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*Implementing the competence model in Public High Schools in
central Mexico: English teachers' voices.*

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Gloria Silvia López Michel

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This Thesis has been read by the members of the Committee of

Gloria Silvia López Michel

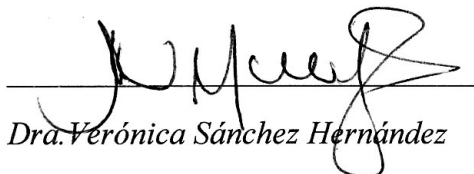
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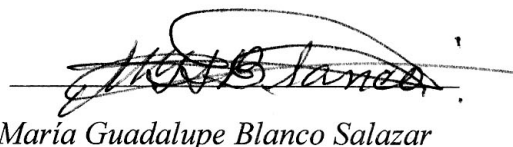


Mtra. Ma. Fátima Encinas Prudencio

(Supervisor)



Dra. Verónica Sánchez Hernández



Mtra. María Guadalupe Blanco Salazar



Mtra. Irma Cosme Amastal

Benemérita Universidad Autónoma de Puebla

Puebla, Pue.

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Abstract

Implementing an education reform tends to be a complex and multi-dimensional process. However, there is a common belief that when something does not well in education, teachers are directly involved with the failure. Thus, this study focuses on teachers' beliefs in order to better understand this innovation process and contribute to its implementation. A mixed methodology which combined quantitative and qualitative perspectives allowed a better understanding of teachers' beliefs regarding this implementation process. The results revealed teachers' beliefs about: teachers' training diploma, institutional support and their lack of understanding of this innovation process hindered the implementation reform. This research suggested that teachers were acting more as resisters than implementers mainly due to their conscious or unconscious beliefs about the knowledge transmission model at the diploma which did not promote their understanding of the competence model. Also, it highlighted the importance of including on-site teaching practice and not just theory in the teachers' training courses. It suggests the necessity of take into account all these factors in order to facilitate the implementation of this high school Reform.

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TABLE OF CONTENTS

Title pages	i
Abstract	iii
Acknowledgements	iv
Dedicatorias	v
Table of contents	vi
CHAPTER 1: INTRODUCTION	
1.0 Introduction	1
1.1 Rational	1
1.2 Research context	2
1.3 Background of the researcher	3
1.4 Research location	4
1.5 Research aims	4
1.6 Research questions	4
1.7 Chapter summary and overview of thesis document	5
CHAPTER II: THE CONTEXTUAL FRAMEWORK	
2.0 Introduction	6
2.1 The International Reforms at the middle education system	6
2.2 The Mexican Reform	7
2.2.1 The background of the Reform in Mexico	8
2.2.2 Previous studies	8
2.2.3 Main features of the Reforma Integral de la Educación Media Superior	9
2.2.4 Definition and regulation of the educational offering	10
2.2.5 Procedures of the MCC	10
2.5 Conclusion	10
CHAPTER III. THE LITERATURE REVIEW	
3.0 Introduction	12
3.1 Innovation in Education	12
3.1.2 Factors affecting innovations	13
3.2 Teachers' beliefs	14
3.3 Teachers' beliefs and Educational Reforms	16
3.4 Teachers' training	17
3.5 Teachers' innovation understanding	18
3.6 Chapter conclusion	19

CHAPTER IV. THE RESEARCH METHODOLOGY	
4.0 Introduction	20
4.1 The research design	20
4.2 The context and participants	21
4.3 The data collection process	22
4.4 The questionnaire	22
4.5 The interview	22
4.6 Data analysis	23
4.7 Conclusion	24
CHAPTER FIVE: THE DATA ANALYSIS	
5.0 Introduction	25
5.1 Teachers' beliefs about the Competence Based Reform	25
5.2 Teachers' opinions about the diploma	28
5.2.1 What they learned	29
5.2.2 What they would have liked to learn	31
5.2.3 Teachers' complaints	32
5.3 Teachers' suggestions	34
5.4 Conclusions	36
CHAPTER SIX: CONCLUSIONS	
6.0. Introduction	38
6.1 Findings and their significance	38
6.2 Answers to research questions	40
6. 3 Research aims	42
6.4 Pedagogical implications	42
6.5 Limitations of the research	43
6.6 Suggestions for further research	43
6.7 Final comments	43
REFERENCES	46
Appendix A	49
Appendix B	52

LIST OF TABLES

Table 4.1 Participant 's characteristics	22
Table 4.2 Teachers' experience and education	23
Table 5.1 Teachers' beliefs about the reform	27

LIST OF FIGURES

Figure 5.1 Teachers' beliefs regarding the competences they developed at the diploma	31
Figure 5.2 Teacher's results about what they would like to learn during the diploma	32

Implementing the competence model in Public High Schools in central Mexico:

English teachers' voices.

CHAPTER I. INTRODUCTION

1.0 Introduction

In Mexico, high school education has been facing challenges which have affected the system: high dropout rates, high failure rates, mobility difficulties, low coverage and inefficiency. Furthermore, the Organization for Economic Co-operation and Development (2006) has evaluated Mexico as one of the countries with the lowest level of student achievement (*Education at a Glance*, Anexo 3. OCDE, 2006) with just twenty five percent of the population between twenty five to thirty four years old who finished high school. As a result the federal authorities and the Ministry of Education (SEP) proposed a reform based on competences (*Secretaria de Educación Pública [SEP], 2008*).

1.1 Rational

Thus, this study attempts to contribute to the understanding of the implementation of the competence model by exploring English teachers' voices about the Reform and the Teacher Education program *Diplomado de Competencias Docentes para el nivel medio Superior*. The study was carried out in 7 out of 9 high schools which belong to a large public university where this reform is being implemented since 2011. In this study participants were English teachers who belonged to those high schools and who took a special training to teach according to this model.

As a high school English teacher in one of these high schools, I was interested in researching English teachers' voices because teachers' participation is crucial in the implementation of this kind of

reform. In my own experience, we have been living a long process to implement this model and this process of implementation has not been completed yet. I think that exploring our voices might help to implement this model more effectively. Because teachers are the ones who apply the model and as Kennedy (2005) states, “teachers’ beliefs and values are often different from those that propose the reform” (p31).

1.2 Research context

Nowadays reforms, implemented in many education systems, attempt to develop students’ thinking skills, interpersonal skills, and creativity (Sahlberg 2006 as cited in Yang Chunmei 2012). Reforms are needed to regulate the educational systems because sometimes they are characterized by ambiguous goals, vulnerability, and poor interdependence. Adams 2008 states that “ Educational systems are often described by observers as being ineffectively organized, lacking in a sense of consistent purpose, with undefined division of responsibilities between centre, provinces and localities, and unclear division of roles between public and private sectors” (p. 400). This is the case of the middle education system in Mexico which is facing some of these characteristics, such as ineffectively organized, different systems with their own goals. So, due to these facts and other issues the SEP proposed the *Reforma Integral de la Educación* (RIEMS).

Two of the main objectives of this reform are to unify the systems through a model based on competences in order to improve quality (SEP 2008). The reform is an integral project which includes the participation of administrative staff, teachers, and principals. Teachers’ participation is essential because they are increasingly recognized as important actors in assessing and modifying educational projects and programs (Adams 2008).

Consequently, the involvement of multiple actors, the complexity of educational systems may cause difficulties when implementing educational policies and programs (ibid). This is referred to as the

implementation gap and there have been several reports of implementation gaps in carrying out curriculum reforms globally in recent years (Berry 2003; Gahin and Myhill 2001; Nunan 2003; Wedell 2003, 2004; Gitlin and Margonis 1995; Fullan and Miles 1992 as cited in Yan 2012). This study attempts to explore teachers' beliefs regarding the challenges of the reform.

1.3 Background of the researcher

As mentioned before, I am an English teacher and have been teaching English as a foreign language for more than six years. I have taught in all English levels and in different educational levels such as: kinder garden, primary, high school and university. Due to these experiences, I have seen how each systems works. The private kinder and primary schools in which I worked were very organized while something that called my attention when I started working at the public high school was that this educational level lacked a certain organization and there was very little teacher support.

Some years later as a high school teacher, I heard about the Reform and some of its main objectives such as the need to improve the quality of education in this system and promote certain organization in all the systems belonging to this level. I found this proposal really important for all our community so, I signed up to take a course to implement the new model based on competences. In fact I participated in the general academy of English from our high schools to re-write the English programs. We worked collegially and spend a lot of time and learned a lot.

Months later after many revisions, the English programs based on competences were approved and implemented only in the first grades. I heard a lot of divergent comments. Some teachers were resisting change, some of them did not take the training course and some took the course but thought it was not useful. I realized that teachers were having difficulties and this situation could affect the teaching and learning processes. So, I decided to research about this topic to give teachers the

opportunity to talk and contribute to the implementation of this reform. Besides, in our country this innovation implementation processes in high school are rarely investigated specially in English classes (Fullan1993, Markee 1997, Stoller 1995 as cited in Careless 2001).

