



**BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
FACULTAD DE LENGUAS**

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**EXPLORING PARENTS' EXPECTATIONS REGARDING ENGLISH  
LANGUAGE INSTRUCTION IN PRIVATE SCHOOLS**

**A THESIS SUBMITTED TO THE FACULTY OF LANGUAGES FOR THE  
DEGREE OF**

**LICENCIATURA EN LENGUAS MODERNAS**

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**LICENCIATURA EN LENGUAS MODERNAS**

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# Chapter I

## Introduction

### 1. 1 Rationale for topic selection

Language teaching is a discipline which has multiple areas of inquiry. Some researchers dig into classroom related issues such as methods and techniques for an effective teaching and learning while others play more attention to cognitive aspects such as students' motivation to learn English. As a teacher of English, I have mostly worked in private institutions. First, I started teaching English to young learners in a private primary school; a few years later, I found a job as a part-time teacher in one of the largest private English institutes in Mexico where I eventually became a coordinator. Recently, I have been teaching elementary school students in the state of Queretaro for over a year.

My short experience as a teacher of English in various contexts have noticed that, in many cases, parents seem to be more motivated for their students to learn English than the students themselves. This has led me to orient my research interest in parents' expectations for their children to learn English.

This investigation process started at the beginning of a unique moment in history: the pandemic caused by the SARS-COV2 virus. Working on thesis work at the beginning of this complicated moment presented numerous challenges. However, the changes and adaptations were to be made and the outcome was both satisfactory and fulfilling.

## 1. 2 Significance of the topic

The wider significance of this study lies on the socially shared belief that “English opens doors” which has been promoted for the past thirty years all over the world. Although this could be true, for some people, it does not mean that every English language learner benefits from learning English. Thus, this study could shed light in how expectations towards English language learning are constructed and replicated among parents. Then, English language teachers, learners, and stakeholders in general might benefit from the finding of this study for better planning, designing, and teaching.

### 1.3 Theoretical context of the research

The relationship between English and ideology has been studied by Iglesias (2018) using a multimodal discourse analysis of the ideological construction of marketing the necessity to learn English as a foreign language in Mexico. Her research discussed the advantages and disadvantages of media and English teaching marketing.

Unfortunately, there exists limited research in this area, so the present study seeks to contribute to this area in the local context.

### 1.4 Research setting

The present study did not take place in a specific setting. Due to the COVID-19 pandemic, this study had to be adapted to include participants from diverse institutions and companies. Parents and teachers of English from various private institutions in the state of Puebla participated in the study with the common characteristic of having English as a mandatory class in their curriculum. Companies from the tourism, the insurance and infrastructure sectors were part of the study.

## 1.5 Aim/ Purpose

The purpose of this study is twofold. On the one hand it seeks to identify parents' expectations for their children English language learning and, on the other, it aims to analyze such expectations in terms of realistic goals.

## 1.6 Research questions

The guiding questions of this study are:

1. What are parents' expectations for primary school learners to learn English?
2. To what extent are such expectations achievable based factors such as
  - a) number of instruction hours
  - b) socio economic variables



## Chapter 2

### Literature Review

#### 2.1 Chapter overview

This chapter discusses the central topics which frames this study. First, the role of English as an international language is reviewed. Then, the contemporary policy to English language teaching in Mexico is presented. Finally, the language ideologies English language ideologies are discussed.

#### 2.2 English as a global language

In 2020, it is difficult to dispute that English is the global language, the language of communication, the language that “opens doors” to social mobility and academic achievement, but the reasons behind the globalization of English are multifaceted and will be discussed in this section.

From a historical perspective, as English was the official language of the British Empire, not only was it imposed in its colonies (Asia, Africa, America) but also replaced local languages, from Ireland, Scotland, and Wales, in the United Kingdom (Phillipson, 2009, p. 18). In the United States, the story is not that different, English was also used as the only medium of instruction with devastating effects on native languages such as Navajo. For what Phillipson (2009) calls “periphery-English” countries such as Mexico, there is a number of reasons to explain the spread of English: “British colonialism, international interdependence, ‘revolutions’ in technology, transport, communication,

and commerce, and because English is the language of the USA, a major economic, political and military force...” (Phillipson, 2009)

From a language policy perspective, Crystal (2003, p. 4) explains that what makes a global language is not the number of native speakers but rather “To achieve such a status, a language has to be taken up by other countries around the world”. According to Crystal (2003), there are two main ways in which a language can develop a global status. On the one hand, “a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system.” This would be described as a “second language.” On the other hand, “a language can be made a priority in a country’s foreign-language teaching, even though this language has no official status” (Ibid). The latter description of how English has become a global language applies to the Mexican policy towards ELT. In this context, the following section will provide an overview on Mexico’s ELT policy with emphasis on the past 10 years.

