

Case study: Comparative teacher communicative competence in two faculties of a private university in Lima, Peru. A methodological approach.

Martin Saenz-Moron, M.Ed.¹, Maria Sanchez-Trujillo, D.Ed.²

¹Industrial Engineering Program, Peruvian University of Applied Sciences, Lima, Peru, pcinmsae@upc.edu.pe; <https://orcid.org/0000-0003-4274-0456>

²Graduate School, San Ignacio de Loyola University, Lima, Peru, maria.sancheztr@usil.pe; <https://orcid.org/0000-0002-5228-4688>

Abstract- Communicative competence is key to the professional development of various specialties, both in sciences and humanities. Thus, the present case study aimed to understand what communicative and methodological factors are used by two professors from two different faculties, one with a humanistic approach such as Psychology and with a focus on sciences such as Engineering from a private University in the city of Lima, Peru. In doing so, we seek to understand in depth the dimensions that make up this competence and methodological practice in order to identify the behaviors and actions that compose them. The research began with the theoretical review of the basic concepts of communicative and methodological teaching competence, depending on the use of space, resources, techniques, dynamics, exercises and language management within the classroom. Then two diagnostic instruments were systematized and proposed based on them. Then we proceeded to the validation and improvement of these instruments, the methodological design, the selection of the study subjects, the observation of the sessions and finally the analysis of the results and the corresponding conclusions of the same. The study showed that the four dimensions defined in the study of this case correspond to demonstrable behaviors within the teaching practices of the study subjects. However, the research managed to show that not all dimensions are executed consciously by teachers.

Keywords— Communicative competence, Teaching Methodology, Higher Education.

Digital Object Identifier: (only for full papers, inserted by LACCEI).

ISSN, ISBN: (to be inserted by LACCEI).

DO NOT REMOVE

Case study: Comparative teacher communicative competence in two faculties of a private university in Lima, Peru. A methodological approach.

Martin Saenz-Moron, M.Ed.¹, Maria Sanchez-Trujillo, D.Ed.²

¹Industrial Engineering Program, Peruvian University of Applied Sciences, Lima, Peru, pcinmsae@upc.edu.pe; <https://orcid.org/0000-0003-4274-0456>

²Graduate School, San Ignacio de Loyola University, Lima, Peru, maria.sancheztr@usil.pe; <https://orcid.org/0000-0002-5228-4688>

Abstract- *Communicative competence is key to the professional development of various specialties, both in sciences and humanities. Thus, the present case study aimed to understand what communicative and methodological factors are used by two professors from two different faculties, one with a humanistic approach such as Psychology and with a focus on sciences such as Engineering from a private University in the city of Lima, Peru. In doing so, we seek to understand in depth the dimensions that make up this competence and methodological practice in order to identify the behaviors and actions that compose them. The research began with the theoretical review of the basic concepts of communicative and methodological teaching competence, depending on the use of space, resources, techniques, dynamics, exercises and language management within the classroom. Then two diagnostic instruments were systematized and proposed based on them. Then we proceeded to the validation and improvement of these instruments, the methodological design, the selection of the study subjects, the observation of the sessions and finally the analysis of the results and the corresponding conclusions of the same. The study showed that the four dimensions defined in the study of this case correspond to demonstrable behaviors within the teaching practices of the study subjects. However, the research managed to show that not all dimensions are executed consciously by teachers.*

Keywords— *Communicative competence, Teaching Methodology, Higher Education.*

I. INTRODUCTION

At present, the uprooting of university students and their detachment in the subjects, are characteristics of the current challenges of teachers. As teachers, our main objective is that students perceive and understand the information we are giving them. Even though everyone will do it differently. But the most important thing is that they manage to find meaning in this knowledge and can question themselves inside and outside the classroom. Some teachers produce deep learning in many students while others rarely do so [1]. So, we can understand that teachers are people who achieve considerable success in using their communicative and methodological competence in the search for meaningful learning in their students and that these teachers encourage students not to withdraw from the subjects, to be able to finish the semester and avoid dropping out [1] [2].

Digital Object Identifier: (only for full papers, inserted by LACCEI).
ISSN, ISBN: (to be inserted by LACCEI).
DO NOT REMOVE

Thus, the importance of characterizing the communicative competences that are valuable and that are key to the learning of students and that deserve to be investigated and understood arises. Because when student metacognition is achieved, students are able to answer their own questions and reach their conclusions, making them the axis of learning-centered teaching. [3]. Finally, this research has the following structure: literature review, method presentation, results, discussion and conclusions.

II. STATE OF THE ART

1. Higher education under a constructivist approach

The constructivist approach assumes that the learner assumes the role of the scientist, explores and observes reality, asks questions about it, experiments and solves problems. It is expected that this position, active in front of their own learning, potentiates creative and inferential capacities, promotes autonomy and encourages interest in science and its procedures [4].

In addition, one of the barriers in higher education is the character of solitary activity (*Lonely task*). Since very little is known about teacher-student interaction and its mechanics in the social space [5]. That is why this type of research is necessary and it is very important to define them as antecedent of our research, since they include elements associated with the process and product of teaching, its organization and management in an institutional framework. It is a concept that is not alien to the local context in which it is applied, to the historical evolution of university institutions and to the advances that occur in the field of research on teaching [6].

