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LICENCIATURA EN LENGUAS MODERNAS-INGLÉS

T I T L E

**The stories of two female English teachers in different
contexts in Mexico**

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Mexico

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Abstract

This study follows a qualitative method, in which the main purpose is to identify and explore some of the experiences that two female teachers have faced during their professional trajectories as English teachers. The research questions that guide this study are: RQ1- What kind of experiences have these two female English teachers faced during their professional trajectories? RQ2- How have these two female English teachers solved the challenges they have encountered during their professional trajectories? RQ3- What are some recommendations these female English teachers make to novice English teachers (especially female teachers)? The study followed a narrative inquiry in which narratives were the instrument to carry out this research. The participants shared their experiences as novice and expert teachers in rural and urban contexts. (Puebla- Tlaxcala). The data was analyzed, and the findings showed that female English teachers may face challenges such as mobbing, teaching experiences, low salaries, safety, harassment, and work environment. This research shows the real panorama that female English teachers may face during their trajectories and, in spite of the times, those challenges continue nowadays.

Key words, female English teachers, challenges, narratives, professional development, trajectories.

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Dedication

I dedicated this thesis to God for giving me life and allow me to achieve my dreams. Also, it is dedicated to my mom (RIP) and my grandma (RIP) that I am sure they are proud of me from the heaven. To my children and my husband who are my inspiration and support to continue my way. Thanks for being part of my life.

I love them.

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Verónica Salazar Flores

The stories of two female English teachers in different contexts in

Mexico

CHAPTER I

THE INTRODUCTION

1.0 Introduction

College students tend to be eager about getting a job as soon as they finish their BA programs. Most of them believe or have the idea that when they finish to study, they would be getting a job that fulfill their needs and dreams. By the time that they get a job, two things could happen; one could be that it is the best job of their lives or two, that it can be the worse job ever. Every job is completely different, and every person takes it the best way they can, what a person usually gets from one job to another are the experiences they gained with the time to improve or to move to a different job.

Experiences are what make a job worth to a person or not, the different types of experiences are the ones that can mark a person's life for their rest of their lives. Usually, when a person has a bad experience, he/she changes the job for another one that can get them a better experience; most of the times a person will try to improve in order to keep a job or gain experience and apply for a different position or a better paid one.

As it was mentioned before, a person will usually change his job if he does not like it or enjoy it, on the contrary, a teacher will not leave a class on the middle of the semester just because he/she did not like it. Experiences make a teacher to

act quickly in order to improve any of the areas that he can be failing, for a teacher there is no chance of making mistakes and leave them like that, a teacher needs to change the action taken in order to improve the skills that are not working for him. Hinkel, (2011) argues that expert teachers are able of processes are designed rapidly and interpreting them in meaningful ways. They also have stronger improvisational abilities than novice teachers and the ability to manage difficult tasks with what appears to be automaticity and effortlessness.

The field of language teaching has become a big field in teacher' daily lives, through the English language, there is a need to grow in professional development in whole of the areas, for this reason, the English teachers have to faced different problems to achieve the professional development, and with these experiences they become an expert in English teaching area. On the various fields of work, the one that this study will be focusing on is teaching; According to Scherff (2008), teachers' trouble at the beginning of their professional development by trying to adapt themselves to the culture, the environment, and the rules of the educational system. In Mexico, teaching is considered one of the easiest jobs by the society we live in, however, it is one of the hardest jobs that needs continuing improvement in all areas

Merida et al, (2021), affirmed that according to SEP in 2015, 79% of the students had a lack of English language and only 3% have some knowledge as a result of private classes or courses; Teachers also face situations with the students such as bad behavior and non-interest to the language itself, this type of behavior makes learners lose interest in the class at all. A teacher bases his/her performance improvement on the experiences he/she can have during a course.

A female teacher has to face different obstacles to grow a field. One topic that is important to mention is the insecurity in the country as is part of daily life however; teachers look for new opportunities to work in different context or in specific places that do not affect their economy, these take them to exposed themselves to different kind of criminal events.

Another factor that affects teachers professional growing is “mobbing” this disturbs teachers’ environment on the job, owing to someone makes the teacher feels persuaded also give him/her more work out of his/her responsibilities.

Finally, the low payment that is earned by a teacher that when starts to work in a private institution their income is too low and they have to face with different factors that they are not ready to deal, but they accepted the job while they get experience. The benefic they can get is that they can choose their work schedules according to their needs to have a chance to get other jobs to increase their income. Most new teachers quit their jobs unsatisfied with low salaries, student discipline problems, lack of parental and administrative support, unhealthy working conditions, inadequate preparation for the work, and few opportunities to participate in decision-making (Andrews & Martin, 2003; Cochran-Smith, 2004; Darling-Hammond, 2003; Hirsch, 2006; Ingersoll, 2003, 2004; Kent, 2000; Liu & Meyer, 2005 as cited in L Scherff 2008).

1.1 Statement of the problem

Teaching may be a hard profession as previously stated, English teachers also have to face complicated situations in order to keep a job. However, for female teachers, the situation can be even harder. Female teachers face problems during their

trajectories due to internal and external factors. This study explores the teachers in Puebla and Tlaxcala contexts.

1.2 The justification of the problem

The origin of this study is based on the challenges two female English teachers have faced during their teaching trajectories. Our interest in doing this research was to shared different experiences that made us to grow in our professional development and express how to face the different challenges that happened in our career

1.3 The purpose of the study

The purpose of the study is to identify and explore some of the experiences that two female teachers have faced during their professional trajectories as English teachers.

1.4 The research questions

There were the three questions that were key to develop this study;

- RQ1- What kind of experiences have these two female English teachers faced during their professional trajectories?
- RQ2- How have these two female English teachers solved the challenges they have encountered during their professional trajectories?
- RQ3- What are some recommendations these female English teachers make to novice English teachers (especially female teachers)?

1.5 The relevance of the study

The importance of this research is to explain which are the probable situations that teachers can have and how they may react to these experiences, through sometimes the novice teachers can abandon the process of the professional development and decide to make a change of field.

Scherff (2008), states that:

“If new teachers cannot learn to work in the school environment or with their colleagues, teaching students or their subject matter may not be enough to keep them satisfied and they will either become disengaged from their work, change schools, or leave the profession entirely “(p.1319)

That is why, it is important to present female teachers with all the problems that they may have to face as part of the professional development in order to grow in this field.

1.6 Overview of the study

This thesis is organized in five chapters. Chapter 1 presents the introduction to the research as well as the purpose, the research questions among other elements. Chapter 2 will explain some of the main theoretical concepts that will frame the study. Some important topics in this chapter will be professional development and teachers' trajectories Then, Chapter 3 will deal with the methodology used to carry out the research. Chapter 4 will present the analysis the data and the results Finally Chapter 5 will provide conclusions, limitations and contributions

1.7 Conclusion

The introduction, problem statement, purpose, justification, and the research questions for this narrative study have all been presented in this chapter. Additionally, the introductory chapter has provided a summary of the research that has been done for this thesis. The following chapters will present the development of this study.

CHAPTER II.

LITERATURE REVIEW

2.0 Introduction

The theoretical foundation and literature review of the present study are described in this chapter. The key words and the main concepts are defined and explained in more detail. The main purpose of this study is to present the experiences that some teachers can face after they finish college and during their journey when they get different jobs. These experiences include learning how to manage students, type of classrooms, material they must work with that can differ with the material they had prepared for their class. The environment they are working with; this can include, but not limited to the students' parents, their location, the social environment, private or public school, to mention some. This chapter discloses information that is essential to understand teaching to different ages, social groups, but mostly it will be focused on how teachers learn how to work with these groups of people in order to improve their teaching, from the very beginning since they are novice until they become experts and some other factors that take a teacher to move around in their field to grow or stop professionally speaking.