### 2.3 Significance of English in Mexico.

In 2015, the British Council (BC) published the “English in Mexico: An examination of policy, perceptions and influencing factors” review which, among other aspects, highlighted the main factors which shape the demand for English learning in Mexico. The following list includes the BC list of factors:

- English for national and personal economic growth
- Economic development and global competitiveness
- Level of education and the need to speak English
- Unequal societal development
- Migration
- Teachers of English

- The influence of media and culture on attitudes towards English learning
- Exposure to English and the learning environment (BC, 2015, p. 49)

In accordance with the BC, the former government's national education plans (NDP) gave English a high value in Mexico's economic growth as evident in the following excerpts:

[Fomentar] El dominio de **lenguas extranjeras**, principalmente del inglés. (NEP 2001-2006)

Alentar la enseñanza de, al menos, una segunda lengua (**principalmente el inglés**) como parte de los planes de estudios, y propiciar su inclusión como requisito de egreso de la educación superior. (NEP 2007-2012)

La Estrategia de nacional para el **fortalecimiento de la enseñanza del inglés** desarrolla el contexto internacional en el cual se inserta, el estado que guarda el sistema educativo nacional para su implementación, su instrumentación, así como sus implicaciones en el desarrollo personal, social y académico de los estudiantes y, por ende, en el desarrollo equitativo de México. (National English Strategy, 2018, p. ii)

In addition, public institutions such as the National Association of Higher Education Institutions (ANUIES), which sets guidelines for higher education policy, has pointed out the importance of English for this education level:

Diversificar las opciones y facilitar el acceso de los estudiantes al aprendizaje de una segunda lengua, particularmente del inglés. (Visión y Acción 2030. Propuesta de la ANUIES para renovar la educación superior en México, 2018, p. 124)

As it can be observed the role that English has been given is crucial in the public education sector. This could have an impact on how society perceive the value of English in the personal and professional context. In the following section, a historical overview of English language teaching in Mexico will be presented.

## 2.4 English language teaching in Mexico

English language teaching in public education was implemented in the early 1900s. Prior to that the French was the foreign language taught in a few public schools, mainly due to Porfirio Díaz preference for the French culture. In the following sections, I will describe a brief history of English language teaching in Mexico.

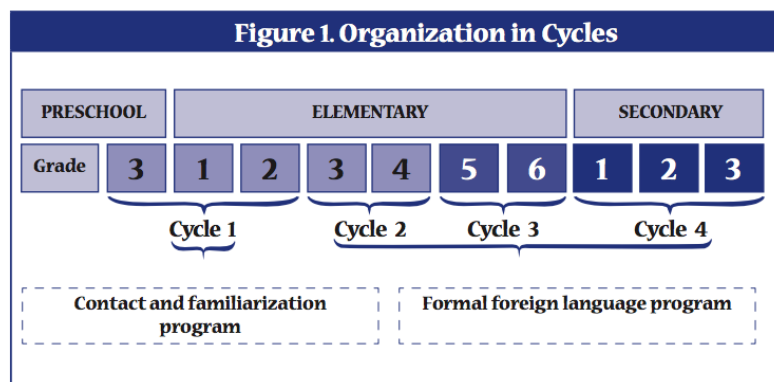
### 2.4.1 Historical review

English was introduced in public schools by Plutarco Elias Calles in 1926. The 1926-1931 curriculum included a two-year foreign language instruction, but French was still considered due to the influence of the French La Salle order and its schools during the late 1800 and early 1910's, in secondary schools. However, the 1932-1935 public secondary school curriculum did not include foreign language teaching since emphasis on citizenship and arts and culture subjects was made. Foreign language teaching, mainly English, was reincorporated in the 1936-1940 curriculum within the three years of secondary instruction and, although the number of instruction hours has been restructured over the years, English language teaching (ELT) has prevailed ever since (SEP, 1986).

It was only in 1972 that an ELT curriculum was implemented but it was only until 1993 that it was updated. The 1993 ELT curriculum represented a shift of attention from an emphasis on structure and translation to a communicative approach; nonetheless, in 2000 an exploratory study was conducted in 100 secondary schools revealing that little change in practice had taken place. Thus, a new secondary school ELT curriculum, with emphasis on the experiential learning model with emphasis on the social practices of the language, was launch in 2006.

## 2.4.2 The National English Program for Basic Education

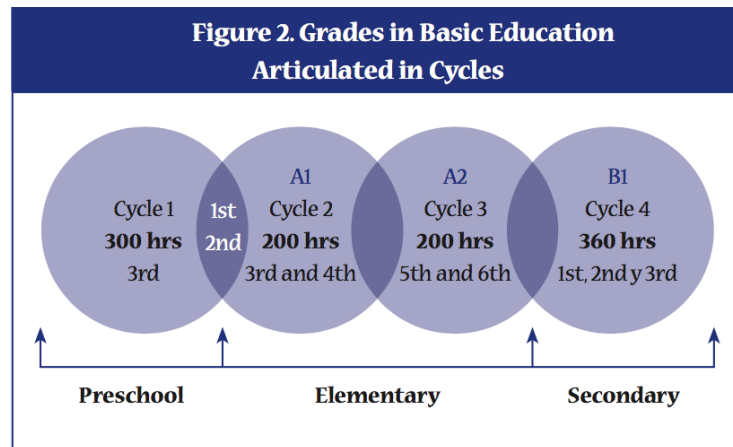
In 2009, the SEP launched the Integral Reform of Basic Education; this reform aimed to “...increase the quality of education and students’ academic achievement; provide them with resources for their well-being so that they contribute to the nation’s development” (SEP, 2007-2012, p. 11). In the light of this context, the National English Program for Basic Education (NEPBE) was, in its pilot stage, launched in 2009. The significance of the NEPBE is that, for the first time, the public preschool and primary students would be instructed in English as a foreign language. The NEPBE is organized in 4 cycles (familiarization, approximation, acquisition, and consolidation) which encompass the three levels of basic education and the cycle distribution is shown in the following figure:



In terms of methodological orientation, NEPBE is founded, like Spanish literacy, on the social practices of the language which have to be developed through specific activities with the language. The Common European Framework of Reference served as

the parameter to establish the content and the times to attain each achievement level.

