PROFILING THE TEACHER OF ENGLISH FOR UNIVERSIDAD DE PIURA (CAMPUS LIMA) LANGUAGE CENTRE

César Klauer-Hidalgo

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CESAR HUMBERTO KLAUER HIDALGO

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APPROVAL

The thesis entitled *"Profiling the teacher of English for Universidad de Piura (Campus Lima) Language Centre"*, presented by César Humberto Klauer Hidalgo, in accordance with the requirements of being awarded the degree of Master in Education with mention in the Teaching of English as a Foreign Language, was approved by the thesis director: Ms. María Esther Linares and defended on ……………………. before a Jury with the following members:

_____   _____
President   Secretary

_____
Informant

ACKOWLEDGEMENT

Much has been said and written about the role of the teacher
in an ever changing world, but the voices of children and
adolescents are rarely raised or heard.

Colin N. Power
Assistant Director-General for Education, UNESCO

It is interesting to consider what students think about the role of the
teacher - about how central his or her position should be in their learning.
What do students expect from us?

Jeremy Harmer

DEDICATION

Dedicated to those who raise other people´s children every day and only ask for a smile.

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INTRODUCTION

Whenever teacher training, teacher education and/or teacher development are dealt with at different levels, the attention is focused on the methodology that the teacher will have to apply in the classroom. Courses, seminars, workshops and congresses are planned with the *how* and even the *what* in mind, which results in a neglect for the person who will apply the materials and techniques: the teacher.

The only moment the teacher is regarded directly happens when the recruiting process takes place and when the follow up/ evaluation of his/ her performance come to happen. Administrators and directors seem to have a profile of the type of professional they want for their institution and select their staff accordingly. The characteristics that are required are mainly based on what kind of tasks the teacher will have to perform in class, and these are influenced by the method and/ or approach to the teaching-learning of English that the institution favours, which is in most cases, Communicative Language Teaching.

This research project is carried out with the intention of trying to shed light on the topic and apply its findings in establishing a profile of the characteristics that a language teacher at the tertiary level of instruction in Peru needs to be competent so that the academic authorities of the Universidad de Piura –Campus Lima, where I work, can take action not only by adapting and/ or applying the profile in their recruiting process but also in the planning of induction, refresher and continuing training of the teachers.

The teacher influences the classroom climate and thus has a major impact on the students´ motivation and attitude towards learning. In other words, teachers who possess good pedagogical and professional characteristics would not be enough to foster a positive, learnable, and teachable classroom environment. The factors thought to best facilitate student learning are the ones that are described as being purposeful, task-oriented, relaxed, warm, supportive, and with a sense of order and humor in an integrated sense (Kumaravadivelu, 1992). There are other positive factors that help students to learn positively. These include mutual respect and rapport. They all stem from showing to students that the teacher understands, shares, and values their feelings as individuals. A climate like this one fosters students´ learning and motivation and their attitudes toward the learning process. What is more, research suggests, as we have noticed in our research, that certain personality characteristics influence student evaluations of teachers. From their points of view, teachers who are warm, enthusiastic, and extrovert apparently differentiate effective from ineffective teachers. With this in mind, out of three generally accepted characteristics of teachers, that is: professional, pedagogical, and personal, it is the last one that will illuminate the ways of reaching a better learning atmosphere as well as self-assured students. Establishing the exact characteristics that will enable teachers to be better in the classroom directed me to study what the teacher should be like professionally. The proposition in mind was that pupils' attitude towards learning and being in a classroom was not just related to the technical or pedagogical competence or the professional qualities of the teacher, but it was related, in part, to what the teacher was like as a person. In the end, we expect to produce a list of characteristics drawn from both a study of published sources and the reflection on the results of a small scale survey carried out at UDEP Campus Lima with a certain number of students.

Chapter 1 will lay out the purpose of this study. We argue that a profile of the teacher of English at the Universidad de Piura Language Centre is necessary because, to begin with, we do not have one and it will no doubt guide or at the very least shed some light on the type of teacher we prefer at the Language Centre. What we do have is a description of requirements to be placed in one of the established salary scales (see appendix 1: Categorías y escalas remunerativas) but that document is used, as can be seen, for administrative purposes.

Chapter 2: Research methodology explains the nature of this study, that is, an ethnographic type. We will try and explain why this work falls onto that category.

Chapter 3: Background goes through a quick survey of the most popular and best-known teaching methodologies along the course of English Language Teaching history and the characteristics that the practicing teachers of those methods were required to possess. It is known that the method dictates the teacher´s activities in the classroom, therefore the selection of the right kind of teacher for the method in use in the school or educational institution is influenced by the adopted method. The chapter ends with a reflection on the state of language teaching today.

Chapter 4: Profiling teachers reviews literature about teachers at the higher education level. This review starts with a general view of teachers, indifferent from the subject matter they teach, and goes on to studying the specific profiles of teachers of English around the world. We include a quick reference to our work on profiling the teacher at the University of Piura Campus Lima Language Centre, which was the topic of the action research of our Practicum for the Master´s Degree in TEFL.

The Conclusions section summarises the findings and presents a proposed profile of the teacher of English for the University of Piura Language Centre. Here, we incorporate the elements that the bibliography suggests according to the current methodological tendencies in the world today. Also, the profile suggests some paths to take in the field of teacher training, topics for workshops, curses and seminars. Finally, we lay out some suggestion for further research that will enrich the findings in this work.

CHAPTER I:
STATEMENT OF PURPOSE

1.1. Why is a profile necessary?

Research in latest years has contributed to the knowledge about teaching and teachers. However, although there is an interest in trying to understand the very nature of teaching and teachers' work in order to improve teacher education and development, an attention to the teaching activity and particularly about language teachers and their desired characteristics, has often been left untackled in studies of teacher education. As a consequence, such questions as "What should language teachers be competent in?" "What tasks and competencies are language teachers expected to have?" and ultimately "What does it mean to be a good language teacher?" have rarely been investigated.

Therefore, not surprisingly, very little has been published about the characteristics of language teachers based on actual knowledge and not – as is the case at the moment –on lists of preferred styles, well-intentioned personal impressions, and so on. Thus, it is of crucial importance that the questions above are addressed by exploring what contributes to the professional development of language teachers in the context of present times when developments in the concepts of methodology, language command, etc. are being discussed. Explicitly setting the quality requirements and specific competencies for teachers may be a useful way to start addressing the questions posed above.

Although, setting standards or composing a profile may be the focus of criticism we feel that standards in the form of a profile, when used properly, can provide guidelines for language teachers, decision-makers, and for teacher development course designers in establishing benchmarks for the assessment of language teachers and their work. A profile, in this sense, will prove to be an invaluable resource for professional development. It should be used as recommendations for work within a specific context and allow for individual routes to professional competence and growth. They should not, on the other hand, be seen as an authoritarian assessment system, or a set of obligatory rules of behaviour that puts restrictions on professional autonomy, obstructs professional creativity and development, and eventually raises a barrier to achieving quality. A profile will serve as a scheme for training and evaluation and help establish a knowledge base that will make public the characteristics of language teachers.

It is in this sense that we endeavor in this research for a profile of the language teacher, specifically, the language teacher at the Centro de Idiomas of Universidad de Piura.

As can be seen from the study of the UDEP Centro de Idiomas document "Categorías y escalas remunerativas" (appendix 1), the criteria deals limitedly with the area of qualifications –professional and language competence– but oversees the experience a teacher may have. However, it might be understood that teachers who are hired in the Language Centre do have experience, though it is not stated and thus, may not be a critical factor.

The criteria do not deal with other factors that affect teaching performance –and thus, influence results in the student learning/ progress–. Orem quoted by Mason (1983: 60) notes that "the ESL teacher most probably is the single most important variable in the classroom affecting student achievement." Mason (1983: 59) says: "Training and experience, however, are not sufficient to assure competence (in teaching)." And then goes on to affirm that "significant differences (in performance) can generally be attributed to ´personal´ factors."

According to Quezada (2012: 6), the present tendency is to design professional profiles based on the concept of competence which is constituted by knowledge, abilities and qualities. The criteria used by the

Language Centre only focuses on knowledge and acquired abilities as represented by certifications such as university degrees and international language certificates.

However, the third area, qualities, is not tackled at all. This makes us believe that a profile of a teacher of the Language Centre needs to incorporate those "personal factors" that are not being considered at the moment. Then the question arises: What are the "personal factors" a teacher needs? To find out, we consulted the published and available literature on the topic.

1.2. Problem statement

In order to find an answer to the question posed in the introduction, we have not limited our study to the employer of the teacher, that is, the Universidad de Piura, but have tried to find information about what effective teachers are like in different realities. The studies that we consulted deal mostly with teachers in general and are reported here. Others, the ones we are interested in, tackle the specialist area of TEFL / TESL. These findings are very useful and throw light on the issue.

1.3. Statement of the objectives

The study and analysis of the information will result in a set of desired characteristics. These will become an indicator of what the teacher should be and might be the basis for many actions in areas that may be affected by it; like, the adjustment of the selection processes to fit the profile and the adaptation of evaluation systems where the teacher is the subject of the evaluation, e.g. class observation, coordination meetings, work meetings, etc. Also, the planning of teaching development may be influenced by the awareness of this "desired profile," so that courses, seminars, workshops and even internal congresses may be organized around the topics and areas of study that this research suggests as the most important and/ or lacking development.

However, the most important effect we think the information will have is in the teachers themselves. Knowing what is required from them will force us to think over our own practice, analyse our performance to see if we are really providing what is required and will give us grounds to

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reflect on our professional expertise and how to improve our teaching to be able to cater for the needs that the study reveals.

