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Language Teaching Profile Characterization According to Teaching Areas: Students' Perceptions

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ABSTRACT

Teaching is an action that seems easy to do, but in reality, it implies knowing methodologies, classroom management techniques, subject content, and the most crucial competencies to put them in an instructional scenario. Considering this background, the study aims to characterize the language teacher profile by identifying the dimensions presented in the praxis of the Teaching English Bachelor's (LEI) program at the Faculty of Languages, framed in response to the training needs of future teachers, in order to address new educational challenges. Regarding the methodology, a quantitative approach with a descriptive scope and a cross-sectional cohort design was employed in a sample of 254 evaluations, yielding the following results: the English foreign language teacher profile encompasses five basic dimensions in their practice, namely planner, mediator, learning outcome, socio-affective, and generic skills. In this sense, the place occupied by each area of the LEI educational program based on the frequency with which it uses the five dimensions is 1) Research, 2) Spanish, 3) Target Language, 4) Teaching, 5) Linguistics, 6) Translation, and 7) Culture. In conclusion, the ideal attributes of the English language teacher are characterized by the development of strategic programming, mediation for learning, creativity in the design of activities and educational material to promote meaningful learning, adequate evaluation of the expected content and knowledge, generation of an affective and empathetic environment, use of the foreign language and educational innovation through the application of technological resources, to promote comprehensive training in the student, which integrated give significance to the study.

Keywords: Attributes; Perceptions; Praxis; Foreign Language

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1. Introduction

During the last four years, the world faced transformations especially in the educational field. The institutions responsible for providing quality education to people were immersed in a process of radical disruptions since they had to face a situation of confinement due to a global health problem, which forced them to change their entire curricular structure. Educational processes began to be mediated by the primary use of technology, causing modifications to the roles of the actors (teachers and students). Nonetheless, the teacher was the most affected because he was responsible for the teaching-learning process in the new scenarios during and after the pandemic. Considering this context, this research focuses on teachers' performance during their training processes in the foreign language area to characterize language teacher profiles as pedagogical trainers in English teaching based on their students' perceptions. For the development of this research, we started with a literature review of studies on topics related to the teaching and learning process of English as a foreign language, the characteristics of the language teaching profile in current training contexts, and teacher training programs in foreign languages. Then, the methodology, findings, discussions, and conclusions described a clear view of the phenomenon. It is crucial to mention that this research is relevant because it will contribute to establishing a general profile for language educators, by pointing out the minimal attributes they need to implement in their praxis.

Regarding the English teaching-learning process, the most recurrent topics that have been researched over the past five years analyze the status of English in the world and the importance of its learning as a tool in professional and academic training^[1,2]. In addition, other works^[3-5] emphasize the teaching of linguistic and pragmatic elements through the development of innovative and relevant strategies, as well as the use of digital tools to promote the practice and development of communicative skills.

Considering the language teacher profile in the new scenarios, some studies describe his transformation during the pandemic which highlight the need to strengthen technopedagogical abilities to enhance digital skills for functional strategies in virtual and distance classes^[6-8].

In English training, research highlight training in digital skills and multidimensional aspects such as technological skills^[9,10], academic training, socio-affective skills, and crit-

ical reflection on praxis^[11,12]. Based on this context, the theoretical framework will describe the key concepts that characterize the language teacher profile in a professionalizing program.

2. Literature Review

Teaching is perceived as an activity carried out by someone who fulfills the role of a counselor in a training or learning process through interaction and socialization between the actors^[13]. In this dynamic, the teacher must know and master methods, content, group dynamics, student profiles, teaching resources, teaching, learning, evaluation strategies and techniques^[14]. In the case of foreign languages, an important aspect is communication involved in learning and acquiring it in addition to the teaching process, so it is necessary to develop a specific type of methodologies to allow the acquisition of linguistic knowledge, promote basic skills for understanding and interact in real communication exchanges^[15].

Currently, the methodologies used for teaching English have a more dynamic orientation, where language is a means of communication and social interaction rather than a simple system of linguistic signs or grammatical rules^[16]. This notion leads to rethinking all teaching tasks, and evaluating whether each activity planned in the course favors the practice of the language among students and with other interlocutors outside the classroom. Thus, the priority is to develop communicative competence in real communication situations, where the social actor is the student, immersed in linguistic exchanges of different kinds and cultural contexts^[17].