The following figure outlines the achievement levels and estimated hours per cycle:



As can be observed, NEPBE includes a total of 1060 hours and they are distributed throughout the cycles as shown in the following chart:

**Chart 4. Time and number of weekly sessions for the English language subject**

Cycles 1 to 3	Cycle 4
Preschool and Elementary	1st, 2nd and 3rd grades Secondary
Three 50-minute sessions	Three 40/45-minute sessions

The impact of the program has been evaluated by SEP (2015), the British Council (2015) and the Non-profit organization “Mexicans First” (2015). Some of the key findings are outlined here:

1. Coverage: Overall 18% of the schools were participating in the program; 15% of preschools, 17% of primary schools and 45% of secondary schools. In terms of students’ participation in the program, only 35% of students were taking English; 27% of

preschools, 27 of primary schools and 61 of secondary schools (British Council, 2015, p. 22).

2. Professionalized teachers' shortage: In 2011, there were 18, 834 teachers in the program. Nevertheless, it was estimated that 308,826 teachers were needed to achieve 100% coverage. The limited number of teachers results in them overseeing a high number of groups: up to ten (Mexicans first, 2015, p. 77).

3. Teachers' insufficient language competence: NEPBE establishes that the minimum level of proficiency is B2; however, based on Mexicans First's teacher profile evaluation, 52% of the teachers did not reach a B1 level (Mexicans First, 2015, p. 94). The distribution of proficiency levels among teachers was 15% of A0, 24% of A1, 13% of A2 and 48% of B1 or higher.

4. Students' insufficient language achievement levels: Mexicans First (2015) assessed third-grade secondary students (end of NEPBE cycle 4) a study in 11 states and the findings revealed that only 3% of the students achieved the expected level (B1) at the end of secondary education and the vast majority, 79%, reached an A0 level (a level created by SEP to characterize a lack of knowledge of the language). Only 13% reached an A1 level and 5% an A2 level.

Although the findings, particularly of Mexicans First, can be questionable due to certain gaps (i.e. it is impossible to draw categoric conclusions in terms of secondary students' achievement level within the NEPBE curriculum for, by the time the assessment was applied, 6 years had only gone since its implementation, and it would take 10 years for a student to go through the four cycles of the program) in the design of the study, they, along with the SEP and British Council conclusions, have served as the basis for recommendations and, consequently, actions to consolidate the program.

### 2.4.3 The National English Program

In this context, the most relevant action was the decree which administratively transforms NEPBE in the National English Program (NEP) in December 2015. The NEP's coverage was expected to reach 33,093 basic education public schools (preschools, primary and secondary) with a total number of 9,009,937 students in 2016. Along with the objective to increase its coverage, the NEP launched four specific actions, which are based on the 2015 NEPBE federal evaluation (Diagnóstico del Programa S270) key findings which are outlined here:

1. Develop and increase students' and teachers' English proficiency through the production and distribution of education resources for the teaching and learning of English.
2. Reinforce and/or certify teachers' language proficiency and teaching competencies through international academic standards.
3. Promote students' international language certification processes in conditions of equity for all.
4. Provide support for the implementation of English in public preschools and primary schools.

In terms of curriculum, the NEP does not incorporate a new curricular orientation; on the contrary, it explicitly states that one of its objectives is to promote the current (NEPBE cycles) English curriculum. Thus, the NEP represents an



administrative reform whose primary aim is to provide financial support for resources (i.e., textbooks, equipment, and software) and the specific actions outlined above. In a broader perspective, NEP actions seem to be a response to international organizations (i.e., OECD reviews of evaluation and assessment in education: Mexico 2012) recommendations regarding education.

#### 2.4.4 The National English Strategy

The National English Strategy (NES) was announced by SEP in 2017 which aims to achieve a 100% ELT coverage across all the levels of compulsory education (preschool, primary, secondary, and preparatory) in 20 years. In addition, the strategy incorporates a strong ELT component and teacher training in Teacher training institutions for public education (Escuelas Normales). The strategy describes three specific actions: curriculum design and articulation across levels, students', and teachers' language certification; and teacher training.

The NES curriculum is based on the former NEPBE proposal: social practices of the language and language learning environments and organization in cycles. Nevertheless, the most salient aspect is that its organization is expanded from 4 to 5 cycles. In terms of objectives, cycles 1, 2 and 3 also adopt NEPBE curricular parameters. Cycle 5 includes the 3 years of preparatory education (prior stage to higher education), and, by the end of this cycle, it is expected that students achieve the CEFR B2 level.

