

**Analyzing Jamestown's teachers' perceptions of class planning: a comparative analysis of
textbook planning and teacher's planning**

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Abstract

This research paper investigated the perspectives of EFL (English as a Foreign Language) teachers at the Jamestown English Language Institute in Ibagué, Colombia, regarding the quality of textbook planning and their lesson planning. The study aimed to compare teachers' perceptions of EFL textbook planning and teacher planning, as well as assess the diverse perspectives teachers hold towards these planning methods. Employing a qualitative case study design, the research incorporates standardized open-ended interviews, classroom observations, and a survey to triangulate the data. Data collection spanned three weeks, with thematic analysis utilized to examine the collected data. The findings contributed to a more in-depth understanding of the factors that influence teachers' attitudes, subjective norms, and perceived behavioral control regarding textbook planning and teacher planning, offering insights into the effective implementation of EFL teaching practices.

Keywords: Textbook planning, teacher's planning, perceptions, classroom observations, EFL teaching practices.

Resumen

Este trabajo de investigación exploró las perspectivas de los docentes de inglés como lengua extranjera (EFL) en el Instituto de Inglés Jamestown en Ibagué, Colombia, sobre la calidad de la planificación de libros de texto y la planificación de sus lecciones. El estudio tuvo como objetivo comparar las percepciones de los docentes sobre la planificación de libros de texto de EFL y la planificación docente, así como evaluar las diversas perspectivas que los maestros tienen hacia estos métodos de planificación. Utilizando un diseño de estudio de caso cualitativo, la investigación incluyó entrevistas estandarizadas de preguntas abiertas, observaciones en el aula y una encuesta para triangular los datos. La recolección de datos se llevó a cabo durante tres semanas, empleando análisis temático para examinar la información recopilada. Los hallazgos contribuyeron a una comprensión más profunda de los factores que influyen en las actitudes de los docentes, las normas subjetivas y el control conductual percibido en relación con la planificación de libros de texto y la planificación docente, ofreciendo perspectivas sobre la implementación efectiva de las prácticas de enseñanza EFL.

Palabras clave: planificación de libros de texto, planificación docente, percepciones, observaciones en el aula, prácticas de enseñanza EFL.

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Introduction

This research paper delves into the perspectives of EFL (English as a Foreign Language) teachers at the Jamestown English Language Institute in Ibagué, Colombia, regarding textbook planning and their lesson planning. The study aimed to compare teachers' perceptions of EFL textbook planning and teacher planning and assess teachers' varied perspectives on these planning methods. Employing a qualitative case study design, the research incorporated standardized open-ended interviews, classroom observations, and surveys. By utilizing these methods, the study sought to provide a comprehensive understanding of the factors that influence teachers' attitudes, subjective norms, and perceived behavioral control in relation to textbook planning and teacher planning.

The introduction section of the research paper offers an overview of the topic's significance. It highlights the problem statement, research questions, objectives, research hypothesis, variables, scope, limitations, and study delimitations. Additionally, it presents the rationale for the research, emphasizing the importance of lesson planning in language teaching and the necessity of comprehending teachers' perceptions of textbook planning and teacher planning. Furthermore, it discusses the theoretical framework based on Larsen-Freeman's principles of effective language teaching and Ajzen's Theory of Planned Behavior (TPB).

The literature review segment examines the existing research on the role of textbooks and teacher planning in language teaching. It discusses the significance of textbooks as a teaching aid, the importance of teacher planning, and the need to comprehend teachers' perceptions of planning methods. The review highlights pertinent studies and their findings, establishing the context for the current research.

The methodological framework outlines the research design, which employs a qualitative approach to explore teachers' perceptions. It describes the theoretical dimension of the research design, the selection of the specific case (the Jamestown Language Institute in Ibagué), and the data collection methods. The framework also expands on the study's purpose, which is to examine and compare teachers' perceptions of textbook and teacher planning.

In short, this research paper aims to contribute to the field of EFL teaching by offering insights into teachers' perceptions of textbook planning and teacher planning. It seeks to comprehend the factors that influence teachers' attitudes and behaviors towards these planning methods and how they align with the principles of effective language teaching. The findings of this study can inform the effective implementation of EFL teaching practices and curriculum development, benefiting teachers and students in language institutes like Jamestown.

Research Topic

The ELF Jamestown's teachers' perceptions of textbook planning and teacher planning were analyzed, along with the perceptions of EFL teachers towards both methods of preparing and conducting their classes. This research aimed to see how teachers in Jamestown perceived these 2 types of preparing classes, as Jamestown gives the freedom to the teachers to select the one they prefer.

Statement of the Problem

In language institutes like Jamestown, teachers are typically provided with textbooks that come with pre-prepared lesson plans designed by the book's authors. However, not all teachers in Jamestown strictly adhere to these pre-planned lessons; some prefer to create their own lessons, tailoring them to their students' specific needs and classroom dynamics. That had been noted by the academic coordinator of the branch in Ibaguè and had been reported to me, the academic director. This created a notable difference in the way classes are planned and delivered at Jamestown, resulting in a blend of textbook-dependent and teacher-generated lesson plans that change depending on the teacher.

The issue arises from the fact that textbook planning, while providing a structured plan, can sometimes be viewed as too rigid or not fully aligned with specific classroom realities, especially when the textbook's content may not resonate with the individual needs or contexts of students (Ramsay & Violeta, 2009). On the other hand, teacher planning, which is an important part of any class, offers flexibility and creativity but may also require more time and effort from teachers to gather, adapt, and create their own materials, a challenge given the time constraints many teachers face. (Zakis et al. 1, 2009)

At Jamestown, this situation was particularly complex due to the specific teaching model employed. The institute's structure has only three classes per week for teachers to cover the material in each unit, while four other sessions are led by teaching assistants (lab monitors). This limited time frame leaves teachers with very little room to cover the unit's material as outlined by the textbook. As a result, some teachers preferred to abandon the textbook and develop their own plans, while others choose to follow the textbook to ensure that all necessary content is covered.

This difference and the particularities of Jamestown, and the differences between textbook planning and teacher-generated planning poses several questions:

Who is affected? Both teachers and students are affected by this planning difference. Teachers may feel conflicted between adhering to the textbook and creating their own lesson plans, which could lead to inconsistent teaching experiences across classes. On the student side, this inconsistency can affect their learning experience, as students might not receive the same quality or type of instruction depending on whether their teacher relies on the textbook or not.

Why is it a problem? This situation could lead to pedagogical dissonance, where teachers feel frustrated with the limitations of textbook content but lack sufficient support or time to create their own plans. It also leads to variability in classroom instruction, where some students may receive more tailored, engaging lessons and others may follow more rigid textbook frameworks. Additionally, the institute's objectives might not be fully aligned with these divergent planning methods, leading to gaps in achieving learning outcomes.

What are the causes? One key cause is the time limitation imposed by the teaching structure at Jamestown, which forces teachers to compress material into fewer classes. Another cause could be teachers' varying levels of confidence or comfort with the textbook. Some may

feel it doesn't cater to their students' specific needs or learning contexts, while others may see it as an essential time-saving tool.

Consequences: If this problem is left unaddressed, it may result in a lack of uniformity in teaching, leading to varying student outcomes across the board. Teachers may also feel frustrated or burnt out from having to constantly adapt their planning methods without enough institutional support, which could eventually lead to lower job satisfaction. .

The intensity of this issue is significant because it affects nearly every class at Jamestown where both textbook and teacher planning methods coexist. Also, given the rapid pace at which language skills need to be taught in the institute, teachers feel pressured to either rush through textbook content or design their own lessons that better suit their students. This creates a difference between teachers' preferences for one planning method over another, which calls for an exploration of their perceptions regarding this problem, so improvements could be made by Jamestown.

Therefore, the purpose of this research was to analyze Jamestown teachers' perceptions of both textbook planning and teacher-generated lesson planning, understand the factors influencing their preferences, and assess the impact this has on their teaching practices.

Research Question

What are teachers' perceptions towards using EFL textbook planning and using teacher's planning at the English center "Jamestown" in Ibagué?

Objectives

General Objective

To analyze teachers' perceptions of EFL textbook use and their own approach to lesson planning at "Jamestown."

Specific Objectives

To investigate how teachers at Jamestown integrate EFL textbooks to their own lessons.

To gather insights into teachers' perceptions of using their own lesson plans in the classroom.

To evaluate the differences in perspectives among teachers regarding the use of EFL textbooks and teacher-generated lesson plans.

Research Hypothesis and Variables

Research Hypothesis

Teachers perceive their planning as more effective than the ones that they get from books. They use the book planning only to get material and ideas.

Research Variables

In this study, three key variables were identified: Teacher's Planning, Textbook Planning, and Teachers' Perceptions. Each of these variables plays a critical role in understanding the dynamics of lesson planning in the EFL context at Jamestown.

Teacher's Planning (Independent Variable)

Teacher's Planning refers to the lesson planning process where teachers independently design and organize their classes without strictly adhering to a pre-established textbook structure. In this approach, teachers may integrate a variety of external resources, modify textbook content, or develop their own activities based on student needs and learning objectives. This planning method allows teachers greater autonomy and flexibility, enabling them to personalize lessons and adapt to classroom dynamics. For the purposes of this research, Teacher's Planning will be measured through teacher surveys and interviews, focusing on how frequently teachers rely on their own planning, the extent of deviations from textbooks, and the motivations behind these choices. Observations of classroom instruction will also provide insight into how Teacher's Planning is implemented in practice.

Textbook Planning (Independent Variable)

Textbook Planning refers to the structured lesson plans provided by the textbooks used by Jamestown. These plans are designed by the textbook authors and are intended to guide teachers through each unit, ensuring consistency across different classrooms and teaching contexts

(Richards and D. Mahoney, 1996). Textbook Planning is typically less flexible than Teacher's Planning, as it follows a predetermined curriculum that teachers are expected to implement. In this research, Textbook Planning was examined through teachers' reported use of textbook materials, the adherence to the textbook's suggested structure, and how this affects their approach to teaching. Classroom observations also revealed how textbooks were used in actual practice.