Within this communicative model, the action approach is based on active methodologies to lead the student's performance in real communication scenarios^[18]. In this sense, the most used active learning methods in foreign languages are collaborative learning, the flipped classroom, gamification, task-based learning, and project-based learning. Such methodologies have the particularity of focusing on the student and their participation and production rather than memorization. Furthermore, they promote the development of both generic and communicative skills for the acquisition of knowledge in a meaningful way, with motivation, autonomy, and participation^[19].

2.1. English Learning Process

Speaking a foreign language is a priority due to globalization, mobility, and exchanges between countries from different parts of the world. In such exchanges between nations, English has been a language of communication, making it a mandatory subject in most study plans and programs of every educational institution^[2]. In this regard, English has become present in all areas of human life^[20]. Therefore, it has become a second language or the official language for communicative exchanges in business-related activities, bibliographical consultations in all areas of knowledge, base language in academic exchanges, and recreational and cultural activities^[1].

Thus, learning English as a foreign language takes on great relevance, and the training processes are aimed at developing in students a communicative competence that allows them not only to understand written texts or know the grammatical rules but to have an effective interaction in an informal, academic or professional context^[21]. It is necessary to point out that from the perspective of the Common European Framework of Reference for Foreign Languages (CEFR), language learning is conditioned by its natural uses accomplished through the performance of communicative tasks contextualized to a specific social purpose^[17].

All these factors lead to the understanding that English or any foreign language is seen as the medium through which ideas, thoughts, or knowledge about the worldview of each culture are transmitted, giving the language that social character. Seen in this way, as a form of cultural expression and a natural act of the human being, the theories of interactionism and the communicative approach recognize the development of intercultural competence within the process of learning and acquiring foreign languages^[22].

Therefore, learning a foreign language involves developing cognitive, socio-affective, and cultural skills and strategies^[23] so that they can understand and self-direct their learning process meaningfully and communicate spontaneously in any interaction^[24].

2.2. Language Teaching Profile

The teacher profile focuses on identity traits that characterize the actions, thoughts, skills, and behavior of a group of people in a training task with specific objectives or goals to

improve the learning process^[25]. This profile, supported by the educational models, determines the disciplinary knowledge and the methodological orientations within the teaching-learning process.

In the 21st century, the teacher's profile is mainly highlighted by the development of both digital and socio-affective skills since the new training needs are based on the characteristics of the new scenarios where the main protagonists are the student and the technology, leaving the teacher in his role as facilitator, mediator, researcher and guide of the student learning^[26].

For the language teacher, the profile is defined by these new technological and socio-constructivist educational contexts, in which techno-pedagogical competencies, in addition to communicative competence, are oriented to the use and function of language in his teaching. In this regard, the main characteristics that describe the ideal profile of a language teacher are their linguistic-communicative competence, their pedagogical-methodological competencies^[27], and above all their qualities, virtues, and attitudes that allow them to demonstrate flexibility, responsibility, creativity, motivation and dedication to generate meaningful learning environments where positive, dynamic, collaborative and feedback interaction takes place.

2.3. Students' Professional Training as English Teachers

In foreign language teaching, teacher training aims to provide both theoretical and practical training on the characteristics that teachers in training must develop for effective performance in their practice. These theoretical and practical elements imply the knowledge and management of pedagogical models as well as communicative and techno-pedagogical skills^[28]. From this, teacher training goes through the following dimensions:

- The pedagogical dimension. This dimension emphasizes the pedagogical competence that the language teacher must possess for the management and operationalization of the teaching-learning processes of a foreign language through activities such as course planning content and activities, the effective use of physical and digital materials as teaching aids, the implementation of methodologies or teaching strategies that promote the practice of the language and its meaningful learning, as

well as the use of evaluation techniques and instruments to validate the acquired learning process^[29].