Students' and teachers' international language certification are a key element for NES. The goal is that, within the next 20 years, every Basic Education teacher achieves a C1 language certification and a C2 for Preparatory teachers. In the case of

students, it is expected that every student obtains a B2 certification at the end of compulsory education. The Escuela Normal students (pre-service teachers) will be taught English with the intention that they become bilingual preschool, primary, and secondary school teachers

Cambridge English Language Assessment has played a very important role in the design, planning and implementation of teacher training processes since the implementation of the 2006 secondary curriculum and, over the years, and it has increased its impact in the NEPBE and NEP teacher training programs. In the case of the NES, Cambridge Assessment will provide academic guidance for the English language curriculum design and teacher training for Escuela Normal students. The tendency, in my view is that Cambridge Assessment maintains a steady and increasing involvement in the teacher training, both language competency and teaching methodology, and the language certification processes. In February 2018, 646 ELT teachers were hired and incorporated into the Escuela Normal ELT staff. This is the first action towards aiming at forming bilingual public education teachers.

## 2.5 Language ideology

The concept of language ideology has different interpretations, but for this study I will focus on the concept which stresses the value of English as an economic asset. As Warriner (2016) points out:

neoliberal ideologies of language and language learning that equate English language proficiency with improving one's circumstances, obtaining a 'good' job, pursuing advanced education or training, and achieving success in the future (p. 504).
---

According to Simpson (2018), there seems to be a “discursive construction of English, where the language and its speakers are indexed as enabling upward social mobility and cosmopolitanism.” Such ideology sells the idea that English is the only way to achieve personal and professional success and does not account for factors such as access to education and other qualifications. As Warriner (2016) explains:

an analysis of what transpires outside of school (Warriner 2007b, 2009) makes clear that English language learning does not automatically result in the kinds of access and opportunity that are promised by the ideology. Neoliberal discourses that permeate and sustain ideologies of language that privilege and value English language learning above all disguise the fact that individual effort and achievement are important and necessary but not sufficient in the quest for economic security or social mobility. (p. 506)

I consider relevant to point out that, for many people, English is a key tool or skill to obtain better professional and academic opportunities. Nevertheless, it seems possible that this idea is also shaped by an ideology which promotes English language learning as the door to success.

## CHAPTER III

### METHODOLOGY

#### 3.1 Introduction

This chapter presents the methodology used to address the research questions presented in chapter 1. First, the description of the overall research design is introduced. Second, the choice of methodology is described. Third, the participants and instruments are presented. Finally, the data collection and analysis are described.

#### 3.2 Research design

This chapter describes the research design to be adopted in order to address the research questions. According to Nunan (1989) "Research is a process that involves problems, objectives and formulates hypothesis" (p. 2). In general, two main branches of research can be identified: quantitative and qualitative. In addition, Nunan (1989) explains that quantitative research refers to "reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues." Conversely, qualitative research refers to "small groups of people to guide and support the construction of hypotheses" (p.3). A third type of approach to research is called mixed methods in which "Investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem" (Cresswell, 2009, p. 11). This research will adopt a mixed-method approach because to obtain reliable data to address the research questions both quantitative and qualitative data will be gathered.

### 3.4 Participants of the research

The participants of this investigation are 135 parents whose children attend private schools in which English is taught as a mandatory class, 10 language coordinators from private institutions participated in this study, and 18 employers from diverse private companies. All participants were voluntarily and involved in the study and their identities have been kept confidential for ethical reasons.

### 3.5 Instruments

Three different surveys were designed to collect the participants' responses to address the research questions. Each instrument was specifically designed for each type of participant. Instrument A for language coordinators (see Appendix A) is composed of eight items out of which three are closed ended and four open ended questions. Instrument B for employers (see Appendix B) is composed of six items out of which four are closed ended and two open ended questions. An additional instrument (Appendix C) is composed of five items out of which one is closed ended and four open ended questions and was used to gather parent's opinions.

### 3.6 Data Collection

At this point, it is important to mention that this study was carried out amid the COVID-19 lockdown. Thus, although interviews had been planned, all the data was gathered through the google forms app. The main advantage of using this app is that is easy to share and accessible in any electronic device. Data was collected over a period of four weeks after which the form was shut down to receive more answers.

### 3.7 Data Analysis

The data was analyzed using triangulation analysis drawing from both the quantitative and qualitative data gathered through the three instruments. First, quantitative data was used to identify perceptions towards English, and qualitative data was used to understand those perceptions. Qualitative data was analyzed by grouping participants responses in recurrent patterns which will be presented in the following chapter.

# Chapter IV

## Findings

### 4.1 Chapter overview

In this chapter, the findings of this study are presented. First parents' expectations regarding English Language Learning (ELL) are discussed. Second, those expectations are contrasted with the English language coordinators opinions regarding the extent to which the ELL can meet parents' expectations. Third, employees' opinions regarding English language demands are discussed in relation to parents' expectations.

### 4.2 Parents' expectations towards ELL

The answers provided by parents reveal three types of expectations regarding ELL. These expectations are related to academic, social, and economic aspects. These categories will be discussed in the following subsections.

