

PERSPECTIVES OF TEACHERS ON THE INTEGRATION OF DIDACTIC RESOURCES WITHIN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

PERSPECTIVAS DE LOS DOCENTES SOBRE LA INTEGRACIÓN DE LOS RECURSOS DIDÁCTICOS EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

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Abstract

The study addresses the influence of teaching resources on the interest of students in learning the English language in Educational Units of Pujilí, proposing a review of traditional methods and the incorporation of digital resources, the objective was to analyze the perspective of teachers of secondary towards didactic resources in the teaching of English, breaking down into the theoretical foundation, evaluation and assessment of said resources. A mixed research design was used, applying surveys to secondary school teachers in Pujilí. The target population was selected by convenience. A validated instrument with established grading criteria was used, obtaining the following results: teachers showed a generalized preference for modern teaching resources, although a minority evaluated both traditional and modern resources in a more moderate way. The age and gender distribution of teachers was also analyzed, showing diversity in perspectives and the conclusion was reached that the positive assessment of modern teaching resources reflects an adaptation to



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current pedagogical trends. However, the importance of continuing to explore and debate the complementarity of traditional and modern approaches is highlighted.

Keywords: teachers; teaching; English language; perspectives; didactic resources

Abstract

El estudio aborda la influencia de los recursos didácticos en el interés de los alumnos en el aprendizaje del idioma inglés en Unidades Educativas de Pujilí, proponiendo una revisión de métodos tradicionales y la incorporación de recursos digitales, tuvo como objetivo analizar la perspectiva de los docentes de secundaria hacia los recursos didácticos en la enseñanza del inglés, desglosando en la fundamentación teórica, evaluación y valoración de dichos recursos. Se utilizó un diseño de investigación mixto, aplicando encuestas a docentes de secundaria en Pujilí. La población objetivo fue seleccionada por conveniencia. Se empleó un instrumento validado con criterios de calificación establecidos, obteniendo los siguientes resultados: los docentes mostraron una preferencia generalizada por los recursos didácticos modernos, aunque una minoría evaluó tanto los tradicionales como los modernos de manera más moderada. La distribución etaria y de género de los docentes también se analizó, mostrando diversidad en las perspectivas y se arribó a la conclusión de que la valoración positiva de los recursos didácticos modernos refleja una adaptación a las tendencias pedagógicas actuales. Sin embargo, se destaca la importancia de seguir explorando y debatiendo sobre la complementariedad de enfoques tradicionales y modernos.

Palabras clave: docentes; enseñanza; idioma inglés; perspectivas; recursos didácticos

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Introduction

The prevalence of outdated and monotonous pedagogical approaches could be considerably influencing the decrease in students' interest during educational sessions, as these methodologies fail to effectively establish a connection between curricular content and students' practical and daily experiences. Consequently, a reconsideration of traditional teaching methods and conventional tools, such as conventional academic textbooks, blackboards, overhead projectors, and conventional classroom environments, has arisen. This rethinking has led to the incorporation of new resources, supported by Information and Communication Technologies (ICTs), with the aim of digitizing educational materials (Cui et al., 2023).

Under this idea, it becomes essential to recognize and address the specific limitations that affect both teachers and students to reduce or eliminate their impact on the teaching-learning process and achieve a complete integration of digital technology. By identifying and considering obstacles, teachers can focus on developing



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skills necessary for their pedagogical work, become familiar with factors that favor the use of digital resources, and employ strategies to overcome potential challenges (Mercader & Gairín, 2020).

In the educational environment of the secondary units in the Pujilí Center, a significant problem related to the lack of interest of students during English language classes is evident. This disinterest can be attributed to various factors, such as traditional pedagogical methods that do not stimulate active participation or emotional connection with the content (Earl et al., 2017). Also, the limited variety in teaching strategies and the limited incorporation of interactive resources could be contributing to a less motivating learning experience (Balwant, 2018).

The urgent need to revitalize the educational process and ensure greater student engagement has led to the adoption of more dynamic and contemporary practices, such as the use of interactive teaching resources (Artigue & Trouche, 2021). Then, it is crucial to understand teachers' perceptions of various didactic practices, whether traditional or modern, since this has a determining influence on student learning (Hasse, 2019). This direct feedback provides valuable information to adjust strategies and approaches, thus ensuring greater effectiveness and active participation in the English language educational process.

