



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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## **FACULTAD DE LENGUAS**

### **Language teachers' perceptions toward the use of the "Tlamatini" Educational Model UVP in their teaching practice.**

A thesis submitted to the Faculty of Languages for the Degree  
of

**Maestría en la Enseñanza del Inglés (MEI)  
Master in English Teaching**

By

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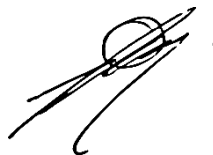
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## **DECLARATION**

I, JAVIER TAPIA MORALES, hereby declare that the thesis entitled LANGUAGE TEACHERS PERCEPTIONS TOWARD THE USE OF THE “TLAMATINI” EDUCATIONAL MODEL UVP IN THEIR TEACHING PRACTICE, submitted as part of the Masters in English Language Teaching at the Universidad Autónoma de Puebla on May 2022, is my own original work. Furthermore, I confirm that I have documented all methods, data, and processes truthfully; I have clearly referenced all sources used in the work; the data and findings in the work have not been falsified, manipulated, or embellished; this work has not been used for other courses; this work has not been published.

I understand that any false claim in respect of this work will result in disciplinary action. I am aware that my work may be electronically checked for plagiarism and stored for posterity.

## **SIGNATURE**

A handwritten signature in black ink, appearing to be 'Javier Tapia Morales', written over a faint, dotted grid background.

**Jun, 2022.**

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## **ABSTRACT**

Following an Educational Model has become essential for most institutions as it provides input not only for students' profiles but also for teachers' daily practice. The approach of Universidad del Valle de Puebla provides the opportunity to develop the most suitable competencies for students to deal with their professional field following a humanistic and constructivist philosophy.

This study used a qualitative approach to explore the strengthened teachers' perceptions toward the UVP Educative Model in their daily teaching practice as well as the model's opportunity areas to work on. A cross-sectional instrument was done in order to collect teachers' and administrators' perceptions and suggestions toward the model they were immersed in. Furthermore, focus groups interviews were conducted with teachers from the different learning areas at the university. After analyzing the data, the findings were presented so that the participants expressed their confirmation or refutation.

It was intended that by expressing UVP teachers' perceptions and expectations, viable alternatives and suggestions would emerge to improve the university's model, programs, and teachers' teaching practice.

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## CHAPTER I: INTRODUCTION

At present, the development of competencies plays a vital role in education, as these qualifications support any professional workplace. Therefore, workforce capacity-building, career progression, and career longevity can be supported by the foundation of consistent competency expectations. Gołębnik, (2017) argues that competencies are hard to be developed since they devour to include personal, cognitive, and assistance abilities. All these elements concern both teachers and students who interact according to programs and institutional models designed by specialists who constantly plan and implement changes. On the students' side, they have to cope with the challenges of developing competencies to acquire new structures, vocabulary, pronunciation patterns, and so on. On the teachers' side, they may create the environment to foster competencies and fulfill the institutional requirements. The Universidad del Valle de Puebla proposes an education where the development of competencies in students is essential and has to be based on constructivist and humanistic philosophy. Competencies are argued to be the ability to respond to individual or social demands for an activity. Each skill is founded on complementary cognitive and practical skills, knowledge, motivation, values, attitudes, emotions, and other social and behavioral elements that can be mobilized together to act effectively (Rychen & Salganik 2002).

To accomplish the institution's policies, the work developed by teachers has become essential, and without its proper implementation, it may lead to misguidance and shortcomings. To this assumption UVP teachers have to deal with complex schedules, material designing, and lesson planning based on the institution's requirements. As regards

this last concern, it is paramount for teaching and learning to set the appropriate conditions. This is to say; teachers have to prepare and create certain classroom conditions that foster students' learning and fulfill the institutional requirements. For that reason, following the institution's approach takes such an important role as it ensures, to a great extent, the success of the guidelines established. Nevertheless, it may be beneficial for both students' learning and teachers' performance.

Because teachers are asked to design their classes to develop the most appropriate competencies that raise students' abilities and skills, Universidad del Valle de Puebla has proposed its Educational Model. Based on this institutional Model, teachers have to prepare their classes on the methodological practices suggested being measurable following the parameters of its model. However, it may or may not contribute to the students' learning and practices. Guskey (2004, p. 15), for example, states that "institutions can have a powerful effect on both students and teachers, that impact is not always positive". Because of this questioning, the importance of collecting teachers' perceptions of the Educational Model they are working on and implementing may provide a great contribution of the real practice of the theory immersed in the theoretical framework of the institution's model.

### **1.1 Research questions**

#### **Main Research Question:**

The central question addressed by this study was: How do language teachers perceive the usefulness of the implementation of the "Tlamatini" Educational Model of the Universidad del Valle de Puebla in their daily teaching practice?

## **Subsidiary Research questions according to the teachers' responses**

- What are some advantages and disadvantages of the "Tlamatini" Educational Model?
- How is the classroom practice closed to the theory of the "Tlamatini" Model-based on teachers' perceptions?
- How do Teachers perceive the usefulness of the "Tlamatini" model in their daily teaching practice?

### **1.2 Purpose of the study**

The "Tlamatini" Educational Model is a result of the current educational necessity to explain the nature of education and its meaning itself into our society; therefore, it established and reviewed social demands, epistemological, anthropological, psychological, sociological, and ethical-axiological implications from many approaches. Likewise; the "Tlamatini" model states that "every Educational Model must not be over-understood as a recipe book for the teaching practices, neither it must be interpreted as a list of technical tips for teaching, but of a set of theoretical constructions that guide everything that works at the university" (Tlamatini Modelo Educativo, 2000. p. 3).

The "Tlamatini" Educational Model building process was based on the constructivist principle of "verbalize-conceptualize", since the participants carried out a series of exercises from which an "account" was derived through everyday language, demographic and experientially, recovering the previous knowledge of each one of them. From there, it was started to compare the theories or the models existing or emerging pedagogical had been

postulated as a thesis central to the model. As a result, the “Tlamatini” model was created to fill gaps in the humanities field in the Universidad del Valle de Puebla and to try to leave behind the feeling that something was missing, which was still being built or sought. The descriptive criteria of the “Tlamatini” Educational Model of the UVP are applied to all its bachelor's degrees, master's/doctorate programs, and high school. Consequently, directors, teachers, and students must know, act, and follow its vision.

This qualitative investigation aims to analyze and break down teachers' perceptions who are using the “Tlamatini” Model in the Universidad del Valle de Puebla (UVP). Therefore, the rationale of this study was divided into the following aims taking into account the intentions of the central and guiding research questions established for this study.

Additionally, another vital objective is to discover and detect potential breakdowns or disparities in the “Tlamatini” Model observed from the perspective of the implementers (teachers) who not only have to know the model and put it into practice in their daily work. A classification and examination of teachers’ perspectives would allow directors and even teachers to update the Model to make it more effective, valuable, and practical to the current social/educational needs.

Lastly, this study attempts to develop further analysis to explain university models to carry out a reflection exercise on the educational needs of higher education teachers in private education. The curricular approach integrating school mediation in its knowledge is analyzed to do and know how to coexist. The model's efficiency assumes that the basic education teacher in Mexico requires developing socio-emotional competencies through strengthening and updating before implementing a pedagogical approach based on democratic education.

### **1.3 General objective**

The main research objective of this study is to explain if the teachers perceive the implementation of the “Tlamatini” Educational Model of the Universidad del Valle de Puebla as useful in their daily teaching practice.

#### **1.3.1 Specific objectives**

- Identify the advantages and disadvantages of the “Tlamatini” Educational Model at UVP.
- Analyze if the classroom practice is close to the theory of the “Tlamatini” Model-based on teachers’ perceptions.
- Understand if teachers perceive the usefulness of the “Tlamatini” model in their daily teaching practice.

### **1.4 Premise**

Teachers perceive the “Tlamatini” Educational Model as not really closely applied to their teaching practices in the UVP.

### **1.5 Limitation of the study**

Through the process of this study, some limitations may be faced. The main one may arise when organizing the time to interview teachers. As they have different occupations, and also belong to other learning areas, the availability of each of them may be different, so

making them coincide will be a matter of concern. For this reason, timetables may be established by doing a quick questionnaire to find out their availability.

Secondly, the resistance that some of them may reflect when participating in the research is based on the nature of the project. For example, some of them may not want to participate because of their fear of work-reprisals and misconceptions. Moreover, some teachers may not want to be recorded due to the misunderstanding of having possible consequences in their work as adverse reactions from administrators toward their responses cause work problems of different actions. Therefore, a way to reduce the impact of stress in this study may be by making a good consent; therefore, teachers may feel sure and free to give objective opinions to improve the Educational Model closely. The data collected would be unbiased and truthful.

Another limitation of this study can include teachers' convenience to say just the strong points from the Educational Model, instead of highlighting weak areas of it. However, strengths and weaknesses may provide important information and equal relevant evidence for this study. A way of reducing this risk may probably depend on the ability of the interviewees to develop their answers and to show acquaintance with the University's Model and correlation with their practice.

Additionally, to the previous restrictions in this study, it is also foreseen the lack of guidance of similar research done in earlier institutions in Mexico, where most foreign language programs are adapted from international programs. This kind of study's information and research accessibility are very limited; therefore, it can be difficult to find similar investigations which addressed this paper's objectives. Although this is difficult, at the same

time, this research may be seen as innovative. It would guide upcoming investigations to center their aims to evaluate both positive and negative aspects of Educational Models created according to the school's vision and mission and the criteria of National institutions like the SEP.

Finally, the institution's flexibility and acceptance of the nature of this research may cause possible limitations towards it because Directors and Board members of the school might feel threatened or would interpret this study as a possible evaluative tool. Although the main intention of this study is to highlight teachers' perception of the implementation of the UVP Educational Model, some arguments of discomfort from authorities may arise. However, both advantages and disadvantages of the model may be presented in a positive and reflective way to enhance further improvements.

### **1.6 Importance of the research**

The efficacy and competence of the "Tlamatini" UVP model depend on different factors. One of them rests straightforwardly on teachers' work. Collective teacher work is a mandatory task in the language department academy to establish key points to manage during the course at hand. According to Romero, Alamilla, & García, (2017) in their work "Mediación escolar en el Modelo Educativo para la Educación Obligatoria en México" presented at the *International Journal of Humanities and Social Science Invention* state that academies are workgroups where the different educational areas attend the problematic and improvement situations. Actually, at UVP there are various academies; Teaching areas, and Languages, and the main purpose of these academies is to determine whether or not the program, syllabus, and methodology are working on the whole. At the same time, some

relevant uses of the teaching and learning practice are discussed to see their effectiveness and the impact and correlation with the Educational Model. However, the understanding of the Educational Model may have some discrepancies in the practice, which may cause its failure if the community does not work in harmony with the philosophy set by the university.

Besides, the practicability and usability of the Educational Model may also be evaluated. For this reason, the purpose of this research is to examine the perspectives of teachers at the Universidad del Valle de Puebla in regards to the implementation of the “Tlamatini” Educational Model in their daily teaching practice. Throughout teachers’ experiences and uses of the Educational Model, it can be seen how related are the teaching practices to what is expected in “Tlamatini”.

### **1.7 Chapter's summary and overview**

With an analysis of teachers' perspectives, a better comprehension of the functionality of the Educational Model will lead to a grasp on what the theory suggests how it is understood and put into practice by the leading actors at the UVP university. Furthermore, teachers’ views can expose how they can be expected to mediate the effects of job-related policies in curricula for teachers, professional development, and students’ learning that could influence a dual motivation and achievement of both actors. Chapter I states all the pertinent elements to conceive this qualitative research that attempts to suggest if the “Tlamatini” Educational Model is closely related to what its theory says and teachers' teaching practices. Additionally, in the following chapter, the literature review for this study will be thoroughly explained.



## **CHAPTER II: THEORETICAL FRAMEWORK**

This second chapter provides the theoretical considerations that embrace the present research. A brief discussion of the core elements to be considered in teaching education (emphasizing the concerns competencies and teachers' roles) is addressed in this section. In the same way, a brief review of the strategies teachers might employ to foster competencies is provided in the following lines. However, before discussing these issues, it is necessary to discuss some concepts and terms that will recurrently be used in the following report. Those include the theoretical considerations included in the "Tlamatini" Educational Model, its aims, objectives, and core elements. These components are important because they provide a wide idea of the context where this research takes place.

### **2.1 "Tlamatini" Educational Model**

Because of the necessity to create an Educational Model that could help contribute to social development, thirty professors, administrators, and directors from the UVP University started meeting to create the "Tlamatini" Model. "Tlamatini" is the UVP Educational Model's name created and received after a certain time of collegiate work. The term "Tlamatini" in Nahuatl philosophy means "wise" or "philosopher," and its roots come from the verb "mati"; to know, the suffix "ni", how to know, and the prefix "Tli" which means; things or something. Together, they all mean "who knows things" or "who knows something". Therefore, Tlamatini is a model that represents a model based on constructivist and humanistic approaches. This model was created to theorize the daily teaching and learning practices done in the university by the members who collaborate as a unique gear. "Tlamatini" contains theoretical and philosophical considerations, the main teaching and learning objectives/goals,

values to be developed in both teachers and students, elements of the curricula, competencies to be fostered, methodology, teachers and students' roles and activities suggested to be carried during the school year which reflects the "Tlamatini" Model.

### **2.1.1 UVP Model: Its grounds**

Tlamatini has two main foundations and a complementary one. The approachable orientations are divided into epistemological and anthropological approaches. The epistemological orientation contemplates the use of a constructivist approach. Larochelle, Bednarz, Garrison, & Garrison (1998) mention that constructivism is a paradigm that posits learning as an active and constructive process where people actively construct and create their own learning. Tlamatini adopts this philosophy because of the necessity to execute and contextualize students in their social reality where they interact as members of a society that requires them to take different roles; social, familiar, professional, and citizen. As Eullat and Morin (cited in Tlamatini, 2013) suggest to see our reality with our own eyes. This approach is helpful to achieving Tlamatini goals because it goes with the changing times that students live. With all the elements that constructivism provides, Tlamatini proposes an education where humans and culture are provided. Moreover, Tlamatini aims to provide knowledge directly related to students' experiences and daily practices.

However, there are some issues to consider and develop in the classes in the anthropological foundations. The first one must deal with the necessity of implementing humanism as part of teachers' and students' personal and academic growth. Second, Tlamatini intends that students raise awareness of social reality by making decisions and making independent judgments. McCombs (2012) says that a person needs to link his actions

with his social reality. He also claims that this person has to make responsible, autonomous, and free decisions to become socially aware. Finally, Tlamatini intends to promote human values such as honesty, responsibility, respect, solidarity, tolerance, justice, equity, loyalty, commitment, order, and prudence.