1.4. Background of the research

In our local market of teachers of English, the supply is much greater than the demand. Institutes and universities see more and more graduates every year, let alone those who return to the country from English speaking countries with hopes of landing a job teaching English and even foreigners who plan a prolonged stay in the country to learn the language and local culture and need the means to live. However, not all those mentioned above have the roper qualifications to even start a teaching job. The command of the language, being a first and indispensable skill, is not enough. As we will demonstrate later, methodologies and the advance of technology require better prepared teachers. The question then arises: How prepared? The Language Centre has a set of criteria for classifying teachers in their pay scale but no a profile that tells us what kind of teacher is expected. That is why it is necessary to have a set of characteristics for the teachers we want to have at our Language Centre. In order to design that profile, we need to know the institution first.

1.4.1. The Institution: Universidad de Piura – UDEP

Universidad de Piura – UDEP is a private university based in the city of Piura, on the north coast of Peru. It has a total population of about 10 000 students in 8 Professional Schools: Humanities, Engineering, Economic Science, Communications, Education, Psychology, Architecture and Law. These Schools have professional programmes leading to ten Bachellor´s Degrees: Business Administration, Education, Communication, Accounting, Law, Economics, History and Cultural Management, Civil Engineering, Electro-mechanical Engineering and Industrial and Systems Engineering.

In the city of Lima, the capital of Peru, the University has had a growing presence for over 12 years. The undergraduate programmes in Lima include: Economics, Business Administration, Services Management, Industrial and Systems Engineering and Law.

UDEP´s mission is to give quality education, encourage scientific research in all areas of human knowledge and form professionals who will be able to transform society (Ideario de la Universidad de Piura, 2008; UDEP web site). With this in mind, UDEP has established the mandatory demonstration of competence in the English language at the B2 level according to the Common Framework of Reference for all its graduates. To cope with the demand generated by this, the Language Centre was created in 1997 in Piura and later started offering courses on the Lima Campus.

However, not all students obtain their language level certification at the Language Centre. Many of them sit international exams such as Cambridge FCE or Michigan Proficiency. These are recognized by the university and are rendered valid by the Language Centre. For those students who have lived in English speaking countries and have a good command of the language, there is a placement test where their level according the CEFR (see appendix 6) is obtained and then they can either validate the required level from their School or register for the course that they need to complete the requirement.

1.4.2. UDEP Language Centre

Today, the Language Centre has an average population of 1800 students comprising majors from all the university schools. It has classes in the two campuses where UDEP has programmes: Piura and Lima, being the main campus in Piura the largest and most active.

The complete English programme covers from the very early stages of learning/ competence in the language (A1 in the CEFR) to the upper intermediate/ advanced level (C1 in the CEFR). There are 6 courses labeled Elementary, Pre Intermediate, Intermediate 1, Intermediate 2, Upper Intermediate 1 and Upper Intermediate 2. The classes run parallel to the university term, that is, 17 weeks.

Apart from English, which is the most popular, the Language Centre has courses in Portuguese, French, German and Chinese – through the Confucious Institute in Piura. Also, the Language

Centre is involved in the Licenciatura en Educación in English Language Teaching and in the Master in Education - TEFL. The Language Centre is an authorized Exam Centre for the internationally recognized University of Cambridge exams as well. The number of candidates taking these exams with UDEP has been growing over the years and is expected to raise in the future.

1.4.3. The teaching staff

At the moment of compiling this information, the Language Centre had a staff of 6 teachers in Lima -2 full-time-, and 32 in Piura -13 full-time.

The staff is ranked into 4 categories (see "Categorías y escalas remunerativas" appendix 1 for details). The requirements to be placed in one or another are exclusively based on professional and language qualifications. The former range from "about to graduate" (a student in the final stages of his/ her undergraduate studies) to a full Master´s degree in TEFL. The language certifications required for teaching at the Language Centre are based on the Common European Framework of Reference (CEFR) and go from B2 to C2.

This is the only official document that attempts to establish a rationale in the hiring of staff and in the classification of the teaching personnel for salary purposes.

CHAPTER II:
RESEARCH METHODOLOGY

2.1. Type of research

As expressed in the first chapter, this study seeks to compose a profile of the teacher of English at the tertiary level and apply it in the UDEP Language Centre. We have found out the working concept of a teaching professional at Language Centre of Universidad de Piura is built upon the concepts of qualifications and language proficiency. The survey of the literature on the topic suggests that there are other areas that the users of the service value more than those the institutions in general might look for; however, they are not verbalized in any way and the profiles or requirements for teachers are limited to the qualifications that can be "seen", namely, certificates and/ or degrees; and to some extent, experience –which can be demonstrated in many ways.

As to the type of study we have designed, and according to Posthelwaite et al (UNESCO, 2005:2 – 5), this study falls under the description of an ethnographic type. The study presented in these pages "consists of a description of events that occur within the life of a group" (op. cit.), namely, the way teachers of English qualify to practice the profession in different parts of the world. The piece of research also deals with "the interaction of individuals in the context of the sociocultural norms, rituals, and beliefs shared by the group."(Op. cit.) The norms, rituals and beliefs being the accepted qualifications and/ skills for teaching English. The researcher participates in the life of the group, since I am a teacher myself, and I use the findings to understand the

interactions among the stakeholders and learn how to manage them in order to improve the life of the group. (Op. cit.)

Our study will not deal with a working hypothesis of a profile as such but with the finding of data that will let us obtain a product, namely, the desired profile of the teacher of English at the tertiary level. In this sense, the study is exploratory, rather than experimental or seeking to validate a hypothesis. The end product will be the desired profile, which, at the moment, is not at hand. The study will create new knowledge in the area.

In order to obtain the information we need to design a desired profile of the teacher English for the Language Centre of Universidad de Piura Campus Lima, we have gone through published material found on professional periodicals and books magazines, and on line.

The literature in this area is limited. The studies into teacher training have gone into the area of what to plan in syllabi and training programmes, in other words, the type of teacher needed is not studied but what to do to make a potential teacher a professional educator. Most books deal with teacher training from the point of view of what skills are needed by a teacher but they do not tackle the important issue of the characteristics a teacher must possess, their personality. This study wants to look at the professional teacher of English from that point of view.

However, in order to complete a 360° vision of the teacher of English, we conducted a series of surveys among students in classes at the Language Centre. The students were asked to mention five characteristics which they found positive in a teacher of English and five which they found negative. Their answers were organized in a table and the results were interpreted.

The information gathered from the literature we reviewed and the survey results were then put together in the form of a description of what the desired teacher of English for the Language Centre of Universidad de Piura Campus Lima must be like. We organized the description into areas as reflected by the answers themselves. This summarizes the main traits that are pointed out in the scarce literature on the topic and the voice of the students.

CHAPTER III:
BACKGROUND

3.1. Teaching methodologies

The performance of teachers in the classroom is directly associated with the methodology in use at the institution where the classes are taking place. The kind of procedures, activities, objectives and even materials that the teacher has at his/ her disposal will influence, as a sort of "backwash effect", in the way the teacher will act in the classroom. This, in turn, will constitute a measure for teacher recruitment. Administrators and/ or academic coordinators will surely look for teachers who can "deliver" under certain circumstances, dictated by the current methodology in use.

It is not the purpose of this study to discuss the effectiveness or benefits of one methodology over the others; neither is it its aim to establish a model for the analysis of teacher´s activities under any given methodology. However, the state of the art of the teaching of English cannot be overseen in its development, since it is under these circumstances that the teacher has had to perform and deliver.

With this in mind, we will review the most important aspects of the most popular methods and approaches that have been used along the history of language teaching and will try to establish some kind of relationship between them and the required characteristics that a teacher had to have to teach using these methodologies.

It is relevant to point out that we are using the term "methodology" in a very ample and general term. We do not want to enter a discussion or debate of what is a method, approach or technique, but simply want to talk about the procedures applied in a classroom when teaching contents –either grammatical, functional, notional or communicative–. In this light, the term "methodologies" is used to refer to the sets of practices applied to teach the language contents in class.

3.1.1. The Grammar Translation Method

According to Brown (1994: 52-53), the Grammar Translation Method is also known as the Classical Method. It focuses on grammatical rules, memorization of vocabulary and conjugations, translations of texts, and written exercises. The method has its roots in the 19th century, when languages were taught primarily for the purposes of scholarly work and to be able to read in the target language. The language was taught just like any other subject due to the fact that research in the area of language learning and acquisition was inexistent.

The main characteristics of the Grammar Translation Method, as listed by Prator and Celce-Murcia (1979: 3) are:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is paid to pronunciation.

3.1.1.1. The Grammar Translation Method teacher

As can be seen from the characteristics of this early methodology, the Grammar Translation teacher needs very few specialized skills. Almost anybody with a sound command of the target language could easily be in charge of a class. As Brown points out (1994: 52-53), this was one, probably the principal, reason why this methodology was so popular –and still is used in some parts of the world –: the teacher does not need to be a trained professional.

3.1.2. The Direct Method

Following an attempt by the French teacher Francois Gouin – whose Series Method was based on the "natural" way children learned a language, the Direct Method was developed in the early 1900s.

According to Richards and Rodgers (1986: 9-10), the Direct Method main proposals were:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

This method was very popular, especially because of the Berlitz language schools –turned into a successful franchise today–. Charles Berlitz, who never used the name Direct Method but

Berlitz Method instead, opened language schools applying this method.

3.1.2.1. The Direct Method teacher

Even though the foundations of the Direct Method were more "scientific" than those of the Grammar Translation Method, this was still a methodology with no real basis on research and with weak theoretical foundations. The teacher, in this type of methodology, had to be trained in the particularities of the activities and types of exercises in class. The basic requirement was to have excellent command of the language, and be able to follow the method´s procedures to the letter. Teachers were in the great majority native speakers of the language, since the emphasis on correct, perfect, pronunciation and grammar were important aspects of the methodology.

3.1.3. The Audiolingual Method

The origins of the Audiolingual Method date back to World War II when the United States had to train their military personnel in European languages fast and efficiently. The emphasis was on oral skills. The method was initially known as the Army Specialized Training Program (ASTP) or the Army Method. Pronunciation and pattern drills and conversation practice were its tenets. Later, the Army Method became what is now known as the Audiolingual Method.

