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**RESEARCHING LEI STUDENTS' PERCEPTIONS ABOUT THE
FACTORS THAT SHAPE THEIR DECISIONS TO STAY
IN THE BA ELT PROGRAM.**

A thesis submitted to the Faculty of Languages for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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Dedications

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Key Terms

- **Bachelors' degree in English Language Teacher (BA in ELT program):**

A first degree at a college or university from the Cambridge Advanced Learner's Dictionary & Thesaurus

- **Constructivism:**

“Constructivist theory is that people are said to learn when they have gained experience from what they learn. People create their own meaning through experience”. (Suhend, 2018 p.88)

- **Curriculum:**

Refers to the ways in which order curriculum aims components: What should we teach to set objectives? How do you relate target learning experiences? What actions should be taken in relation to the instructional program, learners, and teachers? Curriculum design is planned to innovate positive improvements in the system of education. (Mohanasundaram, 2018)

- **International Language:**

A language may be classified as international by the number of native speakers, a number of countries, and the human development index (country's income, level of education, life expectancy) exporting country. (Moreno, 2015)

- **Pedagogy:**

“knowledge of teaching about teaching and a knowledge of learning about teaching and how the two influence one another in the pedagogic episodes that teacher educators create to offer students of teaching experiences that might inform their developing views of practice” (Loughran, 2008 cited in Cuenca, 2010 p.16)

Abstract

The BA in ELT program is increasing in universities of Mexico, its approach provides English language teachers training where students develop their skills in English as a second language, at the same time they acquire theories, methods, and techniques used in teaching. This study aims to understand which factors fit with students' reasons to stay at the BA in ELT program because the school dropout rate is directly affecting the faculty of languages. This study tries to know students' perceptions that determine their staying. The data will be gathered by a questionnaire, it is divided into five sections asking about extrinsic and intrinsic factors, which helped them to make a decision. The questionnaire will be developed in the following order: first to know the significance of English in Mexico, in second place to knowing the relevance of being English language teachers in the country, as well as, how they get interested in the BA in ELT program, thirdly to know how the faculty staff has supported them and finally, to know students' perceptions about the ELT program's relevance in society.

This study was decided to be applied to fifteen students in the second semester because they have the previous contact with the ELT program. The study also shows the impact of the BA in ELT program in English learning; language teachers are the key to impulse students to learn a foreign language. It is assumed that English teaching in Mexico has to make some changes starting with English language teachers' training. This research may help students who want to study the BA in ELT and to be aware of the relevance of being an English language teacher.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Education is a process where students are guided to get information through values and social practices in which they are prepared for adulthood.

“Education can be viewed broadly from two main perspectives. Firstly, it can be seen as

i. The process of transmitting the cultural heritage of society from one generation to another.

ii. The channel by which individuals are equipped to participate in the social life of the community and to make their contributions as members of the society”.

(Abiola, 2014, p. 224)

When students have a degree, they would be participants on a society to put in practice their knowledge likewise, they can be responsible and well workers. Pafili and Mylonakis (2015) emphasized that with the right decision of what profession to take, students can properly utilize their skills and knowledge to gain proper experience to contribute to the development and welfare of the society. The first important decision for students happens when they have to choose a career. The students have to know their aptitudes, necessities, affections and also, being motivated to do it; “Career guidance is widely accepted as a powerful and effective method of bridging the gap between education and the world of work” (Ajufo, et.al cited in Mtemeri, 2017 p.1). This transition happens because they are in the process of becoming adults and students that can make decisions. However, if they do not have a clear idea about which career to choose, students would sometimes feel worried about thinking what is the right

answer and in the end student will not know what to do.

Typically, students ask relatives, friends or parents for career selection recommendations; in some cases, these recommendations can help, but it is not suggested because it is not formal orientation. Someone else's experiences are not the same as the students therefore, students should find out by themselves. It is supposed that preparatory schools have to offer students career guidance, which informs students on how to develop their competencies to manage their career development. It is understandable that career guidance is provided to support young people to prepare the moment to make decisions in respect of education, depending on their own interests, aptitudes, and abilities. (NEO, 2014).

Career guidance engages students to be aware of career selection. When this process occurs in a good way, the student is well oriented. Licenciatura en la Enseñanza de Inglés is a degree, which helps students to become future English teachers. Therefore, each subject is related with teaching and it is understandable that teaching is crucial in any area of life, probably as motivation for students. "Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively" (Firman, Reantoni, Sekonda and Wulan, 2019). The significance of teaching begins with a student who wants to be a teacher.

1.2 Problem Statement

Most students pass high school without having chosen their careers because most of them are confused and apply for tertiary education without knowledge of what they want to pursue" (Asuquo, 2009). In LEI, students are learning English as a second language because they will

become future English teachers. A question emerges about the students' consciousness of this. The BA in ELT program is one of the available degrees in Facultad de Lenguas that confuse students who does not know what the career is about and one in which many students unsure of what they want to study choose because they think is “easy” or because it is a degree they can take meanwhile they make a decision.

However, “Several studies report problems related to the teachers’ linguistic and pedagogic knowledge and the need for preparation and development” (Álvarez, et. al. cited in Ramírez and Pamión 2012). This is a growing problem in Facultad de Lenguas where you can hear students complaining about their degree election, and that they do not want to be teachers. It would be interesting to know if students got interested in studying the ELT program and the different factors that interfere with their staying through their previous experience with the ELT program.

1.3 Purpose of Study

The purpose of this research is to investigate about the different factors that could interfere in the students' decisions to stay studying in the ELT program at the Faculty of Languages BUAP with the use of a questionnaire applied to 15 LEI students, taking target language II at the Faculty of Languages BUAP, in order to answer the research questions of this paper. (Check the Limitations of the study in chapter Five to know the reasons for considering only 15 students for the purposes of the present paper).

1.4 General Objective

To know BUAP LEI students' opinions about the principal factors that they considered important to stay studying in the ELT program.

1.5 Specific Objectives.

- a) Analyze students' perceptions about the ELT program.
- b) Identify which factors interfered with the student's career selection.
- c) Determine why students decided to stay in the ELT program.

1.6 Research questions

1. What are LEI students' perceptions about the advantages of learning English?
2. What factors did students consider to choose the BA ELT program?
3. In what way do students perceive the BA ELT program in contrast with other BUAP programs?
4. What external and internal factors impact on students' decisions to continue studying at the Licenciatura en la Enseñanza del Inglés?

1.7 Methodology

This research will be applied to students undertaking the second semester as they have previous experience in contact with the ELT program. During their stay, students will decide if they continue in the ELT program or abandon it. This study will be qualitative research, using a questionnaire, which will help to classify students' perceptions about BA ELT program, and the principal factors that helped them to stay in this Bachelor's degree. According to Lincoln (2010,

p.3), “Qualitative research involves an interpretive and naturalistic approach. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. This research would interpret the findings from students’ opinions.

1.8 Significance of the study

When students have to decide which career to select they have to consider that they will work in something related to the degree they choose at that moment. In the future, they will put into practice their knowledge and contribute to society with the skills they acquired during the degree. Therefore, they will be active people in the specific area related to their degree to function in society by helping others. Nevertheless, students are not conscious of the responsibility that it takes to choose a degree in which they feel comfortable and happy with their degree. Therefore, they would not be encouraged to work on that. The BA in ELT program prepares students to be English language teachers, however, many students decide to abandon the ELT program. For this reason, it is relevant to determine the factors that affect students’ decision to stay in the ELT program. In this way, it is hoped that this study could contribute information that could help teachers and students to be aware of this situation and have better professionals.

1.9 Research order and organization

In Chapter One, a little introduction about this research from talking about the main topic to introducing the methodology, explanation of the problem, questions about research and the importance of this research was presented. In the next chapter, Chapter Two, an explanation of

the theories that support the investigation and the presentation of new terms will be seen. Some important researchers will help to understand this social phenomenon.

Chapter Three will describe which methodology was used in this research, just as the different tools and instruments used to discover the results and the process of the investigation and the field of research. In Chapter Four, the process to obtain the results of this research, some experiences of the participants, and the results will be presented. In Chapter Five, some conclusions of this research, to support the influence of this issue in the academic environment and the impact on student behavior will be shown.

CHAPTER TWO: LITERATURE REVIEW

In this chapter, the most important topics related to the framework of this research will be presented to have a better theoretical foundation and understanding of the main problem. In addition, those concepts will be taken in the following chapters to respond to the research questions.

2.1 Curriculum

Schooling is a fundamental part of the development of children; it is designed to make progress in their children's future life. According to AAAS (2001),

“Schooling is expected to foster healthy, socially responsible behavior among young people for adulthood. The School system is designed to prepare students for citizenship, for working, and for coping with everyday life, which encourages the development of each student’s particular interests and talents: academic, artistic, athletic, and any other. In this case, the school has to promote all these aspects to get successful results in children”.

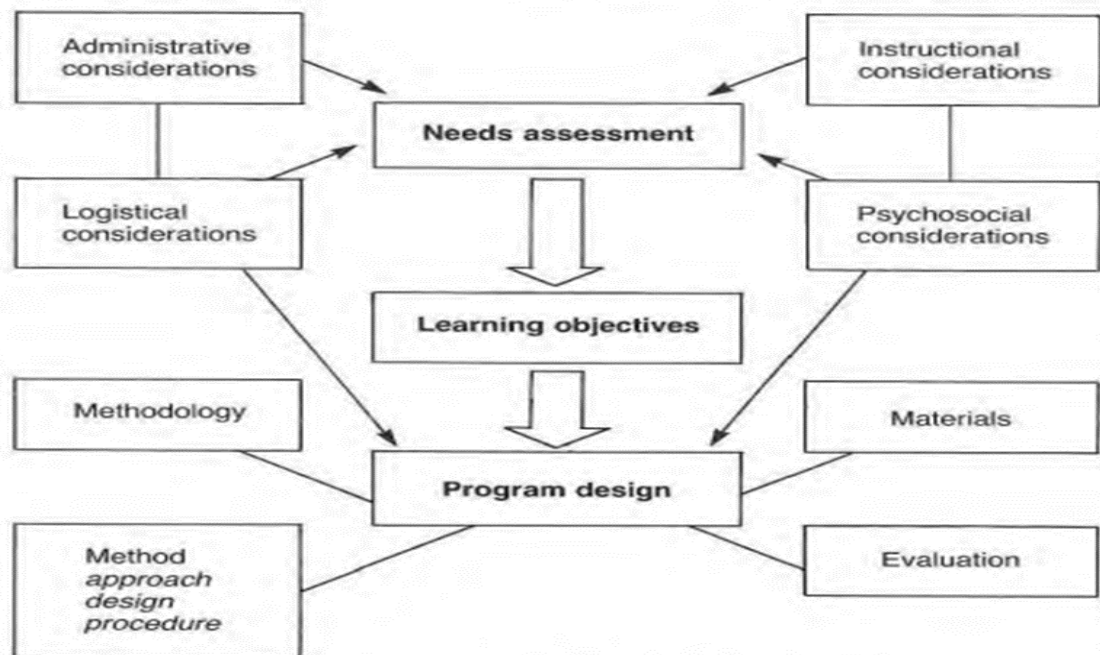
(p.45)

Therefore, it is important that the curriculum could be designed to achieve the schooling’s purposes. AAAS (2001, p.45) defined, “The curriculum is the school district’s main instrument for promoting the learning of specific knowledge, skills, and attitudes.” In addition, the Curriculum helps to answer what schools are for, what subjects are important, how students should learn, and what materials and methods should be used.

However, Curriculum not only is to educate the person to cultivate his intellectual knowledge in different subjects, but it also helps students to grow in individual life experiences. According to Applebee (as cited in Richards and Rodgers, 1986, p.69) “an important American national curriculum commission in the 1930s, for example, proposed

the adoption of an Experience Curriculum in English. The report of the commission began with the premise that "experience is the best of all schools... The ideal curriculum consists of well-selected experiences", also Mohanasundaram (2018, p. 4) said, "Curriculum designs is the way to address four curriculum components why does it initiate instruction or aims, What should be teaching which interconnects target learning experiences, what has it realized and what actions should be taken accordingly in relation to the instructional program, learners, and teachers". The relationship between the different elements of language curriculum development can be seen below in Figure 1.

Figure 1. Language Curriculum development processes (as cited by Richards and Rodgers (1986, p.159))



Curriculum is formed by elements that are important to be taken into account, when planning it: administrative and instructional considerations, logistical and psychosocial considerations, that constitute the needs assessment, and learning objectives, also the materials and methodology have to be part of the program design as the method, evaluation, approach, design, procedure, and evaluation. (Richards and Rodgers 1986, p.159) All the elements that conform to a curriculum design have some implications for students' needs and school roles.

A quality curriculum for the 21st Century should set the directions for teaching and learning through a coherent and flexible framework, which can be adapted to changes and the different needs of students and schools.

SEP (2004, p.1) announced that the approach for the 21st Century organizes the educational system to offer the entire population of the country an education:

- a) Equitable and good quality that will ensure opportunities, achievement, and continuance for everyone.
- b) Pertinent, that will respond to people's needs, addressing the plurality of students' circumstances and diversified range of programs and institutions.
- c) Inclusive, that will address the country's regional, ethnic and linguistic cultural diversity.
- d) Formative, that will combine scientific and technical aims in a conception of humanism appropriate for the current time.

