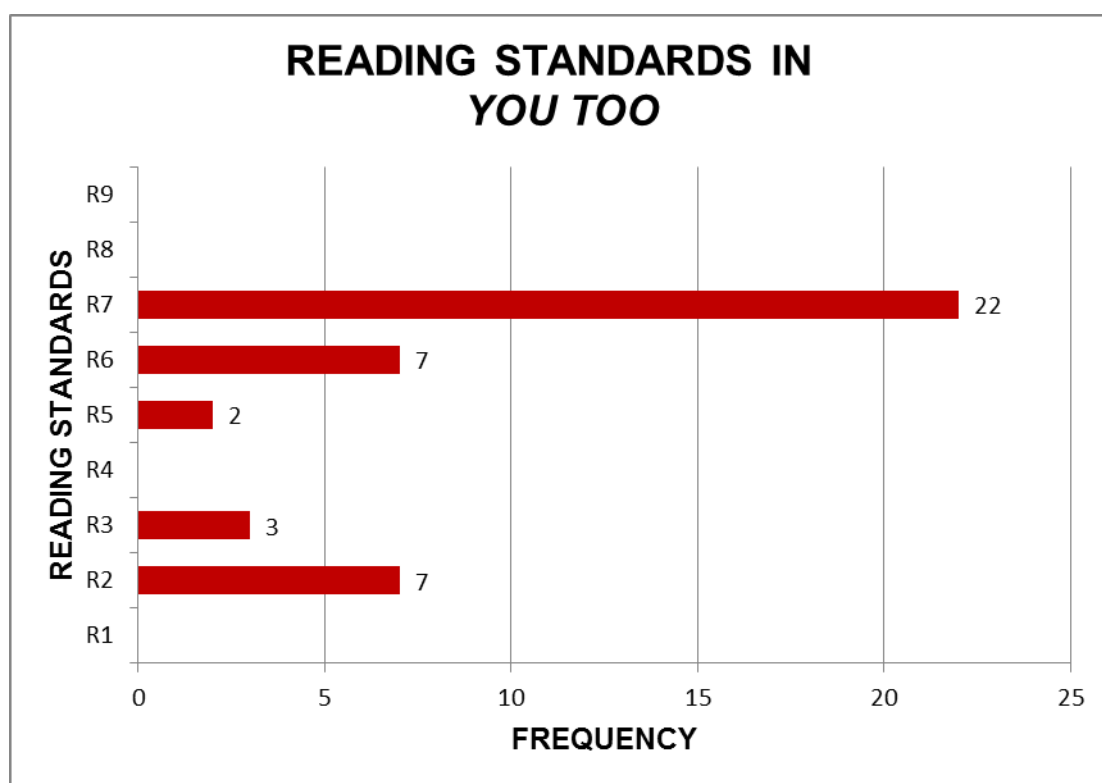


Chart 24. Reading standards frequency in *You Too*.

Then, *You Too*. In this school book, the higher frequency is R7 too, with twenty-two repetitions. This book is the one that has more reading activities and, of course, more standards repetitions. Most of the activities have a specific purpose, like reading and answering the questions, reading and completing, reading and labelling, among others. R6 and R2 are next,

with seven repetitions each. Those standards are related between them. R2 has to do with literary activities. For example, the instructions read and then write the plot of the story and R7 refers to the action or characters in a text. This is evident in instructions like listen and read, then make cards about each character of the story. The following standard is R3, with three repetitions. This standard refers to extracting general and specific information from a text. Finally, R5 appears with two repetitions. R5 refers to the value of reading. R9, R8, R4, and R1 are not developed in this book.

