

Percepciones de los alumnos hacia los profesores de inglés profesionales y no profesionales en las clases de inglés de secundaria

Students' perceptions regarding professional and non-professional English teachers in middle school English classes

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Abstract:

This research examines students' perceptions regarding professional and non-professional English teachers in middle school. The study adopted a mixed methods approach and employed a questionnaire which was administered to 54 middle school students and observations were conducted with two teachers as the main methods of data collection. The results revealed significant differences concerning how students perceive these two groups of teachers, highlighting discrepancies in terms of teaching effectiveness, classroom management, and student engagement. These differences are identified as potentially critical factors influencing students' learning process.

Keywords:

Students, Professional English teachers, Non-professional English teachers.

Resumen:

Esta investigación examina las percepciones de los alumnos hacia los profesores de inglés profesionales y no profesionales en un centro de enseñanza secundaria. El estudio adoptó un enfoque de métodos mixtos y se diseñó un cuestionario, el cual se aplicó a 54 alumnos de secundaria y se realizaron observaciones a dos docentes como principales métodos de recolección de datos. Los resultados revelan diferencias significativas en la forma en que los estudiantes perciben a estos dos grupos de profesores, destacando disparidades en la eficacia de la enseñanza, la gestión del aula y el compromiso de los estudiantes. Estas diferencias se identifican como factores potencialmente críticos que influyen en el proceso de aprendizaje de los estudiantes.

Palabras Clave:

Estudiantes, Profesores de inglés profesionales, Profesores de inglés no profesionales

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Introduction

The differences between professional and non-professional English teachers can be considered an important factor that may have an impact on students' language performance. Non-professional teachers are, according to Karmi (as cited in Aguirre & Castañeda, 2017), teachers who have no majors in any fields related to English, but many of them have learned English in different contexts. These teachers may have a strong content background but less general education training. Moreover, they may not have taken any EFL pedagogical courses and rely on their subject matter knowledge. We draw on Zehra and Abbas (2012) to define professional English teachers as those who have had formal training in teaching English as a second language or have done a course in Linguistics.

A study by the British Council (2016) mentioned that the differences between these types of teachers have a huge impact on the students' learning process at the moment of learning English as a foreign language. For this reason, the aim of this study is to examine students' perceptions of the differences between professional and non-professional English teachers during university English classes and the possible impact of these on their learning.

Literature Review

This section begins by defining "perceptions" as this is one of the central topics of this study.

Definition of "perceptions"

Alik (2019) claims that, "perception is the way in which a person receives various stimuli, especially through the senses" (p.7). Richards (as cited in Alik, 2019) states that perception is the recognition and understanding of events, objects, and stimuli through the use of senses such as sight, hearing, and touch. The perception that students develop of their teachers depends largely on the stimuli they offer to them; if a professional teacher has the necessary understanding and tools to have an impact on students, these will produce a much more effective

response. That is why the present research analyses not only the opinions of students about their professional and non-professional English teachers, but also their feelings and sensations with respect to the English classes they have had with these teachers regarding their teachers' knowledge, teachers' skills, and teacher interpersonal qualities.

Professional and non-professional English teachers

In the area of English language teaching, the comparison between professional and non-professional English teachers extends beyond classroom management, and it includes the development of crucial interpersonal skills in their interactions with students. However, before describing these teachers' features, we first define these central terms.

Definition of "professional" and "non-professional"

According to Zehra and Abbas (2012), professional English teachers are those who have had formal training in teaching English as a second language or have done a course in Linguistics. This means that a professional teacher receives a special training to become a language teacher. On the other hand, a non-professional English teacher is a teacher with a lack of requisite pedagogic knowledge and may not be able to plan and carry out teaching effectively using the appropriate channels and methods.

Furthermore, other terms to refer to the two types of teachers are trained (professional) and untrained (non-professional). The former refers to a teacher who has had professional preparation to teach English, while the latter is used as an adjective for those teachers who are not professionally prepared to teach the language (Zehra & Abbas, 2012; Ololube, 2006).