On February 2002 was created an inter-ministerial commission of a permanent nature was known as the National Council on Education for Life and Work. According to SEP 2004, The purpose of the council is to coordinate, promote, link, and further education, programs, mechanism, and services for the life and work of young people and adults, to consolidate and strengthens the social function of education throughout the nation giving more opportunities in the learning process throughout their life:

- I. Make decisions affecting the conditions of the individual family and community lives improving their knowledge.
- II. Their personal growth: creative and productive life.
- III. Improve their conditions of access to the labor market and performance at work.
- IV. Participate successfully in productive activities and enjoy higher levels of quality of life.

(p.2)

The National Council on Education for Life and Work helps students to develop the competencies that they would use in their lives through academic subjects. It is based on deeper learning such as problem-solving, critical thinking, and collaboration. The National Research Council mentioned that significant learning is the process you became an expert in a subject area in which a person becomes capable of applying it to a new situation. This process involves three broad domains (Hilton et al. 2012). Such information can be seen below in Figure 1.

Figure 2. Three broad domains: cognitive, interpersonal, and intrapersonal domain (as taken from, Hilton et al. 2012, p.4)



The National Council aids students to develop their skills in three areas: cognitive, which student acquires knowledge in one branch of study. In Interpersonal students develop relationship competencies. Intrapersonal which a student is conscious of work ethic and values. Having all these competencies, students are able to put into practice their knowledge in different situations and problem-solving.

In Mexico, The National Council of Education for Life and Work established the importance of getting a higher education to avoid the lower graduation rate of students (from secondary school). It proposed three different ways to impulse the upper education students in Mexico: an academic stream (Bachillerato general), a technical vocational

stream (Profesional técnico), and a stream that combines both general and vocational education.

Joubert (2010) said, that school guidance is to guide each pupil in educating, teaching, and vocational orienting in a positive way where students can develop their aptitudes and opportunities selected by their self-determination. Vocational orientation is viewed as an educational (pedagogy) and teaching event. Teaching in school is closely related to vocational orientation because it co-determines the level of subject matter achievement that, in turn, influences the pupil's level of vocational choice.

Studies in 2002 determined the comprehensive reform that includes management and curriculum aspects. The aim is for the graduate senior high school education to share generic skills, attitudes, values and basic knowledge to face the challenges of life. Moreover, the curriculum was adapted by incorporating educational approaches focusing on learning and on technical standards of labor competition (SEP, 2004).

2.2 Constructivism

Constructivism was born on the basis of Piaget's cognitive development and Vygotsky's structural theory in which constructivism has an impact on the development of both micro and macro world technology. "A view that knowledge is constructed by the individual in context based upon interpretation of experience and previous knowledge structures" (Resnik as cited by Garrison 1993, p.201). This current theory is proposed to teach learners that they become independent researchers in the way that teachers help them in general and they will discover the details. The learners' knowledge is the experiences they have and how they put them into practice in their style of life (Suhendi, 2018).

For that reason, students have to develop their knowledge in the real world so that the classroom would be designed to actively share the experiences and knowledge of teachers and students. It can be noticed that constructivism sees human learning in a sociable manner through the interaction and sharing of those experiences. Glaserfeld (as found in Twomey 2005) infers that the consequence of social relationships is the compatibility of both our use of words and language.

Constructivism is more than giving concepts or knowledge to passive students. In the constructivism model, students are important agents who are involved in their own process of learning. According to Olusegun (2015, p.68), “The classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled”. A teacher works as a coach who helps and assesses students through students’ learning development. The chart below compares the traditional classroom to the constructivist one. See Table 1 below

Table 1. Difference between Traditional Classroom and Constructivist Classroom (as taken from, Olusegun, 2015, p.68)

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on What the student already knows.
Teachers disseminate information to students; students are recipients of knowledge.	Teachers have a dialogue with students* helping students construct their own knowledge.
A teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.

The Constructivism model is focused on students who are the center of learning. Teachers participate as facilitators whose main purpose is to help students to develop their learning, making mindfulness connections between previous knowledge and new knowledge. This chart shows how the concept “teaching” has changed according to the new necessities that are involved in the classroom. Garrison (1993, p.201) says that “The learner takes responsibility to construct meaning actively not in isolation, but through dialogue with oneself as well as others. the most important objective in the cognitive constructivism approach to learning is understanding- non observable and measurable behaviors”.

Also Suhendi (2018, p.89) explained that “Constructivism views the formation of knowledge as an active subject that creates cognitive structures in their interaction with the environment in which learners must be responsible for their learning outcomes”. “It would mean that learners have learned when they find the meaning of knowledge acquired. Their creativity and liveliness will help them to stand alone in their cognitive life. According to Suhendi the curriculum is accomplished by the following points:

- a) Emphasizes problem-solving and understanding
- b) Uses authentic tasks, experiences, settings, and assessments
- c) Content is presented holistically – not in separate smaller parts

(p.89)

Constructivist teachers guide students to better understand knowledge, so teachers moderate and suggest students’ learning. Moreover, teachers are interested in students' interests, necessities, and experiences where teachers and students interact.

2.3 Pedagogy

“Pedagogy” is a Greek word that comes from “paidagogia” that means the leading of a slave or child (Hinchliffe, 2017). According to Kumar(2021, p.355) “Since in Greek agogos means leader, a paidagogos was a slave who led boys to school and back, but also taught them manners and tutored them after school”.

Currently, the definition of the term has changed, Pedagogy is the study of teaching methods in the ways that goals may be achieved. It is based on philosophies of education and theories of learning. It is the way that teachers deliver the content of the curriculum to a class. It is important that they have to take into account some factors to teach the content also, they select it depending on their experiences and the different contexts they teach in. According to Hinchliffe (2017), the term pedagogy seems to be connected with ideas of training and discipline with the purpose of developing the well-formed person. It is important that pedagogy could involve learning strategies in which teachers and students work together. Finally, they combined their goals so that teachers could influence students and the importance of high-quality education from childhood.

Alexander (2008b, p.29) gives a more complete definition about pedagogy saying that it is “the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted.

The online dictionary EdTechreview (2022) shows in the below figure, Figure 3 the process of pedagogy.

Figure 3. The process of pedagogy (According to the online dictionary EdTechreview, 2022)

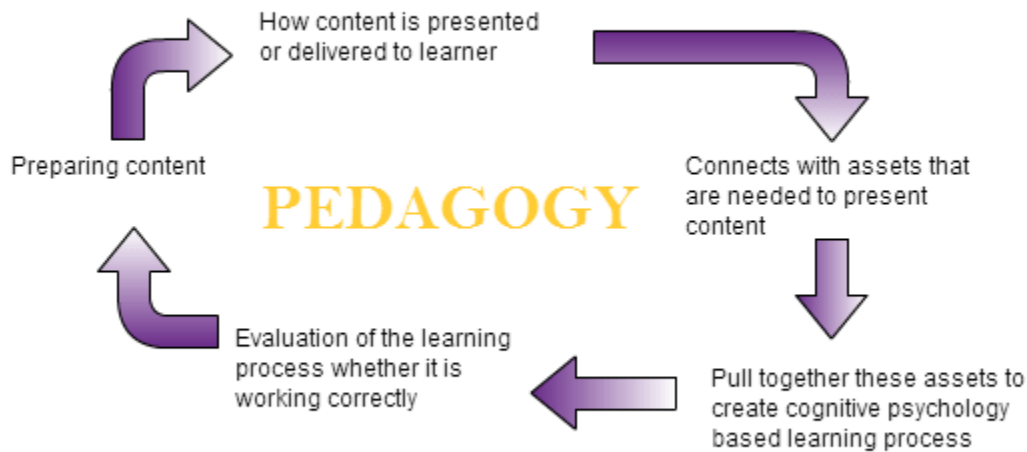


Figure 3 above shows the process of the cycle of pedagogy where the teacher is preparing content, then it is planned the way in which content is presented or delivered to learner and it is connected with assets that are needed to present content, after that these assets are grouped to create cognitive psychology based learning process, and finally evaluation of the learning process is done about if it is working correctly.

2.5 Significance of English in Mexico

The importance of learning English has grown due to the needs of the XXI century. It has been used in different important areas “medium of communication in such domains as government, the law courts, the media, and the educational system” (Crystal, 2013, p.4). English became a global language because the power of its people, especially in military and political matters. Nowadays, its expansion came from economically powerful supported new communication technologies. Speaking this language allows students to communicate and develop tools to communicate with other people in and outside the country, and to cope with different professional and academic challenges. Nowadays, English is an indispensable tool in order to participate in a global society and the acquisition of new knowledge and life skills (Padilla González & Espinoza Calderón, 2014).

“Learning a foreign language and really making it work will make us rich” (Karimova, 2016. p.71). For global communication, using an international language is the best way. The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is the most evident. The English language is mostly used in society and young people acknowledge its importance in Mexico. English has a real special standing, and may be on its way to become a second language because it plays a large role in education, entertainment (TV, cinema), and tourism. Its influence of English learning in Mexico unconscious manner: colonialism and economic imperialism.

Emerging a new interest in Mexican people to learn English, the principal reason is extrinsic motivation. According to Despiage (2010), her study revealed that all students are aware of the fact that English is mandatory in order to find good employment and important in order to study for a master's degree abroad. English language is used in education and it implements the ability to learn English at school, spreading English in the country.

2.6 National English Program in Elementary School in Mexico

Several changes followed the 2009-2010 educational reform that promoted ELT in Mexico. According to the ministry of education (Secretaría de Educación Pública, SEP), created the National English Program in Elementary School (Programa Nacional de Inglés en Educación Básica, PNIEB, 2011). Its purpose is to teach English in the public educational system, the goal is to make students aware of a second language. "PNIEB is based on the Common European Framework of Reference, developed by the Association of Language Testers in Europe" (SEP cited in Christiansen and Silva, 2016, p.4). SEP (cited in Christiansen and Silva, 2016) suggests that the goal of ELT is to graduate students who will develop multilingual and multicultural skills, to face the challenges of a globalized world. Moreover, universities have to provide students with the level of English required for graduation.

2.6.1 ELT curriculum in Mexico.

The curriculum used by all teachers has some modifications since the reform. "The curriculum has shifted to a more comprehensive and communicative approach that emphasizes students' communicative competence and pragmatic knowledge" (SEP as

found in Christiansen and Silva, 2016, p.5). In the 70s and 80s the curriculum was based on grammar-translation and audio lingual methods, due to the globalization and the status of English as an international language, programs have been joined to English instructions within an international framework. Baumgardner (2006) states, this approach emphasizes the competent use of English rather than knowledge of simple grammatical rules and vocabulary. Future teachers should promote intercultural competences, which is an integral component of language.

The English teacher's role is to promote English intercultural competences in the classroom and to make students aware of the cultural diversity that exists in the world. During students' learning, they develop ways to learn a second language, however, some studies show that the issues still happens while students are learning English.

The lack of English subject relevance has been questioned by teachers, because English is needed in this globalization era. "The impact of the number of hours in teaching English is not only the students who are not getting any exposure to the subject, but also from the teachers" (Firma et.al 2019, p.481). Teachers face this big problem to achieve the goal in a limited time. Therefore, the ELT curriculum offers a relationship between culture and English learning. In public and private schools the curriculum ELT which affects students' learning is different. Sayer (2012) states that the relationship between culture and English learning is problematic because some textbooks do not take into consideration students' sociocultural context or their English proficiency levels. When students' socio-cultural backgrounds are not taken into consideration, teaching language as culture cannot occur.

Another learning issue is the absence of institutional policy. Ayala and Rodriguez (2000) mention that the poor professionalization of academic personnel affects the development of the language area like: the frequent rotation of personnel, the lack of academic criteria for hiring teachers and, the disinterest of training to teach English.

In the Educational reform, English teaching is known to be deficient, as the teachers have no specialized didactical training; moreover, some of them do not even speak the language at an advanced level. Consequently, teaching is based on repetition drills, rote learning and memorization that do not help motivate nor develop communicative abilities in the language. The necessity to improve English teaching in Mexico emerged from the BA in ELT program with the purpose of preparing future language teachers.

2.7 Historical background on English language teaching in Education.

English language teachers training is the study of some language teaching methods and approaches, techniques for the teaching of the four skills. Lemus (2017) mentioned that in the 1990's, the British Council introduced the process of professionalization of University English language teachers in Mexico. The University of London signed an agreement with universities of Mexico which offered Mexican English language teachers the chance of doing diplomas and master studies of the University of London. This increases the number of BA in ELT programs supported by British specialists. Taking into consideration the importance of BA in ELT programs, as well as the professionalization of English language teachers helped to support the new approach of having a new BA in ELT programs of the state universities in Mexico.

“Language teaching and learning in the BUAP began in 1954 with the creation of the Department of Classic and Modern Languages where English, French, German, Italian, Latin, Greek, and Esperanto were taught as independent courses” (Sanchez and Encinas 2020, p.54) Since that moment teachers realized the importance of professionalization of English language teachers. “The teachers who participated in these sub-professional degrees requested the possibility to continue with their studies despite the fact that some of them did not have a High School diploma” (Sanchez and Encinas 2020, p.54).

This new language program included other subjects such as Language Studies, Pedagogy, History of Mexico, Greek, Latin, Psychology of Learning, and Spanish Grammar. Students enrolled in this program at the end of the course they received a diploma as language professors. Sanchez and Encinas (2020) reported that during the process the language program was evaluated by an evaluation committee which brought the need to create a BA in ELT (English Language Teaching) program in 1981.

