



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**STUDENT'S BELIEFS AT BUAP ABOUT PROFESSIONAL
COMPETENCIES OF LANGUAGE AND UNIVERSITY
TEACHERS**

T E S I S

QUE PARA OBTENER EL TÍTULO DE:

ENSEÑANZA DEL INGLÉS

P R E S E N T A:

JACOB CHICO CRUZ



**DIRECTOR DE TESIS:
DRA. REBECA ELENA TAPIA CARLIN
DECEMBER 2016**

STUDENT'S BELIEFS AT BUAP ABOUT PROFESSIONAL COMPETENCIES OF
LANGUAGE AND UNIVERSITY TEACHERS

This Thesis has been read by the members of the thesis committee of

JACOB CHICO CRUZ

And is considered worthy of approval in partial fulfillment of the requirement for the
degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis Director

Dra. Rebeca Elena Tapia Carlin

Committee Member

Committee member

Dra. María del Carmen Castillo Salazar

Dr. Eliphelet Rivera Cuayahuitl

Benemérita Universidad Autónoma de Puebla

December 2016

Dedication

This thesis work is dedicated to my parents, Noemi and Julio, who have loved me and raised me up unconditionally. They are hard workers and risk takers because of me. They have constantly motivated me during the challenges of graduate school and life, and whose good examples and advice have taught me to be a good global citizen and to get humbly the things that I aspire to achieve.

This work is also dedicated to my soulmate, who encouraged me in this lifetime and whose company was a great support. I am truly thankful for having you in my life and sharing goals with me. I do not regret anything, time will show the true colors of what we learned.

Acknowledgements

I am fortunate to have been a student at the Faculty of Languages in BUAP. I would like to thank my Thesis Director, Dr. Rebeca Tapia, for her guidance and the opportunities she afforded me. Under her mentorship I have learned invaluable techniques and strategies, most of which I am currently implicating in my teaching.

I would also like to thank my thesis committee members who have spent some time to provide feedback and to share their experience with me. They deserve many thanks for their interest in teaching at BUAP.

I would like to express thanks to teachers and members who have contributed to my development as a novice teacher, including Mtro. Silvestre Angoa, Mtra. Carmen Martínez, Mtra. Name Singer, Mtra. Aidé Aguilar, Mtra. Pia Suarez, Dr. Odorico Mora, Mtro. Roberto Criollo, Mtra. Elsa Alonso, Mtro. Miguel López, Mtra. Fátima Encinas, Mtra. Emma Zambrano, Mtra. Sara Gayoso, Mtra. Alina Ishikawa, Mtra. Sonia Bermúdez, Mtra. Fanny Gonzalez, Mtra. Eecker Sainz, Mtra. Guillermina Medrano, Mtro. Rolando Rodríguez, Mtra. Patricia Sánchez, Mtra. Julia Tepoz, Mtra. Mara Escalona, Mtra. Guillermina Pérez, Professor David Castleberry and Minister Fermin Castillo.

Finally, I would like to thank my friends and family for their constant support. I have met numerous friends. I would specifically like to recognize Abigail, Abi, Saul Dionisio, Eduardo Noriega, Daniela Bonilla, Shaddai Bermúdez, Wendy Casanova, Flor Salgado, Juan Sandoval, Giovana Ochoa, Marlen, Areli, Eleany,

Faustino, Karen, Isa, Leilani Morón, Diana, Annett Gutiérrez, Daniela Gaona, Yorleni and Karenina. These friends have been there for me when the challenges of school seemed too hard. Although many have chosen a different path, I will never forget the experiences we've shared and those moments we shared together.

I would like to express my deepest gratitude to my family. Mom, Dad, Ezri, and Loyda you have all provided support in this work. Thanks for the little things you've done like giving me money and sharing advice. You have been patient with me even when I'm having hard times, you celebrate with me in the good times and bad ones, and you are there listening to me anytime I need help.

Table of Contents

	Page
Front matter	
Title page.....	i
Approval sheet.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	vi
Chapter 1: Introduction	
1.0 Introduction.....	1
1.1 Study significance.....	1
1.2 Research background.....	1
1.3 Study aims.....	4
1.4 Research questions.....	4
1.5 Key terms.....	4
1.6 Chapter summary and overview of thesis document.....	5
Chapter 2: Literature Review	
2.1 Students' beliefs.....	6
2.2 Competency.....	8
2.3 Professional competency.....	9
2.3 Professional teaching competency.....	11
2.3.1 Methodological competency.....	12
2.3.2 Communicative competency.....	12
2.3.3 Emotional and Cognitive competencies.....	13
2.3.4 Pedagogical competency.....	14
Chapter III: Methodology	
3.0 Introduction.....	15
3.1 Participants.....	15
3.2 Research Methodology.....	15

3.3	Data Collection Procedure.....	16
3.3.1	The first stage collection procedure.....	16
3.3.2	The second stage collection procedure.....	17
3.3.2.1	Instruments.....	17
3.4	Data Analysis.....	18
3.5	Conclusion.....	18

Chapter IV: Results

4.1	Introduction.....	19
4.2	Findings from first phase.....	19
4.2.1	Questionnaire section 1 Participants characteristics.....	19
4.2.2	Questionnaire section 2 Beliefs about the components of professional competencies.....	21
4.2.2.1	Beliefs about the components of professional competencies.....	21
4.2.2.2	Beliefs about values in university teachers.....	22
4.2.2.3	Beliefs about attitudes in university teachers.....	23
4.2.2.4	Beliefs about fundamental teacher language speaking.....	24
4.2.2.5	Beliefs about skills, should-do activities and materials in classroom.	24
4.2.2.6	Fundamental characteristics of a good university teacher...	26
4.2.3	Questionnaire section 3 Students experiences about effective and non-effective teaching performance.....	27
4.3	Findings from second phase.....	29
4.3.1	Interview.....	29
4.4	Conclusion.....	31

Chapter V: Conclusion

5.1	Introduction.....	32
5.2	Purpose.....	32
5.3	Main findings.....	32
5.4	Answers to research questions.....	35
5.2	Limitations.....	37
5.3	Suggestions for further research.....	38

References	39
Appendices	43
Appendix A: Interview	
Appendix B: Questionnaire	

Chapter I: Introduction

1.0 Introduction

Nowadays, competencies are considered as the key requirements for training and development of professionals. Society asks for professionals who have the key competencies to work effectively and to show capability of their performance accomplishing quality of the prescribed standards. A wide range of competencies are required for any professional as it was established by UNESCO in the document *the Definition and Selection of Key Competencies* (DeSeCo, 2005). These competencies are defined as professional competencies, which are demanded to perform effectively any job position.