2. Communicative competence and teaching methodology

When operationally defining this point, various methods are used depending on the objectives and context. The teacher uses his communicative competence to achieve the motivation and interest of the student, and thus enhance understanding, promote their autonomy and the improvement of their significant learning process. The student becomes inter-independent and understands how to competently self-evaluate their work. [7]

In addition, the methodology developed through this competence allows the interaction of the teacher with the students in a bidirectional way; The conceptions of the student

are taken into account and the aim is to check their understanding of the contents and promote the negotiation of meanings. The expository methods are complemented by interactive methods, dialogue and questions are used, group techniques such as cooperative work, debate, role play, etc. are used.[7]

In this line, various investigations show that the teacher who develops communicative competence with his students, is able to transmit his enthusiasm for the value of learning as a path of growth and personal and professional development. In addition, they define this competence in a multidimensional way, considering space, pedagogical resources, and language as key mobilizers in this process. However, sometimes this is not enough, as students perceive enthusiasm as something alien to them. To deal with this situation, it is important to have a direct impact on students, to know what their goals and aspirations are and to help them become aware of what they want and what they do to achieve it [8].

3. *Motivation and meaningful learning*

As reviewed in recent research, the true motivation of the university student is to learn in an environment of universality of knowledge, because each learning achieved allows him to diversify in the chosen career and offers him one more step in the goal towards his academic achievement. This concept of universality in higher education is attached to the influence of work, coupled with new globalizing trends and market competition and plays an important role in pedagogical discourse, which could reinforce or influence the degree of motivation of students, since a motivated person is one who shows persistence in a career or an activity [9].

In this sense, there are contributions that determine the importance of meaningful learning from a multifunctional approach in the development of communicative competence and argumental dialogue [2].

This is how it has been demonstrated that the teaching styles of teachers affect the learning styles of students in higher education, so we consider it key to deepen the understanding of this methodology through the communicative perspective of teachers and the dimensions it comprises [10].

On the other hand, the methodology used by the teacher plays a fundamental and progressive role that mixes with the interest of the student and coexists in the same context and space of interaction. This progression in methodology should be constituted as the source of the design of the curricula and in the development of the activities that are executed in the classroom. However, it is not what normally happens, so it is key to enter a process of metacognition of teaching practice towards the reflection of the teaching-learning process from a methodological perspective. [10] [11].

4. *Methodological dimensions of teacher communicative competence.*

The present dimensions are operationalized as observable aspects and susceptible to evaluation and comparison in the

research process, and that serve as pillars for the understanding of the methodology of the teachers. [3]

Each teaching methodology has its own structure, which makes some of them better suited to certain purposes than others. This means that there is one method better than another, each of them has advantages and disadvantages from the point of view of the student, the teacher, the institution, learning and knowledge itself. The teaching methodology from the perspective of communicative competence refers to the set of methods and techniques that allow achieving a specific educational purpose thanks to the verbal and non-verbal communicational management of the teacher; The methodology is therefore a means and not an end in itself. [12]

The use of resources.

When referring to the use of resources, we speak precisely of those resources that the teacher uses to be able to deliver the information to the student. And in this way, the student has the necessary tools to understand the class. We refer to the tools used for the execution of the activities that are going to be carried out in the classroom, the management of the classroom with all the dimensions that this implies: the climate in the classroom that these tools will generate, the interpersonal relationships that they will promote, the context in which they are used, the intellectual capacities of the students they foster, the motivation they generate, the learning built from them and the process itself [13] [14].

The use of space.

It corresponds to the environment in which learning occurs and how, from the communicational perspective, it promotes the achievement of students' learning objectives. Sometimes, the climate of the institution as a whole will be a facilitator of a good classroom climate or, on the contrary, could hinder it, that is, a good environment can coexist in a particular classroom, with a particular teacher and at the same time a negative institutional climate, or vice versa [15][16].

In addition, some research confirms that the organization and planning of the educational space occupy a didactic factor that allows us to facilitate the achievement of educational goals and objectives. In addition, they refer that the methodology and communicative competence of teachers are the protagonists to materialize changes in the system of this space, because through its planning it turns knowledge into something interesting, using methods according to the requirements of their work groups in a given physical context. [17] [18]

Techniques, exercises and dynamics used.

When referring to the use of techniques, exercises, dynamics and other strategies within the classroom, it is important to understand that they correspond to planning and execution in the search for meaningful learning. This is how today there are various foundations in the world on the benefits and applicabilities of various dynamics or methods during the development of classes, which are aimed at the teacher demonstrating their communicative competence in order to expose students to situations in which some specific competence key to their professional life is developed [19][20].