At Benemérita Universidad Autónoma de Puebla offers the BA in ELT program its purpose is “La formación de profesionales en la enseñanza del inglés con conocimientos teórico-prácticos amplios en el área de la docencia, del idioma y con habilidades críticas en torno a un evento comunicativo”. (Programa educativo en la enseñanza del inglés, 2009, p.28)

Student teachers have to respond to social demands and educational necessities in Mexico. They have to be versatile and innovative, consequently transcend as future English language teachers. They will know diverse approach, theories and didactic-pedagogical methods for English teaching. The ELT program promotes the mobility

programs for both students and teachers to innovate educational research specialized in English teaching.

2.8 Professional development in ELT program

Schools are part of a society as complex “cosmos”, inside schools English language teachers are part of “macro-cosmos”. Therefore, the election of being a language teacher will benefit or damage the society. Professional development (PD) is designed to help students to increase their interest in the ELT program by three different approaches: the individual approach, the institutional approach, and the teacher- led approach (Mora, Trejo and Roux, 2014).

2.8.1 The individual approach

This approach saw the professional development of teachers as something that was essentially driven by their inner motivation and was exclusively reserved for those with career ambitions (Craft, 2000). For example, learner training has been of interest to language teachers because it can be applied to different situations and contexts in the ELT world. Edge (2002), states this argument is linked by personal development and therefore entirely satisfying for those who are committed to the foreign language teacher profession.

2.8.2 Institutional approach.

This refers to the rise of mass education in which people with higher authority in an educational setting provide their teachers with opportunities to participate in activities that

would assist their professional practice in improving education in society. Increasing the adoption of foreign models of teacher training.

“Identified a need for institutional communication in the areas dedicated to English teaching, as well as a need for a more effective quality control system. A continuous professionalization program for the language teachers was also recommended.” (Low as found in Sanchez and Encinas, 2020, p.57) The lack of an institutional academic and administrative ELT system to promote and improve the graduate English level, full graduation and teaching practice.

2.8.3 Teacher-led approach

Within this approach, teachers are at the center of every educational undertaking. Teachers actively participate in their own professional development by designing paths based on their preferences, beliefs, and perceived needs. They typically receive all of the support they need, and their professional development efforts are valued (Day 1999; Pennington, 1989; Richards, 2002 cited in Mora, Trejo, and Roux, 2014). The ways in which society and culture respond to their everyday actions define largely how this self is constructed. However, this does not mean teachers are free of their professional development goals without considering institutional needs.

A balance must be sought between “collegiality and individuality” (Fullan & Hargreaves, 2014 cited in Mora, Trejo, and Roux, p.51) that aims at meeting individual and institutional development needs. Professional development arises from the teacher’s beliefs and interests, which can be transferred to the language classroom, students’ quality of learning, and language teachers’ personal lives (Mora, Trejo, and Roux, 2014). Through

professional development experiences, teachers can adapt their way of teaching because humans are social beings. According to Mora, Trejo, and Roux (2014, pg.51) “Four key elements that influence this reconstruction are culture, society, agency, and subjectivity”. The ways in which culture and society work in people’s life construct their life’s behavior. Teachers build their philosophy of teaching according to their lives' experiences and beliefs that increase the variety of teaching ways.

2.9 The recognition of the ELT profession

The status of the ELT profession discussing the little recognition ELT has. Pennington (1992) argued that the profession suffers from a lack of recognition from authorities such as government and ministries of education. She attributes this partly to the idea that it is not always clear what ELT is and where it fits with academia. In other words, nonmembers of the ELT field do not always know what department they belong to or what they exactly do.

The ELT field in Mexico had a lack of social recognition until the early 90’s because its members did not hold academic degrees or because their degrees were in areas other than ELT. This meant they were not able to develop the identity that characterizes any professional in foreign language teaching.

For this reason, Farmer (2005) states that many of the decisions related to the provision of ELT in Mexican contexts were made with little or no expert input. Nunan (2001) and Pennington (1992) assert that there is a need for ELT practitioners to convince

educational authorities and perhaps convince themselves that the work they do is important. In other words, they claim that there is a need for ELT practitioners to engage in more socio-political work, not only technical work. Perkins (2002) expresses, that the voices have to be provided by professional organizations in every event to address the socio-political issues of the field. On the other hand, there are studies that, despite identifying similar problems to those described above, attribute these situations not only to technical factors such as the use of inappropriate language, teacher methodologies or lack of teacher preparation. They address a broad range of socio-political issues as circumstances that also contribute to the constant low results obtained by the ELT field in different Latin American Countries.

2.10 Career guidance

In 1971, the Ministry of Education defined career guidance. It defined “career guidance” as a process by which teacher guide and assist individual students gradually so they can develop their own competences and attitudes to choose or plan future careers, to go to higher stages of education taking advantage of lifetime personal data, career information and counseling; preparing to adapt or make progress in themselves. Career guidance is a tool by which teachers strengthen students’ skills by discovering their necessities. OECD (2003, p.19) said that “career guidance helps people to reflect on their ambitions, interests, qualifications and abilities”.

It helps them to understand the labor market and education systems and to relate with what they know about themselves. Career guidance makes information about the labor

market and education opportunities more accessible in which people can plan and make decisions about work and learning. It also orientates students to select the preferential degree that in the future would be their occupational profession.

According to Super and Savickas (cited in Abubakar 2001, p.15), “career guidance is a strategy for giving occupational orientation to students to be aware of what is contained and required in the career and then, they can match it with their interests and abilities”. This strategy sees occupational orientation as an important aspect of the career development process, students must identify their interest and abilities knowing the labor market opportunities and gradually develop an occupational preference. Depending on students’ knowledge and their attitudes to develop it in that area, it would be the first step to know what is their career-selection.

Ortega and Cerda (2014) mentioned that, career guidance is an outgoing support process, which helps students to discover and make decision that spread their development throughout their lives. Career guidance can involve different areas of intervention: the first one is “educational”; in which it gives youth the tools to make good decisions during their studies and to support them when they face difficult situations that could affect their studies.

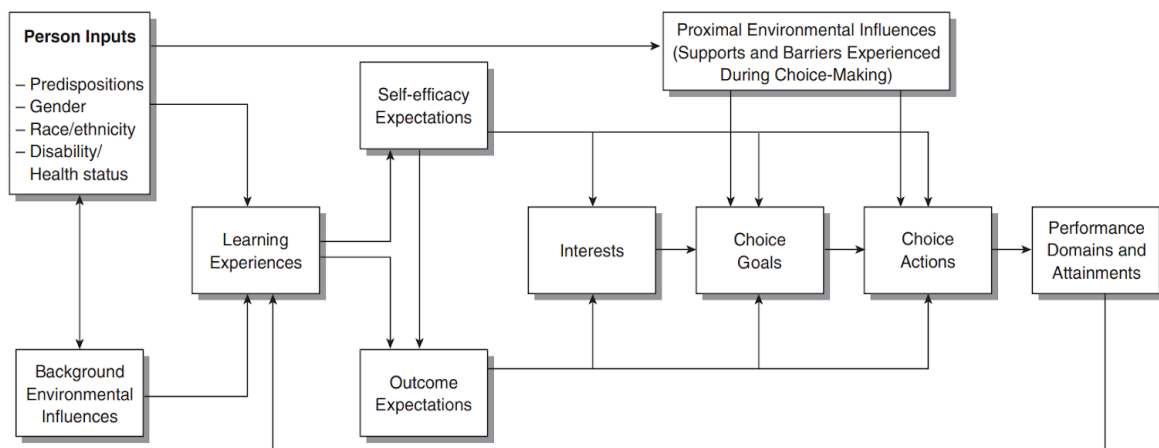
The second is “vocational”, this area is based on their knowledge of abilities, interests and skills, as well as the context and the job market. The last area is psychosocial, this area is focused on helping youth to know themselves, discover their potential and finally, they can make a decision to contribute to their life’s plan.

2.11 Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) is the new theory, which explains three interrelated aspects of career development. Developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, SCCT is based on Albert Bandura's general social cognitive theory, an influential theory of cognitive and motivational processes. Self-efficacy beliefs, outcome expectations and goals play key roles in SCCT.

This theory exposes the process of career development, it describes how people develop their personal capabilities to perform in different activity domains, then they create expectations in that specific area and finally, they develop goals for increasing involvement in it. Such Information can be seen below in Figure 4.

Figure 4. A Simplified View of How Career-related Interests and Choices Develop over Time, According to SCCT



Career election is mainly influenced by own expectations, beliefs that people acquired during their lives' experiences. The social environment influences peoples' elections because all ideologies are constructed by a society which determines what is relevant in life. When students have to choose a degree, consider their interest, people's opinions (relatives, friends) and also, their own experiences.

The SCCT assumes that “the importance of environmental and cultural influences, some recent research also suggests that interests may play a smaller role in the choice-making process of adolescents and young adults from particular cultures” (Hackett, 2002, p.753) it means, people follows career paths from family members or from external people further than their personal interests.

2.12 Possible Factors that affect students stayed at school

There are different Factors that could be taken into consideration when describing dissertation or permanence of students at university. Such factors are motivation, self confidence, anxiety, interest in the language and culture, aptitude, attitude, personality, relationship between teacher and students, teacher support, and personal interests. These topics are explained and discussed one by one below.

2.12.1 Motivation

Motivation is a possible factor that might influence or not in staying at school. According to Ushioda (2014, p. 31) “Motivation is widely recognised as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning”. Motivation plays an important role in the learning process because people are focused on how to be successful, their goals are determined by their motivation and finally, achieve their goals.

This motivation can be the motivation of the same student to learn something and that makes them decide to stay at school. Cole (2007) suggested that the internal state that instigates, directs, and maintains behavior is known as “motivation”. Or the motivation can be extrinsic, in the classroom could be moved by the teacher. Ericksen, (1978) notes that the maintenance of the original students' interest that attracts students to the course depends on the teachers' ability to create effective learning in the classroom. Intrinsic motivation is a factor that students get interested in learning by themselves.

On the other hand, extrinsic motivation is another factor that propels students toward staying at school. As Towndrow (2008, p.2) mentioned “The teacher is one of the key factors enhancing motivated learning”. Learners are more interested in learning when they enjoy their lessons. When teachers are committed to students' learning they develop ways to teach, always thinking about how to improve students' learning motivation.

2.12.2 Self-confidence

Self-confidence has been defined in a number of ways throughout the literature. These definitions generally involve belief in one's own abilities to perform (Bandura, Chemers, Clark, et al.(as found in Greenacre et al 2014, p.4). The more generalized form of self-confidence, where there is a generalized belief in one's ability, is theoretically distinct from the specific form of self-confidence used in this research; general self-confidence is better defined as self-esteem. Self-esteem is an emotions-based assessment of one's self-worth or value. Coopersmith (1967,p.45) summarizes that self-esteem is, "a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself". In other words, self-confidence means believing in oneself so that we can feel able to achieve our own goals.

2.12.3 Anxiety

Spielberg, 1983 suggests that the automatic reactions of the nervous system, like tension, apprehension, nervousness and worry is known as anxiety. Greenberg et al., (cited in Azab, (2022, p.580) add that that:

“Anxiety, which may be understood as the pathological counterpart of normal fear, is manifest by disturbances of mood, as well as of thinking, behaviour, and physiological activity. The anxiety disorders include panic disorder (with and without a history of agoraphobia), agoraphobia (with and without a history of panic disorder), generalized anxiety disorder, specific phobia, social phobia, obsessive-compulsive disorder, acute stress disorder, and post-traumatic stress disorder. In addition, there are adjustment disorders with anxiety features, and disorders due to general medical conditions and substance-induced anxiety disorders”

2.12.4 interest in the language and culture

Adaskou, Britten, and Fahsi (as found in Lee, 2002, p.82) say that “‘the aesthetic sense’ in which the literature, film, and music of a target language country are examined; ‘the sociological sense’ in which the customs and institutions of this country are explained; ‘the semantic sense’ in which how a culture’s conceptual system is embodied in a language is investigated; and ‘the pragmatic sense’ in which how cultural norms influence what language is appropriate for which contexts is examined”.

2.12.5 Aptitude

Aptitude is the capacity, competence or facility that people have to learn something, such as labor, any activity, job or language. The term language aptitude generally refers to specific abilities, which allow some people to learn a foreign/second language easier, faster, and better than their peers (Carroll, and Wen, as found in Wen 2021).

Although this aptitude to learn a language could depend on different factors that could influence this aptitude. Sparks and Ganschow (2001) noted that affective variables as well as cognitive factors influence the success of learning a foreign language. In other words, the way a human being is motivated or not to do something, the self esteem, the feeding, the genes, and the environment for example.

2.12.6 Attitude

The inclination of students towards doing s or learning something as a language or going to school is called attitude The Longman Dictionary of Applied Linguistics and Language Teaching (cited by Shameem Ahmed 2015) explains language attitudes in the following way:

“the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.”