1.4 Research location

This study took place in seven public high schools in Puebla which belong to a large public university. This university has nine high schools which have been implementing the model based in competences. The participants in this study were English teachers who had already taken the training course on competences called: *Diplomado Competencias Docentes en el Nivel Medio Superior*. In spite of the fact that this university has an approximately a population of 90 English teachers in its nine high schools, only 61% (55) took the diploma mentioned above. Twenty eight teachers participated in this study 51 % of those who took the diploma.

1.5 Research aims

The principle aims of this research study are:

- To explore teacher´s voices about the training model
- To reflect on the implementation of the competence model

1.6 Research questions

RQ 1: What do these high schools English teachers think about competence based Mexican Reform in High School?

RQ 2: How do these teachers view the teacher training model?

RQ 3: What are their suggestions for the competence based Reform implementation?

1.7 Chapter summary and overview of thesis document

This study is based on the competence based Mexican reform in high schools in Mexico which is a special issue happening only at this educational level. For this reason a contextual framework is crucial in this thesis and a complete chapter is dedicated to explain it. This research is divided in six chapters. This chapter presented a brief introduction, rational, research context, background of the researcher, research location, aims and research questions. Chapter II will present the contextual framework for this study. There is little research on ELT in High School in Mexico and even less on this reform process, so, this chapter will focus on the High School policies and context. Chapter III will present the literature review and the studies that have been done in this field. Chapter IV will describe the participants, instruments and data analysis methods. Chapter V will contain the results. Finally, Chapter VI will present a discussion of the results and the main conclusions will be presented, as well as some limitations and suggestions for further research.

CHAPTER II: THE CONTEXTUAL FRAMEWORK

2.0 Introduction

This chapter presents the high school context required to understand the Mexican High School reform. In addition, there are still few studies on ELT in high school in Mexico, thus there is a need to set the context. This will start with a review of some international reforms, and then describe the background of this Reform and some previous studies. Finally, the characteristics of the Mexican Reform will be described.

2.1 The International Reforms at the middle education system

High School Reforms occur in many institutions internationally such as: the European Union, France, Chile, and Argentina. Their reforms share very similar objectives. In all those countries they executed projects nationally in order to improve the quality of education (SEP 2008).

Almost all have included competences in their programs to create an identity and allow students to move from one institution to another. The generic competences have been emphasized because there is a tendency to postpone the specialization in an area. Most reforms focus on the improvement of the abilities that are essential in any discipline. They have included: tutoring as well as artistic, cultural, and sport activities. These activities attempt to promote students' engagement in school. In addition, those reforms focus on developing programs taking into account the new pedagogic tendencies and in defining objectives to facilitate its transfer and evaluation (SEP, 2008). Some characteristics of these reforms are similar to the ones that have been implemented in Mexican institutions. One of the steps to implement a similar reform in Mexican was to train teachers to implement the model based on competences. As a result the ministry of public education (SEP) offered a five month teacher training course called

Diplomado Competencias Docentes en el Nivel Medio Superior. This diploma's main goal was to train teachers to implement this model in their classrooms. For teachers who worked in the public system, the course was totally free. At the end of the course teachers receive a diploma and after presenting a project they obtain a certification.

2.2 The Mexican Reform

The National Development Plan 2007-2012 in its point 3 Equality of Opportunities presents a deep renovation of the national education system. The objective was that the new generations develop the capacities and competences that allow them to live in a competitive world and obtain better jobs. Moreover, it was necessary to homogenize the high school curriculum so all the students could receive the same formation and thus, be able to move from one system to another. For instances, as we know in Mexico, having different high school systems has been a problem for students when they have to move from one institution to another (SEP 2008). Often, they had to repeat the school year because every institution had its own program. If high schools have the same program with the same profile based on competences, students would not have these problems.

The *Sistema Nacional de Bachillerato* was created in order to accomplish this objective which means that if one institution belongs to it, that institution will share a similar program and objectives. So, students will be able to move from one system to other. The *Secretaría de Educación Pública* (SEP) invited some education authorities such as *Asociación Nacional de Universidades e Instituciones de Educación Superior* (ANUIES) to contribute to this project with their experience.

In order to carry out the project, it was necessary to establish agreements with the different subsystems and with institutions of higher education offering middle education to integrate the National High School System (*Sistema Nacional de Bachillerato*). They have been respectful with diversity, allowing the relevance and permanence of their studies and, allowing students to move from one institution to another without problems. The requirement is that high schools have a national

certification of high school education. The process of implementation of the *Sistema Nacional de Bachillerato* is called *Reforma Integral de la Educación Media Superior* (RIEMS) (SEP, 2008).

2.2.1 The background of the Reform in Mexico

The high school level in Mexico has different subsystems the *Bachillerato Tecnológico*, *Bachillerato General*, *Bachillerato CONALEP*, *Bachillerato de la UNAM*, and *Bachillerato del Instituto Politécnico Nacional (IPN)*. Each of these different subsystems were the first to implement their own reforms which all of them share similar areas of improvement such as: redesigning their programs, emphasizing autonomous learning, working competences, using of new technologies, tutoring and constant internal and external evaluation. There were other Mexican institutions that implemented their reforms, they presented all these information in a conference called “*Bachillerato: Tendencias y Experiencias de Reforma*” at the UNAM in 2006. All these previous experiences were taken into account to propose the *Reforma Integral de la Educación Media Superior*.

2.2.2 Previous studies

Some studies were carried out in Mexico before implementing this reform. They focused in certain areas such as: educational offerings, quality, and equity. Research on educational offerings showed that in the year 2007 Mexico would have a significant number of 16 to 18 year old students who would have the age of studying high school (*Education at a Glance*, Anexo 3. OCDE, 2006). This was one of the reasons that urged the Mexican government to implement the reform in order to respond to this challenge.

In addition, another relevant issue was quality. Students must receive better education to reflect, formulate their own personal opinions, and assume a proactive role as members of a society.

Another, issue was equity. In Mexico there are significant economic and social differences which represent a disadvantage for lower class students. The results of a study demonstrate that in 2005 almost

100% of the upper class students attended high school; these results were similar to the ones from developed countries. In contrast, a bit more than the 10 % of students from the lower class attended high school (Scott, 2005). Those differences represent an obstacle for students and they must be attended in order to have better schools and subsystems. In another study, lower class students from 18 and 19 years had to leave school because they had to work (SEP, 2000). It is clear that equity is an issue that affects this level and it is important to build a more equitable country in which all students have the same opportunity to study high school. All these studies and its results were essential to propose the reform.

2.2.3 Main features of the *Reforma Integral de la Educación Media Superior*

One the main feature of this reform is the creation of the *Marco Curricular Común* (MCC) based on competences. The MCC will allow the organization of the different options of the middle education in our country. It is divided in:

- I) Generic Competences (Competencias Genéricas).
- II) Basic Disciplinar Competences (Competencias Disciplinarias Básicas).
- III) Extended Disciplinar Competences (Competencias Disciplinarias Extendidas).
- IV) Professional Competences (Competencias Profesionales).

All the modalities and subsystems of the middle education in Mexico will share the *Marco Curricular Común* (MCC) to organize their plans and study programs. The first two competences are common among all high schools. The last two are defined according to the specific objectives and necessities of every subsystem and institutions, following the requirements that the SNB establishes.

Allende and Morones (2006 as cited in SEP , 2008) state competences are a body of knowledge, skills and abilities, as specific as transverse; which a graduated student must have to satisfy the social demands. Competences are skills that are develop gradually during all the academic process. They can

be divided in competences related with profesional development in general (generic competences) or with a discipline (disicpline comptences). This structure reorganizes and enriches programs and adapts them to their objectives. It does not change them, instead it complements them and makes them more specific.

2.2.4 Definition and regulation of the education offering

All the modalities will be defined and will have certain standards. They must prove that all their students posses the competences according to the MCC. In addition, those modalities must reach quality standards and follow the processes according to the MCC.

2.2.5 Procedures of the MCC

In order to implement this reform it was necessary to take some actions. Principals, administrative and teachers are involved. In the next part I will give a list of the actions that are necessary.

- Training and updating teachers through a diploma.
- Assigning spaces to give students educational orientation and attend their necessities.
- Defining the standards that can be applicable to the schools facilities and equipment.
- Implementing student mobility from one high school to another.
- Evaluating continuously to improve quality.
- The last feature will be certification, which is the evidence for a high school to prove that it has carried out the process.

2.3 Conclusion

This chapter explained all the relevant information required to understand the Mexican High School Reform. Moreover, the background of the Mexican reform was explained in previous studies. Finally, the main features of the Reform were presented. To sum up before implementing this reform some

previous experiences from other countries were taken into account. The special needs of the middle educational level were considered. This reform tries to coordinate all the subsystems and to respond to this level's current needs. In the following chapter the literature review will be explained.

CHAPTER III: THE LITERATURE REVIEW

3.0 Introduction

Implementing a reform is called innovation or is also known as reform implementation. It is a complex process and it depends on many variables. It occurs in many other areas. Thus, the aims of this chapter are to explain this complex process of innovation in education.

