



THE TEACHERS' PERCEPTIONS ABOUT THE USE OF THE ENGLISH BOOKS IN TEACHING AND LEARNING PROCESS

LAS PERCEPCIONES DE LOS PROFESORES SOBRE EL USO DE LOS LIBROS DE INGLÉS EN EL PROCESO DE ENSEÑANZA Y APRENDIZAJE

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Abstract

This article was developed with the objective of identifying the perceptions of teachers about the use of English books in the teaching and learning process in educational institutions in Latacunga, where the data obtained through the use of an interview were in a public and private context using statistical-descriptive analysis, which allowed concluding that teachers consider the English book as an essential resource in the classroom, but need to be complemented with additional didactic resources. Another additional point is that the contents are not complete, so an improvement in the planning of contents is necessary. Finally, it is important to provide training on the use of textbooks, both for teachers in training and in-service teachers. Finally, in the fiscal context, the use of textbooks provided by the Ministry of Education is mostly used, as opposed to the private context in which textbooks from the market are mostly used, indicating that in both contexts textbooks have great influence in the development of the teaching and learning process, but in spite of this, they value different areas of the textbooks.



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Keywords: perceptions; teachers; use of English books; teaching and learning process

Resumen

El presente artículo se desarrolló con el objetivo de, identificar las percepciones de los docentes sobre el uso de libros en inglés en el proceso de enseñanza y aprendizaje, en Instituciones Educativas de Latacunga. Donde los datos obtenidos mediante el uso de una entrevista, fueron en un contexto público y privado utilizando el análisis estadístico-descriptivo, lo que permitió concluir que los docentes consideran el libro en inglés como un recurso esencial en el aula, pero necesitan complementarse con recursos didácticos adicionales. Otro punto adicional es que los contenidos no están completos, por lo que es necesaria una mejora en la planificación de contenidos. Además, se considera importante brindar capacitación sobre el uso de libros de texto, tanto a los docentes en formación como a los docentes en servicio. Finalmente se puede resaltar, en el contexto fiscal, se utiliza mayoritariamente el uso de libros de texto otorgados por el Ministerio de Educación, a diferencia del contexto privado en el cual se utiliza mayoritariamente libros de texto del mercado, denotando que en ambos contextos los libros de texto tienen gran influencia en el desarrollo del proceso de enseñanza y aprendizaje, pero a pesar de ello valoran diferentes áreas de los mismos.

Palabras clave: percepciones; profesores; uso de los libros de inglés; proceso de enseñanza y aprendizaje

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Introduction

The English language has become a language of great importance today, and according to Beltran (2017) has been considered the most used language in the world, for this reason many educational institutions integrate it into the curriculum, where the main objective is to use the language in a real context and in an appropriate manner.

For this reason, the use of teaching materials or resources that are used has a great influence on the teaching and learning process. Given this, article 370 of the General Regulations to the Organic Law of the Intercultural Education (2017), highlights that "The National Educational Authority guarantees the provision of free school textbooks, food and school uniforms for public education students"(p.5) Therefore, considering the relevance of this didactic, it was proposed to carry out this research project with the main objective of identifying the perceptions of teachers about the use of books in English in the teaching and learning process in educational institutions of Latacunga.

In addition, it is necessary to consider that in General Regulations to the Organic Law of the Intercultural Education (2017) mentions that:



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Educational establishments that do not receive textbooks from the State are free to choose the textbooks that best suit their context and institutional philosophy, as long as said texts have obtained a curricular certification from the National Educational Authority that guarantees their compliance with what is determined in the current mandatory national curriculum (p.108).

This being the scenario in which the private sector is managed, which was motivating for the desire to make a comparison between two contexts, the public and the private, seeking to find information that allows us to understand the positive and negative aspects of textbooks, and factors related to them, seeking to generate a contribution in the educational field, since the information collected in this project can be used in order to make improvements in various aspects for the development of textbooks such as content, graphic design, etc.

General objective: To identify the teachers' perceptions about the use of English books in learning and teaching process in Educational Institutions of Latacunga.