2.1 Teaching

The process of teaching is not as easy as it may look, or as society wants to make it look. Teaching involves, college years, learning processes, a new language on all its ways, lesson planning and improvising. Barnatt et al. (2017) argue that "learning to teach in a school involves not only negotiating classroom practice, certainly, but

also understanding the demands, policies, expectations, and interpretations of a particular context and overlapping—and sometimes competing—groups” (p.7)

2.2 English Teacher Education

Teacher education is considered the base of professional development. For this reason, in their teaching programs are involved different fields about language. According to Crandall (2000) linguistics, education, or language and literature are part of educational programs in teacher education. These three disciplines provide the knowledge base and opportunities for developing skills and dispositions for both prospective and experienced teachers. It is important that the curricular subjects in teacher education are considered more than those subjects and most of them are related with language. Recently there are some subjects that were applied in the English teaching education. Crandall (2000) mentions that psycholinguistics, sociolinguistics, discourse analysis, language description, and language teaching and testing methodology formed the base of English Teaching Education. Darling (2000) indicates that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. However, not only preparation to be teacher is the professional development, because the practice makes the expert teachers and the training during the process permits their goals, though they have prepared for truths of the classroom. In conclusion, English teaching Education is based on language and the all of fields that are part of teaching.

Currently if teachers are prepared to face the real life in the classrooms, they can get the professional development based on their experiences and the knowledge acquired to teach in a meaningful way in their specific field.

2.3 Teaching English as Foreign language

Nowadays, learning English has become a necessity in order to grow professionally due to the globalization that takes places among different countries, the people's needs required that teachers develop strategies to teach English in an effective way to get the knowledge that people need to face a competitive world. Teaching English as a foreign language is a field in which are involved different methods that are used for teaching, and some of them many years ago were based on translation into grammar and writing skills and they omitted the speaking skill.

2.3.1 Methods

According to Bambang (2020) Grammar Translation Method (GTM) was the first to teach English, also called Classical Method, it was based on translation in grammar and vocabulary. However, it was replaced by Direct Method and finally in the half of twentieth century there were new language teaching methods such as:

Audio Lingual Method (ALM) this method comes from the stimulation – response as Qin (2019) mentions that the main representatives of the theory of behaviorism. were Skinner and Watson, who believe that experimental observation is how stimulation and reaction are obtained.

The Silent Way, the principal purpose of this method is that the teacher encourages the students to be more active in the classroom and participate in oral

way and the participation of the teacher is less silent in order to avoid to be active in the activities. (Bambang, 2020)

The Community Language Learning (CLL) Based on counseling, this approach refers to the relationship between a counselor and a client in which the counselor gives guidance, helping and supports to the client in addition, it is very similar the situations that learner and teacher develop in the English learning process. The teacher takes the role of counselor and the student of the client.

The Total Physical Response. This approach argues that learning a foreign language is like learning one's own tongue and that memory is increased if it is activated by association with motor movement. (Brown, 1987). Before children can speak, they listen a lot. As they learn their first language also, they develop a lot of physical activities, when the teacher is teaching children, they can dominate the communication and the children respond physically before they can speak it is very similar when they start to acquire their mother tongue. (Richards et al. 1986)

Suggestopedia. This method has some factors that are considering to develop it. The physical environment and atmosphere are important for the students feel comfortable and confidence and the teacher uses different techniques including art and music. It makes that students do not have obstacles to learn a foreign language.

Communicative Language Teaching (CLT) This method is the perfect combination of humanism and psycholinguistics, and it helps the students to improve their communicative competence. (Qin, 2019)

Task Based Learning (TBS) is the method where students are provided interactive task to complete; in order to complete this they need to communicate. A task will be given, and students will work on pairs or groups to get an activity done. Littlewood (1981) argues that students need to maintain the linguistic capacity to understand the situation provided and be able to manipulate to their context or level in order to learn the new language. (Nunan 2004)

Project Based Learning (PBL) is the method that motives and prepares students with a project that could be of their interest. It also motivates teachers to teach in a more satisfying way

All of those methods have been developed based on experience in teaching as a foreign language. Some them are used in a successful way in different context or according to the students´ needs. They involve some factors that are considering such as, ages, aptitude, English language level. For this reason, some experts created new approaches to cover their needs inside of the classroom.

2.4 Professional development

According to Marcelo (2009), recently the concept of professional development has included a variety of chances and formal and informal experiences that are intended to encourage the growth and evolution of the teacher. A teacher's search for a professional identity should be related to how they identify others and themselves in the classroom. Villegas (2003) demonstrates how this process has lately come to be considered as being long-term and comprises many types of intentionally designed opportunities and experiences in order to promote teachers' professional

development. This has led to the establishment of a fresh viewpoint that sees the following qualities in the professional growth of teachers :(Villegas, 2003)

- It is based on constructivism.
- It is viewed as a long-term process.
- It is viewed as a long-term process which takes place in specific contexts (schools).
- Professional teacher development is directly related to school reform processes.
- A teacher is conceived of as reflective practitioner.
- Professional development is conceived as a collaborative and individual process.
- Professional development can adopt different forms in different context

As a conclusion, there are some specific characteristics that a teacher should have to get the professional development due to, the experiences that teacher tend to have during his or her trajectory.

2.5 Stages of the development of teachers.

In the process of professional development as an English teacher is natural to pass for different stages such as novice and expert teachers. Novice teachers battle to make their job reflect their own image of how it should be, while at the same time being subjected to the enormous socialization forces of the school culture, in an effort to build their own social reality. The characteristics most closely connected with morale, career choice commitment, and intended retention were the starting

teachers' perceptions of the social organization of their schools (including leadership and culture). The negative effects of non-collaborative cultures or unsupportive school leadership, for instance, are more likely to be felt by teachers who have completed one-year internships in schools that are structurally responsive to their needs. "Without some basic understanding of the organizational life of schools beginning teachers may be ill-equipped to deal with the problems and difficulties they encounter or develop the political tactics and teaching strategies needed to resist" (Kuzmic, 1994, as cited in L. Scherff 2008 p.1319)

Teacher culture may protect professors from the challenges of their profession. When assessing early teaching experiences, two factors are critical to take into consideration: situations where there is typically freedom to make judgements and the particular events during pre-service education. Students frequently find it difficult to relate the pedagogy they studied in school to the realities of teaching. The working environment encourages the formation of interpersonal bonds and allows beginning instructors to interact and engage in conversation. According to Scherff (2008), teaching students or their subject matter may not be enough to keep new teachers pleased if they cannot learn how to work in the classroom or with their colleagues. Instead, they may get discouraged from their jobs, switch schools, or quit the field altogether.