In this way, it is highlighted that the most important thing to highlight are two aspects: the mobilization, by students, of resources from various sources and the fact that they learn to learn well from the challenges posed by the problem, with the guidance or support of the teacher who shows his communicative competence in the development of this dimension [21][22][23]

On moderation and language used

Understanding the linguistic role of the teacher's communicative competence means understanding that conventionally the teacher was understood as the one in charge of monopolizing communication to a single channel (himself) and that the discourse he used was eminently of the argumentative, expository or instructional genre [24] [25]

In this sense, it is key to understand that verbal and non-verbal language can be understood as the communicating vessels that exchange information between teacher and student. In addition, it represents the value of the methodology from verbal interaction during the communication process, [26] [27]

III. METHOD

A. Research design

The nature of the research is qualitative, as it seeks to understand the methodological phenomenon that happens precisely in its own context, the classroom. In this type of paradigm or research type, there are no defined parameters for the size of qualitative research, since the main meaning is the deep understanding of the environment studied [28].

In this sense and based on the fact that the research sought to influence the specific methodological dynamics of communicative competence, the case method is adequate to investigate phenomena in which it seeks to respond to how and why they occur in their own context. In addition, it allows us to study them from multiple perspectives and not from the influence of a single dimension [29].

The design of the case study will allow us to carry out an inductive and particularistic research study, which is totally aligned to the qualitative paradigm selected above. In addition, it will allow us to describe the educational phenomenon in the same context that happens, explore and document the conclusions in order to generate an investigative precedent. This is clearly supported by the investigative nature of our study, which in no way aims to manipulate any of the characteristics of the teaching methodology, but on the contrary, seeks to observe and characterize the agents of study at the precise moment where the phenomenon occurs (the classroom) and provide the understanding of that condition without any intervention of the researchers.

B. Case Study Selection

The choice of observation elements is made in order to deeply understand the behavior of the subjects for the expansion of knowledge and not necessarily as a population representation [30]

For the selection of study subjects, we will use a case-type selected for convenience. This is because the objective of the

research is to collect the depth, richness and quality of the characteristics that have just two cases-type of professors from two faculties. The professors selected to be part of the case study were from the faculties of Psychology (Teacher 1) and Engineering (Teacher 2) of a private university in Lima. Both are lecturers during the development of the case study and accepted that we observe their classes for the application of the instruments.

C. Instrument Design

1) Direct observation guide:

When we speak of direct observation, this is defined as the most systematized and logical form for the visual and verifiable record of what is intended to be known; that is, it is to capture in the most objective way possible, what happens in the real world, either to describe, analyze or explain it from a scientific perspective; unlike what happens in the empirical world, in which the common man uses the data or information observed in a practical way to solve problems or satisfy his needs [31]. Regarding the structure of the observation, it is important to mention that when structuring an instrument, it is necessary to consider a priori the dimensions or categories to be evaluated [32]. In this sense, the instrument we will use will be the guideline or observation guide or also called class report, which is one of the most common in the practice of case study in education. The researcher has a unique opportunity to obtain information that in other cases is not achieved [33]. In this line we consider that the observation technique is important to understand in depth the educational phenomenon that happens within the classroom context of a teacher of excellence. Well, it allows us to appreciate every methodological detail contained within the class of the teacher subject of study.

2) Structured Interview Guide

In the qualitative methodology, the structured interview is understood as one in which the questions are determined beforehand, with a certain order and with a set of dimensions or categories that are systematically applied to the subjects of the study [34]. This type of interview has the advantage of systematizing the information, which facilitates the classification and analysis of the results. It also has high objectivity and reliability. In this sense, this is the chosen technique that we will use and that will allow us to know the perspective and interpretation of the teacher subject of study, in order to achieve the joint construction of the purposes of the methodologies used, their scope and effects.

The combined use of these techniques will give us much richer and deeper results than the individual use of each of them. In addition, by using both information collection techniques, we will be able to understand several edges of the research, the description of the class context and methodology analyzed, the interpretation and justification of the use of each methodological step of the interviewed teachers. All this in order to complement the theory, observation, conclude and compare much more completely.

D. Validation of instruments

On a scale of 0 to 3 in the dimensions of sufficiency, coherence, clarity and relevance, validation obtained the following results after passing the validation by 3 experts:

TABLE I
VALIDATION CRITERIA AND SCORES

Sufficiency	Coherence	Clarity	Pertinence
2.4 Maximum 3 points	2.7 Maximum 3 points	2.1 Maximum 3 points	2.5 Maximum 3 points

SOURCE: AUTHORS.

After compiling the contributions of the 3 experts, the validation process and the resulting weighting, the following opportunities for improvement could be found in the instruments:

1. Adapt the classroom observation instrument to a binomial observation scale.
2. Complement the classroom observation instrument with an anecdotal record.
3. Adapt the questions of the structured interview from a perspective of non-generalized individual opinion.

Finally, it was possible to adjust the instruments developed by enriching them with their appreciations.

E. Data Collection

First, two professors were selected, one from the Faculty of Psychology and the other from the Faculty of Engineering. The criterion of this selection was that we believe that the profile of both should be different based on the way in which they approach students, the profiles of the career with different competencies and the accessibility we have as researchers to access two case-types of teachers present in these two faculties. Subsequently, we proceeded to choose the criteria or methodological dimensions that were evaluated both in the observation and in the structured interview with each of the two selected teachers. For this, our experience and teaching perspective were used, and the available theory on methodology in higher education.