Specific objectives:

- To explore the use of the English Books in teaching and learning process.
- To describe the teachers' perceptions about the use of English books in the English teaching and learning process.
- To analyze the difference in the teachers' perceptions about the use of English books in the English language teaching and learning process in public and private Institutions.

Theoretical Framework

The role of the textbooks in the English classroom.

Textbooks in the English language teaching and learning process play a fundamental and useful role in facilitating the teacher's development in the classroom, according to Richards (2001), "the textbook may serve primarily to supplement the teacher's instruction. For students, the textbook may provide the main source of contact they have with the language, in addition to the input provided by the teacher"(p.1). Since the book provides work activities that the teacher can use to obtain better understanding, it is for this reason that, when talking about the role of books in English classrooms, it is highlighted that "textbooks and related teaching and learning materials/media have continuously adapted to the ever-changing and increasing challenges and demands of learning English as a foreign language" (Cheng et al., 2011, p.91). Being important to take into consideration the needs of the students in order to obtain better results.

Additionally, "textbooks tend to organize information based on the cognitive level of the target population, in addition to the organization of the same based on the thematic area for which they are designed" (Rivera Cerón, 2022, p.20). In this sense, the role that books play in the teaching and learning process is of utmost importance, since they are of great help to the teacher as a complementary resource to his class, because in addition to what the teacher teaches, students can practice and acquire skills in the language through the exercises and content that the texts have, of course considering the educational level for which it is directed. Finally, it is important to note that the texts have been modified over time according to the needs of learning English as a foreign language.



The use of textbooks has great influence and plays a fundamental role in the teaching and learning process, which is why, Lizasoain & Mutizabal (2023), mentions that "in the discipline of English, textbooks are so essential that they are taken for granted: they are infallible and no one conceives of a class without them. However, neither teachers nor students stop to think about them and we use them without further reflection"(p.37). In such a way that it is intuitive and sometimes without a specific order. Therefore, it is important to consider that "the importance of researching school textbooks goes beyond a mere exercise of academic concern" (Ramírez, 2004, p.125). Since it does not only involve members of the educational community, but involves a society.

According to Angulo (2016), taking into consideration that the teacher is in charge of giving a correct use to the book during the process, without the need to limit himself to the contents of the textbook but to add innovative types of resources, and without omitting the explanation that goes together with the text. In general, it is highlighted that for an adequate use of textbooks it is necessary to consider the value of their function in the classes, analyzing and reviewing the contents which can be worked with additional resources to obtain better results.

In view of this, Rosales Lòpez (2020) emphasizes that:

It is of utmost importance to analyze many factors that benefit or affect their use in order to obtain significant learning, such as: quality, distribution, adaptation to the characteristics and needs of both teachers and students, and the contents on which they should be based. In addition, it is necessary to analyze the reasons why teachers tend to use other didactic resources, apart from textbooks, to achieve more significant learning in their students (p.8).

It is necessary to look for improvements that allow creating a significant contribution, and with this improve educational quality.

Advantages of the Textbooks

The use of English textbooks can have great advantages, in view of these Radíc & Topalov (2016) remarks that they help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries. On the other hand, textbooks can help teachers as well, serving as a teaching programme and a support for less experienced ones to gain confidence, test new methodologies, and become aware of the pedagogical issues (p.140). As a result, the percentage of book use in educational units is higher.

Some of the advantages include that, "provide a time-efficient and cost-effective means of delivery for stakeholder and trainer alike" (Wright, 2012, p.1). This is very important for the development of a class, since the time will be used in the best way, and there will be a better planning of each of the activities in class.

There are a variety of books that are designed for students of all levels and ages, so an advantage for a correct development of language skills must be, According, to Ming Chou (2010) "textbooks have a clearly identified set of performance objectives that include what students are expected to be able to do and what to expect next" (p.1). Allowing the creation of expectations within the subject of the class, generating learning in a more interactive way, in addition to the knowledge acquired will be maintained for much longer, because you can create relationships between the information.