Previous studies have identified some specific features of these two types of teachers and supported the development of key concepts examined in the present research. According to Meyers et al. (2019), professional

teachers demonstrate enhanced empathetic communication skills and an understanding of their students' needs. This enables them to relate effectively to students from diverse backgrounds. This mastery of interpersonal skills creates a more inclusive and supportive learning environment, promoting trust and mutual respect. Baker et al. (2008) also emphasize that positive teacher–student relationships are linked to improved academic and behavioral outcomes. In contrast, non-professional English teachers lack the same level of training and are more likely to rely on traditional, authoritarian approaches. This can lead to better rapport between students and teachers, hinder the development of essential interpersonal skills, and create an atmosphere which is less conducive to learning. Therefore, discrepancies between professional and non-professional English teachers extend to the crucial area of interpersonal skill development, which has a significant impact on the overall quality of education and student engagement.

Other studies have reported about the teaching skills professional teachers have in contrast to non-professional teachers. For example, Okebukola (2008), states that a professional English teacher can be defined as a person who is able to maintain a sense of purpose throughout the teaching and learning process because they are able to plan instructions carefully, select appropriate materials, and follow the teaching plan to maximize the learning of the students. This means that a trained teacher is able to balance both the learning and the teaching process by taking into account all the features that this process involves. Marjan (2011) compares the performance of trained and untrained teachers in a teacher training center. However, she does not find a satisfactory academic process for students influenced by teachers. In particular, Ololube (2006) examines the methodological competencies of professional and non-professional teachers in secondary schools in Nigeria and finds a significant difference between the two types of teachers. Her results indicate that professional teachers tend to apply correct teaching methods and take into

account the individual differences of their students, while the quality of the classes of non-professional teachers is diminished. The previous research findings suggest that teacher training has an impact on the degree of quality of significant student learning.

Similarly, Arshad and Akramnaseem (2013) compared the performance of trained and untrained teachers at the University of Lahore, in this study 150 teachers and 300 students were randomly selected; a questionnaire was administered to teachers and to students. The aim of the study was to determine the parameters of teachers' performance, differentiate the trained and untrained teachers and compare their performance. They found that there is a significant difference between the performance of trained and untrained teachers in specific performance areas. Based on this study, it can be said that there seems to be a significant difference in the performance of the two categories of teachers; this can be observed through how the students perform when they use the language. For this reason, it is fundamental to recognize and understand the effects these two types of teachers may have on students' learning in different contexts, to support the development of theory.

In this paper, “professional teachers” are considered to be those who studied a degree in either English Language Teaching or any other related field. And “non-professional teachers are the ones who do not have a degree” but have taught English for many years.

Effects of professional and non-professional English teachers on students.

The effects that teachers have when teaching a group seem to depend very much on their previous training in terms of an academic degree, experience, performance in the class, even their attitudes towards the group. This is why Alik (2019) analyzes the different perceptions of students of professional and non-professional English teachers through observation and questionnaires carried out with first, second, and third-grade students and finds

that all students reported positive perceptions of professional teachers. In the same way, Nghia (2015) identified the qualities of professional English teachers that students in different sectors perceived as helping to enhance their English learning. Interviews and surveys were used to collect qualitative and quantitative data from English learners in different cities. The study found that students from different sectors appeared to demand that teachers should manage their teaching effectively and behave professionally in class. It is therefore recommended that English teachers continuously improve their skills and qualities and adapt students' various learning needs to facilitate their learning. This study is relevant because it shows that students need professional teachers that will contribute to enhance their learning process.

It is important to highlight the study conducted by Okebukola (2008) because it assesses the effects of professional and non-professional teachers on students' achievement in the English language; however, "Nigeria" is 'plagued' by the employment of non-professional teachers, and many people have expressed dismay and condemned this development. The subjects from the study consisted of 20 professional, 20 non-professional teachers, and 156 students selected; the main research instruments used for the data collection were a questionnaire and an English achievement test. The results were significant because they show how professional teachers are effective and their students are more able to perform well in examinations.

These previous studies in a range of different contexts show that professional teachers have more experience in teaching in an effective way and can therefore have a positive impact on students' learning. That is why this study aims to analyse the perceptions of students about professional and non-professional teachers in a Mexican context to examine whether results are similar and add to the understanding of the area. The following research question has been set: "What are the perceptions of students regarding professional and non-professional

English teachers in terms of teachers' knowledge, teachers' skills, and teacher interpersonal qualities?"