- The technological dimension. In the case of foreign language teaching, the use of technology dates back to the 1960s, and with the Common European Framework of Reference for Languages (CEFR), technological and digital tools were further emphasized. This document was a reference for the creation of the Digital Teaching Competence Framework in 2017, which proposes the digital competencies that every teaching professional must possess for the management and promotion of effective learning strategies combined with technology, giving teaching a status of inclusiveness and innovation^[30]. These digital competencies move into six competency areas: professional commitment, digital resources, digital pedagogy, evaluation and feedback, student empowerment, and support for students' digital competence^[31].
- The socio-affective dimension. Among teaching skills, the so-called socio-affective skill model is relevant because the social and interactive aspects of communication are tied to both teachers' and students' emotions. Socio-affective factors such as motivation, affectivity, and the interlocutor's personalities are key for learning a foreign language^[32]. They facilitate and dynamize the assimilation and mastery of the linguistic and pragmatic components of the studied language. These dimensions contribute to the teaching profile due to cognitive,

pragmatical, and attitudinal competencies that are fundamental for learning in a suitable contextualized teaching process.

3. Materials and Methods

Methodologically, a quantitative study took place with a descriptive and cross-sectional scope (spring 2025) to characterize the language teaching profile that trains future English teachers.

The sample consisted of 254 teachers' evaluations of the English teaching Bachelor's program in the Faculty of Languages at Benemérita Universidad Autónoma de Puebla.

Regarding the data collection instrument, a Likert scale questionnaire with 28 items organized into five dimensions (planner, mediator, learning outcomes, socio-effective, and BUAP generic competencies) and ordinal values^[33] was distributed among participants, taking as a parameter the lowest score being 5, and the highest 10, respectively.

Considering the internal coherence of the questionnaire, it has a reliability of 0.964 according to Cronbach's Alpha. The data was collected at the end of the spring 2025 period, once the students finished their subjects in the areas of Target Language, Teaching, Linguistics, Research, Culture, Spanish, and Translation.

Furthermore, participants were informed that the questionnaire was for research purposes and asked to answer it objectively. Finally, the following analysis model shows the data analysis procedure (**Table 1**).

Table 1. Teacher profile for training future language teachers^[26,27,29].

Variable	Dimensions	Purpose
The teaching profile as a language teacher trainer by areas	Planner Mediator Learning outcomes Socio-affective Generic competencies	Identify the characteristics of the teaching profile that prepare future English teachers

4. Results

This section introduces the findings from the methodology described in the previous section. The data collected was analyzed and organized into figures and two tables to provide a clear and precise view of the results, accompanied by the corresponding interpretations and analyses that address the

objective posed at the beginning of the study.

Table 2 shows the evaluation of each area. As seen, the best evaluated was Research due to the teachers' profile.

In **Figure 1**, the planner dimension is characterized by content organization in sequences and plans, respecting the assigned time for each topic, unit, and study program. This planning adjusts to the different students' learning styles and

needs, providing activities and teaching resources (physical and digital). In this dimension, the Spanish area shows the highest percentage, followed by the Teaching, Research, Linguistics, Culture, Target Language, and Translation areas.

Table 2. The evaluation of each area.

Area	Evaluation
Research	9.5
Spanish	9.3
Target Language	9.2
Teaching	9.1
Linguistics	9
Translation	8.9
Culture	8.8

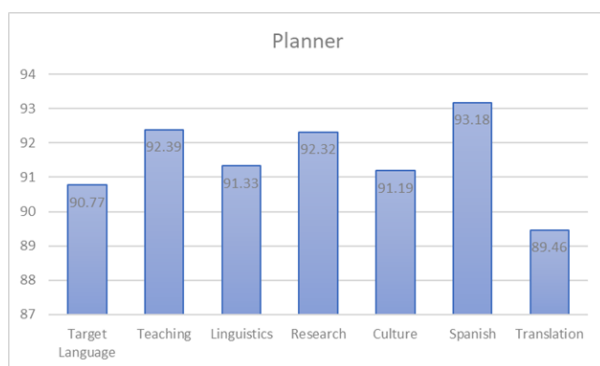


Figure 1. Planner dimension.

In **Figure 2**, the mediator dimension is characterized by the clarity of teachers' presentations and the adaptation of teaching strategies to students' needs and interests. As seen, problem posing is a strategy for reflection and learning, as well as prior and new knowledge, which fosters participation. It is worth noting that Spanish registers the highest percentage, followed by Target Language, Teaching, Linguistics, Culture, and Translation, respectively.