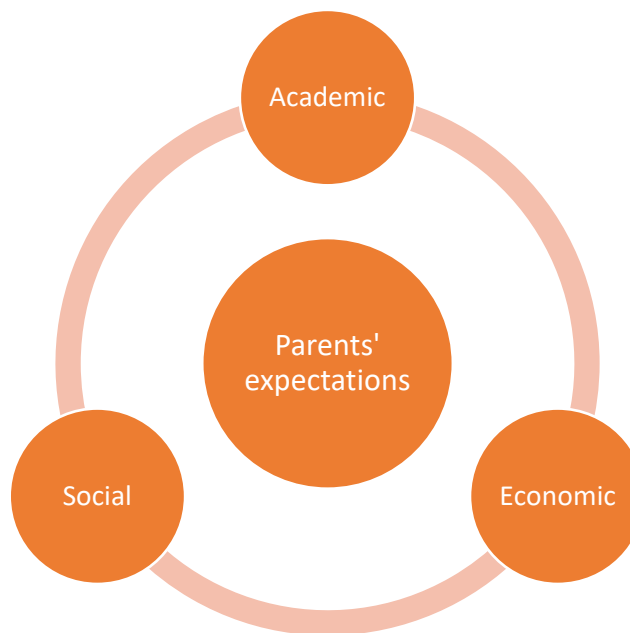


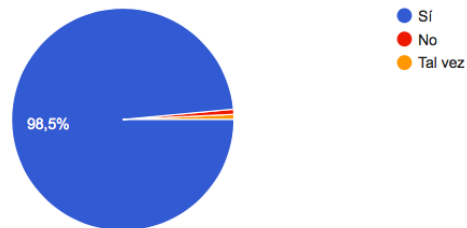
Figure 1. Parent's expectations regarding ELL

#### 4.2.1 Academic expectations

The following chart shows the perception that parents have regarding English and academic development. As can be seen 98.5 % of the parents perceive English as relevant to successful academic development.

¿Considera que el idioma inglés es necesario para el desarrollo académico de su hijo?

135 respuestas



The perceived importance of English might be explained by a socially accepted idea that English is necessary to have better academic opportunities in life. This is a conception particularly true in the private education sector. The following excerpts present what parents perceive regarding English and academic success:

##### Excerpt 1

Because by knowing English, they will have greater opportunities for their future, they will learn other foreign languages faster. They will develop their interpersonal intelligence, and they will open the doors to new cultures.

As can be observed, this parent perceives English as an opening door for better academic opportunities but also as an element which can contribute to cognitive development.



Excerpt 2

Because it is necessary for plenty of things. It goes from using a computer, surfing the Net, doing some research, reading specialized articles, etc.

Excerpt 3

Scientific articles are published in English. Therefore, all the available information is written in this language, no matter where in the world it is published. My kid wants to be a marine biologist

Excerpt 4

It is a key element on the educational development, the information available for any topic is written in English.

From the previous excerpts it is evident that this parent perceives English as an academic tool to access information and to conduct academic research in higher education.

Excerpt 5

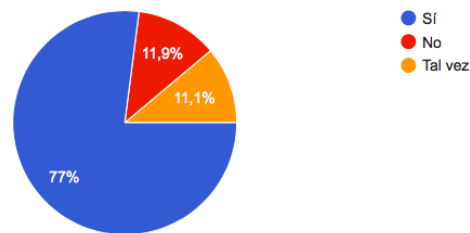
It is a necessary instrument in the 21st century, it can almost be considered as general knowledge

The previous excerpt highlights the perception that not only English is a necessary tool for the XXI century but also an indispensable aspect of every child's general education. As an English language teacher, I have noticed that most parents, especially in private institutions, give English an important role in their children's education. For this reason, they are willing to invest in private English lessons for their kids, and this sometimes puts a lot of pressure on children.

#### 4.2.2 Social expectations

The following chart shows the perception that parents have regarding English and academic development. As can be seen 77 % of the parents perceive English as relevant to successful academic development.

¿Considera que el idioma inglés es necesario para que su hijo se desenvuelva en la sociedad?  
135 respuestas



The following excerpts present what parents perceive regarding English as in society.

##### Excerpt 1

It provides him with the chance to meet other countries.

##### Excerpt 2

They are necessary tools that will help when traveling abroad and meeting people there

It is a necessary tool that will help when traveling abroad and meeting people there

##### Excerpt 3

It allows him to communicate and understand other cultures

##### Excerpt 4:

Because it gives him a new perspective

Excerpt 5:

We lived in a global world where English language covers everything

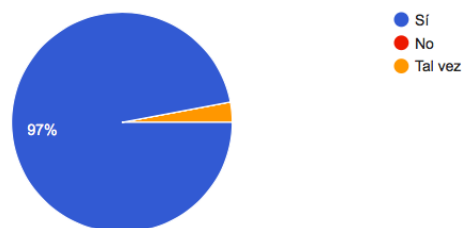
In my opinion, these excerpts confirm what, in general, the idea that English opens doors (jobs, traveling, and communication with people from other countries). As an English language teacher, I also think that marketing promotes these ideas or expectations regarding ELT. However, I still wonder if everyone who studies English has the opportunity to achieve such expectations.

#### 4.2.3 Economic expectations

The following chart shows the perception that parents have regarding English and academic development. As can be seen 97 % of the parents perceive English as relevant to successful academic development.

¿Considera que el idioma inglés es necesario para que su hijo se desenvuelva en el mercado laboral?

