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**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**

**Analysis of EFL High-school Teachers' Profiles:  
Expectations Regarding their Development and  
Characteristics According to Employers, Coordinators, and Students**

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**ANALYSIS OF EFL HIGH-SCHOOL TEACHERS' PROFILES:  
EXPECTATIONS REGARDING THEIR DEVELOPMENT AND  
CHARACTERISTICS ACCORDING TO EMPLOYERS,  
COORDINATORS, AND STUDENTS**

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## ABSTRACT

This qualitative study explores the evolution of the EFL teaching practice in the Mexican Educational System, the EFL teaching practice in private high schools in Mexico, the current labor situation of EFL teachers, the new trends in teaching the language, the impact of the COVID-19 pandemic regarding students and teachers' performance, and the expectations that students, coordinators, and EFL teachers have about teaching English in high school level. The study's participants were three students, three coordinators, and three EFL teachers, all the participants are active members of three Mexican private high schools. Data in this study was collected through semi-structured face-to-face interviews and the adaptation of a questionnaire. The data was analyzed by generating comparative charts in order to identify similarities and differences regarding participants' answers. The focus of this study was to explore in-depth the expectations that students and coordinators have about their EFL teachers' profiles and their teaching practices at high school level. Furthermore, EFL teachers expressed what they expect from their workplaces and the situations they face in their daily lives as language teachers. The findings of this study are not generalizable. However, it is possible to attribute two main contributions: 1. To understand the current situation of EFL teaching practice in Mexican high schools. 2. To set a precedent about the importance of studying the educational contexts of Latin-American countries.

**Keywords:** EFL teaching practices in Mexico, high-school education, EFL teachers' profiles, labor conditions, COVID-19 pandemic impact.

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# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

Globalization has brought many lifestyle changes, one of those changes is related to the influence of the English language. Al-Bulushi, Al-Issa and Al-Zadjali (2017) express that English language has become a meaningful global phenomenon, and its relevance takes place in educational, economic, and political policies. In the case of Mexico, the government is focused on guaranteeing its economic future by establishing close trade relationships with the US and Latin American countries. As a result, learning English is part of the curriculum of private and public schools at all levels, making its teaching as compulsory.

The *Secretaría de Educación Pública* (*SEP* for its initials in Spanish) considers that teachers must have certain levels of language proficiency to teach in public schools; these levels are based on the Common European Framework (CEF). In private schools, language teachers are also required to present a supporting document from a certification like TOEFL, Cambridge, or IELTS to prove their English language proficiency. On the other hand, language teachers apart from showing high proficiency in the language they teach, they need to exhibit their skills to manage different kinds of methodologies, design and adapt materials or courses, and evaluation instruments as well. They are also able to solve problems through analytical and creative thinking, work in teams and improve their teaching skills constantly (Dima & Raluca, 2021). However, those characteristics emerge from the ideal.

According to Dincer, Takkac and Akalin (2010), students claim that most of their English teachers were inefficient in their teaching practices because they used old-fashion methods such as Grammar Translation Method (GTM) and made relevance to the domain of grammar and the

memorization of rules, and most of them were only focused on reaching the program. Consequently, students found their classes useless and boring, and demotivation increased gradually. At this point, it is possible to be aware of the perceptions of some students regarding their teachers' performance, and all these events impact the students' behavior and development. Researchers are interested in identifying what students perceive in their classrooms in order to explain to teachers what they need to improve in their practice. But, in the learning-teaching process, there is more than one perception that needs to be considered such as coordinators, supervisors, and teachers' experiences.

Comments about language teachers' development have been made by principals or area coordinators. They explain that the established parameters for being considered as a candidate to be hired are not covered, or the performances inside the classroom seem not to have positive feedback; this phenomenon takes relevance because schools face difficulties to complete their *planta docente* on time.

### **1.1 Justification**

Every scholar year, many EFL teachers are required to be part of private high schools. The process to be hired mainly consists of three steps. Firstly, candidates present their CVs; secondly, candidates are called to be interviewed, and a psychometric exam is solved. Thirdly, candidates present a sample class which is observed by other EFL teachers, and coordinators. After the whole process, coordinators and teachers discuss the candidates' performances; they consider if their attitudes, teaching skills, and language proficiency are the proper ones to have institutions succeed; however, for others, the process represents a big challenge.

This study emerges from my own experience, I have been an EFL teacher for eight years and I have seen changes in the English teaching-learning process which involves all actors; it

means teachers, coordinators, principals, and students. One of the changes I have perceived is related to the process of employing new language teachers because the processes are not completed successfully by both sides (teachers-employers) or the teachers' term in the institution is significantly short. Consequently, principals are forced to implement strategies to cover their language classes until the hiring process is reached successfully.

Thus, the significance of the current study is to explore in depth through a comparative case study among private high schools, what type of situations are causing this problem. The analysis will be based on the expectations that coordinators, employers, and students in high schools possess regarding EFL teachers, and the point of view of teachers, who play a crucial role in the teaching-learning process.

## **1.2 Purpose of the study**

The purpose of this study is, on the one hand, to identify the expectations that coordinators or employers have in relation to English language teachers' profile and performance in the EFL high school classrooms. Moreover, high school students will be required to explain their previous academic experiences with the language and their current expectations in their English classes. On the other hand, English language teachers' voices are as important as coordinators and students' demands. Therefore, it is necessary to hear what they expect from their employers and the kind of events they face inside their classrooms.

## **1.3 Research Questions**

The research questions that lead this thesis are:

1. What are high school coordinators and employers' expectations towards the EFL teachers?
2. What are high school students' expectations towards their EFL teachers?  
What are the expectations that high school English language teachers have in relation to their workplaces?
3. What is LEI's graduate profile and how does it impact on the hiring process in high schools?

#### **1.4 Relevance**

By taking into consideration coordinators, students, and teachers' expectations, it is possible to identify their demands and needs. Consequently, a group of suggestions may be provided to help coordinators and employers to assess their possible candidates, and teachers could identify areas of opportunity to succeed in the hiring process.

A depth exploration of needs and expectations may clarify, understand, and modify behaviors, attitudes, and perspectives that all the actors possess regarding the teaching-learning process. It is fundamental to make visible the constraints and challenges they face in the EFL classrooms and how they impact their performance.

#### **1.5 Conclusion**

This chapter presents the relevance and the purpose of the research study. Moreover, it establishes the objectives and the research questions. For the next chapters, the literature review, the methodological procedure, the results, and conclusions will be presented.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.0 Introduction**

This chapter provides a critical review of the literature that is relevant for this study. This chapter is the theoretical base upon which the study is built to inform the reader about the pertinent theoretical issues that support this research, the analyses, and findings. Thus, the chapter presents a discussion about concepts related to teaching English as a foreign language, teaching English according to Mexican Educational System, EFL teachers' profiles and characteristics, EFL teaching policies, labor conditions for EFL teachers in high school level and the impact of COVID-19 pandemic in EFL teaching practice.

### **2.1 Teaching English as a foreign language**

Mustafa (2017) argues that globalization is a process and a theory which has influenced the way the world interacts and lives by crossing borders. It means that there are no limits to establishing any kind of relation to other nations and cultures. Also, the author considers that knowledge has great importance; therefore, education has become a key point to get benefits from globalization. Globalization is an economical, educational, and political phenomenon, and one field of dominance is related to language. According to Crystal (1997) "a language achieves a genuinely global status when it develops a special role that is recognized in every country" (p. 2), which is the case of the English language.

The status given to the English language allows to acquire benefits related to social mobility, commerce, education, business, and governance. Therefore, users are forced to develop competence and literacy in the language (Nnenna et al., 2021). English has a meaningful domain in areas related to scientific and technological fields, in this sense, many schools, universities and

colleges have established this language as part of their curricula. Consequently, English Language Teaching (ELT) has become a great business, and it has been considered a global language in recent years (Crystal, 1997).

## **2.2 Teaching English as a foreign language in the world**

Teaching English corresponds to a wide variety of contexts in countries where the language is taught. Although the contextual differences are meaningful, the main and similar objective to be reached is the domain of the language by developing communicative skills (Delicado-Puerto et al., 2022). Guided by the precept that EFL teachers teach according to their own contexts, in recent years many scholars have claimed that English should be considered as an international language, and it should be taught by applying English as International Language (EIL) pedagogy. Shing (2020) explains that EIL pedagogy pretends to respond against the traditional English language teaching that sees native speakers as the norm to learn. EIL pedagogy pretends to focus on the diversity of the contexts and the purposes of learning English. EIL pedagogy also recognizes that English is used for intercultural communication. Therefore, developing an intercultural competence is a trend proposal in English language teaching (Shing, 2020). According to Wang (2013) successful communication goes beyond linguistic forms, it implies to respect and understand other's culture, mutual negotiation during the interaction and be able to interpret the interlocutors' intention.

On the other hand, Mavjuda et al. (2020) explain that Foreign Language Teaching does not only pretend to develop speaking skills, but it also develops students' competencies. The development of these speaking skill and competencies are proposed to be reached through new learning material, the practice of different types of exercises, and the application of diverse speech situations. Consequently, these authors consider that teaching language methods should be

interactive, in which they are based on the free, active, and independent thinking of learners. Furthermore, computerized, and automated innovative technologies are playing an important role in language learning. As a result, organizations worldwide support and guide the introduction of pedagogical and information technologies in the educational process (Mavjuda et al., 2020).

### **2.3 Teaching English as a foreign language in Mexico**

Ramírez and Vargas (2019) argue that there is no official agreement about when English as a Foreign Language (EFL) was included in the Mexican Public System of Education curriculum. However, the letter to C. Mariano Riva Palacio (1870) remarks on the importance of teaching languages during preparatory school; this letter mentions that English should be taught after teaching French. Both languages were considered the main resources to obtain knowledge about other fields like science, and their use allowed constant interaction between citizens from different countries.

Many years ago, education in Mexico was considered a privilege because only rich people had access to this service. However, in 1867 the *Ley Orgánica de Instrucción Pública* appeared as the first law that promoted a secular, obligatory, and free education in the country (Basurto, 2010). Time later, Article Three of the 1917 Constitution was modified to implement an education system that can be reached by all Mexicans. By the 1960s, the state created a national strategy for public education for the first time. Finally, in 1993 the new Ley General de Educación (General Law of Education) was approved. According to Ornelas (2000) quoted in Basurto (2010) with this new law, the local educational authorities assumed new responsibilities related to planning, innovating, organizing, and supervising functions, executing educational policies, and launching programs for teachers.

One consequence of this new law was expanding education into six educational levels: pre-school, primary school, secondary school, post-secondary (high school), undergraduate, and graduate schools (Basurto, 2010). High school or preparatory corresponds to the educational level in which students have concluded secondary level, and it has two main purposes: one is to provide students with different types of vocational training courses to be part of the labor market or continue their studies at university. One characteristic of this level is the specialization teachers possess regarding the subjects they teach. However, not all the subjects that are part of the curriculum are officially stated as compulsory during all the time that coursing high school level takes. This is the case with the English subject, which is compulsory only during the first three semesters and is taught 3 hours per week.

Regarding private education, teaching English started in the 19<sup>th</sup> century when the American School appeared in Mexico City and the American School Association was funded in 1921. Time later, another American school was settled in Guadalajara. Both schools were called the “American Schools in Mexico”, at the beginning these schools were attended by American and international students, and teaching was entirely in English (Davies, 2020). Through the years, these institutions became bilingual schools, where Mexican teachers and students are part of their community. Consequently, many other bilingual schools appeared in the country and their teaching practice has been effective and has a high quality by increasing the number of hours of English Language Teaching (ELT).

#### **2.4 Characteristics of EFL teachers**

Different studies have been carried out to identify the characteristics, qualities, and attitudes that EFL teachers possess to be considered effective. Alzubis (2021) found that students value their EFL teachers based on their personality, language knowledge, and teaching methods. In Tuan’s

study (2022) teachers and students consider that an effective EFL teachers possess Knowledge of language teaching and Knowledge of language subject. Also, they appreciate other types of qualities such as Knowledge of language learners, learning in and from practice. Therefore, they support that the effectiveness of EFL teachers should be examined.

Altheyab (2023) describes that being an effective EFL teacher demands a combination of personal and professional skills. The skills are effective teaching behaviors, to motivate students to discover and reach their potential. Furthermore, EFL teachers have a rich knowledge of the language, which will help students to develop and enrich their language skills. Tabieh et al.(2021) explain that the skills that EFL teachers are required to possess go beyond the cognitive ones; soft skills are important to help teachers with the improvement and efficiency of teaching strategies and assessment tools. There are 10 soft skills considered as vital: Being professionally ethical, Communication, Teamwork, Adaptability to change, Creativity, Innovation, Self-management, Flexibility, Time management, and Critical thinking. Singh and Tiwari (2020) claim that based on employers' words, EFL teachers need to incorporate both types of skills; soft and academic, to make easier the work process. Also, they remark that the incorporation of these groups of skills are useless and play a vital role in situations like COVID-19 pandemic. As a result, EFL teachers who possess the required set of skills will be chosen by employers because they will get succeed and contribute to academic institutions Tabieh et al. (2021).

#### **2.4.1 Facultad de Lenguas – Benemérita Universidad Autónoma de Puebla**

There is no official number of institutions that offer the major in EFL teaching or foreign language Acquisition in the city of Puebla. However, some universities have included this major in their programs such as Benemérita Universidad Autónoma de Puebla (BUAP), Universidad de las Américas Puebla (UDLAP), Universidad Madero (UMAD), and recently, Universidad del Valle

de México campus Puebla (UVM). For this study, *Facultad de Lenguas* from BUAP is the chosen one to be analyzed to present the characteristics of the major based on its graduation profile, mission, vision, objective, values, and curriculum design.

#### **2.4.2 BA in English Language Teaching BUAP**

*Facultad de Lenguas* started its history 50 years ago. Today, the faculty has more than 20 years of experience teaching and training future language teachers in bachelor's degree. During this period, the name of the major has changed three times. Firstly, the career was named *Licenciatura en la de Lenguas Extranjeras (LELE)*. Later, it changed into *Licenciatura en Lenguas Modernas (LEMO)*, today is called *Licenciatura en la Enseñanza del Inglés (LEI)*. Also, the program has had modifications and adaptations based on the social and labor contexts. On the other hand, the institution received the name of *Facultad de Lenguas*, when the *Maestría en la Enseñanza del Inglés (MEI)* was created and approved in 2004.

In current days, the *Facultad de Lenguas* has the major of *Enseñanza del Inglés (English Teaching)*, and its program is called *Modelo Universitario Minerva*, which was introduced in 2014. The curriculum was designed to be completed in four years, divided into periods of four or six months. A brief description of the most relevant aspects of the program is presented below.

**Mission** – The major has the mission of the comprehensive training of professionals in the EFL teaching field by providing theoretical-practical knowledge of pedagogy, and communicative competencies regarding English and Spanish languages. Also, the professionals count on teaching competencies to be able to adapt to different educational contexts, to be promoters of intercultural competence, initial training in the investigation field, and social compromise.

**Vision** – It is pretended that English Teaching is a leading program with national recognition that pretends to reach international validity through different agreements that allow national and international mobility for teachers, students, research projects and educational innovation.

### **2.4.3 LEI students' profile**

**Graduation profile:** The professionals of English Teaching career will be people with comprehensive training. They will be critical and creative, and their values and attitudes will be guided according to the *Modelo Universitario Minerva*. They will be conscious of their belonging to their social and cultural surroundings. Also, they may solve and promote changes and innovation. Their teaching training will be adaptable, flexible, intercultural competent and their language skills will be developed at advanced levels according to the Common European Framework of Reference for Languages (CEFR). Furthermore, the professionals will be trained to continue and strengthen their personal and professional development. To reach these qualities, the professionals will acquire, develop, possess, and apply:

#### **Knowledge of:**

- The differences and similarities between their mother tongue and English language.
- The characteristics of Mexican culture and spoken English cultures.
- The linguistic, psycho-pedagogical, and methodological principles that facilitate the teaching-learning process of English language to students from different levels educational modalities.
- The use of technology for the teaching-learning English language.
- The methodologies and types of research.