(p.7)

2.12.7 Personality

Personality might be described as the particular way of thinking and behaving of each person. According to the Merriam Webster Dictionary online (2022) the definition of personality is as follows:

1

- a: the quality or state of being a person
- b: personal existence

2

- a: the condition or fact of relating to a particular person
specifically : the condition of referring directly to or being aimed disparagingly or hostilely at an individual
- b: an offensively personal remark
angrily resorted to personalities

3

- a: the complex of characteristics that distinguishes an individual or a nation or group
especially : the totality of an individual's behavioral and emotional characteristics

b: a set of distinctive traits and characteristics
the energetic personality of the city

4

a: distinction or excellence of personal and social traits

also : a person having such quality

b: a person of importance, prominence, renown, or notoriety

a TV personality

According to Rosmadi (2015, p.4) “personality is a mirror of what you do and say. Essentially, your personality defines who you are. Your behaviour reflects your personality and informs how different you are from others”. So, the temperament, character, disposition, psyche, identity, the form to perceive the world, and to act in different situations might be the difference between continuing or not studying English at university.

2.12.8 Relationship between teacher and students

The relationship between teacher and students might impact students' decisions, so, the way teachers behave, act or model certain situations is an important aspect to be considered, when students decide to continue or abandon a career. “It has been revealed that EFL teachers’ and learners’ expectations, beliefs, personality, knowledge, and the language teaching context all play a role in creating an adequate relationship among teachers and learners”. (Gan 2022, p.280)

2.12.9 Teacher support

The teacher relationship can be important to create a good environment that promotes learning inside the classroom, in this way the teacher helps students to be motivated to continue learning English in their courses. Gan (2022, p. 281) summarizes the words of Storch, Phung, Pishghadam et al, Patall et al., Mystkowska-Wiertelak, Zhang, Lambert and Zhang saying that “A positive relationship with a teacher in addition to academic achievement will lead to a high level of class participation, positive academic motivation, and learners' self-confidence, a feeling of empathy and mutual understanding between teacher and student, and more efficient instructional task design”.

2.12.10 Personal interests

Different interests have students according to their personal objectives to learn English. Most of the time students have a motivation to start, to stay and to continue studying English. Harmer (as cited by Shameem Ahmed 2015) tell that

“There are many possible reasons for studying a foreign/second language. Probably a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language of communication. Some language students find themselves living in a target language community either temporarily or permanently. The students would need to learn English to survive in that community. Students who are going to study at a university in the USA, UK, Australia or Canada, on the other hand, may need English so that they can write reports or essays and function in seminars. The term English for Special or Specific Purposes has been applied to situations where students have some specific reason for wanting to learn the language. Business executives need English

for international trade. Waiters may need English to serve the customers. It will be clear from this list that there are many possible reasons for studying a language”.

(p.6)

Conclusion

This chapter delivers the different concepts used in the following chapters, it expresses meaningful topics, which support the research project. This literature review states different approaches gathered from distinct studies. This chapter introduces different concepts with the purpose to familiarize the reader with the issues that this research tries to describe. Moreover, these topics will support the data analysis, comparing the different approaches between students' perceptions and researchers' opinions.

CHAPTER THREE: METHODOLOGY

The aims of this chapter are based on quantitative research as this study sought to obtain data from the population to define the phenomenon from participants' experiences when learning English, their context and also to explain the instruments used for the purposes of the present research. In addition, this chapter will show the way in which the data was gathered and the way in which the analysis of the collected information was made to describe the phenomenon. Finally, some considerations and suggestions about this study are included.

3.1 Participants

The participants of this study were taken from one group of 15 students who were currently taking target language II because they already had previous contact with the ELT program to make comments about their experiences with English. According to Sargeant (2012, p.24) "quantitative research requires standardization of procedures and random selection of participants to remove the potential influence of external variables and ensure the generalizability of results". All the participants are Mexican and their ages range from 18 to 25 years old. Studying at Licenciatura en la Enseñanza del Inglés at the Facultad de Lenguas BUAP. The participants were selected randomly from this group.

However, their English communicative skills are variable because of their different English levels. It is important to mention that many of them are not sure about being an English teacher because they want to make different activities no related to teaching, So, it

is meaningful to know what students' perceptions of this BA ELT degree are. On the other hand, it is expected that they have to achieve B2 English level according to the Common European Framework of Reference for Language (CEFR) at the end of this major.

3.2 Research context

This research took place at the "Universidad Autónoma de Puebla" located in Puebla City in the central part of Mexico. To be more specific, it was applied in "Facultad de Lenguas". This faculty has a bachelor degree in English Teaching Language and a Bachelor degree in French Teaching Language. This faculty is public and it is part of a university with a big prestige in the country. This faculty provides a master degree, also, it offers extensive educational programs to learn more languages. In consequence, students from other faculties take their lessons in this place, also, it offers external English courses to people from different ages.

The environment is peaceful and inside the faculty there exists people's diversity of race, nationality, sexual preference, different ways of beliefs, thinking etc. This faculty is located apart from other bachelor's degrees, it is a big building divided into other numbered buildings; it has a library, an English house and French house where students take certificate lesson of those languages and there is a (CAA) language learning center that delivers individual activities to reinforce the students' knowledge depending on what language they are learning.

3.3 Instrument

As a quantitative research it was useful to make a survey to collect the information. A questionnaire is defined as “a document containing questions and other types of items designed to solicit information appropriate to analysis” (Babbie, 1990:377). Questionnaire is equally used in survey research, experiments and other modes of observation. These findings are based on the answers collected through different questions asked to the sample population. Therefore, the analyses, outcomes, general conclusions, recommended policy and identified area for future research all depend on how perfectly the questionnaire is constructed.

“A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis” (Babbie, cited in Archaya, 2010, p.2). Thus, questionnaire construction is the most important part of the research and other information collection activities. The instrument-format was a relevant step for the purposes of the present paper because “...dubious and inconsistent questions produce ambiguous and inharmonious answers that result in futile analyses and incoherent outcome of the research” (Archaya, 2010, p.2). The questionnaire was composed of five sections with a variety of multiple-choice questions. It is important to mention that the instrument is divided into the principal terms of the research. At the top of the sheet, some personal information is asked to know the participants better. Then, it explains the objective of the questionnaire to involve the participants into the researching-context.

Each section explains a specific objective to inform the participants of what they have to answer to gather the necessary information that will support the project. The first section is organized by three multiple-choice questions asking the significance of English

language in the society; the second content section has a table sorted out in Likert-agreement scale about their perception of English language teachers in Mexico; the third section has four multiple-choice questions asking the reasons why they chose the BA in ELT.

The fourth section was divided into one multiple-choice question and one table with four statements, which were classified into Likert-agreement scale asking the way in which the faculty has supported the LEI students to remain in the program, and finally, the fifth section is divided into three multiple-choice questions about the comparison between the BA in ELT and other BUAP programs. Participants' answers are relevant because they will provide the needed information on the different reasons of students to stay in a bachelor's degree in English Teaching Language and the different external factors that were successful for students' permanence in the ELT program.

3.4 Piloting

Once the instrument was ready to be applied to the participants who had the required characteristics for this research, I spoke to a professor who was teaching Target Language II and I asked him if it would be possible to apply my questionnaire to his students. I explained the purpose of collecting students' opinions and suggestions about my questionnaire to improve it. He approved it and we agreed on a date.

The instrument was piloted two days after the agreement, this questionnaire was applied to fifteen people who were more women than men; they answered the questionnaire between 15 and 20 minutes. I explained in a general way what my questionnaire was about

and the importance of their participation. At the beginning, they did not have issues answering it but during the process many of them had a question about what the abbreviation “BA ELT program” meant; I clarified the meaning and they continued answering it. When they finished the questionnaire, I asked them if they had any doubt or recommendations to improve my questionnaire. All of them told me that everything was good but; when I was checking their responses, I realized that they were not sure about what to answer in the only open- ended question, so their answer did not fit with the question.

The advantage of piloting the instrument with a previous group before applying it to the formal participants was that, I had the chance to improve and to modify instrument content. Finally, I decided to add the meaning of the abbreviation “BA ELT degree” to the questionnaire and I changed the open- ended question for a multiple- choice question, with the purpose of getting better answers that could actually help to complement the research. Then, the questionnaire was applied to the real group, that information is explained in the below section.

3.5 Application of the Instrument, discussion and Analysis of data collected

The purpose of qualitative analysis is to interpret the data and the resulting themes, to facilitate the understanding of the phenomenon being studied. Data analysis is often confused with content analysis, which is conducted to identify and describe results. Either data that is represented in a verbal or narrative format is qualitative. These types of data are collected through focus groups, interviews, open- ended questionnaire items, and other less structured situations. A simple way to look at qualitative data is to think of qualitative data

in the form of words. Later on, we will explore how the transcript below can be used as a source of data. The improved instrument was applied to the real participants with the same protocol as the previous group.

The questionnaires were listed from one to fifteen and this was helpful to have a control when the answers were gathered. During the process of data gathering, tables were used as a tool to summarize the participants' answers for each section of the questionnaire. Each table was divided depending on the questions of each section and the fifteen participants. To summarize the questions, keywords were used in order to have understandable statements. The answers from the Likert agreement scale, had abbreviation assigned as strongly agree (SA), agree (A), undecided (UN), disagree (DIS), or strongly disagree (SD). On the other side, the answers from the parenthetical remark selected by the participant were noted down in the table. The filled-out tables were organized according to the questionnaire order. Then, taking into account the research questions of the research, the less relevant answers from the questionnaire were dismissed and the principal questions were analyzed to obtain students' opinions in a clearer way.

Analysis data is the most important part of the project because it seeks the indispensable information to interpret the results and then, make conclusions. According to Denis Howe (cited by ACD, 2016), data is numbers, characters, images or other methods of recording, in a form which can be assessed to make a determination that it is only meaningful when it has an interpretation and becomes information. Normally, data examination follows patterns to perceived information and then it can be used to enhance knowledge. Finally, when the data analysis was completed, it was designed in the Microsoft

Word bar charts in order to demonstrate the comparison of results depending on each category.

Conclusion

As a conclusion, the process of gathering information from the participants was an important step during the project because it was necessary to analyze the participants and the context to support the relevance of the research. In addition, improving the instrument would be helpful to obtain better results that could be useful for the analysis and explanation of chapter IV, information that would fit in a better way for the research purposes. This chapter showed the methodology of qualitative research used in the data gathering because this tries to understand a social phenomenon. “Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world”. (Merriam, 2009, p. 13)

CHAPTER FOUR: ANALYSIS AND RESULTS

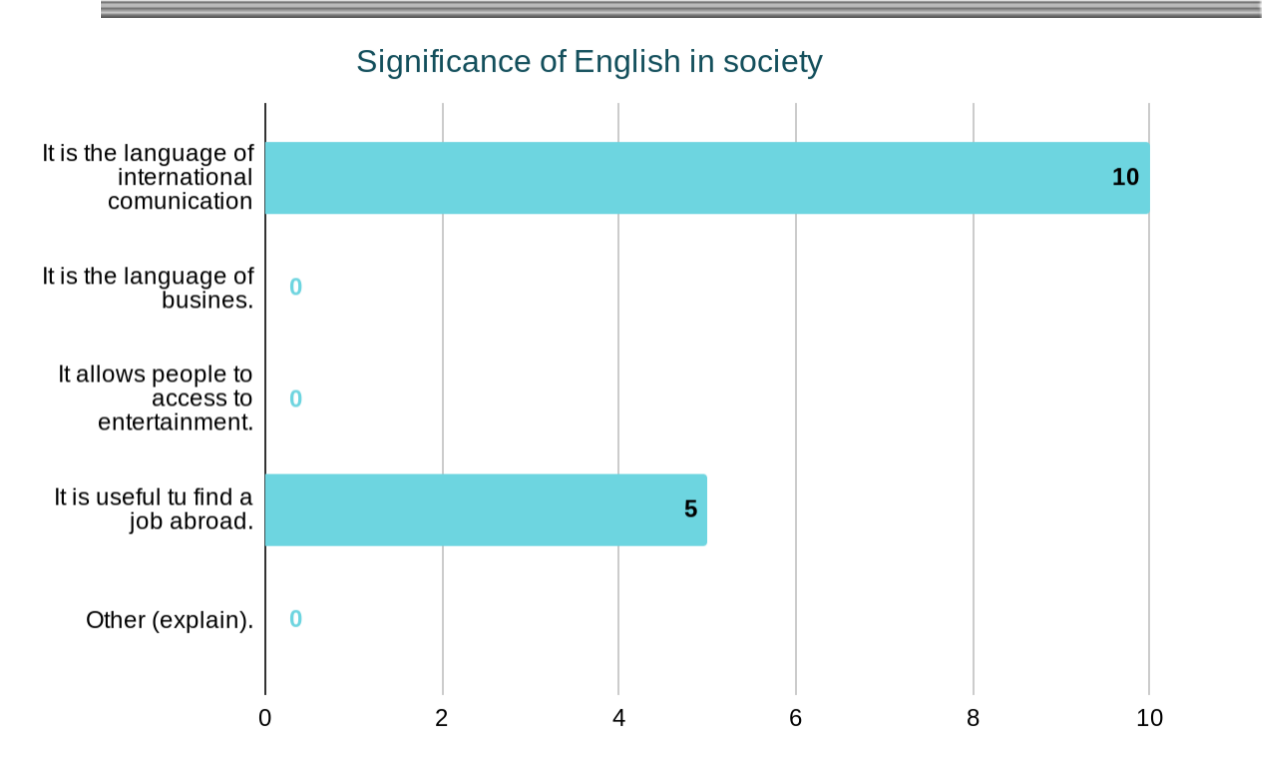
The purpose of this chapter is to examine the data obtained from the participants, one group of 15 students who were currently taking target language II at the faculty of languages BUAP. The procedures of analyzing participants' statements will support the objectives of this project. Firstly, the information collected from the participants was organized into tables to represent it graphically. Then, it was needed to take into account the principal research questions in Chapter One, in order to make a relation with the participants' responses. The method used in this research was qualitative because all the results were expressed by students' opinions. "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world". (Merriam, cited in Guest, et.al., 2013, p. 2). This chapter goes on a deeper analysis of students' perceptions to stay in the ELT program at LEI in the Facultad de Lenguas BUAP.

