

## Perception of students and teachers of English on the use of didactic materials in Nayarit

## Percepción de alumnos y docentes de inglés sobre el uso de los materiales didácticos en Nayarit

CARRILLO-BELTRÁN, Julio César Cuauhtémoc†\*, FLORES-VILCHEZ, Fernando, RAMIREZ-JIMÉNEZ, Armando and ARVIZU-LÓPEZ, Bertha Alicia

*Universidad Autónoma de Nayarit, México.*

ID 1<sup>st</sup> Author: *Julio César Cuauhtémoc, Carrillo-Beltrán*

ID 1<sup>st</sup> Co-author: *Fernando, Flores-Vilchez* / ORC ID: 0000-0001-5472-255X

ID 2<sup>nd</sup> Co-author: *Armando, Ramirez-Jiménez* / ORC ID: 0000-0001-9903-384

ID 3<sup>rd</sup> Co-author: *Bertha Alicia, Arvizu-López* / ORC ID: 0000-0003-1163-5477

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### Abstract

This document describes the organizational culture factor of the human resource that works in a Mexican hotel organization. The theoretical path was made from the inputs of Barney, Hill, Pérez Mayo, Gordon, Thévenet, Golden, Stoner, Serna, Koontz y Cooke y Lafferty; as a explanatory framework which distinguishes the importance of identifying through an inventory of organizational culture, as it builds and defines such organization, it's relations and it's processes. The methodology is empirical, descriptive and quantitative. The instrument used for the collection of data was the questionnaire generated by Cooke and Lafferty, called Inventory of Organizational Culture. This instrument allowed to identify the Organizational Culture starting from the methodological categorical criteria proposed by themselves, meaning, they measured the dimensions: realization, auto-update, humanistic-encouraging, affiliate, conventional, approval, dependent, of evasion, antagonistic, power, competitive and perfectionist; defined by the instrument.

**Investigación, Actitud, Educación, Inglés, Didáctico**

### Resumen

La obsolescencia programada surgió de la necesidad de mantener una El artículo revisa la cultura organizacional del recurso humano que trabaja en una organización hotelera de México; la ruta teórica realizada es bajo la mirada de Barney, Hill, Pérez Mayo, Gordon, Thévenet, Golden, Stoner, Serna, Koontz y Cooke y Lafferty (1989) como marco explicativo que destaca la importancia de identificar a través de un inventario de cultura organizacional del cómo se construye y define dicha organización, sus relaciones y procesos. La metodología es empírica, descriptiva y cuantitativa. El instrumento utilizado para la recolección de datos fue el cuestionario generado por el Cooke y Lafferty, denominado Inventario de Cultura Organizacional. Este instrumento permitió identificar la cultura organizacional a partir de los criterios categoriales metodológicos propuestos por ellos mismos, es decir se midieron la dimensión: realización, auto-actualización, humanístico-alentador, afiliativo, convencional, aprobación, dependiente, de evasión, antagonístico, poder, competitivo y perfeccionista

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\* Correspondence to Author (Email: doctorjuliocesarcarrillobeltran@uan.edu.mx)

† Researcher contributing first author.

**Introduction**

The purpose of this study is to find out the perception that English teachers have of the use of educational materials. The research was focused on teachers of the three levels of basic education (Pre-school, Primary and Secondary) in the State of Nayarit.

The interest in studying this subject arises from the need to apply more and better tools to help achieve meaningful learning in the classroom. In order to carry out this diagnosis, it was proposed to identify the educational materials used by the teacher in the classroom in order to subsequently ascertain the perception that teachers and students have of their relevance and suitability.

The study was carried out in the twenty municipalities of the State of Nayarit.

The evaluation instrument covers three dimensions: teaching practice, teaching-learning process and use of authentic material. All dimensions focused their attention on three main variables of practical performance: 1) the perception that students and teachers have of teachers' work planning, 2) the learning activities in which student-teachers participate, and 3) the use of educational materials.

**Aims of the research**

- To explore the meaning that practising teachers assign to the use, benefits, limitations and impact of didactic materials for teaching English (foreign language) at the three levels of Basic Education in the state of Nayarit.
- To identify the attitudes of Basic Education students in the state of Nayarit towards teaching materials for the subject of English.

**Some specific objectives**

- To identify, by means of natural semantic networks, the meaning that teachers of the three different levels of basic education assign to the importance of the use of didactic materials in the classroom.

- To determine the meaning that teachers assign to the use of teaching materials in the subject of English.
- To identify the benefits that English teaching materials have according to teachers in schools at different levels of education in Nayarit.
- Some research questions
- What is the meaning that teachers in Basic Education schools assign to the use of didactic material for the subject of English?
- What are the benefits that teachers of Basic Education schools assign to the use of didactic material for the subject of English?