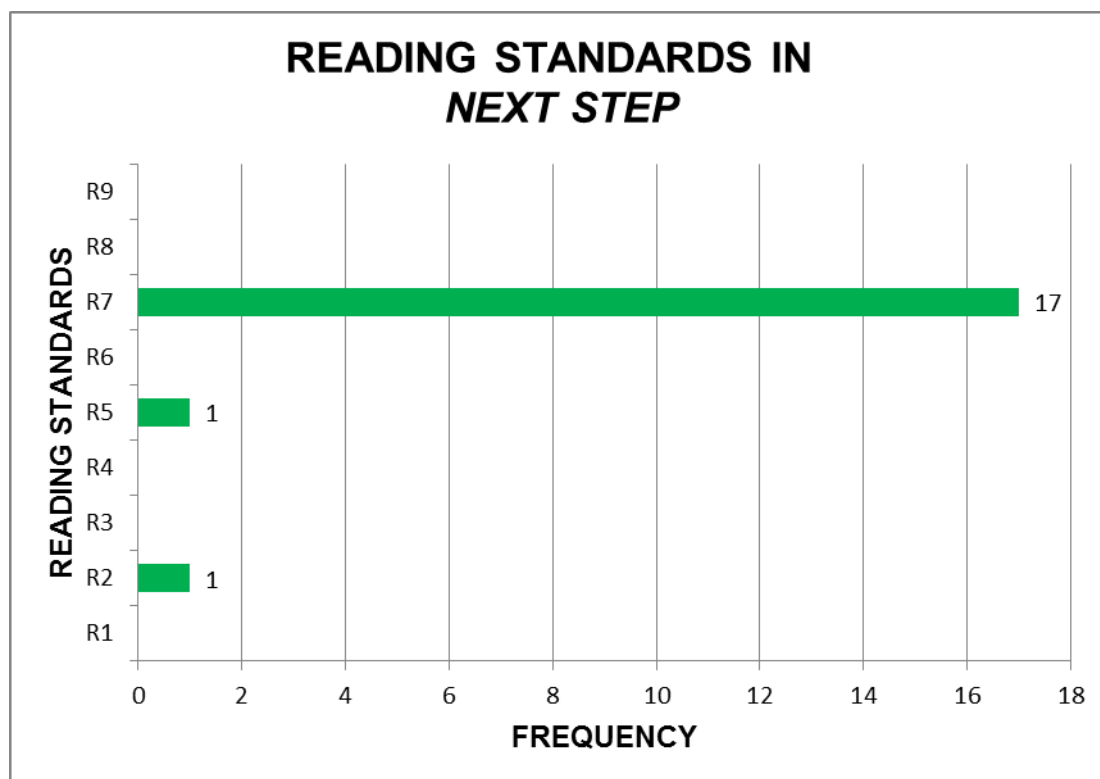


Chart 25. Reading standards frequency in *Next Step*.

The third book is *Next Step*, in this schoolbook the higher frequency is R7 with seventeen instances. In this schoolbook the instructions are concrete and simple; they are based on the

function, for example, read and answer, read and underline, read and guess. Although this schoolbook has sixty-seven reading exercises it does not have organizing, checking, or matching activities. R2 and R5 are developed just once. The rest of the standards are not developed in this book. This is because as we said before the instructions are concrete and simple.

Once each schoolbook published after the standards, we continue analysing the contrast of the findings on them. In the following chart, we present the comparison of the three schoolbooks.