1.1 Study significance

The importance of this study relies on the current teaching performance of some teachers at the BUAP and the competencies that are sought for the training of professionals who teach as their working performance. Both are responsible of teaching knowledge about the subject matter and being capable of training professionals to have the competencies which are required at any job.

1.2 Research background

As a student I have met some teachers whose primary profession is not teaching. And some classmates express their thoughts about them. Their knowledge is noticeable but their teaching lacks of being professional and satisfactory. According to Le Boterf (1997) professional competencies are

developed in the practicum through constant training and reflection about it, however, some teachers have influenced in my point of view that a teacher must know about the subject matter and must have specific teaching competencies. The profile which is being sought through the study is to bring a framework about professional competencies that are required in any teacher based on the current information about teaching and the ideas which students profess to be essential in any University teacher.

I focused this study on finding out the competencies that are considered as key competencies in effective teaching performance, they are more than knowledge and skills, and they are the ability to meet the demands of teaching knowledge for training students in order to enhance the quality of higher education.

The basis of competencies are focused on the way knowledge is taught as theory and formative techniques (Delors, 1996). These knowledge enables a professional as a qualified person to hold down a job and satisfactorily comply with the requirements which are needed to satisfy society demands. According to Delors (1996) society places the demand of professionals who have specific competencies that are developed through a technical and professional training, social behavior, attitudes to work, and abilities to work collaboratively or autonomously and to take risks. When we say that is taken into account specific competencies to hold down a job, it means that the candidate must have key competencies to perform effectively.

Professional competencies are determined from new points of view about education through meetings held by UNESCO. According to Delors (1996) education must inculcate effectively and massively, enough theoretical and technical knowledge according to cognitive societies because there are the future competencies. Based on this, the current objective of education is to develop competencies at classroom.

The study focuses on the concept of competency used on education. Marchesi (2007) says that a competency is the ability to develop a desire in students for learning and to build knowledge for affective development and interaction in schools; to be able to develop multicultural education; to be willing for cooperation with family members; to work collaboratively in teams or others; and to be intuitive and reflexive.

The professional competencies required are referred into teaching performance according to the Ley General del Servicio Profesional Docente, a teacher is a professional who assumes by the State and society its duty and responsibility of students' learning at school, therefore, became responsible actor of the learning process, promotor, coordinator, facilitator, researcher y and agent of the educative process as well. Thus, it is in the social practice in which the competency is being developed. Any teaching competency is created, formed, in-practice upon the teaching performance, such competencies involve a wide set of techniques and teaching procedures (Le Boterf, 1997; Flórez, 1994).

It is important to develop a teaching competency framework to identify which professional competencies university teachers must have to comply with the

requirements society is asking for. Thus, this will lead novice teachers in a direction to satisfactorily achieve a better understanding of teaching in the university level.

1.3 Study aims

The aim of the study is to analyze the BUAP student's beliefs about the professional competencies that any teacher must have and to categorize a framework of competencies for teacher's in-training and to enhance them through the acquisition of these competencies in order to improve significantly the teaching and learning processes at the University level.

1.4 Research questions

The research questions to answer are:

RQ1: What are the competencies that a BUAP student believe a teacher must have?

RQ2: Which are the key competencies in an effective teaching performance?

1.5 Key terms

Competency: A skill to do something according to standard, outputs required.

Professional competency: Specific competency that must have any performer according to position requirements.

Teaching competency: Competency developed through performance and experience.

1.6 Chapter summary and overview of thesis document

The study focuses on students' beliefs at BUAP about teaching competencies of language and university teachers. It is needed to follow the conceptualization from competency until teaching competencies. In addition, teaching competencies are defined in Chapter Two. However, this study gathers relevant information to describe the importance of beliefs about the effective learning experience from any teaching performance. This study provides findings which can lead to provide key information to improve teaching and learning at BUAP (Benemérita Universidad Autónoma de Puebla).

Chapter II: Literature Review

2.1 Students' beliefs

In the past 20 years, it has been interest of research about cognition. There are some discussion about the terms that describe it. The results which have been related to this perspective are about teacher's beliefs as it is said in the work of Clark and Yinger (as cited in Woods, 1996) that mainly they concern own judgement, decision making, and planning. And it is considered as the study of the thinking processes of teachers – how teachers gather, organize, interpret, and evaluate information – is expected to lead to understanding of the uniquely human processes that guide and determine teacher behavior.

There is just only some information about the features the teacher's beliefs and this influence directly into the student's beliefs but this last term will be used in this research by multiple authors as a general account devised from the teachers' belief as it was addressed by Long and Richard (1996) as an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable, and for which there is accepted disagreement. In this way Nisbett and Ross's (as cited in Woods, 1996) argue that beliefs can be considered as theories organized as propositions about the characteristics of objects or object classes. Kagan (1992b) says that it is a form of personal knowledge consisting of implicit assumptions about students, learning, classrooms and the subject matter to be taught. The following authors addressed a belief as a general concept, Crawley & Salyer (1995) preconceptions and implicit theories; an eclectic

aggregation of cause-effect propositions from many sources, rules of thumb and generalizations drawn from personal experience. Ford (1994) said that competencies are convictions or opinions that are formed either by experience or by the intervention ideas through the learning process. Pajares (1993) claimed that they are attitudes and values about teaching, students, and the educational process.