Opposed to its predecessors, the Audiolingual Method had linguistic and psychological foundations. Language was seen as a system governed by rules which had an order of hierarchy. Learning was considered to happen through habit formation (behaviourist psychology advocated conditioning) and if oral precedes written exposure/ production.

Prator and Celce-Murcia (1979:4) sum up the characteristics of Audioligualism:

1. New material is presented in dialog form.
2. There I dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught on at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

3.1.3.1. The Audiolingual Method teacher

The teaching activities in the Audiolingual Method were heavily teacher centred, so it is fair to deduce that the teacher was a very important, if not crucial, element in it. The teacher provided the model for students to follow, not only in pronunciation –one of the principal emphasis of the method– but also in grammar. As with the Direct Method, the teacher, most of the times, was a native of the language or a non-native who spoke the target language flawlessly. The strict procedures to do, for example, substitution drills in a class, led to a structured training of prospective teachers in those procedures, so they were experts in the stimulus-response-reward circle that dominated the method.

3.1.4. "Designer" Methods

With the intensification and deepening of research in linguistics, psychology and teaching –specially because of Chomsky´s studies–, Audiolingualism started to show its cracks and there was a kind of "cry" for the change in the way languages

were taught and learned. In this environment of need, several teaching professionals, linguists and psychologists came up with new and innovative methods that denied all or part of the tenets of Audiolingualism.

3.1.4.1. Community Language Learning

Based on the belief that learning had a great affective component and Charles Curran´s counseling learning, Community Language Leaning was created by Carl Rogers. In Community Language Learning, the language is not only a simple way to communicate, but it involves the whole person: culture, education, etc. In this light, learning is a social process of growth aiming at self-direction and independence.

The methodology included translation, group work, recordings, transcription, reflection and observation, listening and free conversation.

The CLL teacher had to be trained in this methodology in order to provide the safe and comfortable environment necessary for the learner to succeed. The teacher then looked more like a psychologist than a teacher.

3.1.4.2. Suggestopedia

Bulgarian psychologist Georgi Lozanov developed Suggestopedia in the late 1970s. His basic claim was that the human brain could process great quantities of materials provided the right conditions were given. These included a state of relaxation and rendering the control of the activities to the teacher. The use of Baroque music was critical to achieve the state of relaxation that the methodology looked for.

The Suggestopedia teacher was responsible for creating a relaxed atmosphere and "convincing" students of the benefits and "beauty" of the target language. It was need that the teacher had training in the strict protocols of the method

and the application of the step by step procedures of the methodology. The teacher had to show authority and confidence.

3.1.5. The Natural Approach

The Natural Approach is based on Stephen Krashen´s theories of second language acquisition. The procedures for teaching were developed by Tracy Terrel, a teacher.

Krashen´s five hypothesis are summarized here:

1. The acquisition-learning hypothesis. This states that there is a strict separation between conscious learning of language and subconscious acquisition of language, and that only acquisition can lead to fluent language use.
2. The monitor hypothesis. This states that language knowledge that is consciously learned can only be used to monitor output, not to generate new language. Monitoring output requires learners to be focused on the rule and to have time to apply it.
3. The input hypothesis. This states that language is acquired by exposure to comprehensible input at a level a little higher than that the learner can already understand. Krashen names this kind of input "i+1".
4. The natural order hypothesis. This states that learners acquire the grammatical features of a language in a fixed order, and that this is not affected by instruction.
5. The affective filter hypothesis. This states that learners must be relaxed and open to learning in order for language to be acquired. Learners who are nervous or distressed may not learn features in the input that more relaxed learners would pick up with little effort.

The aim of the natural approach is to develop communicative skills especially with beginning learners It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used. Terrell outlines three basic principles of the approach:

1.	Focus of instruction is on communication rather than its form.
2.	Speech production comes slowly and is never forced."
3.	Early speech goes through natural stages (yes or no response, one- word answers, lists of words, short phrases, complete sentences.)"

3.1.5.1. The Natural Approach teacher

The teacher is the main source of comprehensible input and must create an environment where anxiety is low. His teaching requires the teacher to be able to mix different types of activities according to the type and level of students, as well as a careful selection of materials from the real world instead of the use of textbooks. This means the teacher is a more trained professional who has a good command of the language but also knows how, when and why to apply the different techniques of the Natural Approach.

3.1.6. Communicative Language Teaching

The currently accepted approach to language teaching is Communicative Language Teaching. However, it would be difficult to define it as one methodology. The best might be to view it as an umbrella term that encompasses many varieties under the term Communicative.

These include terms such as learner-centred teaching, as opposed to teacher-centred; cooperative learning, as opposed to competitive and emphasizing the collaborative aspect; interactive learning, to stress the essential interactive nature of communication; content-centred education, where content is integrated into the language curriculum and gives way for the popularity of bilingual programmes and CLIL –Content and Language Integrated Learning– approaches; Task-based Learning, where the completion of a "task" is the centre of the teaching activities, among others.

David Nunan (1991: 279) summarizes the main characteristics of Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner´s own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Communicative Language Teaching proposes that language is a system for the expression of meaning. It claims that learning is achieved by embarking on real communication acts that carry meaning for both the person who sends and the person who receives the message.

3.1.6.1. The Communicative teacher

The teacher in a Communicative Language Teaching situation becomes a facilitator of communication. He has to organize activities that will provide opportunities for meaningful exchanges between speakers. The teacher has to manage the process and act as a counselor, consultant and analyst. The teacher ´s skills are far beyond those that were required in the times of the Grammar Translation Method. Nowadays, the teacher is seen as a professional in the area. The concept of communication has, little by little, opened more doors for non-native teachers, who were not the first choice when recruiting, except where natives were scarce.

3.1.7. Language teaching today

There has been a continuous change in the language teaching profession going from method-based to what today is known as postmethod pedagogy (Kamaravidelu, 1994: 28). In a paper published in TESOL Quarterly, Pennycook (1989: 589-618) claimed that the concept of method has diminished rather than improved our understanding of language teaching. Prabhu (1990: 162) argued that there was no best method. He called the resulting pedagogic intuition a teacher's sense of plausibility, that is, the

teacher has to apply his know-how to achieve his objectives independently from a given methodology. To sum up, Pennycook advised us about the wrong view that there was a neutrality of method; on the other hand, Prabhu aimed at putting an end to the search for the best method.

Pennycook and Prabhu were not the only ones to question the concept of method. The reported that Allwright (1991), Brown (2002), Nunan, (1989), and Richards (1990) also had something to say. In 1991, Dick Allwright gave a lecture at Carleton University in Ottawa, Canada, where he declared that method was dead. Brown, (2002: 73) also agreed with that statement. The message was that the concept of method has only a limited and limiting impact on language learning and teaching: method should no longer be seen as viable. In other words, what is needed is not an alternative method but an alternative to method. This growing realization together with a need to deliver has created the so-called postmethod condition (Kumaravadivelu, 1994: 28). As Brown (1994) puts it, "it has been realized that that there never was and probably never will be a method for all."(p.74)

Teachers around the world have reacted to this reality by trying to devise their own "methods". They "cut and paste" drawing from what they have at hand, that is, bits and pieces from methodologies that, mostly, have nothing to do one with another. This kind of teaching does not deliver good results.

To face this situation what is needed is what Brown (1994:74) labels "enlightened eclecticism" and Kamaravadivelu (1994: 28) calls "the postmethod condition". Whatever the name, there is a need for a new approach that does not work within given limits. A way to teach that can be handled and adapted to different situations where the teacher, the person who is in direct contact with the classroom and the students, has the say, can decide what to do, how, when and why.

The situation then calls for a new kind of teacher as well. A teacher who can handle a varied repertoire of techniques from where he can draw so as to fulfill the needs of special groups and/ or students with success. The postmethod condition asks for a

professional with different, better skills than before. It is also important to note that the growing introduction of technological tools, such computers, video, and the internet, put teachers in a position to make use of teaching weapons never seen before. It is the question of using them well that puts a great responsibility on the shoulders of language teachers.

The new teacher is then somebody who has to master new tools, apply them in the right situations and ready to devise solutions to problems using all he has at hand.

In the following sections, we will review what is required from teachers starting with a general view of teachers at the tertiary level, without looking into any specialization. Then, we will see the literature that refers to language teachers, English language teachers, and finally we will report findings from three universities in the city of Lima.

CHAPTER IV:
PROFILING TEACHERS

4.1. A profile of a university professor

In the teaching field at the higher education level, there are several studies in search of a profile of the university professor. These studies will also be extremely helpful as the basis for our research which will result in a profile of the teacher of English.

Segura (2004) reviews proposed models of profiles of university professors. She says: "It is not enough with the what to do, but also the how to do it and with what." (p.10) This quote summarizes her view. The "what" she talks about is the knowledge of the subject matter the professor will impart in his/ her class. It is obviously necessary to have competence in the target field in order to start teaching. Another requirement she mentions is the "how": the pedagogy that must be applied in order to teach the subject matter. The third requisite she proposes is the "with what," this refers to the resources, human and otherwise, that are put into work to achieve effectiveness in the teaching of a certain subject. The "with what" comprises both the aids a teacher will use, such as comfortable classes, appropriate textbooks, reading materials and technology in general, and the personnel who will be in charge of the subject matter in the classroom, namely, the teacher.

Castro Pereira (1988) mentioned in Segura (2004: 17) proposes three indicators to profile a university professor. The first group he calls Beta indicators are related to the general competencies to enter the profession. They include the meaningful functions inherent to it. He

proposes a second set of competencies he calls Gamma, which refers the knowledge, skills and instrumental manipulation. The third group of indicators, Alfa, talks about personality, attitudes, aptitudes and physical conditions. He mentions that there must be synergy and total congruence among them.