Dreyfus (1986) adapted by Berliner (1994) in his model about novice to expert skills acquisition specified that there are five stages of the development as a teacher:

- **Novice:** Beginners are unfamiliar with the conditions in which they will be asked to complete tasks. To get access to these circumstances, students are educated about them in terms of objective characteristics. These are task characteristics that may be identified without prior situational experience. Novice professionals are also given guidelines to govern their actions in relation to several aspects.
- **Advanced beginner:** The advanced beginner is able to demonstrate acceptable performance. He/she has faced with real-life events to notice the frequent important characteristics known as aspects. Aspects are general, global features that must be recognized by past experience in real-world circumstances. (Dreyfus 1986, as cited in Benner. 1994)
- **Competent performance:** The competence stage is distinguished by a sense of expertise and the capacity to cope with and control the different factors due to the person has been in his/her job for two or three years.
- **Proficient:** The proficient has the ability to recognize different situation, and the experience teaches to professionals what to expect in a specific situation and how to adapt strategies in reaction to these events.
- **Expert:** “In this stage a developing expert controls much more of their own learning environment. Here the conditions for deliberate practice are arranged. The emerging expert receives the feedback they need, and also chooses the level of challenge for their own development.” (Glasser 1996. As cited al Berliner 2001, p. 479)

Berliner (2001) argues that “Expert teachers learn a lot from experience and so they are often slower to start solving problems than are novices” (p. 476). In early research on teaching competency evaluated instructors' decision-making skills while employing information-processing techniques to make pedagogical judgments; these studies were often of an almost laboratory nature in character. (Carter et al as cited in Hinkel 2011). For the studies expert teachers have the ability to recognize patterns quickly and interpret them effectively. Expert teacher can handle difficult jobs with what seems to be automaticity and effortlessness and have greater improvisational skills than new teachers. (Berliner, 2001)

According to Berliner (2001), the basis for the now verified prototype set of characteristics of expert instructors was provided by hypotheses obtained from research on expertise. These claims were supported by data that was only found in investigations of teaching expertise. The following claims appeared to be supported by convincing evidence from many study programs:

- ✚ Excellent instructors flourish primarily in their specialized fields and environments;
- ✚ Professional educators automate the repetitive tasks required to achieve their objectives.
- ✚ Compared to beginner instructors, experienced educators are more adaptable and opportunistic in their instruction;
- ✚ When resolving issues, knowledgeable instructors are more attentive to the needs of the task at hand and the social context in which they are working;

- ✚ In comparison to beginners, skilled teachers qualitatively describe difficulties differently;
- ✚ Expert teachers are able of quicker and more exact pattern detection.
- ✚ Expert instructors notice more significant patterns in their realm of expertise;
- ✚ Expert instructors may take longer to answer difficulties, but they bring deeper and more personal sources of information to bear on the issues at hand.

As a conclusion, the different stages are part of professional development as a teacher.

2.6 Teaching children

Teaching to children can be considered the easiest fields on the teaching area as it is said that children learn quick but teaching a second language is not as easy as it looks. Nunan (2011) mentions the stages of development of Piaget (1962):

- ❖ Sensorimotor
- ❖ Pre-operational
- ❖ Concrete-operational
- ❖ Formal-operational

These stages need to be considered in order to teach a child a foreign language, children learn from their environment, they do learn words and short phrases that they can hear even they do not know the meaning of them, which makes them easier but the main point on teaching children is to get their attention to the class. Nunan (2011) also says that children have limited attention span, which means that if they do not find it interesting, they do focus their attention on something else rather than

the class been taught. Also, Nunan (2011) mentions that in the Total Physical Response (TPR) activities, the students perform physical actions and carry out instructions given by teacher or an audio source. This type of activities are the ones that can motivate a child to learn something new, but this needs continuing practice, or the child may forget what was taught. Brown (2015) says that children widespread belief in the subconscious effort that children can have to the task; it means that unconsciously children are able to learn if they are willing to do it by paying some attention to what is been taught. Children by nature are curious and will always ask what is it? This helps them to learn a second language while learning the first one; on the other hand, adults tend to limit their curiosity by the fear of feeling embarrassed, their curiosity has become less than when they were younger, and their priorities become different causing that at certain point their learning process could be affected.

However, adults do not need to make a big effort to learn a language as their personal vocabulary and background knowledge is a help for them to learn a foreign language. Different from children they can retain information for a longer period and as it was mentioned before they can relate it to their previous knowledge. (Brown, 2015)

In conclusion, children will always be focused on new things to be learnt in an active, interesting way; teachers should be focused on children's interests and based on this they can teach and get children to learn. Some factors that need to be considered is that children attention span is short, so teachers need to practice ne

vocabulary or lesson more than once and try to always link old knowledge with previous one to avoid children to forget what has been taught.

2.7 Teaching teenagers

It is said that working with teenagers become a great challenge, as they are on the “puberty” they start to think they are adults, responsible and able to do everything, however, they keep behaving like children sometimes. Starbuck (2018) says on her blog that significant changes happen in the pre-frontal cortex; the area of the brain which is responsible for planning, problem-solving, assessing risk, decision-making and social interaction. These changes impact behavior, meaning that teenagers are more likely to engage in risky behavior, place undue emphasis on social rewards, and struggle to read and understand others’ emotions.

Teenagers are one of the most challenging and complicated groups to work with as teachers. Compared to the children’s groups, a teacher needs to get full attention, participation and overall motivation of the teenager students to learn a different language. Kidd and Czerniawski (2010), they mention that “Adults have four significant reward systems: money, usefulness, status and the gratitude or approval of those they live with”. On the other hand, teenagers find this of little significance where few such rewards are possible within the school they attend. Kidd & Czerniawski adopted the Maslow’s theory of Motivation (1987) (Physiological, safety, love and belonging, self-esteem and self-actualization) as a motivational theory in psychology that provides useful evaluation framework for teachers when reviewing and planning the efficacy of their lesson. Teachers will take the Maslow theory as a tool in order to motivate the students. As a result, teachers take teenagers needs

into account to motivate students to learn a language; this will lead them to get their attention and find English useful for a near future on their lives.

Cummins (2018), mentions that students need to know exactly why they are doing things. They need to know why exactly are going to do and the purpose beforehand and then reviewing what has been learnt afterwards. Something that a teacher must consider is that teenagers are competitive by nature and the teacher must take advantage of this; including the technology can be used for the class as teenagers love to be engage with the technology. On the other hand, if a teacher is on a community where technology is not part of the teenagers' lives, the teacher must create activities that engage them on physical and mental activities that can get students to enjoy and engage to the learning process; games can be important but teenagers are not fond of games at all anymore, so activities where they can have discussions about trending topics, music, singers, bands, etc. will keep their attention and learning will be involve.

Teenagers need various activities that reinforce their knowledge, so they do not forget what they have learnt, as they are still on the process of acquiring a new language, they need constant practice of it. If a teenager quits practicing the new language, he will eventually forget all that was taught. The best methods to work on with teenager students are Grammar Translation Method, the Natural Approach and also the Communicative approach; combining these three methods the teenagers will be having a good performance on the learning process, supports in mind that a teenager needs constant attention and a big variety of activities, or their attention span will be lost on the teaching/learning process.

2.8 Teaching adults

The learning process is a never ending one; every person does not matter how is he will not stop learning something. An adult (age range 27-59) is continuously learning about new things or updating some others. The use of the technology had to be implied in so many cases when the computers and the cell phones became essential for a person's life including the work one.

Merriam and Baumgartner (2020) mention that adult education is responsive to the context in which takes place, it affects the same context; adult education has responded to these technological advances by offering courses to learn this technology so an adult can better function in our digital environment

In addition, Brown (1995), tells that "Adults have superior cognitive abilities that can render them more successful in certain classroom endeavors and their need for sensory input can rely on a little more on their imaginations". (p.94). Considering this trait, language instructors may design educational activities that give students sample opportunities to utilize the target language by introducing creative circumstances. Language learners' ability to use creative situations higher cognitive powers are "forced" to adopt the target language. A role-playing game is one of the numerous activities that makes students use of imagination and makes adults to interact with situations that can be similar to real life scenarios.

The context of language learning in the classroom instruction may benefit adults more than children, who are better at acquiring the target language in natural

settings. This feature implies that underlying principles that suggest the introduction of grammatical rules or grammar explanations that are thought to be applicable to teaching teenagers also work for adults. Adults can learn the target language by first studying its rules and then continuing to learn it communicatively.