Skills to:

- Reach B2 in language proficiency level, according to the CEFR
- Analyze, select, apply, and evaluate the linguistic, psycho-pedagogical and methodological principles that facilitate the teaching-learning process of English language to students from different levels educational modalities.
- Adopt, adapt, design, use and evaluate the materials for the teaching process based on the objectives and type of students.
- Apply the use of TICS in the language teaching process and research.
- Design and evaluate syllabus and curricula.
- Identify and solve problems that allow individual development regarding the teaching practice and research.

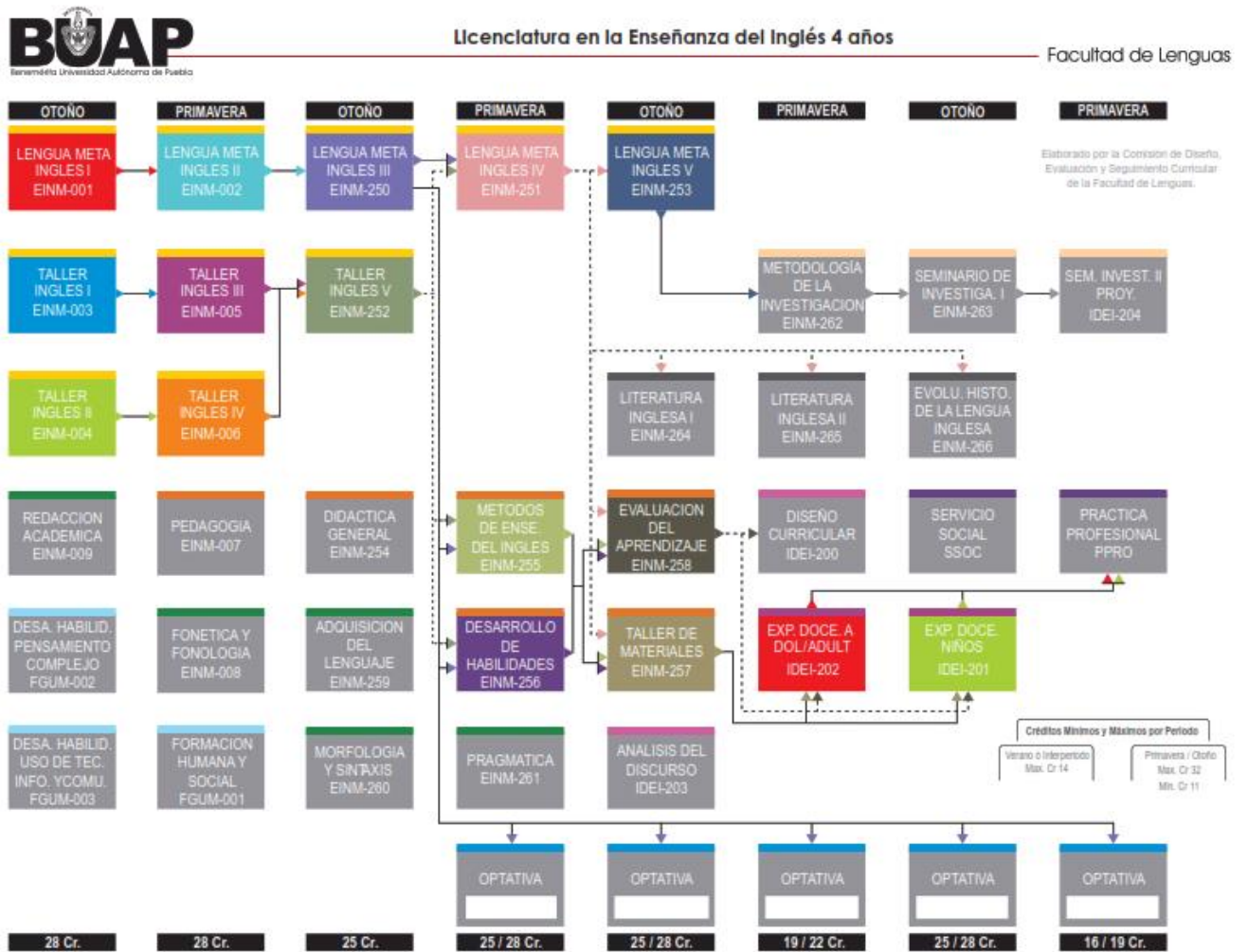
*Attitudes and values:*

- Responsibility, solidarity, justice, humanism, empathy, respect for other cultures, compromise with society, reflection about the contexts, creative participation with the activities related to the profession, self-motivation to improve the individual and collective development, collaborative work, autonomy to learn, be a leader, continuous and self-improvement, honesty, compromise to solve problems related to the social environment.

#### **2.4.4 LEI program**

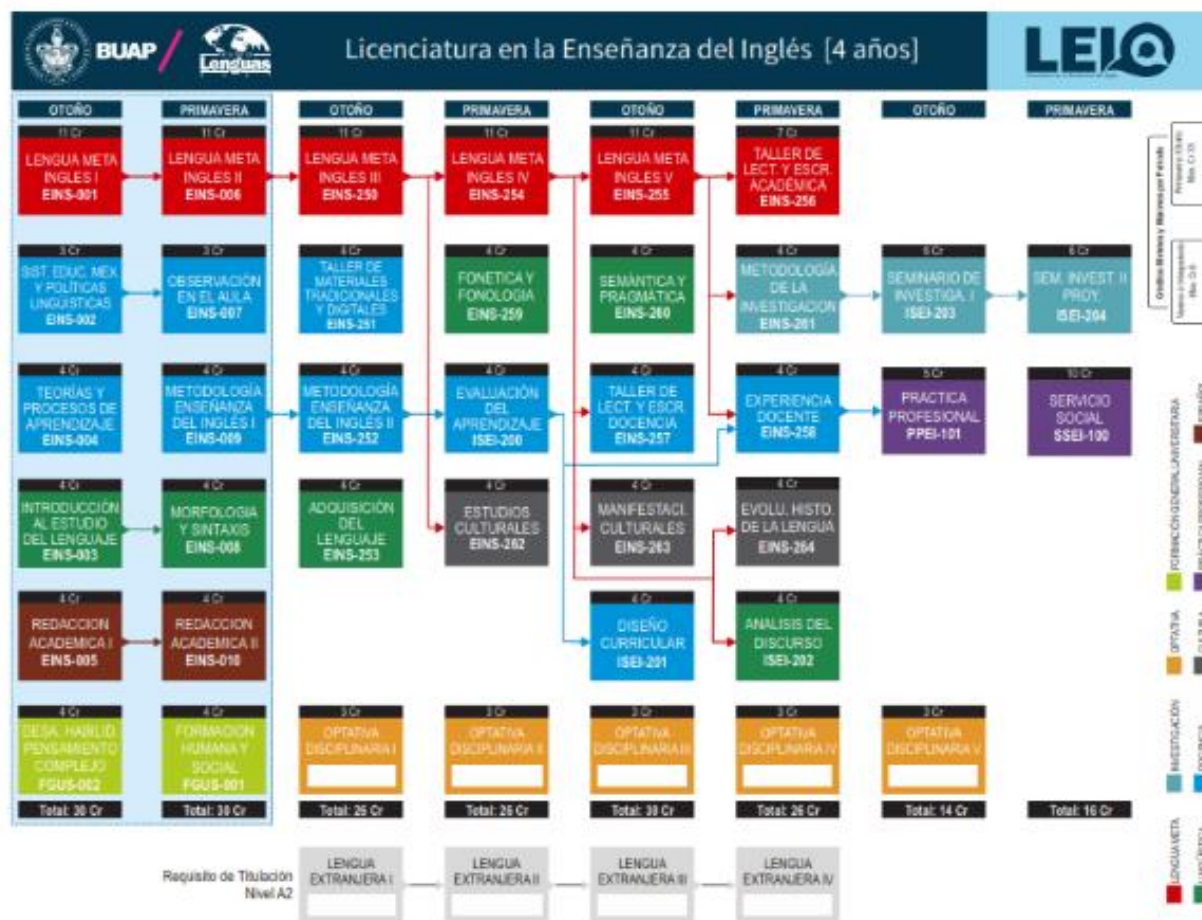
The following diagrams were taken from the official website of Facultad de Lenguas. The diagrams illustrate the curricular maps of the major of Licenciatura en la Enseñanza del Inglés, which include the names of the subjects that are taught, the total of credits that each subject has, and the sequence that must be followed to complete the program.

Figure 1. Curricular map of the major in teaching English - quadrimester



Note: taken from Facultad de Lenguas website (2023)

Chart 2. Curricular map of the major in teaching English – semester



Note: taken from Facultad de Lenguas website (2023)

## 2.5 EFL teaching policies

Al-Tamimi (2019) remarks that to guarantee success in language learning, the curriculum must be created with clear goals. Therefore, it is vital to implement EFL policies. The author also mentions that the challenge to develop and implement policies is related to how the goals are going to be achieved, the gaps that are between the goals and the reality, and the current status of English teaching. Some countries have implemented their EFL teaching policies according to the mutual agreements between the stakeholders. Furthermore, Yang and Jang (2020) argue that the

implementation of a language policy not only contributes to helping English language learners to acquire the language, it also contributes to national cohesion.

The development and implementation of policies in the educational system are based on the close influence of the English language, globalization, and neoliberalism (Al-Tamimi, 2019). In many countries, the relationship of these aspects has created meaningful gaps between language policies and practice. Basok (2020) claims that in Turkey, foreign language education and teaching methods have been prioritized by policy makers and authorities. In addition, Wang (2006) quoted in Basok (2020) states that foreign language policy involves macro-level policy, which is related to curricula, and micro-level implementation, which is related to teaching practice. However, based on current research, the decisions made in Turkey are not consistent with the way teachers have put into practice the language policies inside the classrooms.

According to Ramirez and Vargas (2019) Language Policy are compounded by three elements: macro-level that is articulated in legislation at national level, middle-level corresponds to institutions such as universities, schools, government offices, and book publishers, and the micro-level where teachers are settled. Mexico lacks a clear and coherent national macro-level policy. Firstly, this lack of proper language policy is the result of the imposition of ideological, political, economic, and linguistic of foreign embassies such as The USA and England. Secondly, the policy is highly oriented to satisfy neoliberal policies instead of students' needs. Therefore, the language policy becomes unrealistic, imprecise, and decontextualized. Finally, there is insufficient theoretical or conceptual foundation regarding how Mexican students learn English (Ramírez & Vargas, 2019).

## 2.6 Labor conditions for teachers

Medina (2019) identifies a set of characteristics that shape the teaching practice in Latin America. In his study related to the labor market for teachers, the most relevant findings are the following: There are no clear and appropriate parameters that allow to qualify the teaching practice.

Consequently, institutions and schools provoke that teaching practice may be perceived from two perspectives. The first one is called *Profesión Docente*, which is related to the knowledge and abilities that student-teachers acquire in their professional and academic training to practice the profession. Also, it allows to comprehend the purpose of educational programs that oversee the training of future teachers. The second perspective is called *Ocupación Docente*, it is focused on allowing professionals, who were not trained to be teachers, to perform a teacher's role Medina (2019). As a result, the teaching practice may not be applied by graduated professionals from the educational area.

Another relevant aspect is related to low salaries, few possibilities for job growth, and the lack of job security. Therefore, these conditions increase the constant staff rotation. On the other hand, some institutions provide higher incomes. However, the labor environments are complex and toxic for teachers. It generates that teachers' health is negatively affected, which brings low levels of compromise with the institutions, and openness to change.

Finally, schools and institutions consider that academic and professional training is demonstrated through the accumulation of diplomas, certifications, and titles. These papers are considered as evidence to support the effectiveness of teaching practice. Even though, constant teaching training should play an important role, Millán and Basurto (2019) found in one of their

studies that specifically EFL teachers' regular training is scarce or absent. This lack of training has generated low levels of language proficiency.

The data of the following chart presents the current situation of the major of Foreign Language Acquisition. According to the *Instituto Mexicano para la Competitividad A.C. (IMCO)*, in the first trimester of 2023, the career has presented the following characteristics:

**Table1.** The current outlook of Foreign Language Acquisition major in Mexico, 2023

#### **Foreign Language Acquisition**

- 65, 785 people studied this career.
- 21, 553 people study the career today.
- 6.2 % of people have a postgraduate degree.
- 192 universities offer this career.
- The quality of inversion in public schools is low and insecure.  
(Calidad de inversión en escuela pública)
- Occupancy rate 95.7%, the national level is 95.9%
- Unemployment rate 4.3%, the national level is 4.6%
- Labor informality rate is 35.1%, the national level is 55.8%
- Main sectors where professionals work: Professional Services, Financial and Cooperative (59.6%), Commerce (9.3%), Diverse Services (8.6%), Extractive industry and electricity (6.3%), Restaurants and Accommodation Services (4.6%)
- Positions in workplaces: subordinate (78.8%), employer (3.8%), self-employed (15.8%), work without payment (1.5%)
- Average monthly salary \$14, 518, the average monthly salary in national level is \$10, 920
- 4<sup>th</sup> place in the ranking of “Majors with the lower incomes”

### **2.7 Before, during and after pandemic EFL teachers' conditions and teaching practices**

COVID-19 became a global pandemic in 2020. Therefore, governments imposed physical distance measures to protect citizens and prevent the spread of the virus. One of the measures was the transition from face-to-face lessons to online education for all types of educational institutions Yüce (2022). Lowenthal et al. (2009) quoted in Mamoun and Meccawy (2022) define online learning as a mode of learning in which technology is used synchronously and asynchronously in

instructions, planning, assessments, and course content pp 47. This way of learning and working was the only option to be implemented; however, online learning represents a challenge that affects institutions, teachers, learners, and parents. Consequently, many research have investigated in depth the experiences of educational staff (Mamoun & Meccawy, 2022; Kelesoglu & Yetkiner, 2022; Tümen et al. 2021; Yüce, 2021; Baker et al. 2020).

First, it was visible the technophobia that teachers and students had regarding using technological tools, and many of them were not competent enough to use digital and technological tools and platforms Tümen et al. (2021). According to some studies, the adaptation process is divided into three stages: First, the change was considered as abrupt because it happened in few days. Second, feelings of uncertainty and insecurity were experienced by teachers and students. Third, online teaching was finally perceived as mandatory and the only alternative for the educational system Nguyen and Pham (2023).

Yang and Wang (2022) carried out a study about how a group of Chinese EFL teachers experienced the early online transition. The first stage was *The Preparing stage* in which teachers felt surprised, worried, and confused. In this stage, EFL teachers followed the content of the curriculum with a high level of loyalty. In the second stage, EFL teachers had high levels of anxiety because of the network collapse, social distancing, or work-family problems. In the last stage called the *Stabilizing stage*, EFL teachers reached a comfort zone, where clear objectives, content, structure, and assessment were established. Furthermore, teachers were able to apply a variety of teaching styles and techniques to deal with stress and pressure.