The complementary foundation has its roots in axiological ethics in parallel with these foundations. The contribution of this foundation includes an anthropopathic base. According to Morin, (2000) the anthropopathic intends to teach, learn and act by following the moral principles acquired without forgetting the social changes. Moreover, with this foundation, Tlamatini intends to create an education where awareness of social and personal acts, behaviors, and decisions are fostered. As Gerdes, Segal, Jackson, & Mullins (2011) explain, students need to develop the abilities and skills to have social and personal empathy. By implementing this foundation, both teachers and students can live according to the Educational Model's values.

### **2.1.2 Aims and objectives of the UVP model**

It is important to mention that five aims and objectives govern the UVP model. The first one affirms the institution is engaged in providing high-quality educational services in both high school and university. Its second goal proposes the organization and development of activities that trigger research that could help to solve current social problems. Aim number three refers to the importance of keeping a gradual increase and spreading of scientific contributions to benefit man and society. The fourth goal that "Tlamatini" intends to accomplish is implementing updated teaching and learning strategies that contribute to training high-quality professionals with social and moral awareness. Finally, its fifth

objective aims to create a critical and reflective atmosphere where the language acquired by students can be used inside and outside the institution.

Since “Tlamatini” has five main goals, they are intended to be accomplished by following five principles. Professional development, research, freedom of information and discussion, harmonious atmosphere, and social service principles. Through the use and implementation of these elements, both students and teachers may accomplish the Educational Model’s goals and objectives. In addition, because of the importance of the model’s purposes, some theoretical orientations support “Tlamatini”.

### **2.1.3 UVP Curriculum**

The curriculum is the architecture of a course of study that embodies a learning and teaching philosophy (Díaz & Hernández 2002). Tlamatini includes three important characteristics that are expected to be covered: the plan and program, the transverse axes, and the use of competencies. The first element, the plan, and program intends to offer a well-developed scope and sequence that allow students to accomplish the institutional goals and objectives. According to Brown (2001), a scope and sequence describe the content and topics that are expected to be covered; that is why the Tlamatini expectations and the UVP program may have three essential characteristics related to the content criteria. First, it has to be updated to cover students’ expectations and social necessities. Second, the program constantly provides the appropriate content, which is assessed periodically. Finally, the program has to be relevant to respond to students’ social necessities.

The second element of the curriculum is called transverse axes. These are described into three concepts: one-dimensional, two-dimensional, and three-dimensional. The one-dimensional element of the curriculum provides students with professional and disciplinary competencies that can be used in their professional areas. The two-dimensional element of the curriculum intends to develop in students the abilities to create scientific projects and research projects. The last element is the three-dimensional element, this element is concerned with creating ethical competencies in students, such as abilities, values, and attitudes.

The last important element included in the Tlamatini curriculum is the development of competencies. A competency is the ability to respond to individual or social demands for an activity. Each skill is based on a combination of interrelated cognitive and practical skills, knowledge, motivation, values, attitudes, emotions, and other social and behavioral elements that can be mobilized together to act effectively (OECD, *The definition and selection of key competencies*. Electronic version, 2005)

The UVP Educational Model wants to develop three competencies: generic competencies, cross-curriculum competencies, and professional-disciplinary competencies. Generic competencies are used to develop students' ability to learn, communicate, research, use the technology, be enterprising, work on collaborative work, and adapt to different circumstances. On the other hand, cross-curricular competencies go around developing in students the capacity to react with different values such as honesty, responsibility, respect, solidarity, tolerance, justice, equity, loyalty, commitment, integrity, order, and prudence. Finally, professional-disciplinary competencies are particular per each profession, and with

this competency, students are expected to be socially relevant, participate in globalizing assumptions, and be certificated in English.

#### **2.1.4 Constructivism the pedagogical theory of the “Tlamatini” Model**

The “Tlamatini” Educational Model from the UVP is based on the idea of constructivism. The fundamentals of this theory match the mission and the vision of the university’s philosophy.

*“1.2 Mission: To train professionals according to the social reality, with an attitude of service and excellence, entrepreneurs, with the exercise of leadership, committed to themselves and to the society, capable of assuming and solving the problems and challenges current, promoting examination, analysis, and criticism for the benefit of humanity and country” (Tlamatini, 2012, p. 5).*

*“1.3 Vision: To be an institution that provides educational services of high quality, particularly committed to an integral training of the men with true values and at the service that must be given to society in the field of culture and collaboration for justice, progress, and peace.” (Tlamatini, 2012, p. 5).*

Following these vital elements of the university's educational model and the “Tlamatini” creation stage, the UVP academics were asked to reflect on what constructivism builds itself. As a result, some teachers expressed that constructivism was a new educational tendency to make students work by applying group techniques (Tlamatini, 2012). According to Foster, 2013, constructivism relatively is not a very new theory and was initially launched as a cognition theory by Jean Piaget more than 60 years ago. Although Jean Piaget's theory

did not deal directly with the teaching-learning process, its ideas serve as a basis for pedagogical practice today. They have been theoretically derived for the foundation of learning theories developed by several authors.

Also, its fundamental principle recognizes that knowledge cannot be observed as an individual representation of an episode of people's learning. Still, instead, it is a constant adaptive process in which a previous function can be applied repeatedly in different scenarios to learn. Moreover, McLeod, (2019) expresses that "Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning." The idea of group knowledge construction coincides with one of the principles of this theory because humans interact socially every day. Still, knowledge creation starts from an inner individual need that follows a group comprehension. Saldarriaga-Zambrano, Bravo-Cedeño, & Llor-Rivadeneira, (2016. 128) state that Piaget's ideas were mainly based on biological models but had a high philosophical, epistemological, logical, and mathematical component and enriched all fields of psychology, especially child psychology and intellectual development. In the Tlamatini model, constructivism is something more: it is an educational current that has epistemological foundations, anthropological, ethical, axiological, psychological, and sociological. Therefore, it has different versions, groups of other theories, concepts, principles, and points of view

Furthermore, teachers expressed that constructivism "it is a pedagogical theory" (Tlamatini, 2012, p.7). For Foster (2013) "Piaget took the notion of adaptation out of the biological context and turned it into the cornerstone of his genetic epistemology" (p.20). As seen, constructivism is recognized as a valid approach for teaching in the UVP university

since its purpose it's to deal with different situations and problems in education, also since its beginnings, it intended to establish a biological relationship between organisms and their environment when developing stages of cognitive manifestations of learning. This theory has changed its aims throughout time, and different scholars and institutions have based their curricula and educational models to set educational principles. Constructivist learning theory centers its purposes on the students as a central piece. The teacher develops, applies, adapts, creates, and seeks different methods and techniques that allow the students-centered to create progressive learning ideally. In line with this, McLeod, (2019) claims that this theory “underpins a variety of student-centered teaching methods and techniques which contrast with traditional education, whereby knowledge is simply passively transmitted by teachers to students”. Constructivism has revolutionized many aspects of education, and institutions follow its principles to ensure the learner's well-being.

Another important pioneer in developing the constructivist theory was Lev Vygotsky (1886-1934). With his studies, social constructivism was developed, taking into account the human as an individual knowledge shaper and various social conceptions that interact, causing the human to create knowledge. Vygotsky's approach formulates that “knowledge is not only a process of interaction between a physical subject and the environment but a channel between the environment and the social and cultural elements” cited in Payer (2005). Another important input of social constructivism of Vygotsky is that he considers the individual's learning as the result of the historical and social process where language plays an essential role.



Social constructivism considers the individual's community as a central element in the process of interaction. According to McLeod (2019), constructing meaning is a social ability in which each member's interaction leads to or develops abstract concepts that exist only in the social minds of the group's members. Thereby, teaching and learning processes are directly connected with the social negotiation of meaning. For Vygotsky, the surroundings in which children grow up will carry away how they think, perceive, and negotiate and what they feel about their environment. Derived from multiple and different interactions and the developmental stems of children and close members of them, the zone of proximal development was proposed by Vygotsky. In this theory, the term "proximal" refers to the knowledge (abilities, skills, concepts, and elements among others) that the learner is close to achieving and mastering.

According to McLeod (2019) "The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner." Thus, social constructivism tries to locate or discover the internalization, transformation, and new order of the social inputs to the social learner. Payer (2005) suggests that "constructivism" perceives learning as a personal activity framed in functional, meaningful, and authentic contexts. On the other hand, MacLeod (2019) argues that children constantly try to understand the actions or commands given by instructors or tutors, which they try to comprehend so they can react or perform what was said to them. Derived from the theory of Vygotsky's constructivism the theory of Scaffolding emerged.

The Scaffolding theory in teaching consists of the activities provided by the educator, or more competent peer, to support the student as they are led through the zone of proximal development. For Payer (2005), new knowledge schemes of people are formed from the person's reality which are products of their interactions or reciprocal participations and their comparison with the schemes of the other individuals around them. To form these new schemes, the teacher has to provide the classroom with sufficient modeling tasks which might enable the learner to acquire the skills. Besides modeling, the instructor also has to give enough hints or prompts and a wide variety of materials or resources to carry out the activity.

To conclude this section is important to highlight that the “Tlamatini” Educational model suggests a humanized constructivism which assumes that science is a complex process of re-signification of the knowledge transmitted by previous generations, starting from the encounter of uncountable experiences, which are shared by all types of subjects who interact among each other with the mere purpose of finding new ways of interpretation and new meanings to the facts around them. It is a process of active and relational construction of knowledge.

### **2.1.5 UVP Teachers’ role**

UVP teachers have a role already established by Tlamatini’s Educational Model. Teachers are expected to be guides and mediators of students’ knowledge and competencies. Teachers are asked to develop the appropriate learning conditions that allow students to learn. For example, teachers plan to learn activities and practices that are accurate for students’ learning process. Another vital role for UVP teachers includes developing students’ values,

critical thinking, and effective and affective circumstances. One important characteristic that students may receive from teachers is contextualizing learning practices.

To sum up this section, UVP teachers are expected to have eight characteristics. The first one is being authentic and coherent with the things done and asked. Teachers also have to respect students' beliefs, gender, religion, appearance, and capabilities. Then, teachers may show empathy for students' circumstances. In addition, teachers may understand students' social and economic backgrounds when asking for an activity to ensure this value.

Moreover, teachers have to be flexible when making decisions. Besides, teachers need to be humble to recognize their own mistakes and learn from others. Therefore, the following competency is the ability to take risks to make theory-based decisions. Finally, the last two important characteristics include teachers' ability to be optimistic and persevere.

The teachers' role in Tlamatini is determined as a mediator, facilitator, observer, and researcher. This is to observe students' performance and accompany students during their learning process. Therefore, the teacher also has to inquire about students' understanding of concepts before sharing these concepts with them. This is done to mediate students' knowledge and invite them to collaborate collaboratively.

### **2.1.6 Teaching competencies**

The "Tlamatini" Educational Model defines competency according to higher education and states that:

*“at the level of Education Superior, as the set of knowledge, skills, attitudes, and values that may be generic (applicable to all professions), transversal (developable throughout the entire career) or specifically professional-disciplinary, which allow you to solve problems in a professional field, even those not predetermined. They enable conflict resolution dynamically and responsibly; have to do with performance quality”.* (Tlmatini, p. 31)

Thus, it is necessary to train teachers to promote learning and use modern and innovative teaching methods that would enable students to become active entities of their own learning. Students need to be aware of their strengths and weaknesses, purposeful and open-minded, and accept change as part of a process of improvement. This process requires teachers to contribute to the ability of students to identify the cultural aspects. Also, to promote this competence, it is essential to recognize the individual as a whole human being aware of his roots and intercultural processes, derived from learning a second language. In Zabalza & Beraza's (2003) words, a teacher of higher education should: plan the process of teaching and learning, select and present disciplinary content, provide information and understandable explanations, manage new technologies didactically, manage to teach and working methods of learning tasks, engage constructively with students, tutor to students and, where appropriate colleagues, evaluate learning and processes to acquire it, reflection and research on teaching and be institutionally involved.

### **2.1.7 Assessment**

Competencies require a specific evaluation. According to Delors, Amagi, Carneiro, Chung, Geremek, Gorham & Nanzhao (1997), evaluating competencies requires a strong

correlation with the pillars proposed by UNESCO. This correlation intends to develop four kinds of evaluating strategies: diagnostic, formative, summative, and implicit evaluation. As well as Delor's proposal, Tlamatini expects a summative assessment where students are constantly evaluated. Teachers need to apply different instruments and indicators such as rubrics, portfolios, written works, research, oral presentations, and open-book exams. The main goal of evaluating students in this way is to evaluate students' learning process. This process's goals are expected to be achieved during the three evaluation periods in the semester. Besides the goals established in the program, Tlamatini intends that students develop learning that has a strong impact on society. As Lawrence Stenhouse (Cited in Tlamatini 2012) mentions that education needs to change students' and teachers' "minds" and "hearts".

## **2.2 Competencies**

Competencies relate to complex skills that have different degrees of integration and manifest in various situations for the various areas of personal and social life. They are expressions of different degrees of personal development and active participation in social processes. For example, Mastache (2009) affirms that the new job and educational market need other skills besides knowledge and job experience such as technological and psychological. As seen, competency involves expertise and other factors such as motivation and attitudes to achieve specific tasks effectively.

Education in Mexico is taught in private and public institutions. In both frames, the Ministry of Education (SEP for its initials in Spanish) implemented the teaching of English in 1993, considering English to be an essential tool for students. SEP (2006) mentions that

its programs were developed considering the time and situations available. That is why Barriga (2005, p. 184), in his analysis “Educación Superior y Programa de Educación, 2001-2006” states that “The problems and challenges that higher education in Mexico faces today are concentrated in three main aspects: a) access, equity and coverage; b) quality, and c) integration, coordination and management of the higher education system”. Following the previous elements, at the UVP University and high school, the English and French English programs have been adapted to fulfill the gaps in education but still some lacks in the language context and practice outside and inside the classroom are detected.

As a general description of the language subjects at UVP University and high school English and French are taught in four sessions of fifty minutes each week. Moreover, this program was made to help students accomplish the European framework levels. A1, known as Breakthrough, includes the ability for students to understand and use familiar everyday expressions and fundamental phrases. A2 or Waystage is a level where students can understand sentences and frequently used words of the most relevant areas. Another level where students can understand the main points of clear standard input on familiar matters concerning work, school, leisure, etc. this level is called B1 or Threshold. The fourth level established by the CEF is B2 or Vantage, where students can understand the main ideas of complex texts. The next level is C1 or Effective; students can understand long and complex texts with implicit meanings. Finally, the last level is called C2 or Mastery because it reflects the opportunity to read, write and speak the language fluently and accurately.