Methodology

This paper adopted a pragmatic worldview arising from actions, situations, and consequences rather than antecedent conditions. In the words of Cherryholmes and Morgan (as cited in Creswell and Creswell, 2018), pragmatism is not committed to any system of philosophy and reality. This conception is aligned with mixed methods research in that inquiries draw liberally from both quantitative and qualitative assumptions when they engage in their research. In the same way, pragmatism opens the door to multiple methods and different assumptions, as well as different forms of data collection and analysis.

The approach used in this research is mixed methods because, as Creswell and Creswell (2018) state, it involves the combination or integration of quantitative and qualitative research and data in the research study. Qualitative data tends to be collected through open-ended questions without predetermined responses; on the other hand, quantitative data usually includes closed-ended questions and responses such as those found in questionnaires and psychological instruments.

For the purpose of this research, the exploratory sequential design was chosen, because according to Creswell and Creswell (2018), it is used when the researcher first begins with qualitative research and analyzes the data obtained, and then, after analyzing the qualitative data, the second step is to design a second instrument based on the findings from the qualitative data; in this case, we used observations as the qualitative instrument to identify the teachers' performance. In other words, in this design, the researcher initiates with a qualitative instrument, and the information gathered helps to create an appropriate instrument to use in the follow-up quantitative phase. This qualitative phase was essential for our study because we wanted to actually observe what teachers did in the classroom so we could actually design

the quantitative instrument based on the observations. One of the particular challenges to this design resides in focusing on the appropriate qualitative findings to use and then sample selection for both phases of research (Creswell & Creswell, 2018). In the current study, class observations were used to collect qualitative data, as described in the "Data collection" section (below), and a questionnaire was used to collect quantitative data, the instrument having been developed as a result of the analysis and previous observations. Data collected with both tools were interpreted to find answers to the research question.

Setting

The research was conducted with 54 students from the Juan Fernández Albarrán middle school. This school is located in Temascalapa, Estado de Mexico, and serves as the main educational institution for students from the region, providing a diverse and representative sample for our research. The location and demographic characteristics of the school play an important role in the context of our study as they contribute to the unique factors that influence the educational experiences and outcomes of the participating students.

Participants

The study targeted a sample of 54 middle school students within the age range of 13 to 15 years, in two groups, encompassing all genders. The selection of the *students* was purposive, because one group is taught by a professional English teacher and the other one by a non-professional English teacher. The selection of the *teachers* was similarly purposive, since one instructor had specialized in English language instruction, while the other had professional expertise in a different area but also had a good command of the English language. The first participant was a professionally trained English teacher with a Bachelor's degree in English Language Teaching. She has 15 years of teaching experience at secondary school level and currently has a C1 proficiency level according to Certificación Nacional del Idioma Inglés

(CENNI) standards. Her formal training and long-standing practice in the field reflect a strong background in pedagogical theory, language acquisition, and instructional methodology.

The second participant was a non-professional English teacher whose academic background is in Tourism, in which she has a Bachelor's degree. Despite not having any formal training in English language teaching, she has already acquired 30 years of English language teaching experience, during which she has developed her own instructional practices. Her English proficiency level is B2, according to the Common European Framework of Reference for Languages (CEFR). Her profile offers insight into the perspectives and practices of teachers who enter the field from non-pedagogical disciplines but go on to acquire extensive practical classroom experience.

The selection of these participants was driven by their characteristics, which aligned with the criteria of authors such as Alik (2019); Aguirre and Castañeda (2017); Nghia (2015); Marjan (2011) all of whom have studied the differences between professional and non-professional English teachers and the impact that those differences can have on the English learning progress of the students.

Data collection

As stated before, the main data collection instruments were guided observations of teachers' performance during the lessons and a questionnaire for students. The observation checklist (Appendix 1) was designed to help identify critical components and aspects to enable the categorization of teachers as either professional or non-professional. The observation checklist was developed specifically for the purposes of this research, drawing on existing literature related to classroom observation in language learning contexts. In particular, the design of the instrument was informed by the work of Cowie (2009), who highlights the importance of systematic observation

as a tool for examining teaching practices and classroom dynamics in language learning environments.