According to Kelesoglu and Yetkiner (2022) COVID-19 outbreak brought positive and adverse effects on teaching practice for teachers and students. In the positive effects, the stakeholders gained a new experience in this process, which could not be reached in face-to-face education such

as the use and learning of digital and technological tools. The adverse effects are, on the one hand, the access to technology like internet connection, computers, tablets, or phones. On the other hand, there were many obstacles regarding students' participation and communication, and the increasing workload for teachers. The concept of working hours during the day disappeared due to, teachers were perceived as accessible at any time by students and parents. As a result, practices of giving feedback, evaluating practices, and examining lesson plans became inefficient. Even though, many studies have been carried out to know teachers' emotions and experiences about the impact of the pandemic in the first months. There are no studies that comprehensively analyze and study these same aspects but after the crisis Nguyen and Pham (2023).

## **2.8 New trends of working as EFL teachers**

In order to promote English language instruction, institutions implement a variety of approaches that pretend to provide high levels of success regarding language knowledge. Socuoglu (2017) presents some approaches that are used today in EFL classes. These approaches include Communicative, Constructivist, Reflective, Blended/Hybrid, Content-Based, Task-Based, Multiple Intelligences, Project-Based, Strategies-Based, and Problem-Based Language Teaching.

### **2.8.1 Communicative Language Teaching**

The objective of this method is focused on acquiring communicative proficiency instead of mastering in linguistic structures (Renau, 2016). Therefore, the main language-teaching goal of this approach is to generate communicative competence.

### **2.8.2 Constructivist Language Teaching**

According to Socuoglu (2017) this approach pretends to stimulate learning through meaningful knowledge. It means that students' experiences, views, and interests influence in their understanding of language. Also, interaction in this approach plays a vital role in students learning, due to it allows collaborative work to provide the opportunity of sharing knowledge and ideas (Wang, 2014).

### **2.8.3 Reflective Language Teaching**

There are many definitions regarding Reflective Language Teaching; however, many of them concur that this approach is carried out in the classroom, and it pretends to evaluate the process of teaching practice. Salmani (2011) quoted in Phan et al. (2022) reflective teaching is a process through which teachers collect and analyze descriptive data by making a reflection on their actions inside the classrooms. This reflection allows teachers to see where changes need to be implemented to improve their teaching practice.

### **2.8.4 Blended/Hybrid Language Teaching**

This approach has its basis in taking and mixing some characteristics of face-to-face classes and distance learning (Silva et al., 2015). Horn et al. (2015) quoted in De Montreuil & Irgang (2020) claim that blended learning consists of two parts: the first one allows students to use different online resources to learn the content of the subjects. The other part takes place in the classroom, where learners interact with their classmates to generate a knowledge environment, while the teacher supervises the learning process. The main characteristics of this approach are self-taught and collaborative problem-solving, also the resources can be virtual or physical De Montreuil and Irgang (2020).

### **2.8.5 Content-Based Language Teaching**

Content Based Instruction is an approach in which content, texts, activities, and tasks are designed from the subject in itself, also providing learners with authentic language input is the basis of the topics Brown and Bradford (2016). In other words, language objectives and content should be clearly identified and aligned, even lesson planning and curriculum development play a vital role to reach the expected goals Socuoglu (2017).

### **2.8.6 Task-Based Language Teaching**

The main purpose of this approach is the integration of the four skills (reading, listening, writing, and speaking) by conducting different tasks that are closely related to daily life. Therefore, the assignments need to be meaningful and realistic to catch the attention of learners, who may be creative to solve them. Córdoba (2016) claims that the role of tasks is to stimulate a natural desire in learners to improve their language competence by challenging them to complete clear, purposeful, and real-world tasks which enhance the learning of grammar and other features as well as skills (p. 15).

### **2.8.7 Multiple Intelligences Language Teaching**

In the 1980s, the theory of Multiple Intelligences was postulated by the American psychologist Howard Gardner. He proposed this theory because after much research, he realized that linguistics and logic were not the only types of intelligence that people may possess. Firstly, Gardner presented seven types: Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic, Intrapersonal, and Interpersonal; time later two more were added, Naturalist and Existentialist Freitas (2023).

Ghamrawi (2014) claims that once teachers have identified learners' language styles, it is possible to adopt the proper strategies and activities that consider the needs of learners. Then, in terms of language teaching, the Multiple Intelligence teachers are the ones who will observe the

class in order to plan their classes according to what students need. As a result, many dynamics will be implemented under the basis of multiple intelligences.

### **2.8.8 Project-Based Language Teaching**

Aldana (2018) acknowledges that Project-Based Learning (PBL) is a teaching model that offers many benefits to learners. Firstly, it is possible to integrate the four language skills, which may be applied in different contexts. Secondly, the projects provide learners the opportunities to improve their problem-solving skills through interaction and communication. Thirdly, the learning-teaching process becomes meaningful for learners because their needs are considered in the design of the projects. Finally, creativity and imagination are highly stimulated in students. As a result, all these benefits generate learners with a high level of language proficiency.

### **2.8.9 Strategies-Based Language Teaching**

It is considered as a self-awareness approach, due to students develop a sense of autonomy regarding their language learning. García Magaldi (2010) quoted in Socuoglu (2017) argues that autonomy and self-awareness give learners the opportunities to utilize the language in authentic or contextualized scenarios. Therefore, the main characteristics of this approach are based on the use of learning strategies that promote learners' autonomy to create authentic language experiences outside of their classrooms.

### **2.8.10 Problem-Based Language Teaching**

Problem-Based Learning is defined as an experiential learning strategy, and its origins are in medical sciences. Inside classrooms, a methodology is implemented to work with, learners work in teams to solve one or more complex real problems. Therefore, students develop a set of skills such as collecting, evaluating, and synthesizing data, then they are able to propose a solution to the problem (Múnoz, 2017). On the other hand, a highlighted goal of the application of this approach

is the development of critical thinking skills, which are essential to language acquisition. It means that it is less focused on grammar content, it is more concerned about the context in which language develops (Socuoglu, 2017)

## **2.9 Conclusion**

This chapter summarized the most important concepts about EFL teaching practice, the new trends about teaching English, the characteristics of effective EFL teachers, the labor conditions of EFL teachers, and the impact of COVID-19 pandemic in EFL teaching practice. The following chapter presents the methodology in general for this study.

## **CHAPTER 3 METHODOLOGY**

### **3.0 Introduction**

This chapter describes the methodology used to gather data. It explains in-depth the research design, the applied method, the context of the research and participants, the instruments, and data collection. Firstly, the research design is presented. Secondly, the research and participants' contexts are described. Thirdly, the instruments are explained and described. After that, the processes of data collection are explained. Finally, the last section provides a brief conclusion of this chapter.

### **3.1 Summary of the study**

Being an English Foreign Language (EFL) teacher demands developing skills in relation to the use of language, and the application of different methodologies to teach it. However, EFL teachers' performance and profile will vary at each educational level because several aspects influence how they behave, interact, and teach inside and outside their classrooms. Based on this last assumption, this study pretends to analyze and identify the expectations that students and coordinators from three private high schools have regarding their EFL teachers: academic profile, socio-affective and pedagogical skills. Furthermore, the EFL teachers' voices are meaningful for this research, they express their expectations about their workplaces and how they impact their performance. The analysis of the gathered data aims to identify similarities and differences to provide a list, which may help coordinators to know what EFL teachers expect from their institutions to allow them to attend to their teachers' demands. Meanwhile, EFL teachers have the opportunity of improving or working on their skills inside and outside their classrooms based on what students and coordinators have expressed.

### **3.2 Questions**

To keep in mind the purpose of the project, it is important to mention the research questions that lead this thesis.

1. What are high school coordinators and employers' expectations towards the EFL teachers?
2. What are high school students' expectations towards their EFL teachers?
3. What are the expectations that high school English language teachers have in relation to their workplaces?
4. What is LEI's graduate profile and how does it impact on the hiring process in high schools?

### **3.3 Research design**

This project was developed under the guidelines of qualitative research. Creswell and Creswell (2018) set a list of characteristics about it, which is the basis to support the use of this approach and how it fits the development of this research. Firstly, they describe the naturalness that qualitative research allows because the researcher collects data from those fields where participants experience the problem. Through face-to-face interaction, it is possible to perceive participants' behavior regarding their context.

Secondly, the variety of gathering data is extensive, also this variety is designed with the intention that participants have the opportunity of expressing freely. Thirdly, data analysis is established by the construction of patterns, categories, and themes. It implies a deeper analysis and organization of data, a process that involves inductive and deductive thinking. Finally, qualitative research remarks on the importance of participants' meanings. In other words, the attention is focused on participants' problems or issues and how participants give significance to them.

### **3.4 Method**

#### **3.4.1 Case Study**

For this project, the Case Study (CS) method was adopted as the methodological framework. According to Eisenhardt (1989) the case study is a research strategy that has as its focus to understand the involved dynamics that are present in specific settings. Another characteristic that case study possesses is related to its applicability in qualitative or quantitative research. Also, it allows the combination of different data collection methods such as interviews, questionnaires, and observations.

Wünsch and Araujo (2019) argue that a case study involves the analysis of an entity, phenomenon, or social unit. For some authors, a case study is defined in different ways; it can be considered as a methodology, as a research strategy, or as a unit of study. Even though there are different perceptions about case study, authors agree on the relevance of delimiting the study into a particular context. This delimitation provides in-depth knowledge of a given phenomenon.

#### **3.4.2 Comparative case study**

This study adopted a Comparative Case Study (CCS) as its methodological framework. According to Goodrick (2014) comparative case studies involve analyzing and synthesizing in-depth the similarities, differences, and patterns that are present in two or more cases that share a common focus or goal. Therefore, one of the objectives of this research is to identify and analyze the expectations that coordinators and students from three institutions have regarding their EFL teachers. While EFL teachers will talk about their expectations regarding their workplaces.

Another characteristic of comparative case studies is related to causality, which means that emphasizing the analysis of impact is relevant. Once the identification and analysis of the expectations have been completed, the study will examine the impact of these implications in relation to the process of hiring EFL teachers in these institutions. On the other hand, contexts'

vital role must be considered during the analysis because it offers a deeper understanding and explanation of their influence on the analyzed phenomena (Goodrick 2014, Bartlett & Vavrus, 2017). Consequently, this study remarks on the importance of considering the high value of contextual information such as the type of institutions, their missions, and the objectives of their EFL classes.

Bartlett and Vavrus (2017) attribute the term *heuristic* to CCS because heuristic is defined as a method that comes from experience and offers support during discovery and problem-solving. In other words, it is a reminder of the number of achievements that may be reached through comparison. In conclusion, the implementation of a Comparative Case Study allows a deeper analysis and synthesis of the phenomenon in order to identify patterns, differences, and similarities by considering the context as a meaningful influence that shapes individuals and processes.

### **3.4 Context**

For this project, three private high schools were required to analyze their situations regarding their EFL teachers, their processes of hiring, and the EFL teachers' experiences in these schools. Two of them are in the city of Puebla, while the other one is in San Andrés Cholula (a municipality of the state). The three schools are regulated by Secretaría de Educación Pública (SEP), and they belong to the category of Bachillerato General. As part of their curricula, the three institutions include the English subject as part of their programs. Even though, the Sep's educational programs order that English has to be taught until the second grade in high school, the three schools continue including the subject until the last grade (3<sup>rd</sup> grade).

The information about each school in relation to their profiles is described in the following paragraphs. According to Creswell (2012) individuals who participate in the research have some

rights, and one of them is their anonymity, which must be protected and guaranteed by the researcher. Therefore, the names of institutions and individuals have been replaced.

### **3.4.1 School A**

This school is located in the city of Puebla. It offers its services from elementary to high school. The institution follows the statements that have been established in the 444 agreement by *Secretaría de Educación Pública* (SEP). This agreement explains and determines the development of competencies that constitute the common curricular framework of *Sistema Nacional de Bachillerato*. The school is highly committed to developing competencies in its students, in consequence, its vision and mission are focused on reaching this goal. They remark on the importance of possessing competencies that allow students to be able of solving problems inside and outside their classrooms according to their contexts and social needs, which means to create global individuals. In addition, the school considers a group of values and educational hallmarks to provide support to its mission and complement its students' profiles after finishing high school. These values and hallmarks consider the impact that individuals have on their societies and how they may be part of the construction of new and better communities. The most remarkable values are dialogue, effort, responsibility, and knowledge.

Regarding the English subject, it is compulsory, and the English coordination applies to a placement test for students during their enrollment process. Consequently, students are placed at a specific level depending on their performance in the exam. Then, the subject is divided into three levels: basic, intermediate, and advanced. The number of assigned hours to teach the subject is from 3 to 5, it depends on the semester. The objective regarding the level of language proficiency is that students may reach a B2 level (based on the Common European Framework) at the end of

their education. However, the institution does not offer a certification to validate the level of language proficiency.

### **3.4.2 School B**

It is a private institution that has many campuses in the country. This one is located in San Andrés Cholula: its services are offered to high school and college students. The school offers a variety of profiles in high school education such as Bachillerato Tecnológico, Prepa Bicultural SEP, Prepa Bilingüe Cuatrimestral, Prepa Bilingüe Semestral, *Prepa en línea* and Prepa UAEM. Each state manages a specific type of high school, it is based on the demographic needs. For this project, we worked with *preparatoria cuatrimestral* and *semestral*, they share the same curricula, but the remarkable difference is about the time students have to conclude their studies.

Its curriculum is based on the development of competencies as well. However, it does not follow a specific or strict methodology to work with them. On the other hand, the institution's philosophy is mainly focused on the impact of individuals' actions, for this reason its motto is "*Por siempre responsable de lo que se ha cultivado*". About the mission, the principles, and values; they reinforce the influence of individuals' actions in their surroundings.

Regarding the English subject, it is compulsory and has a relevant place in the curriculum. The school takes the Communicative Approach as its main language teaching methodology. Also, the use of a digital platform (Cambridge Publisher) is important in the development of language proficiency; therefore, using this digital tool is considered in the evaluation criteria. The English coordination applies to a placement test for students during their enrollment process. Consequently, students are placed at a specific level depending on their performance in the exam. Then, the subject is divided into three levels: basic, intermediate, and advanced.

The number of assigned hours to teach the subject is from 3 to 5, it depends on the semester or quadrimester. The objective regarding the level of language proficiency is that students may reach a B2+ level (based on the Common European Framework) at the end of their education. The institution offers the CENNI Certification as part of its services, it is totally free for students. But also, students are trained to answer this type of certification in their last semester or quadrimester.

### **3.4.3 School C3**

This last institution is in the city of Puebla; it is bilingual and private, also it covers from maternal to high school. The students are instructed under a humanistic education, which is influenced by the legacy of San Ignacio (Ignaciana education). Therefore, the school pretends to have an impact on its students' lives by creating upright, happy, and good people. The proposed mission, vision, and values have the basis of love to generate personal and social changes. These assumptions may be perceived in its slogan "*En todo amar y servir*" *Respeto, Justicia, Honestidad, Compañerismo y Responsabilidad*. Furthermore, the school remarks on the training of humanist leaders, who make decisions based on critical and reflexive thinking without losing their values such as respect, justice, honesty, responsibility, and team spirit.

In relation to the English subject, as it was mentioned above the institution is bilingual. Like the other schools, the students are categorized into different levels of language proficiency based on a placement test, the level goes from basic to advanced. In high school, the class is given for one hour per day, but also some extra hours are assigned for a workshop that is called Model United Nations (MUN) where students apply the language in many debates. The Model United Nations is an academic simulation of the United Nations, in which students play roles as delegates from different countries, they have to solve real-world problems by applying the policies and regulations of their assigned countries. Finally, the school offers students an English certification

in which the goal is to reach B2+ in language proficiency according to the Common European Framework.