In parallel with this, Mexican requirements in education show a preference for working with competencies. “Competencies” are addressed in the context of changeability

and uniqueness of each and every educational situation (teacher and students) and mean a repertoire of knowledge, unique features (responsibility and ethical engagement) and educational techniques” Gołębiak, & Ostoja-Solecki (2017). When mentioning competencies, a crucial area includes the development of English competencies. As proof of that, Kumaravadivelu (2012) suggests that English language competency is important to provide students with the necessary skills to compete in international contexts and deal with globalization. To this end, Perrenoud (1990) mentions that teachers need to cultivate their students’ knowledge, attitudes, values, and skills to take action, work in groups, and contextualize social practices. Kumaravadivelu and Perrenoud talk about the development of such competencies, but some other institutions/organizations also explain the dimensions that competencies may have.

### **2.2.1 UNESCO**

Delors (1996) wrote a report to UNESCO where four pillars of education were proposed: learning to know, learning to do, living together, and learning to be. The first pillar “Learning to know,” is understood as learning to learn and includes the development of the faculties of memory, imagination, reasoning, problem-solving, and the ability to think coherently and critically (Delors, 1996). This also includes the capability to learn throughout life and overcome situations by applying specific strategies learned from each of these previous experiences. This pillar can be developed in the classroom in different ways, such as through memory games and fostering the creation of students’ imagination by putting them in specific circumstances where they create their own stories. Another way to develop this pillar is by establishing social problems and making students complete a project to find a

solution. School forms and promotes a tremendously wide range of situations where students have to practice knowledge and a repertoire of social and personal skills.

The second pillar is “learning to do,” which implies applying what learners have learned or achieved and put into practice. “Learning to make calls for new types of skills, more behavioral than intellectual.” (Delors, 1996, p. 37) In this pillar, the skills to be learned may also contribute to developing skills needed to work in teams. Moreover, it intends to foster formal and informal situations where students need to react. Based on this pillar, there are many activities that can be done in the classroom which include: being in contact with culture, helping the community, putting projects into practice, interviewing others, debating trendy issues, etc.

The next pillar is called learning to live together. It implies an education taking two complementary paths: The discovery of others and the experience of shared purposes throughout life. Specifically, it implies the development of such qualities as knowledge and understanding of self and others; appreciation of the diversity of the human race and an awareness of the similarities between, and the interdependence of, all humans; empathy and cooperative social behavior in caring and sharing (Delors, 1996). Furthermore, respect for other people and their cultures and value systems may seem essential to be developed. This pillar can be nurtured in the classroom by encouraging students to learn about others’ cultures and traditions to make them aware of other people’s contexts. In addition, fostering values through games and collaborative work may improve this pillar.

Finally, Delors provides another pillar called “learning to be” whose aim is to develop a sense of self-fulfillment of the person’s behavioral, temperamental, emotional, and mental



well-being. The complexity of human forms of expression and their various commitments as an individual, member of a family community, citizen and producer, inventor of techniques, and creative dreamer (Delors, cited UNESCO, 2005). “Learning to be” may be interpreted as learning to be *human* through acquiring knowledge, skills, and values conducive to personality development in its intellectual, moral, cultural, and physical dimensions. This last pillar can be fostered through developing community and social skills. Moreover, it can be beneficial to make students create well-established judgments by understanding each other. This pillar can be fostered by asking students to make their commitments and responsibilities. As shown, UNESCO proposes the development of different abilities, skills, and attitudes; however, another institution aims to measure such English abilities: The Common European Framework of References.

### **2.2.2 Common European Framework of References**

CEFR began in 1991 with a specific goal. “The aim was to provide a means of developing language teaching in Europe by finding a way to compare the objectives and achievements standards of learners in different national (and local) contexts” (Morrow, 2008). The complete title of CEFR is “The Common European Framework of Reference for Languages - Learning, Teaching, and Assessment.” This Framework was created with the objective of standardizing the language attributes, its communicative objectives, and its usage of it in different communicative channels. As mentioned by Morrow (2008), it must be clear that this is not a set of suggestions, recommendations, or guidelines but a framework.

The three main competencies that CEF aims to explore are linguistic competence, sociocultural competence, and pragmatic competence. Linguistic competence is concerned

with knowledge of the language itself, its form, and its meaning. According to Hedge (2000, p.47), “Linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word function, grammatical structure, sentence structure, and linguistic semantics”. It is an essential part of communicative competence since it is impossible to conceive of a person being communicatively competent without being linguistically competent. According to Faerch, Haastrup, and Phillipson (1984 p. 168) “It is impossible to recognize the communicative competence of a person without being linguistically competent at the same time”. The development of this competence is so important since it provides direct benefits to our students when communicating. There are different ways of promoting this competence in students. Some of them include exposure to the language, the appropriateness of using grammar, and the proper use and management of vocabulary.

The second competence is called sociocultural competence. Chomsky, & Halle (1965) established the term communicative competence to represent language in the social context, the observance of sociolinguistic norms of appropriacy. This competency is about the knowledge and skills required to deal with the social dimension of language use. Sociocultural competence provides the capacity to see how cultures interact with each other. Moreover, people who have some degree of sociocultural competence have a wise and precise knowledge of their own culture and different cultures. According to CEFR (2005), sociocultural competence involves five elements: attitudes, knowledge, interpreting and relating, skills of discovery and interaction, critical cultural awareness, and political education. This may be the hardest competence to develop because of the lack of real context where foreign languages are spoken in Puebla.

Finally, pragmatic competence focuses on meaning that cannot be predicted by linguistic knowledge alone and considers our understanding of the physical and social world. Aronoff & Resnik (2003) maintain that the opening element for studies in pragmatics is the misalliance between what words “mean” which is converted in rules of the language, and what speakers “mean” by using them, which may be more successful. There is a close relationship between the knowledge of the language and how it is used in communicative acts since words can always communicate much more than what they mean. In addition, learners keep knowledge and maintain general reasoning capacities entirely separate. Practical competencies are concerned with the user/learner’s understanding of the principles according to which messages they try to communicate.

### **2.3 Chapter's summary and overview**

Chapter II has presented a summary of the literature review design to introduce the reader to the theory and postures of different authors in regards to Educational Model foundations in regards to its grounds, objectives, competencies to be developed, and its strict relation to the pedagogical model approach from where its theory is taken from. Chapter III: Methodology will introduce a description of the participants, data collection design, and how this information would be treated.

## **CHAPTER III: METHODOLOGY**

This chapter is concerned with the description of the methodological considerations taken into account for carrying out the present research. Chapter III also describes the most important characteristics of the context of the research and the participants in this study. The instrument to collect the data and the procedures for gathering and analyzing the data are also explained. Finally, the chapter conclusions are given.

### **3.1 Qualitative approach**

Different frameworks have been developed throughout the years to do research most properly. However, a broad distinction has been generally accepted as paradigms guiding research procedures. This is to say, quantitative analysis and qualitative research. Quantitative research started at the end of the 19<sup>th</sup> century, and qualitative research was developed in the late 1800s and early 1900s (Creswell, 2005). These two approaches have some differences. According to Creswell (2005), quantitative research involves collecting and analyzing numeric data through specific and narrow questions. On the other hand, qualitative research involves collecting and analyzing data subjectively through broad and general questions. For the selection of the approach to be taken in this research two considerations were taken into account:

- a) the feasibility of gathering the data
- b) the requirements for the data analysis

Qualitative techniques are especially appropriate for all the reasons mentioned above, perhaps because they are unique and appropriately guide participants' experiences. Recalling the general objective of this research, which consists of explaining if English teachers perceive the implementation of the “Tlamatini” Educational Model of the Universidad del Valle de Puebla as useful in their daily teaching practice. This work aimed to identify the advantages and disadvantages of the model, and theory related practice of the model. Also, this paper seeks to analyze if the practice in the classrooms is close to the theory of the Model and is close to teachers' practice. Finally, an understanding of teachers’ perspectives to express how helpful the “Tlamatini” Model is in their daily teaching practice. Considering the nature of the objectives of this research, the best way to gather data from the entire population of teachers would be using a qualitative technique.

Consequently, and due to the nature of the data to be collected, a qualitative approach was used to analyze the usefulness of the “Tlamatini” model taking into account the perspective of teachers who put it into practice in their daily teaching and teachers who created it. Unfortunately, the first group was not available due to time issues; therefore, this study took into account teachers who did not participate in the model’s development but applied it daily in their practice. The number of participants in this study is significant to the number of teachers participating in the English Language department.

Therefore, it was noted that the approach to be used would enable the researcher to accomplish the objectives more appropriately and to be qualitatively oriented. This is because this paradigm provides the necessary tools for achieving the research objectives. In this respect, Creswell (2005) states that a qualitative approach includes applying strategies such

as interviews through non-statistical data. As seen, an interview allows participants to express their thoughts and make a critique of the model's theory.

### **3.2 Case study method**

The reciprocal relation between the general/specific objectives for this research, the type of participants, location, and type of data to be collected declare a plan for a case study that would suggest further insights for the model theory and its application. According to Carazo & Martínez (2006), using case study methods in scientific research and inductive analysis is somehow unusual. It can also be perceived as imprecise due to its cross-sectional interpretation of the data collected, which is usually seen as unreliable due to mere variations of the participants' experiences. On the other hand, following the positive arguments of Yin (1989) cited in Carazo & Martínez (2006), who considers the case study method a valuable tool for research as it values and tracks records of people's behavior in the process of reasoning. Furthermore, Cresswell (2005) supports that verbal information obtained through questionnaire surveys may contain essential information to make valid inferences in social research sciences, areas of education, policies' development, and business management. The primary motivation is to demonstrate both the key characteristics and the value, benefit, and practical utility of the "Tlamatini" Educational Model of the UVP university. Therefore, the methodological case study strategy is the proper assertion to follow.

### **3.3 Technique**

Interviews have been used to collect information regarding attitudes, behaviors, or characteristics of a specific population (Creswell, 2005). One of the main reasons for using interviews is to collect data on observed behavior, feelings, or how people interpret the world around them (Cohen, Manion & Morrison, 2000). Consequently, interviews may allow the researcher (s) to conclude a specific population and the correlation between the two events. To this regard, Creswell (2005, p.154) argues that the main purpose of an interview is “to interchange views between two or more people on a topic of mutual interest, to see the centrality of human interaction for knowledge production, and to emphasize the social situatedness of research data.” As this paper had the aim to highlight English teachers’ perceptions of the educational model at UVP, it was paramount to choose the type of interview applied to the participants.

Semi-structured interview design was employed to gather data from the participants due to the interviewer’s flexibility to explore different opinions about a topic and add new information given by the interviewees. Merriam (2000, p 14) says, “This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic.” Furthermore, this type of interview allows the researcher to compare two or more educational groups (Creswell, 2005). Since one of the concerns of this paper was to compare English teachers’ perceptions, semi-structured interviews provide the possibility to accomplish the objectives of the study.

### **3.4 Instrument**

This study relied on the use of semi structured-interviews as the main instrument to collect the data. According to Creswell (2005), semi-structured interviews are used in qualitative data to gather information from the participants' opinions and perceptions. Merriam (2000 p.21) mentions that "this format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and new ideas on the topic at hand."

The interview design had twelve questions distributed into four parts. The first and second sections of the interview focused on some statements related to advantages and disadvantages that can be seen in the model's methodology and philosophy. Some of the questions included were: What's your opinion about the UVP educational model, "Tlamatini"? Which advantages and disadvantages can you see in the Educational Model? How is the model reflected between teacher-student, teachers-teachers, and teachers-administrators?

The third part of the questionnaire intended to know teachers' perceptions of the use of competencies, how applicable the theoretical assumptions are in teachers' daily practices, and their concerns in evaluation. In this part, the questions included were: What is your opinion about teaching through competencies? How do you think the evaluation suggested in the model allows us to assess the students' learning process? Is the model's theory close-related to your teaching practice? Are the objectives relevant to students' learning process?



In the last section, participants were allowed to give their own opinions about possible changes and suggestions to the model. The last part of the interview employs open-ended questions that let the participants respond to all the questions (Creswell, 2005). The questions included in the last part were: What changes would you suggest to the Educational model in terms of evaluation, methodology, objectives, teachers' and students' roles, and institutional philosophy?

In the end, the instrument used in this study consisted of twelve questions (see appendix I). Finally, it is important to mention that the two first questions aim to gather teachers' professional development and help them ease the possible stress. This first section is not included in the appendix because some teachers requested anonymity. Their main reason expressed was possible work reprisals or misunderstanding.

### **3.5 Participants**

As mentioned before, this paper seeks to explore English teachers' perception of the use of the UVP Educational Model in their teaching practice. For that reason, the participants of this study were selected, taking into account two main characteristics. In the first group, four English teachers participated in the model's development and have been working in the institution for more than three years. These participants were mainly selected because of 1) the experience in the context and 2) the model's management.

The second group was made up of teachers who did not participate in creating the model, but they have implemented it for more than three years. Teachers' experience was considered in this study because it provides a broader impression of the strategies, methods,

approaches, and teachers' and students' roles that may work in the classroom. To explain how experience in teaching is classified and organized, the explanation is clearly defined based on the work of Huberman (1989). To prove this, Huberman (1989) states that there are some stages that teachers overcome during a teacher's professional development. Furthermore, he argues that teachers face some consequences to accomplish their stability. Huberman (cited in Díaz-Maggioli, 2003) mentions that teachers go through five different stages before getting their professional strength. These stages are classified in Exploration and stabilization where novice teachers are placed, Commitment, Diversification and crisis, Serenity and distancing, and Conservatism or regret, and the cycle repeats. For that reason, during and after the stages of diversification and crisis, teachers are considered as experienced ones.

Exploratory and stabilization are the first stage, and it consists of confronting the knowledge acquired with reality. Moreover, it involves developing skills to face any situation in the class. This stage lasts from one to three years of experience. This means that during the first three years, teachers are learning the appropriate way and circumstances to teach and the suitable way to manage students. Different from the first phase, the second stage is "Commitment." This stage takes place from four to six years of experience, and it is essential since it is concerned with learning. In this second stage, teachers are committed to both teaching and learning. For that reason, teachers consider that the quality of education reflects the quality of learning.

After this stage, diversification, and crisis come in teachers' professional development. This period appears when teachers start querying their role as teachers.

Consequently, some teachers stop teaching or move into a different area at this stage. This period seems from seven to eighteen years of experience. Finally, after nineteen to thirty years of experience, teachers get into the Serenity or distancing. This phase has two different paths for teachers. In the first one, teachers are engaged with their professional choices and continue working with more energy.