Bartha (1997) quoted by Quezada (2000: 4-5) mentions the proposed traits that are required from a university professor: competence in his field of study, knowledge of strategies, techniques and psycho-pedagogical resources that will promote interaction and meaningful learning. Competence in his field of study means no other thing than a deep understanding and proficiency in the subject to be taught, in our specific case, the English language. Strategies and techniques refer to the "how to do" abilities that can be acquired through pursuing of a degree and/ or specialized courses. Psycho-pedagogical resources mean the weapons that a teacher may apply that derive from the knowledge of the special characteristics of the different types of students.

Quezada (2000: 6) also reports a study by De Los Rios (2000) where a set of desired professional competencies are listed in two areas: general and specialized. De Los Rios defines competency as "the description of the ability effectively and efficiently acquired while performing a given occupational task, considering general and specific abilities." The list below shows the traits suggested by this study:

University professor*	
General competencies	Specific competencies
a. Identify the tendencies in his/ her professional field.	a. Review, criticize, formulate or modify learning objectives.
b. Conduct and coordinate group activities.	b. Explore his students´ needs and interests.
c. Ability to innovate, research and create.	c. Define and describe the contents of a teaching activity for his/ her specialty and set pre-requisites per subject.
d. Capacity to face social diversity.	
e. Capacity for collaborative work and in interdisciplinary teams.	
f. Critical and creative performance of the professional role.	d. Select and prepare teaching material for his/ her teaching activities and design an evaluation system.
g. Ability to apply disciplinary knowledge.	
h. Research about the requirements	e. Adapt the relationship between practical and theoretical activities.

of his/ her local community. i. Express the needs of humans resources in terms of learning objectives. j. Know the students´ learning sequences in order to achieve behaviours and attitudes.	f. Involve the students in the configuration of the learning units and analise the results of the evaluation of the students´ learning. g. Evaluate the teaching process as a whole. h. Promote study habits that are adequate to his/ her students´ major.

The chart appears in Quezada (2000: 7) and has been taken from De Los Rios, D.; Herrera, J.; M. Letelier et al (2000). Paradigms and professional competencies pp.113.Traslation by C.K.

Olmedo and Peinado (2008: 5) report a study by Zabalsa (2006) where the author proposes ten factors for the quality of teaching at the university level:

- Design and planning of the teaching with a sense of formative project.
- Organisation and conditions in the work environment.
- Selection of interesting contents and the way of presentation.
- Study materials: guides, dossiers, extra and complementary information.
- Didactic methodology
- Use of new technologies and resources.
- Personal attention to students.
- Strategies of coordination with colleagues.
- Evaluation systems in use.
- Mechanisms for the review of the processes.

The researchers planned an exploratory study whose aim was to find out the five traits that students perceived as most desirable in their teachers and five traits they perceived as most undesirable.

Olmedo and Peinado designed a simple open-answer two-question survey. The two questions were:

Indicate the positive characteristics of a professor;
Indicate the negative characteristics of a professor.

The students had to mention five traits in each case. The survey was applied on 57 students of the Universidad Simón Bolívar with an average age of 17.

The results suggested the five most desired characteristics (in order of frequency of mention):

1° Clear explanations and presentations;
2° Respect;
3° Punctuality;
4° Motivating;
5°Good humoured and agreeable

The five least desired traits were:
1° Offensive or disrespectful;
2° Unpunctual;
3° Gives unclear or incomplete explanations;
4° Unfair when evaluating;
5° Not pedagogic enough.

It is good to point out that the students did not value knowledge in the discipline of study, but only aspects of a more social nature, personal characteristics and relationship with their students; also some aspects of methodological nature.

The profile that the authors came up with in the end was that the teacher, according to the perception of the students, needed to be good at explaining, motivating, and ready to clarify doubts (pedagogical aspects) and respectful, good-humoured, agreeable and punctual (social aspects).

It can be concluded that the students want not only good treatment but also good explanations.

In Peru, very few studies on the profile of the university professor have been carried out. One of them is the study by M. Cabrera and C. Gonzáles (2001), mentioned by Quezada (2010: 7). This study was conducted using a sample group of 9 experts in the field in an undisclosed university of Lima; and a group of 8 opinion leaders, all of them specialists in the field of higher education from the city of Lima.

The researchers reported that, according to their study, university professors should possess a set of knowledge, a set of ethical and moral attitudes and a set of didactic abilities.

Among the knowledge that professors should possess, the study found the following: knowledge of the student (cognitive and cultural development), knowledge of the contents of his/ her course and knowledge of educational aims. The first two were singled out as the most important.

The set of ethical and moral values included acceptance and respect, empathy, orientation of the student, affect and esteem; also positive expectations towards the students and the teaching profession (vocation, research oriented, openness to change, team work).

The didactic abilities that were mentioned in the study were: teaching abilities, communication skills, organization skills, feedback skills, monitoring skills, and an ability for revision and closure; also, the use of diverse pedagogical strategies for better learning were mentioned.

Quezada (2010: 8) also reports a study carried out at the University of Buenos Aires by Cataldi and Lage (2004). The objective of this study was to determine the profile of the university professor. They applied surveys on 200 students of the School of Engineering. In this questionnaire, the students had to mention 5 desirable and 5 undesirable traits of a professor. The desirable aspects were: fair (80%), patient (75%), clear in his/ her explanations (70%), repeat explanations as many times as necessary (68%), have an interest in the students (65%) and "cool" (53%). The undesirable characteristics were: to be knowledgeable but can´t explain well (75%), arrogance (73%), smoke in class (68%), get mad when asked to repeat explanations (65%), acts of superiority (48%) and abuse of power (45%). A close look at these lists takes us to conclude that the aspects that students value the most are related to social interactions and the transference from declarative knowledge to taught knowledge.

Quezada (2000: 10) has also done research into the results of the evaluation of teaching effectiveness and has concluded, based on studies by Swartz (1990), Lowman and Mathie (1993), Brown and Atkins (1993) and Patrick and Smart (1998), that the effectiveness of the professors

resides in pedagogical aspects as well as in aspects of emotional intelligence that will create healthy and cozy interpersonal relationships.

Pozo et al (2000: 10), mentioned by Quezada (2010), conducted research at the University of Almería, Spain, in order to determine the students´ perception of the characteristics of the "ideal professor." They surveyed 2221 students from the fifth year of studies in the schools of Business, Humanities, Law, Technology and Science during the 1997-98 academic year. The three descriptors that landed nearest the positive side were: clear expression, informed and competent. These results suggest that the most valued characteristics are those in the area of "teaching skill": having the knowledge, being able to communicate clearly, and being competent in teaching. Other characteristics that were mentioned were: documented, expert, organized, efficient, intelligent, good listener, accessible, sociable, objective, sure of himself and active. Two irrelevant traits appeared. They are related to the physical appearance of the professor: elegant and attractive.

4.2. Profiling the ELT teacher

A survey of published materials on the topic of teacher profiling and characteristics came out with little formal research in the field of English Language Teaching. Teacher training, teacher education and teacher development efforts have been along the years focused on the *how* of the teaching profession; that is, the methodology. Many books and articles have been written, lectures and workshops have been given around the world, all of which have dealt with *how to teach* but very few have focused on *who will teach*; what characteristics are necessary to stand in front of a group of students and perform the task of a teacher with a minimum of effectiveness.

One article that deals with the topic in some depth is Mason (1983), who lists the characteristics of effective teachers in answer to the question "what do effective ESL teachers do to produce results?" In the area of qualifications, he says: "Effectiveness seems generally to be augmented by possession of an MA degree in TEFL or TESL." Then he goes on to mention what he calls "intangibles or personal factors": willingness to work quite hard, a love of teaching, common sense, a good attitude towards the job, good rapport with students, and imagination in trying to solve the problems. He also states that "effective ESL teachers

are disciplined professionals." He labels the former as work habits, being in the realm of the duties a teacher must carry on in his/ her everyday activities. However, these traits are not all. Mason mentions other characteristics to assure student motivation and satisfactory results. He considers "also important the strictly personal nature of the teacher-class relationship," but acknowledges these factors are "seldom discussed or recognized in the professional literature." Mason calls these factors "three of the most vital ´arts´" of the classroom teacher.

The first is the "ability to consistently be understood in English most of the time by most of his students." What he means is two-fold. He is not talking only about the proficiency in the subject matter, English, but also in the way the teacher talks to the his/ her class, that is TTT, teacher talking time, and the use of "classroom" language geared towards the level of the class he/ she is teaching. An EFL teacher must be able to convey his/ her meanings at a level of language that the students will be able to grasp without difficulty.

The second requirement is "teacher confidence in the instruction of difficult or troublesome language points." This has a direct connection with the competence of the teacher in the subject matter itself, that is, the English language.

The third "art" for Mason is one that follows directly from the previous two, "students will look forward with interest to their English lessons." In other words, the teacher becomes a source of motivation, or, as we prefer, encouragement because the students will find their lessons challenging, enjoyable, but never boring or threatening.

Another source of information dealing directly with EFL/ ESL comes from Harmer (2007: 1-3). Although he does not list any characteristics of teachers of English as such, he throws some light on the topic by reporting what he concludes based on his experience when he recorded interviews he conducted in preparation for a presentation. He asked the question: *What makes a good teacher?* He reports that "a number of people I questioned answered by talking about the teacher´s character." He concludes that "effective teacher personality is a blend between who we really are, and who we are as teachers." The possible interpretation is that a teacher has, according to Harmer, two sides: the professional and the human. Professionally speaking, we can list

qualifications and experience; in the human dimension, we think of character, personality and rapport with the class. When elaborating on rapport, Harmer deals with four areas that we find interesting and pertinent: Recognising students, listening to students, respecting students and being even-handed.

According to the author, it is important for the students to feel recognized, that is, for example, the teacher knows them by name. The second has to do with what we might call the role of the teacher out of class, since "listening to students" is not directly involved in classroom procedures. Students also want somebody who can counsel them. About the third area, he points out that "respect is vital." This helps both parties, teacher and students, make a connection and work together better. The last area he suggests has something to do with the third, since part of respect is also being fair to everybody. He says "students will generally respect teachers who show impartiality."