For the purpose of this research the term belief will be considered by the definitions established by Pajares and Ford. So the focus of this study will take into account students' beliefs as "the opinion that they have about their teachers competencies and what they think through their perspective of the implicit theory they have from their learning process".

The importance of studying student's beliefs is that teachers often encounter student resistance to some of their instructional activities and this can influence the perception students have about their teaching. (...) Teachers are likely to find similar instances of student concern or dissatisfaction whenever instructional activities are inconsistent with students' preconceived beliefs about language learning. When language classes fail to meet student expectations, students can lose confidence in the instructional approach and their ultimate achievement can be limited (Wendin & Robin, 1987).

Thus, it is relevant to know about the student's beliefs in order for the University to enhance the learning process into quality and awareness about the

teaching performance. The study tends to explore about this account for the improvement into the teaching at the University level.

2.2 Competency

It is needed to gather about the general concept of 'competency' through the understanding about teaching competency which is a professional competency that includes sub-competencies who are related to the teaching practicum of any professional at Buap. The notion of competency has been discussed by scholars and experts into the field of any profession. It is going to be defined the concept of competency through the reports of several sources.

Table 1 Competency definitions

Definition	Source
An underlying characteristic in which a person is briefly related to the successful performance in a job position, (...) competencies can be motifs, character attributes, concepts of oneself, attitudes and values.	Boyatzis (as cited in HayGroup, 1996)
A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context.	DeSeco, 2005

The term competency has been revised by several organizations and scholars in any profession, however, it is a distinction for the field of education.

Thus, it has been considered the definition from Marchesi, 2007:36 in order to establish it from the education view of competency:

“The skill for developing interest in students to learn and get more knowledge, to promote students’ affective development, and interaction at school; to be competent for developing a multicultural education; to be able to participate with students’ families; to work collaboratively and to work as a team with others; and to be an intuitive and reflexive professional”. (p.36)

2.3 Professional competency

It is supposed that any professional must be instructed in several areas because any job demands specific competencies to do the performance effectively. Boyatzis (as cited in HayGroup, 1996) defines competencies as “underlying characteristic in a person who constantly is close related to a successful in a job position. These competencies can be motifs, character features, self-concept, attitudes and values”.

Universities must take this perspective into account while it is planned the parameters for the learning process as España (2011) says that Universities must lead into the search of key teaching competencies for learning, in order to be a High Education institution, where it is promoted learning to know, learning to do, learning to live together, and learning to be. This will promote better quality in the learning process, thus it will give prestige to the institution.

In addition to it, the search of professionalism in education has been defined through the perspective that any professional must have specific competencies for developing his work effectively.

The social phenomena and globalization have asked new requirements to any profession, so far the public feature has been taken into account and it determines the professional performance. Also, it can discriminate the ones who are not competent. It is required quality in the service of any job that it must be identified standards and opportunities for improvement (Kunakov & Romero, 2012). Thus, it is required professionals who have concerns for quality service and competence for holding down a job position.

Marchesi (2007) adds that a professional competency has to show global spirit that is integrated into education, within the educational practicum. Also, it values the concept of professional competencies as the main characteristic in the activity for each profession and it is related to the required knowledge to hold down a job. It delimits from the analysis of tasks. It also considers that a professional competency has a component of efficacy and performance for any professional, and it guides to balance between techniques and abilities for a specific function. This professional competency which is related to the educational field has specific features for the professional to perform in the practicum. It is required to value the efficacy of the teaching performance due to this way can have the balance expected for into education and the practicum.

2.3 Professional teaching competency

The professional competency will be described for this study as professional teaching competency due to its specificity in the activity in which teachers perform and develop it. This competency describes in detail the teaching knowledge and what kind of abilities teachers have to have in order to perform effectively in practicum. A professional competency is developed through the teaching performance, also it can be done through research of constantly practicum from one working experience to another Le Boterf (as cited in Perronoud, 2004). Marchesi (as cited in España, 2011) considered that the teaching competency is acquired through the practicum, it is the result of professional life, and it has such relevance for the promotion of meaningful learning. The concept of teaching competency is understood as a whole professional competency to develop the social interaction, into different contexts and common situations that underlie the social practicum of a profession. It is a wide branch of analysis about the teaching competency of any college professor who teaches as an alternative activity of his primary formation, for developing, tacitly into different performances, and the complexity of pedagogic interactions, the classroom setting, the educational process, in training and actualization, achievement of post doctorate courses, the teaching competency (Guzmán, Marín, & Castro, 2011).

This competency is being considered as a whole component for the performance of any teacher. Thus, some researchers agree that there are certain key competencies which complement the professional teaching competency. It is going to be conceptualized as the integration of 5 key competencies for the

teacher to accomplish in performance: methodological competency, pedagogical competency, communicative competency, emotional competency and cognitive competency.

2.3.1 Methodological competency. It is suggested that a teacher must have both knowledge of the subject matter and a methodology. (Rychen & Salganik, 2001). The methodological competency is considered as the quality to guide language learning from the individual and collective student needs, arranged to objective conditions in which the process is in progress, focused into a communicative competency, which content and form carry out moral values that a citizen requires (Páez, 2001).

Flórez (1994) defines teaching competencies as “methods and teaching techniques considered as the content to know agreed, (...) a set of techniques and teaching procedures” (p. XXV).

2.3.2 Communicative competency

Páez (2001) says that meanwhile the communicative competence is the set of linguistic, psychological, cultural, pedagogical, and social knowledge that allow to any teacher develop the skill of communicating in the foreign language as a functional and interactive way, the purpose and roles of participants, in a process in which meaning is negotiated.