Based on these principles, the checklist was adapted to align with the objectives of the present study and included several categories related to teachers' classroom performance. These categories focused on aspects such as classroom management, teaching methodology, teacher–student interaction, use of instructional materials, and student engagement. These elements were selected because they are commonly identified in the literature as key components of effective teaching practices.

Prior to the classroom observations, the participating teachers were informed about the purpose of the research and their voluntary participation in the study. However, they were not informed about the specific aspects included in the observation checklist. This decision was made to ensure that their teaching practices remained as natural as possible and to avoid influencing their behavior during the observations. By not revealing the specific criteria, the researcher aimed to obtain a more authentic representation of the teachers' classroom practices. However, the observation might be subject to observer bias (the observers' own opinions and prejudices) which lowers their fairness and objectivity; for this reason, an observation checklist was used which was divided into several aspects pertaining to a teacher's performance, such as classroom management, assessment, or communication over a total of four classes.

The questionnaire was structured into two distinct sections, Section A and Section B. Section A focused on the collection of demographic information, while Section B encompassed a set of specific factors enabling students to evaluate teachers' performance during a classroom session. The design of the questionnaire adhered to the guidelines outlined by Nworgu (1991). The characteristics are relevance, consistency, usability, clarity, quantifiability, and legibility (pp. 93-94). Before completing the questionnaire, students were given a brief explanation of the purpose of the instrument and how to answer the questions. Author 1 clarified the meaning of the scale options

and the importance of being, and answered any questions to ensure that students clearly understood the statements presented in the questionnaire. In addition, students were informed that their responses would be anonymous and would not affect their grades, which encouraged them to respond honestly.

The factors were scored on a 3-point Likert scale of frequency which were represented in a ranking format (numbers) such as Never (1), Sometimes (2), and Always (3). A 3-point scale was used despite being aware that participants may choose the neutral answer. However, Author 1 emphasized the importance of their participation when answering the questionnaire and avoiding extremes when answering it. Furthermore, in a subsection called "General Experience," questions were scored on a 5-point Likert scale of agreement or disagreement which were represented in a ranking format as (1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree, (5) Strongly Agree. In particular, this type of questionnaire was chosen because it allows participants to keep their anonymity and be more comfortable sharing their opinions. Ultimately, the process of designing this research instrument for the current study entailed the initial development of a questionnaire comprising specific inquiries for students. Subsequently, following a meticulous revision process and the solicitation of feedback from a distinguished faculty member, we gained valuable insights that elucidated the trajectory of our research.

Data Analysis

In order to analyze the data derived from the guided observations and questionnaires, we drew on Creswell and Creswell (2018), who mentioned that the integration of both qualitative and quantitative data allows for a finer interpretation of results. While quantitative data provide statistical patterns, qualitative data offer insights into the underlying reasons and contextual factors. The synergy of these two types of data enables a more robust and nuanced interpretation of research findings.

The first author conducted the data analysis by means of thematic analysis (Braun and Clarke, 2006), and she used both an inductive and deductive approach to analyze the qualitative data and ensured a thorough examination of the collected data, promoting a meticulous understanding of the observed phenomena in the context of the research. Initially, she revisited and analyzed observation notes, recalling the teacher's performance during classes. Keywords were then highlighted to aid in identifying corresponding aspects. Subsequently, she coded similarities and differences using color codes. All codes were documented in a separate file to discern commonalities, differences, and patterns.

Due to the nature of the research question and the mixed methods approach, the use of both inductive and deductive approaches was considered appropriate for this study. First, a deductive approach was applied, with the analysis guided by categories previously identified in the literature and aligned with the research objectives, such as classroom management, teaching methodology, evaluation practices, and teacher support. These categories provided an initial structure for organizing the observation data.

At the same time, an inductive approach was employed to enable patterns and significant aspects of teachers' performance to emerge directly from the data. While reviewing the observation notes, recurring behaviors and classroom dynamics were identified and grouped into themes within each category. In this way, the categories served as broader analytical areas, while the themes emerged from repeated observations and comparisons across classes. This combination of approaches enabled the analysis to be both theory-informed and grounded in the participants' classroom reality.