135 respuestas



The following excerpts present what parents perceive regarding English and economic development.

**Excerpt 1**

If we do not speak English, we are banged. We need at least this language to have better opportunities

**Excerpt 2**

Since most companies require to have some knowledge on the English language

**Excerpt 3**

Due to the fact that there are more job or entrepreneur opportunities, and higher salaries for people who speak more than one language

**Excerpt 4**

Jobs with the highest salaries offers request for an intermediate to advanced level

**Excerpt 5**

Nowadays, companies request people to know English. If you have a more advanced level, it can be taken into consideration to obtain a better job position

**Excerpt 6**

Today, companies look for people who can speak English. It is considered an obligation and knowing a foreign language gives you access to higher salaries

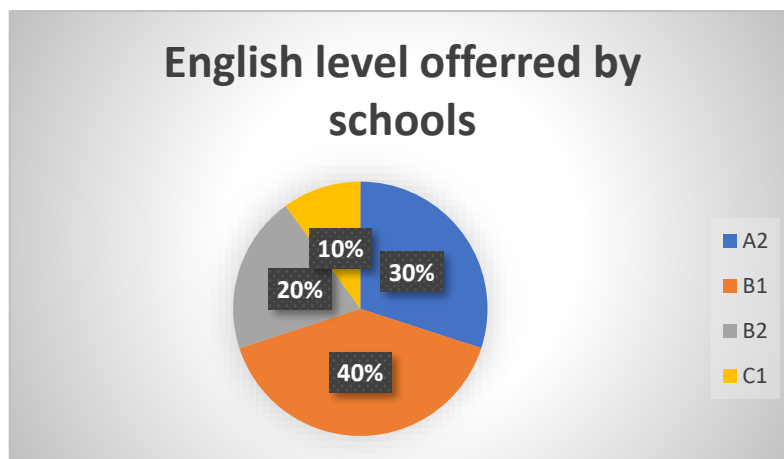
#### Excerpt 7

Due to the de-bordering that our country has accomplished. Today, most companies and the industry in general are developed under international and transnational agreements, and English is the language used to connect their trades.

Ideologically speaking, there seems to be a strong connection between learning English as a second language and economic or social mobility. Parents expect that their investment in English language learning would transform into better job opportunities. Nevertheless, as a language teacher and former language learner I believe that there are other factors besides English that play a role in social mobility or economic success.

#### 4.3 Role of English in private institutions

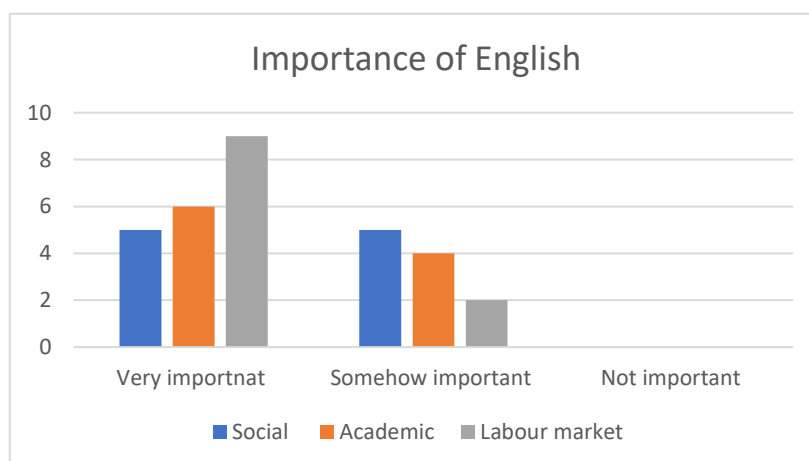
English is promoted as an asset by a good number of private institutions. This is evident in the advertising in which English is given a relevant role. Nevertheless, learning English is not an easy nor straightforward process; it is affected by several factors such as age, gender, ethnicity, class, etc. Now, this section seeks to describe the private institutions academic expectations regarding ELL. In the first place, academic coordinators were asked about the language level students were supposed to achieve according to their official curricula. The following chart describes the expected language level students are expected to achieve by the end of their studies in 10 private institutions.



As can be observed, more only 20 % report an expected B2 level and 10% a C1 level while 40 % expect a B1 level. Surprisingly, 30 % reported an expected A2 language level.

#### 4.3.1 Importance of English in social, academic and labor market domains

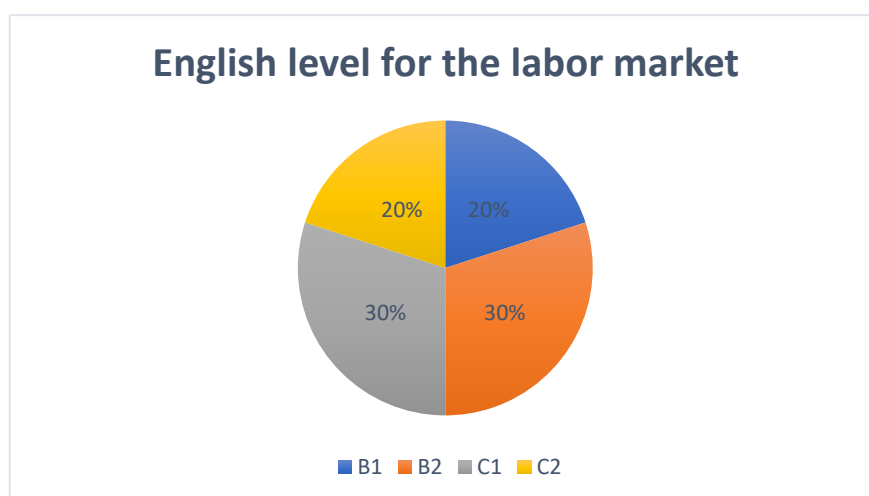
Private institutions generally offer English instruction as an asset which will provide students with the tools for life. In this section, coordinators' responses regarding the importance of English in relation to three domains (social, academic and labor market) domains are presented. The following chart presents coordinators' responses:



The coordinators' responses resonate with the parents' opinions regarding the relevance of English for the labor market sector. This might indicate that not only parents give English a give role so that their children get better job opportunities, but institutions might also contribute to reproduce this expectation.

#### 4.3.2 English level required by the labor market.

As could be expected, coordinators report that the highest levels of English (B2, C1 and C2) might be needed to succeed in the labor market.



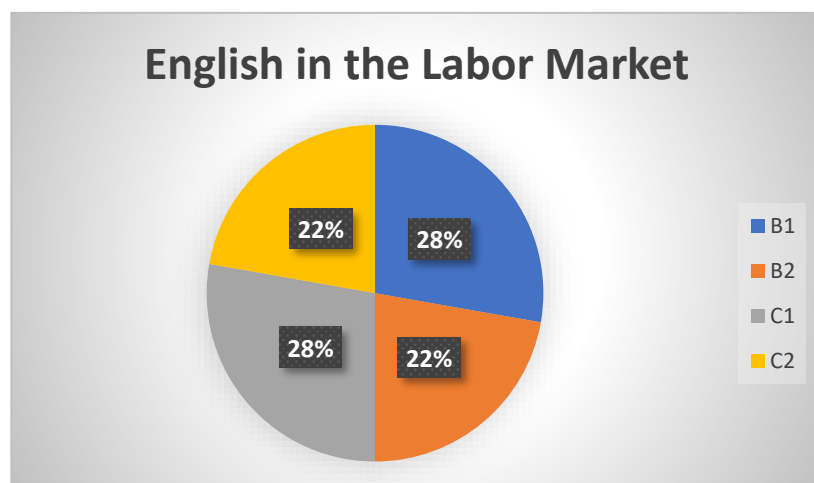
However, this does not match to the expected levels of English offered in their institutions. This suggests that, in order to achieve these levels, extra courses might be needed. Also, this implies investing money and time to achieve the adequate English level to be a successful professional.

#### 4.4 English in the labor market

This section includes the responses from 18 employers regarding the use of English in their companies. The participants were asked three questions:

1. Is English considered an important tool in your companies?
2. What is the English level required in your company?
3. How many employees need English as a job-related tool?

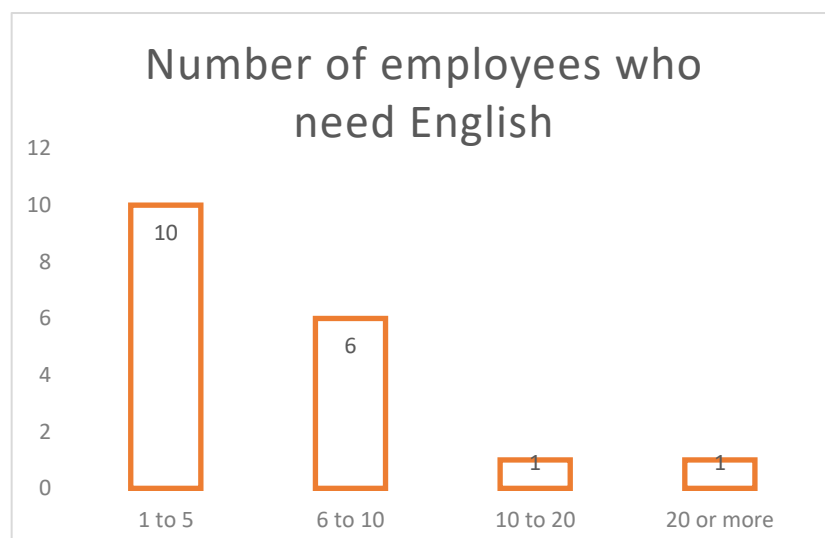
All the participants responded that English is a very important tool for job-related activities, but they only used very specific skills (i.e., speaking and writing) to perform their activities. Regarding the English level required by their companies their answers are presented in the following chart.





The variety of English levels required by companies are varied. This is somehow surprising because there seems to be social acceptance that a high or native-like English level is required by companies.

Participants responded the number of employees who need English as a tool for their job-related activities in their companies. This was necessary to establish if there is a huge need for English speaking employees in the labor market. The following chart presents their answers.



As can be observed the majority of participants reported that their companies need a very limited number of employees who master English for their job-related activities. This might be explained because only the administrators might have a real need to use English in their tasks.