4.2.1. Profiles of English teachers around the world

As mentioned in the previous section, several studies do examine the characteristics of the good teacher, but there is a tendency to be based on a discussion of the traits of the good teacher at a general level without really taking into consideration the differences of teacher traits from discipline to discipline. The studies conducted with foreign language teachers have indicated that the qualities that these teachers need to be effective are specific and vary when they are compared to teaching in general. For example, research on language teachers has indicated that skills such as creating a good foreign language environment and proposing activities for students to practice and use the target language are just two of the behaviors expected from good foreign language teachers (Riddell, 2001, cited in Simpson and Mengi (2007: 3). Flowerdew Levis, Zhang and Watkin's 2007, cited in Simpson and Mengi (2007: 3) carried on a study that specifically looked at the qualities that make an EFL teacher good in the People's Republic of China (PRC).

To obtain a more comprehensive view of the qualities of the good EFL teacher, they consulted Chinese students, Chinese

teachers and Western teachers. Their conclusions suggest that good teachers exhibit the following traits:

1. Are highly disciplined
2. Have team spirit and cope with diversity
3. Display high standards of behaviour and responsibility
4. Have sound pedagogical content knowledge
5. Are practical in teaching
6. Focus on students' overall development

These indicate that the concept of good teacher may vary depending on where the study is done (e.g., Canada, China), who is asked (e.g., students, teachers, authorities, etc) and the course the teachers teach, for instance, language teachers.

Following this trail, we have been able to have access to a handful of profiles published by private institutions and researchers in some countries where English is the native language and from other countries where English is taught as a second or foreign language. The distinction between where the language is taught is not the purpose of this study, however, we sense there may be some influence when thinking about the teacher depending on whether the job is carried out in an English speaking country or in a non-English speaking country and whether the teacher is a native speaker or a foreigner.

In her master´s degree thesis, Zamora (2004) presents a profile of the teacher at the Language Centre of Universidad Autónoma de Nuevo León, Mexico. She includes three areas: knowledge, abilities and attitudes. She concludes that "the first area is easy to identify, but not the other two; so it is suggested that observations be carried out to know the methods and techniques being actually used in the classroom." (Op. cit. p. 86). The specific traits in her profile are:

Knowledge:
Teaching methods
Resources and materials
Evaluation strategies and techniques
Language learned abroad
Abilities:
Language proficiency
IT skills
Lab equipment
Convincing power
Creativity
Management of didactic strategies
Attitudes:
Service-oriented
Sure of himself
Respectful
Cooperative
Responsible
Dynamic
Patient
Promoter of good treatment
Respectful of institutional dispositions
Eager to learn and develop in the field

Zamora Moreno, Rocío, pp. 86. Translation by C. K.

An observation must be made with respect to the requirement of language knwledge: she mentions the need for a competency in the target language from having learned it abroad. It will be seen later on that most profiles assume that the candidate has a sufficient competence in English but a special requisite such as having learned it in an English speaking country is not required. A speculation may be introduced here: for the Language Centre of UANL, the competency in English is vital; curiously enough, possessing a degree in English Language Teaching or related field is not mentioned at all.

Miller (2012: 36-38) lists characteristics of English language teachers, collected from her own personal experience as a student of languages herself. These are divided into four areas:

Affective characteristics:
Enthusiasm
Encouragement
Humor
Interest in the student
Availability
Mental health
Skills:
Creativity
Challenge
Classroom management:
Pace
Fairness
Academic knowledge:
Grammar

Barnes and Lock (2010: 142) conducted a research study in an undisclosed university in Korea. The objective was to examine the student beliefs about the attributes of effective English lecturers of English as a foreign language. The researchers tabulated their results in the table shown below:

Attribute category	Frequency of attribute identification	Percentage representation
Rapport	80	37.2
Delivery	78	36.3
Fairness	21	9.8
Knowledge and Credibility	16	7.4
Organization and Preparation	20	9.3
Total	215	100.0

Barnes and Lock (2010: 142)

The researchers concluded that rapport "is essential to build atmospheres of respect and understanding in EFL classes." And also identified that "the degree of lecturer enthusiasm and preparation are very obvious to students (even as the lecturer walked into the room) and major factors influencing classroom atmosphere and motivation." The results of the study, then, point towards a strong influence of rapport and delivery towards teacher efficacy, thus, these attributes should be part of a desired profile.

The respondents identified eleven characteristics that made up rapport:

The teachers:

1. are friendly
2. develop interpersonal relationships
3. share personal life experiences
4. care about students
5. are patient
6. listen to students
7. have a positive attitude in general
8. have charisma
9. understand the students educational background
10. understand the different student levels
11. have a sense of humour

In the area of delivery, the students mentioned sixteen traits:
The teachers:

1. are enthusiastic about EFL lecturing
2. give clear explanations
3. use good examples
4. use a variety of lecturing methods
5. use Korean selectively
6. correct all writing errors
7. correct all speaking errors
8. provide grammar instruction
9. use group work
10. encourage student participation in class
11. encourage participation of students with low confidence
12. talk slowly in English
13. use easy words
14. ask questions to individual students
15. ask questions to the whole class, then wait for volunteers to answer
16. give students plenty of time to respond to questions

The Australian Department of Education, Science and Training published the document "Professional standards for

accomplished teaching of languages and cultures" (2005). In this publication, they state that, "Being an accomplished teacher of languages and cultures means being a person who knows, uses and teaches language and culture in an ethical and reflective way. " (p. 2) They state that the teachers´ accomplishment is shown in following dimensions of their professional life:

- educational theory and practice
- language and culture
- language pedagogy
- ethics and responsibility
- professional relationships
- awareness of wider context
- advocacy
- personal characteristics

In 2008, TESOL (Teachers of English to Speakers of Other Languages) published their set of standards for ESL/ EFL teachers of adults. The standards address planning, instructing, assessing, context, language proficiency, learning, content, and commitment and professionalism.

The State of North Carolina, United States, issued a set of standards approved by the State Board of Education. The standards portray the knowledge, skills and characteristics that new teachers must possess to meet expectations for quality instruction in North Carolina schools. They emphasize target language proficiency and cultural knowledge; a dedication to a philosophy of pedagogy that serves the needs of all students; an appreciation and respect for diversity; and the importance of continued professional development.

The state of Indiana, United States, published the document "Indiana Content Standards for Educators –World Languages" (2010). They say, "World language teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles,

fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment." (p. 1)

The core standards are (p. 1-6):

Standard 1: Language Acquisition
World language teachers have a broad and comprehensive understanding of the nature of language and of the theories and processes of language acquisition.

Standard 2: Language Structures
World language teachers have a broad and comprehensive understanding of the linguistic features of the target language.

Standard 3: Interpretive Communication Skills
World language teachers demonstrate the ability to effectively comprehend culturally authentic messages in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Standard 4: Presentational and Interpersonal Communication Skills
World language teachers demonstrate the ability to communicate effectively in the target language in a variety of contexts at least at a level equivalent to the Intermediate-High level as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Standard 5: Cultural Understanding
World language teachers have a broad and comprehensive understanding of the cultures associated with the target language and of the interrelationships among the practices, products, and perspectives of these cultures.

Standard 6: Instruction and Assessment
World language teachers have a broad and comprehensive knowledge of academic standards as well as instruction and assessment strategies that foster students' competencies in the areas of communication, cultures, connections, comparisons, and communities and address the diverse needs of language learners at various developmental levels.

4.3. Profiles of English teachers in other universities in Lima

In order to have an idea of how the profession is seen in other universities, we asked the most important ones for their profiles of the teacher of English in their language centres. What we obtained is not official documents stating what attributes or even requirements are searched for when hiring teachers, but rather what the academic coordinators seek for. This may happen either because the institutions lack this tool, namely the professional profile, or because they do feel jealous about revealing their hiring procedures and processes. The coordinators, however, agreed to send us their views on what is needed to be hired. We assume their insights resemble very closely what the official profile might be and thus take those lists as valid.

Martha Saavedra, Academic Coordinator of the Language Centre of Universidad de Ciencias y Humanidades –UCH– gave quite a thorough list of attributes (see appendix 4 for the original email in Spanish). According to Ms Saavedra, a teacher must:

a) Hold an international language certificate such as FCE;
b) Demonstrate experience in language centres or language institutes (school experience is irrelevant)
c) Have gone recent update/ refresher methodology courses
d) Know language teaching techniques and strategies for the Communicative Approach
e) Be dynamic
f) Be able to establish rapport with the students
g) Have a wide evaluation criterion so as to avoid student drop-out
h) Be punctual
i) Be able to interact with colleagues
j) Be identified with the institution
k) Be available for extracurricular activities
l) Preferably hold a university degree, not necessarily in Education.

Raplh Grayson, Academic Coordinator of Idiomas Católica, the language branch of the Pontificia Universidad Católica del Perú, was succinct and general in his list (see appendix 4). He says that the hiring

process at Idiomas Católica involves professional qualifications such as experience, degrees and certifications; availability to teach and a set of competencies which, he says, are evaluated in personal interviews.

Carmen Passoni, Coordinator of English in the Undergraduate Studies Programme at Universidad ESAN in Lima, said they had no official document stating the requirements for a teacher of English; however, she mentioned that she is working on one. A teacher at ESAN University must have a licensure in Education or Secondary Education in the specialty of English Language. They also require that the teacher of English be on course or about to engage in a Master´s level programme. In the language proficiency area, they expect all teachers to hold a Cambridge CAE with plans to obtain a CPE.

Unfortunately, the other coordinators who were asked for this information did not answer. It is our experience and informal gathering of information from talks and conversations with the people in charge and/ or the teachers themselves that most universities ask for approximately the same basic requirements: degree in Education, mastery of the language at FCE level at least, and intentions to take on a Master´s degree programme.