Thirdly, we proceeded to enter the class sessions to proceed with the observation of the methodology, its characteristics and attributes. This allowed us to understand patterns, be part of and document the precise moment in which the investigated phenomenon developed.

Fourthly, interviews were conducted with both research subjects. With them we manage to know the perspective of each one on the methodologies they use, their purposes and effects, and complement the previous step of observation.

Finally, we proceeded to systematize the information obtained, categorize it and explain the phenomena, in order to understand and interpret methodological patterns of communicative competence, compare them and relate them to theory. This will provide a 360° perspective to the research, providing it with the teaching appreciation of its practice, the observation of the moment in class, the available theory and finally the interpretation of the researchers.

IV. FINDINGS

To present the analysis of results, the information will first be systematized through the analysis of the pattern of observation of classes and their respective questions by dimension. Then, the answers of the structured interview will be analyzed. Finally, we will proceed to the comparative discussion of the results for each dimension, section in which we can compare, contrast and see in depth the methodological characteristics of the teacher's subject of study.

A. About the use of resources

a) Teacher 1, observation

The teacher starts the session by welcoming the students and inviting them to remain silent. During the session, the use of resources was diverse. Using the whiteboard for the presentation of real cases, and the iPad to project the theoretical presentation I had prepared for the class. It also shows the importance of each resource by asking students about what was captured in the moment. Both students and teachers interact continuously, which is facilitated using resources they use.

b) Teacher 1, interview

The teacher mentions that the use of resources is very important in their classes, since it allows students to understand and strengthen knowledge. Likewise, he mentions that sometimes he uses YouTube videos and readings to strengthen the theory they have been seeing in that week. During the interview he says "in the university the use of the iPad is stimulated and I use videos on the YouTube platform. On the other hand, he used a lot the blackboard, the readings and papers that we left in the course and that explain the class topics contained in the PowerPoint. "He emphasizes that it is important that students have read the readings, so that they can be discussed in the session. He also mentions that various resources should be used, since there are students who learn better by visual means and others by auditory "all have different types of skills to build their knowledge, and because students communicate which are the tools or resources that help them more in their learning process. "says the same teacher.

c) Teacher 2. Observation.

It is observed that the teacher makes use of the blackboard from the beginning of the class by writing down the objective of the session on the board and then making use of it to exemplify each of the steps of the session and the flow diagrams that will be presented.

The teacher also made use of colored markers to differentiate the most important numbers of the session and to draw students' attention to a particular part of the board.

The use of these resources was evident and allowed students to differentiate the aspects and parts of the cash flow that the teacher was presenting, as well as classify the content according to the color of the markers into relevant and non-relevant.

Finally, it was observed that the teacher gave printed slides to the students and a list of exercises also printed. These

materials were used in the middle of the class for students to read and apply the formulas in an unannounced assessment.

d) Teacher 2, Interview.

The teacher details that "the blackboard aims to capture the attention of the students, that the student learns and that, having learned, he is able to replicate autonomously the knowledge he has learned". "... Through what is developed on the board, there is an exchange of knowledge, and then students apply this knowledge by putting into practice in the examples raised in class. " This is how he states that the use of the whiteboard is important because it allows him to exchange knowledge and capture the attention of students in the part of the content he wants to highlight. In addition, he said that the use of printed matter and evaluation in the same class in an unforeseen way, allows him to avoid distractors such as cell phones that students usually use.

B. About the use of space

e) Teacher 1, observation

From the beginning of the session, the teacher makes proper use of the space, because he enters, greets the students and asks them to keep quiet. You can leave your belongings in the folder and then proceed to connect the iPad to pass the list. During class, he walks around folders, so he keeps students attentive. In the same way, the configuration of the space contributes to learning since it is adapted so that students can be comfortable and can hear the teacher's voice.

f) Teacher 1, interview

The teacher comments that he uses the space by moving through the room and that the students must move the chairs to be able to make feedback in some of the classes. He says, "Well, I move around the classroom quite a bit. Sometimes, in some classes, we make a closed circle so we can talk and move the chairs. What happens is that they are quite spacious rooms, so I try to use the space as much as possible. He considers that the space is wide, so it contributes to the learning and needs of the students "Because in this particular course, as it is a course for hookahs, and there are approximately 40 students, a larger space is deserved. It is important that students feel comfortable and are not physically compressed. In addition, it helps them to have a greater visual record, which results in them being able to be more attentive. ". In the same way, students have a comfortable space to walk and move within the classroom because I believe that any element of the room contributes when it is comfortable. All this helps students to be a little more predisposed to learn and understand. It would be very different if they were physically uncomfortable, as such discomfort can cause them to be distracted.

g) Teacher 2, observation

Regarding the use of space, it was observed that the teacher opened the classroom blinds and walked along the space to mobilize the attention of the students. In addition, it was observed that it encouraged students to sit at the top of the class. This clearly denotes the use of outside light to capture

the attention of students and the use of their walk and the possibility of sitting closer to it to get the attention of students and avoid loss of attention.

h) Teacher 2, interview

The teacher said that "I believe that to learn we must be comfortable.", and that from his point of view the use of space and light is important to mobilize and promote the predisposition to students and so that they are as close as possible to the blackboard (which is their main resource). However, he did it without prior planning "perhaps not consciously". This shows that, although a teacher is not fully aware of the effect of the use of space, he does take advantage of it in the development of his class.