### 3.5 Participants

The participants for this research were 3 coordinators, 3 EFL teachers, and 3 students in their 3<sup>rd</sup> grade of high school: one participant of each role (coordinator, teacher, student) per school. In the case of the coordinators, they are in charge of the high school level and are directly involved with the hiring process of EFL teachers. The EFL teachers were chosen by the coordinators based on their time availability. For the students, the three participants were 18 years old; they were selected at this age in order to guarantee ethical requirements. Three charts are presented to provide more information about the profiles of each participant. As it was mentioned above and according to Creswell (2012) anonymity is a right for participants; therefore, their names were changed for the project.

**Table 2.** Coordinators' profile

	<b>Participant AC– School A</b>	<b>Participant BC – School B</b>	<b>Participant CC – School C</b>
<b>Age</b>	45	32	53
<b>Years of experience as a coordinator in high school</b>	20	5	15
<b>Latest academic grade</b>	Bachelor's degree	Master's degree	Master's degree
<b>Name of the institution of the latest academic grade</b>	Universidad Popular Autónoma de Puebla (UPAEP)	Universidad del Valle de México (campus Puebla) UVM	Universidad Popular Autónoma de Puebla (UPAEP)
<b>Name of the latest academic grade</b>	Pedagogy	Maestría Integral en Terapia Familiar	Master in Orientación Familiar con Especialidad en Educación

This chart shows the coordinators' profiles. The age range is from 30 to 55 years old. Two coordinators have a meaningful time in this position. The three coordinators have completed an

academical degree, two in a master’s degree, and one in a bachelor’s degree. All of them studied in private universities. A meaningful datum is that only one coordinator studied a major related to the educational area, while the other two coordinators’ expertise areas are not about education, their profiles are aligned with the psychological field.

**Table 3.** Teachers’ profile

	<b>Participant AT – School A</b>	<b>Participant BT– School B</b>	<b>Participant CT– School C</b>
<b>Age</b>	51	No answer	23
<b>Years of experience as an EFL teacher</b>	27	No answer	2
<b>Level of language proficiency according to CEFR</b>	C1 – First Certificate	No answer	B2
<b>Latest year of language proficiency certification</b>	2018	No answer	2021
<b>Latest academic grade</b>	Master’s Degree	Master’s degree	Bachelor’s Degree
<b>Name of the institution of the latest academic grade</b>	Centro Universitario Anglo-Español	No answer	Facultad de Lenguas BUAP
<b>Name of the latest academic grade</b>	Maestría en Innovación Educativa (Master in Educational Innovation)	No answer	Licenciatura la Enseñanza del inglés (Bachelor in English Teaching)

This chart presents the EFL teachers’ profiles. One of the participants omitted to answer, the only provided answer was the one about the latest academic degree which is a master’s degree. The other two participants represent the opposite sides of teaching. On the first side, there is an experienced EFL teacher who is 52 years old and has taught for 27 years. The other EFL teacher is a recent graduate student with 2 years of experience in EFL teaching. Both teachers studied the

major of EFL teaching at Facultad de Lenguas BUAP. However, teacher A counts with a master's degree in educational innovation and C1 of language level proficiency according to First Certificate, and the other teacher has a B2 level according to the last certificate.

**Table 4.** Students' Profiles

	<b>Participant AS – School A</b>	<b>Participant BS– School B</b>	<b>Participant CS– School C</b>
<b>Age</b>	18	18	18
<b>Scholar grade</b>	3 <sup>rd</sup> grade (sixth semester)	3 <sup>rd</sup> grade (5 <sup>th</sup> quardimester)	3 <sup>rd</sup> grade (sixth semester)
<b>Period of time of learning English</b>	12 years	4 years	10 years
<b>Language level proficiency (according to the placement test)</b>	Advanced	Pre-intermediate	Upper-Intermediate
<b>Type of junior high-school</b>	Private junior high-school	Private junior high-school	Private junior high-school

This chart presents the students' profiles. The three participants are 18 years old, and they are studying the 3<sup>rd</sup> scholar year of high school in three different private institutions. The time learning the language is from 4 to 12 years. Their current language levels of proficiency are different, the first student is in advanced, the second one is in pre-intermediate and the third one in the upper-intermediate level. According to the interviews, the first two students mentioned that they were settled in these levels based on the results of placement tests, while the third student explained that the level was directly assigned by the EFL teacher's opinion.

### **3.6 Instruments**

For gathering data four instruments were applied to the participants. One questionnaire was applied to all the participants, while three different interviews were applied depending on the participants' role, it means one interview for teachers, one for coordinators, and one for students. All the

instruments were written or translated into Spanish because of two reasons. The first one is the influence of educational terminology, the context of this research is based on the Mexican educational system; therefore, there is not always a compatibility between the terms that are used in the educational systems and the translation may present a difficulty for some participants. The second reason is that not all the participants possess an advanced level of language proficiency, mainly the coordinators and students, who usually asked about the language they had to use to answer the instruments, and they expressed freely that they preferred to speak in Spanish.

The questionnaire was chosen because of its multiple benefits about time saving, the data is clear and concise. According to Bartram (2019) using questionnaires allows researchers to collect data from respondents in short periods of time. Also, collected data offers the opportunity of analyzing and comparing different sub-groups that may provide meaningful information. Questionnaires are useful to identify data that express agreement or disagreement about an issue or to establish a variety of views and thoughts on certain topics. Finally, questionnaires are perfectly combined with interviews because the data collected by questionnaires may be complemented in detail and in-depth with the interviews. Therefore, using a questionnaire is the proper instrument for this project.

The questionnaire used for this project is an adaptation of the research *The Characteristics of Effective English Teachers As Perceived by High School Teachers and Students in South Korea* by Park Gi-Pyo y Lee Hyo-Woong carried out in 2006. It is divided into four sections: the first part is formed by a group of questions that pretend to collect data regarding age, level of language proficiency, years of experience in their positions, latest academic degree (coordinators and teachers), and years of learning English (students). The second, third, and fourth sections contain a set of assumptions that describe the characteristics that EFL teachers should have to be

considered as competent teachers. Respondents (coordinators, EFL teachers, and students) numbered the assumptions according to their points of view and perspectives. These sections are classified into three fields: *Dominio del idioma* (English Proficiency), *Conocimientos Pedagógicos* (Pedagogical Knowledge), and *Habilidades Socio-Afectivas* (Socio-Affective Skills).

The interview is the second instrument that was used to collect data. Applying an interview has the intention of face-to-face interactions (Creswell, 2018). On the other hand, Adhabi (2017) claims that an interview is an interactive process that is used to collect specific information. In addition, Sewell (n.d.) quoted in Adhabi (2017) expresses that interviews give the opportunity to understand the participants' worlds through their points of view, and experiences to discover their worlds as first instance before scientific explanations. Based on the previous statements, an interview is an instrument that suits the best to go in-depth and complement the collected data from questionnaires. Regarding the type of interview, it is formal for its nature of implementation, and based on its degree of rigidity, it is a semi-structured interview. This type of interview is characterized because the questions are pre-planned before the interview; however, the interviewer gives the interviewer the opportunity of explaining particular issues by using open-ended questions. Consequently, the responses are deeper and enriched. (Alsaawi, 2014).

For this research, three different interviews were applied, one for the coordinators, one for the EFL teachers, and one for the students. The interview for coordinators has questions about the Mexican Educational System in high school, its influence and impact on the English learning-teaching process, and the characteristics that EFL should possess to be considered as a competent teacher and an ideal candidate to be part of their institutions. Also, some questions pretend to know the type of difficulties they face to hire EFL teachers, and their current development inside and

outside their classrooms based on their expectations. Finally, some questions have the intention of knowing about the impact of the COVID-19 pandemic on teachers' performance.

The EFL teachers' interview includes questions about the Mexican Educational System, its impact on high school education, and the characteristics that EFL should possess to be considered as a competent teacher, the impact of the COVID-19 pandemic in their performance. But also, their interview includes questions about their academic training, their experiences in the current places where they work, and their expectancies of them. Finally, the interview for students considers their previous and current experiences with their English lessons and their EFL teachers. Furthermore, some questions ask them about the expectations of their English classes and the description of a "good" English teacher. Like the final question, students are asked about the way their learning processes have changed after the COVID-19 pandemic.

### **3.7 Data collection**

Once the instruments were piloted and validated, they were applied at different moments because of the participants' availability. Then, the application of the instruments took a month and a half approximately. In the case of the questionnaires, they were printed and given to the participants to be answered at the moment. For the interviews, seven of them were applied face-to-face, I went to the schools at specific hours that were scheduled by the coordinators; only two interviews were online because these participants have full-time jobs, and they had difficulties with their timetables.

The first contact was established with the coordinators by WhatsApp; through messages, I explained the name and purpose of the project, also I mentioned the reasons why I had selected their schools (they face difficulties to hire EFL teachers). They showed interest in their project; therefore, they accepted to be part of it. After the interviews, the coordinators told me that they would text later to schedule the interviews with their EFL teachers and their students. Days or

weeks later, they sent me messages to indicate the times and days to interview the rest of the participants, most of the time the teachers and students from the same institutions were interviewed at different moments.

The time participants took to answer the questionnaire was 10 minutes because they were very careful to classify and number the statements, while the interview took 30 minutes for coordinators and teachers, and 15 minutes for students. For the interviews, certain steps were followed: first, I introduced myself and explained the purpose of the project. After that, I asked for permission to record the interviews (only audio), then I started with the questions; at this point, participants talked freely, and the intervention of the interviewer was limited. It was based on Dörney (2007) quoted in Alsaawi (2014), he said that the interviewer should minimize interruptions, provide as much time as necessary to allow participants to explain, and keep a neutral position. Finally, when the interview ended the interviewer thanked the participants for their contribution.

[For Ethical issues, no personal data was required, and anonymity was guaranteed all time; for this reason, the institutions and participants' names were omitted, and pseudonyms were assigned. All the recordings were allowed by participants, and only audios were recorded. In the case of the students, all of them are over 18 years old; however, one school demanded for a letter to ask for permission, and it had to include the name and signature of the tutor of the thesis and the coordinator of the master's program. Then, this requirement was covered and presented to the school.

### **3.8 Conclusion**

This chapter has presented the information related to the research design of the study. This study followed a qualitative case study methodology. The chapter also included information regarding the participants, the instruments, the contexts of participants and institutions, and the description of the process that was followed to gather data. The following chapter will present the results and data analysis in depth.

## **CHAPTER 4 RESULTS**

### **4.0 Introduction**

This chapter presents the analysis of the data that was collected through interviews and questionnaires. The chapter shows the points of view, agreements, and disagreements that coordinators, EFL teachers, and students have regarding the performance of EFL teachers inside the classroom. Additionally, EFL teachers' expectations about their workplaces are presented. Firstly, a summary of the study is provided. Secondly, the analysis and results are presented. Finally, a discussion of the results is provided.

### **4.1 Summary of the study**

The study explores in depth the expectations that coordinators and students have in relation to their EFL teachers' performance inside the classrooms. Also, it is about identifying the characteristics that EFL teachers need to possess in their profiles to be considered as competent teachers. On the other hand, the expectations that EFL teachers have regarding their workplaces are analyzed to identify the type of needs they have and face in their day-to-day. All these aspects are identified and classified to understand the hiring processes of the chosen institutions and the reasons why these processes are not completed successfully. Furthermore, all the participants (EFL teachers, students, and coordinators) have labeled three lists of characteristics that EFL teachers should possess in their profiles as teachers. This data is contrasted to identify the similarities and differences between these lists.

This study adopted qualitative research, due to the data was collected through face-to-face interaction with the participants, who are directly involved with the situation. On the other hand,

comparative case study is the applied methodology to analyze data, CCS is mainly characterized because it identifies similarities, differences, and patterns. In the first instance, the collected data from the interviews is presented in comparative charts, while the collected data through the questionnaires is represented with graphics. Furthermore, each chart and graphic describe its purpose and the results.

#### 4.2 Results – Coordinators’ experiences and expectations

This chart presents the coordinators experiences about the learning-teaching English as a foreign language (EFL), a process that has been implemented in the Mexican Educational System at high-school level.

**Table 5.** Current situation of EFL teaching at high school level in the Mexican education system in private schools

<b>Similarities</b>	<b>Differences</b>
<p>Coordinator B and Coordinator C</p> <ul style="list-style-type: none"> <li>- Expansion of international communication (Globalization)</li> <li>- New and better experiences are generated by learning the language.</li> <li>- Graduated students have expressed the relevance of the language in their personal and academic contexts.</li> </ul>	<p>Coordinator A</p> <ul style="list-style-type: none"> <li>- Lack of inspiration by students to learn the language.</li> <li>- There is not a didactic transposition.</li> <li>- Impossibility to increase the level of language proficiency even though the increasing the number of hours.</li> </ul>

According to Coordinator B and Coordinator C the relevance of learning English responded the demands of globalization. Also, learning English offered new and better experiences in professional and personal fields. This last statement was reinforced by some graduated students, who shared their positive experiences because of their good level of language proficiency. On the

other hand, Coordinator C expressed that it was visible a lack of interest by students in learning the language. Furthermore, it was not possible to see a didactic transposition during the learning-teaching process. Finally, this coordinator considered that increasing the number of hours to teach English did not generate a meaningful improvement in the students' language level proficiency. The chart shows the improvements that coordinators consider necessary and relevant to make in learning-teaching English at high-school.

**Table 6.** Improvements on the language teaching process at high school level in Mexican private institutions

<b>Similarities</b>	<b>Differences</b>
Coordinator A, coordinator B and Coordinator C <ul style="list-style-type: none"> <li>- The methodologies to teach English do not have a consolidation inside the classrooms.</li> <li>- EFL teaching-learning process needs to be understood as a subject that develops skills (enabling subject)</li> <li>- Improvement of EFL teachers' pedagogical tools.</li> </ul>	Coordinator A <ul style="list-style-type: none"> <li>- Necessity of breaking paradigms about the subject.</li> </ul>

The three coordinators considered that the subject's perspective needs to be changed. Based on the previous assumption, coordinators expressed that the methodologies to teach English need to be analyzed because there is a lack of consolidation of methods inside the classrooms. On the other hand, EFL teachers should realize that the English class needs to develop skills. It means that high school students must apply the language by speaking, reading, and writing. Also, coordinators

believed that the pedagogical tools that EFL teachers developed should be improved to change the objective of the subject. About the differences, coordinator A believed that breaking paradigms may help teachers to change the way the subject is taught. Consequently, the types of projects that are designed by the EFL teachers could be different. This chart presents the results about the labor conditions that EFL teachers have in private schools at high school level according to coordinators' view.

**Table 7.** Labor situation of EFL teachers at high school level in private schools

**Similarities**

Coordinator A and Coordinator C

- The labor demand is wide and enough.
- Challenging for teachers
- In the newly implemented educational program, EFL teachers may be change agents.
- Internationalization of work is possible today

**Differences**

Coordinator B

- The opportunities depend on the teachers' profiles.
- Having initiative is valuable as part of the added value of EFL teachers.

Regarding the similarities, two coordinators considered that EFL teachers have a wide labor field because they may be part of the public or private educational system. They expressed that the challenges that EFL teachers have in their areas such as innovation or lack of educational achievement can be considered as employment resources. On the other hand, coordinator C emphasized that the labor conditions of EFL teachers depend on their profiles and their initiative to make new proposals inside the classrooms added extra value in teachers' performance.

In this chart, it is possible to appreciate a list of characteristics of EFL teachers' profiles based on coordinators' requirements. The chart presents the abilities, attitudes, and behaviors that are expected regarding EFL teachers inside the classrooms and as members of educational institutions.