Therefore, the problematic of the topic is approached with the following question:

How does the teachers' perspective influence the use of traditional didactic resources compared to modern didactic resources in the teaching-learning of the English language in the central Educational Units of the city of Pujilí?

The main objective of this study is to analyze the perspective of secondary school teachers regarding didactic resources for the teaching-learning of the English language in the Educational Units of the center of Pujilí.

Didactic education is crucial to solve the problem of students' lack of interest towards learning, since negative attitudes may be related to the way of teaching and presenting the contents, it is essential to review and improve teaching and learning strategies in science in general. Well-designed didactic education can play a key role in changing attitudes and promoting a more positive appreciation of science in society (Aguilera & Perales-Palacios, 2020).

Moreover, it is an essential element in the midst of the dizzying digitalization of today's society, where, in order to achieve an effective organization of the educational process in this context, it is imperative to increase digital literacy and develop new approaches to learning in the digital environment. In this sense, it is essential to assess the current level of digital literacy and promote the implementation of teaching models based on innovative technologies and digital learning methods in the educational system (Liu et al., 2023).

The common incorporation of information and communication technologies (ICT) at all educational levels presents significant benefits in both teaching and learning assessment. Although the Internet simplifies teaching tasks and improves communication with students and parents, real change requires the active participation of all educational stakeholders, highlighting the importance of teachers' digital competencies. This shift towards new teaching-learning models, where the teacher acts as a guide, has driven an educational paradigm that demands future educators to acquire digital competencies (Ortega et al., 2020), evidencing the continuous need for adaptation to the constantly growing opportunities in relation to available hardware and software (Khamidovna, 2022).



Gamification is also currently being used as a didactic resource in teaching, which is based on elements of play in non-play environments to motivate and improve participation and learning through interactive and engaging experiences (De La Cruz et al., 2022). The use of digital and non-digital elements in the end is fundamental and at this point we also find the Open Educational Resources, which offer educators and students a wide range of tools to personalize and diversify the educational experience. Their effective integration can transform educational dynamics, driving innovation and adaptation to the changing needs of the educational community (Trouche et al., 2018).

Background

The state of the art in education today has witnessed a growing exploration and application of various didactic resources in various subjects. There has also been an initial interest in the integration of teaching resources in English language teaching, recognising the importance of dynamic strategies to improve language competence.

With the triggering factor that was the COVID-19 pandemic, the use of digital technologies for teaching and learning was implemented, as in the case of Videla et al. (2022) where the impact of teaching provided by mathematics educators, unfamiliar with online education, was evaluated through a survey. The results indicate that teachers' technical knowledge and experience are linked to the strategies they employ. Differences were observed between educators in rural and urban areas in terms of strategies and resources used. Metaphorical and analog strategies were common, while traditional strategies focused on automating procedures, so it is suggested to improve teacher training, strengthen didactic strategies and online skills, and promote metacognition through virtual forums.

Just as there are studies regarding the use of didactic resources in other subjects, they also focus on the teaching-learning of the English language, such as in the article by De la Cruz et al. (2022) who evaluated the perception of students regarding the use of gamification tools in the technical English course of the Human Medicine career at a Peruvian university. In one academic semester, descriptive research was conducted with a hypothetical-inductive approach, using surveys and structured interviews to collect data. The results revealed a positive level of satisfaction among students towards the three gamified tools investigated, suggesting that gamification in the teaching of English enjoys acceptance and contributes to more meaningful learning.

Even in Ecuador, there is concern for the teaching of the English language through the application of didactic resources, as in the thesis of Morales (2023), who explored alternatives and possibilities to incorporate ICTs as educational resources in the teaching strategies used in each lesson, with the aim of supporting the process of teaching and learning the English language through surveys of teachers and students. As a result, an activity guide was developed that uses ICT with the purpose of enhancing the teaching of oral expression and improving the proficiency of the English language among the students of the institution.

Didactics in education

Didactics involves continuous reflection on teaching methods to ensure their effectiveness, emphasizing the individualization of learning and interactivity; It is characterized by strategic resource planning and continuous evaluation of student progress. Its inherent flexibility makes it adaptable to contextual changes



and evolutionary needs, promoting constant improvement in the teaching-learning process (Trouche et al., 2020).