However, whenever possible, the target language as it is used in real-life situations should be introduced at the start of the class. The grammar and vocabulary of the target language are learned through function, situational context, and interlocutors' roles (Larsen-Freeman, 2000). This second method of learning grammar may conflict with the combination of the Grammar Translation Method and the Communicative Approach. As the grammar translation method is based on the interpretation of words and the communicative approach is based as its name says it communicating.

2.9 Teaching in rural context

Teaching English is a hard task because the teachers have to face several problems, especially in rural context, Shende et al. (2022) argue that “Several problems emanate from peculiar geographical, cultural, economically backward, and educationally poor background itself” (p 1) all of those aspects make that English teaching will be difficult in rural areas. According to Petrone et al. (2021) in the real life the English teachers frequently lack disciplinary colleagues, which prevents them from having pedagogical conversations about specific topic, also he argues that anyone interested in English education must learn about and understand the rural background in order to work in this field. The rural context in English teaching is a

complicated task. Petrone et al. (2021) say that there are social justice concerns include issues inadequate, resources poverty, shifting demographic, geographic isolation school closures, lack of teacher support and poor teacher retention. All of those aspects make complicated teaching English in rural context, for this reason, these places are marginalized. Because the idea of rural is obsolete in contemporary life and in the curricula utilized in their classrooms, schools frequently contribute to stereotyped depictions of rural. Also, Petrone et al. (2021) mentions that the efforts of well-intentioned teachers to raise the expectations of rural learners are frustrated by several obstacles as were mentioned before. In conclusion, the English teachers who work in rural context should be prepared in professional aspect to know to face their goal.

2.10 Teaching English in Urban Context

Teaching English in an urban context is very different to teach English in rural context. According to Hui (2022), in rural context the children's parents are disinterested and are incapable to help and guide to their children in their English learning, also they have limited academic, cultural knowledge that do not permit to supervise their children's study. However, he argues that in urban context the educational authorities and children's parents put importance in the children's English learning- also there are a lot of educational resources to learn English in and out the schools besides, there are native English teachers and different international events in which they use the language in a daily context.

According to Hady (2009), the English teachers who teach in urban context have the possibility to teach their students how to express themselves, to have an

opinion in a writing or spoken way, also the students will be able to questions ideas using an appropriate English language. The students can develop the different skills such as listening, writing, speaking and reading in the English learning process all of this is possible because, the students are expose in high English level and the social environment with global economic relations.

2. 11 Teacher's trajectories

In life, one word, one action, one thought can change a life in a moment, and this can describe the experience of an English teacher. Teaching English in Mexico has become an important part of a student's curricula, as some of the parents migrate for better job and money opportunities; on the other hand, some other students take English for the same reason but they stay in Mexico.

Borjian (2015) mentions that most of the English teachers in Mexico have learnt the language in college it is a total of a 63%, a 34% has shaped their English by living on the US and that a 70% of the teachers have had the opportunity to travel to an English-speaking country. This last part has helped teachers to improve their personal learning skills and the way they teach the language in the Institutions.

However, English teaching is more common and more profound in private schools; Mexico started a plan for Public Schools, so students of different economic levels can have the opportunity to learn the language and improve their educational level. The trajectories of teachers are different from teachers that work on private schools. Bayer et al (2009) mention that a teacher's experience is different from their first two years than on their eight years of experience. On the first years, a teacher

prepares classes in group or individual work, depending on the lesson as a way of interacting in class. A more experienced teacher will base their lesson planning on the students' needs rather than following the curriculum provided.

The experience gained with the years, makes a teacher realize that some school subjects become not useful on their teaching development and base it more on real scenarios that are helpful and useful for students. Some skills and competences are not taught in schools and these skills are acquired by the experience gained on the classrooms, also lesson planning becomes faster and easier than on the first years of a teacher.

2.12 Challenges

Challenges are the different problems that female English teachers faced during their trajectories, some of them are related with the society and the context in which are involved their experiences.

2.12.1 Safety and Harassment

Steinberg et al. (2013) argues that "Teachers are also affected by harassment and violence that occurs in schools. Unsafe school environments have adverse effects on teacher professional development and personal safety "(p.3). Also, according to England (2021) "Harassment is an unwelcome conduct that is a condition of continued employment or that creates an intimidating, hostile or offensive work environment." (p.54). In the other hand, Cobb (2017) mentions that bullying, mobbing and social harassment describe negative behavior in a workplace all of these involve abuse, bossing, attacks, intimidation and bad conduct.

2.12.2 Salaries

Low salary in education is a very important challenge that teachers faced during their professional development. Umansky (2005) argues that “there is evidence that teacher quality may be declining because of increased employment opportunities for women outside of education, low salaries, and rigid pay structures” (p.28). Also, according to Mizala and Romaguera (2005):

“teachers’ salaries are often perceived to be low and less than those of other professionals. If this perception were the case, it would have three possible effects on the efficiency of the educational process. First, lower salaries would affect the effort and the quality of teachers’ work. Second, low salaries would negatively affect the quality of education students and, therefore, the pool of future teachers. Third, it would be hard to keep good teachers in the profession, because they would seek better income elsewhere. Those effects would produce significant inefficiencies in the educational process and negative effects in students’ learning.” (p. 103)

In conclusion, salary is an important challenge that teachers face in some several places, and it affects the quality of their work, their students and the quality of education in general.

2.12.3 Mobbing

Duffy (2012) argues that the feeling of being the focus of a series of negative or aggressive behaviors by one or more people is known as mobbing. The idea that

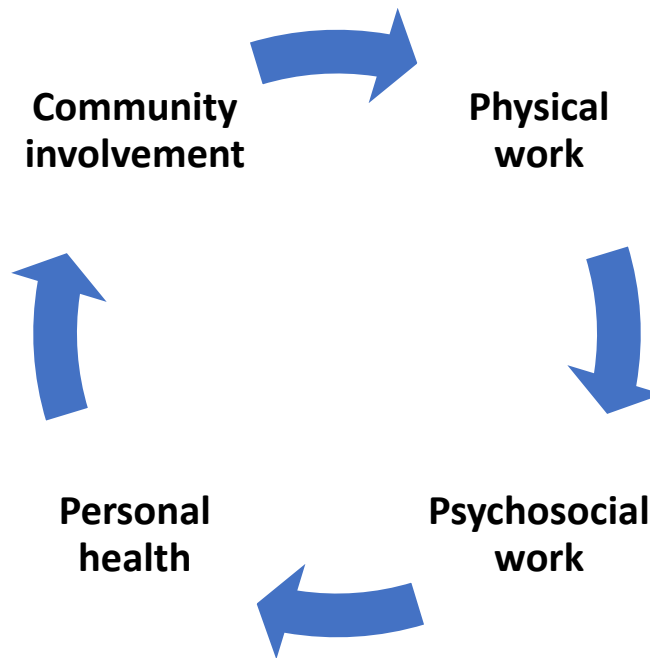
aggressive acts must occur frequently once or twice a week appears as a key definitional component in both types of bullying in the school and at work.

In addition, Ziegel. (2015) says that “Mobbing is also referred to as a victimization workplace bullying or moral harassment. It usually a process that start with a simple conflict. However, in the course of time this conflict escalates and one employee suddenly becomes a victim “. (p 1.) For this reason, people tend to be a part of this phenomenon inside of their workplace.

2.12.4 Work Environment

Züllighoven (2005) says that “a work environment is the location where tools, materials and other objects pertaining to a task available are arranged in a domain – specific manner.” (p.64) In the other hand Cooper (2014), argues that a healthy workplace is one where employees and management work together to apply a continuous improvement approach to safeguard and advance everyone's health, safety, and well-being as well as the long-term viability of the business. Also, he states that there are four avenues of influence to have a health environment as is showed in the Figure 1.