3.1 Innovation in Education

Innovation is an important topic of study in many disciplines such as economics, business, engineering, science, and sociology (O'Sullivan 2008). It is also important for language. To understand what innovation is, a definition is going to be given. A definition of innovation that best fits the language education field is the following: "Innovation will be defined as proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system" (Markee, 2003, p. 120).

This definition is clear and focuses on the field of languages since it includes relevant elements to the process of curriculum implementation. A review of the literature suggests that there are certain steps that need to be followed (Fullan, 1982; Rogers, 1983 as cited in Markee, 2003). Heyworth (2003) proposes: scouting, entry, diagnosis, planning, action, evaluation, and institutionalization. Similarly, Rogers (1983) suggests: 1) gaining knowledge about innovation, 2) being persuaded of its value, 3) making a preliminary decision to adopt, and 5) confirming their decision to continuing with innovation (as cited in Markee, 2003). In sum these moves are similar they all have a planning, an implementation and an evaluation stage.

As there are various steps to follow in this process, there are also different agents involved. In the field of education teachers play a special role because they are the ones who implement reforms, strategies or approaches. The individuals which oppose innovation are known as resisters (Markee, 2003) whereas those who facilitate the process are called implementers and in some cultures they are considered change agents and suppliers. Teachers' participation in educational implementation processes is essential. Rogers (1983) describes the implementers' individual characteristics. He supports that there are those who tend to adopt the innovation easily are generally those who travel a lot, are well- educated, tend to seek out and are open to new ideas. Thus, they are able to tolerate high levels of uncertainty. On the contrary, the resisters are those who have the opposite characteristics, they are not open to new ideas and tend not to tolerate uncertainty (as cited in Markee, 2003). For instance resisters are those traditional teachers that resist changing the way they teach. In the same way, there are other individuals involved in the innovation process and they vary according to the context. For instance Kennedy (1988) suggests, “ in the context of a materials project in Tunisia, ministry of education officials, deans, heads of department, and others play the role of adopters; teachers are implementers students are clients; curriculum and materials' designers are suppliers, and the expatriate curriculum expert act as the change agent” (as cited in Markee 2003, p. 119). To sum up there are various agents involved in the design and innovation process. However, teachers have a key role in the implementation of this process.

3.1.2 Factors affecting innovations

Innovation is a complex process that may be affected by the participants' involved as well as other factors. Adams (2008) admits that, “implementing and sustaining educational reforms pose major problems in all countries” (p.385). Definitely it can be said that is a complicated process and unfortunately, Careless emphasizes that,

...to date there is insufficient information on the process of curriculum implementation: the extent to which teachers carry out innovations as intended by developers, how they go about molding the innovation to their own context, the strategies that they use during the implementation process and how their pupils respond to the innovation (2001, p.263).

It is clear that there is a gap in this area, more research studies need to be carried out to contribute to this process. In applied linguistics, these implementations' problems need to be investigated. As Marke (2003) remarks, if there were enough information, there would be fewer problems (p.117).

According to some authors there are different factors that affect the implementation of curriculum innovations (Fullan 1991, Markee 2003). Carless (2001) states that, there are three main factors which affect this process and they are: teachers' beliefs, teachers' training and teachers' understanding of the innovation.

3.2 Teachers' beliefs

In this study teachers' beliefs are also an important issue since they influence the implementation of educational reforms as it was mentioned above. Consequently, it is necessary to define teachers' beliefs. In this section they are going to be defined. For this term there are different definitions of what teachers' beliefs are (Yook 2010, Borg 2005). To begin with it is necessary to define belief, according to Borg (2005) "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior"(p.1). In other words beliefs are important since they are helpful to evaluate, guide actions and thoughts. Next, it is necessary to define teachers' beliefs to have a better understanding of teachers' pedagogic beliefs (Borg, 2005). Similarly, Pajares (1992) defines teachers' beliefs as educational beliefs and states that "all teachers hold beliefs, however defined and labeled, about their work, their students, their subject matter, and their roles and responsibilities" (p. 314).

In addition, Calderhead (1996) claimed that there are five categories in which teachers hold significant beliefs (Cited in Yook 2010, p. 13). Those areas are: first, Calderhead explained, teachers

hold strong beliefs about their students and how they learn, and these beliefs are likely to influence how they teach and interact with their students and what kinds of activities they provide in class. Second, teachers hold varying beliefs about the nature and goals of teaching. For example, some may view teaching as a process of knowledge transmission, others as a process of guiding students' learning. According to Calderhead, these beliefs in particular rarely change. Third, teachers hold beliefs about a subject (e.g., English), about what English education is about. Fourth, teachers also have beliefs about learning to teach. Finally, teachers tend to hold quite consistent beliefs about themselves, particularly in relation to the role of teaching. These beliefs about their roles as teachers may significantly influence the style of classroom management or the kind of classroom activities teachers prefer.

In other words teachers' beliefs are thoughts, ideas, perceptions, pedagogic assumptions which help teachers to evaluate and carry out their practices; they are present in every teacher and they are about their students, goals of teaching, the subject itself, job and themselves. As a result some authors (Brophy, 1989; Stigler & Hiebert, 1999) conclude that teachers' beliefs are central to explain teaching practices (Cited in Kennedy, 2005). Their beliefs definitely affect their performance since they might be positive or negative and they derived from their own experience as learners, their training, teaching experiences, interaction with colleagues and the values and norms of the society in which they work. Teachers' beliefs are crucial in determining teachers' rejection or adoption of educational reforms (Saad 2013). Some authors agree on the importance of taking into account teachers' beliefs and perceptions to succeed in the innovation process (Guskey 1988, Houston 1990, Wittrock 1986, Senger 1999, as cited in Lau & Shiu 2000).

Currently there is a considerable amount of studies carried out in different parts of the world. Those studies are found in some categories for instance, beliefs and perceptions, teacher education, beliefs about the integration of grammar, teachers' beliefs and the implementation of reforms.

3.3 Teachers' beliefs and Educational Reforms

As mentioned before, teachers have strong beliefs in the different categories that were listed above such as: the role of education, students, explanation for individual variation in academic performance etc. Those beliefs help them to evaluate what is right and wrong in a classroom as well as in other areas. Sometimes when implementing educational reforms these challenge their beliefs and are dismissed as theoretical, unworkable, or even simply wrong (Peabody, 2011). When teachers have to adapt those trends to their teaching, it can be difficult due to their strong beliefs. Shinde (2012) adds that if teachers hold negative beliefs, it is significant for them to work on these beliefs and change them.

There are teachers with very positive beliefs for instance the following research study. Yook (2010) investigate Korean Teachers' Beliefs about English Language Education and their Impacts upon the Ministry of Education-Initiated Reforms and he found that: a) the beliefs held by the majority of the participants were based on the communication-oriented approaches (COA) to English language teaching, which has been recommended by the MOE in its efforts to reform English language education in Korea; b) major sources of the participants' beliefs seemed to be their experiences as learners in overseas English programs and domestic in-service teacher education programs with practical curricula; c) the teacher participants' perceptions of the reforms' general direction were largely consistent with their COA-based beliefs, but their perceptions of specific reform policies and measures were dictated by their concerns with realities of EFL education and their positions; and d) not the participants' beliefs but their negative perceptions of reform policies and measures and the constraints they cited were the main obstacles to the implementation of the reform policies and measures in their classroom teaching.

Similarly, Basalama (2010) studies the reasons that explain why the implementation of new curriculum in the teaching of English as a foreign language continues to be unsuccessful in Indonesia, through exploring teachers' own conceptualizations of themselves, and their responsibilities and

practices as professionals. The results indicated that first; the nature of teachers' investment through their two pre-service learning stages in high school and teacher training college is dynamic and changing over time, and impacts on their identities as professionals. Second, teachers' identities are closely related to the social and cultural contexts in which they live and work. The teachers with minimally engaged identities tend to show a lack of motivation and engagement in their practice. They are more likely to view barriers as insurmountable obstacles, and have closed minded attitudes to their students and curriculum innovation. Teachers with empowered 'claimed' identities demonstrate a sense of agency and empowerment in dealing with a range of challenges in their teaching contexts. They are empathetic to the limitations within their living and teaching contexts and work out solutions to the problems they are confronted with in English language teaching, including in implementing curriculum reforms.

Moreover, Underwood (2012) investigated teacher beliefs regarding the integration of English grammar under new national curriculum reforms: a Theory of Planned Behavior perspective. This study found that for some teachers, adoption will be hindered, firstly, by misconceptions regarding high-stakes examinations, resulting in unfavorable attitudes and perceptions of social pressure to reject reform; and secondly, by insufficient resources, such as time and training.

Consequently, it can be said teachers' beliefs may affect these educational reforms and that reformers must pay attention to those beliefs to obtain the results that they pursue; furthermore, these studies contribute to understand English teachers and their teaching practices.