Teachers' Perceptions (Dependent Variable)

Teachers' Perceptions represent the attitudes, beliefs, and experiences of EFL teachers towards both Teacher's Planning and Textbook Planning (Aarnio et al, 2021). This variable is crucial for understanding the subjective experiences of teachers, including their preferences, challenges, and satisfaction with each planning approach. Teachers' Perceptions will be measured through qualitative data gathered from surveys, and open-ended questionnaires. The data explored how teachers view the advantages and disadvantages of both planning methods, how planning affects their teaching efficacy, and how it influences student engagement and learning outcomes.

Scope, Limitations, and Delimitations of the Study

Scope

This study aimed to analyze teachers' perceptions on textbook planning and class planning. One of the tools used in this research is structured interviews.

The subject of study was lesson plans and the two most common sources for them: the textbook and the teacher. Therefore, this research had three variables: teacher's planning, Textbook planning (independent variable), and teachers' perceptions (dependent variable).

The research was conducted at the Jamestown English Institute, located in the city of Ibagué. The data was collected from 7 teachers who belong to this institute and were working there at the time of the realization of the study. The data was collected in two months in the year 2023.

This was a qualitative research, with teachers' perceptions gathered in standardized open-ended interviews a survey and the effect on their classes was analyzed on class observations. The content of these showed the teachers' perceptions of their experience with textbook planning and their teacher's planning.

Limitations

There were some limitations of this study. One is that the sample size was small, just 7 teachers that all have similar experience in the same institute. Another related limitation was that all of them use the same type of textbook, which was not a comparison with all the types of textbooks compared with teacher planning.

There was little research from other sources on comparison of both types of lesson planning, which made this research challenging to place in the academic discussion.

Delimitations

This study was limited to the teacher's perceptions. Therefore, students' perceptions about how the class is different from the 2 types of lesson planning was not covered. The study only focused on the perception of the teachers in Jamestown and their opinions. The research also only covered the material that teachers in Jamestown use, which is a book called "Personal best".

Rationale of the Research

Lesson planning, as evidenced in the literature, is an important aspect where “teacher expertise exists” (Weiyang, Weicheng, 2017). As stated before, lesson planning requires expertise from the teacher. Therefore, it is something to be encouraged to be achieved. Lesson planning should “synthesize(s) our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context” (Ashcraft, 2014, p. 1). Due to all that, lesson planning is essential for the teaching field. It is the start, the blueprint for a class. Therefore, it is important to know the perceptions that different teachers have about pre-planned lessons and the ones they plan themselves.

In this study, textbook lesson planning was applied to classes, then the results were correlated with the regular teacher planning. Mithans (2020), talking about this same issue, states that teachers can look at textbook planning and their plans and adapt them as best they like. But knowing the perspective that the teachers have on both will help them to see the benefits and drawbacks of them.

The EFL teaching field will also benefit from the results of the study. The topic has sparked controversy in the EFL field; some state that “Greater autonomy can encourage greater professional commitment, or it can, on the other hand, make teachers focus solely on the education and content solutions found in selected textbooks and other tools” (Mithans, 2020). So, to know if this greater autonomy is perceived more favorable than focused on the text, as this study intends, will significantly benefit the field of EFL.

On a local level, this study brings significant benefits as well. This research is focused on a small group of teachers in an English institute. This study revealed teachers' perception and thoughts on different lesson planning models. Happy teachers are important for language

institutes (Becker et al., 2014). Therefore, knowing the perspectives that they might have on the topic of lesson planning is significant to know what the best way would be to proceed when creating an EFL curriculum, using the book or letting teachers plan their classes independently. The study results will benefit the teachers' work and the institute.

This study compiled interviews with teachers that revealed their perspectives on the topic. Their perspectives will contribute to the knowledge of how teachers perceive the use of different lesson plans in a real-life setting. This is essential to know where institutes, teachers, and textbooks should put more resources, on materials or lesson planning guides.

Literature Review

Class planning is a fundamental part of effective language teaching. To create good learning experiences, teachers must plan their lessons and activities. Textbooks usually serve as a standard tool to support lesson planning, so understanding teachers' perceptions of textbook planning and their own planning methods is critical. This literature review explores existing research on the roles of textbooks and teacher planning in language teaching, providing the foundation for this study's research question: What are the perceptions of teachers at the Jamestown English Language Institute regarding textbook planning and their own planning methods?

Textbooks are a prevalent tool in many language institutes, valued for their structured approach to lesson planning. Ahmad and Rashid (2014) highlight that textbooks are "a primary and teaching aid for language learning in an academic context and EFL/ESL." Textbooks provide a framework that ensures coverage of essential topics and skills, allowing teachers to rely on a structured curriculum. Mithans et al. (2020) emphasize their role as a didactic tool across various subjects, making textbooks a staple in classroom environments.

Despite their advantages, textbooks do have limitations. Richards (2020) says that textbooks should supplement, not replace, teachers' lesson planning, this brings the question of how teachers should integrate textbooks into their planning processes and when. Jantarach and Soontornwipast (2018), in their grounded theory study of Thai EFL student teachers, talk about this issue by showing the reflective process that teachers engage in when integrating textbooks into their plans. The study identifies the cyclical stages of lesson planning and reveals that textbooks play a role in the pre-planning and reflection stages, though their utility varies depending on the context and teacher preferences.

Continuing on the importance of textbooks, Another study by Çelik and Aydın (2020) shows the experiences and challenges faced by both new and experienced EFL instructors in adapting textbooks to suit their students' needs. Their findings suggest that while textbooks provide structure, teachers often modify them to better align with the teaching context and learners' needs. This adaptation requires a balance between using the textbook's content and incorporating teacher-generated materials, reinforcing the need for flexible and adaptive planning.

Moreover, Vojřr and Rusek's (2021) research on lower-secondary education in Czechia highlights the influence of textbooks on instructional planning and curriculum design, which can lead to an over-reliance on textbook content. This study, while focused on a different subject area, is relevant because it showcases the potential challenges when teachers adhere strictly to textbook planning. Similarly, Al-Mahrooqi and Denman (2020) emphasize the importance of effective lesson planning to enhance the quality of learning outcomes, suggesting that while textbooks provide a framework, their effectiveness is often determined by how well they are integrated into broader teaching strategies.

While textbooks offer a useful structure, teacher planning is indispensable for creating instruction to meet students' individual needs. Kemi et al. (2020) argue that lesson planning is a critical responsibility of teachers and is essential for delivering effective instruction. Teacher autonomy in lesson planning allows for diverse teaching styles, fostering responsive and student-centered classrooms. Rahman (2020) also states that teacher planning enhances pedagogical effectiveness, particularly when it aligns with the specific objectives of a lesson and accommodates the learners' context.

In a comparative study, Smith and Brown (2019) explored the differences adaptations of books in teacher planning in EFL contexts. Their research reveals that teacher planning offers greater flexibility, which can lead to more effective lesson delivery, especially when teachers are familiar with their students' needs. This flexibility allows teachers to deviate from the textbook when necessary, ensuring that lessons remain relevant and engaging.

Jantarach and Soontornwipast (2018) also show the importance of teacher-generated plans, noting that the ability to reflect and evaluate their lesson planning post-delivery helps teachers adapt and refine their future lessons. The research emphasizes the non-linear nature of teacher planning, where reflective practices and feedback loops allow for continuous improvement, an aspect that is often not afforded by rigid textbook planning.

Furthermore, Johnson (2018) explores the role of teacher autonomy in lesson planning, emphasizing that autonomous teachers are more likely to modify lesson plans to better suit their teaching styles and the learning environment. This sense of ownership can increase teacher satisfaction and effectiveness, as teachers are better equipped to make instructional decisions that directly impact learning outcomes.

As shown by the previous papers and research, understanding teachers' perceptions of planning methods is essential for improving classroom practices. Srakang (2013) shows that teachers' perceptions influence their practice, judgment, and decision-making, which in turn affects student outcomes. Lee (2019) found that teachers generally view textbooks as helpful tools but note that they require significant adaptation to meet student needs. This finding is consistent with the results of Çelik and Aydın's (2020) study, which demonstrates that teachers' adaptive strategies often depend on their experience and familiarity with both the textbook and their students.

Smith and Brown's (2019) analysis show that teachers who rely on their own planning often feel more engaged with the material and report greater satisfaction in delivering lessons. However, this sense of autonomy can be damaged by institutional requirements to adhere to textbook content, which can limit a teacher's ability to personalize lessons.

In addition, Aarnio et al. (2021) found that teachers' perceptions of planning multidisciplinary education revealed a need for more support, this shows the importance of understanding teachers' needs and how they approach lesson planning. These findings suggest that teacher planning is not only about content but also about creating a supportive environment that encourages collaboration and reflection.

This literature review shows the complexity of the relationship between textbook planning and teacher planning. While textbooks provide a structured guide to language instruction, the autonomy of teacher planning allows for a more responsive and flexible approach that can better cater to students' needs. Studies such as those by Smith and Brown (2019), Çelik and Aydın (2020), and Jantarach and Soontornwipast (2018) all point to the importance of balancing these two methods. Understanding teachers' perceptions of both planning methods is essential to improving classroom practices and also improving the quality of instruction in EFL contexts.

Theoretical Framework

Teachers' perceptions of planning approaches (Textbook or own planning) can influence their implementation and success of classes. This study aimed to compare the perceptions of EFL teachers at Jamestown regarding textbook planning and teacher planning. The theories that underpinning the study were the following:

Larsen-Freeman's Principles of Effective Language Teaching

Larsen-Freeman (2011) emphasizes that effective language teaching involves a combination of adaptable techniques and principles. Her principles highlight the importance of communicative competence, interlanguage, and learner-centeredness. These principles were used to analyze teachers' perceptions of planning methods, focusing on how they aligned with effective language teaching practices. His principles were used to formulate the survey and the interview's questions.

Ajzen's Theory of Planned Behavior (TPB)

Ajzen's TPB (1991) provides a framework for understanding how individual attitudes, beliefs, and intentions influence behavior. TPB posits that behavior is influenced by three main constructs: attitude, subjective norm, and perceived behavioral control. In this study, these constructs will be used to examine teachers' perceptions of textbook planning and teacher planning:

Attitude: Teachers' positive or negative evaluations of textbook and teacher planning.