Fig. 1. Elements of work environment



Based on Cooper (2014)

2.12.5 Teaching Experience

Hobbs et al. (2022) state that “This definition was inspired by the need to recognize that teachers can develop expertise and confidence as they gain experience teaching a subject” (p.40) Also he argues that although teacher experience is a key factor in establishing a teacher's ability, it is part of the definition. Teachers might get a more sophisticated, honed, and experience-informed understanding of the task of instructing the topic through practice. Also, Barnard (2018) argues that through careful consideration on the nature and significance of teaching events, teachers gain experience.

2.13 Conclusion

This chapter included a description of the most important concerns to this research, as well as the theoretical framework and literature review that support this study. This review may help readers to understand the challenges that the female English teachers have faced during their professional development in their trajectories through of the last years.

CHAPTER III

METHODOLOGY

3.0 Introduction

Chapter three refers to the methodology used for this study. The chapter explains the methodology of the processes used to carry out this study in order to respond to the research questions. There is a thorough presentation of elements and an explanation of the methodology, background, participants, instruments, data collection techniques, and data analysis.

3.1 Methodology

According to Lehmann (2006) “Qualitative research is a set of techniques in which data is obtained from a relatively small group of respondents” (p. 3). He also argues that the most important technique in qualitative research is the narrative because with this technique the participants can express their beliefs, thoughts and feelings according to her/his perception. A qualitative narrative approach to research was chosen because the purpose of this project was to identify and explore some of the experiences that two female teachers have faced during their professional trajectories as English teachers.

Additionally, Mertova et al. (2020) say:

“Narrative records human experience through the construction and reconstruction of personal stories; it is well suited to addressing issues of complexity and cultural and human centeredness because of its capacity to record and retell those events that have had the most influence on us.” (p.2)

In addition, for this study, it was important to use a qualitative approach to collect the data from the participants. According to Bell (2002 as cited in Mertova, 2020.) a narrative is a depiction of how life is experienced; therefore, it is an objective reconstruction of life.

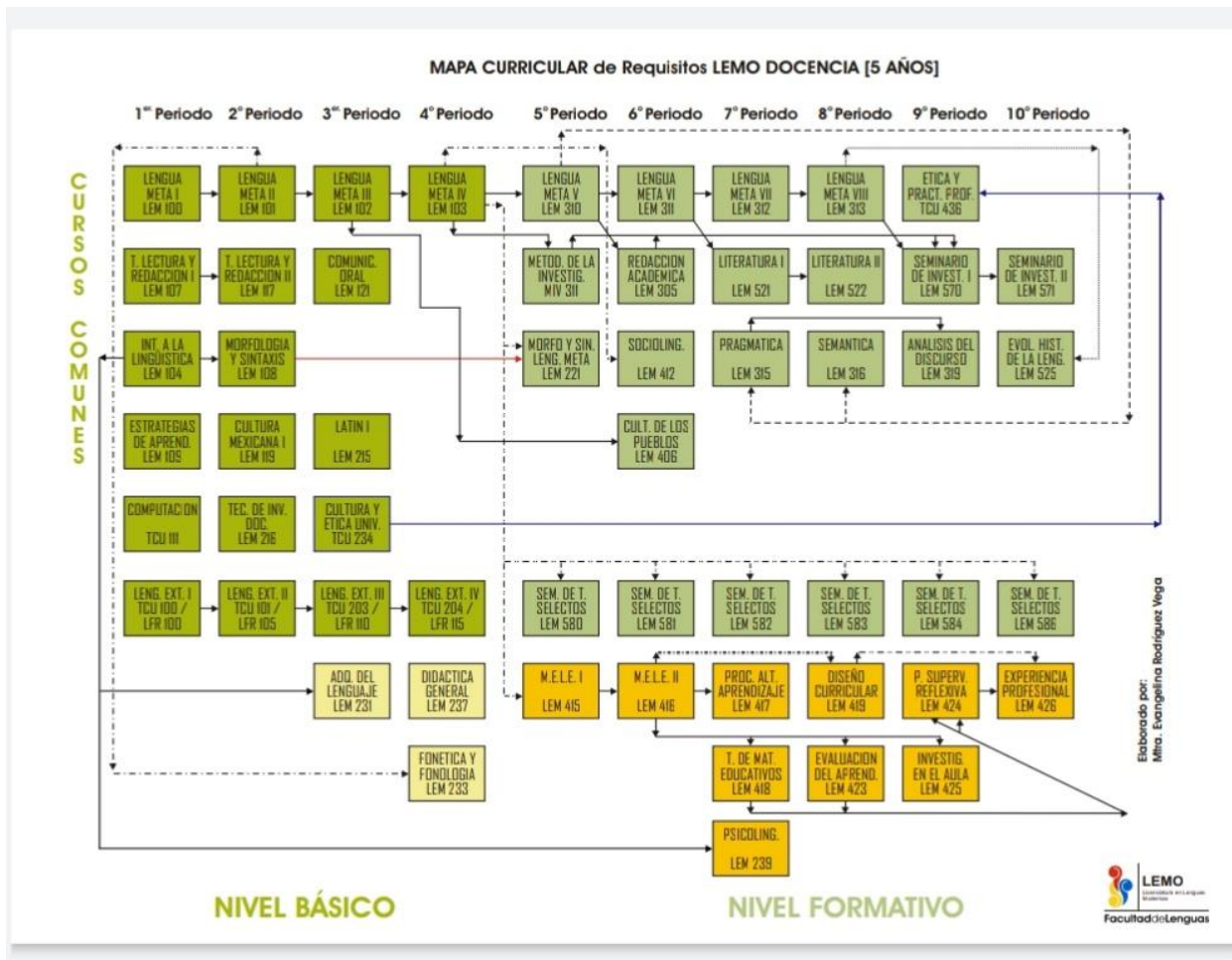
The narratives told by the participants were the corpus of this study. These narratives were written by the two female participants and their texts were analyzed in order to get the data for the research. Johnson and Golombek (2002) define “teacher’s narrative inquiry as a systematic exploration that is conducted by teachers and for teachers through their own stories and language” (p.6). For this reason, the narratives of language teachers were the corpus for this research.

3.2 Context

In Mexico, teaching and learning English has been important to develop as professionals in different areas. Consequently, some private and public institutions offer English in curricular programs. This research was carried out in the different contexts; in Puebla city and in some rural zones of Tlaxcala where the participants of the study have worked as English teachers after they graduated from *Licenciatura de Enseñanza en Lenguas Modernas (LEMO)*.

The Languages Faculty at BUAP, offered a program called *Licenciatura en Enseñanza de Lenguas Modernas (LEMO)*. It was divided into two terminals, teaching, and translation. The program on which this investigation is based was the teaching terminal. This program was based on the Fenix model is no longer available, and on the following curricula:

Fig. 2. LEMO Curriculum Map



Taken from Fenix Model document

The graduate student from the Fenix Model had the ability to work with different groups of students, from kindergarten up to adults. The graduate would be a versatile and flexible teacher, interculturally competent, and will handle the English Language at an advanced level of agreement. The graduate would also have the knowledge and will be able to make differences and similarities between the structure of the mother tongue and the English language; as well as the linguistic, psych-pedagogical, and methodological principles that facilitate the teaching-

learning process of the English language in students of different levels and learning modalities.

The graduate could also have the ability to adopt, adapt, design, use, and evaluate teaching materials according to the objectives and type of students. Finally, the LEMO major (program) would train teachers to be able to work in many fields without limiting their boundaries of learning and teaching skills.