4.4.   The students´ word

For my Practicum in the Master in Education in TEFL (Klauer, 2012), I carried out a simple survey with my students in order to know what characteristics they valued more in teacher of English. The students were given the following instructions: "Mention five characteristics you consider the most desirable in a teacher of English". They were also asked to mention the five least desirable characteristics.

The study of the results of the surveys suggests that the majority of students want to have a teacher of English who shows more personal/ social characteristics. These combined come up to 46.80% of the answers. The most favoured is charismatic (23.40%), that is, the teacher is friendly, happy, positive, has good humour; he/she is attentive, intelligent and understanding. Also, the majority wants the teacher to be demanding (14.89%): disciplined, organized and punctual and dynamic (8.51%). A second set of most desired characteristics seem to be connected with professional training and makes up for 17.02%: good

language competence and the personalization of teaching. The rest of the answers 36.18%, deal with other types of characteristics such as correction of pronunciation, knowledge of business management, and the use of extra exercises in class. In this group we have three traits that cannot be classified: good handwriting, young, and organizes "sharing" meetings.

As we see, the voice of the students´ talks about personal or social traits rather than professional qualifications. This data is not to be handled lightly and points at a rather new path in the study of teacher characteristics, one that looks at the teacher from his ability to establish rapport with students. Further study in this area is necessary and may be of interest to other researchers.

CHAPTER V:
WHAT THE ACTORS OF THE TEACHING/LEARNING PROCESS SAY

5.1. A quick survey

In order to have a panoramic vision of the situation, that is to say, with the intention of trying a profile of the teacher in the Universidad de Piura Language Centre, we asked the students what they thought their teachers should be like. The survey required the students to mention five positive characteristics and five negative ones. The negative traits were asked in order to validate the positive ones.

5.2. Tables of results

The tables below show the summary of the results of the survey. The categories are expressed in Spanish because the students´ native tongue is Spanish. We used this language because we did not want the students to limit their responses to the vocabulary they possess in English which would have resulted in just a few similar answers. On the contrary, using Spanish they felt more freedom to express their views in a language they can express themselves much better.

The tables below show the two sets of answers we gathered: desired and not desired, as the students responded. The numbers in each column represent the number of times the characteristic was mentioned by the students.

		Males	Females			
		21-25 (5)	16-20 (2)	21-25 (3)		
DESEABLES	TRAITS				TOTALS	%
	DOMINA EL IDIOMA	2		2	**4**	8.51
	ES EDUCADOR		1		**1**	2.13
CALIFICACIONES	CONOCE GESTIÓN DE NEGOCIOS			1	**1**	2.13
						0.00
ENSEÑANZA	DINAMISMO	2		2	**4**	8.51
	USA MULTIMEDIA	1	1		**2**	4.26
	HACE EJERCICIOS EN CLASE/ USA WBK	1	1	1	**3**	6.38
	PERSONALIZA LA ENSEÑANZA	1	2	1	**4**	8.51
	CORRIGE LA PRON CONSTANTEMENTE			1	**1**	2.13
	ES DIDÁCTICO (conciso, preciso)		1		**1**	2.13
	MÁS PRÁCTICA QUE TEORÍA			1	**1**	2.13
						0.00
PERSONALIDAD	CREA AMBIENTE AGRADABLE (es paciente, interactúa con los alumnos)	2	1	1	**4**	8.51
	CARISMÁTICO (amigable, alegre, jovial, positivo, buen humor, atento, inteligente,comprensivo)	6	4	1	**11**	23.40
	EXIGENTE (disciplinado, organizado, puntual)	4		3	**7**	14.89
OTROS	TIENE BUENA LETRA			1	**1**	2.13
	JOVEN			1	**1**	2.13
	HACE "COMPARTIR"	1			**1**	2.13
		20	**11**	**16**	**47**	100.00

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NO DESEABLES	TRAITS	Males	Females			
		21-25 (5)	16-20 (2)	21-25 (3)	TOTALS	%
CALIFICACIONES	MAL DOMINIO DEL IDIOMA/ USA SPANGLISH	3		3	**6**	12.24
ENSEÑANZA	NO SE LE ENTIENDE CUANDO HABLA	1	2	1	**4**	8.16
	DA POCO BREAK	1				0.00
PERSONALIDAD	IMPUNTUAL (no es exigente)	3	2	2	**7**	14.29
	ABURRIDO (negativo, serio, pegado a las reglas, se rige x el libro, mucha teoría)	3	1	4	**8**	16.33
	IMPACIENTE (irritable, renegón, no es calmado, no es amistoso)	4	3		**7**	14.29
	NO ESCUCHA AL ALUMNO (tiene preferencias x alumnos, discrimina a los que menos saben, irónico, sarcástico, orgulloso, no acepta sus errores, inflexible)	4	4	1	**9**	18.37
OTROS	NO TOLERA TARDANZAS (no tiene en cuenta alos que trabajan, inflexible, se imporne, no escucha sugerencias)	4		1	**5**	10.20
	NO DEJA USAR TELÉFONO EN CLASE	1			**1**	2.04
	MEZCLA VIDA PERSONAL EN CLASE	1			**1**	2.04
	NO HACE "COMPATIR"	1			**1**	2.04
		26	**12**	**12**	49	100.00

As planned, the collected data was classified in four groups: qualifications, teaching, personality and others, for both ends of the scope: desired and not desired characteristics.

As we expected, due to the open answer nature of the survey, the characteristics that the students mentioned did not coincide in the exact wording or use of the same adjectives to name the characteristics. As we proposed earlier, these were then grouped together by similarity and in broader units which covered more than one individual characteristic but which referred to one single trait. That is how we have positive traits like "charismatic" made up of eight characteristics which, put together, make

up the trait "charismatic": friendly, joyful, cheerful, positive, good-humoured, attentive, intelligent and understanding. A similar criterion was used when treating answers such as disciplined, organized and punctual; these are considered characteristics that put together will make up "demanding."

5.3. Results

As seen in the two summaries above, the five principal characteristics students desire in a teacher of English are:

1. Charismatic: 11 mentions or 23.40%
2. Demanding: 7 mentions or 14.89%
3. Good language competence: 4 mentions or 8.51%
4. Dynamic: 4 mentions or 8.51%
5. Personalises teaching: 4 mentions or 8.51%

General Survey Results
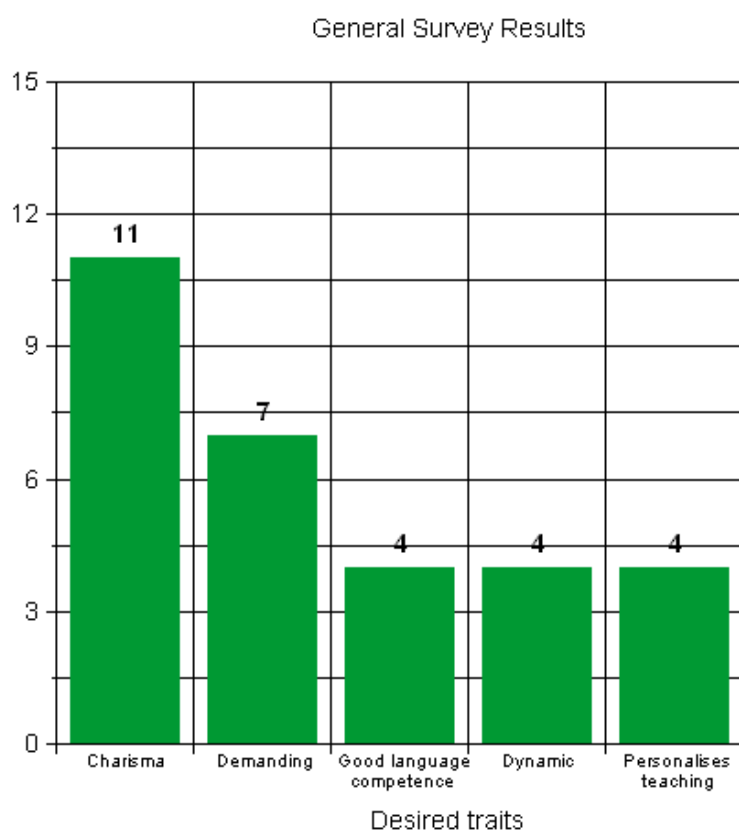
On the other hand, the "not desired" characteristics are:

1. The teacher doesn´t listen to the student: 9 mentions or 18.37%
2. Boring: 8 mentions or 16.33%
3. Unpunctual: 7 mentions or 14.29%
4. Impatient: 7 mentions or 14.29%
5. Bad command of the language: 6 mentions or 12.24%

General Survey Results
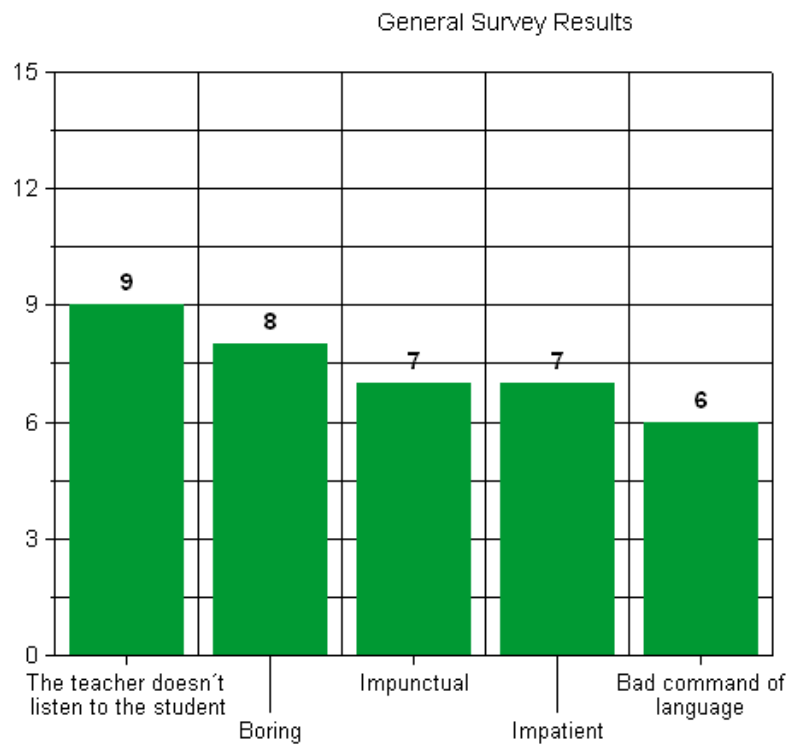
Apart from the five most mentioned positive and negative characteristics, the survey gave other less mentioned traits. Among the positive ones we have: He´s an educator, uses multimedia, does exercises in class, corrects pronunciation, gives more practice than theory and creates an agreeable environment.