3.4 Teachers' training

Other factors that are crucial issues in the preparation of teachers to implement a new curriculum are teacher training and support. Teacher training is necessary since generally teachers have to change their practices and adopt different ways of teaching. According to Careless (2001) if teachers' methodology is slightly different, it is necessary that teachers acquire skills and knowledge to

implement reforms. In addition Malderez & Wedell emphasizes that effective implementation of reforms depends on effective teaching (as cited in Saad 2013). Teacher training is necessary in this process and the success of a reform depends on it.

Thus teachers' training need to be monitored and teachers should receive support (Saad 2013). In addition, Carless (ibid) suggests that if teachers do not receive sufficient training and support to deal with the implications of a new approach, even teachers initially enthusiastic about an innovation they are likely to oppose and the desired change may not take place.

Brindle and Hood (1990) state that, "training needs to be ongoing and developmental rather than a piecemeal. Teachers need both on- and off-site training, the former to relate the innovation to realities of the specific school context, the latter to permit the opportunity to reflect on the meaning of the innovation away from the pressures of daily routines" (as cited in Careless 2001, p. 264). Similarly Adey and Hewitt (2004), state that when training programs are short and out of the teachers' school, real change will not arise (as cited in Saad 2013). Furthermore, some authors conclude that if teachers' training and development programs depend on knowledge transmission models, they may not be effective in bringing the desire change (Adey & Hewit 2004, Kenned 2005, as cited in Saad 2013). In other words training should be continuous and inside teachers' institutions for them to have the opportunity to reflect and to apply all the theory.

3.5 Teachers' innovation understanding

Another factor is the understanding of the innovation. It is desirable that teachers understand both the theoretical frameworks and classroom applications of the innovation. However, understanding the applications is the most essential, mainly in contexts where teachers are not well-trained and/or lacked subject knowledge (Careless 2001).

3.6 Chapter conclusion

In this section innovation in the field of education has been analyzed and explained. As described above, innovation is a complex process which depends on various participants. In addition, it can be influenced by some factors such as: teachers' beliefs, teachers' training and teachers' innovation understanding. In order to overcome those issues when implementing a reform, they must be taken into account carefully. Because innovation is a complex process, there is a need for more research on this area that would contribute to this process. In this chapter innovation had been explained and the most relevant issues were addressed. In the next chapter the methodology and all the data collection procedure will be explained and described. A more detailed description about the instrument, the participants and this procedure will be given.

CHAPTER IV THE RESEARCH METHODOLOGY

4.0 Introduction

This chapter contains a detailed description of the research design, the context and the participants. The description is followed by an explanation of the instruments that were designed for this study and the data collection procedure. This chapter ends with a description of the data analysis procedures.

4.1 The research design

Mixed Methodology

In order to answer the research questions of this study, a Mixed Methodology was selected. Mix-methods sequential design consist in two phases a quantitative followed by a qualitative. First, a questionnaire (See Appendix A) was use to collect the quantitative data. Second, interviews (See Appendix B) were used to collect the qualitative data. The analysis of the qualitative helped to explain the quantitative results obtained in the first phase. The rationale of this research methodology is that both quantitative and qualitative complement each other in order to provide a general understanding of the research questions.

This design has its advantages such as having the opportunity to compare both quantitative and qualitative data and to explore results in depth and having a complete understanding of the research problem. Its limitations are the length of time and it requires abilities to collect and analyze both types of data (Creswell, 2013).

4.2 The context and participants

This research was carried out in seven high schools from a public university in Puebla, Mexico. This public university has nine high schools and the majority of them participated in this study. The other two could not participate because teachers did not take the diploma.

Only those participants who had taken the *Diplomado en Competencias Docentes en el Nivel Medio Superior*) were selected. There are around ninety High School English teachers in this university and only sixty one percent (fifty five) took the *Diplomado en Competencias Docentes en el Nivel Medio Superior*. Twenty eight teachers out of fifty five answered the questionnaire. In other words fifty percent of the teachers who took the diploma participated in the study.

All the participants were English teachers who worked in two shifts: morning and afternoon. Eighty two percent were women and eighteen percent were male. Most of them had more than five years of experience in English language teaching and the sixty one percent held a master's degree. Although most of these teachers held a masters degree and had more than 5 years of experience forty two percent were paid per hour class, twenty nine percent have a half time job and twenty nine percent have a full time contract. Table 4.1 shows participants' characteristics.

Table 4.1 Participant's characteristics

Gender		Years of experience in Language Teaching				Degree		Category		
Female	Male	0-5 years	6-10 years	11-20 years	+ 21 years	B.A	M.A	Hour class	Half time	Full time
82%	18%	25%	7%	54%	14%	39%	61%	42%	29%	29%

4.3 The data collection process

As stated previously this is a mix method study. A questionnaire and an interview were designed, piloted and used to collect data. Both were in Spanish to create a comfortable environment for the participants.

The questionnaire had three sections. The first section focused on background information such as gender, years of experience, the high school's where they work, and the second section used a likert scale to collect data about what they learned in the diploma. The third section included three open-ended questions in which they discussed their opinions about the training program.

The results from the questionnaire led to design a second interview which included questions that were based on the answers from the questionnaire in order to expand and obtain more in-depth data about these three points: The reform, the diploma and their needs.

4.4 The questionnaire

The first phase of this procedure was to gather data with the questionnaires. I visited the participants in their workplaces in both morning and afternoon shifts. I talked to them and asked them if they had taken the diploma and if they would answer my questionnaire. I stayed with the participants while they answered the instrument just in case they had any questions, and then collected the questionnaires.

4.5 The interview

This study had two phases. The data collected in the second phase was used to expand and explore the data obtained in the previous phase. In the first phase twenty eight English teachers

answered the questionnaire. In the second phase seven teachers were selected to be interviewed. To be specific one teacher per high school was selected. Most of the teachers interviewed had more than five years of experience and most of them had a master’s degree. That means that their contribution to this study is significant since they are experienced English teachers. See table 4.2 shows their teaching experience and education.

I went back to their workplaces and asked to interview them. Before conducting the interview, each participant was told about the purpose of the study, the confidentiality of their information and that the interview was going to be recorded. The previous step helped them to relax and express all their ideas. Also the interviews were carried out in Spanish for them to feel free to express better. All the interviews were transcribed and analyzed into different categories.

Table 4.2 *Teachers’ experience and education*

Name	Teaching experience	Undergraduate degree	Master degree
Jocelyn	11-20 years	Yes	Yes
Rosario	11-20 years	Yes	Yes
Marta	11-20 years	Yes	Yes
Daniela	11-20 years	Yes	Yes
Ana	0-5 years	Yes	No
Adriana	6-10 years	Yes	No
Jimena	6-10 years	Yes	No

4.6 Data analysis

The preliminary phase of this research was to analyze the quantitative data. As mentioned above the questionnaire had three parts and each part was interpreted differently. The first section about background information was put into categories in excel and a formula was used to obtain percentages. The categories were: a) the high school’s name, b) gender, c) class hour, d) part time, e) full time, f) years of experience, g) degree, h) last year when they obtained their last degree, g) certification (on the

Diploma). The next section, which used a likert scale was analyzed by excel. Every question and answer per participant was typed. The data collected in the last part with open-ended questions was put into tables. Then, the answers were analyzed and coded, this means to put the data into a set of response categories (Treiman, 2009). The categories were the following: a) In the diploma I learn to, b) I would like to learn about. The data from their answers was inserted into Excel.

After the previous phase was completed, the second phase started and the data collected in the interviews was analyzed. The first step was to listen carefully and transcribed all the interviews, then, the information was analyzed by using color coding. The data was categorized in tables.

These procedures were followed per each question in the interview. For instance the first question was Which is your opinion about the Reform? the categories were a) those who thought the Reform was not appropriate for the Mexican context, b) those who rejected the Reform, c) those who thought the Reform was appropriate

4.7 Conclusion

In this chapter the research methodology was described. Its elements, such as the context, the subjects, instruments, was presented. Also, a description of the procedure of data collection and its analysis was included. In the next chapter, the data analysis will be presented.

CHAPTER FIVE: THE DATA ANALYSIS

5.0 Introduction

This chapter presents the analysis of the data collected in this study and is organized according to the study's research questions. Considering that this is a two-phase sequential study which uses mix-methods, the results from questionnaires and interviews will be presented.

Research questions

RQ 1: What do these high schools English teachers think about competence based Mexican Reform in High School?

RQ 2: How do these teachers view the teacher training model?

RQ 3: What are their suggestions for the competence based Reform implementation?

5.1 Teachers' beliefs about the Competence Base Reform

The Mexican Reform as mentioned before has important objectives to solve the current needs of the high school system. Two of the most important objectives are to improve the equality and quality in education. Although the implementation of this Reform seems to bring benefits for the high school system and most institutions are interested in obtaining their certification because certified high schools will receive economic support (SEP 2008), the implementation process of the high school Reform has confronted significant challenges. As Adams (2008) states, "implementing and sustaining educational Reforms pose major problems in all countries" (p.385). He sustains the fact that it is a complex process

and so this study aims to explore the English subject Reform implementation process in 7 high schools in central Mexico.