3.3 Participants

Two female English teachers who have worked in the public and private sectors participated in this research. Two females ranging in age from thirty to forty years. Both participants were married and Mexican. Their native language was Spanish. They have worked as English teachers at different levels. One of them had experience working in a kindergarten, primary, and secondary as an English teacher most of those schools were private. And the other one has experience in teaching in secondary school, university, and business English classes. The secondary schools where the participants worked were public institutions and the universities and the business English classes were in private institutions. (see chart1).

Chart 1. The Participants

Participant	Teaching Experience	Teaching Context	Years teaching
Miss Ponce	Kinder garden	Puebla City	14
Married / Mexican	Primary	Puebla City / Rural Zone	
	Secondary	Tlaxcala Rural Zone Tlaxcala	
Miss Rincón	Secondary	Rural Zone/ Tlaxcala	5
Married/ Mexican	University	Puebla City	
	Business English	Puebla City	

3.4 Instrument

A protocol was used to gather the narratives for this study. According to Mertova et. al (2020) “Narrative inquiry is set in human stories” (p 3). Therefore, the study used narratives that each female English teacher wrote about different human experiences that each one had to face in their professional development as teachers. The protocol included a prompt for the participants to tell their narratives in the different context where they had taught English. The narratives were organized chronologically, and each participant submitted their own narratives.

3.5 Ethics of the study

This study is based on two female teachers, from Puebla city. The participants are on their 30’s and studied a B.A. in language teaching. The names of both participants have been changed for pseudonyms, to protect their privacy. Both participants

agreed to share the information about their teaching trajectories in narratives for the purpose of this study. Detailed information has not been provided due to copyright (Institution's name) and the information was provided with ethical reservations. The main points have been developed in the research document without plagiarism. The research is based on real situations between the years 2013-2022 in two cities in Mexico: Puebla and Tlaxcala.

3.6 Data Analysis

Once the narratives were written and submitted the researchers agreed to find common experiences in order to identify categories. Then, each narrative was analyzed in order to identify the different or similar situations that each teacher faced. In both cases, there were internal and external factors involved during their trajectories. Each challenge was labeled in a different category in order to identify the different situations that both female English teachers had faced in their workplaces.

Mertova et. al. (2020) argue that a narrative inquiry methodology was used for the data analysis as part of a qualitative research perspective. As was already indicated, information was acquired from participants' narratives. Since this strategy allowed participants to examine their own viewpoints and interpretations of their lived experiences, we thought it was suitable for this research study.

3.7 Data collection procedures

The first stage of the data collection procedure was to identify and explore the different experiences that each female teacher had to face in their trajectory as an

English teacher. The participants that collaborated in this study wrote their narratives in which they described four different experiences that each one had faced in their trajectories. Data gathered from the narratives expressed a better understanding of the participants' trajectories, the contexts where they had worked, years of experience, and the problems that they had faced. The results were organized in charts that will be presented in chapter 4, along with the discussion of results.

3.8 Conclusion

The methodology used to gather and analyze the data is described in this chapter. The tool and method worked well since they made it possible to collect crucial information for the study's questions. We can get a thorough picture of participants' experiences as English teachers by analyzing their narratives. The findings of the data analysis will be presented in the following chapter.

CHAPTER IV

RESULTS

4.0 Introduction

This chapter presents the results of this research which was based on a qualitative methodology. The organization of the results proceeds through the identification of the challenges that both participants had faced during their trajectories as English teachers. The results were then, organized in tables.

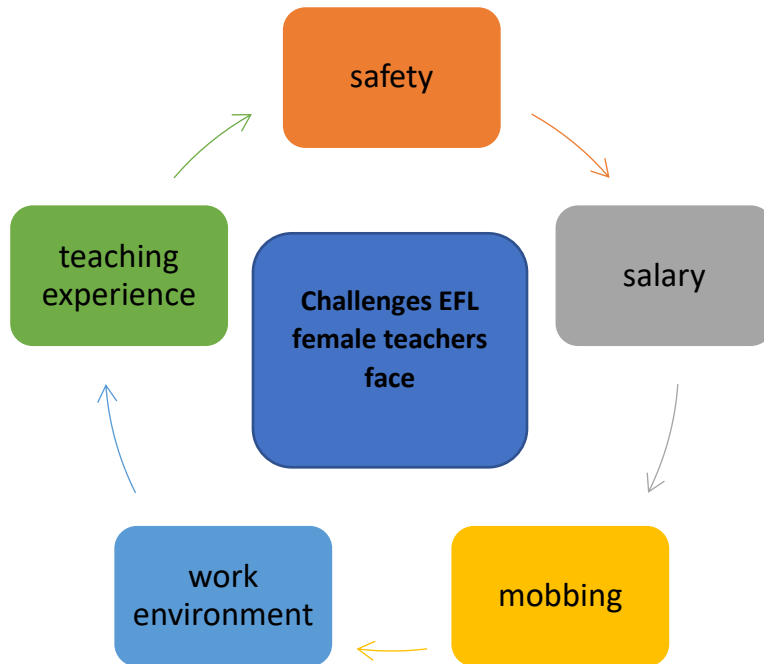
4.1 Summary

The purpose of the study is to identify and explore some of the experiences that two female teachers have faced during their professional trajectories as English teachers., and the methodology that the researchers used to develop this study was with a qualitative method, focused on English teachers' trajectories narratives. By the time of the study, the participants had worked in two different contexts (rural zone of Tlaxcala and Puebla city), and the instrument was used to gather the narratives for this study.

4.2 Results

To get the data, the researchers read the English teachers' narratives several times to identify the different challenges that each participant had faced during their teaching careers and their professional development.

Figure 3. Challenges the EFL female teachers faced



Source: own elaboration

Figure 1. Shows the different challenges that English Foreign Language female teachers face during their trajectories as they were mentioned in the narratives collected. In the following sections, each challenge will be described in detail.

4.3 Challenges

Each challenge that the teachers faced was identified within the narratives and then analyzed. Then, each challenge will be shortly described in this chapter. It must be considered that the challenges mentioned are limited to the two participants of this research.

4.3.1 Safety and Harassment

Safety is defined, by the Cambridge Dictionary, as a state or a place where someone is safe and not in danger or at risk. Safety is a sensitive topic in Mexico, because to be safe is not common in some places in the country, especially in Tlaxcala where the two participants have worked for a specific period. According to the INEGI (2021, ENDIREH survey), 70% of women have experienced any kind of violence from the age of 15 and more. Mexico is a country where men overrule the country and Tlaxcala is well-known to be a state where women trafficking is very common.

4.3.2 Salaries

A fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month. Money is an important part for the employee sector, and teaching is not well paid in some areas (see chapter 2). The participants share their experiences and the sacrifices they had to do in order to earn some money, doing what they studied for.

4.3.3 Mobbing

Also known as 'workplace bullying' the behavior of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do. Mobbing is when a group of jealous individuals who can't measure up to your skill level decide to bully you. The participant Miss Ponce lived this situation mentioning that mobbing can make a teacher to quit the actual job to the harassment by co-workers at the workplace.

4.3.4 Work environment

The conditions where someone lives or works in and the way that they influence how a person can feel or how effectively you can work. The environment where the participants evolve, became essential on their development and growing as professionals, this was because the working area and the facilities provided to each one of the participants helped them to promote their teaching or to change of field.

4.3.5 Teaching experience

The process of getting knowledge or skill from doing, seeing, or feeling things. Experience on the teaching field was important for both participants. The experience gained during the first years of teaching, made them develop and shape some skills that were failing or not working on the teaching experience. On the other hand, the experience gained during their trajectories, made one of the participants to make a change on the working area.

4.4. Challenge identification

The challenges that the researchers identified in Miss Ponce's narratives were: safety, salary, mobbing, work environment, and teaching experience. Regarding Miss Rincón's narratives the challenges mentioned were mainly salaries and teaching experiences.