In **Figure 3**, the learning outcomes dimension includes continuous assessments to validate the achievement of learning objectives, where there is a correspondence between the assessment criteria and the taught content. Moreover, the reflection is recorded through feedback and interdisciplinary knowledge to reinforce learning. Teaching methodologies also put theoretical knowledge in practice, a fundamental element in assessments and results. At this point, the Spanish area is again the highest score, followed by Research, Teaching, Target Language, Linguistics, Translation, and Culture.

As regards **Figure 4**, the socio-affective dimension is characterized by the creation of positive and trusting learning

environments, the development of supportive and respectful behaviors among peers, the motivation to generate a self-taught attitude in learning, the willingness to resolve doubts, equitable student treatment, understanding, and empathy in the face of their adverse situations or circumstances. Based on their perceptions, this dimension is more developed in Spanish, followed by Research, Target Language, Translation, Linguistics, Teaching, and Culture.

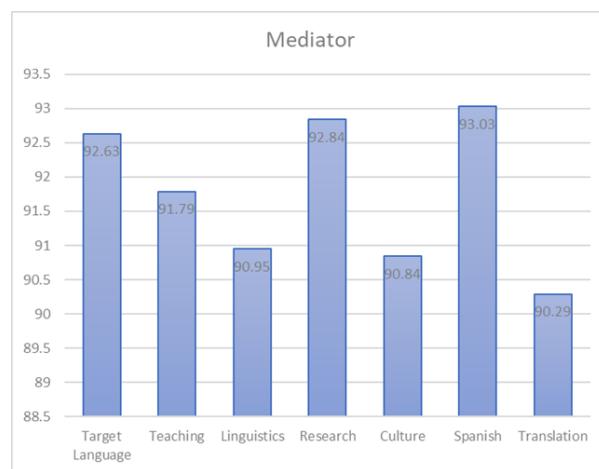


Figure 2. Mediator dimension.

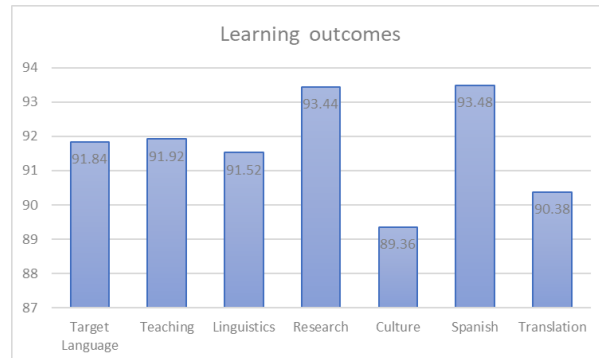


Figure 3. Learning outcome dimension.

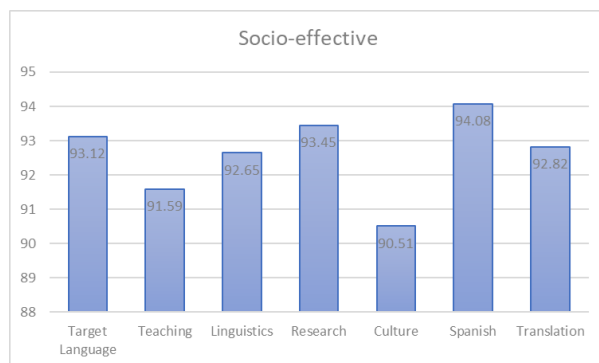


Figure 4. Socio-affective dimension.

In **Figure 5**, the generic competencies dimension shows the following attributes:

- Average class attendance
- The generation of research skills in students through searching and selecting information
- The use of technological resources to facilitate their learning
- The level of compliance with the achievement of learning objectives
- The use of strategies for the development of critical and reflective thinking related to their professional problems and their environment
- Use of a second language in their planned activities.

Based on this information, Target Language frequently privileges this dimension, followed by Teaching, Research, Culture, Linguistics, and Translation.