As presented in chapter three, teachers' beliefs affect Reform implementation processes (Fullan 1991, Markee 1997). In this study teachers were interviewed and their answers indicated that they had heterogeneous beliefs about the reform. The data gathered through the interviews were organized in three categories: a) those who thought the Reform was not appropriate for the Mexican context, b) those who rejected the Reform, c) those who thought the Reform was appropriate. These results confirm that teachers' beliefs represent a proposition which may be consciously or unconsciously held and which permeates or affects their evaluation of the reform evaluate. These conscious or unconscious beliefs guide their thought and behavior (Borg 2005). So, they use their beliefs to evaluate the reform.

The results indicated that 5 out of 7 teachers interviewed held negative beliefs about the reform while the rest held positive beliefs. According to Peabody (2011) when implementing educational reforms, these reforms challenge teachers' beliefs and are dismissed as theoretical, unworkable, or even simply wrong. In fact it seems that in this study teachers' beliefs were challenged by this national reform as Peabody states. For instance **Rosario**, a high school teacher, expressed "I believe that The idea is that it did not work in Europe and now they bring it to Mexico, if it did not work there, it will not work here too". Similarly another teacher, Martha said: "Yes, it is designed to solve some of the needs of the High schools, however, I do not consider that is an in-depth reform, so it will not solve the problems that were proposed at the beginning". More teachers' beliefs can be seen in table 5.1.

Teachers' beliefs might have been challenged because this is the first Reform that attempts to regulate all the high school system nationally and proposes to solve problems which this system has been facing. Moreover, this educational Reform demands more teachers' time to plan classes, design, materials, and evaluations based on the competence model, however, teachers' salaries have not been increased.

Also teachers' negative beliefs indicated that there was some resistance to the Reform. As Saad (2013) remarks teachers' beliefs are crucial in determining teachers' rejection or adoption of educational reforms. In this study their beliefs influenced them to reject the Reform rather than accepting it. Teachers hold those beliefs when they tend to play the role of resisters. Mark (2003) describes resisters as those teachers who do not tend to tolerate uncertainty and are not open to the new ideas. Thus, those beliefs affect the innovation process (Careless 2001). Therefore, reform implementers, principals need to work with teachers who hold negative beliefs and help them change them (Shinde 2012).

Table 5.1 *Teachers' beliefs about the reform*

Excerpts from transcripts	Theme
<p>“The competence model is not used in Europe any more. They came back to old models, as we see from Finland they have other kind of models”. Ana <i>“Las competencias ya no se usan en Europa ya son obsoletas han regresado a modelos mucho de antes o sea si lo vemos desde Finlandia o sea que tienen otra clase de modelos”.</i> Ana</p> <p>“I believe that The idea is that it did not work in Europe and now they bring it to Mexico, if it did not work there, it will not work here too”. Rosario <i>“Pues yo creo que.... La idea es que no funcionó en Europa y ahora la traen a México, pues si no funcionó allá pues tampoco va a funcionar acá”.</i> Rosario</p> <p>“Yes, it is designed to solve some of the needs of the High schools; however, I do not consider that is an in-depth reform, so it will not solve the problems that were proposed at the beginning”. Marta <i>“Sí, está planteada para resolver algunas de las necesidades que se presentan en la Educación Media Superior, sin embargo no considero que sea una Reforma profunda por lo tanto para mí no va a solucionar los problemas que al inicio se plantearon”.</i> Marta</p>	<p>a) The Reform was not appropriate for Mexico</p>
<p>“It is for small groups, it is not for big groups (from 60.) It is for groups of 10”. Ana</p>	

<p><i>“Es para grupos muy pequeños no es para grupos grandes (de 60.) Es para grupos de 10”</i>. Ana</p> <p>“I believe that competences already existed. They always existed, they were just given another name, but their evaluation criterion is very accessible”. Rosario</p> <p><i>“Yo creo que las competencias ya existían. Siempre han existido, solo que se les ha dado otro nombre, pero el criterio de evaluación es muy accesible para ellos”</i>. Rosario</p>	<p>b) The Reform was rejected</p>
<p>“I believe that this reform is pertinent”. Adriana</p> <p><i>“Creo que es muy pertinente la Reforma”</i>. Adriana</p> <p>“I think that the RIEMS has positive features about having more education offerings and a better quality in education. I also think that students will benefit when they move from one place to another and from one state to other, well their studies will be taken into account without having to repeat their studies”. Daniela</p> <p><i>“La RIEMS creo que tiene sus puntos positivos en cuanto a que va a tener más cobertura y una mejor calidad dentro de la educación y a la vez creo a los alumnos los va a beneficiar porque cuando ellos se tienen que mover de un lugar a otro y más de un estado a otro pues ya les pueden tomar en cuenta sus estudios anteriores sin que tengan que volver a repetir en sus estudios”</i>. Daniela</p>	<p>c) The Reform was appropriate</p>

5.2 Teachers’ opinions about the diploma

In order to implement this educational reform a teachers’ training course titled *Diplomado en Competencias Docentes* was designed in order to develop teachers’ competences (SEP 2008). In order to collect data about teachers’ beliefs about this diploma, a questionnaire which included two sections was designed. The first section used a likert scale statements were used to explore teachers’ beliefs regarding the competences that they developed during the diploma. The second section with open-ended questions asked them about what they had learned and what they would have liked to learn during the training course.

5.2.1 What they learned

The results from the questionnaire indicated that the teachers, in this study, believed they had developed certain competences creating learning environments to promote learning, such as: 1) Competence IV: Carries out learning and teaching processes in an effective, creative and innovative way, in his/her institutional context. 2) Competence: VI: Builds the environment for an autonomous and collaborative learning. 3) Competence VII: Contributes to the creation of an environment which facilitates a healthy and integral development of the students. The competences developed revealed that teachers thought they were able to create environments to promote students' learning, promote students collaborative and autonomous work as well as promote activities to encourage students to participate in activities outside of the classroom to contribute to the school, society and others. In other words teachers thought they had the competences to design activities to promote learning.

However, the results also indicated that there were some competences they believed they needed to work more with those related to the students' competence development process and their own teacher development as: 1) Competence II: Dominates and structures knowledge to facilitate experiences of meaningful learning. 2) Competence I: Organizes his ongoing development through his professional path. 3) Competence III: Plans teaching process and learning according to the competence model, and places them in disciplinary, curricular, and social contexts. 4) Competence V: Evaluates learning and teaching process with a formative approach. As it can be seen in figure 5.1. These results indicate that teachers thought they needed to develop competences related to facilitation of the integration of previous students' knowledge. Furthermore, they thought they needed to develop their self-assessment and develop the knowledge and strategies that they needed to incorporate to their teaching practice such as: developing material, implementing projects to develop students' competences; relating the content with students' daily life. Most of the teachers were concerned about the competences evaluation methodology and the promotion of students' self-assessment and peer

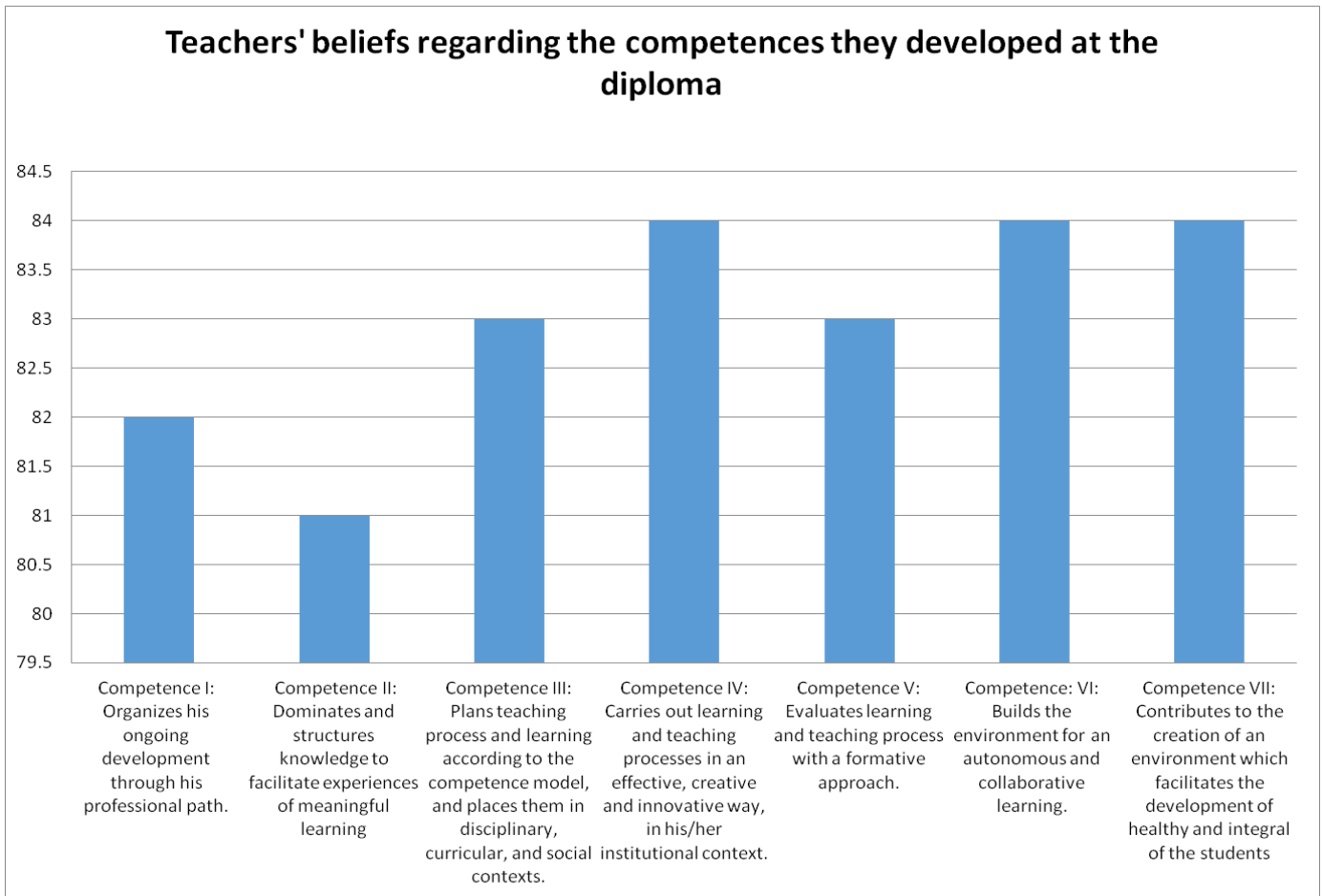
assessment. They emphasized that these teaching competences were the ones they would have liked to develop in this diploma. Competence evaluation is fundamental for this reform because if teachers are not able to evaluate students' competences, they could not assess their learning and help them to develop their competences.