# Chapter V

## Conclusions

### 5.1 Chapter overview

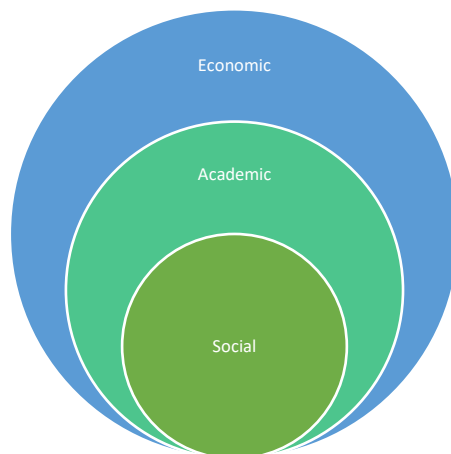
In this chapter, the key findings of the research are presented. In addition, the limitations, suggestions for further research and personal reflection are included.

### 5.2 Key findings

In this section the key findings of the present research are discussed. In order to achieve this, the research questions will be used as guide:

RQ: 1. What are parents' expectations for primary school learners to learn English?

As presented in the previous chapter 4, parents reported to have three main expectations regarding English and their kids. These expectations are presented in the following diagram:



Although parents reported to have three main expectations regarding English and their kids, it was evident that they emphasized the apparent economic benefits of learning English: better job opportunities and salaries. This could be explained by the idea that English is a mandatory “tool” promoted by media, language institutions and the government. The second research question aimed to provide a panorama of the extent to which those expectations can be achieved. For that, language coordinators and employers were interviewed. One of the most relevant aspects concluded from the interviews is the mismatch between the language level offered by the schools and the required English level by the employers.

	<b>English level offered by schools</b>	<b>English level required by employers</b>
<b>Highest</b>	C1 (10 %)	C2 (22 %)
	B2 (20 %)	C1 (28 %)
	B1 (40 %)	B2 (22 %)
<b>Lowest</b>	A2 (30 %)	B1 (28 %)

The compared information indicates that the labor market requires higher levels of English than the private school offer. This suggests that in order to achieve the desired levels of English, parents and students need to invest more time and money to get a job which requires English. Thus, the parents’ expectations regarding the economic benefits

of English might not be realistic or at least partially. The second aspect that is worth considering is the limited number of employees, who speak English, required by the companies. This also indicates that besides being competent in English, other academic and professional skills are required to access better jobs and salaries.

### 5.3 Limitations

Since this research was conducted during the COVID-19 pandemic, it was impossible to have face to face interactions with the participants. This is considered a limitation because it was not possible to have deep comments or perception in relation to the topic. Also, this study did not consider the perceptions of students and parents from public schools; therefore, the conclusions of this study cannot be generalized.

### 5.4 Further research

As mentioned in the previous section, this study did not consider the perceptions of students and parents from public schools, so it would be a good idea to address students' expectations regarding English language learning in addition to those of parents from public schools. This would provide a wider significance to the topic of discussion.

### 5.5 Personal reflection

Having worked at this research for several months has provided me with some important and positive reflections. First of all, the need to be resilient at any moment. It is a fact that planning and preparing is essential to complete a research, but it is as

important to be able to improvise, modify and still remain optimistic about the results. Second of all, people are always willing to help. The original plan was to have personal interviews with the participants, but Covid did not allow this to happen. However, both close friends and strangers shared some minutes of their day to answer the instruments. Even if there were more important things to pay attention to. Finally, having a clear goal and being committed is the key to complete research or any other project in life. The complications and delays are inevitable, but when the goal is set, you would be able to reach your objective.

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## Appendix A

Cuestionario sobre Inglés en el colegio

Agradecemos el tiempo que toma para responderlo y le informamos que todas sus respuestas serán confidenciales.

Seleccione el nivel educativo que Usted coordina \*

- Preescolar
- Primaria
- Secundaria
- Preparatoria

De acuerdo con el plan de estudios, ¿Cuál es el nivel de inglés que los alumnos deben obtener al \*

The screenshot shows a survey interface with a title bar, navigation tabs for 'Questions' and 'Responses' (10), and a 'Send' button. The main content area contains a title, a confidentiality notice, a multiple-choice question about the educational level coordinated, and the start of another question about the required English level for students.

## Appendix B

Inglés en el mercado laboral

Form description

¿El idioma inglés es considerado esencial para obtener un empleo en la empresa que labora? \*

- Sí
- No







¿Por qué? \*

Long answer text

The screenshot shows a survey interface with a title bar, navigation tabs for 'Questions' and 'Responses' (18), and a 'Send' button. The main content area contains a title, a 'Form description' field, a multiple-choice question about whether English is considered essential for employment, and a long-answer question asking for reasons.



## Appendix C

Inglés en la formación académica.      [Send](#) 

Questions Responses **135**

### Inglés en la formación académica.

Este cuestionario tiene la finalidad de conocer sus opiniones respecto al idioma inglés y el desarrollo académico de su hijo(a). Agradecemos el tiempo que toma para responderlo y le informamos que todas sus respuestas serán confidenciales.

¿Por qué razón o razones decidió inscribir a su hijo(a) en el colegio que actualmente estudia? \*

Long answer text

⋮

En su opinión, ¿Cuáles son las fortalezas académicas del colegio en que estudia su hijo(a)? \*

Long answer text