**Table 8.** EFL teachers' profiles to teach in high school level in private schools according to

coordinators	
Similarities	Differences
<p>Coordinator A, Coordinator B, and Coordinator C</p> <ul style="list-style-type: none"> <li>• Certifications to prove the level of language proficiency.</li> <li>• Title in teaching English field.</li> <li>• Diplomas, and certifications of courses, degrees, or training workshops that prove continuing education.</li> <li>• Previous years of experience regarding the required level.</li> <li>• Domaining of different language teaching methodologies (praxis)</li> <li>• Knowledge of Didactics</li> <li>• Being capable of identifying students' multiple intelligences</li> <li>• Group control</li> <li>• Teamwork</li> <li>• Critical thinking</li> </ul>	<p>Coordinator A</p> <ul style="list-style-type: none"> <li>• Domaining of administrative area (fill in documents)</li> <li>• Leadership</li> <li>• Self-regulation</li> <li>• Time management</li> <li>• Proper perception of themselves</li> </ul> <p>Coordinator B</p> <ul style="list-style-type: none"> <li>• Dynamic classes</li> <li>• Catching students' attention.</li> <li>• Able to develop skills in students.</li> <li>• Vocation</li> </ul> <p>Coordination C</p> <ul style="list-style-type: none"> <li>• Possession of digital skills</li> <li>• Feeling empathy for the students.</li> <li>• Covering the courses that the school provides.</li> <li>• Good attitude to improve their performance.</li> </ul>

Based on the results, the three coordinators expressed a set of characteristics that expect to find in EFL teachers at high school level. They remarked on the importance of certifications that validate the level of English proficiency. They also considered that EFL teachers should have

previous experiences in high school. Furthermore, constant training in the field of education and teaching English is meaningful in EFL teachers' profiles. Regarding EFL teachers' performance inside the classrooms, coordinators agreed with specific characteristics such as the domain in the praxis of different teaching language methodologies, group control, and identify students' multiple intelligences. Finally, coordinators said that critical thinking and teamwork are characteristics that need to be possessed by EFL teachers.

In the differences, the three coordinators included specific characteristics of EFL teachers' profiles based on what these coordinators want to offer to their students and their institutions. The coordinator A was focused on two main areas, administrative and psychological. This coordinator considered that EFL teachers need to have a domain in the processes of filling documents. Moreover, coordinator A expressed that EFL teachers should have a psychological healthy life.

For Coordinator B, the characteristics of EFL teachers were mainly focused on the performance inside the classroom. It is considered that vocation and the implementation of active classes are important aspects that EFL teachers should possess to catch students' attention. Furthermore, the coordinator expressed that EFL teachers have to develop language skills in their students because it is one of the main objectives of the subject.

Coordinator C added characteristics that correspond to areas of institutional requirements and the interaction with students. The coordinator made emphasis on EFL teachers, who should feel empathy for their students. On the other hand, the coordinator expressed that having a positive attitude to improve practice teaching, covering the courses that the institution offers to teachers and possession of digital skills are important characteristics that need to be present in EFL teachers' profiles. This chart is about all the steps that institutions follow to hire EFL teachers. Coordinators mentioned the requirements that EFL teachers must cover to be considered as candidates.

**Table 9.** Hiring process of EFL teachers

<b>Similarities</b>	<b>Differences</b>
Coordinator A and Coordinator B <ul style="list-style-type: none"><li>• Analysis of CVs</li><li>• To be in contact with the candidate to ask for an interview or a sample class.</li><li>• To explain the candidate the mission and vision of their institutions.</li><li>• The application of a psychometric test.</li></ul>	Coordinator A <ul style="list-style-type: none"><li>• Identify the time to invest in the teacher's training.</li></ul> Coordinator B <ul style="list-style-type: none"><li>• Before the sample class, the institution presents a work proposal to get an agreement.</li></ul> Coordinator C <ul style="list-style-type: none"><li>• The sample class is online.</li><li>• The analysis of teacher's performance is made by Human Resources Department and the Academical institutional team.</li></ul>

According to the results, the three institutions follow similar steps to hire EFL teachers. However, the steps may take place at different moments. Firstly, the three coordinators analyze the CV's they have received. After that, Coordinator A and Coordinator C contact the candidates to ask for a sample class. On the contrary, coordinator B asks for an interview, in which a work proposal is presented; in case the candidate accepts the proposal, a sample class is scheduled. After the sample class, coordinators A and B present the institutional mission and vision in order to see if candidates are willing to follow them. Then, a psychometric test is applied by the Psychology Department; coordinators A and B mentioned that this step is crucial for their processes. Once the process has been completed, the candidates are officially part of the institutions.

Even though most of the steps are similar in the hiring process, there were some differences in each institution. For Coordinator A, it is important to identify the time that will be needed to

train the EFL teacher. It is mentioned that it is not possible to spend much time in this process because other institutional areas need to be covered, and students have to receive their English classes on time. For Coordinator B, as it was mentioned above, establishing an agreement is crucial to continue with the hiring process. In this step, the coordinator explains to the candidate what is expected in the sample class. The candidate expresses if he or she may cover this requirement, if the answer is positive, the process continues, but if the answer is negative, the process is stopped. Then, the coordinator looks for another candidate. Finally, in the case of Coordinator C, the institutional process is different. The sample class is online, and the EFL teacher's performance is analyzed by the Human Resources Department and the Academic Institutional team. There is no interview nor the application of a psychometric test. The candidates are in contact with the Human Resources Department to complete the hiring process. This chart describes the expectations that coordinators have about EFL teachers. The expectations are related to the teachers' performance inside and outside the classroom.

**Table 10.** Coordinators' Expectations from EFL teachers in high school level

<b>Similarities</b>	<b>Differences</b>
Coordinator A and Coordinator B <ul style="list-style-type: none"> <li>• To catch students' attention.</li> <li>• To promote active and continuous learning</li> <li>• To implement a variety of strategies to maintain students' attention.</li> </ul>	Coordinator A <ul style="list-style-type: none"> <li>• The domain and implementation of different language teaching methodologies</li> </ul>
Coordinator B and Coordinator C <ul style="list-style-type: none"> <li>• To commit to their daily performance inside the classroom (quality and professionalism)</li> </ul>	Coordinator B <ul style="list-style-type: none"> <li>• To remark on the importance of getting Cambridge certification</li> </ul> Coordinator C <ul style="list-style-type: none"> <li>• To assist their students kindly.</li> <li>• To possess reflexive and critical thinking to face</li> </ul>

socio-emotional  
situations of students.

Based on the results, coordinators had similarities regarding EFL teachers' expectations. Coordinators A and B had similar opinions about the expectations they have in relation to the EFL teachers' performance. Both mentioned the following aspects: the first expectation was to catch students' attention. Coordinators A and B considered that EFL teachers should awaken interest in their students to learn the language. Also, EFL teachers need to present the English subject as a reachable objective. Consequently, students may increase their language level proficiency. The second expectation is about promoting active and continuous learning inside the classroom. Coordinators A and B expressed that EFL teachers need to be active agents of their own teaching practice because there is an impact on their students' learning. Therefore, students are engaged in their own learning. Finally, the last similar expectation was about the implementation of different methodologies and strategies to maintain students' attention. Coordinator A mentioned that today, students are constantly exposed to social nets; therefore, students' attention is unfocused. Then, EFL teachers need to use a set of pedagogical strategies to catch students' attention. Meanwhile, Coordinator B mentioned that EFL teachers should implement a variety of strategies to make their students learn at all costs.

On the other hand, Coordinator B and Coordinator C had a similar idea about the expectations the EFL teachers should possess. Both coordinators considered that EFL teachers need to be committed to their jobs. It means that EFL teachers' performance inside and outside the classroom has to be professional and full of quality.

In the case of the differences, each coordinator expressed their own expectations. For coordinator A, EFL teachers should be experts in the field of language teaching. As a consequence, in this institution, it is expected that EFL teachers may implement different teaching methodologies to cover students' needs and promote active learning in their students.

For coordinator B, their EFL teachers are expected to be aligned with the institutions and English subject's objectives. The coordinator mentioned that presenting Cambridge certification is a very important requirement for their high-school students. Therefore, it is expected that EFL teachers remark constantly on the relevance of this certification. So, EFL teachers' efforts need to be directed to get involved students in their own learning to reach this goal. Finally, Coordinator C had two expectations which are mainly related to the way EFL teachers interact with their students. This coordinator considered that assisting students in a kindly manner and possessing reflexive and critical thinking to face the socio-emotional situations of students, are the expectations that EFL teachers should have in this institution. This chart presents the type of problems that coordinators usually have in relation to the EFL teachers' development in their institutions.

**Table 11.** Main problems that coordinators have concerning EFL teachers in private high

<b>Similarities</b>	<b>Differences</b>
<p>Coordinator A and Coordinator B</p> <ul style="list-style-type: none"> <li>• Administrative area               <ul style="list-style-type: none"> <li>a. Elaboration of lesson plans</li> <li>b. To fill in documents</li> </ul> </li> <li>• To get involved with the current educational system.</li> <li>• EFL teachers consider themselves as unconnected teachers to SEP.</li> </ul> <p>Coordinator B and Coordinator C</p> <ul style="list-style-type: none"> <li>• Promoting a proactive attitude</li> </ul>	<p>schools</p> <p>Coordinator A</p> <ul style="list-style-type: none"> <li>• Level of language proficiency</li> <li>• Vocation</li> <li>• Academic training</li> <li>• Implementation of teaching methodology and pedagogy</li> <li>• Soft skills</li> </ul> <p>Coordinator B</p>

- EFL teachers are not participative
- To come to an agreement with EFL teachers
- Students do not agree with the level they were settled.

Coordinator C

- Socio-emotional skills in EFL teachers
- To get involved with the institution.
- To show empathy for students

In the section of similarities, coordinator A and Coordinator B mentioned the type of difficulties they faced with their EFL teachers. First, they said that EFL teachers were not familiar with the administrative area. This aspect implied the creation of lesson plans based on the institutional requirements and SEP program. Filling documents was an important aspect to be considered in the administrative area, as well. Secondly, coordinators mentioned that getting involved with the current educational system is meaningful for EFL teachers' profiles. Coordinators said that there is an evident lack of knowledge of new trends in learning-teaching methodologies that are implemented in the Mexican educational system. These last observations are remarkable because according to coordinators the EFL teachers considered by themselves that they were not part of SEP. Therefore, they think there is no obligation to consider what SEP demands regarding the subject. In the case of coordinators B and C, they mentioned that EFL teachers did not possess an active behavior, which means that they did not participate actively in some scholar activities, or there were no innovative proposals to be implemented in the EFL classes.

In relation to the differences, the three coordinators mentioned the difficulties they faced particularly. Coordinator A claimed that EFL teachers presented difficulties with their language skills because most of them had a low language level proficiency. Consequently, the coordinator A mentioned that some adjustments should be made in relation to the curriculum at the university. It is important to remark the relevance of teaching pedagogy in the classes, and the application of

teaching methodologies as well, by emphasizing the praxis instead of the theoretical content. Finally, the coordinator said that some attitudes had been observed in EFL teachers in relation to the development of soft skills. It is considered that skills such as critical thinking, leadership, and 21time management were not present in EFL teachers' performance.

In the case of Coordinator B, it is said that not having a mutual agreement with the teacher in relation to what the school offers was a problem. Sometimes the school did not offer what teachers expected to receive; therefore, the process of hiring cannot be completed. In this case, the coordinator expressed that this aspect may be improved. On the other hand, the coordinator mentioned they have a problem related to the students and teachers, due to students did not agree with the decision their EFL teachers made to settle them in a specific level. Therefore, many times students talked to the coordinator about this inconformity. Finally, Coordinator C mentioned aspects related to empathy. This coordinator expressed that socioemotional skills in EFL teachers were not present. Consequently, the interaction with students seemed to have a lack of empathy. The coordinator expressed that EFL teachers did not get involved with the institution because they did not participate actively in activities that had been designed by the school. This chart presents the impact that Covid-19 had in education. In this scenario, specifically in EFL teachers' performances and profiles.

**Table 12.** Impact of COVID-19 on EFL teachers' profiles

**Similarities**

There are no similar answers regarding this topic.

**Differences**

Coordinator A

- Less professional training
- Ss have different behaviors.
- Generational changes (Crystal generation)

Coordinator B

- Difficulties to be adapted to hybrid modality.

Coordinator C

- There is no special impact.

For this section, all the coordinators expressed different points of view about the impact of Covid-19 in EFL teachers' performances and profiles. Coordinator A mainly focused on aspects related to the profiles of EFL teachers. It was mentioned that EFL teachers show a less professional training, their skills in front of the class are not the best. In addition, the term "Crystal generation" appeared during the interview because of the EFL teachers' behaviors. The coordinator considered that new generations of teachers are less resilient than others. Also, they get stressed easily and consider that working as teachers is too demanding. As a consequence, their health is easily and negatively impacted.

Coordinator B told her experiences while the school implemented a hybrid method. She explained that EFL teachers faced many difficulties with the method. The organization and the implementation of different teaching techniques were a big challenge that EFL teachers had to solve. Finally, the Coordinator C considered that all teachers from all educational areas dealt with many challenges during the pandemic. Consequently, EFL teachers did not have a particular impact in their teaching-learning methodology.

#### **4.3 Results – Students' experiences and expectations**

This chart describes the previous experiences that the participants had before being in high school level.

**Table 13.** Previous experiences with the language in students from high school level

<b>Similarities</b>	<b>Differences</b>
<p>Student A and Student B</p> <ul style="list-style-type: none"> <li>• Meaningful experiences</li> <li>• Good EFL teachers</li> </ul>	<p>Student C</p> <ul style="list-style-type: none"> <li>• Not so meaningful experiences</li> <li>• Lack of commitment from EFL teachers'</li> </ul>

This chart describes the experiences that three students had with the English class in the past. According to the student A and the student B, they had good experiences because their language skills were developed meaningfully. Also, they mentioned that their EFL teachers were a big influence in reaching a high level of English language proficiency. The students considered that having “good teachers” contributed to their learning processes through the implementation of different strategies. On the other hand, student C mentioned that her previous experiences with the language were not so meaningful and good. She referred to the lack of professionalism by her English teachers, who did not arrive at their classes frequently. Consequently, she did not have the opportunity to learn the language properly. This chart shows the recent experiences that the participants have had during their stay in high school.

**Table 14.** Current experiences with the language in students from high school level

<b>Similarities</b>	<b>Differences</b>
<p>Student A, student B, and Student C</p> <ul style="list-style-type: none"> <li>• Positive experiences regarding the language.</li> <li>• Their EFL teachers apply a huge variety of techniques to teach.</li> <li>• The EFL teachers possess a friendly and open attitude to answer their students' questions.</li> </ul> <p>Student A and student B</p> <ul style="list-style-type: none"> <li>• The classes are too easy.</li> </ul>	<p>Student A</p> <ul style="list-style-type: none"> <li>• Listening and speaking skills seem not to be relevant.</li> </ul> <p>Student B</p> <ul style="list-style-type: none"> <li>• Some EFL teachers do not have an extent vocabulary.</li> </ul> <p>Student C</p> <ul style="list-style-type: none"> <li>• Vocation is visible during the EFL teachers' performance.</li> </ul>

- Too much time working with the book.
- There is a high relevance to only teaching grammar.
- Lack of practice with the language.
- A sense of stagnation (*estancamiento*) regarding their language level proficiency.

The three students shared similar experiences regarding their current EFL classes, the participants considered that most of their experiences have been positive. They mentioned that their teachers applied a huge variety of techniques and strategies to make them learn the language. Also, the teachers' attitudes have been highlighted as friendly and open, which had a positive effect in the students' perception. Even though the students pointed out positive aspects about their EFL teachers, student A and student B described some situations that have been part of their language learning process. First, they mentioned that their classes are too easy for them, and there is a special hurry to complete all the activities from the books. Secondly, the classes are mainly focused on teaching grammar, as a result, there is a lack of practice of the language. Thirdly, these students considered that they do not perceive any kind of improvement in their level of language proficiency. Both students are placed in intermediate levels. However, they do not have any kind of evidence that makes them sure that their progress with the language is increasing. They considered they are in stuck.