Furthermore, if teachers do not know how to help students develop their competences, they are not actually implementing this high school reform (SEP 2008). Malderez and Wedell (2007) highlight effective implementation of reforms depends on effective teaching (as cited in Saad 2013). In order to succeed when implementing reforms like this it is necessary to acquire the skills according to the model. Careless (2001), states that if teachers' methodology is slightly different, it is necessary for them to acquire skills and knowledge.

To summarize, the results indicated that teachers thought they mainly developed competences related with activities to promote working collaboratively and autonomously. That they needed more work with the ones related with the process of competence development and evaluation. In this study teachers reported needed to acquire skills and knowledge related to competence development and evaluation.

As a result teacher training was another element which affected the innovation process and an ineffective teachers' training experience may cause rejection. Teachers' training was a relevant stage to this process and these results indicated that special attention must be given to continuing teacher education to implement the Reform successfully.

Figure 5.1 Teachers' beliefs regarding the competences they developed at the diploma



5.2.2 What they would have liked to learn

When teachers had the opportunity to express what they would have liked to learn they reported their need to learn about students' competence development processes and evaluation. Comparing the results regarding teachers' opinions about what they have learned during the diploma these results confirmed that there were essential areas of the competence model that they had not learned. In spite of the fact that the teachers diploma lacked focus on these areas, teachers seemed to be motivated to acquire more skills and knowledge to implement this high school reform. As the following results reveal around 35% of them indicated that they would have liked to learn teaching strategies based on

competences and 26% of the teachers thought they needed to learn how to evaluate competences. Interestingly 21% of the teachers reported they needed to learn theory about the model of competences and 18% of them stated they needed to know how to apply competences (Figure 5.2).

Figure 5.2 Teacher’s results about what they would like to learn during the diploma.



5.2.3 Teachers’ complaints

When the seven teachers were asked to express what they had learned during the diploma, they expressed that the facilitators did not master the content of the diploma and so they did not help them solve their doubts, which were often solved instead by their colleagues. They expressed that the facilitators did not give them appropriate feedback. Teachers indicated that the diploma was deficient because of the facilitators who taught the course. So, the objective of the diploma was not fulfilled. They

complained about the poor instruction and thought that it was difficult for them to develop their teaching competences. Careless (2001) states that teachers' lack of understanding the innovation process, its theoretical framework and classroom application affects the innovation process. He explains that when teachers do not receive enough training and support to deal with the implications of a new approach, even teachers who were initially enthusiastic about the innovation oppose it. Indeed, the teachers in this study expressed a lot of discouragement and disappointment.

Some of the teachers' voices are presented in the following excerpts:

“About the instruction the diploma... it left much to be desired. What happens is that instructors are supposed to be trained in the development of competences before teaching the diploma. There were many doubts, there were a lot of controversies of teachers that took the diploma with the instructors and sometimes there were teachers taking the diploma who gave us more information and better explanations than the instructor. So, I do not defame the instructors' work, however, if it is a diploma for the development of competences which they want us to develop, it was very difficult to develop competences there”. **Adriana**

*“En cuanto a la instrucción del diplomado dejó mucho que desear. Lo que pasa es que los instructores se supone que deben estar capacitados con anterioridad para poder dar un diplomado enfocado realmente al desarrollo en competencias. Surgían muchas dudas, había muchas controversias de maestros que tomábamos el diplomado con los instructores y a veces había maestros tomando el diplomado, que nos daban más información y mejor explicación que el mismo instructor. Entonces, yo no denigro el trabajo de los maestros, sin embargo, sí se está partiendo que es un diplomado para el desarrollo en competencias y eso quisieron fomentar, fue muy difícil que se desarrollaran ahí las competencias”. **Adriana***

“Many people who gave it did not even know what they were teaching. They got there and read what they were going to give you, then sometimes they did not even know what

we were doing and the classmates told them what we had to do. Except for the first who was more focused and knew what we were doing, the one from the first module, the one from the second and the one from the third did not. Yes and some of them were very authoritative. They did not check on time and we never had good feedback”. **Ana**

“Mucha de la gente que lo dio no sabía ni que estaba dando. Llegaban y leía las... osea que te iban a dar, luego a veces ni tan siquiera sabían lo que estábamos haciendo y los compañeros les corregían osea que teníamos que hacer. A excepción de la primera que sí estaba más centrada y sabía lo que estábamos haciendo, la del primer modulo, la del segundo modulo y tercer no. Si aparte muchas de ellas eran autoritarias. No te revisaban a tiempo nunca hubo una retroalimentación buena”. **Ana**

To sum up, in this study the reform implementation was affected also by teachers’ understanding of the innovation. It was clear that teachers had many doubts and these caused confusion. Careless (2001) notes, that understanding the applications is essential, mainly in contexts where teachers are not well- trained and/or lack subject knowledge.

5.3 Teachers’ suggestions

There is a gap in this innovation process and more research is needed. For this reason teachers were given the opportunity to express their suggestions. Teachers’ outcomes were interesting and were similar to some suggested by some authors. They indicated that it was important that the facilitators must be prepared and that the diploma should be appropriate for the different subjects taught in high school.

Osea el instructor debe estar capacitado y dominar como dice “tú tienes que dominar tu materia, tu disciplina” entonces los instructores igual. **Adriana**

The instructor must be trained and master the diploma as he says: “you have to master your subject, your discipline” then the instructors do too. **Adriana**

Sugiero que los maestros que impartan el diplomado como que aterricen en todas las materias **Jocelyn**

I suggest that the teachers who teach the training course focus on the different subjects.
Jocelyn

Moreover, the results revealed that at the diploma teachers reviewed and learned mainly theory and teachers suggested that instead of only receiving theory during the diploma, they wanted to apply it. Adey and Hewit (2004) and Kennedy (2005) conclude that if teachers' training and development programs depend on knowledge transmission models, they may not be effective in bringing the desired change (as cited in Saad 2013). It is clear that in this research, the diploma was based on the transmission model. The excerpts above clearly reveal what some of these teachers expected instructors to teach them. They were not really expecting a more ongoing teacher education.

However, the following teachers' voices focused on the diploma and stated that it should have been more practical and situated. Brindle and Hood (1990) suggested that, training needs to be ongoing and that teachers need both on and off site training to relate the innovation realities to their school context. (as cited in Careless 2001). To be specific research suggests that teachers' training must include teaching practice on and off site, must be ongoing and developmental.