Table 1. Shows the challenges that the two female English teachers faced during their trajectories and each category describes the situation that each one passed at a specific time in their life.

Table 1. The challenges the participants faced

Participant	Safety & Harassment	Salaries	Mobbing	Work Environment	Teaching Experience
Miss Ponce	X	X	X	X	X
Miss Rincón		X			X

4. 5 Participants´ narratives according to the challenges identified

In this section, the results of the narratives analysis are presented. These results are organized in tables according to the different challenges told by the participants.

4.5.1 Safety and Harassment narrative

The first narrative corresponds to the Safety and Harassment challenge identified.

Table 2 presents the experience that Miss Ponce had some years ago when she was working in Panzacola, Tlaxcala in a private school.

Table 2. Miss Ponce challenge 1: Safety & Harassment Narrative

Challenge	Safety and Harassment Narrative
Miss Ponce	<i>One day, I was walking to school, suddenly a man appeared in front of me, the man told me if I was on my way, and he tried to kidnap me, after I looked at him and observed that a car was coming in my direction, with the door opened, and two men were inside, next thing I did was to run very fast and did not stop until I arrived to school</i>

4.5.2 Salary Narrative

The following topic was the second salary challenge.

Table 3 shows the second challenge that Miss Ponce mentioned was regarding to the work environment, she argued that: “I had the opportunity to work in a good environment.” Because the parents ‘children supported them in their homework. This experience was in Puebla city a zone with a lot of urbanization.

Table 3. Miss Ponce challenge 2: Salary Narrative

Challenge	Salary Narrative
Miss Ponce	<i>I wanted to continue working in that college, but the pay was too low. I decided to look for a new job that was near the place in which I lived and the income will be better.</i>

4.5.3 Mobbing narrative

Table 4 presents another challenge that the female English teacher faced was associated with mobbing. This experience was in an urban zone in Puebla city. She asserted that she lived this uncomfortable experience in her trajectory as an English teacher. She wrote “the mobbing continues and finally I decided to quit work”

Table 4. Miss Ponce challenge 3: Mobbing Narrative

Challenge	Mobbing Narrative
Miss Ponce	<i>When I could not do what the coordinator asked me, the principal called to claim me why I did not collaborate with my English coordinator. Even so, I continue working responsibly, but every day the mobbing continues and finally I decided to quit work.</i>

4.5.4. Work environment Narrative

Table 5 shows another challenge related with work environment that miss Ponce faced some years ago, in Puebla city.

Table 5. Miss Ponce challenge 4: Work environment Narrative

Challenge	Work environment Narrative
Miss Ponce	<i>I worked with kinder garden and primary levels besides I also realized that children's parents help them because I gave them extra material to work on at home and practice the topic worked on the class. I had the opportunity to work in a good environment,</i>

4.5.5 Teaching Experience Narrative

Table 6 presents the narrative corresponds to Teaching Experience challenge identified. Miss Ponce mentioned in her narratives the following related to teaching experience." I got control of all the groups",

Table 6. Miss Ponce challenge 5: Teaching experience Narrative

Challenge	Teaching experience Narrative
Miss Ponce	<i>The management skill was not a problem, I got control of all the groups, and I realized that the secondary students are my field</i>

4.5.6 Salary narrative

Table 7 shows the first challenge that Miss Rincón faced in her narrative is related with the salary. This aspect is one of the most important in the English teachers' trajectories. She emphasized that "but moneywise, I needed to have a better income"

Table 7. Miss Rincón challenge 1: Salary Narrative

Challenge	Salary Narrative
Miss Rincón	<i>The University was a job that I was enjoying but moneywise, I needed to have a better income, which is why I decided to take business English classes even though was far away from home.</i>

4.5.7 Teaching Experience Narrative

Table 8 presents the Miss Rincón's narrative related with teaching experience in which she shared with her words how was this challenge.

Table 8. Miss Rincón challenge 2: Teaching experience Narrative

Challenge	Teaching experience Narrative
Miss Rincón	<i>The management of the classes was a problem, as controlling secondary school students was hard, and keeping their attention was something that needed many activities. On the other hand, business English taught me that real language and scenarios are the most important part of conversational English.</i>

All of the results were labeled in each category according to the challenges that the two female English teachers faced during their trajectories, all of tables contain the literal words with which the teachers shared their experiences.

4.6 Discussion of results

The results of this section will be presented the following way. The participants had faced different challenges on their experience as teachers. The results are presented by challenge and by the results of each challenge resolution by each participant.

After analyzing the narratives of these two female English teachers, the results were organized according to the topics and themes that emerged from the participants' narratives. The main topics addressed by the participants were: a) work environment, safety and harassment, salaries and teaching experience.

In relation to work environment, Miss Ponce faced teaching in rural zones, where the material and the facilities were not provided when needed or simply the

school did not have the extra resources to get the material needed for the classes. Shende mentions that “Several problems emanate from peculiar geographical, cultural, economically backward, and educationally poor background itself” (see chapter 2). On the other hand, teaching in urban context, English teachers who work in urban settings could educate their pupils how to articulate themselves, to voice their opinions orally or in writing, and to ask suitable questions in English. Another setting is when teachers are exposed to high-level English and a social environment with international economic links (See Chapter 2) as Miss Rincón faced when working with adults in the business English field.

Furthermore, to have an income is important, the participants mentioned that the teaching job is not well paid on the beginner years, especially if the teacher has no B.A degree diploma and experience. This is related as well to the novice and expert teachers. A teacher with expertise can earn more money than one that has not much expertise in teaching and in an institution. On the first years, a teacher prepares classes in group or individual work, depending on the lesson as a way of interacting in class. A more experienced teacher will base their lesson planning on the students’ needs rather than following the curriculum provided. (See chapter 2)

The teaching of different groups such as children, teenagers and adults also became a defining point for at least one of the participants. Miss Rincón mentioned that teaching to teenagers was challenging and made her decided that teenagers was not her field. Something that a teacher must consider is that teenagers are competitive by nature and the teacher must take advantage of this; including the technology can be used for the class as teenagers love to be engage with the

technology. Miss Rincón decided to teach adults as Brown say that “Adults have superior cognitive abilities that can render them more successful in certain classroom endeavors and their need for sensory input can rely on a little more on their imaginations”. (See chapter 2). In contrast, Miss Ponce found out that teenagers and young children were a good opportunity to improve her classroom management and to develop certain skills that she needed to work on. Teaching children can be considered hard as children have limited attention span, which means that if they do not find it interesting, they do focus their attention on something else rather than the class been taught. (See chapter 2)

The two participants shared experiences that marked their teaching career and as mentioned before on this chapter the challenges that made them to continue or to quit the teaching field. Both participants have experience on different fields and experiences on different areas, rural as urban. From very young learners to a group of adults but both groups had a common goal and this one was to learn English as part of the curriculum or as the language was needed for a better job position.

Miss Ponce decided to shape the knowledge she had and develop herself on more areas and improve opportunity areas for her experience and professional development. She has been teaching for 14 years now. By contrast with Miss Rincón, the experiences she had with young learners made her decide that she needed to find a different job, also she decided to take the decision due to her group management as described on her narratives. *Having control of a group and their full attention is a hard task when trying to teach a grammar topic.*

The teaching field has always centered on women, but nowadays men can teach any subject as soon as they have a B.A. The problems that most women had to face during the performance of a teaching job is that they go through many risks and situations that make them move to a different field or even places. Safety is a topic that female teachers are always afraid of. A female teacher cannot work late in a school without fearing for her safety. Unfortunately, Mexico is very unsafe for women. Even though, feminist movements are around the country, female teachers are still not feeling safe and the discrimination on the work area is still on in many places of the country.