Recursos didácticos

Teaching resources are tools that facilitate teaching and learning, ranging from printed materials to digital media. Its function is to enrich the educational experience, adapting to different learning styles and allowing the effective understanding of the contents; They can be tangible or intangible, selected according to the nature of the content and the pedagogical objectives. Technology has expanded the possibilities with interactive tools that promote students' active participation in exploration and discovery (Ortega et al., 2020).

Teaching resources fall into two main categories: traditional and modern. The former is fundamental and rooted in historical educational practices, while the latter incorporates contemporary innovations to enrich the teaching process (Mamani, 2016).

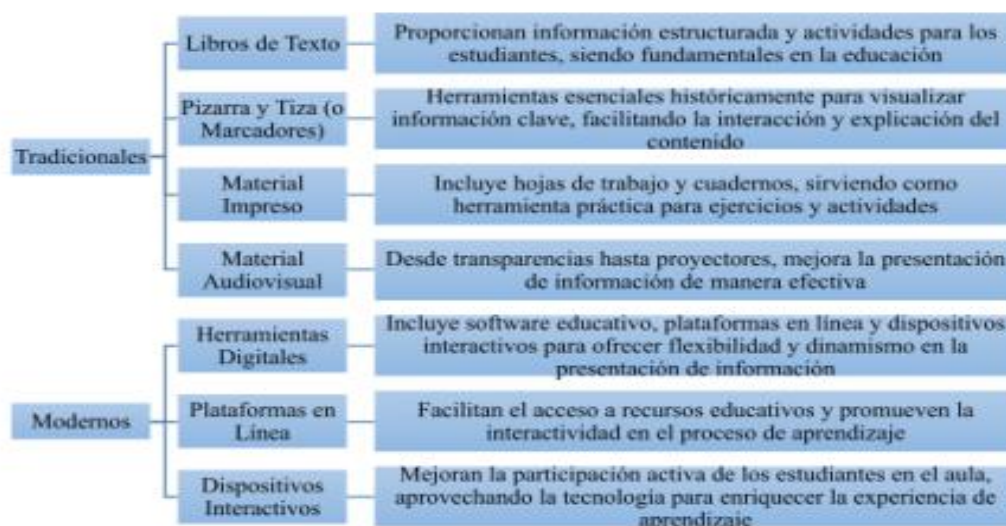


Figure 1. Types of Teaching Resources.

Note: Summary of traditional and modern teaching resources

Source: (Arroyo, 2019), (Hernández et al., 2020), (Bernal et al., 2020) y (Ríos, 2020)

Didactic resources are essential for teachers in the teaching process, as they offer varied and effective tools to convey concepts in a clear and dynamic way; enabling educators to adapt their approach to diverse learning styles, encourage active student participation, and make lessons more accessible and engaging (Unameh, 2020). The appropriate selection and creative integration of teaching resources enhance pedagogical effectiveness and contribute to students' educational success (Valverde & Ureña, 2021).

By using teaching materials, students can actively participate, develop critical skills, and build knowledge in meaningful ways. The availability and variety of teaching resources enrich the educational experience, making learning more accessible, motivating, and effective for students (De La Cruz et al., 2022).

Teaching – learning

Teaching-learning is a fundamental educational process that involves the transmission of knowledge, skills and values from an educator to a student. This two-way process focuses not only on the delivery of information, but also on the active understanding and retention by the learner. Teaching seeks to guide and facilitate learning, stimulating cognitive development and promoting the acquisition of competencies that go beyond mere memorization (Lawrence & Tar, 2018).

The relevance of teaching and learning lies in its essential role in the development of the whole person and in the building of educated and vibrant communities. This procedure supplies students with the essential resources to understand their environment, face challenges, and contribute to social advancement. Beyond fostering intellectual growth, effective teaching also nurtures social, emotional, and ethical skills, empowering students for active and thoughtful participation in society (Hasan et al., 2019).

English Language Teaching

The teaching of English has gained increasing relevance worldwide in the context of globalization, since possessing English language skills brings significant benefits both individually and collectively. Mastering English not only opens doors for academic and professional development, but also facilitates access to diverse educational resources, promotes international connections and favors participation in cultural exchanges, to such an extent that it has become an essential requirement to improve employability in companies and organizations with global operations (Solano, 2014).