2.3.3 Emotional and Cognitive competencies

Professional competencies that a teacher must have for educative quality determined by España (2011):

Emotional competencies

- To have a pro-social attitude in the professional role
- To develop professional protagonism inside and outside the classroom
- To assume interest about the fulfillment of the individual needs and the environment
- To promote affective relationships to different people at work and out of it.
- To motivate to develop relationships based on intellectuality and affinity
- To promote ways of friendly, and interesting learning, where students can learn collaboratively.
- To allow students to know themselves and others according the educative setting
- To promote confidence in students to keep follow up and to know more about any discussion in the classroom
- To emphasize ethical values about anything they possess.

Cognitive competencies

- To develop intellectual leadership
- To promote interest to learn
- To build up own theory about education
- To guarantee knowledge accessibility
- To apply the teaching models in different situations
- To conceptualize both theories and practicum
- To promote learning to know, learning to do, learning to live together, and learning to be as an individual and within a group
- To reinforce research and applicability which are in correspondence with the social needs
- To promote learning that is focused on the requirements and realities in a job

2.3.4 Pedagogical competency

However, the teaching practicum works within interaction and its result is a pedagogic interaction which is a complex phenomenon. (Choi, 2011). The pedagogical competency is considered one competency which is fundamental for the teaching activity. Pedagogy still remains per excellence as the basic element which gives identity and value to the job as a professional in education. It means that the pedagogical competency denotes the domain of teaching and learning theories, its instructional design, which allow the approach, development and development of any effective pedagogic proposal (España, 2011).

“The development of teaching requires that any participants in the teaching process focus their work in the institution mission; know and respect the community characteristics and perform a coherent practicum according to the institutional principles” (Quesada, Cedeño y Zamora, 2007, p. 19). Therefore, there must be integrity into different competencies in the teaching performance just to be considered appropriate for the institution. It is strictly achieved through practicum.

Chapter III: Methodology

3.0 Introduction

The following chapter describes the methodology used in the study, participants' context and characteristics in which they were selected to participate in the data collection process. A brief explanation of instruments used is given. The instruments were applied in spring and fall terms.

3.1 Participants

The participants integrated two opportunity samples who were willing to participate by encouraging in the application of instruments.

These participants were two groups of students who must be enrolled at least in the first term. The first group participated in an questionnaire. They were 38 respondents from different areas of study. The second group was integrated by 35 interviewees. These were recorded with a mobile phone.

All participants were enrolled at least in the first term of the major. All of them accepted to work voluntarily in the project. There were no more exclusion criteria for the application of the instruments.

3.2 Research Methodology

This is a mixed methods study. The participants were students at Benemérita Universidad Autónoma de Puebla (BUAP) who are already experiencing first term of their major. Two main groups were selected one from the

Faculty of Languages and another from different Faculties in order to have enough information to know the beliefs they have about their University teachers.

The first stage of this study took place in Spring. It was firstly approached for the project Development of Professional Competencies of the Language Teacher: Students Beliefs at BUAP about the University Teacher professional competencies (Desarrollo de Competencias Profesionales del Profesor de Lenguas: Creencias de los estudiantes de la BUAP acerca de las Competencias Profesionales del Buen Profesor Universitario). The one that gathered information about meaningful information about the professional competencies that a university teacher must have.

The second stage of the study took place in Fall. It gathered information of students from the Faculty of languages and some other faculties which belong to different areas of study: social sciences, education and humanities, engineering, natural sciences, medicine, and mathematical sciences. During this stage, data collection instruments were designed, applied and analyzed.

3.3 Data Collection Procedure

3.3.1 The first stage collection procedure. This stage was conducted in Spring. The data collection instruments were an individual interview (see appendix A) and a survey (see appendix B) which were independently applied according to the choice of the participants. It means they decided what to do voluntarily. Transcriptions were labelled according to the date of recording and logical order in

which they were transcribed. Survey submissions worked the same way. The first approach led to have an ample vision of the project.

3.3.2 The second stage collection procedure. The second stage, which was conducted in Fall, worked with the same tactics of using the interview and survey for gathering information. Participants also decided what to participate voluntarily. Responses were labelled according to the order they recorded or submitted their participation.

3.3.2.1 Instruments

Questionnaire

Participants were surveyed with a questionnaire which was structured in three sections. The first section contains questions to gather information about age, gender, mother tongue, ethnical race, place of provenance, marital status, term which participants are studying and area of study. The second section are belief questions in which students have to describe the components of professional competencies in good teachers. The third section are two experiential descriptions teaching performance.

The questionnaire was applied to any student who was willing to participate in the study. The inclusion criteria for each participant is that they had to be enrolled at least in first term.

Interview

The interview consisted of six questions. The first three were about basic information like age, term, and career. Question 4 and 5 asked about the attributes of a good and bad teachers. Question 6 asked a general question about the improvements they may propose for the university.

3.4 Data Analysis

The data analysis method used in this case was based through categorizing the respondents' answers. The categories were selected according to the teaching competencies. Then, this information was compared and described in each category.

3.5 Conclusion

This case study is carrying out two stages in which students' beliefs about professional competencies of university teachers are described. Their responses are categorized carefully in order to have an analysis process.

Chapter IV: Results

4.1 Introduction

This chapter contains results and findings obtained from the application of a questionnaire. It was developed to collect information about student's beliefs. They had to answer belief questions from an online questionnaire. Significant results are shown to demonstrate some beliefs that students have about university teacher's professional competencies.

4.2 Findings from first phase

The data collection has two phases. The responses obtained from the survey were analyzed qualitatively with the use of inductive analysis and quantitatively by using descriptive statistics.

4.2.1 Questionnaire Section 1 Participants' characteristics. It consists of ten questions. Question 1 to 10 show details about the participants. As can be seen from table 4.1, the majority of respondents are females who are enrolled at least in the ninth term and their year of admission was mainly 2012. All responses were labelled by order and putting the initial A, it stands for student, "alumno" in the Spanish language.