On the contrary, teachers might decrease their commitments and start distancing themselves. For these last kinds of teachers, an incentive is often required to give meaning and worth to what they do. The last stage comes out in years thirty-one and beyond. This phase is characterized by having two postures before retirement. The first one is described as a comfortable way of teaching that is not precisely effective for learning.

However, in the second one, the teacher feels regret toward retirement. Also, these teachers seem to have a sense of pleasure in teaching and being motivators within the educational community (Huberman, 2003). For Huberman, teachers from one to three years of experience are in the exploration and stabilization phase. For this reason, in this category, novice teachers were selected. On the other hand, experienced teachers were placed during and after the diversification and crisis phase, which involves seven to eighteen years of experience.

Taking into account this information, experienced and novice teachers were selected because their experience may be significant when applying specific theories of the model. This is because of their understanding of theory, but at the same time, teachers' practice. At these points, teachers may distinguish whether a theoretical issue may work or not in their teaching practice. Therefore, considering these ranks, both novice and experienced teachers

were asked to participate in the design for the data collection. The participants of this study included six teachers with the following characteristics.

Participant 1 has a BA in languages and an MA in Applied linguistics. She had nine years of experience and had participated in different educational levels. She also had experience in creating and evaluating programs. At UVP, she had worked for more than three years, and she had taught in different subjects such as phonetics and phonology and thesis seminars.

Participant 2 had a BA in foreign languages, and he was currently studying for a MA in Europe. He had taught for six years in different universities. He recently worked at Universidad del Valle de Puebla for three years and a half.

Participant 3 had a BA in languages, and he was studying for an MA in English as a Foreign Language. He had three years of experience, and he had worked at Universidad del Valle de Puebla for two years.

Participant 4 had a BA in languages and an MA in Leadership, and he was also studying for an online Ph.D. in Direction. He had seven years of experience and had held different administrative positions. In addition, he participated in the creation of the educational model TLAMATINI.

Participant 5 had a BA in translation and had three years of experience. He held an administrative position and participated in the language program's development.

Finally, participant 6 had a BA in languages and an MA in Learning processes. She created different programs and actively participated in the educational model TLAMATINI. She had worked at the university for five years, and she had taught for more than twenty years.

### **3.6 Data gathering**

It is crucial to mention how the researcher selected the participants, applying probabilistic sampling. This research consists of selecting individuals representing a specific population (Creswell, 2005). Based on the previous information, the selection of the population was focused on four novice teachers and four experienced teachers. Once the methodology was selected, the data was collected through different stages.

Before applying the interview to the main participants, the questionnaire was piloted to construct validity and reliability. For that reason, two novice teachers and two experienced teachers were selected to pilot the interview. The importance of piloting the instrument emerges from proving the clarity of each question or statement in the interview. Therefore, the interview was applied to two different teachers, and three important things were reviewed during the process. The first thing was concerned with questions' clarity, the second was focused on the teacher's comfort in answering the questions, and the last one helped to detect the questions' efficacy to obtain the needed data. Creswell (2005) claims that a pilot test distributes an instrument to a population out of the leading research to get feedback. This step was paramount in this work because it allowed changes to make the instrument more valid and reliable.

Once the instrument was piloted, the questions underwent some changes in terms of validity and reliability. The significance of making the questionnaire reliable emerges since “reliability means that scores from an instrument are stable and consistent” (Creswell, 2005 p.162). Moreover, Cohen, Manion & Morrison (2000) claim that an instrument is understandable, meaningful, and allows to draw out conclusions through validity. For that reason, the second step of this research was to make some changes in the first interview. By making the pilot, the instrument showed some deficiencies in teachers’ comfort.

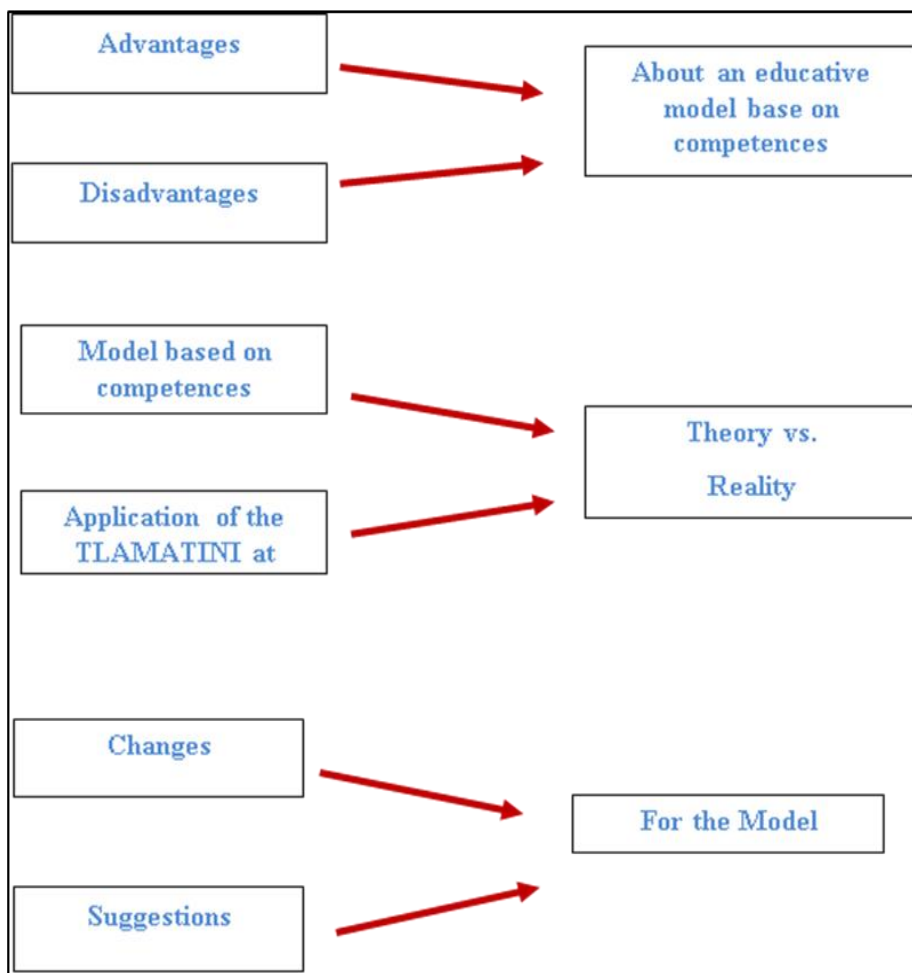
Some of them doubt the answer because the question went straight to the point: For example, the initial question included an item such as “Do you think the model is efficient? It was changed by Is the model’s theory close-relates with your teaching practice? A similar statement was “IS the evaluation good enough to measure competencies? By asking How do you think the evaluation suggested in the model would allow measuring students’ learning process? The second and last change it suffered was related to the apparition of some information in the transcript. For these reasons, personal information was delayed. The third and last step when collecting the data consisted of getting the interview answered by the participants. In this way, the data was able to be analyzed.

### **3.7 Data analysis**

The analysis of the data was done by coding data which is used in order to classify the information into codes. These codes included advantages and disadvantages of TLAMATINI, practical and non-close related items of TLAMATINI, and teachers’ suggestions for the successful implementation of the model. This may be helpful for avoiding overlap and redundancy (Creswell, 2005). This method is useful to summarize tendencies in

terms of varieties and comparison among the data results. In other words, the data analysis helps to highlight teachers' opinions and perceptions of the information found in the data. This methodology was chosen because it allows setting up the most important opinions and suggestions. The moment of reflecting on the analysis in chapter four, the categories help to show teachers' comments (see chart 3.1).

*Chart 3.1: Data categories and codes*



### **3.8 Chapter conclusions**

This chapter provided the most important aspects taken into account to collect and analyze the data. Moreover, a clear description of the instrument used was presented, and an accurate description of the participants in this research. In the next part of this paper, the data results are given, and the research questions are provided.



## **CHAPTER IV: FINDINGS**

This chapter provides the results obtained from the data gathered and the analysis of the information given in the interviews. The information in this chapter is divided into five different sections. The first part of this work shows teachers' opinions of the advantages and disadvantages of the "Tlamatini" Educational Model. The second part highlights teachers' perceptions of the practicability of incorporating the model's theory into their teaching practice. The third part of this work gives a complete description of teachers' suggestions to improve the model. The fourth section of this chapter provides the general teachers' perception of the Educational Model. Finally, the chapter conclusions are given.

### **4.1 Advantages and disadvantages found in the "Tlamatini" Educational Model**

This section is intended to discuss the advantages and disadvantages of teachers in terms of the institution's philosophy, methodology, objectives, teachers' roles, and evaluation. In the next part of this paper, the results obtained from the data are explained in three parts.

The first one concerns the institution's philosophy and methodology, while the second part describes the importance of the objectives established by the model and teachers' roles. Finally, the last part of this section provides a clear description of the teachers' opinions about the evaluation the "Tlamatini" prescribes for students.

**Table 4.1: Teachers’ opinions about the institution philosophy and methodology used in “Tlamatini”.**

<b>TRANSLATIONS PHILOSOPHY</b>	
<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<p><b>P1</b> It has the <b>sufficient theoretical foundations</b> that fulfills the mission and vision requirements.</p> <p><b>P2</b> In the case of UVP, it seems as if the philosophy, or better said the institution’s consideration for the teaching staff members, <b>strengthens the relationships among the teachers.</b></p> <p><b>P4</b> I think it is a good idea to include <b>values and provide them (students) with problem-solving strategies</b> for everyday life work activities.</p>	<p><b>P1</b> I’d like to say that the educational model seems to be a sequence of “assumptions” under which the university should function by. However, there isn’t a real understanding of <b>how to put these principles into practice</b>, since it has only had the role of serving as a certifying procedure.</p> <p><b>P2</b> there is a teaching- learning <b>relationship between the teacher and the student which, in my opinion, has nothing to do with the philosophy</b> of the institution. Many times, the administrative staff is not responsible for the bad relations that can exist, but the fact that the <b>institution imposes rules and these can seem unfair</b>, is enough for teachers to consider the administrative staff as a representative figure of the institution.</p> <p><b>P3</b> Well, I don’t really see the “<b>humanizing-constructivist” relation</b> between the everyday classroom activities. I mean, from the humanist point of view you would need to take the needs, differences and each of the student’s talents into account for students to learn what they want to learn and at their own pace; this does not happen. Now, if we talk about constructivism, I’ve seen many people (students and teachers) that consider constructivism to be only a matter of “teamwork”.</p> <p><b>P4</b> I feel like it’s a little difficult to carry out. Many times, students and school staff don’t have the best attitude, and <b>some of the institutional policies seem to me as contradictory with what is established in the educational model.</b> I think that only some of the teaching-learning strategies and competencies can be put into practice and developed, but in a limited manner.</p>

<b>M E T H O D O L O G Y</b>	
<p><b>P2</b> The same advantages that are inherent to any educational model since the theory provides a philosophy and <b>serves as a guide to the teaching purposes of an institution.</b> I also think that the framework of <b>teaching competencies comes from a kind idea.</b></p> <p><b>P3</b> It shows that <b>the teaching-learning process intends to help students become capable professionals.</b></p> <p><b>P4</b> it seeks to form professionals aware of the issues that trouble society and that will be responsible enough to get involve in solving these issues. In addition, the document meant to describe the educational model, <b>has plentiful theory that is very important for teachers.</b></p>	<p><b>P1</b> this constructivist model <b>reduces the teacher to a “facilitator”</b> and still, in reality, places on their shoulders the responsibilities for the educative process, without mentioning the academic and administrative responsibilities.</p> <p><b>P2</b> but what I have been able to observe is that there are <b>only few people who fully understand what it is about and know how to apply it</b> conveniently.</p> <p><b>P4</b> that the <b>main disadvantages are found in practice</b>, because the theory is good, but sometimes it’s this practice that becomes complicated, because some of the institutional rules aren’t consistent with the educational model.</p> <p><b>P5</b> regarding to what the institution seeks to achieve with the competency-based teaching model, I think it is far from attaining this goal because <b>students are required to carry out tasks that don’t really make the best of their potential and at the same time encourage copying other works that have also been copied.</b></p>

Table 4.1 shows some teachers’ perceptions of the philosophy and methodology followed in the institution. Some of the advantages offered in the philosophy include sufficient theoretical foundations, good relations among teachers, values, and strategies for problem-solving. Participant number 1 mentioned that the model provides enough theoretical considerations closely related to the new trends. Participant number 2 said that the institutional philosophy strengthens relations among teachers. Finally, participant number 4 considered that the values and strategies for solving problems are well described by the philosophy and help to ensure the success of the model’s philosophy.

On the other hand, some of the disadvantages of the model's philosophy include a lack of guidance on how to put the model's principles into practice, misconceptions about teacher-student relations, and a lack of coherence between daily teaching activities and institutional philosophy. Participant 1 mentioned that most teachers do not know how to perform the institutional principles in their teaching practice. Participant 2 stated that no correlation can be seen between the philosophy established by the institution and the way teachers can treat students in real life. Participant 3 supported this idea, adding that teachers cannot follow a humanistic-constructivist approach in their teaching practice and with students because of the institution's rules. Finally, participant 4 found a discrepancy between its policies and its own established principles.

On the other hand, considering teachers' perception of the methodology established in TLAMATINI, the following advantages are shown: Participants 2 and 4 said that there is a theory that helps as guidance in teaching practices. Participant 3 stated that all the methodological considerations help students to become better professionals. Finally, participant 5 mentioned that the methodology fosters copying and pasting students instead of developing their work.

#### **4.2 Objectives and roles established in TLAMATINI**

In the second part of the interview, it was necessary to know if the teachers are conscious of their role based on the educational model and if they understood the objectives proposed by the model. In fact, this section did not only demand participants to describe how they felt in regard to the model's theory but to express how they were treated by other colleagues and authorities in their work environment. As seen in the following chart teachers

were treated respectfully but with a lack of communication among the rest of the personnel. The lack of communication led to a feeling of misappreciation and unfairness from their superiors since they considered themselves a valuable member of the institution. The responses are shown in the following chart.