As with the positive traits, some of the negative characteristics had to be put together because of similarity and/ or being constituents of a

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broader trait. These are the cases of "boring", which is comprised of: negative, serious, too strict with the rules, driven by the textbook and too theoretical. "Impatient" is made up by: irritable, grumpy, unfriendly and not calm. The trait described in the results as "The teacher doesn´t listen to the students" includes the following individual characteristics: T has preference for certain students, T discriminates those who have low competence, ironic, sarcastic, proud, T doesn´t accept his mistakes and inflexible.

The negative traits that got a low mention rate are: Students don´t understand his speech, T gives short breaks and T doesn´t tolerate lateness.

A fourth group of characteristics includes traits that can not easily by classified in the three areas above and/ or fall onto a category which does not relate to the objective of this study.
The positive ones include: T has good handwriting, T is young and T organizes "sharing" meetings.

As previewed in the expected problems section, some students took the opportunity to bring up what we can see as complaints. These might be fair but have no place in this study. In this section we have three suggestions: T does not let students use their cell phones in class, T brings his/ her personal life to class and T doesn´t organize "sharing" meetings.

From the study of the results of the surveys, we can conclude that the majority of students want to have a teacher of English who shows more personal/ social characteristics. These combined come up to 46.80% of the answers. The most favoured is charismatic (23.40%), that is, the teacher is friendly, happy, positive, has good humour; he/she is attentive, intelligent and understanding. Also, the majority want the teacher to be demanding (14.89%): disciplined, organized and punctual and dynamic (8.51%). A second set of most desired characteristics seem to be connected with professional training and makes up for 17.02%: good language competence and the personalization of teaching. The rest of the answers 36.18%, deal with other types of characteristics such as correction of pronunciation, knowledge of business management, and the use of extra exercises in class. In this group we have three traits that can

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not be classified: good handwriting, young, and organizes "sharing" meetings.

On the other hand, the negative traits seem to confirm the previous picture. The majority of the answers, 63.28%, ask for personal/ social characteristics: the teacher doesn´t listen to students (18.37%), the teacher is boring (16.33%), unpunctual (14.29%) and impatient (14.29%). The professional side is mentioned 12.24% of the times and refers, as in the positive area, to the command of the English language. The rest of the surveys (24.48%) give characteristics that cannot be classified into the designated areas and include "complaints" such as the prohibition to use cell phones in class.

CONCLUSIONS

1.   Introduction

The data gathered for this study suggests that any profile of a teacher of English has to be thought of in terms of areas of competence. The examination of the findings tells us that there are at least three areas that are considered when trying to profile a teacher of English: The knowledge of the subject matter –the language itself; the knowledge of the procedures to teach –the methodology; and the attitudes towards students, colleagues, the institution and the profession.

2.   The profile

The following is an attempt to verbalize and put into words the characteristics that have been found to be the most appropriate for a teacher of English nowadays. Since they do not refer all to the same area of expertise, we have displayed the profile characteristics into Language command, language pedagogy, personal traits, and professional development.

In the section labeled Language Command, our profile suggests that the English teacher has to be competent in the use of the English language. We have not found a precise reference to which level of proficiency is necessary, so the profile is left at a somewhat open interpretation. At the Language Centre of Universidad de Piura Campus Lima, the minimum requirement is CEFR B2 and the top is CEFR C2.

Language pedagogy refers to the familiarity and application of teaching methods and resources. The profile does not specify and/ or favour any particular methodology.

Personal Traits talks about what we found out to be the most important characteristics that a teacher must have in order to establish good rapport with his/ her students.

In Professional Development we mention what a teacher must see with regards to the future development of his/ her career in the TEFL field.

Language Command
The teacher of English is a professional who is competent in the use of the English language.

Language pedagogy
S/he has a sound knowledge of teaching methods, resources and materials. S/he has a broad understanding of the nature of language and the processes of language acquisition, as well as of educational theory, language pedagogy and culture. The professional English teacher can apply evaluation strategies and techniques and have a comprehensive knowledge of academic standards to foster students´ competencies. The English teacher also demonstrates an ability to work with IT tools and technologically oriented aids such as web site and interactive boards.

Personal traits
The teacher of English is creative, works as a team, and is dynamic, responsible, enthusiastic, cooperative, and punctual. S/he is interested in his/ her students´ overall development. S/he is patient, friendly, listens to students, has a positive attitude and charisma. S/he shows identification with the host institution and is ready to cooperate with colleagues.

Professional development
The professional English teacher is aware of the need to learn and develop in the teaching field and works towards achieving higher professional goals.

3.   Comparison of the profile with UDEP´s requirements

As we mentioned in the initial chapter, the aim of this study is to produce a profile of the teacher of English today and to use it to help the Universidad de Piura Campus Lima authorities to establish directing paths for the recruitment and training of teachers.

In order to achieve this second aim, we need to compare the existing criteria with the profile we have produced so as to identify similarities and differences. With this information we will be able to pinpoint the areas where there is a need for policies, training, follow-up, etc.

As can be seen in appendix 1 *Categorías y escalas remunerativas del Centro de Idiomas UDEP*, the profile built in the document is mainly focused on teaching qualifications, experience and command of the target language.

The coincidences between the Escalas Remunerativas and the Profile fall into one area only: language command. In this respect, the Escalas Remunerativas goes further than the Profile when it mentions an international certification as the demonstration of the language level, whereas the Profile does not mention any. This happens because, the literature in the field assumes that the teacher of English is a native speaker of the language. The literature does very little to provide insights into Non Native Speakers, even though the majority of teachers in the world are not natives of an English speaking country. Apart from the Mexican study and the information from the Peruvian universities, there seems to be no reference to the fact that the teacher has to speak English at a high level of competency. We do not intend to debate the question of the native speaker (NS) vs the non-native speaker (NNS) teacher here: the topic has been going on for many years and we expect it will continue to do so but we cannot help noticing that the institutions we have found that openly ask for a demonstration of proficiency in the English language are located in non English speaking countries: Mexico and Peru.

The differences between the Escalas Remunerativas and the Profile are wider. To begin with, the Escalas Remunerativas do not specify the type of skills needed to teach English. The only attempt at including

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teaching skills appears when requiring teachers to hold a Bachellor´s degree or higher. This is a generalization since different Education schools have different organization, objectives and philosophies. The Profile, on the other hand, attempts to put down the most salient skills needed to practice teaching English without adhering and/ or limiting the teacher to any method in particular. This happens not only because teachers may come from different educational backgrounds but also because the Profile tends to describe a tendency in language pedagogy today: the strategic teacher, one who knows how to tackle different aspects of teaching and uses appropriate strategies to solve the learning problems of his/ her students.

The area where the difference between the Escalas Remunerativas and the Profile is more evident is in the Personal Traits section. We have found that a certain personality is preferred in the literature. This does not come lightly. A good rapport between teachers and students seem to be a very effective way to motivate students to learn the language. A teacher who establishes a good relationship with his/ her students is bound to have better results, that is in other words, the students will be more successful in their learning of the target language.

The last section, Professional Development, is a new area and looks at how the teacher sees him/herself in the future. Even though, "higher professional goals" seems too general, it is a good indication of a teacher´s self evaluation and ambitions.

RECOMMENDATIONS

The Profile of the teacher of English produced by this study points into two directions: on the one hand, it suggests areas where training can be organized, and on the other hand it opens up new questions for researchers to tackle.

1. Training/ development directions suggested by the Profile

1.1. Language Command.

The only coincidence between the Profile and the Escalas Remunerativas calls for teacher development in the linguistic aspect. It seems evident that no-one can teach English without a sound command of the target language, in other words, without knowing what to teach. Any plan for future development/ training must include the improvement of the teachers´ language skills in general either with a focus on an international qualification or not.

1.2. Language Pedagogy.

The Profile mentions knowledge of language teaching methods, resources and materials. Plans for development of the teachers in the Language Centre should include in the future courses and/ workshops dedicated refreshing and / or expanding expertise in the application of varied methodologies. Specially technologically oriented tools. Another important topic for development that may have been overseen is that of the culture. It is true that in Peru we are not bound in any form to any national feelings outside our own but it is also evident that the language

carries a cultural aspect that we, as teachers, must know in order to give right orientation to our students. A way to try and bring the English speaking countries culture closer to our staff might be to try and look for more exchange programmes so that our teachers may travel abroad and have a taste of the foreign culture fist hand Since organizing that type of exchange may be expensive and will benefit a few, a more accessible way may be to bring specialists to our campus to give lectures on culture specifically. Bonds with embassies will have to be developed to achieve this.

1.3. Personal traits.

Even though it is difficult to try and influence in somebody´s personality, it is still possible to form people and teach them to behave in a certain manner, according to the desired profile. In this respect, what our research shows is a heavy weight given to social skills. It is suggested by the study that the teachers who establish better rapport with their students in general, achieve better results. Students feel motivated and tend to make a greater effort in the course.

2. Further teacher training

In the area of training, the profile suggests topics that have not been entertained before at UDEP. The first one is in skills. The profile claims that IT is a necessary skill for teachers of English. We can expand on the term IT. According to the Cambridge Dictionary, Information Technology is "the science and activity of using computers and other electronic equipment to store and send information". Many teachers have learned to use computers on the go, that is, by being forced to use them simply because they are there. It is my experience that many do not have a clear idea how to, for example, compose and edit a Word document correctly, let alone use Power Point or Excel. The use of these programmes is so popular that it is necessary to have a good grasp of what can be done with them so as not to limit its possibilities. Also, training on how to perform internet searches, use databases, download contents, open up an email account, create a blog or web page, are some of the topics that can be of really good help for teachers.