4.1 Results from the questionnaire.

A questionnaire was the instrument used in this research project. It was asked fifteen students to answer it, with the purpose of knowing the perceptions that they have about the advantages of learning English. These are important aspects because there are extrinsic and intrinsic factors that students have to be encouraged to learn a language. Learning English can offer many opportunities in society therefore; it seems a good choice.

The first question from the questionnaire asked about the significance of English for the participants according to English utility can be seen in the below figure (Figure 5) which provides LEI students' responses.

Figure 5. LEI Students perspectives about the significance of English in society

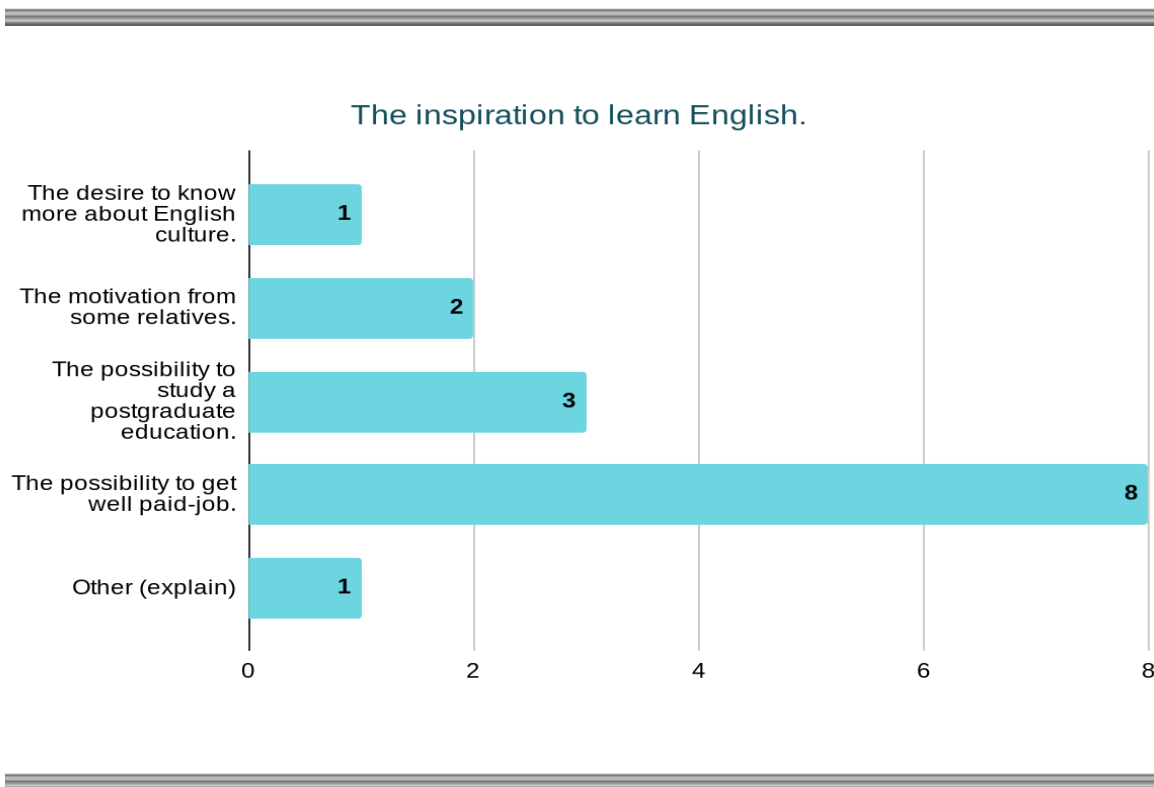


In the above illustration it is shown that 10 participants believe that English is important because of its relevance in an international context, while a third part of the participants, 5 students, think it is important to obtain a job abroad. However, it is significant to note that none of the participants said it was a way to access entertainment .

Neither student answered that it is the language of business. It can be assumed that it is because most opportunities for students depend on the mastery of English. For example at the Faculty of languages, most of the opportunities for students are associated with summer camps, International exchange and jobs as Au pairs. In all these opportunities, the students are required to master English at least at an intermediate level or above. In the case of International exchange, some Universities require students to get an international certification at least at a B2 level of the CEFR. The idea of learning English as an alternative to get good opportunities has been taking advantage around the world. According to the responses from the participants, they agree with this statement.

However, it is relevant to know other factors that could inspire students taking target language II at the faculty of languages BUAP to continue learning English language. Following the order of the questionnaire, in question 2, it was asked for participants' opinions about the way in which they were inspired to learn the English language. Figure 4.2 presents the different LEI students' considerations about this aspect.

Figure 6. The LEI Students' inspiration to learn the English language.



It can be seen in the above figure, Figure 6, that 8 out of 15 of the participants considered that their high inspiration is originated from the possibility to obtain a well-paid job. The fifth part of the participants, 3 students, said that their inspiration comes from the possibility of studying postgraduate education, leaving aside the option to know the English culture as something less interesting.

The English language is known as “an international language”. Crystal (1997), proposed that in the history of the world, many people has been using English than any other language in the present time. So, it is considered the international language par excellence; and it has influenced many areas around the world such as education,

researching and economy by which, most of the participants acknowledge that there are more job opportunities whether they know English. In Puebla City, for example, some companies known as “call-centers” offer jobs for students who speak English and they help them to earn money while they are studying. In addition, outside the country you can find a temporary job, increasing the possibilities to obtain money. We can notice the following online newspaper title:

“Call centers provide jobs for deportees .The only requirement is being able to speak English”.

(Published by Mexico News Daily on Tuesday, February 21, 2017)

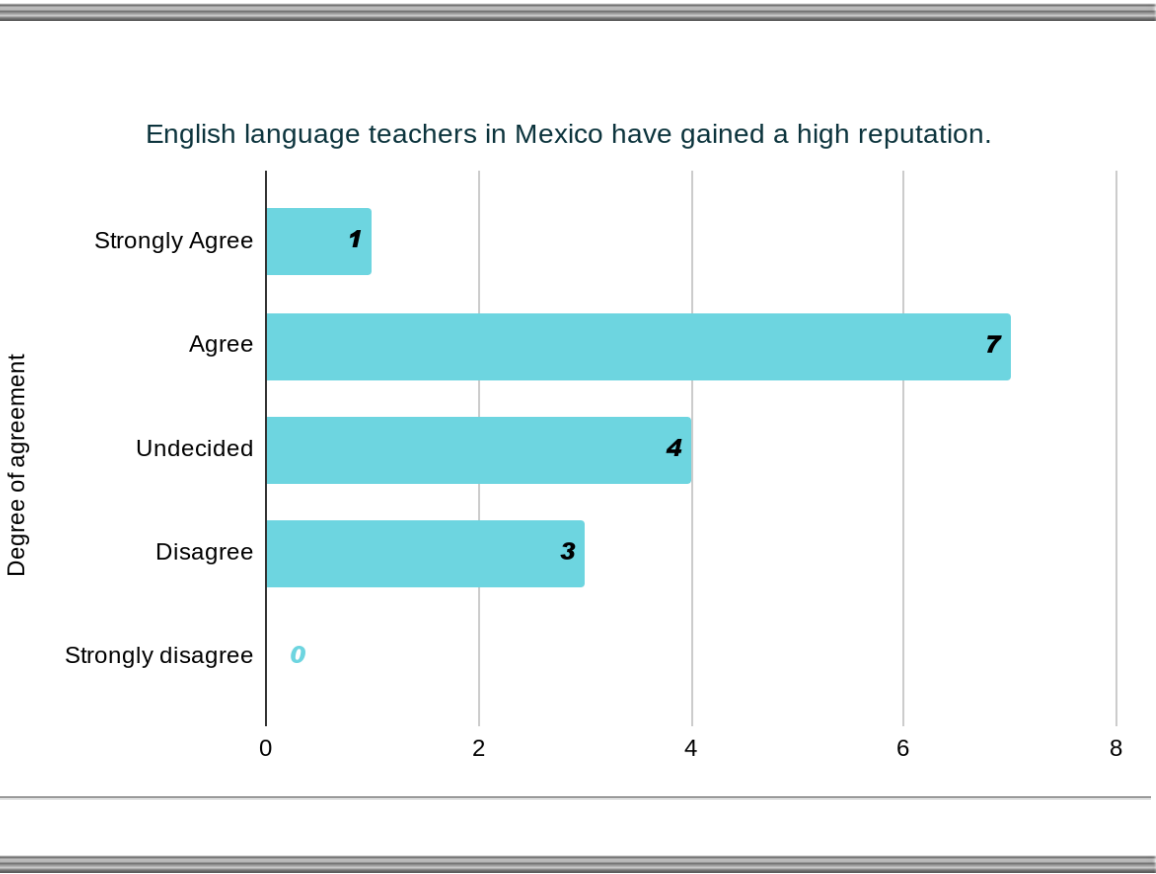
On the other hand, some universities have encouraged the students to have a postgraduate education because of the new educational programs being delivered. Gurria (2020) in the website of the OCD reports that: “Higher education is one of the drivers of inclusive growth. Investments in, access to, and the quality of higher education translate into direct benefits for our societies, our economies, our countries. Especially in this age of the knowledge economy, which is so competitive and so complex.”

Nevertheless, the lack of interest from LEI students about learning English culture would affect their learning because they as future teachers have to promote the language as part of international culture. LEI students acknowledge all the benefits they would have if they know English mostly in their own economy; however, they should immerse themselves in English culture to have a better understanding of the language.

The findings from the participants' opinions show the advantages about learning English that could be one reason which helped them to select the BA in ELT and their staying. On the other hand, it is relevant to understand their perceptions about being an English language teacher in Mexico as a complement to this social phenomenon.

In section 2 from the questionnaire, question 1 asked about the reputation of English language teachers in Mexico. The findings are represented in Figure 7 below.

Figure 7. English language teacher reputation in society.



The above results shown in Figure 7 indicate that 1 student strongly agrees that English language teachers have gained reputation, just 7 students say that being an English teacher in Mexico has gained high reputation. It could be because as Millan and Basurto(2020) have noticed:

“The Secretariat of Public Education in Mexico (Secretaría de Educación Pública en México, sep in Spanish) launched a new educational reform in 2017. One of the main goals of this reform was to introduce the teaching and learning of English in all levels of compulsory education in Mexico: from pre-school to preparatory education”

(p.125).

So this could be the reason that teachers' demand and prestige have been growing in Mexico but also because a need to fit in the globalized world. Hunt et.al. (2009) advise that:

“The desire to improve the quality of education for all students has become a driving force politically, socially, and even economically in the new millennium. In fulfilling this desire, teachers must focus on the development of educational practices and programs which will provide all students with the opportunity to develop the skills and knowledge necessary to contribute to a global economy and a diverse, ever-changing, world society. In reaching this end, teachers need to create environments in their classrooms that support and encourage success for all students, not just a few. Though a daunting challenge, teachers today are expected to maintain high and relevant standards for academic success while also maintaining student-centered, achievement-oriented classroom environments”.

(p.3)

However, the rest of the population argues differently: 4 students answered that they were not sure about the answer and 3 students disagreed with the statement. A reason why almost half of the population confirms the statement could be because not everybody has had good experiences learning English and in most of the cases the teacher is one of the reasons. Wang et. al (2007, p3) utter that “teacher behaviours have significant bearing on

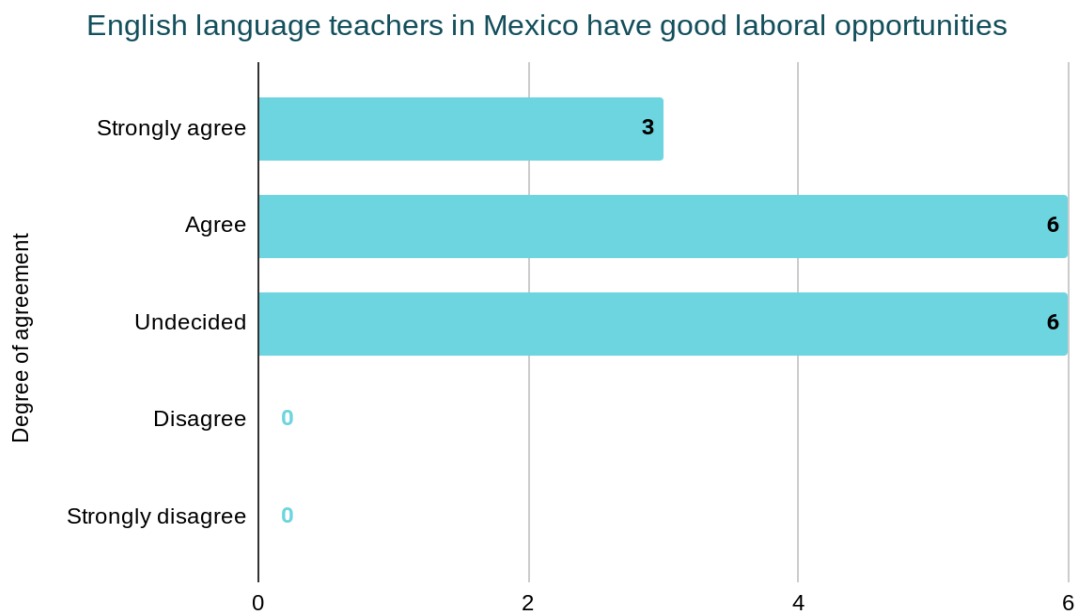
students' motivation, goal setting, selection of learning strategies or interest in the course". For example, sometimes in English classes in high- School, the teacher does not explain the topic well and he/she only asks the students to answer the textbook.