**Justification of the research**

Knowing the meaning of the use, benefits and limitations of the didactic material assigned by the teachers and students of the subject will allow us to determine indirectly what impact it has on the learning of the students of the three different levels of Basic Education in the State of Nayarit. The results obtained through this research strategy will allow the state education authorities to make decisions about the relevance of the resources currently used for teaching English, with the intention of improving academic performance in this important subject. The local education authority itself will be able to use the results to identify areas of opportunity to strengthen the dissemination, evaluation and monitoring of the use of educational materials for both students and teachers to ensure their relevance. For teachers who are responsible for teaching English, the results obtained could be a reference to identify areas of opportunity in the use of teaching materials, benefits and limitations. In a tangential way, in the light of the reflection of the results obtained, better teaching strategies can be adopted to guarantee educational success.

**Literature review (theoretical framework)***Brief background on the National Programme for English in Basic Education*

In accordance with Article 3. Constitutional, the General Education Law and the National Development Plan 2007-2012, the Ministry of Public Education (SEP) established as the main objective of the Sectoral Education Programme (Prosedu) "to raise the quality of education so that students improve their level of educational achievement, have the means to have access to greater well-being and contribute to national development" (SEP, 2007, 11).

Within this framework, and based on the powers granted to it by the General Education Law, the Ministry of Public Education (SEP) established as a fundamental objective to be achieved in 2012: "To raise the quality of education so that students improve their level of educational achievement, have the means to have access to greater well-being and contribute to national development" (SEP, 2007, 11). To achieve this objective in Basic Education, the following strategy is available: "to carry out a Comprehensive Reform of Basic Education, centred on the adoption of a competency-based educational model that responds to Mexico's development needs in the 21st century, with a view to achieving greater articulation and efficiency between the preschool, primary and secondary levels" (SEP: 2010). (SEP: 2010)

In order to consolidate a proper and pertinent route for reforming Basic Education in our country, favouring the articulation in the design and development of the curriculum for the education of pre-school, primary and secondary students, places the student at the centre of the educational act, the achievement of learning, the Curricular Standards established for school periods, and favouring the development of competencies that will allow them to reach the Basic Education exit profile.

The SEP through Agreement 592 establishes the Articulation of Basic Education, published on 19 August 2011, and determines in the student's exit profile that the student will possess basic tools to communicate in English.

It also states that the Ministry of Public Education of the Federal Government and local education authorities agreed on the gradual generalisation of the subject Second Language: English in all basic education schools, over a maximum period of seven years, to conclude the process in 2018. Therefore, there is a need to incorporate the subject of English into preschool and primary education curricula and to adjust the content of secondary education so that, by the end of this level, students will have developed the plurilingual and pluricultural skills necessary to face communicative challenges, build a broad vision of the linguistic and cultural diversity of the globalised world, and respect their own culture and that of others.

Internationally, one of the fundamental objectives of language education is to foster the favourable development of the learner's personality and feelings of identity, as a response to the experience of facing the different in the fields of language and culture. Mexico, as a member country of international organisations related to education, such as UNESCO (United Nations Educational, Scientific and Cultural Organization) and the OEI (Organisation of Ibero-American States), has assumed its commitments and their fulfilment is reflected in the Comprehensive Reform of Basic Education (RIEB), the reform (RIEB) of 2004-2011, the Basic Education Curriculum 2011 and the National Programme of English in Basic Education (PNIEB).

The PNIEB is organised in four cycles: Cycle 1 consists of a language awareness raising programme, which seeks to introduce students to the foreign language through participation in play activities that will lay the foundations for future learning. Cycle 2, 3 and 4 programmes correspond to a formal programme for teaching English as a foreign language, through which students acquire the skills to use English effectively in a range of social and academic situations. The expected levels of language acquisition are: Basic User: Level A1, with 200 hours of study and A2, with 200 hours of study and B1 with 360 hours of study.

**Methodology***Type and design of research*

The present study is of a mixed nature, since at the same time as quantitative data were obtained, the results are interpreted qualitatively in order to achieve a comprehensive view of the object of study. Due to its scope, it is a descriptive study because its purpose is to specify the properties, characteristics or features that the object of study possesses (meaning and attitudes towards the use of English teaching materials used in the three levels of Basic Education in the State of Nayarit. 2015 - 2016).

Due to its design, the study is also characterised as non-experimental and transectional in nature, as there is no manipulation of variables and the data are collected at a single point in time. In accordance with the objectives of the study, the methodology and fieldwork have two perfectly differentiated aspects: the first related to the meaning that teachers attribute to the teaching materials, and the second related to the students' attitude towards them.

*Population and sample*

From this population, 58 teachers who teach English at preschool (2), primary (7) and secondary (49) levels were selected purposively, not randomly.