Que realmente utilice competencias en sus clases y a lo mejor que den una clase muestra.
Daniela

That they really use competences in their classes and maybe that they give a sample class.
Daniela

Para que sea un diplomado e... cubierto al 100% o sea en realidad se alcance el objetivo que es: que nosotros podamos aplicar el desarrollo en competencias. **Adriana**

To be a diploma it should be taught at 100% so that we reach the objective which is that we can apply it to competence development. **Adriana**

Que fuera este pues de manera más práctica o sea como podría decirse real no? **Jimena**

That it should be more practical, how can one say this, more real, right? **Jimena**

Moreover, another need emerged during the interviews, which was the institution's support to organize their training and help them with their teaching workloads. They needed more time to hand in the activities. Teachers' support is another factor affecting the implementation process (Brindle & Hood 1990). The results indicated the importance of institution's support when implementing a reform. As seen in the following excerpts:

Sí, que como docentes como tenemos una carga laboral. Que se nos permita cursar el diplomado en tiempos no muy complicados. Porque fue muy pesado trabajar toda la mañana y venir toda una tarde a la actividad del diplomado y es cansado y a lo mejor para mejorar buscar los tiempos de que uno no tenga la carga laboral y que nos den más tiempo para entregar los trabajos porque eso también nos vimos apretados en tiempos y formas y a veces no daba tiempo. Daniela

Yes, that as teachers we have a workload. That they should allow us to take the diploma in schedules that are not that complicated. Because it was complicated to work all morning and come the whole afternoon to take the diploma and is was tiring and maybe to improve they could look for schedules when that we do not have workload and they should give us more time to hand in the activities because we were overloaded sometimes and at times, we did not have time. Daniela

5.4 Conclusions

In this chapter, the analysis of the data was presented. The results showed that teachers held various beliefs about this reform and those beliefs caused mainly resistance. Also, data about the teacher's training views was obtained. They expressed that that instructors who gave the training course were not prepared to solve doubts, give feedback, and explain the approach through competences. They highlighted that it was essential that instructors were trained in order to help them develop their teaching competences. They tended to overview or underestimate learning with other colleagues as well as more autonomous learning through research. Teachers' beliefs, teachers' training diploma and other factors such as institutional support and teachers' lack of understanding of this innovation process complicated

and hindered the implementation of the reform. From all this data gathered the conclusions for this research will be presented in the following chapter, as well as the limitations, pedagogical implications, further directions.

CHAPTER SIX: CONCLUSIONS

6.0 Introduction

This chapter presents this study's conclusions. First, the findings and their significance, second, the answers to research questions, next, the research aims, then the pedagogical implications, after the limitations of the research, after that, suggestions for further research and finally, final comments will be presented.

6.1 Findings and their significance

As stated in the first chapter in this research, the findings of this study will contribute to the understanding of the competence model implementation by exploring the English teachers' voices about this Reform and the teacher' training course. The findings suggested various important aspects when implementing a Reform. First of all, there is a lack of information on the implementation process at the high school level, the use of strategies when implementing a reform, the evaluation of the process, etc. Thus, the results will hopefully contribute to the understanding and the implementation of the model in this university's high schools.

In addition, these results will contribute to the design of the training courses, because there have been many changes in the world and changes are necessary to advance. Those changes suggest a change in education. In other words, if there must be changes in way students are taught, there must be changes in the way teachers are taught. Ongoing teacher education with a learner centered and situated methodology which promotes collegial work and research could be an effective alternative to the kind of teacher diplomas that were implemented in this reform. Teachers play an essential role when implementing reforms and they have to develop teaching competences which are rarely developed only through a teacher training course. They have to develop and enhance their teaching through teacher

research, collegial work and peer mentoring. Hopefully, the results will be significant for teachers, Reform designers and institutional authorities.

Second, this study indicated there are different factors involved in the implementation of curriculum innovations as some authors have claimed such as teachers' beliefs, teachers' training, teachers' understanding of the innovation and institutional support (Fullan, 1991, Markee 1997, Careless 2001, & Hood 1990).

Third, these teachers' voices suggested actions which need to be taken in order to implement the competence model. Moreover, the teachers highlighted their current needs and the specific challenges that they were facing: such as their own beliefs that were challenged with this reform and their increased workload. The training diploma did not help them develop the competences required to implement this model. They reported their lack of understanding theoretical frameworks and classroom application and they had many doubts. They stated they needed to practice what they had learned at the diploma and need to receive more institutional support. However, as mentioned above they did not suggest possible alternatives to continue their teaching competences development.

Other important result of this study was that teachers tended to hold beliefs which were more related to a knowledge transmission model than a competence one when they discussed the training diploma, because they did not mention other options to promote their own learning such as learning with other colleagues or more autonomous learning through research.

Furthermore, due to the fact that teachers play a special role because they are the ones who implement Reforms, strategies or approaches, relevant information about this process can be obtained to contribute to this process (Markee 2003). The findings indicated the fact that teachers' voices can contribute in the implementation process.

Finally, the information obtained in this study suggested that reformers designers should take teacher voices into account to facilitate the implementation process and overcome some challenges. In

other words these findings may help succeeding when implementing this model or a similar educational reform in this university and in other institutions.

6.2 Answers to research questions

RQ1 What do these high schools English teachers think about competence based Mexican Reform in High School?

Teachers' beliefs about the Reform were diverse. Most of the teachers thought the Reform was not appropriate for their contexts. This study's results revealed that teachers' beliefs tended to be negative and many teachers acted as resisters in this process. Peabody (2012) emphasizes, that when implementing educational reforms teachers hold beliefs that are dismissed as theoretical, unworkable, or simply wrong. This implies that teachers who tend to hold these beliefs feel challenged and often tend to resist the reform. Thus, implementers and principals need to understand these teachers' beliefs because they are one of the main factors that affect the implementation process (Carless 2001). Both implementers and principals may need to take teachers' beliefs into account in order to succeed in the innovation process (Guskey 1988, Houston 1990, Wittrock 1986, Senger 1999, as cited in Lau & Shiu 2000). In addition, Balasama (2010) claimed that one of the reasons why the implementation of new curriculum in the teaching of English as a foreign language continues to be unsuccessful in Indonesia, are teachers' identities. The teachers with minimally engaged identities tend to show a lack of motivation and engagement in their practice. They are more likely to view barriers as insurmountable obstacles, and have closed minded attitudes to their students and curriculum innovation. Teachers with empowered 'claimed' identities demonstrate a sense of agency and empowerment in dealing with a range of challenges in their teaching contexts. They are empathetic to the limitations within their living and teaching contexts and work out solutions to the problems they are confronted with in English

language teaching, including in implementing curriculum Reforms. These identities affecting the process might be similar in this study.

RQ 2 How do these teachers view the teacher training model?

The results revealed that at the diploma teachers developed mainly competences related to planning classes based on competences. The results indicated that they need to learn: teaching strategies in English language teaching, English competences evaluation as well as the theory about the model based on competences.

Probably, due to their conscious or unconscious beliefs regarding the knowledge transmission model they expressed that the diploma was deficient mainly due to the instructors. They highlighted that instructors did not master the content of the diploma, could not answer doubts, and did not give them good feedback. Teachers expressed that instructors had to be trained. Instructors had to master their content of the diploma. They were the ones to blame.

RQ3: What are their suggestions for the competence based Reform implementation?

They also highlighted they needed teaching practice and not only theory. They reported they would have liked to learn how to apply competences in their English classes. Moreover they suggested that instructors should show or give them a sample class based on competences. Brindle and hood (1990) remarked that training needs to be ongoing and developmental. Also, that teachers need both on site and off site training in order to relate the process to their real school context (as cited in Careless 2001). Finally, they thought they needed time to hand in activities and institutional support to arrange their schedules to take the diploma.

6.3 Research aims

The research aim of this study was to explore teachers' beliefs about the teacher training model. The aim was accomplished through the use of the questionnaire and the interview which provided relevant information about the training model. Teacher training in the process of implementing a reform is essential and its effectiveness might affect the implementation of a reform. This study indicated that teachers thought the implementation process was affected because of two main deficiencies: the facilitators who did not master the competences and the content of the diploma which was theory based rather than teaching practice based. Another significant finding was that understanding teachers' voices can contribute to the implementation of this reform.

The second aim was to reflect on the implementation of the competence model. This aim was achieved by both instruments the questionnaire and the interview. The results indicated the factors that affected the implementation process. Teachers' voices facilitated the reflection and understanding of this complex process.

6.4 Pedagogical implications

The results seemed to indicate that most of these high school teachers were acting more as resisters than implementers mainly due to their conscious or unconscious beliefs about the knowledge transmission model which does not promote competence development. However, the results from this study also confirmed that there were other factors affecting the implementation of this reform. Such as: the instructors in the diploma, their understanding of this implementation process, and institutional support. The results highlight the importance of including teaching practice and not just theory at the teachers' training courses. Results also indicated the need to provide English teachers with specific support in the areas of applying competences, strategies to develop students' competences, design materials based on competences as well as the evaluation of students' competences. During the process

teachers need institutional support and their training must be ongoing in order to promote their teaching competence development.

6.5 Limitations of the research

One of the main limitations in this study was the lack of information on this topic because of the limited amount of research done in this field of innovation in English teaching in high school in Mexico. Moreover, lack of information in English about the Mexican because translating was time-consuming. Other limitation was the lack of some English teachers' interest in participating in these kinds of studies.

6.6 Suggestions for further research

Taking into account this study's result, collegial work and teachers' action research could be promoted to inform the implementation of the competence model. Moreover, an in depth study taking into account other participants and contexts such as private middle education systems would be interesting to carry out. Finally, a research on all the factors which affect the implementation reform is recommended.

6.9 Final comments

It is clear that it is necessary to improve the high school system in our country and these studies reveal that authorities were trying to help. However, more teachers' research in this area is needed to contribute with this innovation process. I want to recommend other teachers to carry out research in this context, after all, teachers participation is essential in these processes. Finally, I would like to express the hope this study contributes to the implementation competence model.