Subjective Norm: Teachers' perceptions of social pressure to use specific planning methods.

Perceived Behavioral Control: Teachers' perceived ease or difficulty in using textbook and teacher planning.

Application to the Study

This study applied Larsen-Freeman's principles and Ajzen's TPB to investigate EFL textbook planning and teacher planning at Jamestown. By examining the alignment of planning methods with effective teaching principles and the factors influencing teachers' perceptions, the study aimed to identify barriers and facilitators to effective implementation.

Using Larsen-Freeman's principles and Ajzen's TPB, this study aimed to deepen the understanding of EFL teachers' perceptions of planning methods. By exploring the attitudes, subjective norms, and perceived behavioral control of teachers, the study aimed to identify factors that influence the adoption of effective teaching practices and provide insights for improving EFL education at Jamestown.

Comparative Analysis in Educational Research

This research used a comparative study approach to examine the differences and similarities between two distinct lesson planning strategies: teacher planning and textbook planning. Comparative analysis is an essential tool in educational research because it helps highlight key distinctions and contextual factors that influence teaching practices (Johnson, 2018). By analyzing both methods, this research looked to determine how each planning approach affected teacher perceptions and teaching effectiveness in the classroom.

A comparative study allows for the direct comparison of variables (in this case, planning approaches) within a single research framework. According to Smith and Brown (2019), comparative studies are particularly valuable in educational contexts where different instructional methods need to be evaluated based on specific outcomes. In this case, the outcomes of interest are teachers' perceptions and the potential impact these perceptions have on the effectiveness of language teaching at Jamestown Institute. By comparing these two planning

approaches, the research aims to uncover whether teacher autonomy in lesson planning (teacher's planning) is perceived as more effective than following structured, pre-made lesson plans (textbook planning).

As noted by Çelik and Aydın (2020), textbook adaptation and planning are critical in understanding how teachers balance institutional expectations with their individual teaching styles. This comparative study will explore how teachers navigate this balance, potentially identifying which method is preferred by teachers at Jamestown and under what circumstances.

A comparative analysis also allows for a deeper understanding of how context shapes instructional preferences. The study of Rahman (2020) on the effectiveness of lesson planning in teaching English as a foreign language emphasizes that comparative studies offer valuable insights into the flexibility, adaptability, and effectiveness of various instructional methods. By applying this methodology, the research provided a detailed examination of how teachers perceive textbook planning versus teacher planning and offer valuable insights into best practices for language instruction.

The comparative approach was useful in this research because it allowed for an evaluation of the strengths and weaknesses of each planning method, considering the context of Jamestown Institute, where both textbook planning and teacher planning are currently being used. Understanding the differences in perception and effectiveness between these methods can inform future decisions about curriculum design and teacher autonomy at the institute.

Lesson Planning in EFL Context

Lesson planning is important in the success of EFL teaching, and various approaches to planning have been proposed to address the complexities of language teaching. Effective lesson planning manages to achieve that teaching goals, learning activities, resources, and assessments

are well-aligned with learning outcomes. It provides a structured framework that improves the overall quality of teaching and learning in an EFL context (Al-Mahrooqi & Denman, 2020).

Also, lesson planning is important in meeting students' needs, making teachers adapt their strategies based on students' proficiency levels and learning preferences.

Pang (2016) argues for a three-level planning model that offers a scaffolding approach, allowing EFL teachers to integrate both outcomes-based and affordance-based planning. This model offers flexibility in planning, enabling teachers to be attentive to varying student needs while also focusing on the learning goals.

However, despite the importance of planning, teachers often face challenges in aligning their lesson plans with actual classroom practices. Lika (2017) talks about the difficulties EFL teachers experience in developing lesson plans that cater to their students' diverse needs. These challenges range from understanding lesson plan templates to effectively utilizing available resources. This complexity emphasizes the need for adequate teacher training in planning and the significance of support systems that guide teachers in the process of creating comprehensive and flexible lesson plans.

In conclusion, while lesson planning remains a fundamental aspect of teaching in EFL contexts, the diverse approaches and challenges associated with it require further exploration. The balance between structured planning and adaptability in the classroom is essential to ensuring that EFL learners' needs are met effectively.

Textbook Use in EFL Teaching

Textbooks are used in EFL teaching as they provide a structured and consistent resource that can be used across different classrooms and educational contexts. This is pointed by Wang et al. (2010) They also say that textbooks serve as a primary guide for teachers, offering predefined

content, activities, and assessments that align with specific educational standards. However, while textbooks offer numerous benefits such as standardization and ease of use, they also present challenges that may limit their effectiveness if not used appropriately.

Criado (2023) investigated the adaptation techniques employed by teachers when using textbooks in Spanish EFL classrooms. The study demonstrates that while textbooks provide a strong foundation for form-focused and meaning-focused instruction, many teachers modify or adapt the activities to better suit the learning environment and their teaching style. Those adaptations are necessary to address the limitations of textbooks, which often fail to fully cater to the dynamic and context-specific needs of EFL students, as pointed by Criado (2023). By modifying textbook activities, teachers enhance the flexibility of their lessons, integrating communicative tasks and contextualized language practice that might be missing from a more rigid textbook.

On the other hand, Parrish (2004) mentions the over-reliance on textbooks, warning that rigid adherence to textbooks can stifle teacher creativity and reduce student engagement. While textbooks offer consistency, Parrish emphasizes that they should be seen as a resource rather than a script. The effectiveness of textbooks lies in how teachers utilize them, adapting and supplementing the materials with their own input to meet the needs of their students. Teachers who rely exclusively on textbooks may miss opportunities to address real-time classroom dynamics or create more engaging, interactive learning experiences.

Therefore, the role of textbooks in EFL teaching is to provide essential structure and resources, but their effective use depends on the teachers' ability to adapt them to the unique context of their classrooms. This balance between textbook use and teacher adaptability is essential for achieving optimal outcomes in EFL education.

Teacher Autonomy in Planning

Teacher autonomy in lesson planning is recognized as a crucial factor in promoting effective teaching and learning. As said by Jumani and Malik (2017) that state that autonomy empowers teachers to make instructional decisions that are responsive to the specific needs of their students, leading to improved educational outcomes. By allowing teachers to exercise their professional judgment in curriculum and lesson planning, schools can encourage innovation and flexibility in classes.

Dieudé and Prøitz (2024) show the relationship between curriculum policy and teacher autonomy, saying that in contexts where teachers have greater autonomy, they are better equipped to configure their lesson plans to meet both institutional goals and the individual needs of their students. The authors argue that autonomy allows for more personalized and contextually relevant instruction, which is particularly important in diverse educational settings.

However, while teacher autonomy is generally seen as beneficial, it also brings challenges. In environments with limited resources or strong institutional controls, teachers may struggle to balance autonomy with external expectations (Fordham Institute, 2020). Additionally, some teachers may lack the experience or confidence to develop their own lesson plans, particularly in contexts where professional development and support systems are lacking.

So, teacher autonomy is an essential element in lesson planning, as it allows educators to create more engaging and relevant learning experiences for their students. However, this autonomy must be supported by appropriate professional development and resources to ensure that teachers can effectively navigate the challenges associated with planning in dynamic classroom settings.

Teachers' Perceptions of Planning

Teachers' perceptions of lesson planning are central to understanding how they approach class planning. Sahin-Taskin (2017) shows the importance of understanding teachers' attitudes towards planning, particularly in terms of how they perceive the role of planning in creating effective teaching and learning environments. Her study with pre-service teachers reveals that while most teachers view lesson planning as an essential part of their professional responsibility, they often find it challenging to translate theoretical plans into practical classroom activities.

Whitton et al. (2004) also mentions the professional responsibility of lesson planning, saying that teachers who take ownership of the planning process are more likely to feel confident and prepared in their teaching. However, the authors also says that teachers' perceptions of planning are shaped by their professional experiences and the support they receive from their institutions. Teachers who are given more autonomy and access to resources tend to view lesson planning more positively and are more likely to engage in good practices that improve their instruction.

Johnson (2018) Also found that teacher autonomy influences lesson planning and teaching effectiveness. The study found that when teachers are given the freedom to adapt their lesson plans, they are better able to meet the needs of their students and create more engaging learning experiences. However, Johnson also notes that autonomy must be balanced with accountability, as teachers must ensure that their plans align with institutional goals and educational standards.

These varying perspectives suggest that teachers' perceptions of planning are created by many factors, including their level of autonomy, the resources available to them, and the support

they receive from their institutions. Understanding these perceptions is essential to improving the planning process and teaching effectiveness in EFL institutes.

In conclusion, lesson planning, textbook use, teacher autonomy, and teachers' perceptions of planning are all important aspects that shape the teaching and learning process in EFL contexts. By integrating different theoretical perspectives and examining the challenges and benefits associated with each, this study aims to provide a comprehensive understanding of how EFL teachers at Jamestown perceive and approach lesson planning. This expanded theoretical framework will guide the analysis of teachers' perceptions and provide valuable insights into how lesson planning methods can be optimized to improve EFL instruction.

Methodological Framework

Case Study Method

This research adopted a case study methodology to gain the perceptions of EFL teachers at Jamestown Institute regarding textbook planning and teacher planning. A case study is an approach that enables the researcher to closely examine a particular subject in a real-world context (McCombes, 2019). In this case, the subject was the Jamestown Institute and its EFL teachers, making it a relevant example of a case study that can reveal important findings about teaching practices and planning strategies in language institutes at observing their classes.

According to McCombes (2019), case studies are particularly useful when the aim is to understand complex phenomena within their context. In educational research, this can be the perceptions and behaviors of teachers regarding their planning methods. The case study approach is particularly valuable when investigating "how" and "why" questions, making it ideal for this research, which seeks to explore how teachers plan their lessons and why they may prefer textbook planning or teacher planning.

One advantage of the case study method is that it allows for the collection of detailed qualitative data through various methods such as interviews, observations, and document analysis. In this research, the case study provided rich, contextualized data that allowed for a deeper understanding of the relationship between textbook planning and teacher planning and how it played out in practice.