Area of study	Number of participants	Gender	Term	Year of admission
---------------	------------------------	--------	------	-------------------

Social sciences and Humanities	32	male (2) female (30)	1 st (1) 3 rd (1) 4 th (1) 5 th (6) 6 th (2) 7 th (13) 8 th (3) 9 th (4) other (1)	2010 (3) 2011 (4) 2012 (16) 2013 (7) 2014 (1) 2015 (1)
Natural sciences and Health	5	male (1) female (4)	3 rd (1) 5 th (1) 6 th (1) 7 th (1) 9 th (1)	2011 (1) 2012 (3) 2014 (1)
Economic and Administrative sciences	1	female (1)	other (1)	2010 (1)

Table 4.1 Respondents' main characteristics

The survey was applied to an opportunity sample. 38 students participated voluntarily for the convenience of the study. All of them shared their responses anonymously. However, it was registered every survey in order to systematize data.

It got 38 responses from three areas of study which are *Education and Humanities*, *Natural sciences and Health*, and *Economic and Administrative sciences*. 92% respondents were females and 8% were men. There was high participation from students enrolled in 7th semester.

4.2.2 Questionnaire section 2 Beliefs about the components of professional competencies. Section 2 is a set of 10 questions who were structured to obtain student's beliefs and opinions about professional competencies. Each one was numbered from 1 to 10. They consisted of open questions on which students had to state what they believe about certain competency. They have to justify their beliefs by providing reasons they think are essential to support their answer.

4.2.2.1 Beliefs about the components of professional competencies.

Questions 1 to 3 are related to the components of being, doing and knowing. These beliefs account to their belief of an ideal university teacher.

All responses were grouped according to the items. Each response was compared and it showed similar features and it was constituting a set of components that describe the being, doing and knowing that a

Being, is referred to strict, and self-confident, motivator and inspiring, analyst, developer of critical thinking, teaching awareness, patient, innovator, honest, facilitator, ethical, committed to his work, integrates the wide range of perspectives from students, responsible, professional, someone who handles class time efficiently, guide learning, open-minded, assign participation to every student, humanistic, seeker for effective learning, have a good behavior, assertive, willing to teach and deals with multiple in-classroom situations, well-educated, experienced to do his job, gets reliable information and researches new knowledge and information.

Doing, accounts to teach basic tools used in a professional context, is referred to motivate students, give tools to solve real-life situations, make dynamic lessons, modify methods and methodology, promote participation, plan interactive lessons, gain respect and attention from students, update content of any course, modify the course program according to students' needs, focus to the topics proposed in the syllabus, consult previous knowledge, follow up student learning, to plan classes in advance and adapt it to current needs, listen to students' opinions attentively, recaps previous lessons,

Knowing, this involves deep knowledge of the field of study, refers to know currently information from research and new theories, behavior and learning styles, knowledge of the subject matter, learners behavior and classroom management, techniques about effective and meaningful learning, needs and priorities of students, awareness about current and updated studies.

4.2.2.2 Beliefs about values in university teachers. Question number 4 is related to values. Students were asked to say which values must have a university teacher. There were no minimum values imposed. The values that were mentioned in the survey are respect, tolerance, honesty, commitment, ethical, and dedication. These were described to be fundamental values to show professionalism and commitment to develop in students a mere holistic education.

respect	tolerance	responsibility	honesty	commitment	humility	ethic	solidarity
84%	55%	36%	28%	21%	18%	16%	equality

							amiability
							empathy
							13%

Table 4.2 Values rank from student's beliefs about university teachers values

4.2.2.3 Beliefs about attitudes in university teachers. Question 5 is referred to those attitudes a teacher has in their role and performance. The table below shows some attitudes which were explained through experiential descriptions. There are four relevant attitudes which students considered to be most important.

Looks for significant ways of teaching, innovates what and how about own teaching
Creates a relation of mutual respect in the classroom
Motivates students to work hard
Focuses on the aim and topic
Includes all needs from the types of learners inside the own classroom setting, brings support to all students if required
Promotes a warm, friendly and open learning environment
Intends to be active, dynamic and assertive at work
Finds out solutions and creates alternatives
Has adequate sense of humor and seriousness according to any topic

Table 4.3 Beliefs about university teachers' attitudes

4.2.2.4 Beliefs about fundamental teacher's language speaking. Question 6 deals with language speaking in class. Students were asked to say if they believe which language most be predominant in any university teacher.

Spoken language		
Other languages	Second language English	Mother tongue Most predominant language in the classroom environment

Table 4.4 Spoken language predominance in class

Table 4.4 shows that the whole group of respondents agreed the mother tongue must be used in the classroom as the main language for communication. However, it must be the language spoken in the context of the teaching setting. It means Puebla which is a city that belongs to Mexico, the mother tongue referred is Spanish. Respondents agreed that teachers must know the language speak including cultural aspects. Also, they say English must be another predominant language because they can get reliable up-to-date information, research, and knowledge from different countries. Although some others claim that to know more than two languages enables the user to be capable of obtaining more information.

4.2.2.5 Beliefs about skills, should-do activities and materials in classroom. Questions 7 to 9 are a set of questions that are related to teacher doing in class. Each skill, activity and material used was included into different categories from every student response. These were categorized according to key terms and then they were entitled with the specific activity they are mentioned.

Teachers have communicative skills. They know how to communicate in a natural and non-complex way. Classroom management and feedback in class improve student's learning.

Teachers use ICT tools. They use these technologies for communication and research and creation of new knowledge.

Teachers include social networks as a tool for teaching and studying. These networks can help to reinforce and help as an outside tool to achieve the program aims.

Teachers show to have good relationships with colleges and students. Teachers help each other, they find solutions to Faculty, class, lessons issues and any situation which they are capable to solve by finding inclusive and objective solutions.

Teachers have reasoning and problem-solution skills. They follow a process for identifying a problem, creating solutions, evaluating all of them to choose the best one. Actually, they propose discussion and interaction by following a logical teaching process.

Teachers show leadership. Teachers demonstrate students their ability to join a team, working for achieving goals and encouraging each other.