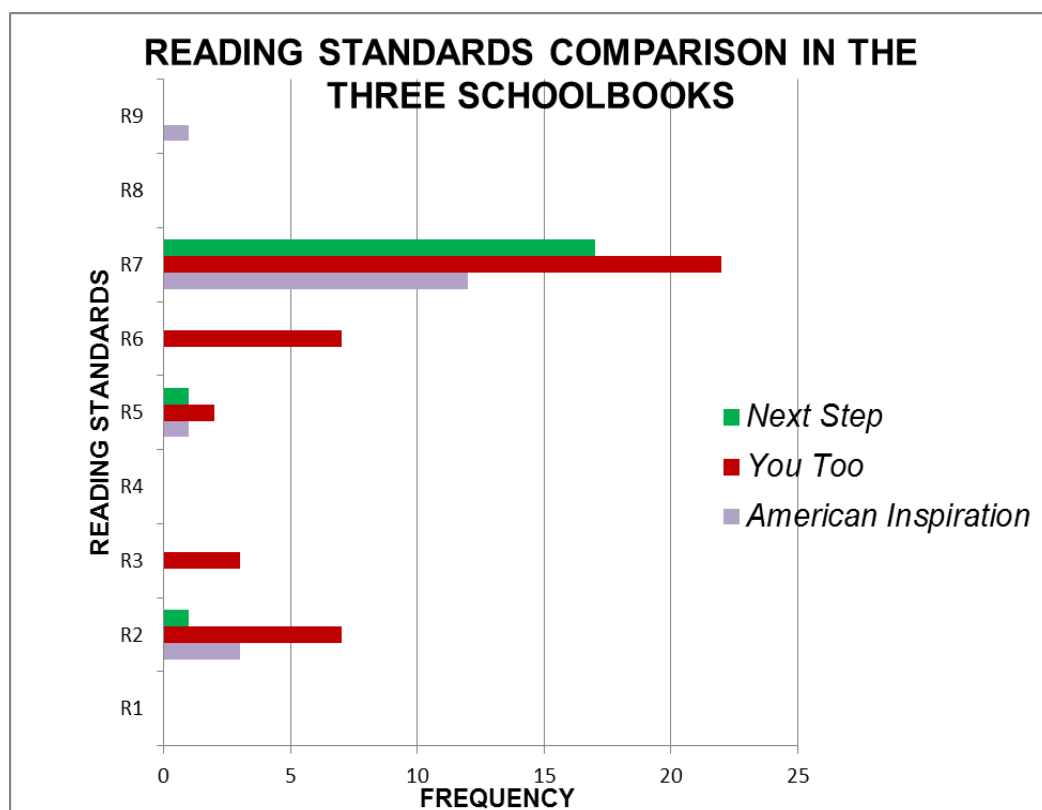


Chart 26. Reading standards comparison in the three schoolbooks published after the standards.

When analysing the contrast of the three schoolbooks published after the standards we found out that there are three common standards present on them. These standards correspond to the codes R2, R5 and R7 while standards with codes R1, R4 and R8 are not present in any of the schoolbooks.

In conclusion, in these three schoolbooks, the activities in which the students have to apply the strategies to understand the texts by responding to the instruction have the higher frequency. The standards R1, R4, R8, and R9 are not developed in any of the books, while R2 only appears on *You Too*, with a considerable frequency and R5 only appears on *Next Step*.

All the activities are included in the Common European Framework as A2 in reading activities. In this sense, we can see that the standards are based on it and the schoolbooks are applying them through the different activities proposed.

General findings

It is important to remember that we chose six English schoolbooks addressed to seventh grade to analyze the impact of the Colombian standards for English on the treatment of reading skills in English schoolbooks. The schoolbooks before the standards are *Freestyle*, *Teenagers* and *Extreme Experience*. The amount of reading instructions is significant especially in the schoolbooks *Freestyle* (minimum 4 and maximum 6 per unit) and *Teenagers* (minimum one and maximum seven per unit). This lets us know that these schoolbooks encourage the students to work on reading skills.

Freestyle makes emphasis in the development of reading functions and introduces linguistic competences through the different topics. In the case of *Teenagers New Generation*, we can see that those schoolbooks allow students to work on reading skills through different texts about interesting topics like cultural aspects, healthy features, and cities around the world. However, the analysis shows that this is the one with the lowest amount of reading instructions.

The instructions that show the highest frequency between the three schoolbooks are the ones related to listening and writing skills. Although the activities promote the English learning through meaningful topics the practice of reading skills do not promote oral skills.

Inference through word information is one of the reading techniques that are widely worked in these three schoolbooks. Most of the total reading instructions include at least one activity that requires inference. For instance, *Extreme* presents 130 reading activities through 31 instructions in which reading comprehension based on answering questions is the most common activity.

Finally, when comparing the three schoolbooks before the issuance of the Colombian standards for English, we found that these texts come up to reading skills over short and simple written texts. Most of the activities are mixed with reading and listening but they do not group reading with writing or speaking activities. Another important aspect to mention is that these schoolbooks use the texts to be read but they do not ask for a further oral production from students, they are limited to read out loud as a repetition practice.

Meanwhile, in the schoolbooks published after the issuance of the Colombian standards for English, *American Inspiration*, *You Too*, and *Next Step*; the amount of reading instructions is also significant but presents a deeper level of complexity in the texts. *American Inspiration*

presents 17 instructions in 33 reading activities. Most of the activities are linked to listening in terms of pronunciation. Other activities are associated to completing a document in a non-linguistic response to the text. Talking about *You Too*, it can be said that it is the schoolbook that works widely on reading skills since it comprises 41 instructions in 50 activities among which read and listen and read, listen and answer the questions are the instructions with the higher amount of repetitions. It can also be said that the reading activities in this schoolbook promote the speaking skill in the students. Learners are not only asked to read but they also must discuss about the topic of the texts they read and listen to. This schoolbook mixes reading skills with writing. The activities suggest students note-taking, a linguistic response to the text according to Grellet (1981). Some of the activities evidence the use of reading techniques like scanning and predicting and labelling (Nunan, 1999). The texts are longer and adapted from authentic material.