However, case studies also presented certain limitations. As noted by Cherry (2024), case studies can be subjective, and their findings are often difficult to generalize to a broader population. While this research was focused on the experiences of 7 teachers at Jamestown Institute, the findings may not necessarily apply to other language institutes or educational

contexts. Despite this limitation, the case study method was appropriate here because it offered valuable insights into a specific, real-world educational environments, which was the main goal of this research.

Also, the case study approach allowed for a detailed examination of teachers' perceptions of their planning methods, which was important to understanding the impact of these methods on instructional quality and student outcomes. By focusing on a specific context and group of teachers, this research generated perceptions that can be used to inform future practices in both teacher-led and textbook-based planning in similar educational settings.

Theoretical Dimension

Qualitative research aimed to explore and understand complex social phenomena, such as perceptions and attitudes toward specific topics. (Nimehchisalem, 2018) The theoretical dimension of the research design involved using a qualitative approach to explore the EFL teachers' perception of the quality of textbook planning and teacher planning.

Tactical Dimension

The research design involved selecting a specific case, the Ibagué branch of Jamestown, to examine EFL teachers' perceptions of textbook planning and teacher planning. The study used purposive sampling to select a sample of 7 EFL teachers who work at the Ibagué branch of Jamestown. Data was collected through open-ended interviews a survey and Class observations.

Sumarial Dimension

The sumarial dimension involved examining EFL teachers' perceptions towards textbook planning and teacher's planning at Jamestown and comparing their perceptions towards the two approaches. The study aimed to compile information on how teachers perceived the use of EFL

textbook planning and teacher's planning classes and assessed teachers' different perspectives towards the two.

Analytic Dimension

The analytic dimension involved analyzing the data collected in-depth to identify common themes and patterns. Qualitative data analysis techniques, such as thematic analysis, was used to analyze and identify key themes that emerge from the data.

Justification of Design

Overall, the methodological design adopted for this study was a qualitative case study design that looked to explore and understand EFL teachers' perceptions towards textbook planning and teachers' planning at Jamestown. The study involved selecting a specific case, using purposive sampling to select a sample of participants, collecting data through in-depth interviews and analyzing the data using qualitative data analysis techniques.

Data Collection Methods

Standardized open-ended interviews, survey and classroom observations.

Data Collection Timeline

3 Weeks

Week 1: Implemented the survey to the teachers.

Week 2: Observed two classes of each of the seven teachers, one following their plan, and another following the book's plan and applied the interview to gather their perceptions.

Week 3: Conducted standardized open-ended interviews with the 7 EFL teachers to gather their perceptions of a class they designed and another class following the book's plan.

Data Analysis

Data Analysis Techniques: Thematic analysis

Data Analysis Timeline: 1 week

Week 4: Analyzed the data collected using thematic analysis and identify key themes and patterns related to the research objectives. The thematic analysis involved identifying patterns, themes, and categories within the data through coding and categorization. (Braun & Clarke, 2006). This research used a qualitative approach (using a pre-existing framework). Once the initial coding is completed, the data was revisited and refined based on the themes and emerging understanding.

Reporting

Reporting Timeline: 1–2 weeks

Weeks 5-6: Compiled the findings and conclusions from the data analysis and presented them in the report.

Tabla 1

Timeline

Time	Activity
Week 1	Implemented the survey to the teachers.
Week 2	Class observations
Week 3	Standardized interviews to teacher
Week 4	Analyzed the data using content analysis
Week 5 and 6	Compiled the data from the 3 sources

Note. Weeks taken to complete the research

Data was collected over a period of 3 weeks through standardized open-ended interviews, classroom observations, and analysis of planning documents. The data was analyzed using thematic analysis, and the findings and conclusions were reported in the report over 1–2 weeks.

Coherence

The methodological design adopted for this study was coherent with the nature of the problem, objectives, literature review, theoretical framework and to investigate teachers' perceptions of using EFL textbook planning at the English center "Jamestown" in Ibagué, to compare these perceptions with those regarding teachers' own lesson planning and to identify factors influencing teachers' preferences for either planning method.

First, the problem under investigation concerned teachers' perceptions of using EFL textbook planning versus their planning at the English center "Jamestown" in Ibagué. To address this problem, the research objectives required comparing teachers' perceptions of these two types of planning. Therefore, the methodological design involved collecting data through interviews and classroom observations of teachers using both types of planning. This qualitative approach aligned with the nature of the problem and the research objectives because it allowed for a detailed exploration of teachers' perceptions of the two planning methods.

Second, the literature review and theoretical framework provided a basis for understanding the factors that may influence teachers' perceptions of EFL textbook planning and their planning. The methodological design incorporated the theoretical perspectives from the literature review and the theoretical framework by using a qualitative data collection and analysis approach. This allows for an in-depth exploration of teachers' perceptions and experiences, which is important for understanding the phenomenon under investigation.

By using interviews, a survey and classroom observations, the study ensured a comprehensive understanding of the teachers' perspectives, aligning with both the theoretical constructs and the empirical findings from previous research. This coherence between

methodological design, problem nature, objectives, literature review, and theoretical framework strengthened the study's ability to answer the central research question effectively.

Coherence with the Methods for Data Collection and Analysis and research question

The methodological design adopted for this study was also coherent with the data collection and analysis methods. Using standardized open-ended interviews and classroom observations allowed for the collection of rich and detailed data about teachers' perceptions and practices. Furthermore, using thematic analysis as the method for data analysis was appropriate because it allowed for a systematic and rigorous approach to identifying patterns and themes in the data. This methodological design aligned with the research objectives and the nature of the problem because it allowed for a detailed exploration of teachers' perceptions and experiences towards EFL textbook planning and their planning.

Validity and Reliability Criteria in Qualitative Research

In qualitative research, validity and reliability refer to the rigor and trustworthiness of the research findings (Cohen, L et al. 2007). In this study, validity was ensured using standardized open-ended interviews, classroom observations and a survey which provided a detailed and comprehensive understanding of teachers' perceptions and practices towards EFL textbook planning and their own planning. Additionally, the use of multiple data sources (interviews, the survey and classroom observations) and the inclusion of multiple perspectives (from seven different teachers) enhanced the validity of the findings.

Reliability was ensured through the use of clear and consistent procedures for data collection and analysis. This includes the use of a standardized interview protocol, the use of detailed field notes during classroom observations, and the use of a systematic and rigorous approach to data analysis (thematic analysis).

Sample

Size

The study included a sample of 7 ESL teachers working in the Ibagué branch of Jamestown.

Access to the Sample

As the quality assurance coordinator of Jamestown, I had easy access to the teachers and their classes, however a consent form was sent beforehand to see who wanted to participate on the research voluntarily.

Sampling Techniques (Procedures)

Purposive sampling was used to select all the ESL teachers at the Ibagué branch of Jamestown. This sampling technique was used because the sample size was relatively small, and the focus was on a specific group of individuals who were most likely to provide the required information.

Characterization of the Sample

The study included ESL teachers teaching face-to-face classes in Ibagué. The teachers ranged in age from 18 to 30 years old. They were seven teachers who had worked in the company “Jamestown English center” for a range of 1 to 5 years. One teacher was still in university, and five had all graduated with a bachelor’s degree for teaching English. The remaining teacher was a teacher who had a CELTA degree and was a native speaker. He holds a degree in business administration. They had all agreed to participate in the research project and understood what this entailed because this was clearly stated in the consent form that was sent to them

Representativeness and Parameters of the Sample

The sample's representativeness was ensured by selecting ESL teachers was limited to ESL teachers who had experience in teaching using EFL textbook planning and teacher's planning classes.

Data Collection Methods

Standardized Open-Ended Interviews

Standardized open-ended interviews were conducted with the 7 ESL teachers working in the Ibagué branch of Jamestown. These interviews were designed to collect information about the teachers' perceptions towards using EFL textbook planning and teacher's planning at Jamestown. The interviews were conducted in person, and the questions were designed to allow for open-ended responses. This method was chosen because it allowed for the collection of detailed information from the participants, providing a rich source of qualitative data, "as this enables respondents to demonstrate their unique way of looking at the world – their definition of the situation." (Cohen, et al. 2007)

Classroom Observations

Two classroom observations were conducted for each of the 7 ESL teachers. One observation was conducted in a class where the teacher was using their planning, and the other was conducted in a class where the teacher was following the EFL textbook planning. The observations were conducted to minimize the disruption to the class and allowed for a thorough assessment of the teacher's planning and teaching strategies. This method was chosen because it provided a direct and objective way of observing the implementation of the different planning approaches. Moreover, it is one method used for qualitative research (Nimehchisalem, V. 2018)

The purpose of the observation, and what was studied, is the adherence to the lesson plan that the teacher had been teaching the class. So, the following questions were answered:

Was the lesson plan followed in its entirety?

What changes did the teacher make to the lesson plan? If they did, why?

Use of Surveys

Teachers' Perceptions of Class Planning: Teachers' perceptions can vary regarding the use of different materials. (Wunderle, 2014) It was important to have a tool that measures how teachers perceive the material and their planning classes.

The survey method is a widely used tool in educational research for gathering detailed information on individuals' perceptions, attitudes, and experiences. A well-designed survey allows researchers to collect data that can be analyzed to identify trends and patterns. Surveys typically consist of a series of questions, which can be either closed-ended or open-ended, allowing for both structured responses and more nuanced, qualitative insights. In the context of this research, the survey included questions designed to assess teachers' perceptions of EFL textbook planning versus their own lesson planning. This method provided a comprehensive and systematic way to capture the complex views and experiences of teachers. For example, surveys can measure various dimensions such as satisfaction, preferences, and perceived effectiveness of the planning methods. According to Creswell (2014), surveys are effective in educational research for their ability to reach many respondents and provide quantifiable data. The survey method aligned with the research objectives, enabling a thorough examination of the factors influencing teachers' planning choices and their impacts on teaching practices.

With that in mind, before the actual classes, 6 questions were asked of the teachers to see how closely they follow the book, their own class planning, and the mixed use of both materials.