For finish, Jiang (2022) emphasizes that:

Textbooks have great influence on the organization of the pedagogical framework, and should not only provide a body of knowledge, but also help teachers to construct the various activities, as well as determine what is to be assessed, the content to be taught and the content to be taught. Determine what is to be assessed, the content to be taught, and the pace and timing of teaching, and the pace and timing of teaching. It is for this reason that business English textbooks can play an important role in helping to training teachers to address the problem of how to teach critical thinking skills. Consequently, it is considered necessary to evaluate the pedagogical impact.

Therefore, it is considered that since it is a tool that has great advantages, it is extremely important to provide tools that allow its correct use, such as training, guides, tutorials, that allow better use.

Materials and methods

Research approach

In this research project, a mixed type approach is used, in which it is not intended to replace or substitute either the qualitative or quantitative approach, but rather to implement the strengths of both. To which Ortega (2018) adds that "the mixed research process involves a collection, analysis and interpretation of qualitative and quantitative data that the researcher has deemed necessary"(p.19). Therefore, this approach is adequately coupled to the subject matter "The teachers' perceptions about the use of the English Books in teaching and learning process" and the main objective of this study that is to identify the teachers' perceptions about the use of English Books in the learning and teaching process in Educational Institutions of Latacunga. Since it is intended to collect both qualitative and quantitative data which will be subsequently analyzed and interpreted using the descriptive statistical method. according to Borrego del Pino (2008) mentions that this method consists of the counting, sorting and classification of the data obtained, coupled with the presentation of tables and graphs that allow simplifying the complexity of the data.

Research Method or level

For this reason, its use was considered, all based on its flexibility and versatility, in addition to its great usefulness within the problem being developed, since it will facilitate the management of the data obtained.

Research Context

Within this research the selection method that will be used is non-probabilistic, where the sampling strategy that will be applied is random, so that the selection of educational units and participants is random. The data collection will be carried out in several educational units of Latacunga, which are developed in different contexts, that is, private and public, and in which pre-professional practices of the Technical University of Cotopaxi are carried out, considering that this is advantageous for the collection of information. The participants will be 10 English teachers working in different educational institutions.



Data Collection procedure

As a data collection instrument, the use of a survey will be planned, which will be adapted. Based on the instrument used in the research of Lizasoain & Vargas Mutizabal (2023) who developed a questionnaire of 42 short, closed questions, and this was distributed through different social platforms. With this precedent, for the development of the instrument and the collection of responses, technological means will be used. In this case google forms, so about 20 questions will be taken according to the needs of this research.

Data analysis Process

With the data obtained, the use of a statistical-descriptive analysis is planned, starting with a tabulation of each of the questions, and after that, their respective graphical representations will be elaborated with their respective analysis (Fernández Fernández et al., 2002). Taking into account the review of the highest and lowest percentages, which will give way to the creation of conclusions, the same that will make known the various results, therefore a comparative analysis will be performed, which according to Nohlen (2020) consists of "investigating causal relationships and trying to isolate factors" (p.44). It is worth mentioning that the data will be organized using excel and the graphics of the google forms to perform the corresponding descriptive analysis, Emphasizing the educational contexts that are being handled in this research in order to answer the research questions of this project.

Results and discussion

After collecting different teaching perspectives on the use of textbooks in the public and private sectors, it can be noted that several distinctions can be noted between the results, starting with section 1 where questions focused on information were grouped. demographic, in which question 1.1 highlights the type of establishment and where it was possible to differentiate the context in which each of the participants develops, in question 1.2 the results reflect that in the private context they are found in urban sectors, On the other hand, the fiscal context develops in both urban and rural sectors. Continuing with the last question of this section, 1.3, it was found that in both sectors the highest educational level is a bachelor's degree.