The blended learning pedagogical approach, which merges traditional methods with online resources, has emerged as an effective response to the growing global demand for learning English, considered crucial in fields such as business, technology, and science (Albiladi & Alshareef, 2019). This hybrid methodology improves the language skills, learning environment, and motivation of students in studying English as a second or foreign language. On the other hand, English facilitates intercultural communication and understanding (Alrashidi & Phan, 2015).

Materials and methods

The research design is mixed, combining quantitative, numerical and statistical aspects, and qualitative approaches that help to describe and detail the information for a complete understanding of the subject of study. The work is cross-sectional in time, since a survey was applied at the same time without modifying variables or a new test.

The technique applied in the research was the survey using a validated instrument, used in the study by Mamani (2016), with a reliability of 0.798 analyzed under Cronbach's alpha.



The target population of this work is secondary school teachers of the educational units of the center of Pujilí, in the province of Cotopaxi. For this purpose, the sampling is non-probabilistic by convenience, since the participants were chosen according to the characteristics necessary or required by the researcher.

The instrument used consists of 14 questions which are divided into two dimensions, traditional didactic resources (1,2,3,4,5,6,7) and modern didactic resources (8,9,10,11,12,13,14). In addition to the specific research questions, sociodemographic questions were added to complement the description of the current situation of the study population.

The evaluation was based on a cumulative rating scale that allowed assigning an overall rating through the Good, Regular and Bad scales. Excluding the main ideas selection scale, the scores were defined as follows: a score of 34 to 42 reflected a Good perception in the use of didactic resources for teaching English as a foreign language, while a score of 24 to 33 indicated a Regular perception and a score of 14 to 23 indicated a Bad perception.

In the case of the specific dimensions or categories (traditional and modern didactic resources), the scores assigned were interpreted as follows: a score of 17 to 21 indicated a good perception in the use of these resources, 12 to 16 reflected a regular perception and 7 to 11 indicated a bad perception in the use of these resources.

Results and discussion

In order to meet the research objectives, fieldwork was carried out to consult a total of 17 professionals, who responded to the approved instrument designed through the Google Forms platform; subsequently, once the questionnaire was closed and voluntarily applied by the participants, we proceeded to the qualitative and quantitative analysis of the data; The general data were first presented, which were illustrated with the help of graphs and Google spreadsheets through the same form and their answers. In the first instance, it can be seen that the primary sources of information are constituted by a relatively young population, since the teachers consulted range in age from 22 to 61 years, as presented in the following table of age ranges.

Table 1. Age.

Age	Frequency	Percentage
from 22 to 29	10	58,82%
from 30 to 37	5	29,41%
from 38 to 45	1	5,88%
from 46 to 53	0	0,00%
from 54 to 61	1	5,88%
TOTAL	17	100,00%

Note: Age ranges in grouped intervals

Source: Base de datos de la encuesta de Google Forms

The age distribution of teachers of English as a foreign language (EFL) in educational units in the center of the city of Pujilí shows that the preponderant group, with 58.82%, corresponds to professionals between 22 and 29 years of age. Subsequently, the 30 to 37 age range constitutes 29.41%, followed by the 38 to 45 age



range, with 5.88%. There is no participation in the 46 to 53 years age group. The 54 to 61 years and older category also has a 5.88% representation.

This demographic profile could have an impact on the pedagogical perspectives and approaches of EFL teachers, especially with regard to the use of didactic resources for teaching-learning English as a foreign language. The marked predominance of young professionals suggests a possible predisposition toward the adoption of innovative pedagogical approaches, including the integration of digital resources. In contrast, the presence of more experienced educators could provide a more consolidated and expert perspective in the field of language teaching. These results highlight the importance of considering generational diversity when designing strategies for professional development and implementation of didactic resources in the specific context of teaching English as a foreign language in Pujilí.

As for the gender of the teachers, there is a notable majority of women, with a representation of 64.7%, as shown in the figure below:

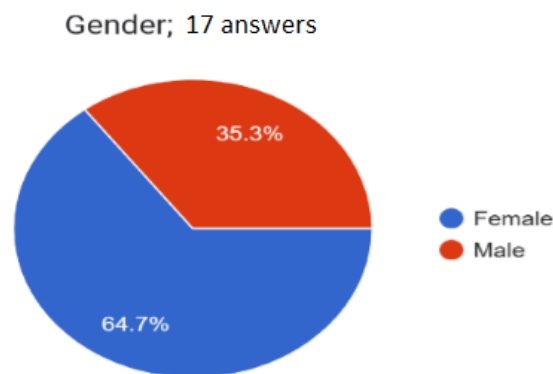


Figure 2. Gender.