4.7 Conclusion

The results of the qualitative data were to be presented in this chapter. It involves all the challenges that female English teachers faced during their professional development trajectories. The implications of the findings, the limits of the study, and the study's contributions are presented in the next chapter.

CHAPTER V

CONCLUSIONS

5.0 Introduction:

This chapter presents the answers to the research questions posed for the study, and the conclusions of the research. Also, the limitations of this study and the suggestions for further research are presented in this final chapter.

5.1 Summary of the study

This study was made with the purpose of presenting and sharing the experiences of two female teachers on their novice years of teaching as well as what happened after their first years of experience. The factors why they decided to take the road and decision making involved on their careers. The study also involves the explanation of each situation faced by each teacher, in the different places where each situation took place and how it affected or helped the teachers' career.

Different reasons emerged to why a teacher makes decisions, from the importance of choosing properly his/her field of work. This study also relates the different perspectives of these two women that started working almost at the same time. The knowledge acquired, the discovery of new teaching techniques; and the improvement or development of what was learned on the University.

The study also provides examples of real situations faced by the two female teachers, that needed to be shared so novice teachers can know the real panorama after graduating.

5.2 Answers to the research questions

In this section, the answers to the three research questions are presented, based on the theory, and the discussion led by the results from the analysis of the narratives.

5.2.1- RQ1- What kind of experiences have these two female English teachers faced during their professional trajectories?

The female teachers that shared their narratives for this research have faced different experiences that have made their personal and professional decision making important. The teachers faced insecurity, low salaries, wrong expectations from the teaching field as novice teachers, mobbing, work environment and teaching experience.

Teaching is one of the fields that needs constant improvement and adaptation to the new students' generations. Most of the students use technology to learn and teachers need to adapt to it as well. Novice teachers believe that lesson planning will always work as it is planned but as soon as a teacher is gaining experience, teachers realized that improvising is always a good idea rather than just trying to follow a lesson plan.

The female teachers also found out that the experiences they faced taught them more than they expected or were told during their university years.

5.2.2-RQ2- How have these two female English teachers solved the challenges they have encountered during their professional trajectories?

The challenges that these two female teachers faced were solved in different ways. Miss Ponce learnt how to improvise and manage the classroom in different context, from elementary to university students, as well as the improvising of material and lesson planning depending on the students' needs. On the other hand, Miss Rincón, was not successful to handle this kind of situations and only focused on adult teaching for specific purposes, her main weakness was group control, and this became frustrating to her and unable to make her deal with younger students.

Salary was another challenge that both teachers faced, Miss Ponce was able to find a job that could help her to cover some needs and worked hard trying to raise her salary. However, Miss Rincón was making decent money, she was looking for some more and different stability.

Miss Ponce decided to continue the teaching field as she enjoys it even the money is not the best for her. She is still looking for better opportunities and improve her income. Miss Ponce's principal motivation is the passion for teaching and learning from the students, continue working on her professional development as a teacher and provide knowledge to her students. On the contrary, Miss Rincón, decided to not continue her teaching career and look for a job that could provide her a better income and law benefits that she considered important for her and her family. Through the time she realized that teaching to young students was not her field, did not enjoy it and teaching to adults will not provide any benefits on salary or even for her future. Miss Rincón's major challenge as mentioned before was the group control and the development of the lesson planning on the classroom.

5.2.3-RQ3- What are some recommendations these female English teachers make to novice English teachers (especially female teachers)?

Miss Rincón recommends that as women, teachers need to help and take care of each other as Mexico is a very insecure country for women to live in. Secondly, novice teachers need to take into consideration that the lesson planning is important but they need to improvise and have different type of materials that can help the students to learn; teachers have to take into account the type of students they have and the place where they are located, as well as they reason why they are studying English so the lesson planning can be more effective and this could help to actually get students attention in class.

If a teacher is not enrolled on the SEP system, she may not earn much money. English teaching job is not well paid and the requirements from private schools are many for the money been paid. A teacher can use the work on a private school in order to get experience but not to stay a long time in a private institution.

Location of the school is also important due to two factors. Security, as mentioned before, is something that female teachers need to consider when working in specific places. Additionally, the working hours offered by institutions need to be an important factor to decide to work on a specific place.

5.3 Summary of key findings

The study explored these two female English teachers stories in the form of narratives. The participants faced challenges that have relation with some aspects that some authors had already mentioned in their researches related to the professional development and how these challenges affect the teaching

trajectories of novice or more experienced teachers and which may even make a teacher change the road of their careers.

5.4 Contributions of the study

The most important contributions of this study were made through the English teachers' narratives, in which the participants shared the different challenges that they faced during their careers. Those challenges were related to the salary which was a challenge that both participants faced during their first years as English teachers. It is important to mention that there is no similar study about challenges that female English teachers face in their professional development in a different context. The findings were surprising due to it is incredible to imagine the complicated challenges that females' English teachers face to grow in their professional development. Other challenges were security, harassment,

5.5 Limitations of the study

This study was based on the narratives of two female teachers, from their novice years up to date. Many aspects were considered, but they were focused on a female point of view. And only in two states of the Mexican Republic. The two teachers are on their late 30's and the perspective come from teachers graduated from the BUAP. The results are valid on the teaching field, does not matter what area a teacher can work on, the teaching field is a field that is demanded and not well paid. Teachers need to travel including hours to get an income that helps them to survive.

However, these results are based on the teaching field. They can be seen in any field, as many people get a job, novice people, mobbing, salary and experts take place everywhere in the working field.

5.6 Directions for further research

This study was focused on challenges that two female English teachers faced in their career; however further research is necessary. First of all, the participants were asked to write five narratives based on the challenges that they faced as English teachers, but it is important to look for more participants with a trajectory in this field, to identify and explore more challenges that female teachers faced, identify the that challenges are more common in the trajectories to find different solutions or advice to help the female teachers.

5.7 Final Conclusions

In conclusion, the results of this research are based on the trajectories of two female teachers, whose purpose was to develop their teaching abilities and pursue a dream. Based on the challenges that each female teacher faced; salary, mobbing, distance, and even the students took an important place on each female teacher. As Miss Ponce decided to continue and improve her teaching skills and knowledge; on the other hand, Miss Rincón decided that the teaching field was not for her as the benefits and the work environment was not what she expected from her novice years. Teachers finish school with high expectations and by the time they faced the reality, and this is when teachers decided to continue or quit and go to another field. This research was with the purpose to make the university community realize that the teaching field is not easy to pursue and to keep it. Many teachers must face different situations that are not satisfactory. This does not imply that teachers have to quit their passion for teaching, but teachers have to know that challenges nowadays are big enough on the field.

5.8 Reflection

The making of this thesis was a challenge, as the information from the narratives was personal rather than found in books. Finding some pieces of information was hard and too much work, looking for information related to English teaching and learning in Mexico is not easy as English is not a school subject that is recognized in the country. Teaching English is not easy specially with the newer generations. Investing the time on the research was hard and all of the duties of both made it even harder.

Finding out that teaching in Mexico is still not been a recognized and well-paid job was not satisfactory. Teachers must travel kilometers in order to do what they like the most, invest their own money on material creating and that students and parents do not recognize it is shameful.

On the other hand, after five years of attending school and giving the best that a teacher can give, the situations can be frustrating. Many teachers decide to quit as it was not what they were looking for as they get no benefits, not enough payment and no respect from the students and even from their co-workers.

Teaching is not the only field where its graduates quit, there are many degrees where they do some other things just to survive and get a decent income. This research shows us the scenarios that women have to face as teachers, the insecurity that is in the country and how women are still been seen as someone that needs to be home rather than working.

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