C. About the techniques, exercises and dynamics used.

i) Teacher 1, observation

During this session, a real case solving exercise was performed. Where students had to link the theory with the solution of the practical case, so that everyone can intervene in class. In the same way, it should be mentioned that more dynamics could not be done because it was one of the last classes of the semester, so the students had doubts about the final exam and were closing with the topics of the syllable.

However, constant interaction with students could be observed, allowing them to promote meaningful learning. Most students gave their opinion at some point in the class. By giving real-life cases, where the teacher had had to intervene as a psychotherapist, he allowed an adequate transfer of knowledge. And at the end, I asked the students if they had doubts. The same thing happened at the time of finishing each issue raised.

j) Teacher 1, interview

The teacher comments that students tend to ask a lot about the topics that arise in classes, since they tend to be controversial "Well I do several things, I usually ask a lot, I am quite Socratic, since the course lends itself to many topics that are controversial. Moreover, they are put together as debates on those topics. On the other hand, it helps me a lot to narrate the clinical cases that I have attended before, in this way I allow the students to reflect after the questions. Sometimes they talk about personal issues and give their opinions, then among them they also begin to take note of what was discussed and to create an opinion. " Which allows them a continuous reflection. Also, the purpose of their techniques, exercises and dynamics used during the classes is to be able to share the experiences and understand the experiences of the students "I think the most direct way is through the narration of cases, since they realize that the cases I tell them are true, in reality every time I give them an example it is based on something real. " He believes that his classes promote meaningful learning by presenting real cases and continually questioning "you encourage students to seek information on their own and to share even their personal experiences with each other. All this also becomes significant in emotional terms, and that causes them to retain more information. Debate is usually generated in class, which allows the exchange of information and thoughts. All the above, allows

the transfer of knowledge to real situations. and the teacher checks it through questions and exams "In addition to the exams, the reading controls, and the small tasks they have throughout the cycle, I always try to start the class with questions related to the previous knowledge of the previous class. Asking what they remember and asking them if they have doubts to try to solve them with me and that, somehow, everything is clear. "

k) Teacher 2, observation

It is observed that the cases presented by the teacher were adequate of real financial reports, and that exemplifies with real problematizing situations of the business context, arousing the interest of the students towards the content treated. In addition, the teacher recurrently asks questions of the content he develops on the board and allows students to compare their answers to the cases with their peers.

On the other hand, it was observed that, towards the middle of the class, the teacher began the work of a group case in which the students had to fulfill the role of financial analyst to propose solutions with the content developed that day. Although the didactic purpose was not explained, the teacher asked the students to join in groups and find the solution based on the cash flow content developed on the day. Finally, the teacher evaluated the content of that session with a "pasito" or closing test, in which he allowed the students to use the distributed papers. This point showed that the teacher used the requestions mentioned above as a way of reinforcing concepts, knowing that in the surprise test, students would use the information.

l) Teacher 2, interview

During the interview, the teacher mentioned that he recurrently uses group cases, news and even videos for the development of topics in class. In addition, he said that what he seeks is that students demonstrate in the development of the activities the analytical skills that correspond to the central output of the subject: "All this in order to attract their attention and prepare them so that they can satisfactorily solve the practical part of the career", and that seeks that students find meaning in the exercises in the professional context in which they will find themselves upon graduation: "Suddenly later when I practice or when I work they will also remember me again, when a situation like that was suddenly presented to them." Finally, he said that, due to the dense content of the subject, the use of real cases allows him to demonstrate the application of theory in practice in a participatory way and involving students. In addition, he said that the "little step" serves to capture the attention of students because they know that in the end comes a small case that will evaluate the content of the day: "to see that they are advancing and understanding the issues that are required to continue developing in the career."

D. On the use of language

m) Teacher 1, observation

The teacher uses an appropriate tone and volume of voice, which allows students to pay attention. He also intentionally

uses his body language, since he constantly moves his hands to emphasize a specific topic or that he wants to give importance. He does not use time as a tool in the development of the class, since it was a short session and they finished earlier than stipulated. For the teacher, it is very important to be empathetic with students, this is demonstrated by inviting them to participate and listening to them assertively.

n) Teacher 1, interview

The teacher mentions that he speaks loudly and is able to project the voice and regulates it depending on the topic that is being worked on in class "I speak quite loudly, and I can project my voice well. The voice I regulate a little depending on the subject, but in general I am like quite strong and it is not common for them to fall asleep. I try to be attentive to them. "For him, body language is important, since it allows him to be closer to the students and is aware of what they do "I try to be quite close with the students, I walk a lot in the class space, sometimes I sit at the table and as I told you before, we do these dynamics in which we get together in a circle. As much as possible I try to behave like his teacher, obviously, but I don't have a posture like distant or vertical. "Similarly, eye contact is seen as indispensable. It does not plan the classes to last the 110 minutes, but it will depend on the reflection of the students and how many they collaborate in class ... Usually the first 10 minutes are used in the attendance and then in a collection of previous knowledge, then I introduce the topic of the class and tell them what we are going to learn. Then, I intersperse the theory with the cases that I narrate, that takes me most of the class. Finally, I always end up asking questions, of which it has not been clear, and we make a closure. ". Finally, he evidences empathy through inclusion and non-discrimination and asks them about topics of interest. "Well, from day one, I always talk to them about inclusion, about non-discrimination, about the freedom to say what you want, without being judged. I believe that the course lends itself a lot to generate empathy, this for the cases we narrate. In class we always try to validate the opinions of others, regardless of what is said, we try not to minimize them."