Teachers use knowledge applied to real contexts. They use real situations and contexts for students to learn and comprehend the use and usage of certain knowledge and procedure.

Teachers inspire students to be willing to participate and express their comments, ideas and opinions. They build confidence on their students to make them feel capable of participating in class. Teachers motivate interpersonal relationships by promoting interaction in pair and team work. It also seeks

cooperative learning in which students among their peers can comments others work.

Teachers use updated information and investigate from several sources which are trustworthy. They find useful and relevant information which content is updated and applicable for learners' context.

Teachers use visuals and audio to complement instruction in their lessons. This is related to the learning style each student in order to make it significant for them. Students can relate and engaging to their attention.

Teachers and students collaborate to do classroom materials. Teacher and students develop materials to be used in class. Students who are more into new ICTs and social networks can develop materials coordinated by teachers to create visuals, pictures, flashcards, mind maps, recordings, games, posters and slides. All materials must designed and created in terms of learning objectives as a tool for effective learning.

4.2.2.6 Fundamental characteristics of a good university teacher.

Question 10 is a description in which respondents had to mention some characteristics of good university teachers.

A002: Coherent, attentive, consecutive, capable, [and] committed.

A004: [these characteristics] help to any student to develop all capacities to get knowledge.

A006: [teachers] will comply with a main objective to share knowledge for a better society.

4.5 Extract from survey responses A002, A004 and A006

Several respondents agreed that these characteristics can help for getting knowledge. It is said that teachers may improve interaction and be a model which students would identify as a conscious, professional and disciplined human being. Most respondents described teachers' attributes as high expectations while others stated that a good teacher must visibly show more interest in teaching.

4.2.3 Questionnaire section 3 Students experiences about effective and non-effective teaching performance. Question 18 and 19 were mere descriptions which show some examples of effective and non-effective teaching situations from student's perspective. Some experiential lessons were asked from the students' perspective in order to obtain mere significant information about qualities a professional teacher must have.

The table below compares two different scenarios one that is described as effective teaching performance and another one as non-effective teaching performance. Each column describes the features of the scenarios.

Effective teaching performance	Non-effective teaching performance
<ul style="list-style-type: none"> • Previous knowledge reference and application to scenarios • Metacognitive sense of comprehending any topic by bringing real-life situations and examples • Respect to other's participation in class • Significant and relevant lessons 	<ul style="list-style-type: none"> • Lack of teachers' attendance to lessons • Miscommunication • wide range of information in a single lesson • Disrespectful attitudes from teachers and students

<ul style="list-style-type: none"> • Use of several teaching methods and dynamic activities • Learning follow-up • Corrective feedback • Giving solution to low outcomes for improvement • Positive attitude to students comments and questions 	<ul style="list-style-type: none"> • Disorganized sequence of information • Lack of answers to students' questions • Discrimination to some learners, partial consideration of students' needs • Aimless lessons and purposeless activities • Low classroom management • Lack of encouragement for students to participate • Lack of teaching materials
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 4.6 Comparative tables between effective and non-effective teaching performance in student's experiential descriptions

Students believe that teachers covers the topic and provides up-to-date information in an easy. Teachers know well about what they are teaching and show confidence in their performance. They can deal with opposite thoughts or ideas. They listen attentively and respect any student's viewpoint.

On the other hand, there are certain things which promote non-effective and non-significant impressions in students. They got bored easily in the lesson due to lack of knowledge in the topic or field of study, teachers' rude reactions to student's viewpoints, bullying in class, lack of communication, lack of commitment, monotone presentations and non-attractive materials.

4.3 Findings from second phase

4.3.1 Interview. The interview was conducted with an opportunity sample. 35 participants were interviewed. They were students from the Faculty of languages and. First, it was said what the purpose of the study is. Participants shared their participation anonymously. The setting of the interview was on the environment they were accustomed to go to. So, the location was preferred to be one that all respondents were familiar with. The interview was never interrupted unless the interview during the talk may require to precise something from the information given to avoid too general responses. All interviews were stored in a single file. These also were labelled by putting a Q in the beginning and writing the number of participant following a logical number order which started from zero.

Area of study	Number of participants	Term
Social sciences and Humanities	30	3 rd (4) 4 th (1) 5 th (2) 6 th (2) 7 th (16) 8 th (3) 10 th (2)
Natural sciences and Health	4	3 rd (1) 7 th (3)
Economic and Administrative sciences	1	7 th (1)

Table 4.7 Interviewees characteristics

Two students from Law and Social sciences participated in the interviews. From Natural sciences and Health, two medicine students and two others from Chemistry shared their beliefs. Even though it was said about the study and the talk was continuous and open, students did not wanted to share basic information like age or year they entered to college. These elements were discarded due to lack of information from the respondents.

Attributes of a Good University Teacher
has sufficient knowledge of the subject matter
demonstrates tolerance
guides learning to achieve course objectives
Uses ICTs and includes technologies in the classroom
Knows enough about students' needs and adapts content to them
Looks for training updates
Encourages in-class participation
Provides situations in which students must apply theories
Prepares active and specific lesson
Helps every lesson to develop professional skills
Does constant search of current information
Innovates own methodology
Is open to new ways of teaching

Table 4.8 Attributes of a good university teacher

4.4 Conclusion

This chapter reveals interesting and significant beliefs from the perspective of students. It is important to mention that this questionnaire is missing validation of results with another techniques and instruments for better interpretation.

However, it is important to explore about the beliefs of professional competencies in university teachers and have information about them.

Chapter V: Conclusion

5.1 Introduction

This chapter contains general conclusions about this research. It includes its purpose, limitations and suggestions for further research. Research questions are answered based on the main findings and reflections are integrated for addressing an interpretation from students' beliefs about language and university teachers' professional competencies.