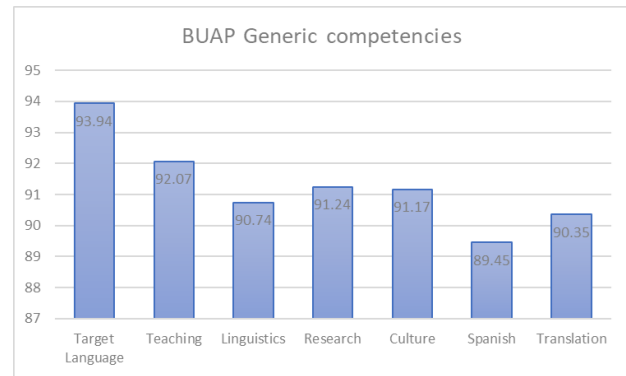


Figure 5. BUAP Generic competencies.

According to students' perceptions in **Table 3**, the area of research (92.65) has the highest average of the dimensions of the English language teaching profile. It is followed by the areas of Spanish (92.64%), Target Language (92.46%), Teaching (91.95%), Linguistics (91.43%), Translation (90.66%), and Culture (90.61%), respectively.

Table 3. Average dimensions of the teaching profile.

Area	Planner	Mediator	Learning Outcomes	Socioaffective	BUAP Generic Competencies	Average of Dimensions
Target Language	90.77	92.63	91.84	93.12	93.94	92.46003256
Teaching	92.39	91.79	91.92	91.59	92.07	91.95354335
Linguistics	91.33	90.95	91.52	92.65	90.74	91.43694937
Research	92.32	92.84	93.44	93.45	91.24	92.65793047
Culture	91.19	90.84	89.36	90.51	91.17	90.61455888
Spanish	93.18	93.03	93.48	94.08	89.45	92.64126269
Translation	89.46	90.29	90.38	92.82	90.35	90.66203548

5. Discussion

Considering the characterization of the language teacher profile, the results show that five dimensions underlie their educational praxis: planner, mediator, learning outcomes, socio-affective, and generic competencies. Through the students' perception, these dimensions highlight the skills, abilities, and knowledge within the disciplinary area.

The planner dimension shows an organizing teacher with well-defined programmed sequences and appropriate course content. Then, the student recognizes the systematization of the class stages (beginning, development, conclusion) within an attractive pedagogical design and effective instructional strategies based on the teaching objectives. These results are most reflected in Spanish (93.18%), Teaching (92.39%), and Research (92.32%). In this way, the teacher demonstrates his pedagogical, disciplinary, curricular knowl-

edge and methodical experience concerning learning situations^[34]. Thus, a didactic sequence requires strategic planning because the teacher projects the thematic beginning and conclusion of the curriculum with activities that generate learning experiences in the students^[35]. However, in the areas of Target Language (90.77%), Culture (91.19%), and Linguistics (91.33%), the process of programming the educational action must be worked on so that it reflects strategic and suitable didactic performance in terms of adequate allocation of time for the development of the contents, allowing a deep exploration and solid understanding in the students^[36].

In terms of educational resources, the teacher presents relevant, inclusive, and significant educational material with suitable attributes to the class, promoting knowledge production inside and outside the classroom^[37]. In this sense, educational resources aim to reinforce the teaching topic, frequently complemented with exercises to strengthen in-

struction. Nonetheless, the inappropriate choice and use of teaching materials create uninteresting classes and demotivation^[38], as perceived in the area of Translation (89.46%), underlining the importance of resource selection to promote meaningful learning^[39,40].

Moreover, the language teacher plans a varied class in terms of group organization and collective and stimulating tasks, leading to creativity, interaction, communication, and negotiation. At this point, the students in the Spanish area highlight that the structure of the activities aligns with their knowledge acquisition process, which favors their gradual development of intellectual skills, allowing for planning to be adapted to their needs and characteristics. These findings agree with some studies where teaching performance meets educational demands, contextualizing their work and planning^[41]. Recognizing the students' concerns and interests facilitates the progressive mediation of the teaching-learning process by allowing for suitable lesson planning, execution, and management. Moreover, various studies demonstrate that this dimension is beneficial for learning other languages in different contexts^[42,43].