o) Teacher 2, observation

It is observed that the teacher intentionally uses a slow tone with constant volume in most of the development of the class. However, it was observed that he raises the volume of the voice punctually, when he wants to highlight a concept that he considers key in the class. In addition, he intentionally nods and demonstrates facial expressiveness to affirm or question student case resolutions. Finally, it was observed that the language used is eminently technical financial, although it is still cordial and demonstrates respect and active listening to the opinions of students and their contributions in class.

p) Teacher 2, interview

The teacher said that he is aware of the use of tonalities of voice because it allows him to capture the attention of his students in the moments he considers important: "there are times when I require students to pay more attention and raised their voices more, I change the volume and that is so that they

also pay more importance to the topic that is going to come since perhaps it can be central in the course. " In addition, he said in the interview that he does not use facial expression consciously but that he recognizes that it is another instrument to generate consistency with what he holds before the students: "I recently realized that through expressiveness and the use of the body you can make the class become more dynamic "

IV. DISCUSSION

To present the analysis of results, the information will first be systematized through the analysis of the pattern of observation of classes and their respective questions by dimension. Then, the answers of the structured interview will be analyzed. Finally, we will proceed to the comparative discussion of the results for each dimension, section in which we can compare, contrast and see in depth the methodological characteristics of the teacher's subject of study.

A. About the use of resources

Regarding this dimension, we understand that using resources within the class allows the teacher to deliver relevant information to students through tools that allow them to understand the content of the session. In this sense, resource management strategies must see how the teacher uses these tools as elements of help in the development of the class. [35]

As observed in both teachers, resources are a relevant point in the development of their class. Both use resources such as whiteboard, iPad and colored markers in their own way, which allow them to reinforce and highlight the content they consider relevant, as well as attract the attention of students.

We can affirm that, although the teachers observed do not use the same resources, both are aware of the benefits they bring to their sessions. For example, the first teacher believes that this helps to "arouse their interest more, and that this results in the class appearing a little more dynamic. So that they finally do not believe or feel that it is only something theoretical that the teacher develops, but to create more interaction. "

In addition, as a result of structured interviews, we understand that both teachers have more resources available, such as videos, laptops, presentations, cards, etc. This allows us to affirm that the importance they give to this dimension is evident and that they recurrently configure tools that allow them to promote and stimulate the learning of their students.

B. About the use of space

Regarding this dimension, we can affirm that both teachers used the space to configure their class for the benefit of student learning. This is reflected in the fact that both teachers moved within the classroom during their sessions.

It is important that the spaces are configured for student learning [15]. In this sense, we could observe that the second of the teachers observed evidenced this behavior by opening the blinds to ensure that the outside light contributes to the attention of the students, as well as encouraging them to sit in the first

rows of the class: "Because I believe that to learn we must be comfortable." On the other hand, although the first teacher comments on the importance of space in his sessions, it was not possible to evidence a behavior in which he intentionally configures his space. Nevertheless, he remained active throughout the session, and walked around the class.

In short, we can affirm that both teachers find space management useful. However, in practice only one evidences a recurring and intentional intention to configure the space in the observed session. We even consider this aspect important, pointing out "that helps students not to have many distractions. This is because the configuration of the room, which is like facing forward, with the ecrans, with the blackboard, with the table, with the teacher's chair. All this lends itself so that students can, at least visually, focus"

C. About techniques, exercises and dynamics used.

The use of dynamics, techniques and exercises contribute to the development of competence such as critical thinking, collaborative learning and problem solving [36]. In this sense we could observe that both teachers used a case within the session and the most outstanding of this was that both used information and background based on real events, which made the students can land the contents in the execution of a practical exercise linked to their professional practice. It should be noted that each teacher developed the case differently, which shows that the use of this technique is not necessarily linked to a specific execution methodology. For example, the first teacher developed it with the whole class together while the second did it through segmented group work. Specifically, the psychology teacher showed a case about a dysfunctional family, and how they should work together and be able to solve problems. In the same way, the engineering professor developed a case study on a real financial flow of the business sector. Teachers consider this valuable because, as they mention: "whenever I count cases, this catches their attention. Since they have no previous experience and are very hungry to learn for things that are real, then they value very much the information that does not only come out of the separata or the PowerPoint." They also affirm that, "the cases have to be updated by the reality in which we live since this strengthens the learning of the students based on the reality of the market and the career".

In this sense, we can affirm that both teachers are aware of the impact caused by the use of techniques, dynamics and exercises in class and that, although each one executes them in their own style, according to the content they are developing, both agree that they are beneficial to fix knowledge, absolve questions or doubts regarding theory and above all to promote in a practical way the competences that the subject seeks to develop in the students.