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Appendix A. Questionnaire

Benemérita Universidad Autónoma de Puebla Maestría en la Enseñanza del Inglés

Este cuestionario fue diseñado para investigar las opiniones de los docentes respecto al programa de formación que se implementó para la Reforma de la Educación Media Superior.

I. INFORMACIÓN PERSONAL

Institución a la que pertenece: _____

Sexo: F _____ M _____

Categoría: Hora clase _____ Medio tiempo _____ Tiempo completo _____

Experiencia en la enseñanza del inglés en el nivel Medio Superior:

0-5 años _____ 6-10 años _____ 11-20 años _____ Más de 21 años _____

Grado: Licenciatura _____ Maestría _____ Doctorado _____

¿Cuándo te graduaste del último grado que estudiaste?

Ya cursaste el Diplomado Competencias Docentes de Nivel Medio Superior: Si _____ No _____

Tienes la certificación: Si _____ No _____

II. LO QUE APRENDÍ EN EL DIPLOMADO: COMPETENCIAS DOCENTES DEL NIVEL MEDIO SUPERIOR

Instrucciones: A continuación encontraras afirmaciones acerca de lo que aprendiste en el diplomado en competencias docentes del nivel medio superior. Por favor indica que tan de acuerdo ó tan desacuerdo estás con cada afirmación.

1= Totalmente de acuerdo	2= De acuerdo	3= Desacuerdo	4= Completamente en desacuerdo
--------------------------	---------------	---------------	--------------------------------

EL DIPLOMADO ME SIRVIÓ PARA:	ESCALA			
	1	2	3	4
Competencia : I. Organiza su formación continua a lo largo de su trayectoria profesional.				
1. Reflexionar sobre la enseñanza y el aprendizaje del inglés				
2. Investigar sobre la enseñanza y el aprendizaje del inglés				
3. Incorporar nuevos conocimientos y experiencias para crear estrategias de enseñanza - aprendizaje.				
4. Utilizar la evaluación de los alumnos y compañeros para mejorar mi labor docente.				
5. Aprender sobre el proceso enseñanza- aprendizaje de otros docentes .				
6. Participar en la Academia general e interna de inglés				
Competencia: II. Domina y estructura saberes para facilitar experiencias de aprendizaje significativo				
1. Valorar la importancia de mejorar mi nivel de inglés				
2. Valorar la importancia de mejorar mis conocimientos respecto a la enseñanza y el aprendizaje				

de la pronunciación, gramática y vocabulario.				
3. Valorar la importancia de mejorar la enseñanza de la comprensión auditiva, comprensión de lectura para promover el aprendizaje de los alumnos.				
4. Valorar la importancia de mejorar mis conocimientos en la enseñanza de la producción oral y escrita para promover el aprendizaje de los alumnos.				
5. Valorar la importancia de conocer los niveles de aprendizaje de inglés de los alumnos.				
Competencia: III. Planifica los procesos de enseñanza y de aprendizaje atendiendo al enfoque por competencias, y los ubica en contextos disciplinares, curriculares y sociales amplios.				
1. Planificar los procesos de enseñanza y de aprendizaje atendiendo al enfoque por competencias.				
2. Identificar los conocimientos previos y las necesidades de formación de los estudiantes, para desarrollar estrategias que les satisfagan.				
3. Diseñar planes de trabajo basados en proyectos e investigaciones orientados al desarrollo de competencias.				
4. Diseñar materiales apropiados para el desarrollo de competencias y utilizarlos en el salón de clases				
5. Contextualizar los contenidos del plan de estudios en la vida cotidiana de los estudiantes y la realidad social de la comunidad a la que pertenecen.				
Competencia: IV. Lleva a la práctica procesos de enseñanza y de aprendizaje de manera efectiva, creativa e innovadora a su contexto institucional.				
1. Comunicar ideas y conceptos con claridad en los diferentes ambientes de aprendizaje.				
2. Ofrecer ejemplos pertinentes a la vida de los estudiantes.				
3. Aplicar estrategias de aprendizaje y soluciones creativas ante un problema.				
4. Utilizar los recursos y materiales disponibles de manera adecuada.				
5. Promover el desarrollo individual de los estudiantes mediante el aprendizaje.				
6. Proveer de bibliografía relevante y orientar a los estudiantes en la consulta de fuentes para la investigación.				
7. Utilizar la tecnología de la información y la comunicación en distintos ambientes de aprendizaje				
Competencia: V. Evaluar los procesos de enseñanza y de aprendizaje con un enfoque formativo				
1. Establecer criterios y métodos de evaluación del aprendizaje con base en el enfoque de competencias				
2. Comunicar criterios y métodos de evaluación del aprendizaje de manera clara a los estudiantes				
3. Dar seguimiento al proceso de aprendizaje y al desarrollo académico de los estudiantes				
4. Comunicar observaciones a los estudiantes de manera constructiva y consistente.				
5. Fomentar la autoevaluación y coevaluación entre pares académicos y entre los estudiantes para afianzar los procesos de enseñanza-aprendizaje.				
Competencia: VI. Construye ambientes para el aprendizaje autónomo y colaborativo.				
1. Fomentar el gusto por la lectura y por la expresión oral, escrita o artística				
2. Propiciar la utilización de la tecnología de la información y la comunicación por parte de los estudiantes para obtener, procesar e interpretar información, así como para expresar ideas.				
Competencia: VII. Contribuir a la generación de un ambiente que facilite el desarrollo sano e integral de los estudiantes				
1. Promover el respeto a la diversidad de creencias, valores, ideas y prácticas sociales entre				

estudiantes.				
2. Promover el interés y la participación de los estudiantes con una conciencia cívica, ética y ecológica en la vida de su escuela, comunidad, región, México y el mundo.				
3. Fomentar estilos de vida saludables para el desarrollo humano, como el deporte, el arte y diversas actividades complementarias entre los estudiantes.				
4. Facilitar la integración armónica de los estudiantes al entorno escolar y favorece el desarrollo de un sentido de pertenencia.				
Competencia: VIII. Participar en los proyectos de mejora continua de su escuela y apoya la gestión institucional.				
1. Colaborar en la construcción de un proyecto de formación integral dirigido a los estudiantes en forma colegiada con otros docentes y los directivos de la escuela, así como con el personal de apoyo técnico pedagógico.				
2. Contribuir a la solución de los problemas de la escuela mediante el esfuerzo común con otros docentes, directivos y miembros de la comunidad				
3. Crear y participar en comunidades de aprendizaje para mejorar su práctica educativa.				

OPINIÓN RESPECTO AL DIPLOMADO COMPETENCIAS DOCENTES DEL NIVEL MEDIO SUPERIOR

El Diplomado Competencias Docentes de Nivel Medio Superior me ayudo a:				
Comprender el modelo de competencias				
Implementar el modelo en mi práctica docente.				
Comprender más acerca de la docencia.				
Comprender más acerca del aprendizaje.				

III. OPINIONES RESPECTO AL DIPLOMADO COMPETENCIAS DOCENTES DEL NIVEL MEDIO SUPERIOR

En el diplomado aprendí a:

1. _____
2. _____
3. _____

En el diplomado no aprendí a:

1. _____
2. _____
3. _____

Me gustaría aprender más acerca de:

1. _____
2. _____
3. _____

¡Muchas gracias por tu tiempo!

Appendix B. Interviews' data analysis

¿Qué se necesita para mejorar el diplomado?

¿Qué se necesita para mejorar el diplomado?
Dominio de los contenidos
Compromiso. Ana
Osea el instructor debe estar capacitado y dominar como dice "tú tienes que dominar tu materia, tu disciplina" entonces los instructores igual. Adriana
que estuvieran preparados . Rosario
sugiero que los maestros que impartan el diplomado como que aterricen en todas las materias Jocelyn

Práctica
Que realmente utilice competencias en sus clases y a lo mejor que den una clase muestra. Daniela
Se nos tiene que mostrar el enfoque por competencias tal como es, no con tanto con tantas cosas tan rebuscadas porque finalmente el enfoque por competencias también incluye todo lo que hacemos en nuestra práctica docente diaria. Marta
Para que sea un diplomado e... cubierto al 100% osea en realidad se alcance el objetivo que es: que nosotros podamos aplicar el desarrollo en competencias. Adriana
Que fuera este pues de manera más práctica osea como podría decirse real no? Jimena

Tiempo y flexibilidad
Sí, que como docentes como tenemos una carga laboral se nos permita cursar el diplomado en tiempos no muy complicados porque fue muy pesado trabajar toda la mañana y venir toda una tarde a la actividad del diplomado y es cansado y a lo mejor para mejorar buscar los tiempos de que uno no tenga la carga laboral y que nos den más tiempo para entregar los trabajos porque eso también nos vimos apretados en tiempos y formas y a veces no daba tiempo. Daniela
que no hubiera tanta presión, que fuera más tranquilo. Rosario