In the case of the differences, student A considered that listening and speaking skills are not worked in his recent EFL classes. This assumption reinforced the previous comment, which said that the classes are highly focused on teaching grammar. The student B mentioned that EFL teachers have a restricted range of vocabulary. Also, teachers do not seem to be interested in other areas of knowledge and entertainment. In the case of student C, it was mentioned that her

current experience with the EFL has changed because compromise and vocation are visible characteristics of EFL teachers in high school level. This chart presents the expectations that students have in relation to their EFL teachers' characteristics and performance inside the classroom in high school level.

**Table 15.** Expectations regarding EFL teachers in high school level

<b>Similarities</b>	<b>Differences</b>
<p>Student A, Student B, and Student C</p> <ul style="list-style-type: none"> <li>• Development of speaking skills</li> <li>• Complement the classes with other type of materials and topics.</li> <li>• Give importance to writing skill</li> </ul> <p>Student A and Student B</p> <ul style="list-style-type: none"> <li>• Solve questions</li> <li>• Teach new vocabulary</li> <li>• Learning about other topics.</li> <li>• Constant feedback about ss progress.</li> </ul> <p>Student B and C</p> <ul style="list-style-type: none"> <li>• Teaching with a meaningful purpose</li> </ul>	<p>Student A</p> <ul style="list-style-type: none"> <li>• Explain details of the language</li> </ul> <p>Student B</p> <ul style="list-style-type: none"> <li>• Applying pedagogical strategies to correct students.</li> </ul> <p>Student C</p> <ul style="list-style-type: none"> <li>• A high domain of the language</li> <li>• Vocation</li> </ul>

In the section of similarities, the participants expressed that developing speaking skills is extremely important when they learn English. Also, they mentioned that the other skills, (writing), need to be considered because they are not properly implemented in the classes. Furthermore, the three students considered that the EFL classes may be complemented with different materials because the books were the only resource to learn, and these books did not cover their needs.

Students A and B had more similar opinions about what they expected from their teachers. They considered that EFL teachers should answer deeper questions about the use of language. Also, these students expressed that learning new and different vocabulary is necessary because it implies talking about other types of topics in their EFL classes. However, they have perceived limitations

in their EFL teachers to cover these needs. It is because their teachers have not been able to answer their questions about vocabulary, or they have shown little domain in other areas that are not related to teaching English.

On the other hand, these two students A and B would like to receive constant and objective feedback about their progress with their language proficiency level. They perceived a lack of improvement in their learning because EFL teachers and their institutions do not have objective instruments to provide feedback or support that they were assigned into a specific level of the language. This comment reinforced what students mentioned previously about their sense of stagnation.

Concerning students B and C, they mentioned that EFL classes should be taught by following a meaningful purpose. These students based this comment because their EFL teachers were mainly focused on covering the program, while many questions and difficulties regarding the language were not clarified. Consequently, the students lost the real objective of what they were learning. Finally, another expectation for these students was about the meaningful use of the language. They would like to be able to apply the language in real contexts like having a conversation with their cousins who are from the USA.

In the section of differences, student A had expectations about learning details of the language. He expressed that he wanted to have a deeper learning of the language in all aspects such as grammar rules, vocabulary, expressions, and listening skills. This student mentioned that he would like to have tips that complement his learning in regular schools. Student's B expectation is about EFL teachers' strategies to correct their students when they are practicing their speaking skills. This student did not agree about the way EFL teachers provide feedback about the development of the skills because ss have felt frustrated and daunted with their teachers'

procedures. The expectations for student C about her EFL teachers are focused on vocation and a high level of domain of the language. The participant considered that EFL teachers should be perceived as professionals who are really involved in their area of expertise, and they enjoy what they do. This chart presents the improvements that ss consider should be done in their English classes in high school level.

#### **4.4 Improvements in the EFL teaching-learning process in high-school level**

The three students mentioned that their EFL classes most of the time were focused on filling the English books. The participants have perceived that EFL teachers were worried and hurried about working with the book. In consequence, the classes turned into boring and non-relevant experiences. Therefore, the main improvement that was remarked is to moderate the use of the language book during the classes and include a variety of resources to change the dynamic of the teaching practice. This chart presents the students' impressions about the way their learning process and practice were influenced by the pandemic COVID-19.

#### **4.5 Impact of COVID in high-school students from private schools in their learning practice**

The results showed different answers. Student A mentioned that there was a setback in his learning, but it was mentioned that in those days there was a transition from junior high-school to high-school. Therefore, the student believed that it was not possible to identify if the setback was directly related to the pandemic or the changes he was facing because of the transition. The student B explained that there was a development of autodidactic skills. The student had to use more and different resources to complement the EFL classes. Finally, Student C considered that there was a setback in her learning process during the pandemic because she forgot knowledge she had, and

the class did not seem to be important. However, when face-to-face classes came back, the student perceived an improvement in her learning.

#### 4.6 Results – Teachers’ experiences and expectations

This chart tackles the current situation regarding teaching and learning EFL in Mexican high school, this analysis is based on the EFL teachers’ experiences in private schools.

**Table 16.** Current situation of EFL teaching at high school level in the Mexican education system

##### Similarities

Teacher A, Teacher B and Teacher C

- Learning English is relevant
- The programs to teach English are not the proper ones for the country
- Many limitations to teach the language

Teacher A and Teacher C

- There are no meaningful differences between public and private education.

##### Differences

Teacher A

- Lack of time to teach the language
- High number of students per group
- Difficulties to reach higher levels of language proficiency

Teacher C

- The teaching skills seem not to be the adequate in EFL teachers.

The three EFL teachers agreed about certain aspects that describe the current situation of teaching and learning English in Mexican high schools. First, the teachers mentioned that learning English is important because students may obtain many benefits by domaining the language in professional and personal areas. However, at the same time, the teachers recognized that there are many limitations to provide a different experience with the language. It is because they considered the established program is not the proper one to teach the language, due to it is decontextualized from the real situation of students, the sequence of the contents is repetitive and the objectives to be developed are difficult to reach. The impact of these practices generates tedium in students’ attitudes. Finally, Teacher A and Teacher C expressed that public and private schools had

differences in teaching English, but these differences are not visible and meaningful enough to guarantee improvements or big changes.

Regarding the differences, teacher A added that other difficulties to teach and learn English are linked to the big number of students that are in each classroom. Also, he mentioned that the number of hours is not enough to cover the program and the extra activities that are required by the institutions. On the other hand, teacher C focused on the profile that teachers should have to be EFL teachers. He considered that the skills need to be different from the other subjects, but many times this aspect is not considered in the educational system. Consequently, EFL are not optimized and taught properly.

#### **4.7 Improvements on the language teaching process at high school level in Mexican private institutions according to EFL teachers**

According to the EFL teachers, the program that was proposed by SEP is not the appropriate to teach English. This program lacks coherence because it offers repetitive and poor contents, but its expectations are too high. This chart describes the impact that the academic training has in EFL teachers, and the way this training influences their teaching practice inside the classrooms in high school level.

**Table 17.** Academic training to be an EFL teacher in high school and its relevance

<b>Similarities</b>	<b>Differences</b>
Teacher A, teacher B and teacher C <ul style="list-style-type: none"> <li>• Receiving training to be an EFL teacher is crucial.</li> <li>• Pedagogical skills are important to be developed.</li> </ul>	Teacher A <ul style="list-style-type: none"> <li>• The influence of other teachers is meaningful.</li> <li>• The essence of an EFL teacher makes the difference.</li> </ul>

- EFL teachers should identify that all levels have specific characteristics and needs.

Teacher A and Teacher B

- The teaching practice (experience) has a vital role to improve as EFL teachers.
- Continuing education is crucial.

- It is importance to know what teaching implies.

Teacher B

- There is a lack of receiving a general panorama about the profession.

Teacher C

- Receiving specific training in high school level is vital.

According to the similarities, the three participants mentioned that they received academic training to become EFL teachers, all of them studied in universities where they professionalized in this area. Based on this academical experience, they recognized the relevance of the skills they acquired in their training such as the application of different methodologies to teach the language, morphosyntactic knowledge about the language, and the creation of didactic material. Furthermore, the teachers considered that getting knowledge about Pedagogy was a benefit they acquired. Finally, the participants mentioned that their academical training provided the general basis to teach in high school levels. They clarified that the curricula included a general review about how to teach in all levels from kinder garden to adults.

In the same section of similarities, Teacher A and Teacher C recognized the contribution of their academical training to develop their skills as EFL teachers. However, they also mentioned their experience inside the classroom as a meaningful resource of knowledge, praxis and understanding of high school students. Furthermore, these participants agreed in the importance of their continuing education in this teaching area.

About the differences, teacher A added that the influence of motivated teachers was relevant in his training as EFL teacher. According to this participant, this type of teachers showed the real essence of being an EFL teacher, also they presented the reality of teaching, as a profession

that implied working inside and outside the classroom. On the other hand, teacher B considered that there was a lack of information about what should be expected in the teaching area. This participant mentioned that what he faced in the real world had not been taught at school. To finish, teacher C explained that having a deeper and constant training in teaching in high school levels was very important because learning never ends. Also, this participant mentioned that there are specific certifications related to teaching in high school level, and the positive impact they have in improving teachers' profiles. The following chart covers those pedagogical and psychological characteristics that EFL teachers consider they should possess to teach in high school level.

**Table 18.** Pedagogical and psychosocial characteristics that EFL teachers should have to teach in high school level

<b>Similarities</b>	<b>Differences</b>
Teachers A, B and C <ul style="list-style-type: none"> <li>• Understanding the characteristics that teenagers possess</li> </ul>	Teacher C <ul style="list-style-type: none"> <li>• To find a balance between demand and manners to interact with the students.</li> </ul>
Teachers A and C <ul style="list-style-type: none"> <li>• To show empathy for students' contexts</li> <li>• Accompanying students through their learning experience.</li> <li>• Transcending in students' learning experience is an objective.</li> </ul>	

In the section of similarities, the three EFL teachers shared the same opinion about one characteristic that they should possess to teach in high school level. They mentioned that it was very important to identify and understand the characteristics that teenagers have at this age. When teachers are able to see this aspect, they may establish a connection with their students. Teacher A and teacher C went deeper in their answers, for them when EFL teachers really understood their students' context based on their age, physiological, psychological, and social aspects, it was

possible to generate empathy. Later, this empathy allowed teachers and students to have a guided learning, in which motivation, correct answers and mistakes have the same positive value. Finally, this two EFL teachers mentioned that transcending in their students' lives is one of their objectives. For them their lessons went beyond only teaching in the academical field, the school became life lesson.

**Table 19.** Teachers' perceptions about their students' attitudes to their EFL classes in high school level

**Differences**

Teacher A	Teacher B	Teacher C
<ul style="list-style-type: none"> <li>Students' attitudes change through time</li> </ul>	<ul style="list-style-type: none"> <li>Positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>The interest in learning is low.</li> </ul>

Regarding the differences, Teacher C expressed that it was necessary to find and keep a balance between being a demanding teacher and the way EFL teachers treated their students. This chart presents the students' attitudes regarding their EFL classes according to their EFL teachers.

Based on this chart, it is possible to see that the three teachers had different answers. For Teacher A the students' attitudes changed over the time. According to his experience, first grader students had an offensive attitude to learn, they perceived themselves as students with language difficulties because their previous experiences were not the best. After some months, students started changing their idea about the class, and they finally decided to get involved in their EFL lessons. In the case of teacher B, the participant mentioned that most of the students had a positive attitude to learn English, and they got involved with the classes easily. On the other hand, Teacher C mentioned that generalizing is not appropriate; however, most of his students did not have a big

interest in the English class. The participant attributed this attitude to the students' age and all the physical and psychological effects that are caused by this factor. This chart shows the impact of COVID-19 pandemic in the teaching-learning process in high school level based on EFL teachers' experience.

**Table 20.** The impact of COVID-19 pandemic in the EFL teaching-learning process in high school level according to EFL teachers

### **Similarities**

Teacher A, Teacher B, Teacher C

- The use of technology became permanent.
- Digital and technological resources were truly applied.

Teacher A and B

- Students' interactions changed.

According to EFL teachers there was a meaningful change in EFL teaching after pandemics. They mentioned that the use of technology became a permanent tool to teach and learn inside and outside the classroom. Due to, they continued implementing technology in the classes like the use of platforms, apps or websites. Also, teachers considered that even though these resources existed before; the pandemic forced them to truly apply these tools and other methodologies to teach on-line. In addition, Teacher A and Teacher B considered that students' attitudes and behaviors were affected. For example, students are less sociable, they do not like to work in teams. In other cases, some students show little resilience when they are scolded by their teachers.

**Table 21.** Labor situation of EFL teachers at high school level in private schools according to EFL teachers

<b>Similarities</b>	<b>Differences</b>
Teacher A, Teacher B and Teacher C <ul style="list-style-type: none"> <li>• Many offers to work, but low salaries</li> <li>• Unappreciated profession</li> </ul>	Teacher A <ul style="list-style-type: none"> <li>• Forced to work under appropriate circumstances related to the language teaching</li> </ul> Teacher B <ul style="list-style-type: none"> <li>• Lack of motivation</li> <li>• The subject seems not to be relevant</li> </ul> Teacher C <ul style="list-style-type: none"> <li>• Inappropriate teaching practices</li> <li>• Inequality between Native Speaker (NS) and Non-native speaker (NND) Teachers.</li> </ul>

The results show that the three teachers perceived their work as teachers (in general) as an unappreciated profession, they mentioned the concept of Education as the one that is devaluated. Also, they mentioned that the low salaries were a problem, even though there were many labor offers. Regarding the differences, Teacher A mentioned that teaching English may be a challenging practice because the circumstances were not the appropriate to facilitate its teaching. In the case of Teacher C, the lack of motivation was a difficulty for EFL teachers because of the low salaries.

In addition, this teacher considered that English subject was not a real priority in certain institutions. Finally, Teacher C that schools promoted inappropriate teaching practices like EFL teachers who might have a low domain of the language. Also, this teacher added that there was an evident inequality between NS and NNS teachers, who had problems to be hired because of this condition. This chart describes the expectations that EFL teachers have in relation to their workplaces.

**Table 22.** EFL teachers' expectations regarding their workplaces in high school level

**Similarities**

Teacher A, Teacher B and Teacher C

- Being treated with humanity
- Respect their time
- Salaries according to their duties
- Support from their bosses
- Improvement of technological tools
- More freedom to teach
- Provide support to their continuing education
- To receive continuing education according to their needs and field

Teacher A and Teacher B

- The English class needs its own space.

**Differences**

Teacher A

- Time given to the EFL lessons needs to increase.

Teacher B

- Having Professional growing

Teacher C

- Alignment of objectives

In the section of similarities, the three teachers set a list of the expectations they would like to be reached in their current workplaces. However, it is important to mention that some answers were given based on their previous and current experiences. Firstly, they would like to be treated with humanity, it means with respect and empathy. Also, it implies that institutions should respect their free time outside the school. In this answer, Teacher C clarified that after the pandemic, the abuse of power and excessive work are not accepted these days. They demanded salaries according to the type and quantity of duties they were given. They mentioned that working in other places had been a temporary solution to increase their incomes, but it affected their performance in their classes meaningfully. Secondly, teachers expressed they would like to have their superiors' support. For them, coordinators and/or principals must get involved in EFL teachers' work by providing

feedback or opinions that may enrich their performances. Furthermore, this involvement should include showing interest in the characteristics of the EFL instruction process.