Data Analysis Methods

Thematic Analysis

Thematic analysis was used to analyze the data collected from the survey and class observations. Thematic analysis is a method of identifying, analyzing, and reporting patterns within data. "As one of the most common forms of analysis in qualitative research, thematic analysis involves highlighting, examining, and recording categories, patterns, or themes" (Nimehchisalem, V. 2018). This method allows for the identification of recurring themes and patterns within the data collected, enabling a more in-depth understanding of the teachers' perceptions towards using EFL textbook planning and teacher's planning at Jamestown.

Content Analysis

The data collected from the interviews was analyzed using content analysis. Content analysis is a research technique for identifying consistent content by systematically and objectively identifying the underlying content of communication (Nimehchisalem, V. 2018). This method allowed for a detailed analysis of the teachers' opinions, providing themes into how the different opinions affect their planning.

Content analysis has several advantages. Some of them that were pertinent to this research are: "looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction" and "provides insight into complex models of human thought and language use" (Bush et al. 1, 2005). Therefore, content analysis helped understand teacher's perceptions using the data from the interviews.

To organize and better understand this process, Excel was used and dynamic tables to synthesize the information, finding codes and general themes in the answers. These computer programs like Excel helped organize the research data, "making it easy to mark up the data,

divide them into chunks for analysis, write notes, group together multiple instances of the same classification, and allow for global editing and coding.” (White, 2006).

Data Triangulation

Data triangulation was employed to enhance the validity and reliability of the study, ensuring a robust examination of teachers' perceptions towards using EFL textbook planning versus their planning at Jamestown. According to Cohen et al. (2007), data triangulation involves using multiple data sources to corroborate the study's findings. This study aimed to achieve data triangulation by utilizing three different data collection methods: standardized open-ended interviews, classroom observations, and surveys. Additionally, two distinct data analysis methods, thematic analysis and content analysis, was used.

The use of triangulation directly addresses both the general and specific objectives of the study:

General Objective: To analyze teachers' perceptions of EFL textbook use and their own approach to lesson planning at "Jamestown."

Response through Triangulation: By gathering data from interviews, observations, and surveys, the study can comprehensively assess and analyze the different dimensions of teachers' perceptions. This multi-faceted approach ensures that the analysis is complete and considers various perspectives and contexts, this way providing a thorough understanding that aligns with the general goal of the study.

Specific Objectives

To investigate how teachers at Jamestown integrate EFL textbooks to their own planning lessons.

To gather insights into teachers' perceptions of using EFL textbooks versus their own lesson plans in the classroom.

To evaluate the differences in perspectives among teachers regarding the use of EFL textbooks and teacher-generated lesson plans.

Response through Triangulation

The specific objectives are addressed by the diverse data sources and analysis methods. Interviews provide in-depth insights into personal experiences and perceptions of EFL textbook planning and teacher's planning. Classroom observations offer a real-time evaluation of how these perceptions translate into classroom practices. Surveys collect data on perceptions and their impacts, allowing for statistical analysis. Thematic and content analysis together ensure that both the depth (qualitative) and breadth of data are thoroughly examined, thereby meeting the specific objectives with precision and reliability.

By triangulating data from multiple sources and employing varied analysis methods, this study ensures a comprehensive and accurate portrayal of teachers' perceptions at Jamestown. This holistic approach not only reinforces the credibility of the findings but also aligns seamlessly with the study's general and specific objectives, thereby providing actionable insights for enhancing EFL planning practices.

Ethical Considerations

For the study to be ethical, participants' opinions and personal data need to be thoroughly considered (Walliman, N. 2011). Confidentiality and anonymity of the data collected was preserved throughout the study. The participants were informed of the purpose of the study, and their consent was obtained before conducting the interviews, classroom observations and survey.

The data collected was stored securely and only accessed by the researcher. Pseudonyms were used to ensure the anonymity of the participants.

In conclusion, using standardized open-ended interviews, classroom observations, and Na survey the study provided a comprehensive understanding of the teachers' perceptions towards using EFL textbook planning and teacher's planning at Jamestown. Using thematic analysis, content analysis, and data triangulation the study also provided reliable and valid findings that were used to draw conclusions and make recommendations for improving the teaching practices at Jamestown.

Time schedule

The following time schedule was followed to gather the data for the study:

Week 1

Read and review the research plan.

Refine the research questions and objectives based on the literature review.

Develop interview questions and observation guidelines for the survey.

Seek ethical approval from Jamestown for the research to ensure compliance with research ethics guidelines.

Week 2

Identify and contact potential participants from Jamestown English Language Institute in Ibagué.

Conduct the informed consent process with the participating teachers, explaining the purpose and procedures of the study.

Week 3

Conduct classroom observations of the participating teachers' lessons.

Organize the collected data for analysis.

Week 4

Continue Conducting classroom observations of the participating teachers' lessons.

Complete the survey, conducting all necessary formats and classroom observations.

Begin analyzing the collected data using thematic analysis techniques, identifying key themes and patterns.

Review the data for emerging insights and patterns that can contribute to the research objectives.

Week 5

Continue data analysis, refining the identified themes and exploring more profound interpretations.

Interpret the findings about the research objectives and the reviewed literature.

Draft the results section of the research paper, presenting the key findings and supporting evidence.

Week 6

Review and revise the research paper, ensuring coherence, logical flow, and clarity of the content.

Revise and finalize the research paper's results, discussion, and conclusion sections, ensuring a comprehensive and well-supported argument.

Prepare a presentation summarizing the research findings, selecting key points and visuals to communicate the outcomes effectively.

Week 7

Review and proofread the research paper, emphasizing grammar, clarity, and coherence.

Create visuals, charts, and tables to support the research findings and enhance understanding.

Finalize the research paper and the presentation, ensuring all components are integrated.

Submit the research paper and present the findings to relevant the university.

Results

Survey

On this survey, teachers were asked to answer the following questions with a scale from 1 to 10 (where 0 is never and 10 is always). The purpose of this survey was to measure the frequency that teachers used the textbook or their own planning and contextualize their use in class. The questions were the following:

On a scale from 1 to 10 (where 0 is never and ten is always), how often do you use exclusively material from the book to teach your classes?

How often do you use exclusive material designed by yourself?

How often do you use exclusive material that you found online to teach your classes?

How often do you adapt materials from different resources?

How often do you adopt materials from different resources, copying them exactly as you found them?

How often do you mix material designed by yourself or found online and material from the book provided by Jamestown to teach your classes?

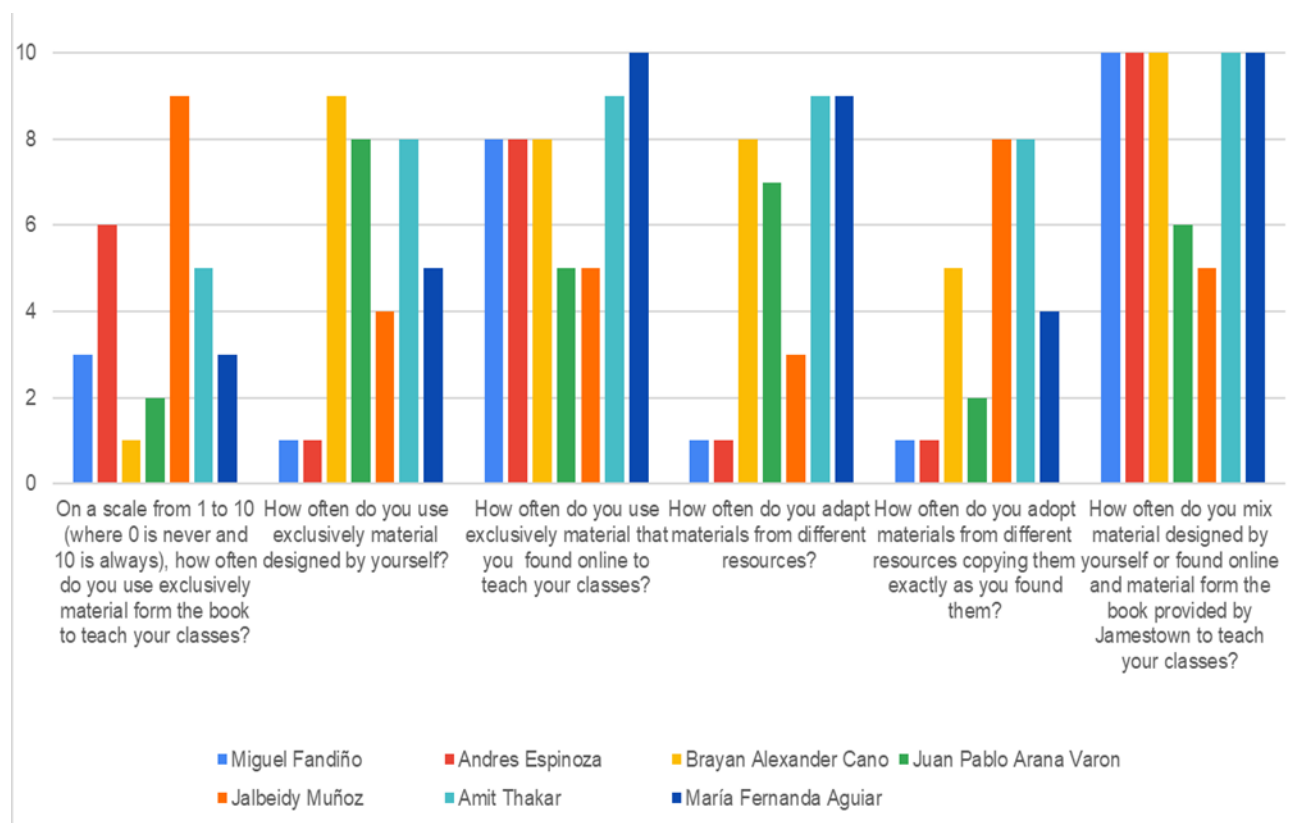
Tabla 2*Answers of the Questions*

	on a scale from 1 to 10 (where 0 is never and ten is always), how often do you use exclusively material from the book to teach your classes?	how often do you use exclusive material designed by yourself?	how often do you use exclusive material that you found online to teach your classes?	how often do you adapt materials from different resources?	how often do you adopt materials from different resources, copying them exactly as you found them?	how often do you mix material designed by yourself or found online and material from the book provided by Jamestown to teach your classes?
m i g u e l a n d r e s	3	1	8	1	1	10
	6	1	8	1	1	10

b	1	9	8	8	5	10
r						
a						
y						
a						
n						
j	2	8	5	7	2	6
u						
a						
n						
j	9	4	5	3	8	5
a						
l						
b						
e						
i						
d						
y						
a	5	8	9	9	8	10
m						
it						

Ilustración 1

Analysis of the Questions



Based on the data collected on the survey, it was found that the frequency of usage of different teaching materials among the participating teachers varied significantly.