Another area that the profile suggests is creativity. A teacher has to be creative, that is, have resources to solve problems applying original

and new ideas. Can creativity be trained? The answer is yes. There are techniques to enhance and nurture creativity and those can be the object of a training programme of some kind.

Team work is an essential skill, and techniques to organize and manage teams are available. Training should include these techniques which, in the end, will not only enhance the teacher´s team work but will help him/ her organize his/ her own teams in class.

The social skills that the profile has identified as the most important can be developed. Seminars and/ or workshops where, for example, how to establish rapport with students is the main topic will be very useful. Other topics for training sessions or programmes will need to include the study of the psychology of the student according to age and development, and the study of educational psychology geared at the teaching of languages.

3. Further research paths

This study has suggested that the area of teacher profiles from the point of view of the students has not been studies in depth. Apart from very few studies aimed at other teaching subjects, the teacher of English has not been studied from the eyes of the students. This is an important angle and appears to be an interesting topic for further research.

One area that will be of interest for other researchers is the study of how much rapport affects student performance, output and achievements.

The teacher´s command of language is also an area that has not been tackled yet. Is there a difference between native speaker and non-native speaker teachers? Does the difference, if any, affect student´s performance, output and achievements? Does the non-native teacher feel less confident when teaching because of his/ her limited command of the language?

Teacher development may be an area for further study too. Do teachers with more advanced qualifications get better results?

4.   Final words

Composing a profile may seem an easy and even not very useful task; however, a document like this does not exist at the moment at Universidad de Piura Language Centre. As we have found, the desired profile of the teacher is not really laid out. Our institution trusts mainly language certifications demonstrating a certain proficiency of the language, even at intermediate levels (B2, or Cambridge ESOL PET) , as seen in the Escalas Remunerativas document.

It was then necessary to find out what kind of teacher we are looking for. The profile we have produced will be helpful for the Language Centre of UDEP Campus Lima in order to recruit new teachers and to plan training actions. However, it is important to point out that the profile is also useful for other institutions and is, of course, open to discussion, improvement and adaptations.

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APPENDICES

APENDIX 1:
CATEGORÍAS Y ESCALAS REMUNERATIVAS CENTRO DE IDIOMAS UDEP

COLABORADOR DOCENTE A

Bachiller o realizando estudios universitarios.

Sin experiencia o poca experiencia docente a nivel universitario.

Certificación internacional de idioma extranjero nivel B2 (según el Marco Común de referencia Europeo) obtenida o en proceso de obtención.

COLABORADOR DOCENTE B

Licenciatura en Ecucación y/o otras áreas.

Mínimo 3 años de experiencia docente en enseñanza de idiomas a nivel universitario.

Certificación Internacional de Idioma extranjero de nivel B2 (según Marco Común de referencia Europeo)

COLABORADOR DOCENTE C

Licenciatura en Educación y/o en otras áreas con especialización en la enseñanza de idiomas, lingüística o áreas afines.

Mínimo 6 años de experiencia docente en enseñanza de idiomas a nivel universitario.

Certificación Internacional de Idioma extranjer de nivel C1 (según Marco Común de referencia Europeo)

COLABORADOR DOCENTE D

Maestría en enseñanza de idiomas, lingüística o áreas afines.

Mínimo 10 años de experiencia docente en enseñanza de idiomas a nivel universitario.

Certificación Internacional de Idioma extranjero de nivel C2 (según Marco Común de referencia Europeo)

APPENDIX 2:
STANDARDS FOR ESL/EFL TEACHERS OF ADULTS
FRAMEWORK

Domain: Planning
Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Domain: Instructing
Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

Domain: Assessing
Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

Domain: Identity and Context
Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

Domain: Language Proficiency
Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

Domain: Learning
Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire

a new language in and out of classroom settings. They use this knowledge to support adult language learning.

Domain: Content
Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language courser is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

Domain: Commitment and Professionalism
Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.
© TESOL, 2008

APPENDIX 3:
EMAIL FROM THE COORDINATOR OF UCH

Claro, Cesar, con gusto. Segun mi experiencia en UTP y UCH, el perfil del docente normalmente se inclina hacia los sgtes requisitos:

1. Certificacion internacional minimo nivel FCE,
2. Experiencia en otros centros de idiomas o institutos (no se toma muy en cuenta la experiencia en colegios)
3. Capacitacion reciente y actualizada en metodologia
4. Conocimiento de estrategias o tecnicas de ensenianza del idioma a traves del enfoque comunicativo
5. Debe ser dinamico
6. Debe demostrar habilidad endesarrollar un buen rapport con los alumnos.
7. Debe tener amplio criterio en la evaluacion con miras a disminuir o evitar la desercion.
8. Puntual
9. Alta capacidad de interaccion con sus colegas.
10. Identificacion con la institucion.
12. Facilidad y disponibilidad para actividades extracurriculares.
13. De preferencia graduado de una carrera universitaria, no necesariamente educacion.

Es lo que te puedo alcanzar, ojala te sea util.
Saludos,
Martha
Enviado desde mi BlackBerry de Claro.

APPENDIX 4:
EMAIL FROM THE COORDINATOR OF PUCP

Bueno básicamente hay requerimientos académicos (Estudios, experiencias, certificación), administrativos (disponibilidad), pero también hay un perfil de competencias que debe tener. Las competencias se evalúan mediante las entrevistas de postulación donde se han creado herramientas ad-hoc.

Abrazos!

Ralph Grayson Ruiz
Coordinador Académico
Idiomas Católica – San Isidro
Telef. (51-1) 626-2000 Anexo: 6439

IDIOMAS
CATÓLICA
PONTIFICIA **UNIVERSIDAD CATÓLICA** DEL PERÚ
www.idiomas.pucp.edu.pe

APPENDIX 5:
EMAIL FROM THE COORDINATOR OF ESAN UNIVERSITY –
UNDERGRADUATE STUDIES

César, perdón...empecé a contestarte un día cualquiera y tuve que desecharlo antes de terminarlo porque tenía infinidad de cosas que hacer. Bueno, si aún estoy a tiempo, te contesto la pregunta.

No tenemos un documento pero estoy a punto de crearlo. El profesor del Departamento de Idiomas-Pre-grado tiene como mínimo una licenciatura en educación o educación secundaria con mención en inglés y debe estar ya estudiando o tener intenciones de estudiar para el Máster in TEFL (en realidad casi todos están en eso actualmente a excepción de MEL por supuesto). Tiene certificados internacionales de inglés mínimo CAE pero se espera (is expected to) que se prepare y pase el Cambridge English: Proficiency.

Cuídate y cariños a la familia,

Carmen

1 Common Reference Levels

1.1 Global scale

Proficient User	**C2**	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

APPENDIX 7:
SAMPLE SURVEYS FROM STUDENTS

Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : (Masculino) Femenino

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en blanco:

En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a del Centro de Idiomas son: _Vocación_ , _puntualidad_ , _buen Humor_ , _Respeto_ y _posiencia_ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en blanco:

En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de idiomas son: _faltar al respesto_ . _Egoismo_ _falta de gracia_ , _aburrido_ y _indiferente_ .

Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : (Masculino) Femenino

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en blanco:

En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a del Centro de Idiomas son: _profesionalismo_ , _psicopedagogía_ , _ética_ , _dedicacion_ y _amigo(a)_ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en blanco:

En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de idiomas son: _soberbia_ , _impaciente_ , _irespetuoso_ , _molesto_ y _inexperto_ .

Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente
encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para
llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y
que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : Masculino   Femenino

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
blanco:

En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a
del Centro de Idiomas son: _Ser amable_ , _Ser considerado_ ,
Ser educado , _Ser algo estricto_ y _Ser creativo_ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
blanco:

En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de
idiomas son: _Ser arrogante_ , _mal educado_ ,
_____ , _____ y _____ .

Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente
encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para
llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y
que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : Masculino (Femenino)

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
blanco:

En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a
del Centro de Idiomas son: _paciente_ , _motivador_ ,
exigente , _Confiable_ y _ameno_ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
blanco:

En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de
idiomas son: _mal educado_ , _irresponsable_
severo , _desorganizado_ y _sin dedicación_ .

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Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente
encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para
llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y
que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : Masculino   Femenino

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
    blanco:

    En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a
    del Centro de Idiomas son: ___paciencia___ , ___carisma___ ,
    ___ganas de enseñar___ , ___sepa expresarse___ y ___acepte sugerencias___ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
    blanco:

    En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de
    idiomas son: ___renegón___ , ___terco___ ,
    ___tenga poca paciencia___ , ___amargado___ y _____ .

Encuesta

Estimado Alumno/a
Nos acercamos a ti para pedirte que nos ayudes a mejorar nuestros servicios. La presente
encuesta nos revelará datos de importancia para tal objetivo. Por favor tómate unos minutos para
llenar los espacios siguiendo las instrucciones. Ten en cuenta que tus opiniones son anónimas y
que no estamos evaluando a tu profesor.
Te agradecemos de antemano la cooperación.

A. Pertenezco al sexo : Masculino Femenino

B. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
    blanco:

    En mi opinión, las cinco más importantes características positivas que debe tener un profesor/a
    del Centro de Idiomas son: ___Sencillo___ , ___Sociable___ ,
    ___Responsable___ , ___preparado___ y ___justo___ .

C. Completa la oración con una palabra o frase corta (2 ó 3 palabras) en cada espacio en
    blanco:

    En mi opinión, las cinco características que no me gustaría ver en un profesor/a del Centro de
    idiomas son: ___Irresponsable___ , ___injusto___ ,
    ___Controla su temperamento___ y ___aceptable___ .