D. On the use of language

In this dimension, it must be clear that the use of language and moderation should not be understood as the monopolization of discourse by the teacher, unilaterally and authoritarian but

should be managed bidirectionally and evidence coherence in the discourse both verbally and non-verbally [37]

In this line, we could observe that both teachers used verbal and non-verbal resources in the development of their class, such as intonation, voice volumes, technical language, gestures and gestures. However, only the first teacher showed to be highly aware of the use of this dimension and that from the planning he took it into account "Because you have to capture their attention, especially because it is a schedule that takes place after lunch ..." On the other hand, the second teacher only said he was aware of the volume changes to highlight certain key concepts, but not gestures and non-verbal language. "I recently realized that through expressiveness and the use of the body you can make the class more dynamic, which adds to the student's learning and the class becomes less dense."

In sum, we can affirm that, although this dimension was identified by both teachers as part of their practice, only one of them demonstrated to take it into account in their planning and use it intentionally.

V. CONCLUSIONS

The use of physical resources in the classroom by the two teachers evaluated was evident and identifiable. In addition, it was possible to identify that both teachers used them in their favor in the development of the session, because although they were different resources, in both cases it was a characteristic and conscious behavior on the part of the teacher. In this sense, we can also say that the teachers observed were characterized by focusing the resources used in the development of the learning of their students, since it was evidenced in both cases that the resource used contributed to facilitate the teaching-learning process.

Secondly, we can conclude, evaluate and detach from the case under study, that both teachers profitably used the space available in class, through movement, light and folders. However, this behavior was not supported by the metacognition of their practice, because when interviewed they minimized this practice and considered it automatic and evident. This leads us to conclude that the exercise of the second dimension of research is unconscious and therefore underestimated, despite being an evident behavior from the point of observation.

The use of voice and body language, as tools during class, have been developed in a similar way by both teachers. So, we can value and corroborate that maintaining an adequate tone of voice, emphasizing those words that we want our students to remember, and moving within the classroom, are observable elements in the case study. This will promote a more active relationship with our students. Leaving aside the unidirectional position of the exhibiting teacher, allows students to intervene continuously. But for this, this must be promoted in the salon. And it should be noted that planning the class (use of time) was something important in both teachers. However, it could be observed differently, since one used less time than the other for

their sessions. In this sense and after having observed and deepened in this dimension, we can conclude that this behavior was evidenced in the study of this case, so, without a doubt, both language and body expression are essential elements of the teaching practice of both study subjects.

The research was able to determine that although the teachers subject to the study exercise their role in different faculties, with totally different and somewhat opposed competencies and graduation profiles, the dimensions of analysis defined in the research were evidenced during the observation and interview sessions were developed constantly in both teachers, demonstrating similar characteristics and methodological behaviors in most cases, so we can conclude that the 4 dimensions of analysis are applicable to case studies of higher education teachers of various specialties.

Similarly, we can conclude that the four dimensions defined in the study of this case correspond to demonstrable behaviors within the teaching practices of the study subjects. However, the research managed to show that not all dimensions are executed consciously by teachers, so we recommend that this case study can be extended to deepen the understanding of teaching practice in more faculties and university populations, in order to complement the study and look for more characteristics and observable behaviors than teachers considered as outstanding. Execute in their sessions in contribution of the meaningful learning of the students.

Finally, we can conclude that the findings found in the present research do correspond to the evidenceable behaviors of the two Talent teachers subject to the case study. However, we could continue to ask questions and opportunities for expanded case studies with questions such as What about teachers who only teach online? Could they not comply with the 4 states of the art explained above? In what way? It would also be important to know how important is the feedback we receive from students, for our continuous improvement? Can anything be done to improve that feedback between student and teacher? Since, we continually focus on what we, as teachers, given to students, but how does it work in reverse? So, the path of research on the methodology of talented teachers is still long, but step by step, we are moving forward.

ACKNOWLEDGMENT

To the Research Department of the Universidad Peruana de Ciencias Aplicadas for the support provided to perform this research work through the incentive UPC-EXPOST-2023-1.

REFERENCES

- [1] K. Bain (2012). What is good teaching? *Journal of Education*, 4(4), 63-74.
- [2] K. Bain (2006) What the best university professors do. University of Valencia.
- [3] M. A. Zabalza Beraza (2011). *Teaching methodology*.