**Table 4.2: Teachers’ perceptions of the objectives and roles established in TLAMATINI.**

<b>TRANSLATIONS</b>	
<b>PERCEPTIONS OF THE TEACHERS’ ROLE</b>	
<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<p><b>P4</b> I think <b>the roles are only carried out throughout respect</b>, because there isn’t much communication amongst teachers</p>	<p><b>P1</b> Definitely, the humanist philosophy part of the educational model “Tlamatini” is not portrayed in teachers or by the administrative staff. <b>A constant feeling of mistrust and disrespect prevails.</b> It seems to me that there is a lack of understanding towards the educational model and its principals, <b>as well as to not having appreciation towards teachers work.</b></p> <p><b>P2</b> Many times, the administrative staff is not responsible for the bad relations that can exist, but the fact that the <b>institution imposes rules and these can seem unfair, is enough for teachers to consider the administrative staff as an important figure of the unfair institution.</b></p> <p><b>P5</b> <b>There are never any areas for discussion, nurturing or comparing different strategies</b> related to the educational model. Not all of us have the ability to talk about the teaching practice with the administrative staff due to lack of time, closeness or even empathy.</p>

TRANSLATIONS	
PERCEPTIONS OF THE OBJECTIVES	
ADVANTAGES	DISADVANTAGES
<p><b>P1</b> I feel that the <b>objectives proposed by the educational model are interesting and relevant and that can indeed contribute greatly to students learning</b>, especially because it's a model based on teaching competencies. This allows you to keep in mind what is wanted to be achieved as well as what the results of the learning process will be.</p> <p><b>P4</b> I suppose that thanks to the objectives proposed by the educational model, <b>students become more conscious and committed with society</b>. They are able to develop their understandings and at the same time they develop principles.</p>	<p><b>P1</b> Unfortunately, <b>the institution</b> (administrative staff) has an obsessive interest in registering every step involved in this process, without <b>verifying that the results are achieving the objectives proposed</b>.</p>

Table 4.2 shows some teachers' perceptions of the objectives and teachers' roles established in the educational model. The main advantage found was interesting and relevant objectives. Participant 1 indicated that the model's objectives help contribute to students' learning process. Moreover, participant 4 said it is possible to form students who are more conscious of and committed to so through the objectives. Under the information about purposes, just one disadvantage was: the institution's objectives. As a matter of fact, participant 1 remarked that the administrative staff is just worried about asking for formats rather than verifying the achievement of the institution's goals. The second part of the chart shows the advantage of the teachers' role proposed in TLAMATINI. Participant 4 mentioned that the teachers' role suggested in the model can be seen through an essential value called respect.

On the other hand, some disadvantages include mistrust, disrespect, lack of teacher appreciation, and unfair teachers' roles. For instance, participant 1 said that there is a constant feeling of mistrust and disrespect as well as a lack of appreciation of teachers' work. Additionally, participant 2 stated that there is a lack of appreciation of the teachers' work. Lastly, participant 3 commented that there is a lack of areas where teachers can discuss, nurture and share strategies that help them to improve in their teaching practices.

### **4.3 Evaluation**

Question number 12 of the instrument considered the participants' perceptions in regards to the evaluative aspect. Therefore, the question designed to get this information demanded participants to justify whether or not the evaluation criteria, values, and evaluation procedures helped teachers to verify students' skills academically and occupationally. It was important to find out if the methods of evaluation suggested by the "Tlamatini" were optimally put into practice for the teachers. The responses of participants are shown in table 4.3, subsequently, a discussion of them is given.

**Table 4.3: Teachers' opinions about the evaluation followed and established in TLAMATINI**

<b>EVALUATION</b>	
<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<p><b>P4</b> I think so, because <b>evaluating through projects based on real life situations, help students get involved</b> with the use of different tools that are much <b>related to the competences</b>.</p>	<p><b>P1</b> No, because, once again, the <b>educational model requires an environment that counts with the adequate infrastructure</b>. If it were to be this way, then it would be possible to assess student's competence development, their real knowledge of how to act in everyday life situations. However, <b>the university's economical limitations do not allow that</b>.</p> <p><b>P2</b> I think that evaluations within institutions environments are always affected by other factors and it is not a real portrayal of students' learning process. With the purpose of making evaluations more pleasant and comprehensible for students, <b>the institutions often impede teachers to use their own criteria</b>.</p> <p><b>P5</b> the only disadvantage I see, is that <b>there isn't a self-assessment part in the educational model</b>. This self-assessment doesn't only include those who design it, but also those who put it into practice as well as whoever this practice falls upon.</p>

Table 4.3 shows some teachers' perceptions of the institution evaluation's advantages and disadvantages. As an advantage, participant 4 mentioned that it is useful to evaluate through projects about real life because it helps students to develop some competencies. On the other hand, some of the disadvantages found in this section include problems of infrastructure in the university, lack of teachers' criteria, and the need for self-assessment. As a matter of fact, participant 1 stated that the educational model held in the university needs



a lot of appropriate infrastructures; however, the university's economical limitations impede appropriate evaluation. Similarly, participant 2 mentioned that there is a limitation on teachers' freedom to select proper evaluation depending on students' needs, problems and improvements. Finally, participant 5 questioned the fact of not including an evaluation of the university's proposed model to see the progress and the areas of opportunity.

#### 4.4 Model practicability

In this section, the practical issues faced in the classroom are analyzed. In addition, this section accurately describes some of the differences between theory and practice seen by the teachers themselves. See table 4.4.

**Table 4.4: Teachers' perceptions of the practicability of the model's theory in their teaching practice.**

P H I L O S O P H Y	
PRACTICAL ISSUES	NON-CLOSE RELATED ISSUES
<p><b>P1</b> the only real application would be the one <b>regarding the general competencies</b>, those related to the <b>use of new technology</b>, learning a foreign language or the development of abilities for carrying out investigations.</p>	<p><b>P3</b> In my experience, I've noticed that in speech, in documents, in everyday life, the concept has been "diluted". Even if we state to do so, in practice, <b>it is far from being consistent with the learning- teaching process based on constructivism.</b></p> <p><b>P3</b> Well, it is neither, humanist nor constructivist. <b>Better said, it's a very administrative</b> and distant relation that you can have with them.</p> <p><b>P4</b> that the main disadvantages are found in practice, because the theory is good, but sometimes it's this practice that becomes complicated, because some of <b>the institutional rules that aren't consistent with the educational model.</b> In addition, the institution does not always treat you in a humanist manner and sometimes can be disrespectful.</p>

<b>M E T H O D O L O G Y</b>	
<p><b>P4</b> I think that only some of the <b>teaching-learning strategies</b> and competencies can be put into practice and developed, but in a limited manner.</p>	<p><b>P1</b> this environment doesn't allow there to be the constructivist educational interaction that the university seeks, <b>it's not possible then, for the teacher to only be a "guide" and for students to have the most active role.</b></p> <p><b>P3</b> I can't let them be as free as to learn whatever they want, nor can <b>I work as much as I would like with constructivist strategies because there is a book standing in the way that must be used in order to justify its purchase.</b></p> <p><b>P5</b> I dare to say that the majority of the teachers have never put it into practice 100% because <b>we haven't been evenly and comprehensively instructed.</b></p>

<b>O B J E C T I V E S</b>	
<p><b>P3</b> well putting aside good intention..., I would really like to know how is it that the university <b>checks up on how the goals proposed by the educational model are being met</b></p>	<p><b>P3</b> well putting aside good intention..., I would really like to know how is it that the university <b>checks up on how the goals proposed by the educational model are being met</b></p>

<b>T E A C H E R S' R O L E</b>	
<p><b>P1</b> I think that <b>teacher colleague relations are beneficial and productive for the teaching practice</b>, but once again, this can be affected by the working and economic conditions</p>	<p><b>P1</b> I think that <b>teacher colleague relations are beneficial and productive for the teaching practice</b>, but once again, this can be affected by the working and economic conditions</p> <p><b>P4</b> it is reflected in the <b>respect and also with the</b></p>

<p><b>P4</b> it is reflected in the <b>respect and also with the collaboration and idea contribution that goes on in meetings meant for developing better learning strategies.</b></p>	<p><b>collaboration and idea contribution that goes on in meetings meant for developing better learning strategies.</b></p>
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<b>E V A L U A T I O N</b>	
	<p><b>P1</b> students and teachers are <b>under pressure because of the dilemma between making students comply with all of their obligations or giving them opportunities to correct their mistakes and their misbehavior</b></p> <p><b>P3</b> No, it's still a matter of numbers.</p>

Table 4.4 shows some teachers' perceptions of the practical and impractical issues in the model and their teaching practice. Some of the practical issues mentioned, for example, participant number 1 agreed with including general competencies in daily teaching practice and using technology that helps students learn. This participant also noted that the teachers' relations are also good in his educational practice, allowing communication among teachers. In the same way, participant 4 said that meetings established by the institution are efficient since they allow teachers some teaching-learning strategies.

On the other hand, some of the elements considered impractical are also mentioned. As a matter of fact, participant number 1 noted that the model asked teachers to be reduced to just guides, and students were asked to be completely active. This participant said that these roles are just not possible because of the type of education implemented in the university. Moreover, participant 1 also stated that the institution makes teachers work under pressure and presses students rather than giving them the opportunity to reflect on their own learning process. For this reason, following the institutional philosophy and methodology are unrelated to the theory suggested in the model. Participant 3 stated that the practical things done in class are far from being constructivist.

Moreover, this participant said that it is not possible to work with constructivist strategies when there is a book to respect and use. Furthermore, this participant also mentions that the evaluation does not correspond with what the model requires because the evaluation in practice is just a matter of numbers. Finally, participant 4 said that the institution's rules are not related to the standards established by the model because the policies do not allow the staff to be treated in a humanistic way.

#### **4.5 Changes and suggestions**

This section in the instrument is intended to know the suggestions and changes teachers can make to improve the educational model. Question 11 asked teachers to give their suggestions on what possible changes could have been done to the Tlamatini Model. It is important to mention that none of them were invited to the creation process of the model but were conscious of the theory of the model. The examination of the model by the teachers who work with it can contribute to further amendments/improvements in various sections of the model. Taking into account suggestions from members who apply the theory of the model could be very beneficial not only for the model but also to the teachers' working environment.

This section is divided into three parts, the first part shows the teachers' suggestions to improve the educational model in terms of philosophy, methodology, and evaluation. The second part describes possible changes in the teachers' and students' roles while the third part reflects the suggestion made by teachers regarding the administrative process to implement a coherent and practical model.

**Table 4.5: Teachers' suggestions in order to improve the model**

<b>CHANGES AND SUGGESTIONS</b>	
<b>P1</b>	I think the educational model should include a status check, per say, about the real educational situation of the institution and <b>then we can start from that diagnostic and not the other way around as is they are doing now</b> . The educational model is reduced to adapting and improvising procedures ad-hoc so they can fit in with the syllabus and the results.
<b>P2</b>	It seems to me, that the educational model is very theoretical and <b>there is a strong need to work with teachers regarding the implications of working under a certain educational model, in order for this to be carried out in classes</b> .
<b>P3</b>	<p>I consider that, first of all, <b>the institution would need to have full understanding of the concept, so the idea can be spread to its employees, board of directors and especially to the teachers</b>. But this dissemination shouldn't be only informative, <b>it should be accompanied by practice, observation and a systematic evaluation</b> in order for it to cover all institutional levels making an emphasis on the academic agents.</p> <p>I think that in order for the application of both approaches to be real, the <b>university</b>, (in addition to struggling with SEP, train and qualify teachers with strategies that make the teaching-learning process easier) <b>would have to customize its infrastructure so the kind of teaching proposed by the educational model can be made possible</b>.</p> <p>First, <b>a diagnostic evaluation, with real data on the functionality, consistency, practical, realistic</b>, it's to say, knowledge on if the results obtained have been <b>useful to society's needs</b>. Then, a reassessment of supportive theory, socialization and improvement of the educational model, capable of being permeated to all of the institution's levels... although, after all, it would be regulated by SEP.</p>
<b>P4</b>	It should <b>coincide with the institution's policies, so there isn't discrepancy between what is established and the reality</b> .
<b>P5</b>	Self-assessment and the actual teaching by the academic staff. Mmm, I don't know. The fact of having <b>a stronger relationship between the action taken and the outcomes expected. A set of workshops that aren't focused on theory but more on practice</b> . That are paid for, that encourage the desired quality in education. that teachers are trained. That the <b>institution puts aside any possible reprisals</b> and that it sets out to achieve a humanistic educational model.

Table 4.5 shows some teachers' suggestions in order to improve the educational model TLAMATINI. Their recommendations are as follows. Participant 1 suggested providing an education that starts by making a real diagnosis of students' needs. This participant suggested basing the planning on the needs analysis rather than considering

students' social reality. Participant 2 mentioned that it would be necessary to train teachers to accurately perform the institutional model under its standards. Participant 3 made three suggestions. In the first one, the participant mentioned that the institution should have a full understanding of the concepts so that it would be able to spread the idea to its directors and teachers. The second recommendation consisted of saying that the university should customize its infrastructure so that the kind of education they suggest in the model can be possible in the real context. Finally, this participant mentioned the importance of starting a diagnostic evaluation in all the teaching, evaluation, and planning processes. Participant number 4 made suggestions to bring the model and the institution's policies into an agreement with each other. Similarly, participant 5 stated that the institution might make a stronger relationship between actions and outcomes expected from teachers and students. Moreover, this participant suggested that the institution should not reprimand teachers.

#### **4.4 Chapter conclusions**

The following conclusions are drawn from the first by analyzing the data part through analyzing the data part. First, it showed some advantages and disadvantages of the educational model held in the UVP. Then, in the second part of this chapter, these are the conclusions obtained: it can be observed that participants find some aspects of the educational model to be practical, but some others were unrelated, impractical, or not implemented in practice. Finally, in the third section of this work, the results show some valuable suggestions from teachers' points of view.

## **CHAPTER V: CONCLUSION**

This chapter discusses the significance of this research as well as the main conclusions obtained from the responses of the participants interviewed. Based on the data collected and data analysis the results of the research questions established for this research will be presented. The chapter is divided according to the research questions set for this investigation, as well as the limitations found in the process of accomplishing them. Finally, it presents a general section of the conclusions and a section for further suggestions to conduct wider research on some other possible elements to better understand the nature of the subject.

### **5.1 Research questions findings and their significance**

The results do not only present the advantages and disadvantages of the educational model held by the university but primarily how language teachers perceive the usefulness of the implementation of the “Tlamatini” Educational Model of the Universidad del Valle de Puebla in their daily teaching practice. In order to provide a reasonable and coherent explanation of the results obtained, this section presents the final conclusions of the central and sub-questions aligned with the premise that language teachers perceive that the “Tlamatini” Educational Model is not really closely applied to their teaching practices in the university.

### **5.1.1 Central Research question.**

*How do language teachers perceive the usefulness of the implementation of the “Tlamatini” Educational Model of the Universidad del Valle de Puebla in their daily teaching practice?*

This is the principal aim of this research; therefore, teachers were able to provide an argumentative justification and vital elements which concern the efficacy of the model's theory they had to put into practice. To begin with, most of the participants agreed that the “Tlamatini” education model has a great inconsistency between some very important elements which are most of the time imposed by the SEP, therefore this educational model does not have a true relationship with all the descriptors in it, the objectives of today's education, teachers' involvement and teaching/learning objectives. Also, the educational model is found to be very theoretical which results in a big contradiction since teachers are shown with this philosophy which is not sustained with practical practices.