Regarding the mediating attribute, teachers in the Spanish area achieved the highest score (93.03%), followed by Research (92.84%), Target Language (92.63%), and Teaching (91.7%), which indicates that in their practice, they act as learning facilitators. In this regard, the study characterizes a disciplinary teacher who presents clarity in his presentations, uses language appropriate to the students' level, reduces unnecessary technicalities, and provides examples that lead to understanding by promoting the assimilation and retention of information^[44,45]. Moreover, he promotes mediating activities through new ideas, questions, and exchange of information through dialogue and negotiation to activate student participation. It also awakens their curiosity, critical thinking, and analytical ability through their responses, which offer various alternatives to direct the knowledge the teacher seeks to achieve^[46]. This pedagogical mediation links new ideas and concepts with the student's previous cognitive background^[47,48].

Participants in the Spanish and Target Language areas indicate that the teacher uses error analysis as a strategy to promote meaningful learning, which helps to generate reflective thinking, consciousness of information, and construction of knowledge^[49–51]. In this way, he promotes an effective

learning environment where students can understand, apply, and relate information appropriately. In contrast, in the areas of Linguistics (90.95%), Culture (90.84%), and Translation (90.29%), the teacher does not frequently promote situations of interaction or communication to establish the range of prior knowledge underlying the learner, which limits the didactic act to the exposition of content.

Research findings underscore the importance of mediation, highlighting its benefits across different educational levels and settings^[52,53].

In terms the learning outcomes, the Spanish area shows the highest percentage (93.48%) thanks to continuous assessments to validate the achievement of learning objectives. This approach aims to measure the progress of educational goals on a regular and systematic basis. By validating achievement through periodic assessments, the teacher obtains a more detailed and accurate perception of student performance throughout the teaching process, allowing for early adjustments or interventions if necessary^[54]. Therefore, he promotes a more dynamic and adaptive teaching-learning approach. Furthermore, he applies effective assessment procedures with a correspondence between the assessment criteria and the content taught. Such articulation requires coherence with the developing forms and knowledge^[55]. In this way, the coherence between these elements validates the assessment and provides a more accurate and equitable measure of academic achievement. Based on studies, adequate adjustment contributes to the transparency and effectiveness of the educational process, contributing to a more meaningful evaluation aligned with pedagogical objectives^[56,57]. This correspondence ensures that the process reflects the student's understanding and application of the educational aims, promoting the validity and relevance of the evaluation process.

Moreover, the reflection of learning through feedback is recognized as an integral part of the evaluative environment by a critical and constructive point of view for learning and teaching improvement; an aspect that is less frequent in Culture (89.36%) and Translation (90.38%). The characteristics of the feedback determine the degree of progress, identify weaknesses, and project improvement in the knowledge construct^[58]. Consequently, the purpose of feedback is not to give a deliberate opinion but to provide a formative approach that helps students activate the reflective, conscious, and coherent practice of their actions to understand and de-

velop knowledge from their reflective experiences, as seen in the areas of Research (93.44%), Teaching (91.92%), Target Language (91.84%), and Linguistics (91.52%). In this way, reflective practice is a methodical, ethical, and intentional process to promote active participation, the development of self-regulation skills, and informed decision-making^[59].

Regarding interdisciplinary knowledge within learning outcomes, the teacher facilitates the methodological treatment of the disciplinary areas to reinforce the acquisition of knowledge, skills, and abilities. Thus, interdisciplinarity implies cooperation and exchange, as is observed in Spanish and Research. Inquiries confirm that it helps to generate an integration of the various fields of study by linking, contributing, and facilitating the development of learning under a unitary approach of respect and correlation^[60,61]. Therefore, this study presents a significant methodological contribution where the teacher puts into practice active methods based on the exploration of diverse themes through transversal disciplines, which contributes to problem-solving, improves academic performance, and stimulates students' integrative perspective for the appropriation of concepts and complementary information^[62,63].