The analysis strongly suggested that most teachers reported not frequently using exclusively material from the textbook provided by Jamestown to teach their classes. Specifically, Miguel rated his usage at 3, indicating a low frequency, while Juan and María reported even lower frequencies, with ratings of 2 and 3, respectively. The only teacher who reported a high use of the book was Jalbeidy, with a rate of 9; the rest of the teachers didn't report use of a higher rate than 6

In contrast, the frequency of exclusively using material designed by themselves varied among the participants. Brayan reported a high frequency with a rate of 9, followed by Juan and María, who rated their usage at 8 and 5, respectively. This preference for creating their own teaching materials aligns with the learner-centeredness principle proposed by Larsen-Freeman, (2011) which encourages the importance of tailoring instruction to meet the unique needs of students, helping students with engagement and motivation.

An interesting point was that the frequency of exclusively using material found online was relatively high across most participants. Amit and María reported the highest frequencies, with ratings of 9 and 10, respectively. This highlights the prevalent use of online resources as supplementary materials in teaching practices, suggesting that teachers are actively seeking diverse resources to enhance their instruction. This practice reflects Ajzen's Theory of Planned Behavior (TPB) (1991), indicating that teachers' attitudes towards using various resources are influenced by their beliefs in the effectiveness of these materials for achieving their instructional goals.

Moreover, the analysis revealed varying frequencies of adapting materials from different resources. Amit reported a high frequency with a score of 9, followed by Jalbeidy with a score of 8, indicating a propensity to modify existing materials to suit their teaching needs. This adaptability is crucial in aligning with Larsen-Freeman's principles (2011), as it allows teachers to create a more effective learning environment that caters to their students' linguistic and cultural contexts.

Similarly, the participants' frequency of adopting materials from different resources without modifications also varied. Jalbeidy and Amit reported relatively higher frequencies,

each with a score of 8, indicating a tendency to incorporate external materials without significant alterations.

Lastly, all participants reported a high frequency of mixing material designed by themselves or found online with material from the Jamestown textbook to teach their classes. Miguel, Andres, Brayan, and Amit all rated 10, suggesting a widespread practice of integrating various teaching materials to enhance classroom instruction. This integration is significant, as it demonstrates a commitment to creating student-centered learning experiences, a key tenet of Larsen-Freeman's principles (2011).

Overall, these findings show the diverse ways teachers use the textbooks employed in Jamestown; a trend was found where teachers do not heavily rely on the textbook but rather utilize materials they find in other sources. This aligns with the theoretical frameworks established, highlighting the need for a balanced approach in EFL teaching that incorporates both textbook and teacher-generated materials to foster effective learning environments. Class observation checklist

Development and Validation of the Checklist

The class observation checklist was developed based on a comprehensive review of existing literature on effective teaching practices and classroom observations (Cohen, Manion, & Morrison, 2007; Richards & Lockhart, 1996). The parameters were adapted from established observation tools used in previous educational research (Richards, 2020; Kemi et al., 2020). A pilot study was conducted with one teacher (Miguel) to refine the checklist items and ensure their relevance and clarity.

Parameters of the Checklist

The checklist focuses on several key aspects of classroom instruction that are critical for effective teaching. These were taken from learner-centeredness principle proposed by Larsen-Freeman (2011). These include:

Use of Textbooks: Evaluates whether teachers follow the textbook sequence and engage with the textbook materials.

Deviations from Textbook Content: Assesses the extent to which teachers modify or supplement textbook content.

Teacher Engagement: Measures how actively teachers use and engage with textbook materials during instruction.

Use of Additional Resources: Observes whether teachers incorporate supplementary materials alongside the textbook.

Teacher-Student Interactions: Looks at the quality and frequency of interactions related to the textbook.

Effectiveness of Instruction: Evaluates whether the instruction meets the learning objectives.

Addressing Students' Language Needs: Assesses how well teachers address the language needs of their students.

Clarity of Instructions: Measures the clarity of teachers' explanations and instructions.

Time Management: Observes how effectively teachers manage the class time.

Enhancing Language Skills: Looks at whether the activities promote language skills development.

Analysis of Observations

Textbook Planning (Using Textbooks Only)

The observations conducted using the Textbook Planning Observation Checklist yielded several significant findings regarding the use of textbooks in the teaching process:

Adherence to Textbook Sequence

Consistency: All observed teachers consistently followed the textbook's sequence of lessons, which provided a structured approach to instruction.

Deviations: Minor deviations from the textbook content were noted. For instance, teachers such as Andres and Amit made adjustments by rearranging activities or incorporating exercises from other sections of the book. Despite these modifications, they effectively engaged with the textbook materials.

Engagement and Use of Additional Resources

Supplementary Materials: Teachers like Alexander, Amit, and Maria frequently employed additional resources alongside the textbook, particularly during warm-up activities. This practice not only activated prior knowledge but also set a conducive environment for new learning.

Teacher-Student Interactions: A notable level of teacher-student interactions related to the textbook was observed, facilitating a more engaging and interactive learning atmosphere.

Effectiveness of Instruction

Meeting Objectives: Most teachers demonstrated effectiveness in meeting lesson objectives, evidenced by their instructional methods and active engagement with the textbook materials.

Addressing Language Needs: Teachers effectively addressed students' language needs, ensuring that the instructional content remained accessible and relevant.

Clarity and Time Management: Clarity in explanations and instructions was a common strength, contributing to students' understanding and participation. Time management was generally good, with all activities completed within the allocated timeframe, except for Pablo, who slightly exceeded it.

Activities Enhancing Language Skills

Skill Development: Activities aimed at enhancing students' language skills were consistently implemented, reflecting a commitment to comprehensive language development.

Teacher Planning (Using Own Materials)

Observations related to the use of teachers' own materials revealed additional insights:

Consultation of Textbooks

Planning Alignment: All teachers consulted the textbook during their planning process, ensuring that their materials aligned with the curriculum objectives.

Clarity and Adaptation

Lesson Objectives: Teachers maintained clarity in their lesson objectives, ensuring that the goals of each lesson were well-defined.

Adaptation: Modifications to lesson plans during instruction were common. Teachers like Andres and Jalbeidy demonstrated flexibility by adjusting their lesson plans to meet students' immediate needs, including altering activities based on class progress.

Use of Teaching Aids and Materials

Effectiveness: Both teachers who utilized their materials and those who supplemented textbook content with their materials effectively met instructional objectives. They employed various teaching aids to enhance the learning experience.

Student Engagement: Engagement remained high, with teachers addressing students' language proficiency levels and ensuring that activities were suitable for their skill sets.

Quality of Instruction

Instructional Clarity: Teachers consistently provided clear explanations and instructions, helping maintain student focus and understanding.

Time Management: Time management was effectively maintained, with teachers ensuring that lessons progressed smoothly and that all activities were completed within the allocated time.

Language Skills Enhancement

Skill Development: Activities aimed at enhancing language skills were a consistent feature in lessons using both textbooks and teachers' own materials, highlighting a focus on language development.

The observations indicate that the teachers at Jamestown effectively utilize both textbooks and their own materials to deliver high-quality instruction. The adherence to lesson objectives, effective use of additional resources, and adaptability in modifying lesson plans contribute to a comprehensive and effective teaching approach, and also reflect Larsen-Freeman's principles (2011). Furthermore, by presenting these findings with organized tables, the analysis clarifies the comparative aspects of textbook planning versus teacher planning, addressing the concerns raised in the theoretical framework. This methodological design, grounded in a robust checklist developed from established research, ensures that the findings are reliable and aligned with the study's objectives. By emphasizing textbook planning as a crucial component, this analysis enriches our understanding of effective EFL teaching practices and provides actionable insights for enhancing instructional quality at Jamestown.

Content Analysis of Surveys

To better understand teachers' perceptions and experiences regarding EFL textbook planning and their own planning at Jamestown, a survey was conducted. The survey responses were collected and meticulously analyzed through a content analysis process. This involved recording the responses in an Excel file, identifying key themes or codes from the data, and classifying the responses accordingly. This section provides an overview of how the codes were obtained and presents a detailed analysis of the survey results, revealing important insights into the themes that emerged. The Survey was crafted using laser-Freedman principles (2011) and the results were interpreted using Ajzen, I. (1991). The theory of planned behavior.

Obtaining the Codes

The codes used for the content analysis were derived through a systematic process. Initially, each survey response was thoroughly reviewed to identify recurring themes, ideas, or patterns. These recurring elements were then categorized into distinct codes that represented the main topics addressed by the respondents. To ensure the reliability and validity of these codes, the following steps were undertaken:

Open Coding: During the first pass through the data, open coding was used to freely identify any potential themes or notable points without preconceived categories.

Axial Coding: In the second phase, related codes were grouped together to form more coherent categories, highlighting the relationships between different codes.

Selective Coding: Finally, the core themes that consistently appeared across different responses were selected and refined to form the final codes used for the analysis.

These steps ensured that the coding process was comprehensive and accurately reflected the survey responses.