In addition to the previous ideas of the model's usefulness, it was also pointed out that the model inputs and outcomes in the practice are more administrative parameters and requirements demanded by the consultants and certifiers with which the university works. Furthermore, the professional formation of graduates is developed with a lack of competition socially, occupationally, and personally. The lack of functionality of the model and the constructivist/humanistic approach is not considering the needs, differences, and particular talents of each student/teacher who interacts all together at their own pace. According to García García et al (n.d) in their publication “*Evaluación del Currículo en la Universidad del Valle de Puebla*” the curriculum has to be evaluated under the perspective and objectives



of improvement to encourage optimal functionality in all its educational actors. The theory does not guarantee the practice nor does it justify the work of teachers who are informed about a model which is not demonstrated with practices in daily teaching/learning.

### **5.1.2 Supporting research questions**

This section shows the concluding judgments reached and obtained from the three sequential questions established to discover the usefulness of the educational model in different aspects. Therefore, three subsections within the discussion section are discussed.

#### **5.1.2.1 What are some advantages of the” Tlamatini” Educational Model?**

To measure or evaluate the functionality of programs, models, practices or any educational praxis; it is indispensable to consider in detail the perspectives of all the participants. According to Klieme & Vieluf (2009) “to gain an understanding of the prevalence of certain beliefs and practices, it is therefore important to examine how they relate to the characteristics of teachers and classrooms.

In the responses of the participants, it was recognized that the “Tlamatini” model had sufficient theoretical bases and that it met the requirements of the university's mission and vision. In the same line, they also pointed out that its theory provides a common philosophy and orientation of the teaching perspectives of the same institution. Also, participants stated that the objectives of the model had a good intention because the learning-teaching process is student-oriented as its intention is to develop competent professionals. At last, and in line with the previous advantage, the model also seeks to train professionals who are aware of the

problems that afflict society; therefore, the products obtained from the teaching process reflect current skills of problem-solving which are very connected to today's skills.

#### **5.1.2.2 What are some disadvantages of the "Tlamatini" Educational Model?**

On the other hand, some disadvantages were identified mostly not with the theory of the model but with the lack of guidance on the principles of practicability and usability as participants considered that theoretically is well-founded. Another deficiency that was connected with the lack of practicality would be that teachers were instructed theoretically and the translation of this theory was not connected to how teachers could apply it in their teaching, evaluation, and day-to-day university life. It is inferred that the model assumed the functions and results obtained as "evaluating activities", but there is no understanding of how to ground these principles in reality. The absence of coherence in teaching practice, unaccomplished objectives, and lack of institutional infrastructure to achieve evaluation.

Another, important misconception for teachers is the comprehension of the humanistic-constructivist approach between all the actors in the education system. As a result, the application is done according to the previous experiences or personal criteria of the teacher. Likewise, participants felt that institutional rules obstruct some of the descriptors in the institutional model and the correlation with their practice. Finally, participants claimed that the model was never self-assessed in practice. Therefore it has not provided informed outputs from the ones who designed it but also from the ones who used it.

### **5.1.2.3 How is the practice in the classrooms close to the theory of the “Tlamatini” Model based on teachers’ perceptions?**

This last question required teachers to come up with an evaluation of the “Tlamatini” Model theory in the classroom. Klieme & Vieluf (2009) in their book “Teaching practices, teachers’ beliefs and attitudes” state that” From *the perspective of education policy, however, it is even more relevant to look at the impact on teachers’ beliefs, practices and attitudes of professional background factors such as type of training, certification, and professional development, subject taught, employment status (part-time versus full-time) and length of tenure*”. As seen, the value of the teachers’ thoughts in the decisions of the school concern not only national certifications, administrative departments, or models but a correlation of all of them in all stages of the school.

In this question, teachers expressed that there was a great inconsistency between the precepts of the educational model, the administrative parameters, and the requirements demanded by the consultants and certifiers with which the university worked. Besides that, the educational model did not impact or influence much how teachers conduct their classes or practice. Instead, they noticed changes in terms of documentation and paperwork required by the coordinators than the influence of the model and their role as teachers. The model by itself did not guarantee its execution and authorities are not understanding this vital aspect. Finally, the educational model is very theoretical and it would be necessary to work much more in-depth with the teachers on the implications of a particular educational model so that it is reflected in the classes.

Finally, the teachers found that from the humanistic point of view, the classes did not consider the needs, differences, and particular talents of each student, and these elements had to be considered in a more effective way to allow students to learn more adequate knowledge in which the teacher had the role as a guide and learning provider. Thus, it was a difficult task to guide the students with the right criteria if there wasn't concordance on the theory, practice, and expectations of directors, students, and teachers

#### **5.1.2.4 How do Teachers perceive the usefulness of the “Tlamatini” Model in their daily teaching practice?**

This section provides an explanation of the relationship between the Model and the teacher's practice. Here it is important to mention that this question tried to get how teachers assimilate the model into their practice and most of us if the model makes an impact in their lives. From the narrative of teachers, it was inferred that teachers do not find very applicable the values of the model to their reality. Also, they expressed that only some teaching-learning strategies could be applied but in a restricted way. The main restrictions they detected were related to the misunderstanding of students about the “constructivist” approach since in certain occasions they felt they had the right to decide whether or not to learn something which left the teachers on the side with a sense of being ignored. Thus, English teachers recognized that there was no correlation in the language department regulation to force students to buy a book that in certain ways they did not see connected with the philosophy of the model, student's expectations of the products, and teachers' awareness of it as they sometimes did not get the chance to select or suggest it. Finally, they once again recognized

the use of technologies and developmental skills as some of the positive aspects they felt the model influenced their teaching practice.

## **5.2 Educational model's Theory evaluation**

To complement this information, the second finding shows the practicability of the theory immersed in “Tlamatini” with teachers’ actual teaching practice. Findings indicate that there is good and applicable use of competencies and technology, while teachers’ relationships are strong, and collaborative work is partially implemented. On the other hand, there were some impractical aspects, such as a lack of constructivist and humanistic approach toward teachers and students, lack of coherence in the institution’s policies, lack of freedom on teachers’ guidelines, lack of coherence in materials used to teach, work pressure, and reprisals against teachers. This finding is significant because it demonstrates the most practical and impractical aspects of the model.

## **5.3 Suggestions to the Educational model's Theory.**

The third important result shows the participants’ suggestions which can be applied to the model in order to make it more reliable and valid. The suggestions made by the participants during the study can be summarized as follows: make a needs analysis before planning, train teachers on practice rather than theory, introduce the philosophy to administrators so that they can apply it, invest in adequate infrastructure, make the model coincide with the institution’s policies, and invest in teachers’ training and professional development. This finding demonstrates that teachers’ suggestions can be useful and applicable in terms of improving the model.

## 5.4 Conclusions

The central research question of this research consisted of exploring English teachers' perceptions of the implementation of the educational model in their teaching practice. There are also three specific research questions set to support the central question. The first one was to investigate the advantages and disadvantages of the model. Some advantages were clearly highlighted and described in the study. Moreover, they help to visualize some areas which need improvements and some areas which are working clearly and efficiently. The second research question was concerned with the practicability of the model's theory. In this regard, the data showed that the theory was applicable in terms of teachers' roles, strategies used, and methodology. However, teachers found that the philosophy, objectives, administrative roles, and evaluation are impractical and misused. The third research question was to find out teachers' suggestions for the model. Teachers provided useful suggestions which can be applied to the philosophy, methodology, objectives, teachers' roles, institution's policies, and evaluation.

The following premises were addressed in this research. The first one claimed that teachers may identify some advantages of the Educational Model. On the other hand, as a disadvantage, teachers may find discrepancies between the theory and the practice. Teachers may find that the approach, methodology, techniques, strategies, and activities suggested by the Educational Model are not closely applied to their teaching practices. Taking the premise into account, the data showed that teachers found some advantages of the model and some disadvantages which clearly highlighted the strong elements, and weak aspects requiring work. Moreover, in terms of approach, methodology, techniques, strategies, and activities,

the data showed that teachers agree with the implementation and use of strategies and activities. However, the approach and methodology of the model reflect, in the teachers' opinions, some discrepancies. The second premise of this research predicted that teachers may probably suggest some changes in teachers' development process, research, ethics, values, and administrative processes. Just three of these aspects were clearly mentioned. These three elements concern teachers' development, the administrative process, and values. However, research and ethics were not mentioned or suggested.

### **5.5 Limitations of the study**

There were some limitations in this study concerning the variables that should be controlled. The first variable was in terms of the depth of the sample size. This was because the small population taken for this research cannot represent the whole university. So, their opinion of them may differ. For that reason, I decided to apply for interviews taking into account a specific amount of the population. The second limitation was in terms of the results which cannot be generalized for the same reasons in all universities. Based on this, it may be possible to see each institution's characteristics so that this research can be carried out in different circumstances. The last but not least limitation presented was in terms of participants' feelings and emotions. Even though the questions were really objective, some comments may be carried out with different emotions which can affect the objectiveness of this research. One of the possible recommendations will be to carry out the interviews with an external participant to see the difference in the results obtained.

Even though this study found out teachers' opinions towards the Educational Model, other research can be conducted to explore teaching practices by using observations and

rubrics. Some elements can be implemented to see teachers' actual practices in the classroom and the correlation between interviews and actual theory involved in the Educational Model. Finally, similar research can be carried out by considering university administrators' and coordinators' perspectives on the Educational Model.

To sum up, through this research it was possible to see teachers' perceptions, and the data collected show interesting findings. Moreover, this research really provided recommendations that may help to improve the Educational Model. In the same line of Investigation, we can affirm what García, Vargas, & Jiménez (n.d) affirm in their study "Evaluación del Currículo en la Universidad del Valle de Puebla" that "The evaluation of the Curriculum at the Universidad del Valle de Puebla, has allowed the realization and adjustments in the different elements that it evaluates in order to be able to reach a process of continuous improvement". Therefore, this analysis will provide relevant information for further adjustments.

### **5.6 Directions for further research**

This thesis dissertation explored language teachers' perceptions of the use of the "Tlamatini" Educational model. These expectations evaluated not only the efficacy of the model according to the theory and the practice of the teachers but also the explanation of the models' theory and its practicality to the kind of school, approaches, and students' reactions and acceptance to the model. Also, this thesis had not evaluated the program but critically investigated what were the possible suggestions to the model asking what the advantages and disadvantages of it.



Suggestions for future research can be suggested to include not only administrators of the model but students, directors, and other authorities who could claim to work/use the theory of the model, with this a better understanding of the whole community will be obtained. Secondly, a qualitative or mixed study could be developed in order to obtain a better balance in the type of answers from the participants. Thirdly, a comparative study could be done with public university teachers to examine if both systems have some in common at the time of applying the models' theory. Finally, the same type of study could be applied to online education which appears to be a trendy and COVID result that forced hundreds of institutions to adapt not only their programs but their curricula, approaches, and models.

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## **APPENDIX I: PARTICIPANT 1 (P1)**

### **ENTREVISTA**

#### **1. Podría hablarme un poco de su trayectoria docente**

Inicié mi experiencia docente en el año 2006 en un pequeño instituto de inglés en el municipio de San Martín Texmelucan. Impartí clases de inglés a diferentes públicos, pero especialmente adolescentes de 13 a 16 años y adultos jóvenes de 18 a 21 años, en grupos muy pequeños, de 5 a 8 integrantes. Laboré en este instituto durante año y medio, con una carga de 12 horas a la semana en promedio.

Posteriormente, en 2008, trabajé en una universidad privada, en el mismo municipio, impartiendo clases de francés a nivel básico, Introducción a la Lingüística y Fonética y Fonología del Español en la licenciatura de Idiomas. Al mismo tiempo, trabajaba en el Instituto Tecnológico de San Martín Texmelucan, una escuela pública, donde daba un curso de preparación para un examen institucional de inglés. Los estudiantes de este curso debían aprobar dicho examen para liberar la materia antes de salir de la carrera. Asimismo, impartía un curso de francés básico como materia extracurricular y un curso de Taller de Lectura y Redacción como materia de tronco común. En ambas instituciones, la privada y la pública sólo trabajé un semestre, de febrero a julio de 2008, con una carga en total de 27 horas a la semana.

De septiembre de 2008 a mayo de 2009, participé en el Intercambio de Asistentes para la Enseñanza de Idiomas México – Francia de la Secretaría de Educación Pública. Durante mi estancia en Francia como asistente, impartí clases de español como lengua extranjera, con especial énfasis en la cultura mexicana y las particularidades lingüísticas del español de México. Los niveles escolares en los que daba clases corresponden a la secundaria y al primer año de preparatoria en México; por lo que la edad de los estudiantes oscilaba entre los 12 y los 16 años. La carga laboral asignada para los asistentes era de 12 horas a la semana, aunque los profesores titulares podían decidir si era necesario trabajar más horas o menos.

En el año 2011, al término de mi maestría, comencé a laborar en la Universidad del Valle de Puebla, donde impartí diversas materias de la licenciatura de Lenguas Extranjeras del sistema escolarizado. En el sistema abierto o semiescolarizado de la misma institución, impartí las materias de inglés como materia de tronco común y varias materias en la licenciatura de Enseñanza del Inglés. Trabajé en esta escuela durante tres años, de agosto de 2011 a julio de 2014, con una carga en promedio de 20 horas a la semana. Desde agosto de 2014, soy profesora del área de Primera Lengua de la Universidad de las Américas Puebla, con una carga de 16 horas a la semana.



## 2. ¿Cuál es su trayectoria docente aquí en la universidad?

Me integré a la planta docente de Lenguas Extranjeras de la UVP para impartir la materia de Lengua Francesa, de la que fui titular durante los tres años que laboré allí. Posteriormente, además de esta materia, también di clases de Introducción a la Lingüística, Análisis del Discurso, Semántica, Metodología de la Investigación, Seminario de Tesis, Literatura Anglosajona y Evolución Histórica del Inglés. Además, participé como asesora de tesis, aunque ninguno de los alumnos a mi cargo decidió titularse por examen profesional. En el sistema abierto de la universidad sólo impartí las materias de Historia del Inglés, Pragmática, Sociolingüística y dos seminarios de Proyectos de Titulación en la licenciatura de Enseñanza del Inglés, así como la materia de inglés para todas las carreras. Aunado al trabajo docente, formé parte del Consejo Técnico y de la Academia de Lingüística y la de Investigación de la licenciatura de Lenguas Extranjeras. Como parte de esos cargos honorarios, participé en la organización de eventos académicos y de promoción de la universidad, así como en el rediseño curricular de la licenciatura.