The student population in the three levels of Basic Education (Pre-school, Primary and Secondary) in the State of Nayarit is 74,92 thousand students, distributed among 329 schools. From the total universe of students in basic education in the state, a purposive sample of 371 students was selected. Both students and teachers surveyed were randomly selected.

*Data collection methods and techniques*

Two instruments were designed for data collection, one to identify the meanings (natural semantic networks) and the other to assess the attitude (Likert-type scale) of the students towards the didactic resources used in the subject of English.

*Data analysis techniques*

Once the fieldwork had been carried out, the data were processed in the following way:

For the natural semantic networks:

1. The surveys answered by the teachers were analysed and those that showed inconsistencies or that had not been completely resolved were discarded.
2. The data was captured in Excel for better handling. This stage was very important and laborious as it involved the literal capture of the answers (each respondent could have written ten words for each of the three proposed items), as well as a thorough review of the answers to avoid erroneous captures or unnecessary repetitions.
3. Once the defining words had been refined, pivot tables were created in the same programme, allowing the SAM sets (core of the ten main defining words) to be identified and finally their graphical representation to be drawn up.
4. The interpretation of the networks was carried out with reference to the following lines of reflection: How do semantic networks allow us to represent reality (particularly in the central theme of the research), what is the structure of the semantic network, how much semantic richness exists in the networks, how close are the respondents to what is defined in the theory (in this case what is stated in the normative documents of English language teaching), how close are the respondents to what is defined in the theory (in this case what is stated in the normative documents of English language teaching) and how close are they to what is defined in the theory (in this case what is stated in the normative documents of English language teaching)?

In the case of the attitude questionnaire, we proceeded as follows:

Responses were captured in an Excel data sheet in a previously designed format and response frequencies were identified for each of the items and percentages were obtained, with which finally illustrative graphs of the information were created.

### **Results and conclusions**

The fieldwork was also carried out thanks to the support of a team of interviewers who were selected to carry out this noble task of talking to and requesting permission from the educational authorities of each of the schools to which the present instruments were applied and with which the information necessary for this project was collected.

The profile of the teaching staff consulted is characterised as follows:

It was a total of 58 teachers who teach in preschool (2), primary (7) and secondary (49). On average, the teachers are 38 years old and have 12.9 years of service. In terms of gender, 42 are female and 16 are male.

In terms of academic background, 2 teachers have only completed high school, 3 are technicians, 37 have a bachelor's degree, 1 has a master's degree, 7 have a master's degree, 1 has a doctorate. Seven did not indicate their academic degree.

### **General conclusions**

The main conclusions reached in the present research were the following:

With respect to the main objectives of the research, the meaning that practising teachers assign to the use, benefits, limitations and impact of teaching materials for the teaching of English (foreign language), in the three levels of Basic Education, in the state of Nayarit has been explored in which the teachers state that it indicates that they associate the concept of teaching materials to the resources that are usually available for the teaching of the foreign language. For them, the first and most valuable of the materials is the book (both reading and activities) as it presents an appropriate theoretical and practical sequence for tackling the contents of the subject.

In addition, in their classroom practice they are supported by different teaching resources such as posters, dictionary, projector, films, computer, photos, audios and games.

The teachers also mention that with respect to the limitations they have detected in reference to teaching materials, it indicates that the teachers associate the concept of limitations of teaching materials to the insufficiency mainly of the resources they usually have available for teaching the foreign language. It should be noted that the teachers say that the teaching material they use is incomplete, so there is a lack of interest, some say that it is necessary and others argue that there is zero or no progress in learning on the part of the pupils.

Regarding the attitudes of Basic Education students in the state of Nayarit regarding the teaching materials for the subject of English, their perception is striking in the four areas that have been consulted, which cover student satisfaction with regard to the teaching materials, the evaluation of the contents, the work methodology and general aspects. Most of the students mentioned that the didactic resources available to them are useful, attractive, visually pleasant, easy to use, easy to use, if they achieve the objectives set with them, as they are of good quality, and with regard to the content, they mentioned that they favour reflection, critical capacity and the creation of new ideas, as well as helping them to solve tasks and problems they face in their daily lives.

In general terms, a considerable percentage of the students surveyed consider that the physical characteristics (size, font, illustrations, etc.) of the resources are adequate and that the teaching resources are well organised. After having carried out the analysis of the application of these instruments on the meaning and attitude towards teaching materials for the subject of English, a few brief suggestions can be made.

The most appropriate teaching resource should be chosen for the group of students with whom we are working, so that they can be used in a novel, visual, auditory and more attractive way for the students. Encourage English teachers to be motivated to train or update themselves in language teaching methodologies, either by taking a diploma course or a postgraduate course, in order to professionalise their performance in the classroom. Learning a new language is a slow process that requires effort and commitment, both from the teacher and the students in Nayarit, in which parents should be included.

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