In the socio-affective dimension, methodologies that focus on the student as the principal axis of teaching action foster positive environments. Indeed, students highlight characteristics in teachers from Spanish (94.08%) and Research (93.45%), such as close contact with them, willingness to listen, commitment to instruction, and involvement in various activities like creating resources and supervising tasks. In addition, teachers in the Spanish area promote a suitable climate for students to express their emotions, clarify doubts, and establish respectful relationships among them in their environment and through their performance attitudes. Furthermore, these teachers create a scenario that encourages the development of students' communication skills by allowing them to make various arguments and exchange ideas^[34]. Along the same lines, although with slightly lower percentages, teachers in the areas of Target Language (93.12%), Translation (92.82%), and Linguistics (92.65%) use appropriate language for students and show respectful and equitable treatment towards their work, promoting a culture of empathy, dialogue between peers and the formation of habits and values through example.

Although most students claim to be satisfied with the

training from their teachers, there is a lack of understanding about the generation of positive environments and their importance^[64]. That is, most students do not seem to be fully aware of the effort that this entails, and it is reflected in Teaching (91.59%) and Culture (90.51%). Supportive and respectful behavior among peers is essential. This is achieved through active listening, attention, reflective dialogues, and turn-taking activities. In doing so, teachers play a fundamental role by showing empathy for students' challenges and regulating their performance within a framework of mutual respect and freedom of expression without prior judgments^[34]. In this way, they contribute to emotional well-being and academic performance in the students. Consequently, students experience feelings of satisfaction and joy, motivating them to continue learning. For his part, the teacher, ethically and consciously, stimulates this motivation to guide students toward the autonomous construction of knowledge, abandoning educational approaches based on power and mistreatment^[65].

Furthermore, related studies underscore the significance of this dimension, confirming it as a key element not only for learning other languages but also for understanding multidisciplinary content^[66–68].

In the generic competency dimension, in the target language area, teachers register a high percentage of success (93.94%). This figure suggests that, in their professional practice, teachers promote research skills, use of technological resources, and application of strategies for developing critical and reflective thinking in students. It is how (through the search, inquiry, and selection of information), they foster curiosity to expand information and desire to learn new knowledge. In this way, the teacher opposes the traditional practices of transmitting and receiving content.

Although the process may be challenging, in the present study, the teacher uses generative questions based on constant exposure to reflection activities where students can enhance their metacognitive skills^[44], as seen in the areas of Teaching (92.07%), Culture (91.17%), Linguistics (90.74%), and Research (91.24%). Likewise, praxis changes due to the cyclical nature of education, adopting the use of technologies^[59], an element that is less frequently recorded in the areas of Spanish (89.45%) and Translation (90.35%). Additionally, teachers integrated technology into their practice to enrich learning processes^[69].

Furthermore, this innovation facilitates the teaching process in knowledge management, acquisition of new information by updating educational practice, and stimulating self-management development^[70]. These principles indicate an adequate teacher profile that matches students' perceptions of the Target Language, Teaching, Research, and Culture areas. Hence, multiple investigations confirm that training based on digital literacy and technological content is highly adequate for educational tasks, the development of critical analysis skills, and digital gamified learning^[71,72] in different contexts^[73,74].

Moreover, students from all areas recognize the inclusion of a second language in educational activities and identify openness to cultural diversity through the linguistic aspects of different communities. In this way, the understanding and appreciation of cultures are enriched, fostering an inclusive educational environment^[75]. Therefore, constant exposure to a second language during pedagogical tasks promotes mental flexibility and encourages deduction when confronting the mind with new linguistic schemes.

Based on the general average, the teacher in the Research area presents the ideal teaching profile according to their students' perceptions and evaluation since he registers the highest percentage of the dimensions and with the same frequency (92.65%). Though the Spanish area presents a positive constant in the attributes of planner (93.18%), mediator (93.03%), learning outcomes (93.48%), and socio-affective (94.08%), there is a significant variation in the development of generic competencies (89.45%), which impacts the global average, placing it in second place. In other words, the Spanish area teacher makes less use of technology and research.

Additionally, the Target Language area shows a low planner dimension (90.77%) compared to the competencies developed in mediator skills (92.63%), learning outcomes (91.84%), socio-affective (93.12%), and generic competencies (93.94%), denoting a less frequent didactic programming process in contrast to their usage of foreign language competencies. The Teaching area has a higher percentage in a planner (92.39%) and generic competencies (92.07%) compared to the Linguistics area in a planner (91.33%) and generic competencies (90.74%). Consequently, the teacher in this area generates a strategic and adequate didactic approach. Moreover, the Translation area shows the lowest percentage of planners (89.46%) because the teacher does

not develop the necessary competencies for the educational action programming process. Regarding the Culture area, the lowest overall percentage (90.61%) of attributes impact the learning outcomes skills (89.36%), showing low evaluative adequacy and innovation.