Tabla 5*Analysis of the interview answers*

Question	Selective Code	Count of Opinions
Can you please start by telling me a bit about your teaching experience? How many years have you been teaching English as a foreign language at Jamestown?	Experience in Jamestown, less than 5 years	4
	Experience in other institutes, less than a year	2
	Experience in Jamestown, more than 5 years	2
	Experience abroad	1
	Total experience more than 5 years	1
	Total experience less than 5 years	1
What courses or levels do you primarily teach at Jamestown?	Teacher teaches all levels	7
	Most classes are taught to intermediate and basic levels	2
How would you describe the quality and effectiveness of the textbooks provided by Jamestown?	It has good activities	5
	Useful for student to learn from context	3
	Books are very complete	2
	Teacher uses other material	1
	It needs to be complemented with the teacher's expertise	1
	It needs improvement in evaluation	1
	It is very well-designed	1
	Not aligned with the student's contexts	1
	The instructions are easy to follow	1

	Help students learn about American culture	1
	Gives you tools to assess students	1
	Activities should be used in order to be effective	1
	It improves the quality of education	1
Are there specific aspects of the textbooks that you find particularly helpful or problematic?	The contexts are not appropriate for students	3
	Topics are not organized coherently	2
	Texts are found that explain the grammar.	2
	It is helpful in its activities	2
	It contains reviews that are helpful for students	1
	It is helpful for vocabulary acquisition	1
	There is nothing problematic in the book	1
	Some typos are found in the book	1
	Grammar activities are well-structured	1
	Helpful when assessing students	1
How do you approach lesson planning for your EFL classes? Could you describe your planning process?	Teachers designs his own activities and material	6
	Teacher establishes context	4
	Teacher sets the learning outcome	3
	Teachers highlight the grammar in the context	2
	Teacher uses an established method	2
	Teacher sets vocabulary first	1
	Teacher organizes the class structure	1
	Teacher considers the length of the class	1

	Teacher considers the number of students	1
	Teacher finds tools to measure success in class	1
	Teacher sets the objective of the class	1
Are there any challenges you encounter when planning your lessons, and if so, what are they?	Difficulties to find material appropriate for students.	5
	Difficulties assessing the topics of the class	2
	Difficulties with student's previous knowledge	1
	Difficulties with knowing the student's background	1
How do you integrate the provided textbooks into your lesson plans? Could you please provide examples of how you use them effectively?	Teacher uses the book to identify the topic of the class	4
	Teacher uses activities from the book	4
	Teacher adapts the content to the class	2
	Teacher uses texts for context	2
Are there instances where you feel the need to deviate from the textbook in your teaching? If so, why?	Deviates when content is not appropriate	5
	Students perform better when the topics are interesting	2
	Teacher encourages students to use other material	1
	Deviates when the activities are not interesting	1
	Deviates when the book seems restrictive	1
In your opinion, how well do the provided textbooks align with your teaching objectives and the needs of your students?	They partially align	2
	They help students practice	2
	They align well	2

	The teacher relies more on external material	2
	The books help teachers be consistent with the topics	1
	The book helps fulfill the class's objectives	1
	They don't align with Jamestown's methodology	1
	Content needs to be modified	1
	The books help find the grammar topic to teach	1
	Insufficient for evaluation	1
	They are well-structured	1
Do you believe that there could be improvements in either the textbooks or the teacher planning process to enhance the quality of instruction?	Teachers should be trained	2
	Yes, it should be adapted by the teacher	2
	Textbooks have no issues	2
	Yes, introducing more activities	1
	Yes, it should be reviewed	1
	Teacher doesn't have any point of improvement	1
	Books and class planning should support each other	1
	Teachers should continue improving by themselves	1
	Yes, books should include more context	1
Looking ahead, what changes or improvements would you like to see in terms of textbook planning and teacher planning at Jamestown?	Textbooks should be used more by teachers	3
	More collaboration with other teachers	1
	No changes suggested	1

	More videos	1
	More cultural content	1
	in the books	
	More contextualized	1
	classes	
	Notes to help teachers	1
	More interactive	1
	games	
	More materials for	1
	classes	
Do you have any suggestions or recommendations for the institute to improve the overall quality of planning and instruction?	More collaboration with other teachers	2
	No changes suggested	2
	Giving time to	1
	teachers to plan their classes	
	Give teachers context	1
	for classes	
	Provide more material	1
	for teachers	
	Hearing the student's	1
	opinions	
	Providing training to	1
	teachers	
	Implementation of	1
	strategies to help students	
	progress	
	Making training	1
	sessions relevant for the	
	context	

Themes and Detailed Analysis

1. Teaching Experience.

The responses to the question about teaching experience revealed a diverse range of backgrounds:

Less than 5 years at Jamestown: 4

Less than a year at other institutes: 2

More than 5 years at Jamestown: 2

Experience abroad: 1

Total experience more than 5 years: 1

Total experience less than 5 years: 1

The diversity in teaching experience suggests that feedback on textbooks and planning processes comes from both relatively new and experienced teachers. This variety is crucial for understanding the effectiveness and applicability of teaching materials across different experience levels. According to Ajzen's Theory of Planned Behavior (1991), individual behavior is influenced by intentions, which in turn are shaped by attitudes, subjective norms, and perceived behavioral control. The range of experience levels may influence teachers' attitudes towards the textbooks, their perceived effectiveness, and their confidence in using these materials.

2. Courses and Levels Taught.

Most teachers reported teaching all levels, with a particular focus on intermediate and basic levels:

- Teachers who teach all levels: 7
- Teachers primarily teaching intermediate and basic levels: 2

Since most teachers handle a wide range of proficiency levels, the textbooks and materials need to be versatile and comprehensive to address varying student needs. This suggests that the success of teaching practices is contingent upon the adaptability of resources, aligning with Ajzen's (1991) emphasis on perceived behavioral control, where the availability of appropriate materials can influence teachers' effectiveness in delivering lessons.

3. Textbook Quality and Effectiveness.

Teachers generally viewed the textbooks positively, with 16 positive and 4 negative comments:

Positive Aspects:

Good activities: 5

Useful for learning from context: 3

Very complete: 2

Well-designed: 1

Easy to follow instructions: 1

Improves quality of education: 1

Helps learn about American culture: 1

Provides tools for assessment: 1

Negative Aspects:

Needs complementary materials: 1

Needs improvement in evaluation: 1

Not aligned with student contexts: 1

Teacher did not use books at all: 1

While most teachers appreciate the textbooks, there are areas for improvement, particularly in aligning content with students' contexts and enhancing evaluation methods. This reflects their attitudes toward the materials, as proposed by Ajzen (1991), indicating that positive evaluations stem from the perceived utility of textbooks in achieving teaching objectives.

4. Specific Aspects of Textbooks.

Teachers identified both helpful and problematic aspects:

Helpful Aspects:

Activities: 2

Vocabulary acquisition: 1

Grammar instruction: 1

Student assessment: 1

Problematic Aspects:

Inappropriate contexts: 3

Disorganized topics: 2

Typographical errors: 1

The feedback highlights the strengths of the textbooks in providing useful activities and supporting vocabulary and grammar instruction. However, teachers perceived issues like inappropriate contexts and disorganized topics as significant barriers. This perception aligns with Ajzen's framework (1991), where the subjective norms—teachers' beliefs about how well the materials serve their students—affect their intentions to utilize these resources fully.

5. Lesson Planning Approach.

Various approaches to lesson planning were reported:

Designing own activities and materials: 6

Establishing context: 4

Setting learning outcomes: 3

Highlighting grammar in context: 2

Using an established method: 2

Setting vocabulary first: 1

Organizing class structure: 1

Considering class length: 1

Considering student numbers: 1

Finding tools to measure success: 1

Setting class objectives: 1

The diversity in planning approaches reflects the flexibility and adaptability needed in teaching resources. This indicates that teachers value autonomy in creating lesson plans that best suit their students' needs, which corresponds to Ajzen's (1991) concept of perceived behavioral control, allowing for variations in teaching strategies based on individual teacher strengths.

6. Challenges in Lesson Planning.

Common challenges included:

Finding appropriate materials: 5

Assessing class topics: 2

Accommodating students' background knowledge: 2

These challenges underscore the need for providing adequate resources and support to teachers, enabling them to effectively plan lessons that cater to their students' diverse backgrounds and needs. The difficulty in finding suitable materials may adversely affect teachers' perceived control over their lesson planning, which can diminish their confidence and motivation in implementing the curriculum. (Ajzen, 1991)

7. Textbook Integration.

Teachers integrated textbooks into their lesson plans in the following ways:

Identifying class topics: 4

Using activities from the book: 4

Adapting content: 2

Using contextual texts: 2

The central role of textbooks in lesson planning suggests that while they are valuable, there is also a need for content that can be adapted to specific class contexts and needs. This finding illustrates the importance of perceived behavioral control in teachers' decision-making processes regarding textbook use. (Ajzen, 1991)

8. Deviations from Textbooks.

Teachers deviated from textbooks for several reasons:

Inappropriate content: 5

Uninteresting activities: 1

Encouraging use of other materials: 1

Restrictive books: 1

This highlights the need for textbooks to be engaging, contextually appropriate, and flexible, allowing teachers to deviate when necessary to maintain student engagement and address specific needs. Such deviations can also indicate a proactive approach by teachers to adapt their methods based on their professional judgments, consistent with Ajzen's (1991) emphasis on intentions shaped by perceived control over behavior.

9. Alignment with Teaching Objectives.

Teachers had varied opinions on alignment with teaching objectives:

Partial alignment: 2

Helps students practice: 2

Aligns well: 2

Relies on external materials: 2

Other specific comments: 7

The mixed feedback suggests that while textbooks are helpful, they may not fully align with all teaching objectives and student needs, highlighting the importance of flexibility and the use of supplementary materials. This reflects how teachers' attitudes towards the textbooks are influenced by their perceptions of alignment with their instructional goals. (Ajzen, 1991)

10. Improvement Suggestions.

Teachers suggested several improvements:

Teacher training: 2

Adaptation of textbooks: 2

Introducing more activities: 1

Reviewing textbooks: 1

Better alignment with planning: 2

These suggestions reflect a desire for continuous improvement and better support for teachers, emphasizing the need for ongoing professional development and resource enhancement. Such improvements are likely to foster a more positive attitude toward textbook use, enhancing teachers' intentions to implement effective instructional strategies. (Ajzen, 1991)

11. Future Changes and Improvements.

Teachers expressed preferences for:

Increased textbook usage: 3

More collaboration among teachers: 1

More cultural content: 1

Contextualized classes: 1

Additional resources and support: 2

These preferences indicate a need for a more collaborative and resource-rich teaching environment, with a focus on culturally relevant and contextualized content. The emphasis on increased collaboration reflects teachers' subjective norms, as they seek validation and support from peers in their instructional practices. (Ajzen, 1991)

12. Recommendations for Institute Improvement.

Recommendations included:

Fostering collaboration among teachers: 2

Providing adequate planning time and support materials: 2

Incorporating student feedback: 1

Offering teacher training: 1

Implementing strategies for student progression: 1

These recommendations aim to enhance the overall quality of planning and instruction, emphasizing collaboration, adequate resources, and ongoing professional development. By fostering an environment that supports teacher development and resource sharing, the institute can positively influence teachers' attitudes and perceived behavioral control, ultimately improving instructional practices. (Ajzen, 1991)

Discussion

General Objective

To analyze teachers' perceptions of EFL textbook use and their own approach to lesson planning at "Jamestown."