Note: Responses on the gender of the teachers participating in the study

Source: Google Forms survey database

According to the figure, it can be seen that 64.7% of the teachers correspond to the female gender, while 35.3% are male. This analysis of gender composition may be relevant in the study of EFL teachers' perspectives regarding the use of didactic resources for teaching-learning. The gender ratio may have implications for the diversity of pedagogical approaches and preferences in the incorporation of didactic tools.

On the other hand, when considering the class levels taught by teachers of English as a Foreign Language (EFL) in educational units in the center of the city of Pujilí, a diversified distribution is observed. The 41.18% of teachers teach at the Upper Basic and Baccalaureate levels, followed by the Primary level with 17.65%. In addition, 5.88% is registered in Pedagogy in National and Foreign Languages, Baccalaureate, Upper Basic, Primary and Baccalaureate, and University and Undergraduate respectively. These data reflect the variety of educational levels in which EFL teachers are involved, which may influence their perspectives and practices related to the use of teaching resources.

In the essential phase of the analysis of results, we proceeded to the classification and synthesis of the instrument used, dividing it into two main categories: Traditional Didactic Resources and Modern Didactic



Resources. With the help of SPSS statistical software, the grouping of the 14 responses of the instrument was automated, divided into seven questions for each category, establishing variables and assigning scores according to the parameters defined in the previously established methodology.

This process has made it possible to obtain data reflecting the evaluation of the variables within the categories, classifying them as good, fair or poor. The results obtained for the traditional didactic resources are presented in detail in the following table:

Table 2. Traditional teaching resources.

Traditional teaching resources					
Valid		Frequency	Percentage	Valid percentage	Accumulated percentage
	Regular	5	29,4	29,4	29,4
	Good	12	70,6	70,6	100,0
	Total	17	100,0	100,0	

Note: Grading of traditional teaching resources based on the grading criteria

Source: Google Forms survey database

The table presents a quantitative analysis of teachers' perception of English as a Foreign Language (EFL) on Traditional Teaching Resources. Regarding the evaluation of these resources, 70.6% of teachers rated their effectiveness as "GOOD", while 29.4% rated it as "REGULAR". No ratings were recorded in the "BAD" category.

These results suggest a positive predisposition towards traditional didactic resources among EFL teachers in educational units in the center of Pujilí. The majority perceives these resources as effective, although there is a minority proportion that evaluates them more moderately. This perspective suggests an initial view of teachers' perspectives on traditional didactic resources, opening space for more detailed inquiries into the reasons underlying these perceptions and possible implications for pedagogical decision-making. Regarding modern didactic resources, the procedure was the same, obtaining the results presented in Table 3:

Table 3. Modern Teaching Resources.

Modern teaching resources					
Valid		Frequency	Percentage	Valid percentage	Accumulated percentage
	Regular	2	11,8	11,8	11,8
	Good	15	88,2	88,2	100,0
	Total	17	100,0	100,0	

Note: Rating of the Modern Educational Resources based on the rating criteria

Source: Google Forms survey database

In relation to the Modern Didactic Resources in educational units in the center of the city of Pujilí, of the total responses collected, 88.2% of the teachers evaluate these resources as "Good", while 11.8% classify them as "Regular".

This finding points to a generalized tendency towards a positive perception of modern teaching resources. The majority of teachers consider these resources to be effective in the teaching-learning process. However, the presence of a minority who evaluate them more moderately raises the need for further exploration to



understand the reasons underlying these perceptions. A detailed analysis could reveal specific factors that influence the valuation of these resources, allowing pedagogical decision-makers to adjust strategies to maximize the effectiveness of modern didactic resources in the educational context of Pujilí.