- [4] A. Camargo, C. Hederich (2010). Bruner: Two cognitive theories, two ways of meaning, two approaches to teaching science. Article published for Universidad Pedagógica Nacional. Colombia.
- [5] A. F. March, J. M. M., & Glacier, A. Á. (2012). Good teaching practices of university professors: case studies. REDU: Revista de Docencia Universitaria, 10(1), 43.
- [6] E. García-Jiménez, (2016). Concept of excellence in university higher education. Medical Education, 17(3), 83-87
- [7] B. Gargallo-López, J. Suárez-Rodríguez, P. R. Garfella-Esteban & A. Fernández-March (2011). The CEMEDEPU questionnaire. An instrument for the evaluation of the teaching and evaluative methodology of university professors.
- [8] M. R. Ariza & M. P. Ferra (2009). How to motivate learning at university: a fundamental strategy against academic failure in new educational models. Revista iberoamericana de educación, 51(1), 87-105.
- [9] A. P. Hernández (2005). Motivation in university students. Electronic Journal "Actualidades Investigativas en Educación", 5(2), 1-13.
- [10] B. Gargallo (2008). Teaching and evaluation styles of university professors and their influence on students' ways of learning. Spanish Journal of Pedagogy, 241, 425-446
- [11] E. M. O. Moreno (2013). Student learning approaches and teaching methodology: Evolution towards the new training and interaction system proposed in the EHEA. Journal of Educational Research, 31(2), 429-429.
- [12] J. T. Mesa & B. L. Vélez (1991). Proposal to innovate in university teaching methodologies. Journal of Education and Pedagogy, 2(6), 49-65.
- [13] Z. Bozu, & P. J. Canto (2009). University teaching staff in the knowledge society: professional teaching skills. Journal of University Educational Training and Innovation, 2(2), 87-97.
- [14] F. M. E. Mon & Carver, M. G. (2011). The new paradigm of learning and new technologies. REDU. Revista de Docencia Universitaria, 9(3), 55-73
- [15] E. Burga (2004) Learning processes in teacher training: a view from the New Pedagogical Approach and interculturality.
- [16] D. Ríos, N. Bozzo, J. Marchant & Fernández, P. (2010). Factors that affect the university classroom climate. Latin American Journal of Educational Studies (Mexico), 40(3-4), 105-126
- [17] C. Laorden Gutiérrez & Pérez López, C. (2002). Space as a facilitator of learning: an experience in initial teacher training.
- [18] M. Alfonso (2019). The importance of a teacher planner: some benefits for students. Education in Context, 169-189.
- [19] B. R. Gómez. (2005). Problem-based learning (PBL): a didactic innovation for university teaching.
- [20] J. Pimienta Prieto. (2012). Teaching-learning strategies. Competency-based university teaching. PEARSON EDUCATION, Mexico. ISBN: 978-607-32-0752-2.
- [21] J. Rué, A. Font, & Bernat, G. C. (2011). PBL, a strategic approach to higher education education: Contributions from an analysis of law education. REDU: Revista de Docencia Universitaria, 9(1), 25.
- [22] A. P. Ruiz (2011). El modelo docente universitario y el uso de nuevas metodologías en la enseñanza, aprendizaje y evaluación The educational model at university and the use of new methodologies for teaching, learning and assessment
- [23] Z. Bozu & Imbrón, F. (2012). The teaching portfolio as an innovative training strategy for new university teachers. A case study. Journal of Education, 2012.
- [24] G. S. Pinyol (2005). Effective Communication in the Classroom: Speaking Techniques for Teachers (Vol. 5). Graó.
- [25] M. Muñoz-Cruzado, González, R. G., Salgado, N. J., & Martín, F. F. (2013). Non-verbal communication in teaching. Revista Española de Comunicación en Salud, 4(1), 54-64.
- [26] C. R., Jiménez, M. T. F. Hervias, Matamoros, D. J. C., Muñoz-Cruzado, M., González, R. G., Salgado, N. J., & Martín, F. F. (2013). Non-verbal communication in teaching. Revista Española de Comunicación en Salud, 4(1), 54-64.
- [27] M. Ferrero, & Martín, M. (2007). The non-verbal language of the specialized teacher: indicators for observation. Faculty of Fine Arts of the National University of La Plata and Conservatory of Music Julián Aguirre of Lomas de Zamora.
- [28] M. Mertens (2005). Research and evaluation in Education and Psychology: Integrating diversity with quantitative, qualitative, and mixed methods (2a. ed.). Thousand Oaks: Sage.
- [29] S. Chetty (1996). The case study method for research in small- and medium-sized firms. International small business journal, vol. 5.
- [30] C. Damon, & Holloway, I. (2010). Qualitative research methods in public relations and marketing communications. Routledge.
- [31] G. Campos & Martínez, N. E. L. (2012). Observation, a method for the study of reality. Mihai, 7(13), 45-60.
- [32] E. G. Quintana, (2008). Techniques and instruments for class observation and their application in the development of reflective research projects in the classroom and self-evaluation of the teaching process. XVIII International Congress of the Association for the Teaching of Spanish as a Foreign Language: Alicante.
- [33] Y. Sarduy Dominguez (2007). Information analysis and quantitative and qualitative research. Cuban Journal of Public Health.
- [34] L. Díaz-Bravo, Torruco-García, U., Martínez-Hernández, M., & Varela-Ruiz, M. (2013). The interview, flexible and dynamic resource. Research in medical education.
- [35] M. C. Rinaldo, Churcher, A., & Dongola, D. (2003). Motivation and use of strategies in university students. Its evaluation based on the Motivated Strategies Learning Questionnaire. Annals of Psychology, 19(1).
- [36] B. R. Gómez (2005). Problem-based learning (PBL): a didactic innovation for university teaching.
- [37] G. S. Pinyol (2005). Effective Communication in the Classroom: Speaking Techniques for Teachers (Vol. 5). Graó.