Next Step covers 19 instructions in 67 activities. The activities most developed are reading and answering questions. The types of questions in this schoolbook are diverse. These activities include a general question about a topic and, after having reading, the learner is to answer questions for detailed information. It also includes activities like answering true or false and others with multiple choices. This schoolbook provides headings to take notes and instructions in games and activities that stimulate cooperative learning.

To end with, these three schoolbooks published *after* the standards add to the use of reading skills with speaking and writing. The texts are longer and more complex. They include cultural aspects letting students know other cultures through the texts and pictures contextualizing students in an English speaking environment. The reading activities lead students on a further comprehension of the texts and call for the students' interaction with the texts.

CONCLUSIONS

This research was exploratory with descriptive correlational issues. We analyzed six schoolbooks addressed to seventh grade in relation to the treatment of reading skills in the light of English standards in Colombia. The aspects about reading skills we analyzed were the activities related to non-linguistic response to the text and linguistic response to text activities and the development of reading standards. First at all, we described the schoolbooks and analyzed the activities related to reading skills in terms of the frequency of the instructions and the reading techniques and strategies according to Grellet (1981) and Nunan (1999). After that, we compared the treatment of reading skills in the two groups of schoolbooks, before and after the issuance of the Colombian standards for English. Then, we brought up on the following conclusions.

- In the three seventh English schoolbooks published before the Colombian standards for English analyzed in this research, reading skills were included in an isolated way from the other skills. The input students received were limited to the texts which were short and simple. The reading activities did not require students' interaction with the texts and other students. In the oldest schoolbook (2002) the texts did not include cultural aspects. The more recent schoolbooks (2004) include these aspects. This difference may be because older books would reflect completely different views and may show that the issuance of the standards was part of a

tendency that really started some years before the actual issuance, i.e., it was part of a trend that finally materialized in the linguistic policies standards represent.

- In the three seventh English schoolbooks published after the Colombian standards for English analyzed in this research, reading skills are included in activities that mix reading with speaking, writing and listening. That means that all the skills are not isolated, they complement each other as Nunan (1999) states that is not possible to work on a skill separated from the others. Students receive input from a model to follow and from examples. The reading activities require students' interaction with the texts and peer review, providing a cooperative learning. The texts are longer and more complex and include cultural aspects. The topics and pictures are about modern and interesting subjects for students.

- The main differences in the treatment of reading skills in schoolbooks published after the issuance of the Colombian standards for English in comparison with the schoolbooks published before the Colombian standards for English correspond to the type of written texts. The schoolbooks before the standards present short and simple texts, the group after the standards include longer and more complex texts including current and interesting topics according to the age of the students. The first group proposes the activity with any guide, whereas the second group includes word banks and examples like models to be followed. The second group includes headings and mixes reading skills with oral and written skills and cooperative learning as well. Another difference found is the inclusion of reading strategies and techniques like having students deduct from the context, infer and predict. It is important also to mention that the pictures, characters, and readings are related to famous people and modern subjects. Technology

is another aspect included in the second group corresponding to texts related to e-mails and abbreviations used in chats and text messages.

- The changes in the treatment of reading skills in seventh grade English schoolbooks that we can attribute to the Impact of the issuance of the Colombian standards for English are the integration of the skills, the cooperative learning, the adaptation of authentic material, the complexity of the texts and the exigency of the activities, this is evident when analyzing the reading instructions under the light of Grellet's (1981) proposal and the Colombian standards for English. After the issuance of the Colombian standards for English, the reading activities in the schoolbooks promote the students' interaction and their oral and written production. This is evident when students are asked to discuss, to write a letter, a postcard; to summarize a text they have already read. Peer review is another strategy included to stimulate cooperative learning. Reading activities require from students a higher level of reflection on the texts and the use of strategies to reach a better comprehension.

To sum up, after having analyzed the schoolbooks and the standards we found out that the changes attributed to the issuance of the standards are confirmed in terms of the competences and functions given that learners gain a participation and interaction with the text and inside the classroom activities with the schoolbook. Taking into account that the activities before the standards tended to be more individual with less interaction than the ones presented once the standards were included, we concluded that standards influenced on changing of the treatment of reading skills in English schoolbooks. As long as there is a previous research about the speaking skill, that this present research is based on reading skills and that there is a lot to say about this topic, this analysis can be a springboard for further researches about writing and listening skills.

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