For the quantitative data, the first author conducted a basic descriptive analysis which consisted of organizing the questionnaire data into tables to facilitate subsequent analysis. Calculations were performed on the instrument outcomes, drawing statistical insights from questionnaire responses. Open-ended questions were carefully

reviewed, and reflections on students' perceptions were considered, contributing to the overall validity of the data analysis process.

Qualitative Results

As stated in the data analysis section, the observations were analyzed by means of thematic analysis, and Author 1 followed a systematic process based on Braun and Clarke's (2006) six phases of analysis. Results revealed that classroom management is the main salient theme regarding differences among professional and non-professional teachers, as discussed below.

During classroom observations, it was evident that the professional teachers employed more effective strategies to manage their classrooms. For example, it was noted that clear instructions were provided, routines were established, and positive reinforcement was used to maintain student engagement. Furthermore, the professional teachers demonstrated proficiency in facilitating transitions between activities, fostering student engagement through group and pair work activities.

Professional teachers were also observed using structured routines, positive reinforcement, and group management strategies, whereas non-professional teachers tended to rely on disciplinary warnings and had less organized classroom procedures.

Classroom observations suggest that classes taught by the non-professional teacher were more frequently affected by disorder and inappropriate behavior, which in some cases interfered with the learning process. In contrast, the professional teacher demonstrated greater consistency in class organization and classroom management, which contributed to a more structured learning environment.

These findings show that classroom management plays an important role in students' learning experiences. Difficulties in maintaining order can reduce student attention and participation, which is consistent with

previous research highlighting classroom management as a key component of effective teaching (Okebukola, 2008; Ololube, 2006).

Regarding teacher preparation, classroom observations revealed inconsistencies in the preparation of lessons taught by the non-professional teacher, particularly with regard to the use of materials, clear objectives, and time management. These aspects appeared to influence student participation and the overall conduct of lessons. This inconsistency implies that the instructional quality may not reach its optimal potential in terms of student engagement and may necessitate a contingency plan involving alternative instructional activities to fulfill the intended lesson objectives.

Furthermore, regarding teaching techniques, professional teachers were more likely to use a variety of teaching methods and activities, and to create a positive and supportive learning environment. As a result, diligent lesson preparation by teachers not only facilitates engaging and meaningful learning experiences but also contributes to enhanced student outcomes.

Quantitative results

The results obtained from the questionnaires administered to students provide valuable insights into their perceptions regarding the teachers' role, methodology, and evaluation practices of professional and non-professional teachers. This section discusses the key findings in each aspect and explores their implications for teaching quality and student learning experiences.

Teachers' role in the classroom

Analysis of the data revealed a slight difference in student satisfaction regarding the teachers' role in the classroom of professional and non-professional teachers since 41.8 % of them were very satisfied with the performance of their professional teacher, followed by 36% who were satisfied, as shown in Table 1 below.

Table 1 (Factor 5). Students' Perceptions of Professional Teachers' Role

Variable - Teachers	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Unsatisfied
Overall, how satisfied are you with your teacher's role in this course?	41.8%	36%	15.2%	4.3%	2.7%

This response suggests that, in the eyes of the majority of the students, professional teachers meet or exceed expectations in delivering effective teaching. Similarly, 35.6% followed by 34.4% were very satisfied and satisfied, respectively, with the role of their non-professional teachers as shown in Table 2 below.

Table 2 (Factor 5). Students' Perceptions of Non-Professional Teachers' Role

Variable - Teachers	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Unsatisfied
Overall, how satisfied are you with your teacher's role in this course?	35.6%	34.4%	15.8%	9.7%	4.5%

This finding shows a slight difference between professional and non-professional teachers' roles in the classroom which may be due to the fact that both types of teachers perform their activities in very similar ways and meet the students' expectations.

Teachers' Methodology Choices

The methodology employed by teachers plays a crucial role in shaping the learning experience of students. The results of the questionnaire revealed a significant difference in the approaches employed by both professional and non-professional teachers (Tables 3-4).