5.2 Purpose

The purpose of this research is to know student's beliefs about language and university teachers and to know about the professional competencies which must be developed in teaching performance. Some conclusions are addressed as follows:

5.3 Main findings

Being	It is linked to universal values (respect, tolerance, responsibility and etcetera) and assertive attitude.
Doing	It refers to teachers performance which is adapted to students' needs
Knowing	It is associated to knowledge of the subject matter, theory into practice and expertise in teaching and learning processes

Table 5.1 Components of teaching competency

This presentation of results may explain what students identify as key components which a university teacher must have. Beliefs are conceived as something people try to idealize. This ideal of teaching performance and performer has been asked for society to satisfy some needs. These must-have statements about beliefs were structured from the utterances respondents have shared and there was no particular interpretation made on them.

Students who share their experience about an effective teaching performance have faced somehow a teacher who has developed teaching competencies satisfying some concerns students may have. Comparing with the interview stage, some students share some beliefs which are relevant to be considered as a potential key point for improvement.

Q017: (...) and [a teacher] always is always investigating, always tries to innovate the way of teaching, right?

(...) makes students to be engaged and makes them participate, and [a teacher] is open to comments because is important to if they correct you too, it is learning, and it's so good, like the win-win strategy, every day you learn something new and a good teacher recognizes when a mistake from his side is and changes and improves

Q019: (...) teachers must care about us because some of us have different life circumstances and they should be tolerant to our learning because not all of us learn the same way as others do so it would be better if a teacher does care of how we learn (...)

4.5 Extract from survey responses Q002, and Q006

However, this case is just a way of gathering information to have enough background for further research for this study. In addition, beliefs are not a generalized perspective, however, it shows such relevance about current teaching performance. There is certain suggestion for teachers to include and avoid certain components which are not merely part on the teaching competencies. Based on that, it is better to address that each teacher must know about a teaching competency and to be aware about how students' expect teachers to perform. Students claim in a way that learning may be better if good teachers perform in their classrooms.

Communicative competency	<p>Teachers have communicative skills.</p> <p>Teachers use ICT tools.</p> <p>Teachers include social networks as a tool for teaching and studying.</p>
Cognitive competency	<p>Teachers use knowledge applied to real contexts.</p> <p>Teachers have reasoning and problem-solution skills.</p> <p>Teachers use updated information and investigate from several sources which are trustworthy.</p> <p>Teachers show leadership.</p>
Emotional competency	<p>Teachers inspire students to be willing to participate and express their comments, ideas and opinions.</p> <p>Teachers show to have good relationships with colleges and students.</p>

<p>Methodological competency</p> <p>Pedagogical competency</p>	<p>Teachers use visuals and audio to complement instruction in their lessons.</p> <p>Teachers and students collaborate to do classroom materials</p>
----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

Table 5.2 Students' beliefs about professional competencies

5.4 Answers to research questions

Participants' data allowed the researcher to answer the research questions. Each question is stated and it is answered immediately. The answers were made through an inductive approach by analyzing respondents' responses.

RQ1: What are the competencies that a BUAP student believe a teacher must have?

Students claimed that it does have importance to have the knowledge of the subject matter, however, this cannot be merely the whole of the teaching competency. It includes more than just knowing the content of the program.

Q017: (...) a good professor motivates students to learn and not only limits learning to the standards, is interested in the students' goals in order to teach useful content.

They consider that teachers must focus on developing communicative competency which makes them capable of communicating effectively in the mother tongue or other languages and emit the message easily for students to

understand it. The use of ICTs is a reality that is growing up and it is referred as a network that may encourage and engage students to have better collaboration and communication. The methodological and pedagogical competency are referred as well. They think that the typical methods and teaching practices do not work for everyone and is required to get to know needs, interests and learning styles for adaptation and effective learning. The universal values, assertiveness and positive attitudes are mentioned as a way to make a comfortable and open learning environment in which respect to every human being is worthy and appraised.

RQ2: What are the key competencies in an effective teaching performance?

Students believe that the key competencies are related to good classroom management, adequate use of language, show respect among partners and students, application of knowledge and recalls of significant information. These competencies include a range of skills, values, activities and attitudes for the aim of consolidating effective learning setting. These are also related to the five key competencies proposed since the beginning of the study: communicative, cognitive, methodological, pedagogical and emotional competencies.

Teaching competencies	Characteristics
Methodological competency	Knows the interests and need of learners and leads learning to an individual and group dimension
Communicative competency	Possess knowledge of the language (mother tongue and other languages)
Emotional competency	Has an assertive attitude, promotes interpersonal relationships with colleagues, staff

	and students
Cognitive competency	Demonstrates the theory-practice relation
Pedagogical competency	Uses different theories about teaching and learning

Table 5.3 Professional competencies and characteristics from Beliefs of BUAP students

5.2 Limitations

There is significant information collected from the survey applied, however, both stages have been limited by the dimensions and complexity of schedule and participation of participants due to the total number of participants may seem no to be a representative sample. However, the objectivity and structured forms for gathering data have shown significant information. All these information may be beneficial for reflecting how the current teaching performance is done and to look for improvement. This information may suggest that improvement is required due to they are the ones who receive everyday instruction at college. It is necessary to bring more spaces and opportunities to promote communication and collaboration for getting to know from other areas of study the beliefs of these teaching-learning process. Even more competencies may result to be studied and developed for in-training teachers.

5.3 Suggestions for further research

This study has a relevant proposal to be completed. The results do not vary so much from each students' beliefs due to comparisons and categorization of information. There are useful accounts to be validated with different instruments and not mere consented opinions. It would be relevant to develop instruments

which collect directly the opinion and attitudes about the competencies students' believe a university teacher must have in order to rely on objectiveness about the conclusion stated in this stage.

Instruments should be designed to validate the resulting competencies from this study. Phase 1 and 2 should be conducted in the same way but for larger samples in order to get more perspectives and viewpoints. Through validation significant information will arise and interpretations by area of study can be stated. Also, a teaching competency framework may be designed for in-training, in-service and novice teachers for their teaching development.