This is very common in public schools; English language teachers do not use pedagogical techniques to enrich students' knowledge through their lessons; making the English lessons less interesting. Wang et al (2007) suggest that as a consequence of the affects, behaviors, and methods of a particular teacher , students could blossom or wither

On the other hand, some teachers love their job and they have become an inspiration for the students to learn the language. Therefore, to be a teacher requires a lot of dedication and vocation to inspire people to learn a language as part of future opportunities. Hargreaves (as cited in Christopher M. Knoell, 2012, p. 135) tells that "Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings, who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy"

It is important to mention that the possibility of being an English language teacher in Mexico has increased since the government approved its importance. Question 2 from section 2 explored the employment opportunities in Mexico to English language teachers. Figure 8 below shows students' opinions about this question.

Figure 8. Laboral opportunities as English language teachers



In the above figure, Figure 8. it can be seen from the students' answers that 3 students Strongly agree and 6 out of 15 agreed that English language teachers in Mexico have good work opportunities while the rest of the population, 6 out of 15 are undecided. These findings show that most of them have a good perception of getting a job as English language teachers because they have already given English lessons in schools or for its own benefit.

In Puebla City it is easy to find institutions, which teach English, and those institutions offer jobs to English language teachers where some of LEI students have a job. In addition, there are some video call apps to teach English and the teachers hired are from different places. In some cases, Mexican teachers apply to get a job. Currently, the

possibilities to find a job as an English Language teacher in Mexico are variable and accessible. The experience, which LEI students have gained as language teachers, expands their expectations about getting a job. according to the British Council (2015):

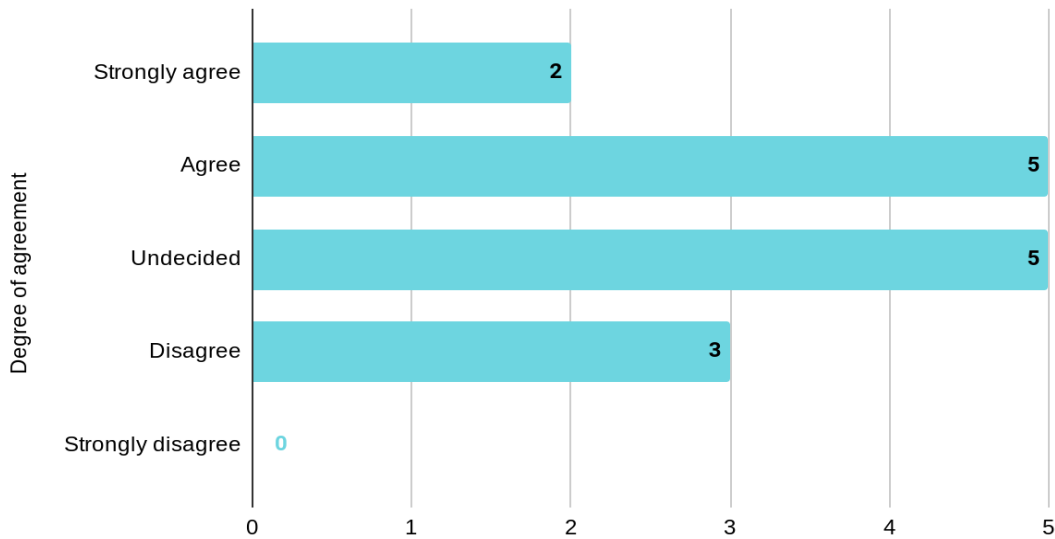
“The challenges Mexico faces are numerous and nuanced. In the past few decades, the country has made great strides in economic development, education expansion and boosting literacy, but it is currently contending with a drop in GDP growth. To ensure future economic benefits, the Mexican government is focused on opening and liberalising industry sectors and in retaining close trade relations with the US and Latin American countries to sustain a trend of increased foreign direct investment. As a result, interest in creating an even more favourable business environment for continued global trade has become a priority, with a national English language policy perceived as creating a viable, international workforce that could attract multinational corporations. However, implementing such a plan within a decentralised education system in a country characterised by divisive income disparity and defined indigenous populations is a formidable task, with outcomes that, in the near-term, may not be easily gauged or measured”.

(p.4)

Knowing that there are different job opportunities as a language teacher implies to know how much they earn. Question 4 from section 2 asked about the English language teacher incomes in Mexico. Figure 9 below explores the students’ opinion about this situation.

Figure 9. English language teachers have high incomes.

English language teachers in Mexico have high incomes.



It is shown in the above figure, Figure 9 that 2 students strongly agree and 5 out of 15 agreed that English language teachers in Mexico have high incomes, nonetheless, the rest of population had not a clear idea. Lopez-Acevedo, Gladys (2004), advice that

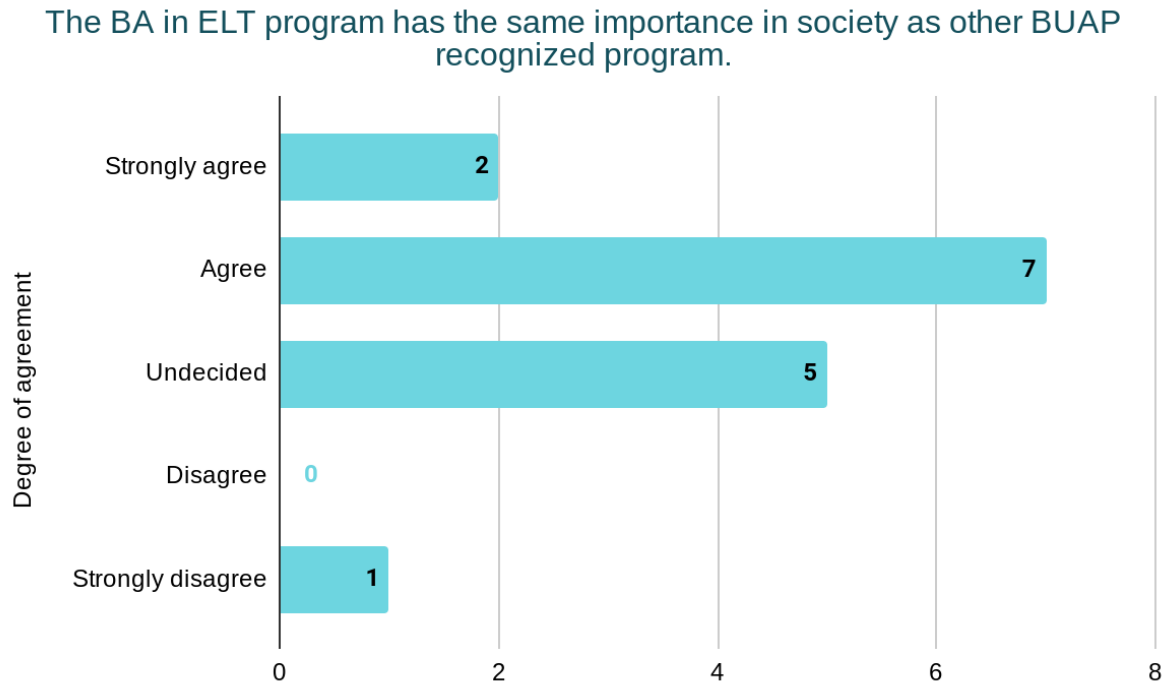
“Teachers salaries have been highlighted as a very important issue in school improvement discussions. The level and structure of teacher remuneration are said to affect teacher morale and ability to focus on and devote adequate time to teaching well. Teacher remuneration could also determine the capacity of the education system to attract and retain good teachers”.

(p.12)

Firstly, the possibility to have a well-paid job is determined by many factors like their academic background, English level certification and teaching experience. In addition, to work in public or private school differs in the benefits offered, most of the teachers are interested in working more in public than private school because of its advantages. Another way to work as a teacher is teaching Spanish to native English people. Teachers consider it as a good strategy to earn more money than working in a public or private school because the payment conditions are better. Being a teacher in Mexico entails working in difficult situations and one of these is the low payment.

The BA in ELT is a BUAP program, which prepares students to be future English language teachers. Question 2 from section 5 explored the importance of BA in ELT in comparison to other BUAP programs. Figure 10 below presents the opinions from the participants.

Figure 10. The importance of the BA in ELT program in society



The findings shown in Figure 10 above show that 2 students strongly agree, and 7 agree in the idea that the BA in ELT program is important for society, and accept the importance of being a teacher. This interpretation reveals students' commitment to the LEI career as part of improvement in their skills as teachers through their learning. English language teachers are part of the development of a society because they involve people to learn the language and consequently, they would get better opportunities inside or outside the country. Cruddas (2016) awares about the importance of teachers saying that:

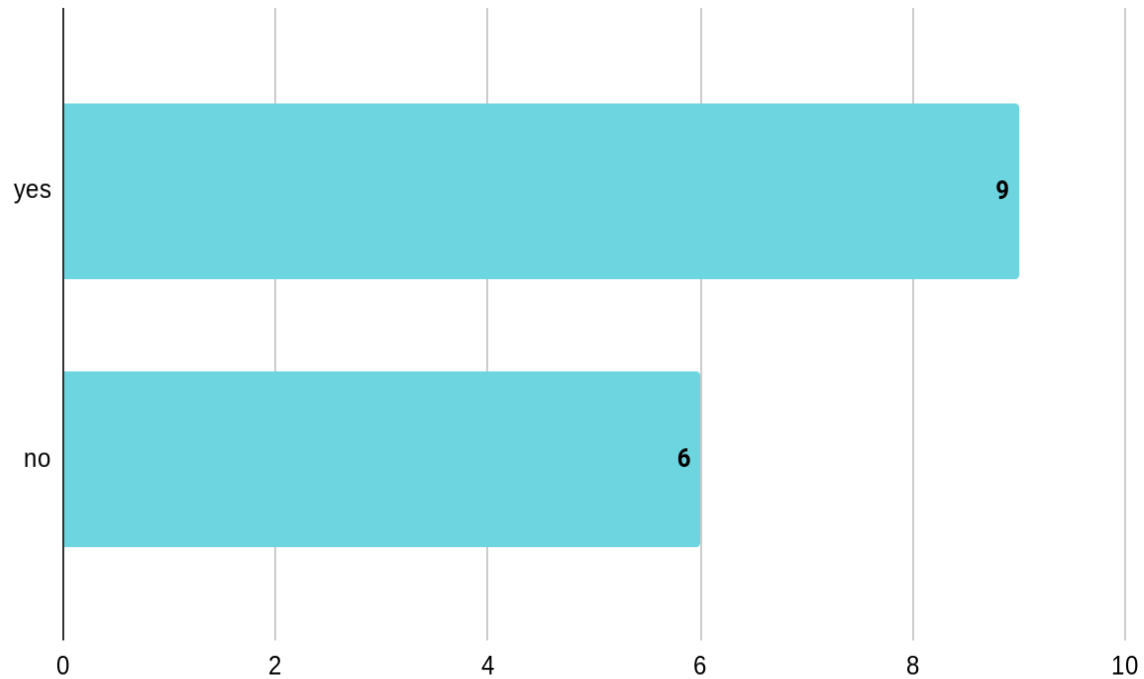
“The relevance of being a language teacher in Mexico depends on how Mexican language teachers make a difference teaching significant learning in their students. Education is the most powerful weapon and can change the world. In many respects, there is nothing more important. It is the students we teach today that will solve tomorrow’s problems. But if that is the case, then we as a system need to recognise our worth and our value. It is time we disrupted the narrative of a beleaguered profession with low morale that constantly needs to be kept in check by government – rather, we as a system need to be at the forefront of designing new approaches to recruitment retention to address the challenges we face”.

(p.23)

Section 3 asked about the participants’ reasons to study the BA in ELT. Previously, question 1 explores if it was their first choice during their admission process that in the following figure, Figure 11 demonstrated the results.

Figure 11. The Students' first option to study a career was LEI

The BA in ELT was their first choice in the admission proces.