Students in general agree that their professional teachers' teaching skills exceed those of non-professional teachers. For example, 59% of students consider that their professional teachers always express objectives and expectations, in comparison to 12.3 % who think that non-professional teachers do the same. Similarly, 62% of students agree that their professional teachers always use several types of activities to improve topic understanding. In contrast, just 5.9% of students report the same practice by their non-professional teachers. 73.3% of students think that their professional teachers always encourage questions and discussion, compared to just 6% of students who think that their non-professional teachers encourage questions and discussion. Regarding clear explanations of complex topics, 80.5% of students consider that their professional teachers always do this, in comparison to 10.5% of non-professional teachers. Finally, 44.3% of the students indicated that professional teachers frequently use examples from everyday life to teach concepts, emphasizing a practical and applied approach to learning. In contrast, 17.1% of students indicated that non-professional teachers do so.

Table 3 (Factor 1). Students' Perceptions of Professional Teachers' Teaching and Communication

Variable	Always	Frequently	Never
The teacher effectively communicates the objectives and expectations of the course.	59%	40.1%	1%
The teacher uses various types of activities to improve understanding of the topics.	62%	31.8%	3.2%
The teacher encourages questions and discussions in class.	73.3%	25.2%	1.5%
The teacher offers clear explanations of complex topics.	80.5%	17.2%	2.3%
The teacher uses examples from everyday life to illustrate concepts.	44.3%	51%	4.7%

Table 4 (Factor 1). Students' Perceptions of Non-Professional Teachers' Teaching and Communication

Variable	Always	Frequently	Never
The teacher effectively communicates the objectives and expectations of the course.	12.3%	69.2%	18.5%
The teacher uses various types of activities to improve understanding of the topics.	5.9%	77.8%	16.3%
The teacher encourages questions and discussions in class.	6%	48.3%	45.7%
The teacher offers clear explanations of complex topics.	10.5%	16.7%	72.8%
The teacher uses examples from everyday life to illustrate concepts.	17.1%	33.9%	49%

These results suggest that professional teachers seem to be better equipped with more effective methodological tools than non-professional teachers since students assert that they employ an array of different strategies and techniques that meet students' expectations.

Evaluation

Very similar results were identified between professional and non-professional teachers regarding the fairness and transparency of the evaluation methods they use (Tables 5-6), since 83.4% of the students agree that professional teachers frequently meet these criteria, while 79.7% also agree that non-professional teachers do it. Similarly, 90% of the students agree that professional teachers and 88.95 non-professional teachers provide clear grading criteria. However, the difference in the quality of feedback that both teachers provide since 75.5% of the students agree that professional teachers always offer constructive feedback on assignments and exams, while only 2.9% of non-professional teachers do so.

Table 5 (Factor 4). Students' Perceptions of Professional Teachers' Evaluation

Variable	Always	Frequently	Never
The teacher's evaluation methods are fair and transparent.	13.4%	83.4%	3.1%
The teacher provides clear grading criteria.	90%	9.3%	0.7%
The teacher offers constructive feedback on assignments and exams.	75.5%	20.8%	3.7%

Table 6 (Factor 4). Students' Perceptions of Non-Professional Teachers' Evaluation

Variable	Always	Frequently	Never
The teacher's evaluation methods are fair and transparent.	15.5%	79.7%	4.8%
The teacher provides clear grading criteria.	88.9%	10.1%	1%
The teacher offers constructive feedback on assignments and exams.	2.9%	23.2%	73.9%

The evaluation criteria used by both professional and non-professional teachers is consistent because it is determined by the educational institution rather than by the individual teachers. However, a notable difference emerged in the nature of the feedback provided to students. The professional teachers tend to provide more useful feedback in comparison to non-professional teachers.

Support and accessibility

The majority of students agreed that professional teachers are accessible outside of class. According to students, professional teachers provide additional resources, and they create a supportive environment in contrast to non-professional teachers who seem to fail to do so (Tables 7-8).

For example, 74.2% of the students agree that professional teachers are always accessible outside of their teaching classes, in comparison to 22.5% of students

who think that non-professional teachers report similar practices. Regarding the additional resources that teachers provide, 33.7% of students agree that professional teachers offer additional resources when needed, in contrast to 16.3% of students who agree that non-professional teachers also implement a similar practice. Finally, 64.3% of the students agree that professional teachers always create a supportive environment, while 33% of students agree that non-professional teachers also adopt similar strategies.