The findings of this research showed a range of perceptions among EFL teachers at Jamestown about their use of textbooks and their own lesson planning. Based on data collected through surveys, class observations, and content analysis, teachers showed differing attitudes toward both methods. The common themes were flexibility in class preparation and the need to align teaching materials with specific class objectives. These perceptions can be further analyzed through the lenses of Larsen-Freeman's principles (2011) (communicative competence, interlanguage, and learner-centeredness) and Ajzen's Theory of Planned Behavior (TPB) (1991), which addresses how teachers' attitudes, perceived behavioral control, and social influences impact their lesson planning choices.

Specific Objective 1

To investigate how teachers at Jamestown integrate EFL textbooks and their own planning into their lessons.

Teachers' Integration of Textbooks

Structured Learning: Many teachers mentioned the benefits of using textbooks, especially in terms of providing a structured framework for lesson content and sequencing. This structured approach aims to cover many topics of language skills and, aligning with Larsen-Freeman's principle of interlanguage (2011), which promotes gradual language development through structured and incremental exposure to new language forms.

Supporting Data: Teachers positively noted activities in textbooks (5 responses), found textbooks useful for learning in context (3 responses), and liked the completeness of the materials (2 responses).

Teachers who consistently use textbooks demonstrated a positive attitude toward structured learning, as described in Ajzen's TPB (1991). They believe that textbooks help them deliver systematic, organized lessons, which drives their continued reliance on these resources.

Teachers' Integration of Their Own Planning

Flexibility and Customization: Teachers who prioritize their own lesson planning mentioned the flexibility it offers to cater lessons to individual student needs. By doing so, teachers can create more engaging and appropriate lessons that are relevant to their students' learning goals and culture. This focus on adapting teaching practices aligns with Larsen-Freeman's learner-centeredness principle (2011), which emphasizes meeting learners where they are and responding to their needs.

Supporting Data: Teachers reported frequently designing their own activities and materials (6 responses), creating specific contexts for lessons (4 responses), and establishing targeted learning outcomes (3 responses).

In terms of Ajzen's TPB, perceived behavioral (1991) control is important here. Teachers who favor their own planning feel they have more control over the learning environment and can better address the dynamics of their class, thereby opting for custom lesson designs.

Blended Use of Both Approaches

Combining Textbooks and Teacher Planning: Many teachers noted that they prefer a balanced approach, combining textbook use with their own lesson planning. This enables them to

maintain a structured lesson sequence while also adapting content to suit specific classroom dynamics.

Supporting Data: Teachers reported using textbooks to guide class topics (4 responses) and incorporating textbook activities (4 responses), while also modifying content when necessary (2 responses).

Specific Objective 2

To gather insights into teachers' perceptions of using EFL textbooks versus their own lesson plans in the classroom.

Perceptions of Effectiveness and Objectives

Textbooks: Teachers generally perceive textbooks as providing a solid foundation for covering essential topics and skills. However, some teachers noted limitations, especially in terms of relevance to student contexts. This aligns with Larsen-Freeman's communicative competence principle (2011), which calls for language instruction that is both meaningful and contextually appropriate.

Supporting Data: Some teachers mentioned that textbooks require supplementary materials (1 response) or need improved evaluation methods (1 response).

Teachers' subjective norms as per Ajzen's TPB (1991) also influence these perceptions, as institutional pressures or expectations may lead teachers to rely on textbooks, even when they feel that certain adjustments are necessary to fit the needs of their students.

Perceptions of Flexibility and Responsiveness

Teacher-Generated Plans: Teachers who prioritize their own lesson planning view it as an effective way to foster a more engaging, student-centered learning environment. This allows them to be more responsive to the unique needs of their students, fostering interaction and

engagement, which are central to Larsen-Freeman's communicative competence and learner-centeredness(2011).

Supporting Data: Challenges associated with teacher planning included difficulty in finding appropriate materials (5 responses) and in assessing appropriate class topics (2 responses).

This reflects teachers' perceived behavioral control within Ajzen's TPB (1991), where their ability to modify lesson content is seen as crucial for adapting lessons to the classroom context. These teachers value the flexibility afforded by creating their own materials, seeing it as essential for maintaining student engagement.

Specific Objective 3

To evaluate the differences in perspectives among teachers regarding the use of EFL textbooks and teacher-generated lesson plans.

Differences in Teacher Perceptions

Textbook Planning vs. Teacher Planning: Teachers showed differing preferences based on their perceptions of what works best for their students. Those favoring textbooks cited the benefit of a clear structure and consistent delivery, while teachers who leaned towards their own planning emphasized flexibility and responsiveness to their students' needs. The divergence in teacher perceptions often stemmed from their respective teaching styles and student demographics.

Supporting Data: Teachers who favored textbooks praised their structured activities and progression (5 responses), while those who favored teacher planning highlighted customization and engagement (6 responses).

Comparative Use of Approaches

Effectiveness in Promoting Student Engagement: Both planning methods—whether textbook-driven or teacher-generated—can be effective when applied in alignment with student needs. Teachers generally expressed that blending both approaches often leads to the best outcomes, allowing them to maintain structure while fostering greater student involvement, which resonates with Larsen-Freeman’s communicative competence principle (2011).

Supporting Data: Teachers expressed a need to deviate from textbook content when it was unengaging (5 responses), and noted that teacher-generated materials often better catered to students' interests and learning contexts (2 responses).

Teachers who perceive themselves as having more control over their planning process (high perceived behavioral control) are more likely to customize their lessons. On the other hand, teachers who experience external pressures (subjective norms) may feel more inclined to stick to a textbook-centric approach.

Implications for Practice and Research

Teacher Autonomy and Professional Growth: Schools should encourage teacher autonomy by providing professional development opportunities that allow teachers to refine their lesson planning methods. Empowering teachers to balance textbook content with their own planning can lead to more effective, contextually relevant instruction.

Supporting Data: Teachers recommended more professional development focused on aligning textbooks with class planning (2 responses) and noted the importance of fostering collaboration between teachers (2 responses).

In line with Ajzen's TPB (1991), offering professional development that strengthens teachers' perceived control over their instructional choices can increase their confidence in adapting planning methods.

Curriculum Design

Supporting Resources: Institutions should invest in resources that assist teachers in lesson planning, including supplementary materials, collaborative planning time, and curriculum-aligned textbooks that allow for customization.

Supporting Data: Teachers recommended providing additional planning time and support materials (2 responses) and enhancing teacher collaboration (2 responses).

Future Research

Longitudinal and Comparative Studies: Future research should investigate the long-term impact of using different planning methods on student outcomes and teacher satisfaction. Moreover, cross-cultural comparative studies could provide valuable insights into how planning practices are influenced by specific institutional and cultural factors.

Conclusion

The primary goal of this study was to analyze teachers' perceptions of EFL textbook use and their own approaches to lesson planning at Jamestown under the framework of Ajzen, I. (1991) The theory of planned behavior and Larsen-Freeman, D. (2011). Techniques and principles in language teaching. Specifically, the research aimed to investigate how teachers use or integrate textbooks with their own planning, gather information into their perceptions of both approaches, and evaluate the differences in perspectives regarding these two planning methods. Using a qualitative approach that included surveys, class observations, and content analysis, this research captured a range of teacher experiences and attitudes.

Key Findings: The study revealed diverse perceptions among teachers regarding EFL textbook use and their own lesson plans. Teachers who favored textbook use appreciated its structured nature and consistency, which ensured comprehensive coverage of essential language skills. On the other hand, teachers who preferred their own planning emphasized the flexibility and customization it offered, allowing them to tailor lessons to meet their students' unique needs. A significant number of teachers adopted a blended approach, integrating textbook content with their own materials to balance structure with adaptability.

These findings show the importance of respecting teacher autonomy in selecting planning methods that align with their teaching styles and objectives. Additionally, teachers' challenges, like, for example, finding appropriate materials and aligning content with student engagement, shows the need for more institutional support in terms of resources and professional development. These insights contribute to the ongoing discussion about how to create student-centered learning environments that also address teachers' planning preferences and professional contexts.

Implications for Practice: The research suggests that institutions like Jamestown can benefit from offering more resources for lesson planning. By empowering teachers to make informed decisions regarding their planning methods, schools can improve classes quality and teacher's satisfaction. Also, encouraging collaborative planning opportunities among teachers may lead to better integration of textbooks and teacher-generated content.

Investing in professional development initiatives that focus on balancing textbook use with teacher planning could let teachers further develop their pedagogical skills. This would create a more contextually relevant class for students, benefiting both educators and learners.

Future Research: Further research is needed to explore the long-term effects of various planning methods on student learning outcomes and teacher satisfaction. For example, longitudinal studies could show the impact of different planning approaches on student progress in language proficiency, learner motivation, and classroom dynamics over time. Moreover, comparative studies across diverse educational settings and topics could shed light on how cultural and institutional factors influence teacher perceptions and planning practices. This would provide valuable insights into tailoring professional development. By examining the factors shaping teachers' attitudes and behaviors toward textbook and teacher planning, this research makes a significant contribution to understanding effective EFL teaching practices. It shows the need for a balanced approach that respects teacher autonomy while offering adequate institutional support. Finally, encouraging a learning environment that is both structured and flexible can significantly enhance the student experience and improve learning outcomes.

In conclusion, the insights gained from this study provide valuable implications for improving curriculum design, lesson planning, and teacher training, all of which are essential for

creating an engaging and effective learning environment for both students and teachers in the EFL field.

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