In the above figure, Figure 11 it can be noticed that 9 out of 15 students answered affirmatively to the question if their first option to study a career was LEI, meanwhile, 6 out of 15 answered in a negative way. During the process of career selection, students have to choose a degree, which fits with their expectations. The relevance of making a decision would determine the students' staying. In this case, the advantage is that the majority of the population had LEI as their first choice; it means that students had a clear idea since the

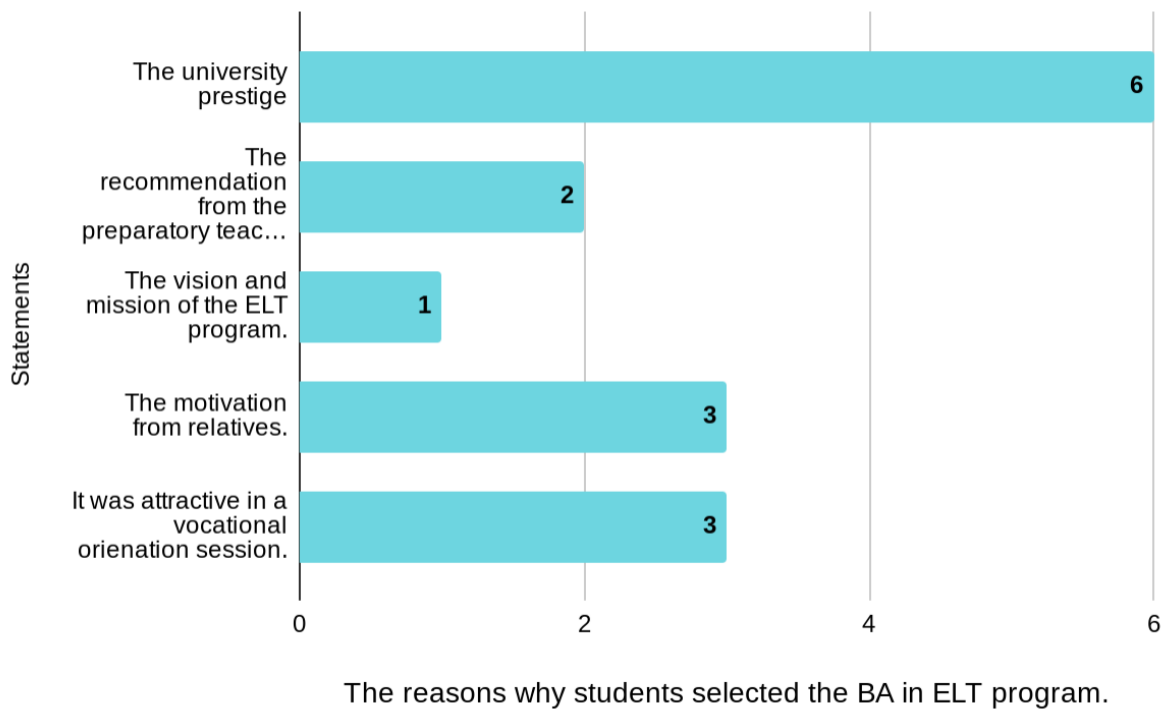
beginning of their process about the career they were to study. Parsons (as cited in Brown 2002) says that

“In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes; (2) a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts”

(p. 3).

So, career selection is the main step to develop students' abilities and knowledge in a specific area that in the future would be their occupational profession; the majority of LEI students' first choice was the BA in LEI and it might indicate students' awareness of what is contained and required in the career. Section 3, question 2 explores the reasons from the participants to select the BA in ELT program. Figure 12 below presents the data of this question.

Figure 12. Students' reasons, which helped them to select the BA in EL



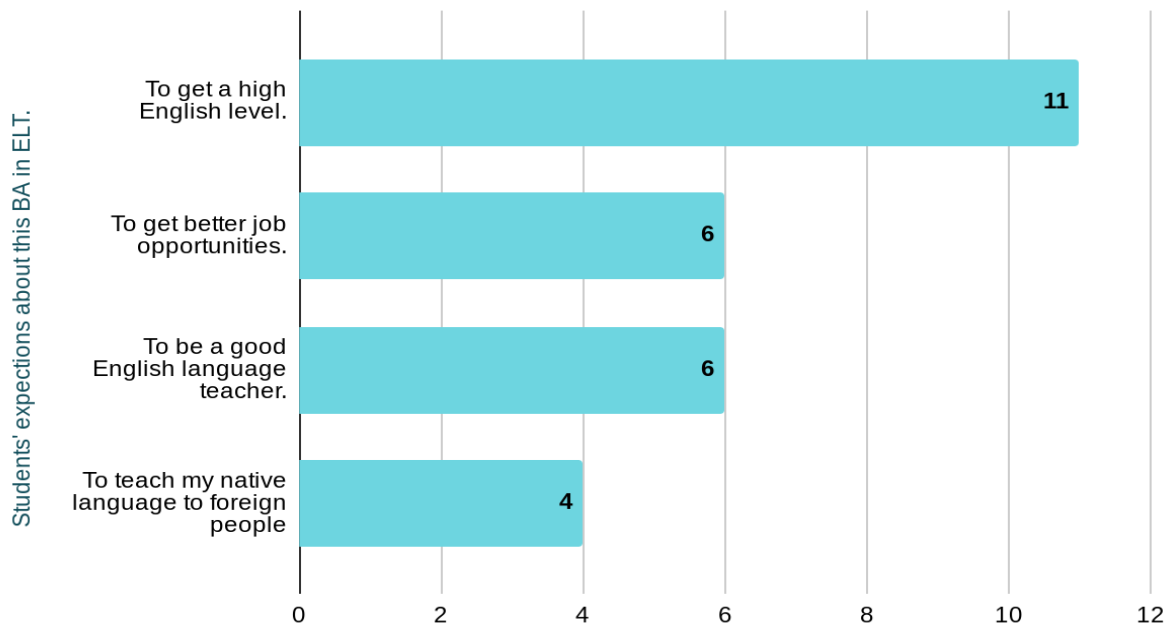
In Figure 12, 6 out of 15 respondents, said that the main reason to select the BA in ELT (The Licenciatura en la Enseñanza del inglés BUAP) was the University prestige, while 3 out of 15, their reason was the motivation from relatives, as well as, it seemed attractive in a vocational orientation session. They were interested in university prestige because in many cases, for Mexican students it is very important the university selection, so the students determine their selection by the university's recognition in society. Taras et.al. (2020) advice that

“Presumably, better universities attract better students and provide better training, so it makes sense to use the university rank as a predictor of employee performance. This, after all, is why employers offer higher starting salaries to hires selected from prestigious schools”.

Other reasons were the relatives’ opinions and the vocational orientation sessions. In other words, students would be more interested in external incentives. It might mean that the way in which society takes a role in students’ decisions when it is supposed that their selection depends on what they know about themselves and the previous information about the degree. Their orientation depends on their own preferences through social perceptions.

The following question 3.3 asked about students’ expectations about the ELT program. Figure13 below presents students’ opinions from this question.

Figure 13. Students' expectations about this BA in ELT



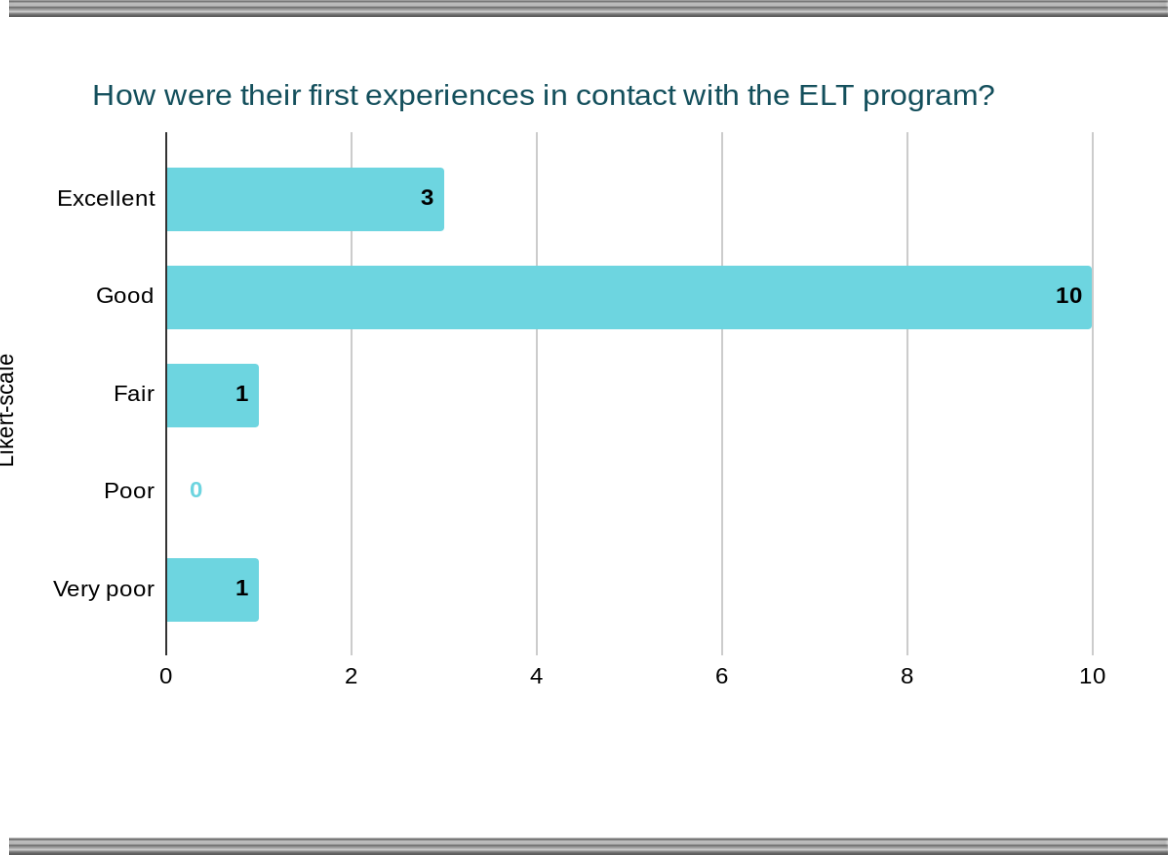
In this question, students had to select at least 3 options, the students voted in the following way: 11 students say that study in LEI BUAP to obtain a high English level, 6 students to obtain better job opportunities through the university prestige and 6 students be a good English teacher to be a good English language teacher and only 4 to teach their native language to foreign people.

Even though these expectations match with the career's goal, the high number was the expectation to obtain a high English level, leaving outside that not all of them agree with being a good English language teacher. Most LEI students seem to be more interested

in their advancement of learning English as a second language, but the principal objective of the LEI in BUAP is to become an English language teacher, it implies to know the language and develop their abilities in teaching. LEI students would focus on improving their skills as future teachers as well as their interest in improving the target language.

Based on their expectations about this BA, the next question, Question 1 from section 4 asks about how was their first experience in contact with the ELT program. Below in Figure 14, the answers from the respondents are shown.

Figure 14. Their first experiences in contact with the ELT program



In the above figure, Figure 14, it can be seen that 3 participants said that their first experiences in contact with the ELT program was excellent, 10 participants out of 15 had a good experience at the beginning. 1 student answered that it was fair, and 1 that it was very poor while no one say it was poor. This probably is a result of the relation between their expectations and their perceptions. So it can be inferred in some cases that students drop out of their career because their first experiences did not fit with their expectations. In this case, the ELT program has been helpful for the students, in many cases students' experiences through the Licenciatura en la Enseñanza del Inglés BUAP program motivates them to have a successful improvement in their learning, as a consequence, the future language teacher in Mexico improves their performance.

Sudharani et.al. (2012) agree with the previous points presented in the present research tell about the results of the research studies of Sevier, ; McDonnell, Mazzarol,, Soutar, and Mcneil, and Lin, saying that:

“it can be deduced that faculty reputation, institution's reputation, academic environment, size of school, employment after graduation, specific academic programs, financial aid availability, student population and social atmosphere, geographical location and quality of faculty were the overriding factors that affect undergraduates' decision to enroll in a higher learning institution” (p.202).

Section 4 shows a table of agreement about the way in which the faculty has been useful for students to stay in the ELT program. Table 2 below shows the expressions of agreement from the participants.

Table2. ELT program supporting students

English Teaching Language at LEI...	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1. Focuses on forming language teachers to satisfy social demands.	4	11	0	0	0
2. Offers facilities for students to be part of any mobility program.	4	8	3	0	0
3. It is taught by qualified teachers to encourage the students to be future English Language teachers as well	4	10	1	0	0
4. Promotes the students positively to understand the English Language in the environment.	7	8	0	0	0

Table 2 above shows the way in which the faculty has supported LEI students during their learning. All the participants (15 students) agreed that English language teaching at LEI BUAP focuses on forming language teachers to satisfy social demands, as well as, LEI program promotes the students to understand English language in a good environment. 4 students strongly agree and 8 agree that LEI BUAP offers facilities for students to be part of any mobility program, 3 students answer to be undecided about it. Finally, most of them, 4 Strongly agree and 10 out of 15, agreed that the faculty has qualified teachers to encourage the students to be future English language teachers, only 1 student answered to be undecided. 7 students strongly agree and 8 students agree

positively with the idea that the faculty impact their learning as part of the students' decision to continue staying at the LEI BUAP. Therefore, it is important that students develop their learning in a good environment; it would be an external factor to encourage them to enjoy the degree. Currently, English language teachers are taking an important role in society because they encourage new people to learn English as a tool to enrich their job and education opportunities, but good teachers' performance starts in their institution preparation; it has to support the students during their learning to become future English language teachers.