Thirdly, the EFL teachers mentioned that institutions did not cover their needs regarding technological tools. Teachers tried to implement other resources to give their classes, but elements such as wi-fi, projectors, materials were not provided by schools or the quality was not the best. In this same field, teachers considered that the English class should be taught freely, due to its characteristics and purposes cannot follow what the traditional educational system demands. This statement was reinforced by Teacher A and Teacher B when they expressed their disagreement of following what SEP had established.

Finally, in relation to continuing education, teachers recognized the importance of their professional growing; however, many times it was not possible to be part of courses, diplomados, etc. because the costs were not affordable. On the other hand, they recognized that their institutions provided courses, but the contents were not relevant or meaningful to improve their professional profiles. Consequently, their expectation was about receiving economical support to pay for their courses, or that the schools provide courses that were focused on the EFL teaching field.

Regarding the differences, Teacher A added as one of his expectations to increase the number of hours to teach English in order to improve the language proficiency level. For Teacher B, the expectation was focused on having professional growth inside institutions, due to EFL teachers are delimited to teach only English when their profiles cover other subjects. In the case of teacher C, it was mentioned that there should be an alignment of objectives between what the institutions expect from teachers and what teachers expect from institutions.

#### 4.8 Analysis of Questionnaires

This section presents the results of the questionnaires that were applied to the participants; the data was classified into charts, which are presented in the section of appendix. This questionnaire was divided into three fields: Language Domain, Pedagogical Knowledge and Socio-Affective Skills. The participants labeled a list of characteristics that were given in each section. The most meaningful results are presented below.

#### 4.9 Analysis of answers

The analysis of the questionnaires presents the way the statements were labeled by coordinators, students and EFL teachers in three different sections. Each section pretended to collect data about aspects such as Domain of the Language, Pedagogical Knowledge and Socio-affective Skills. The analysis of the most meaningful results is presented below.

##### 4.9.1 Analysis of the section: Domain of the Language

The results presented that for most of the participants abilities like *Understand spoken English well, write English well, read English well and pronounce English well* were not the most important characteristics of an Effective English teacher. Also, EFL teachers were the ones who ranked these aspects in the lowest positions. In addition, to **Possess Intercultural Skills** regarding the English language was the less relevant characteristic for all the participants. In relation to the category *have a high level of proficiency with English vocabulary, be fully conversant with English grammar, and Have certifications that prove their language proficiency level* showed a variety of answers, for some participants these aspects were highly important, for others have a medium level of relevance. Finally, the most meaningful result from this chart is the one related to *Continuing Training*. For coordinators and students, it was not an important characteristic, while the EFL

teachers ranked this aspect as one of the most important that needed to be part of an effective EFL teacher.

#### **4.9.2 Analysis of the section: Pedagogical Knowledge**

The variety of the answers was meaningful in almost all the characteristics. However, some aspects had a relevant implication to be considered. First, about the characteristic of *How to Learn English Outside the Classroom* was ranked in the lowest place of the list by most of the participants. On the other hand, according to the students the category *Teach English in English* was an important characteristic that EFL teachers need to have in order to be considered as effective. But teachers and coordinators did not consider this characteristic as a priority.

In the case of the categories: *Provide opportunities to use English through meaningful activities* and *Provide activities that catch students' interest in learning language* appeared as the main characteristics by most of the participants. Finally, coordinators ranked in a lower position *the Incorporation in the Class of the Material provided by the institution* (books, platforms).

#### **4.9.3 Analysis of the section: Socio-affective skills**

The results showed the following categories: *Interaction between the teachers and students, being friendly and have a good sense of humor* were the less important by the participants. While *Help students' self-confidence in learning English, Arise students' motivation for learning English and Have interest in students (remember their names) and students' learning* were the most important characteristics that effective EFL teachers should have according to the participants.

#### **4.10 Discussion of results**

According to the results, it is possible to know in depth the current situation of EFL teaching instruction in Mexican private high schools. The coordinators and EFL teachers, who were participants in this project, have understood that learning English as a foreign language is part of the scholar curricula to cover the demands of international policies, which are the consequences

of Globalization. Furthermore, they remarked that learning the language brings professional and personal achievements. For this last statement, Borjian and Padilla (2010) quoted in Borgian (2015) have presented in their research on Mexican Teachers of English that the global economy is forcing Mexicans to learn English to get better job opportunities.

Even though EFL instruction has been implemented as mandatory in the educational Mexican system, there have been many problems to guarantee success in its implementation. The participants agreed with the low language proficiency levels reached at the end of the scholar life. In the last ranking made by the English Proficiency Index, which evaluated 111 Latin-American countries where English is not officially spoken, Mexico was settled in 88th place. This phenomenon represents tensions between the participants' points of view to explain the causes of the failure. While coordinators identified EFL teachers' performance and teaching methodologies as the responsible ones, EFL teachers directly pointed out SEP and the institutions' programs.

Borgian (2015) argues that EFL teachers are limited because their levels of language proficiency are poor; therefore, teaching more complex communicative aspects of the language is difficult. He also attributes this scarcity to the given training at the university. Based on the answers given by one coordinator, EFL teachers have presented difficulties in reaching a didactic transposition inside the classroom, and one teacher supports the assumption that EFL teachers do not possess the proper skills to teach the language. Furthermore, the students have argued that they perceive limitations in their EFL teachers' sub-skills like vocabulary or the ability to talk about various topics. In addition, two students, who have high levels of language proficiency, considered that their language skills have not improved since a long time ago.

On the other hand, EFL teachers attribute the lack of success of the classes to the educational policies that SEP imposes and the kind of adaptations that institutions make. They considered that the programs do not correspond to the real Mexican educational context because they are repetitive, and the goals are difficult to reach. Ramírez and Vargas (2019) explained the status of the different EFL instruction programs that have been implemented in the country, which seem to be the product of political interests, the projects are not linked to social needs, there is a lack of serious systematic evaluations of programs and a lack of implementation of official and permanent educational policies in EFL instruction.

After understanding the challenges that EFL instruction involves, the stakeholders of this study demand certain improvements to overcome the situation of EFL teaching. Current educational reforms demand to equip students with problem-solving, communicative, and reflective thinking skills. Consequently, EFL teachers must acquire new theoretical and pedagogical knowledge to promote meaningful learning. Yucedag and Sevik (2021) emphasize that professional development is a crucial element in improving teaching practice and increasing students' achievements. The participant coordinators agreed with the proposal that EFL teachers need to change the perspective of EFL instructions as an enabling subject, one in which students may develop skills to prove their achievements concerning their language level proficiency. Furthermore, the results showed that the applied methodologies to teach the language do not seem to be the appropriate ones. Behroozi and Amoozegar (2014) mention in their research that the approaches used to teach the language need to be reassessed because students are unable to speak the language after years of EFL instruction, this is the result of teaching grammar as the main focus of the classes.

The students considered that the materials used for the class should vary due to, textbooks are the main resource in EFL instruction. Akbari (2015) expresses that ELT books are used as teachers' main guidelines and syllabus, and their contents are the basis for evaluating students formatively and summatively. On the other hand, Augusto-Navarro (2015) confirms that teaching materials are fundamental in language learning and teaching because they increase the possibility of covering students' wants and needs. Another relevant issue is questioning about textbooks and their lack of contextualization of learners' environments, the reductionism of cultural aspects, and speaking patterns. Ramirez and Vargas (2019) mentioned that EFL textbooks are not adapted to Mexican students.

Concerning EFL teachers' suggestions, they agreed that improvements need to be made in the programs that are established to teach the subject and the way principals and coordinators apply them in their institutions. This assumption only reinforces what teachers mentioned previously about the current situation of EFL instruction in the country. The teachers are expected to teach a specific curriculum, a body of knowledge and skills in which their students would not normally encounter in their out-of-school lives. There is not a series of highly interrelated and progressive step-by-step processes of language learning and teaching that are connected like a chain, starting from elementary, pre-intermediate, intermediate, and upper-intermediate moving to advanced levels. These stages are not clearly and exactly defined. (Akbari, 2015)

Furthermore, the results of the questionnaire reinforced the coordinators' points of view about improving EFL teachers' performance and profile. The domain of language skills was ranked in the highest levels of importance, while for EFL teachers the language skills were not in the first places of the list. Even though, it is mentioned that EFL teachers need to improve their language and teaching skills. The results of the questionnaires showed tensions about what are the most

important skills to possess, for all the participants the language skills were ranked in different levels of importance.

Each academic level has its own challenges and needs, these aspects will be highly influenced by economic, and social contexts, and students' profiles. As a result, EFL teachers should possess a set of characteristics that allow them to overcome the challenges and reach the objectives. Bell (2005) quoted in Altheyab (2023) argues that effective EFL teachers imply complexity. According to Alzubi (2022), research about effective EFL teachers has found a variety of qualities that are necessary to possess. The qualities belong to different categories such as teaching methodologies, language knowledge, socio-affective and communicative skills, and personality. In this project, there is a meaningful difference between what participants considered as relevant characteristics. Coordinators reinforce the assumptions that effective EFL teachers' skills should mainly be focused on their performance inside the classroom, their adaptability to the institutional requirements, their years of experience at the high school level, and their language skills that are measured by presenting the results of their certifications.

However, teachers considered the most relevant characteristics of effective EFL teachers in high school: the understanding of their students' age, and its implications, feeling empathy for their students' contexts, and the establishment of effective links that allow them to follow their students' knowledge. Furthermore, two teachers believe that transcending in their students' learning experience is an objective. Hargreaves (2001) explains that emotional understanding is the ability to understand the experiences of others. Ramírez (2023) defines emotional understanding in the educational field as the ability that teachers may have to comprehend how and why people, who surround their professional lives, live in certain ways. Consequently, he holds that emotional understanding has a vital role in the teaching-learning process because it allows

teachers to understand how their students feel to understand how they feel about their own learning process.

In previous paragraphs, the characteristics that effective EFL teachers should possess were mentioned. However, in the following paragraphs, the expectations that coordinators and students from this study have regarding their EFL teachers' performance will be presented. Altheyab (2023) explains that effective teaching is vital for learning improvement and educational systems. To guarantee effective teaching is necessary to have well-trained teachers who generate a meaningful impact on students' learning. The expectations that coordinators and students have regarding their EFL teachers are mainly settled in their performance inside the classroom, where students should be at the center of the learning process. Motivating students, generating and promoting meaningful learning experiences are the objectives that are expected to be reached. Motivation is an important element in learning a second or foreign language, its impact has a big influence on learning success for students. (Ushioda, 2013)

Based on the participants' answers, motivation plays an important role in the classroom. In addition, the questionnaires support this statement, 6 out of 9 participants ranked in the first levels the following aspects: a) effective EFL teachers provide opportunities to use English through meaningful activities and b) provide activities that arouse students' interest in learning English. However, motivating students has become a challenge for EFL teachers. The results showed that some students resist learning the language and others always have a low interest in learning. According to Abdalla and the results of his research about the Impact of Demotivation on Interactive Learning Situations at EFL Classroom Contexts (2022), even though many efforts have been made and different techniques have been applied, demotivators still represent a big challenge

for teachers. Their impact affects EFL teachers' motivation, EFL classroom group dynamics, and classroom learning process.

To finish, coordinators strongly agreed with the idea that institutions, where future EFL teachers are trained, should include in their curricula subjects related to the administrative field and the Mexican educational system. The lack of preparation in these areas results in constant disagreements between EFL teachers and coordinators. Flores-Flores (2021) defines administration firstly, as a schematized social practice, which means that hierarchies are properly defined. Secondly, it has the intention of optimizing human, technological, and material resources. Thirdly, administration considers actions such as planning, organizing, controlling, and managing. Finally, its main objective is to reach the objectives and institutional goals.

On the other hand, this study pretended to know the expectations that EFL teachers have about their workplaces. Based on the results, EFL teachers' expectations are classified into three main areas: 1. Labor conditions 2. Development of teaching practice and 3. Continuous training.

Concerning labor conditions, EFL teachers demand better salaries, respect for their free time, and receive humane treatment. In the last analysis made by the *Instituto Mexicano para la Competitividad* (IMCO) 2023, teachers have low salaries by receiving \$10, 560 monthly; a salary that represents a lower income (17%) in comparison to other professions in Mexico. Added to this situation, some investigators have included the lack of employment security and perks as other worries that teachers face, also this fact is the consequence of offering part-time jobs. This study contradicts the perception coordinators have about the wide range of opportunities to get a well-paid job as EFL teachers.

Regarding the respect for their free time and being treated with humanity are the result of work dynamics during the pandemic. EFL teachers experienced stress and excess work, their free time was not respected, and a teacher suffered bad treatment from superiors. Huy and Thanh (2023) declare that confusion, disorientation, and stress were states of mind that many teachers experienced during the pandemic. Baker et al. (2021) hold that teachers' well-being was negatively impacted by the lack of familiarity with online teaching, the changing approaches, documenting work, and attending meetings that were required by administrators. Consequently, teachers started prioritizing their mental health and free time after this global event.

In the case of the development of teaching practice, Medina (2019) explains that teaching practices tend to be isolated activities, in which monitoring and supervising become difficult processes to be implemented. The results of the study affirm this assumption because EFL teachers demand their coordinators' support through constant monitoring and feedback on their performance inside the classroom. Furthermore, EFL teachers mentioned that their practice needs to be perceived from a different perspective by accepting that the subject has its own characteristics.

The last remarkable expectation concerns their continuous training. EFL teachers expressed in their interviews that they would like to be supported by their institutions to receive courses and training according to their needs and their field of expertise. Alberteris and Rodriguez (2022) argue that the continuous professionalization of FL teachers is a process that pretends to be a constant improvement, it allows the revision and renovation of the formative projects to be aligned with the context and the circumstances, also teachers consider their weaknesses and strengths as part of it. However, this aspect reflects a meaningful tension between EFL teachers and coordinators. In the questionnaires, teachers ranked the category: "Being in constant training" in the first place, but coordinators ranked this category in the last place.

One of the global events that had an impact in all aspects of life was COVID-19 outbreak. Tümen et al. argue that the COVID-19 pandemic expanded quickly around the world, and all aspects of life were affected including education. Private and public schools and universities around the world had to turn to the use of technology (Kelesoglu & Yetkiner, 2022). This transition brought different experiences and challenges for all the participants in the learning-teaching process. In this project, some tensions have appeared regarding how coordinators, EFL teachers, and students perceived the influence of this global situation on their performances.

Coordinators had different points of view. According to two coordinators EFL teachers' profiles, teaching practices, and teachers' adaptive skills were highly influenced negatively by the pandemic, another coordinator mentioned that the pandemic did not have any impact on EFL teaching practice. However, for EFL teachers the pandemic had a meaningful influence on their professional and personal lives. In particular, the EFL teachers in this study mentioned that digital, and technological resources were truly applied. Tümen et. al. (2022) claimed that the pandemic brought many barriers and challenges for teachers and students because some of them were not competent enough with technological tools, access to the Internet was limited, and teaching efficiency was affected.

Finally, for students the impact of COVID was different. Two of the students believe that their language skills did not improve, on the contrary, they faced difficulties in learning and perceived a setback. The other student developed autodidactic skills to complement the classes. On the other hand, changes in students' pattern interactions were perceived by teachers, who mentioned that during face-to-face lessons there are difficulties with general social interaction and teamwork skills. Some investigations about the impact of online learning on students have revealed that it limits interaction with others, and learning becomes an isolated practice. Thus, students feel

disconnected with their teachers, classmates, and the course content (Alawamleh et al. 2020; Tümen et al. 2021). It is possible to say that these consequences are still present in students' attitudes.