References

Borg, S. (2006). *Teacher cognition and Language Education Research and practice*.

Great Britain: Biddles Ltd, King's Lynn, Norfolk.

Cabalín, S.; Navarro, H., Zamora, S., & San Martín, G. Concepción de estudiantes y docentes del buen profesor universitario. Facultad de medicina de la universidad de la frontera. *International Journal of Morphology*, 28 (1), 283-290. Recuperado de <http://dx.doi.org/10.4067/S0717-95022010000100042>

Campos, J., Brenes, O., & Solano, A. (2010). Competencias Del Docente De Educación Superior En Línea. *Revistas Electrónica "Actualidades Investigativas en Educación"*, 10 (3), 1 – 19. Recuperado de <http://www.redalyc.org/articulo.oa?id=44717980010>

Chico, J. & Tapia, R.E. (2015). Desarrollo de Competencias Profesionales del Profesor de Lenguas: Creencias de los estudiantes de la BUAP acerca de las Competencias Profesionales del Buen Profesor Universitario. Benemérita Universidad Autónoma de Puebla. *Jóvenes Investigadores*, X.

Choi, H.J. (2011). Estudio comparativo entre profesores y alumnos sobre la percepción de las competencias del profesor de español. *Competencias y estrategias docentes en el contexto de Asia-Pacífico: Selección de*

artículos del II Congreso de Español como Lengua Extranjera en Asia-Pacífico (CE/LEAP), 100 – 116. Recuperado de http://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/manila_2011.htm

Crystal D. (2003). *English as a Global Language*. Cambridge: Cambridge University Press.

Delors, J. (1996). “Los cuatro pilares de la educación” en *La educación encierra un tesoro. Informe a la UNESCO de la Comisión internacional sobre la educación para el siglo XXI*, Madrid, España: Santillana/UNESCO. pp. 91-103.

DeSeCo. (2005). *The Definition And Selection Of Key Competencies*. Recuperado de <http://www.deseco.admin.ch/bfs/deseco/en/index/02.html>

Dhawan, S. (2015). An Outlook Towards Professionalism Among The Pupil Teachers. *Indian Streams Research Journal*, 5 (1), 1 – 10. doi : 10.9780/22307850

España, C. (2011). La incidencia de las competencias del profesorado universitario en la calidad de la educación promovida. *Revista Electrónica Educare*, XV (1), 91 – 97. Recuperado de <http://www.redalyc.org/articulo.oa?id=194118804007>

Fernández, J. (2005). Matriz De Competencias Del Docente De Educación Básica. Revista Iberoamericana de Educación, 36 (2), 1 – 14. Recuperado de <http://www.rieoei.org/investigacion16.htm>

Guzmán, I., Marín, R., & Castro, G. (2011). La Competencia Y Las Competencias Docentes: Reflexiones sobre el concepto y la evaluación.

Kunakov, N., & Romero, L. (2012). Las características esperadas del docente en una innovación curricular orientada a competencias. Revista de Docencia Universitaria, 10, 257 – 268. Recuperado de <http://red-u.net/redu/index.php/REDU/article/view/474>

Páez, V., (2001, Enero-Junio). El Profesor De Idiomas: Sus Cualidades Y Competencias. Revista Comunicación, 11 (003), 1 – 12.

Perronoud, P. (2004). Diez nuevas competencias para enseñar. Querétaro, México: Quebecor World.

Rubin, J. & Wenden, A. (1987). Learner Strategies In Language Learning. UK: Prentice Hall International.

Rychen D.S. & Salganik L.H. (Eds.). (2001). Definir y seleccionar las competencias fundamentales para la vida (1a ed.). Recuperado de <http://www.oecd.org/education/skillsbeyondschool/definitionandselectionofcompetenciesdeseco.htm>

Tobón, (2010). Formación integral y competencias. Bogotá: ECOE.

Woods, D. (1996). Teacher Cognition in Language Teaching Beliefs, decision-making and classroom practice. Great Britain: Cambridge University Press.

Zavaleta, M.L. (2014) Analyzing self and peer reflective exploratory teaching practice through videos in an indigenous bilingual school. Tesis de Licenciatura para obtener el grado en Licenciatura en Lenguas Modernas: BUAP.

Appendices

Appendix A: Interview questions

Directions:

- 1) Explain the purpose of the research.
- 2) Encourage participants to allow you to record their response.
- 3) Ask the following information questions

Note: Remind students there's no good or wrong answer, they are free to express what they believe.

Basic information questions

- How old are you?
- Which term are you studying?
- What are you studying?

Question 1	Question 2	Question 3
What do you believe make good teacher?	What do you believe makes a bad teacher?	If you could improve learning at the university, what would you propose?

Appendix B: Questionnaire

Student belief of University Teaching Competencies

Thanks for participating. Remember that your participation is valuable. All information you provide will help to the results of this project. The objective of this questionnaire is to know what your belief about the University teaching competency. Your identity will be protected and all answer will be processed as anonymous.

Section 1 Personal Information

1. Age
2. Gender
3. Marital Status
4. Place of origin
5. Do you belong to any indigenous community?
6. What faculty do you study?
7. What are your current studies?
8. What's the area of studies in which your major belongs to?

Section 2

1. How a good university teacher must be?
2. What must the good university teacher do? Why?
3. What must the good university teacher know? Why?
4. What values must the university teachers have?
5. What attitude must the good university teacher show?
6. What languages must the university teacher speak? Why?

7. Which skills must the university teacher have?
8. What activities must the good university teacher have? Why?
9. What materials does the good university teacher use? Why?
10. Describe the fundamental features on the good university teachers.

Section 3

Learning experiences in classroom

1. Remember that time when you went out from you classes and you felt satisfied and happy.
2. Describe why you believe like that and describe more about the things made you feel like that.
3. Now, remember the last time you went out the classroom but you weren't satisfied with the class. Describe why you believe you felt like that.