Table 7 (Factor 2). Students' Perceptions of Professional Teachers' Support and Accessibility

Variable	Always	Frequently	Never
The professor is accessible and available for questions outside of class.	74.2%	21%	4.8%
The teacher provides clear grading criteria.	80.1%	15.2%	4.7%
The teacher offers additional resources (e.g., consultation hours, study guides).	33.7%	45%	21.3%
The teacher creates a supportive learning environment.	64.3%	34%	1.7%

Table 8 (Factor 2). Students' Perceptions of Non-Professional Teachers' Support and Accessibility

Variable	Always	Frequently	Never
The professor is accessible and available for questions outside of class.	22.5%	65.2%	12.3%
The teacher offers additional resources (e.g., consultation hours, study guides).	16.3%	50%	33.3%
The teacher creates a supportive learning environment.	33%	55%	12%

Discussion

Based on the analysis of both classroom observations and the questionnaire, the results indicate that there are differences between professional and non-professional English teachers in terms of classroom management, teaching methodology, and feedback practices. Specifically, students reported more frequent difficulties

related to classroom order and participation in classes taught by the non-professional teacher.

The survey revealed that classroom management was one of the main differences between professional and non-professional English teachers since students reported that professional teachers gave clearer instructions, maintained order more effectively, and encouraged participation more consistently than non-professional teachers.

The findings of this study indicate that effective classroom management practices represent a significant distinguishing factor between professional and non-professional English teachers. The implementation of structured routines and interactive strategies by professional teachers has been demonstrated to enhance student engagement and mitigate behavioral issues.

These findings are consistent with previous research in other contexts suggesting that professional training has an important role to perform in providing teachers with strategies for effectively managing classroom behavior (Okebukola, 2008; Zehra and Abbas, 2012). Rather than resorting to corrective or punishment measures, teachers with professional training tend to prevent disruptive behaviors through clear instructions, varied activities, and active student participation (Ololube, 2006). The present findings also highlight the importance of formal pedagogical preparation in supporting effective classroom management and improving students' learning experiences.

When discussing pedagogical approaches, it is imperative to note that, upon analyzing the classes conducted by both types of teachers, a notable disparity emerges. Classroom observations showed that the professional teacher used a more varied set of teaching methods and activities, including individual work, pair work, and small group work, while the non-professional teacher relied on a more limited range of teaching practices. In contrast, non-professional teachers tend to rely on a more limited repertoire of teaching methods and

activities, stemming from their lack of formal education training and reduced familiarity with various pedagogical techniques and activities.

Finally, regarding teachers' assessment practices, the students' responses to the questionnaire indicated that professional English teachers were more likely to provide timely, specific, and practical feedback, while non-professional teachers tended to offer more general feedback. This difference may be related to the limited formal training in assessment and feedback observed among non-professional teachers, which may reduce the use of assessment results to guide pedagogical decisions.

Conclusions

This research has provided valuable insights into the perceptions of students regarding professional and non-professional English teachers at Escuela Secundaria Oficial No. 0033 "Juan Fernández Albarrán." The study aimed to explore the students' perceptions regarding major differences in classroom practice between these two categories of teachers. The research delved into various aspects, including teaching performance, methodology, and evaluation practices.

Our research has shed light on the striking differences observed between professional and non-professional English teachers in the areas of classroom management, feedback, teaching techniques, assessment, and teacher preparation. Professional English teachers, equipped with specialized training and considerable experience, showed a remarkable ability to maintain a well-structured and inclusive learning environment. Their skillful use of feedback mechanisms and innovative teaching techniques served to create an atmosphere conducive to student engagement and growth. In addition, their ability to design assessment methods that were fair and effective matched the learning objectives. In contrast, non-professional teachers, who lacked the same level of training and experience, faced difficulties in these areas, which could hinder their students' educational experience.

This research contributes to the ongoing dialogue on effective teaching practices and encourages further exploration into the intricate dynamics that shape the teacher- relationship, fostering an environment conducive to meaningful and impactful learning experiences. Recognizing the impact of teacher training and lesson preparation on the overall quality of language teaching is crucial based on these findings. The research calls for targeted interventions and training programs to bridge the observed differences in teaching performance, methodology, and feedback practices. By addressing these gaps, educators can contribute to a more equitable and effective educational environment for students.

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