## 3. ¿Se le invitó a formar parte de la creación del modelo educativo Tlamatini? Si, sí, ¿En que participó?

No. Sin embargo, noté que el modelo educativo permaneció igual y que únicamente se le dio el nombre “Tlamatini” cuando se publicó la versión más actual.

### a. ¿Formó parte del modelo educativo que funge en idiomas?

No

## 4. ¿Cuál es su punto de vista acerca del modelo educativo basado en competencias?

En general, considero que es un modelo **conocido de forma intuitiva**. Durante mi experiencia docente, me he dado cuenta de que muchos de mis colegas opinan que se trata de “pan con lo mismo” pero con diferente nombre. Pienso que, debido a que está planteado a partir de parámetros y estándares internacionales, **no queda muy claro cómo debe aplicarse en situaciones económicas, culturales y políticas específicas**. Además, las constantes discusiones sobre las definiciones mismas de los términos básicos, como “competencia” o “propósito”, los distintos tipos de competencias y los saberes, crean confusiones entre quienes nos enfrentamos día a día a trabajar frente a grupo. **En mi opinión, este modelo privilegia el producto más que los procedimientos**, lo que me parece “maquiavélico”, por calificarlo de alguna manera y, en un contexto como el mexicano,

impulsa aún más idea de que la educación capacita para el trabajo, más que para la generación de conocimiento y la innovación.

**5. ¿Cuál es su opinión del modelo educativo Tlamatini en el aula?**

**Considero que en la UVP hay una gran incoherencia entre los preceptos del modelo educativo, los parámetros administrativos y los requerimientos exigidos por las consultoras y certificadoras con las que la universidad trabaja.** En general, el modelo educativo basado en competencias requiere de vinculaciones con empresas, instituciones públicas o privadas de los sectores económicos, culturales y educativos de, por lo menos, el estado de Puebla y sin embargo, la universidad carece de ellos. Por otra parte, la falta de proyectos a largo plazo, derivada de la constante rotación del personal, tanto administrativo como educativo, provoca que el modelo educativo no tenga una aplicación real en los programas. El modelo por sí mismo no garantiza la ejecución del mismo y considero que esta idea no ha sido comprendida del todo por las autoridades de la UVP.

**6. ¿Qué ventajas encuentra dentro del modelo educativo Tlamatini?**

Considero que tiene suficientes bases teóricas y que cumple con los requisitos de misión y visión de una empresa.

**7. ¿Podría mencionar las desventajas que encuentra en el modelo educativo?**

Aunque teóricamente está bien fundamentado, no es coherente con la realidad de la práctica docente en la universidad y está muy desconectado especialmente con la parte administrativa. Considero que el modelo fue concebido con una función homogeneizadora, supongo que se trataba de establecer los principios bajo los cuales el servicio educativo de la universidad se regiría, pero resulta demasiado teórico. **Con ello quiero decir que el modelo parece ser una secuencia de “supuestos” bajo los que la universidad debería funcionar, pero no hay una comprensión de cómo aterrizar esos principios en la realidad, ya que sólo ha cumplido una función de trámite ante las acreditadoras.**

**8. ¿Qué aplicación real puede encontrar en la teoría del modelo educativo dentro de su práctica docente?**

Me parece que la única aplicación real sería la concerniente a las competencias generales, aquellas sobre el uso de las nuevas tecnologías, el dominio de un idioma extranjero o el desarrollo de habilidades de investigación.

## 9. ¿Cómo cree que se refleja la filosofía educativa entre docente-alumno?

**Considero que la filosofía humanizante que pretende la universidad no se logra por la constante tensión entre docente-alumno;** las preconcepciones de ambas partes acerca de lo que “debería ser” un alumno, o cómo “debería comportarse” un docente no son tomadas en cuenta desde un principio. Muchos estudiantes no están conscientes de lo que se espera de ellos (a menos que el docente se los haga saber) **como universitarios y muchos docentes están bajo presión por el dilema de hacer que el alumno cumpla con sus obligaciones o darles la oportunidad de enmendar errores o conductas inadecuadas. Este ambiente no hace posible la interacción educativa constructivista que la universidad pretende, no es posible, entonces, que el docente sea sólo un “guía” y el principal aporte lo dé el estudiante.**

### a. Y entre docente-docente

**Pienso que cualquier docente, independientemente del modelo educativo en turno, posee valores de responsabilidad, honestidad, justicia y orden, pero éstos son valores que difícilmente inculca la institución para la que se trabaja, sino que forman parte ya del carácter del docente.** Me parece que la relación entre colegas es beneficiosa y fructífera para la práctica docente, pero, una vez más, puede verse afectada por las condiciones laborales y económicas que están fuera de control de la universidad y los docentes mismos. Considero que sólo los docentes valoran y respetan el trabajo de los docentes.

### b. Y finalmente entre docente-administrativo

**En definitiva, la filosofía humanizante del modelo Tlamatini no se ve reflejada en lo absoluto entre docentes y administrativos. Prevalece un constante sentimiento de desconfianza y falta de respeto** hacia los docentes por parte de la administración de la universidad. Con **el objetivo de cumplir con metas mensuales, llenar informes y memoranda, el personal administrativo no respeta ni valora la labor del profesorado,** hay una gran desconexión e incoherencia entre el plano administrativo y el educativo en esta institución.

## 10. ¿Qué aportación cree que dan los objetivos propuestos por el modelo educativo al aprendizaje de los alumnos?

**Me parece que los objetivos propuestos por el modelo son interesantes y relevantes y efectivamente pueden aportar mucho al aprendizaje de los alumnos, especialmente porque se trata de un modelo por competencias, lo que permite tener bien claro qué se quiere lograr**

y cuál será el resultado del proceso de aprendizaje. Desgraciadamente, por parte de la institución (la administración) hay un interés obsesivo por registrar cada uno de los pasos de ese proceso, sin verificar que haya resultados.

### 11. ¿Qué cambios propondría al modelo educativo?

Como lo mencioné anteriormente, el modelo me parece pertinente y bien fundamentado. Creo que se trata de otro caso en el que la teoría es buena, pero en la práctica se pierde mucho. Me parece que hay una gran incomprensión del modelo y de sus principios, además de una gran desvalorización del trabajo docente. Este modelo constructivista reduce al docente a un “facilitador” y sin embargo, en la realidad, carga sobre sus hombros todas las responsabilidades del proceso educativo, sin contar con las responsabilidades académicas y administrativas. El modelo presupone la existencia de un ambiente ideal, en el que el estudiante es 100% cooperativo y dispuesto al aprendizaje, en el que la administración cumple con sus obligaciones sin acosar a los docentes, en el que las condiciones laborales para los profesores son lo suficientemente justas y bien remuneradas como para que el docente se comprometa y se identifique con la filosofía de la institución en la que labora. Nada más ilusorio. Creo que el modelo debería incluir una parte de “estado de la cuestión”, por así llamarlo, sobre la situación educativa real de la universidad y entonces partir de ese diagnóstico y no al revés como sucede ahora. El modelo se reduce a adaptar formatos e improvisar procedimientos ad-hoc para que puedan alinearse los programas y los resultados.

### 12. ¿Considera que la evaluación propuesta por el modelo educativo ayuda a verificar el desarrollo de competencias en los estudiantes? Si/no ¿Por qué?

No, porque, una vez más, el modelo presupone un ambiente en el que se cuenta con la infraestructura suficiente, así como los vínculos con empresas, asociaciones civiles, instituciones gubernamentales o educativas y la suficiente conexión con los ámbitos políticos, económicos y culturales en la región. De ser así, sí sería posible evaluar que el estudiante haya desarrollado sus competencias, su saber-hacer en la vida real. Sin embargo, las limitantes económicas de la universidad no lo permiten.

## APPENDIX II: PARTICIPANT 2 (P2)

### ENTREVISTA

#### 1) Podría hablarme un poco de su trayectoria docente

Tras haber estudiado una licenciatura en lenguas extranjeras, con mi último semestre de intercambio en México, decidí participar en el programa de intercambio de asistentes de francés en México. Dos experiencias (en Tabasco y Querétaro) que me permitieron aprender las bases de la enseñanza del francés y que hicieron posible que me quedara en México como docente de francés. He trabajado en varias universidades privadas en Puebla y he empezado a impartir materias relacionadas con mi idioma (cultura francesa, literatura francesa, morfología y sintaxis del francés, fonética y fonología del francés). Tengo ahora 6 años trabajando como profesor de universidad.

#### 2) ¿Cuál es su trayectoria docente aquí en la universidad?

**Empecé a impartir clases en la UVP en Julio de 2010**, iniciando con clases de francés en la carrera de lenguas extranjeras. Más adelante, comencé a impartir las materias de morfología y sintaxis y de fonética y fonología del francés. También he impartido la materia de literatura francesa cuando todavía era parte del plan de estudios de la carrera de LEX.

#### 3) ¿Se le invitó a formar parte de la creación del modelo educativo Tlamatini? Si, sí, ¿En que participó?

No.

#### b) ¿Formó parte del modelo educativo que funge en idiomas?

No, la verdad no entendí bien si esta parte es pregunta o afirmación).

#### 4) ¿Cuál es su punto de vista acerca del modelo educativo basado en competencias?

**Creo que es una tendencia general** y que, por ende, todas las instituciones se ven de cierta manera **obligadas a seguir la tendencia y proponer un modelo basado en las competencias**. **Creo también que el sistema por competencias parte de un ideal noble, pero por lo que he podido observar, pocas personas saben realmente de qué se trata y pocos lo saben aplicar de manera conveniente.**

#### 5) ¿Cuál es su opinión del modelo educativo Tlamatini en el aula?

**No creo que el modelo educativo cambie profundamente mi manera de impartir mis clases.** Veo más cambios en cuanto a documentación y papeleo exigidos por las coordinaciones, que en mi papel de docente cada día. **No creo que los docentes (en su mayoría) hayan modificado su manera de impartir clases por el modelo educativo.** A mi

parecer, el modelo educativo es muy teórico y haría falta trabajar mucho más a fondo con los **docentes las implicaciones de un modelo educativo particular, de manera que éste se vea reflejado en las clases.**

**6) ¿Qué ventajas encuentra dentro del modelo educativo Tlamatini?**

Las ventajas inherentes a cualquier modelo educativo, **ya que en teoría proporciona una filosofía y una orientación común a las enseñanzas de una misma institución.** Lamentablemente, **el “curso”** que nos ha sido dado para conocer y aplicar el modelo **Tlamatini ha sido muy incompleto y demasiado teórico** para que realmente pueda conocer a fondo este modelo y ver las ventajas concretas que pueda representar.

**7) ¿Podría mencionar las desventajas que encuentra en el modelo educativo?**

Como en la pregunta anterior, me sería difícil mencionar desventajas **de un modelo que desconozco en su gran mayoría.**

**8) ¿Qué aplicación real puede encontrar en la teoría del modelo educativo dentro de su práctica docente?**

No sabría contestar esta pregunta por lo mencionado anteriormente.

**9) ¿Cómo cree que se refleja la filosofía educativa entre docente-alumno?**

**Entre el docente y el alumno se establece una relación de enseñanza-aprendizaje que, según yo, no tiene absolutamente nada que ver con la filosofía de la institución.** La institución provee herramientas para facilitar esta relación de enseñanza-aprendizaje, pero dentro del salón de clase, la relación depende de los presentes.

**a. Y entre docente-docente**

En el caso de la UVP, parecería que la filosofía institucional, o más bien la consideración de la institución hacia su cuerpo docente, fortalece los lazos entre docentes. **Sin embargo, por el tipo de consideración que existe, o que justamente es ausente, hacia el docente, los lazos que se crean parecen ser en contra de la institución.**

**b. Y finalmente entre docente-administrativo**

El administrativo es el que representa la institución. La relación entre el docente y el cuerpo administrativo es una consecuencia directa de la opinión del docente hacia la institución. Por laborar en varias instituciones, veo grandes diferencias en el trato entre docentes y administrativos y no puedo dejar de pensar que tiene relación con el trato al docente por parte de la institución. Muchas veces, el administrativo no es responsable de la mala relación que pueda existir, pero el simple hecho que aplique reglas impuestas por la institución y que pueden parecer injustas, basta para que el cuerpo docente considere al administrativo como figura representativa de la institución.

**10) ¿Qué aportación cree que dan los objetivos propuestos por el modelo educativo al aprendizaje de los alumnos?**

Como en preguntas anteriores, me es difícil contestar esta pregunta.

**11) ¿Qué cambios propondría al modelo educativo?**

Ninguno hasta conocerlo bien.

**12) ¿Considera que la evaluación propuesta por el modelo educativo ayuda a verificar el desarrollo de competencias en los estudiantes? Si/no ¿Por qué?**

No. Pero no creo que sea un rasgo inherente a este modelo educativo en particular. Creo que la evaluación en un ámbito institucional es siempre afectada por otros factores y no es una fiel representación de la evolución del proceso de aprendizaje en el alumno. Por un afán de armonizar la evaluación para que sea más comprensible para el alumno, las instituciones a menudo imponen criterios de evaluación e impiden que cada maestro utilice sus propios criterios.

## APPENDIX III: PARTICIPANT 3 (P3)

### ENTREVISTA

#### 1. Podría hablarme un poco de su trayectoria docente.

Bueno, trabajé menos de un mes en un kínder (jeje), después de ese mes trabajé con personal administrativo de la BUAP y a partir de aquellos cursos he trabajado en nivel superior. He participado en actualizaciones de planes y programas de inglés de los niveles en los que he trabajado. **También he elaborado planes y programas para algunas de estas instituciones.**

Por las mañanas soy asesora del Centro de Auto Acceso de la Facultad de Lenguas BUAP (CAA). Mis actividades ahí incluyen el diseño de materiales con los que los alumnos practican en las diferentes salas del centro. Participé en un grupo que se centró en la elaboración de un sitio de estudio independiente para los usuarios del CAA el cual es usado actualmente durante las pláticas de inducción para los usuarios de nuevo ingreso y tiene como objetivo que los alumnos, a partir de una serie de instrumentos que contestan online, identifique su estilo de aprendizaje, el porcentaje de estímulo de sus diferentes inteligencias, qué se entiende y qué esperamos que hagan con el estudio independiente, así con su grado de motivación para que al final de la sesión, elaboren su estrategia individual para atender sus áreas de necesidad y mejoren en el proceso de aprendizaje de lengua extranjera. Actualmente, tengo en marcha **un proyecto de acompañamiento a alumnos.** El acompañamiento está orientado al desarrollo de la metacognición en las actividades de aprendizaje de lengua extranjera. Además participó en **actividades de investigación en el centro y como parte de la difusión de estas actividades he participado como ponente en foros, encuentros y congresos.**

#### 2. ¿Cuál es su trayectoria docente aquí en la universidad?

Ingresé en enero del año 2012. He impartido inglés 2 y 3. También he impartido clase de Lengua Inglesa I (cuando estaba en la mañana). Pedagogía, Práctica profesional y Didáctica y Diseño Curricular.