#### **4.10 Conclusion**

This chapter has presented the results and the analysis of collected data of three coordinators and three students from three different private high schools regarding the expectations they have about their EFL teachers' performance inside the classroom. Furthermore, EFL teachers were another source of data, they expressed the expectations they have from their workplaces. All the results were analyzed to create categories for their interpretation. Differences and similarities were established to have a better understanding of the situations, experiences, and points of views of all the participants.

The analysis shows meaningful results in their similarities, but what is even more relevant are the tensions between EFL teachers and coordinators about the EFL teaching practice. Each group has its own perception of what EFL teaching is and how it should be carried out in the classroom. Also, universities, where future EFL teachers are trained, plays a crucial role in the current situation of their graduate students by making a deeper and objective review and assessment of their programs. In chapter 5, the conclusions of this study will be presented according to the analysis presented above. A more general discussion of the results is presented to provide a general scenario of the implications of the current investigation.

## **CHAPTER 5 CONCLUSIONS**

### **5.0 Introduction to the chapter**

This study aimed to identify the expectations that coordinators and students in high school level from private institutions have concerning the characteristics and performance of their EFL teachers. At the same time, the study pretended to identify EFL teachers' expectations regarding their workplaces. Firstly, this chapter provides a summary of the key findings. Secondly, the research questions are answered based on the analysis made in the previous chapter. Then, a summary of key findings and reflections is presented. Finally, the limitations of the study and the conclusions are drawn.

### **5.1 Summary of key findings**

The results show that there is a meaningful necessity for improving EFL teachers' language skills and their level of language proficiency. Many studies have revealed that EFL teachers have low levels of language proficiency. Therefore, it impacts negatively to provide students with the proper and best tools to develop their language skills, especially speaking and writing. Moreover, there is a demand for a review of the effectiveness of the teaching language methodologies, and it is suggested the implementation of Administration and Educational Management subjects in the university curricula.

At the same time, some tensions have been identified between coordinators and EFL teachers. The tensions cover aspects of EFL teaching practice, the labor conditions for teachers, the impact of COVID-19 on EFL teachers' lives and professional development, and the implications of being EFL teachers at the high school level.

### **5.2 Answering the Research Questions**

In this section, the answers to the Research Questions posed in Chapter 1 are answered based on the data obtained from the participants' replies to the instruments designed for this study.

### **5.2.1 RQ1 What are high school coordinators and employers' expectations towards the EFL teachers?**

The coordinators' expectations are focused on three specific areas. The first one concerns changing the way EFL teachers perceive the subject's objective, which should be focused on developing and/or improving speaking skills and providing meaningful learning experiences. Secondly, coordinators expect EFL teachers may improve their language skills and make a review of the applied methodologies to teach the language. Thirdly, it is expected that EFL teachers get involved in administrative processes and the most relevant aspects of the Mexican Educational System. The lack of contact with these two aspects generates that EFL teachers do not follow some institutional requirements. Finally, coordinators make a special call to institutions where future EFL teachers are trained, they express that these institutions are responsible for developing better language and teaching skills in their students and enriching their curriculum with subjects related to administrative areas and the Mexican educational system.

### **5.2.2 RQ 2 What are high school students' expectations towards their EFL teachers?**

Students' expectations are mainly focused on the use of extra and varied resources to learn the language. Also, students express that their EFL teachers should provide more meaningful learning experiences, and the development of speaking and writing skills needs to be considered as important to be taught in their classes. It is relevant to mention that two participants are settled in higher levels of language proficiency because their expectations may vary from those students who are in lower levels. Concerning these students, their observations are also related to their EFL

teachers' performance inside the classroom. Therefore, students demand EFL teachers who possess knowledge of a variety of topics and vocabulary. On the other hand, these same students expect from their EFL teachers and institutions more reliable evaluation instruments and constant feedback on their improvements regarding their language skills.

### **5.2.3 RQ3 What are the expectations that high school English language teachers have about their workplaces?**

EFL teachers' expectations lie in the improvement of their labor conditions. They demand the recognition of their work by guaranteeing salaries that correspond to the real demands that the profession requires. The support from coordinators to execute their work properly and constant monitoring of their work to receive feedback which allows them to improve their teaching practice. Besides, EFL teachers consider that continuous training plays an important role in their professional development. Therefore, they expect to receive support from their institutions by looking for agreements to get access to new forms of professionalization, or that institutions offer this training by focusing on EFL teachers' needs. The impact of COVID-19 on EFL teachers' lives was significant and as a result, teachers started demanding more respect for their free time and receiving better treatment from their employers. Additionally, EFL teachers' expectations concern to change the perspective of EFL teaching. Teachers mention that teaching a foreign language has its own process. Consequently, they expect to have more freedom to implement different strategies to teach the language.

### **5.2.4 RQ4 What is LEI's graduate profile and how does it impact on the hiring process in high school level?**

According to the EFL teachers, the training they received at university was crucial to setting the basis for teaching a foreign language. They highlighted the relevance of subjects like Pedagogy, and Teaching Language Methodologies. Also, they mentioned that they received a general scenario about how teaching is at different educational levels. However, they mentioned that most of their experience as EFL teachers was gained through their jobs.

### **5.3 Recommendations/ suggestions/ reflections for teachers-coordinators -students \***

Based on the results that this study has provided; it is possible to make some

suggestions:

1. Coordinators of private high schools should present their institutional mission and vision as part of the hiring process. EFL teacher candidates need to know what the schools expect from them and determine if it is possible to reach the objectives that the institutions demand.
2. Coordinators need to consider that language certifications are not enough to measure and prove the real level of language proficiency of EFL teachers, it is necessary to apply other methods to evaluate all language skills.
3. The teaching-learning process needs supervision to guarantee its quality. For this reason, coordinators should monitor EFL teaching practices to contribute to the improvement of teachers' performance.
4. It is urgent to revise the labor conditions of EFL teachers, unfortunately when workplaces do not make attractive and fair offerings, they contribute to brain drain, and lack of motivation that generates low participation and commitment.
5. Administration and Educational Management should be crucial in university programs and educative institutions. Universities may provide students with a more complete panorama

of the implications of being teachers, while educative institutions may have a fair distribution of responsibilities, resources, and procedures.

6. To possess a high level of language proficiency, it is necessary to possess a real domain of all the skills and subskills. Consequently, EFL teachers should understand that improving their language skills by themselves and avoid keeping in their comfort zone.
7. Institutions where EFL teachers are trained also play an important role. Therefore, a constant review of their program is necessary by monitoring their graduated students, their experiences, and the schools that hire these professionals.
8. Coordinators and EFL teachers from private high schools need to remember they are offering a service because of this; students' needs should be considered by making decisions regarding the development of their EFL classes.

#### **5.4 Limitations of the study**

The current study had two main limitations. The first one was related to the lack of more studies that are focused on Latin American and Mexican contexts; similar studies have been carried out on other continents but not in the mentioned settings. The second limitation was about the characteristics of high school level from private schools. The limited studies mainly cover public basic education, therefore, there is a low number of investigators which focus on high school level education.

#### **5.5 Directions for further research**

This study may serve as a departure point for future research about the situation of Mexican EFL teachers by focusing on high school level from private institutions, the EFL teaching practices in this type of schools to understand their characteristics, contexts, needs, problems, demands, and expectations. Also, by considering the limitations, experts in the area or future researchers may

improve the procedures to carry out similar studies, and those details that could not be analyzed in this research may serve as topics for investigations.

## **5.6 Final Conclusions**

This study has presented the characteristics and expectations that coordinators and students from private high schools have about their EFL teachers to be considered as effective. Also, the EFL teachers' voices were heard in this project by asking about their expectations regarding their workplaces. This comparative case study aimed to identify and analyze the participants' answers, later similarities and differences were established to make conclusions. Finally, a set of recommendations was proposed to contribute to the field.

The findings revealed that EFL teaching needs to be analyzed, evaluated, and restructured in this educational context. Even though private schools offer different learning experiences, EFL teaching do not seem to be a subject that has reached notable changes in their students' language skills. Consequently, the study reveals that it is necessary to improve EFL teachers' profiles, understand the reasons why the language teaching methodologies are not working properly, and clarify the purpose of teaching English. Concerning EFL teachers' expectations, it is necessary to reclaim the value of the profession and attend to the teachers' demands to generate proper and healthy labor spaces. On the other hand, educative institutions that train EFL teachers are also involved as providers of professionals with high-quality standards. Therefore, the impact of their curriculum on their EFL teachers' profiles needs to be analyzed, and evaluated according to the stakeholders' demands.

Finally, to make meaningful changes it is vital to solve the tensions between coordinators and EFL teachers. The different perspectives and expectations make impossible to have any kind

of agreement, and they continue working by responding their own interests. Then, students' demands and expectations are not covered.

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## Appendix 1

Interview for Coordinators at the high school level in private schools

1. What is your general opinion about EFL teaching and learning in Mexico?
2. What are the aspects related to the EFL teaching practice that could be improved at the high school level?
3. How is the labor situation of EFL teachers at the high school level?
4. How is the process you follow to hire your EFL teachers?
5. What are the characteristics that EFL teachers should possess to teach at the high school level?
6. What are the main concerns students have about their EFL teachers?
7. What are your main concerns about your EFL teachers' attitudes and development?
8. What are your expectations regarding EFL teachers' profile to teach at the high school level?
9. Do you consider that the COVID-19 pandemic impacted EFL teachers' teaching practice?

Interview for EFL teachers at the high school level in private schools

1. What is your personal general opinion about EFL teaching and learning in Mexico?
2. What are the aspects related to the EFL teaching practice that could be improved at the high school level?
3. How is the labor situation of EFL teachers at the high school level?
4. What is your academic background for being an EFL teacher?
5. What is your opinion about the preparation you received for being an EFL teacher?
6. How relevant was your preparation for being an EFL teacher for high schools?

7. What are the characteristics that EFL teachers should possess to teach at the high school level?
8. Tell me about your high school students' attitudes towards learning English.
9. What kind of support is needed for you to deliver your courses the way you would like to?
10. What are your main concerns about your employers?
11. What are your expectations regarding your workplace?
12. Do you consider that your teaching practice and your students' learning process changed because of the pandemic COVID-19?

#### Interview for high school students from private institutions

1. How were your last experiences of EFL learning?
2. What are your EFL teachers' attitudes during the classes?
3. Do you like your current EFL classes? Give your reasons.
4. What are the aspects related to the EFL teaching practice that could be improved at the high school level?
5. What are the characteristics that an EFL teacher should possess to be considered as an effective teacher?
6. What are your expectations regarding your EFL teachers and classes?
7. What are your main concerns about your EFL classes and teachers?
8. Do you consider that your way of EFL learning changed after the pandemic COVID-19? Give reasons.

## Appendix 2

Applied Questionnaire to Coordinators, EFL teachers, and High school students from private schools

### ENGLISH PROFICIENCY

An effective teacher is someone who should:

- \_\_\_\_\_ Understand spoken English well
- \_\_\_\_\_ Know English culture well
- \_\_\_\_\_ Read English well
- \_\_\_\_\_ Have a high level of proficiency in English vocabulary
- \_\_\_\_\_ Write English well
- \_\_\_\_\_ Pronounce English well
- \_\_\_\_\_ Speak English well
- \_\_\_\_\_ Be fully conversant with English grammar

### PEDAGOGICAL KNOWLEDGE

An effective teacher is someone who should:

- \_\_\_\_\_ Prepare the lesson well
- \_\_\_\_\_ Teach how to learn English outside the classroom
- \_\_\_\_\_ Use various materials including video, audio, and multimedia
- \_\_\_\_\_ Teach English tailored to students' English proficiency levels
- \_\_\_\_\_ Maintaining a good classroom atmosphere using authority, if necessary
- \_\_\_\_\_ Teach English in English
- \_\_\_\_\_ Assess what students have learned rationally
- \_\_\_\_\_ Teach English incorporating student's various learning styles
- \_\_\_\_\_ Provide opportunities to use English through meaningful activities
- \_\_\_\_\_ Provide activities that arouse students' interest in learning English

## SOCIO-AFFECTIVE SKILLS

An effective teacher is someone who should:

- \_\_\_\_\_ Be helpful to students in and outside the classroom
- \_\_\_\_\_ Alleviate students' anxiety in English class
- \_\_\_\_\_ Listen to students' opinions
- \_\_\_\_\_ Help students' self-confidence in learning English well
- \_\_\_\_\_ Be friendly to students
- \_\_\_\_\_ Have a good sense of humor
- \_\_\_\_\_ Not discriminate between students and treat them fairly
- \_\_\_\_\_ Arouse students' motivation for learning English
- \_\_\_\_\_ Have interest in students (remembering ss' names) and students' English learning

### Appendix 3

Table 23. Results and data comparison data of the questionnaire Domain of the language

	STATEMENT	CA	CB	CC	SA	SB	SC	TA	TB	TC
D O M A I N  O F  L A N G U A G E	Understand spoken English well	8	10	2	7	4	2	1	7	S/R
	Possess intercultural abilities about English spoken countries	10	8	9	8	10	10	6	10	S/R
	Have proper reading skills	7	6	8	9	7	1	10	9	7
	Write English well	5	4	7	3	5	6	9	8	8
	Pronounce English well	4	1	4	1	6	7	8	6	9
	Speak English well	6	2	3	4	1	5	3	4	4
	Have a high level of proficiency in English vocabulary	3	5	5	5	2	4	4	3	6
	Be fully conversant with English grammar	2	3	6	6	3	3	7	5	5
	Have certifications that prove the language level proficiency	1	7	1	10	8	8	5	1	10
	Be in continuous training in their area of expertise	9	9	10	2	9	9	2	2	1

Table 24. Results and data comparison of the questionnaire Pedagogical Knowledge

		CA	CB	CC	SA	SB	SC	TA	TB	TC
P E D A G O G I C A L  K N O W L E D G E	Prepare the lesson well	1	10	7	4	4	5	10	5	8
	Teach how to learn English outside the classroom.	4	12	10	5	11	7	9	10	10
	Use various materials including video, audio, and multimedia	3	7	11	6	8	2	8	3	3
	Teach English tailored to students' English proficiency levels	2	1	2	7	2	10	4	6	1
	Maintaining a good classroom atmosphere using authority, if necessary	11	8	9	8	6	9	11	11	4
	Teach English in English	12	6	3	3	1	1	7	9	2
	Assess what students have learned rationally	5	9	1	9	7	8	6	8	9
	Teach English incorporating student's various learning styles	6	2	8	11	9	11	5	7	4
	Provide opportunities to use English through meaningful activities	7	3	4	2	5	3	1	1	5
	Provide activities that arouse students' interest in learning English	9	4	5	1	10	4	2	2	6
Design lessons based on real contexts	8	5	6	10	3	6	3	4	10	

Table 25. Results and data comparison of the questionnaire Socio-affective skills

		CA	CB	CC	SA	SB	SC	TA	TB	TC
S O C I O A F F E C T I V E S K I L L S	Be helpful to students in and outside the classroom	2	7	9	7	9	6	9	6	8
	Alleviate students' anxiety in English class	5	5	4	3	4	9	4	7	7
	Listen to students' opinions	9	6	7	4	5	2	5	5	2
	Help students' self-confidence in learning English well	1	1	5	2	2	4	3	3	4
	Be friendly to students	7	8	6	9	3	7	6	8	5
	Have a good sense of humor	8	9	8	8	8	8	8	9	9
	Not discriminate between students and treat them fairly	6	4	3	1	7	5	7	2	6
	Arouse students' motivation for learning English	3	3	1	5	6	3	1	1	3
	Have interest in students (remembering ss' names) and students' English learning	4	2	2	6	1	1	2	4	1