In section two, information was collected about the teachers' preparation for the use of English textbooks, where in question 2.1 in the private sector it was found that teachers rarely received training in the use of English textbooks during their preparation as future teachers. 1 in the private sector it could be found that teachers rarely received training on the use of English textbooks during their preparation as future teachers, which is relatively related to the public context, which allows concluding that teachers have rarely received training on the use of textbooks during their preparation as teachers, which is contrasted with the information in question 2. 2 in which the results showed that in the private context the participants have rarely received training on the use of books during their time in service, speaking of the fiscal context two frequencies were found with similar results, so it can be noted that the frequency in both contexts is low, continuing with question 2.3 it could be noted that in the private context the teachers consider that rarely is the frequency with which in the future they will receive training on the use of English books, to which comparing it with the public context, it could be noted that in the private context the teachers consider that rarely is the frequency with which in the future they will receive training on the use of English books, to which comparing it with the public context they will receive training on the use of books in the future.





In question 2.4, the two contexts agree that teachers in preparation must receive training on the use of English books, which is complemented in question 2.5 where the answers obtained were similar and reflected that universities are the ones who should offer training on the use of English books to teachers in preparation. In question 2.6, it is agreed in both contexts that in-service teachers should receive training on the use of English books, to which in question 2.7 it is added that the government is the one who must offer these trainings.

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In section three, the usefulness of English books was investigated. The results obtained in question 3.1, both contexts agreed that books in English are very useful in the English classroom, continuing to question 3.2, both contexts reflected that the English books are essential in the English classroom. Additionally, in question 3.3, it was obtained that the participating teachers from both contexts fully agree that English books should be supplemented with additional teaching materials.

With respect to the three questions belonging to section 4, which focused on the English book as a resource, the results of question 4.1 showed that for teachers in both contexts the textbook guides the planning of the academic year. and the classes by 50%, with respect to question 4.2 it was found that the book is a good teaching resource according to the criteria of the teachers of the two contexts, this section ends with question 4.3 in which it was possible to mention that The contents of textbooks can be completed in a range of 50% to 80% in both the public and private context.

In section number 5 where the process of selecting textbooks was investigated, question 5.1 revealed that the majority of those responsible for the selection that will be used in both public and private educational units is the area of English, in the question 5.2 it was found that the teachers of the two contexts occasionally take into consideration the recommendations of other English teachers for the selection of the book to use, in question 5.3 in the private context the aspect most valued when selecting the textbook of the market is its content, unlike the public context where it was found that additional resources are the most valued. Ending this section with question 5.4, it was found that occasionally teachers belonging to the public and private context are occasionally guided by the publisher to be able to select a book.

At the end, in section number 6, information was sought regarding preferences between market or ministry books, where in question 6.1 it was obtained that in the private context, they mostly use English books from the market, information that contrasts with the public context, that mainly the use of books from the Ministry of Education occurs. Finally, in question 6.2, it was found that teachers in both contexts rarely use the English books from the Ministry and the books from the market together during the school year.

Conclusions

It is important to highlight that after having applied the instrument, which was a survey, which was composed of six sections, where various aspects related to the topic were addressed, results were obtained which allow us to conclude that English books are one of the most used resources and helps to develop the skills needed





in a language for correct communication, and by collecting the different perspectives that teachers have, we can highlight that teachers consider the English book as an essential resource in the classroom, but they highlight that they need to be complemented with additional teaching resources. Another additional point is that contents are not completed, so it can be said that an improvement in content planning is necessary. In addition, it is considered important to provide training on the use of textbooks, both for teachers in preparation and for teachers in service.

When comparing the perspectives in two different contexts, that is, both public and private, it can be concluded that, in the fiscal context, the use of textbooks granted by the Ministry of Education is mostly used, in contrast to the context private sector that mostly use textbooks from the market, denoting that in both contexts textbooks have great influence on the development of the teaching and learning process, but despite this they value different areas of them, highlighting that teachers belonging to the public context value the content, unlike additional resources, it is the aspect most valued by teachers in the fiscal context, this being important when selecting the textbook to use in the school year.

Recommendations

It is recommended to use reliable sources that provide reliable and reliable data that allow to expand the information with respect to the related topics.

The use of a mixed approach is recommended since it allows the collection of both numerical and descriptive data, which will facilitate the analysis and presentation of results.

A good recommendation is about the elaboration of the instrument, it is important to have a concrete vision of the information to be collected, guided by what you really want to investigate.

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