#### 3. ¿Se le invitó a formar parte de la creación del modelo educativo Tlamatini? Si, sí, ¿En que participó?

No. En nada.

#### c. ¿Formó parte del modelo educativo que funge en idiomas?

No.

#### 4) ¿Cuál es su punto de vista acerca del modelo educativo basado en competencias?

**En mi experiencia he notado que, en el discurso, en el documento, en el día a día se ha “vulgarizado” el concepto, que a pesar de declararlo, la práctica dista de ser congruente con la concepción de la enseñanza-aprendizaje basada en competencias. Considero que en primer lugar la institución tendría que comprender cabalmente el**



**concepto, para que después lo disemine entre sus funcionarios, directivos, personal y sobre todo entre los docentes. Pero esta diseminación no debe ser solo informativa, debería estar acompañada de práctica, observación y evaluación sistemática para que penetre en todos los niveles de la institución enfatizando al grupo de académicos.**

En mi experiencia, reitero, **ha sido hasta frustrante, encontrarme con la disonancia del discurso y de las exigencias académicas y administrativas de la institución. Entiendo que esto no es privativo de la institución, es también la respuesta a las demandas burocráticas de la SEP**, por tanto, a pesar de que exista un discurso, incluso bien articulado, si las regulaciones federales siguen trabajando con resultados numéricos, con estándares incongruentes con la concepción de la enseñanza-aprendizaje basada en competencias, no va a haber resultados confiables que demuestren que el enfoque es o no adecuado.

#### **5) ¿Cuál es su opinión del modelo educativo Tlamatini en el aula?**

**Pues realmente lo “humanizante-constructivista” no lo encuentro muy relacionado con la práctica del día a día en los salones, es decir, desde el punto de vista humanista se tendrían que considerar las necesidades, diferencias, y talentos particulares de cada alumno para permitir que aprenda lo que desea aprender a su ritmo, y esto, no sucede. Ahora que, si hablamos de constructivismo, he percibido que muchas personas (alumnos y maestros) consideran que el constructivismo es cuestión solo de “trabajar” en equipos. Creo que para que fuera real la aplicación de ambos enfoques en la universidad se tendrían incluso, (además de pelear con la sep, capacitar y entrenar al personal docente en estrategias que faciliten el proceso de enseñanza-aprendizaje), adecuar los espacios físicos para que se hiciera real el tipo de enseñanza que se manifiesta en el modelo.** Y lo más difícil es tratar de orientar al alumno sobre lo que es el desarrollo de competencias, cuando ellos mismos notan que ni la dinámica de clases (tiempo, espacios, facilidades) no corresponde con lo que se plantea en el documento. Y ni hablemos de cuando **tienen dificultades (con otros alumnos, o con maestros) se sienten ignorados, bueno, eso va es otro tema.**

#### **6) ¿Qué ventajas encuentra dentro del modelo educativo Tlamatini?**

Pues no sé si sea ventaja, pero por lo menos **manifiestan la intención de que el proceso de enseñanza-aprendizaje está orientado al alumno para prepararlo como profesional competente.**

#### **7) ¿Podría mencionar las desventajas que encuentra en el modelo educativo?**

La definición de “humanizante” no me queda clara y no entiendo cómo es que de verdad, quieren que se trabaje en el aula.

**8) ¿Qué aplicación real puede encontrar en la teoría del modelo educativo dentro de su práctica docente?**

Es complicado, en cada nuevo semestre trato de trabajar con los alumnos la toma de decisiones en cuanto a estrategias de estudio, de aprendizaje, de ayudarse a sí mismo a mejorar en el proceso. Es interesante ver cómo iniciamos todos con las mejores intenciones pero en el transcurso del curso, no puedo dejarlos ser tan libres de aprender lo que quieran, ni puedo trabajar tanto como quisiera con estrategias constructivistas ya que hay un libro de por medio que debe usarse para justificar su compra.

**9) ¿Cómo cree que se refleja la filosofía educativa entre docente-alumno?**

Con buenas intenciones, difícil de trabajar.

**d. Y entre docente-docente**

No la veo, a menos que tengas algo de tiempo en la universidad, es difícil generar vínculos con los maestros de nuevo ingreso, quienes muchas veces no duran siquiera el semestre, por lo tanto, no se pueden generar redes de expertos que propongan áreas de investigación, ni cooperación entre iguales ni con otros que no sean del área. He visto la interacción limitada a la presencia de docentes en las juntas previas al inicio de cursos, a las previas a las evaluaciones y en fiestas, porque no puedo ir, la mayoría de las veces.

**e. Y finalmente entre docente-administrativo**

Pues ni humanizantes, ni constructivistas. Más bien, muy administrativa y distante la relación que se puede tener con ellos.

**10) ¿Qué aportación cree que dan los objetivos propuestos por el modelo educativo al aprendizaje de los alumnos?**

Pues de no ser buenas intenciones..., realmente me gustaría ver cómo es que la universidad mide o bien, se da cuenta de que los objetivos que ha propuesto en su modelo se logran...

**11) ¿Qué cambios propondría al modelo educativo?**

Primero una evaluación diagnóstica, con datos duros que digan si ha sido funcional, coherente, práctico, realista, es decir, saber si realmente han sido una respuesta útil a las necesidades de la sociedad. Después, un proceso de replanteamiento en cuanto a las teorías que lo sustentan, después la socialización y mejora del modelo, permearlo a todos los niveles de la institución... aunque después de todo, estará regulada por la SEP ☹️👉

**12 ¿Considera que la evaluación propuesta por el modelo educativo ayuda a verificar el desarrollo de competencias en los estudiantes? Si/no ¿Por qué?**  
No, sigue siendo numérica.

## APPENDIX IV: PARTICIPANT 4 (P4)

### ENTREVISTA

#### 1. Podría hablarme un poco de su trayectoria docente

Bueno, tengo aproximadamente 2 años siendo profesor de inglés. En mis inicios comencé en una primaria de la SEP dentro del PNIEB. Pero el programa terminó repentinamente. **Después ingresé a trabajar a la Universidad del Valle de Puebla y llevo año y medio trabajando aquí.**

#### 2. ¿Cuál es su trayectoria docente aquí en la universidad?

Pues como le dije anteriormente, llevo aproximadamente año y medio trabajando aquí como maestro de inglés.

#### 3. ¿Se le invitó a formar parte de la creación del modelo educativo Tlamatini?

**Si, ¿En que participó?**

No, no se me invitó.

#### a. ¿Formó parte del modelo educativo que funge en idiomas?

No.

#### 4. ¿Cuál es su punto de vista acerca del modelo educativo basado en competencias?

**Me parece que es una buena propuesta**, ya que actualmente no basta con transmitir conocimiento a los estudiantes, sino también **inculcar valores y dotarlos con estrategias para lidiar con problemas que se pueden presentar en la vida laboral cotidiana.**

#### 5. ¿Cuál es su opinión del modelo educativo Tlamatini en el aula?

Creo que la propuesta es buena, sin embargo, **me parece que es un poquito difícil de llevar a cabo. Muchas veces, los estudiantes y los trabajadores no poseen la mejor actitud y algunas políticas institucionales me parecen contradictorias y se oponen a lo planteado en el modelo.**

**6. ¿Qué ventajas encuentra dentro del modelo educativo Tlamatini?**

Como lo he dicho anteriormente, me parece que el modelo es bueno y posee una amplia variedad de ventajas, ya que busca **formar profesionales conscientes de los problemas que aquejan a la sociedad y responsables para involucrarse en la solución de estos. Además, el documento del modelo educativo, tiene mucha teoría que resulta muy importante para los profesores.**

**7. ¿Podría mencionar las desventajas que encuentra en el modelo educativo?**

Me parece que **las principales desventajas se encuentran en la práctica, ya que la teoría es buena, pero a veces la práctica es lo que se hace complicado, debido a algunas reglas institucionales que no concuerdan con el modelo institucional.**

**¿Cómo cuáles?**

Mmm no sé la **institución no dan un trato humanista y a veces no es respetuoso**, nos dicen mmm se humanista mmm pero repréndelos a los estudiantes si no hacen lo que les propones.

**8. ¿Qué aplicación real puede encontrar en la teoría del modelo educativo dentro de su práctica docente?**

Creo que no es muy aplicable a la realidad. **Me parece que solo algunas estrategias de enseñanza-aprendizaje podrían ser aplicadas y el desarrollo de las competencias, pero de una manera restringida.**

**9. ¿Cómo cree que se refleja la filosofía educativa entre docente-alumno?**

Entre docente y alumno, **me parece que se manifiesta mediante el respeto y el proceso de enseñanza aprendizaje**, el cual se basa en enseñar cosas útiles para la vida real.

**a. Y entre docente-docente**

Entre docente-docente creo que **se da mediante el respeto también y algunas veces con la colaboración y la aportación de ideas que se da en las reuniones para desarrollar mejores estrategias de enseñanza.**

**b. Y finalmente entre docente-administrativo**

Finalmente, entre docente-administrativo **me parece que solo se da mediante el respeto, ya que no hay mucha comunicación entre ambos.**

**10. ¿Qué aportación cree que dan los objetivos propuestos por el modelo educativo al aprendizaje de los alumnos?**

Supongo que, gracias a los objetivos propuestos en el modelo, los estudiantes se vuelven más conscientes y comprometidos con la sociedad. Logran desarrollar sus conocimientos, al mismo tiempo que desarrollan sus valores.

**11. ¿Qué cambios propondría al modelo educativo?**

Creo que lo propuesto pero el modelo es bueno, pero se **debería hacer coincidir con las políticas de la institución, para que no exista esa discrepancia entre lo publicado y la realidad**. Sinceramente, no estoy muy envuelto con el modelo, así que no sabría qué cambio proponer.

**12. ¿Considera que la evaluación propuesta por el modelo educativo ayuda a verificar el desarrollo de competencias en los estudiantes? Si/no ¿Por qué?**

**Creo que sí, ya que la evaluación mediante proyectos basados en situaciones reales, le ayudan al alumno a involucrar el uso de distintas herramientas que están muy ligadas con las competencias.** Por otra parte, no se puede dejar de lado la aplicación de exámenes que le ayudan a verificar al alumno y profesor el desarrollo progresivo de los conocimientos transmitidos en clase y con los proyectos muestra su aplicabilidad en situaciones cotidianas.

## APPENDIX V: PARTICIPANT 5 (P5)

### ENTREVISTA

#### 1) Podría hablarme un poco de su trayectoria docente

Soy docente desde hace poco más de 5 años, he trabajado en diferentes niveles académicos (Secundaria, Universidad y adultos).

#### 2) ¿Cuál es su trayectoria docente aquí en la universidad?

En la universidad he laborado por 3 semestres. En esta universidad he dado clases a nivel licenciatura en tronco común y en Lenguas Extranjeras.

#### 3) ¿Se le invitó a formar parte de la creación del modelo educativo Tlamatini? Si, ¿En que participó?

No

#### ¿Formó parte del modelo educativo que funge en idiomas?

No

#### 4) ¿Cuál es su punto de vista acerca del modelo educativo basado en competencias?

**En realidad creo que este tipo de modelos en general siempre han sido para el contexto Mexicano una forma de idealizar y esperar que el alumnado desarrolle capacidades que nunca se habían intentado promover desde los inicios de la vida académica de los estudiantes.** El sistema mexicano en particular carece de grandes elementos que no permitirían la funcionalidad de este u otros grandes modelos de manera eficaz logrando lo que algunos otros países han hecho. **Con respecto a lo que la universidad pretende con un modelo basado en competencias, yo creo que está lejos de lograr este objetivo cuando al alumnado se le requiere de trabajos que en realidad no explotan sus capacidades y que al mismo tiempo fomentan la copia de la copia. Las competencias creo yo son individualizadas por lo cual cada proyecto o tarea debe manejarse como un “outcome” particular de sí mismo. Así mismo me doy cuenta que los alumnos carecen de auto-conocimiento en sus propias estrategias de aprendizaje y que muchas veces no saben cómo utilizar sus propios recursos como aprendientes.**

#### 5) ¿Cuál es su opinión del modelo educativo Tlamatini en el aula?

Me atrevo a decir que la mayoría de los docentes nunca lo hemos llevado a cabo al 100 %, porque nunca nos han instruido de manera uniforme e integral. **Además de que cada profesor maneja la cátedra diferente sin tomar en cuenta la personalidad, afinidad y ética profesional.**

6) **¿Qué ventajas encuentra dentro del modelo educativo Tlamatini?**

Qué por lo menos existe en teoría, aunque no en la práctica.

7) **¿Podría mencionar las desventajas que encuentra en el modelo educativo?**

La única desventaja que yo veo es que no se autoevaluado en la práctica del modelo. Esta evaluación no solamente es tarea de los que lo diseñan sino de los que lo llevan a la práctica y sobre quienes se ejerce esta práctica.

8) **¿Qué aplicación real puede encontrar en la teoría del modelo educativo dentro de su práctica docente?**

Ninguna, si no conocemos lo que deberíamos conocer tanto en la teoría como en la práctica. Lo interpreto como un ente que sé que existe, pero jamás he visto físicamente.

9) **¿Cómo cree que se refleja la filosofía educativa entre docente-alumno?**

Aquí se maneja en base a lo que **ambos acuerdan mutuamente y la experiencia del docente.**

**Y entre docente-docente**

**Nunca hay espacios para discutir, promover o comparar las diferentes estrategias derivadas del modelo educativo.**

**Y finalmente entre docente-administrativo**

No todos tenemos la facilidad de dialogar la **práctica docente con el administrativo por falta de tiempo, cercanía e incluso empatía.**

10) **¿Qué aportación cree que dan los objetivos propuestos por el modelo educativo al aprendizaje de los alumnos?**

Serían muchos e indescritibles, y no podría calcularlos y menos establecer cada uno de ellos.

11) **¿Qué cambios propondría al modelo educativo?**

La autoevaluación y propia impartición en el docente. **¿A qué se refiere?**

Mmm no se al hecho de tener más concordancia entre lo que se espera y lo que se hace. **Un set de talleres que no sean teóricos sino más prácticos. Que sean pagados, que fomenten la**



**educación de calidad que quieren. Que capaciten a sus docentes.** Que olviden las represalias y se encaminen a un modelo humanista.

**12) ¿Considera que la evaluación propuesta por el modelo educativo ayuda a verificar el desarrollo de competencias en los estudiantes? Si/no ¿Por qué?**

Pero claro, por todo lo anterior expuesto.