As observed, the 5-Dimensional Model influences teacher professional development and curriculum planning, constituting a robust framework that impacts both areas. Through its planning, learning experiences align with students' needs and contexts, contributing to the achievement of study objectives. As mediators, teachers foster dynamic and inclusive pedagogical activities through students' active participation, triggering a curricular implementation through emerging teaching strategies. Likewise, socio-affective competencies contribute to empathetic and motivational learning environments, fundamental to student well-being. Furthermore, learning outcomes will establish a model with clear and measurable goals where the curriculum covers content and relevant competencies, supported by generic skills such as critical thinking, research skills, and collaborative work, which provide the basis for a cross-curricular curriculum to meet the demands of the 21st century.

Finally, based on these data, the characterization of the language teaching profile from the student's perspective implies the development and innovation of educational praxis where the teacher, in front of the group, uses multiple pedagogical strategies and techniques to impact their comprehensive training meaningfully.

At this point, it is worth mentioning that there are limitations of the study that includes the sample since it was only the English area, excluding the French area. This limitation reduces the possibility of generalizing the findings to contexts involving other languages, so further research with a more linguistically diverse sample is necessary to obtain a broader and more representative view of the phenomenon under analysis.

The possible investigations derived from the present study are the use of mediators for the development of socio-affective competencies, the integration of technology in the foreign language, the planning of the language teacher with the development of digital competencies, the impact of time for the completion of the thematic contents, program design based on the characteristics of the students, evaluation of contents through the updating of evaluative resources, the

practice of the theoretical knowledge, stimulation of significant learning from new knowledge experiences, development of a culture of linguistic inclusion in foreign languages, relevance in compliance with course attendance, among others.

Despite the limitations and future research highlighted for this study, the results provide crucial contributions at a theoretical and methodological level. Regarding the former, the contribution of the pedagogical references consulted in the models and theories led to the identification of the five dimensions that allow characterizing the ideal profile of a language teacher from two perspectives, from the current training needs and a specific context of a training program in the area of foreign language teaching, specifically the English language. The latter is in relation to the analysis model because these allow the measurement of these dimensions to know their quantitative analysis from student's perceptions and thus be able to emphasize their performance in a learning situation.

Besides, the findings of the 5-dimensional model (planner, mediator, learning outcomes, socio-affective, and generic skills) can significantly influence teacher training policies and frameworks by offering a more comprehensive and contextualized view of the teacher's role. This approach could contribute to the design of training programs that strengthen teachers' pedagogical and curricular competencies as planners and mediators of learning, and recognize the importance of cultivating socio-affective and generic skills, essential for collaborative work, emotional management, and educational innovation., the Consequently, model could guide policies toward more holistic training based on continuous professional development and improving learning from a more humane and inclusive perspective.

6. Conclusions

Based on the results, the English foreign language teacher profile must develop five dimensions, namely planner, mediator, learning outcomes, socio-effective and generic competencies, which will allow their students (future teachers) to receive the training required to search, organize and interpret information in a meaningful way, develop teaching skills and strategies that promote a critical construction of knowledge and autonomy, independence and self-regulation of their learning. For this purpose, the teacher must im-

plement motivational, organizational, and negotiation techniques, assessing approaches, reflection, and digital and linguistic skills. Finally, it is necessary to point out that the English language teacher has the responsibility to promote meaningful, critical, and even self-critical learning through the design of content with a variety of resources, and strategies that activate the student's participation and interest in the appropriation of knowledge, for which training is necessary within the framework of the teacher profile presented in the study.

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Institutional Review Board Statement

This study was conducted in strict adherence to ethical guidelines to ensure the protection and respect of all participants involved.

Informed Consent Statement

Informed consent was obtained from all participants involved in the study.

Data Availability Statement

The data supporting the findings of this study are available from the author upon request.

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Conflicts of Interest

The author declares no conflict of interest.

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