

Exploring EFL Teachers' Perceptions of New Textbook Utilization in High School Settings

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This study looks into the viewpoints of EFL High school teachers on the benefits and challenges of using new textbooks in high school classrooms. This study will use a designed questionnaire instrument administered to 40 EFL high school teachers to investigate the complex elements impacting the adoption, implementation, and efficacy of new textbooks in the EFL classroom. This study provides a thorough grasp of the complex dynamics surrounding textbook utilization by concentrating on both the benefits and challenges perceived by teachers. The findings provide useful information about the possible benefits of new textbook adoption, such as greater pedagogical tools, updated content, and increased student involvement. The report also cites problems such as reluctance to change, alignment with curriculum objectives, and resource restrictions. By explaining these characteristics, this study makes actionable recommendations for educational stakeholders, curriculum creators, and legislators to improve the incorporation of new textbooks into high school English language instruction. Finally, the study seeks to promote informed decision-making and the continuing improvement of EFL instruction in high school settings.

Online Profile

Biography

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