Now, making a relationship between both didactic resources, modern and traditional, it can be said that modern didactic resources are widely accepted by the teachers participating in this study in educational units in the center of the city of Pujilí, evidence that is illustrated in the following figure:

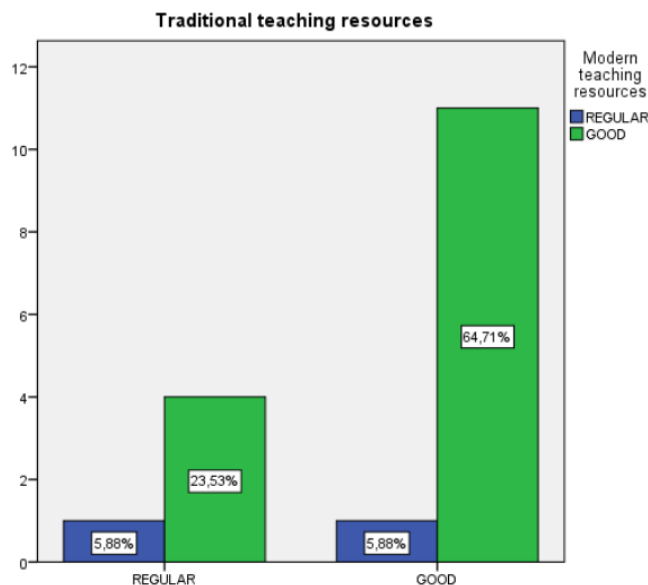


Figure 3. Teachers' comparative preference of teaching resources.

Note: Data obtained from a cross contingency table, processed with SPSS software.

Source: Google Forms survey database

The majority of teachers endorse the effectiveness of these resources, which may indicate a favorable disposition towards the incorporation of more contemporary and technological pedagogical approaches in their educational practices. These results may be fundamental for decision making in the implementation of pedagogical strategies that take advantage of the potential of modern didactic resources to optimize the teaching-learning process in this specific educational context.

The teachers' preference for modern didactic resources in the teaching of English as a foreign language in educational units in Pujilí, according to the results analyzed, suggests a marked inclination towards contemporary pedagogical methodologies. This phenomenon can be attributed to several factors supported by educational literature.

First, the valuation of modern didactic resources can be associated with their ability to promote the active participation of students, essential for meaningful learning (Cabero-Almenara & Palacios-Rodríguez, 2021). Interactivity and collaboration, facilitated by digital tools, have the potential to increase student motivation and participation, crucial aspects in the teaching-learning process.



Additionally, the adaptability of modern didactic resources to the individual needs of students may explain their preference. Lopez and Sanchez (2021) emphasize the importance of instructional differentiation to address diversity in the classroom, and digital resources provide flexibility to adjust to varied learning styles. This personalized approach can contribute to the effectiveness of the educational process.

In line with contemporary demands, the integration of technology in teaching is imperative; preparing students for a digital and globalized environment motivates teachers to favor modern didactic resources, aligning their practices with current demands. However, it is crucial to recognize that traditional didactic resources retain their relevance in certain contexts and can demonstrate effectiveness in specific circumstances, the search for a balance between traditional and modern approaches can enrich the learning experience (Vargas Murillo, 2017).

Teachers' preference for modern teaching resources in Pujilí reflects an adaptation to contemporary pedagogical trends, supported by the ability of these resources to enhance student participation, adapt to individual needs and prepare students for today's technological world. Further exploration and discussion of the complementarity of traditional and modern approaches to optimize educational practice and improve learning outcomes is encouraged.

Conclusion

The scientific and theoretical foundation of didactic education, carried out through an exhaustive review of the specialized literature, has provided a solid conceptual framework for the study. This literature review has provided an in-depth understanding of the fundamental pedagogical principles and current trends in English teaching-learning, addressing key concepts such as instructional differentiation, active learning and technology integration.

The evaluation of the perception of secondary school teachers towards traditional didactic resources in the teaching of English in Pujilí, through the questionnaire applied in the Educational Units of the city center, reveals a generalized tendency towards a positive evaluation of these resources. Although the majority of teachers expressed a favorable perception, there is a minority proportion that evaluates these resources in a more moderate way, indicating the existence of possible areas for improvement or individual preferences.

The additional assessment of the perception of secondary school teachers towards traditional teaching resources, carried out through the questionnaire applied in the central educational units of Pujilí, reinforces the trend previously observed. Despite the predominance of positive evaluations, the presence of more moderate perceptions underscores the importance of continuing to explore teachers' preferences and needs in relation to these resources.

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