Conclusion

This chapter shows the participants' opinions collected during the present research, it summarizes the different conclusions for each section expressed by tables and graphics. The importance of these results is to support the research project. Findings show that most LEI students are interested in the BA in ELT program since the beginning. The majority of the population are aware of being English language teachers; however, some LEI students seem to have other expectations further than being language teachers. It is expected that they would change their mind during their stay at LEI BUAP because their first experiences at the faculty were good. Therefore, the faculty has supported them to enrich students' understanding of English and their interest in being good language teachers. Finally, these conclusions will respond to the research questions in the next chapter, Chapter Five.

CHAPTER FIVE: CONCLUSIONS

The purpose of this chapter is to present and discuss the findings emerging from the data analysis and its discussion. For this reason, the participant's contributions are the principal element to support this study. This research project identifies the different factors that students take into consideration to stay at the BA in ELT (Licenciatura en la Enseñanza del Inglés, LEI, BUAP). In the first section, the discussions from the findings discussed in chapter IV are shown,. Those findings will respond to the research questions of the present study.

1. What are LEI student's perceptions about the advantage of learning English?
2. What factors did students consider to choose the BA ELT program?
3. How did LEI students perceive the BA ELT program in contrast with other BUAP programs?

Secondly, the limitations of gathering the students' opinions and their interpretation are shown. In addition, suggestions for further projects will be provided. At the end of this chapter, a brief conclusion is included.

5.1 Findings from the questionnaire

This research project is based on a qualitative method because the findings come from students' perceptions. This questionnaire follows the order of the research questions,

it discusses the next topics as a summary of students' perceptions about the importance of learning English, a summary of the reasons they considered to choose the the BA ELT (The Licenciatura en la Enseñanza del Inglés, BUAP) program and finally, and a summary of students' perception of BA ELT program recognition in contrast with other BUAP programs.

5.1.1 Significance of learning English.

The findings from the questionnaire shows a positive impact on students' English Learning . According to LEI students' responses, they recognized the advantage of learning English in different areas. They said English is an important language because it is the language of international communication, as a result, English is the language used in education, economy and tourism. As a result, their stay depends on the students' reasons for learning the major in English teaching; their expectations are different. The following are the reasons that LEI students have for learning English:

- They want to have a high English level.
- They want to travel abroad.
- They want to communicate with native people.
- They want to obtain a well-paid job.
- To be a good English teacher.
- They want to teach their native language to foreign English people.

From the list of the reasons, the most important reason was to obtain a well-paid job; students seemed to figure out that there are more possibilities to finding a job knowing English. On the other hand, future English language teachers recognize that being an English language teacher in Mexico provides many labor opportunities, however, not in all the options the payment is good.

5.1.2 Students' selection of the BA in ELT program

The interpretations of the participants' opinions about choosing the BA in ELT program reveal that they considered opinions from their relatives and the university's prestige. Moreover, they said that the faculty has supported them to continue at the BA in ELT program.

Table 3 shows in the left column how the faculty has helped the students with their stay and in the right column shows students' opinions.

Table 3. Summary of students' perceptions

Question in the questionnaire	Participants' answers
Their first experiences in contact with the ELT program.	Their first experiences were good.
ELT program focuses on forming language teachers.	LEI students approved the ELT program approach.
ELT program offers facilities for students to be part of any mobility program.	Most LEI students agreed with the facilities that the ELT program offers.
Qualified teachers teach ELT programs.	Most LEI students confirmed the teachers' qualifications at the faculty.
ELT program promotes the students' positively understanding of English.	LEI students agreed the ELT program encourages them to understand English better.
Students' expectations about this ELT program.	Most of them want to improve their English and get better job opportunities. Half of them want to be good English teacher.

5.1.3 The BA in ELT recognition program

LEI students recognize the importance of the ELT program against other BUAP programs because they know its advantages. However, the English language teacher's reputation in Mexico does not seem attractive. The lack of pedagogical techniques and methods to teach would affect students' learning.

5.2 Answers to Research Questions.

It is important to mention that this study was applied to students of Licenciatura en la enseñanza del Inglés (LEI) at the Faculty of Languages BUAP , who have been in the ELT program for two periods. Therefore, the main point of this research was to understand the factors that shape their staying at the BA in ELT.

1. What are LEI students' perceptions about the advantages of learning English?
2. What factors did students consider to choose the BA ELT program?
3. In what way do students perceive the BA ELT program in contrast with other BUAP programs?
4. What external and internal factors impact on students' decisions to continue studying at the Licenciatura en la Enseñanza del Inglés?

Below there are presented each question with its answer in a specific form.

5.2.1 Specific research question 1.

- What are LEI students' perceptions about the advantages of learning English?

LEI students perceive English as an enrichment of their knowledge; they classify English as the “language of international communication”. For global communication, the best way is to use an international language. English is a dominant language because it increases new findings such as scientific-cultural, economic, and public/political. In this case, English is one of the most spoken languages around the world.

“Learning foreign languages will be influenced by their genetic make-up, their previous learning experiences, their culture and the society they live in” (Valida, 2016, p.2)

the faculty promotes the English language among abroad programs to work in other countries; moreover, there are students' exchanges as a motivation to carry on their English learning improvement. The requirement of learning English spreads new opportunities inside and outside the country; indeed it is a motivation for LEI students to learn English.

5.2.2 Specific research question 2.

- What factors did students consider to choose the BA in ELT program?

Career choice is seen to be highly influenced by cultural, social, and economic factors. It happens in the atmosphere where the student is placed, students who selected the BA in ELT (Licenciatura en la Enseñanza del Inglés at the Facultad de Lenguas BUAP) program took into consideration the family's opinions building career beliefs, which means that career decisions are influenced by opinions from a group of people. Another factor is the cultural context, for Mexican students to select a university it is one factor that determines their choice. According to the findings from the questionnaire, students selected the ELT program because of university prestige; they think it would help them in the future when they look for a job.

The participants currently have taken two periods in the ELT program, (at Licenciatura en la Enseñanza del Inglés at the Facultad de Lenguas BUAP) expressed a positive attitude through their learning, and the faculty support has been the main factor in students' staying. Students think that the ELT program fits their expectations. Nonetheless, the students' expectation is to focus on improving the second language, the disadvantage is that some students do not want to be language teachers. It is supposed they would be

motivated to be language teachers with faculty support, students recognized that the “ELT program focuses on forming language teachers”.

5.2.3 Specific research question 3.

- How did students perceive the BA in ELT program in contrast with other BUAP programs?

Students consider that ELT program is as important as other well-known BUAP programs. They know that knowing English offers many advantages in Mexico, so the key to spread the language is having more English language teachers.

“There is a general assumption that BA in ELT studies makes a significant contribution to teachers’ knowledge” (Lemus, 2017, p.2) the ELT program provides the professionalization of language teaching. Therefore, the importance of the ELT program is to prepare future English language teachers to respond to the contextual needs in Mexico. The BA in the ELT program purpose is to encourage student-teachers to develop their knowledge as English language teachers (Lemus, 2017). According to the students’ opinions, the ELT program is appropriate to support them as future English language teachers.

5.3 Limitations of the Study.

The experience throughout this research was something new, as a result, different limitations appeared, the first limitation was to organize the project such as the organization of each chapter, also the elaboration of the instrument, and how to search for information to support the project. The second limitation was the classes’ suspension, it was difficult to

select the specific population because the students were not taking classes and it was difficult to arrange a date with the teacher. When students came back to school, the instrument was applied one day before the quarantine of Covid 19 started. Even though the instrument was applied, there was not enough time to arrange a date with other teachers and apply the same instrument to other groups.

Therefore, the findings were not enough to complement the research questions' answers. Both situations affected the communication with the thesis assessor because all the feedback was given online. It was also difficult to apply the questionnaire online because there was no participation by LEI students and teachers online.

The final limitation was the lack of information gathered with the instrument, as it was decided to use the Likert Scale some topics were missed like deeper students' opinions about the importance of the BA in the ELT program and the student's perception of the personal factors, which helped them to stay at ELT program.

5.4 Recommendations for further research.

This research was focused on students' opinions about the factors that determine their staying at the BA in ELT program. However, the population selected were students that are currently in the second semester and they do not have enough experience in contact with the ELT program, so they do not discuss too much about the ELT program. For further research, it is recommended to select two groups from different semesters like one group who started to study at the ELT program and another who almost finished the ELT program because their vision changed through their experiences with the faculty staff, their social context, and their expectations. It would enrich the findings by adding other factors.

Another recommendation is to implement interviews as another instrument because the participants would explain their personal factors that affected them during the process of career choice and their staying, too. The last recommendation could be to carry out research about the curriculum from other universities that offer the BA in ELT program, to compare with the Licenciatura en la Enseñanza del Inglés BUAP to notice their differences and similarities, in order to know the way in which curriculum fits better with students' needs. This would respond to the way in which the university influences the student's opinions about the ELT program and their staying; this also would be a recommendation for universities to provide alternatives for decreasing school drop-out.

Conclusion.

This study had the intention to show the students' factors that were taken into account when they decided to stay at the BA in ELT in the Licenciatura en la Enseñanza del Inglés BUAP program. The importance of this research was to know how the students got interested in the ELT program and how they feel being part of it. Currently, many students drop out of the program and it is a worrying situation where many factors implicate their students' decisions. Therefore, knowing what factors convinces students to stay in the ELT program would reduce school drop-out.

On the other hand, it is interesting to know what students think about the ELT program in the Licenciatura en la enseñanza del Inglés BUAP because if students understand its relevance in society, they would be committed to the program. They would

perform as good English language teachers. The BA in ELT program in the Licenciatura en la enseñanza del Inglés BUAP prepares language teachers and students to develop their skills, learn the language, and strategies to teach. Nevertheless, it is not enough if society does not recognize the importance of having well-prepared teachers and encouraging Mexican people to learn English as part of Mexico's progress.

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APPENDICES:

Appendix 1: Questionnaire Guide



Benemérita Universidad Autónoma de Puebla.
Facultad de Lenguas.
Lic. Enseñanza del Inglés.
LEI students' perceptions that determine to stay in the ELT
program.



The objective of this questionnaire is to get information from LEI students' currently taking target language I, to know their beliefs about the principal factors that determined their staying at the ELT program.

Personal Information

Tick the option that suits your opinion

Age: 18 to 21 to 21 22 to 25 More than 25 Gender: F M English level:

Section 1. Significance of English

This section aims to know LEI students' perceptions about the utility of English.

Circle one option

1. Why do you think English is an important language? Complete the phrase.

I think English is an important language because...

- a) It is the language of international communication. b) It is the language of business.
c) It allows people access to entertainment d) it is useful to find a job abroad.
e) Other (explain) _____

2. What inspired you to learn English?

- a) The desire to know more about English Culture b) The motivation from some relatives
c) The possibility to study postgraduate education d) the possibility to get a well-paid job
e) Other (explain) _____

3. Why are you learning English? Tick the 3 options that you best prefer

To communicate with native English speaking people	
To understand English information in the internet	
To travel abroad	
To improve my language skills	
To access to educational programs abroad	

Section 2. English language teachers in Mexico

The objective of this section is to know LEI students’ opinions about English teachers in Mexico. You can tick more than one option

English language teachers in Mexico....	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5. have gained a high reputation					
6. have good laboral opportunities					
7. have access to jobs in government education programs (SEP)					
8. Have high incomes					

Section 3. Reasons to study the BA in ELT (Bachelor's degree English language teaching)

The objective of this section is to know why students decided to study the BA in ELT
 Instructions: Underline the options that fit your opinion

- 1- Was the BA in ELT your first choice in the admission process? a) Yes b)No
- 2- Why did you select the BA ELT program of this university? Because...
 - a) of the University prestige. b) it was recommended by the preparatory teachers
 - c) the vision and mission of the ELT program convinced you. d) of the motivation from relatives
 - e) it seemed attractive in a vocational orientation session

Instructions: Select at least three opinions

1. What are your expectations about this BA ELT degree?
 - a) To get a high English level.
 - b) To get a better job opportunities through university prestige.
 - c) To be inspired to English teaching language.
 - d) To teach my native language in other country.

e) Other (explain) _____

Underline the option that best completes the statement

2. My expectations match the goals of the BA ELT program.
 - a) Strongly agree.
 - b) Agree.
 - c) Undecided.
 - d) Disagree.
 - e) Strongly disagree.

Section 4. Support of the Faculty to LEI students

This last section aims to know how useful the faculty has been to support the students who decided to remain in the program.

1. How were your first experiences in contact with the ELT program?
 - a) Excellent
 - b) Good
 - c) Fair
 - d) Poor
 - e) Very poor.

In the following statements tick the option that best expresses your degree of agreement

English Teaching Language at LEI...	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
4. focuses on forming language teachers to satisfy social demands					
5. offers facilities for students to be part of any mobility program.					
6. is taught by qualified teachers to encourage the students to be future English Language teachers as well					
7. Promotes the students positively to understand English language in the environment					

Section 5. BUAP programs comparison.

The section aims to know students' perceptions about the ELT program in contrast with other BUAP programs. Instructions: Circle your answer.

1. Did you compare the ELT program with other BUAP program
Prior your selection?
a) Yes b)No

2. Do you think the BA ELT program has the same importance in society as other
BUAP recognized programs?
a) Strongly agree. b) Agree. c) Undecided. d) Disagree. e) Strongly
disagree.

3. Is the BA ELT program recognized in the local ELT context?
a)Strongly agree. b) Agree. c) Undecided. d) Disagree. e) Strongly
disagree.