THE LANGUAGE LEARNERS' VIEWS ON THE TEACHING COMPETENCIES OF ENGLISH TEACHERS AT HIGHER VOCATIONAL COLLEGES IN GUANGXI, CHINA

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ABSTRACT

The objective of this study was to provide a comprehensive theme-based reference for the improvement of teaching competencies for English teachers in higher vocational colleges in China with an exploratory mixed-methods research design. This quantitative study focused on first-year higher vocational students' views of five teaching competencies in English: knowledge and skills, instructional design, teaching practice, teaching evaluation, and teaching wisdom. The students comprehensively and objectively evaluate the various components of teaching competencies. A comparative analysis of the mean values of the components of teaching competencies identified items where there were significant deficiencies in teaching competencies from the students' perspective and found deficiencies in all components especially teaching practice and teaching evaluation. This research recommended strategies for improving the teaching competencies of English teachers in higher vocational education developed exclusively from the students' views, focusing on their experiences and perceptions of English learning activities, incorporating their views on teaching competencies with them, and eventually recommending effective strategies.

Keywords: Language Learners' Views, Teaching Competencies, English Teachers, Higher Vocational Colleges.

1.0 INTRODUCTION

China is in a critical period of accelerating the transformation of its development mode and promoting the adjustment and upgrading of its industrial structure. It is significant for the construction of a modern vocational education system and the reform and development of education in China to further improve the construction of a modern vocational education system, rely on industries and industries, promote the further development of higher vocational education (HVE) with employment as the guide, and cultivate highly skilled talents who can adapt to the transformation of society. As HVE is increasingly emphasized in China, and as investments in construction are increasing in amounts and scale, Guangxi is developing and strengthening in accordance with this trend (Li, 2020). As an autonomous region, Guangxi, in contrast to other ordinary provinces in China, has autonomy and the government can adapt and

reform HVE independently, in accordance with national regulation and supervision of HVE, adapting to the specific conditions of the region and seizing opportunities (Yan, 2021).

English is an essential curriculum in higher vocational colleges (HVC). The most basic and fundamental function of HVC is to train professional and technical talents for various enterprises and institutions in society, who can achieve independent operation speedily in their positions (Shi et al., 2020).

2.0 THEORETICAL BACKGROUND

The English Language Curriculum Standard for HVE issued by the Chinese Ministry of Education in 2021 states: 'The core qualities of English at the HVE level include communication in the workplace, multicultural communication, improvement of language thinking and independent learning. It is intended to cultivate highly qualified technical and skilled personnel with Chinese sentiment and international vision who can communicate effectively in English in the workplace.' The Standard indicates that in higher education, the English curriculum is designed to emphasize not only the learning of English but also the practical use of English in future employment (Shi et al., 2020).

In HVE, compared to other professional courses, the study of the English language curriculum may be considered to have special significance (WANG Hongmei, 2021). English has found its expression in such essential areas as economic trade, business correspondence, government communications, academic papers, trade, and transport in most non-English speaking countries, making it very relevant and indispensable in our modern lives. Therefore, English is very crucial. How to teach English well at colleges in non-English speaking countries has become a topical issue and English learning has been of considerable attention (Zhang, 2021). For instance, to acquire basic and essential knowledge of English phonetics, vocabulary, grammar, and pragmatics, to be able to use appropriate English vocabulary according to the context, to understand the meaning of written words and express the corresponding English meaning orally, and to effectively perform communication tasks in daily life and workplace situations (Shi et al., 2020). For this reason, it is important for English teachers to focus on improving the English language teaching curriculum in HVE (Du, 2021). In view of this situation, believes that the continuous improvement English language curriculum in HVE is an increasingly critical subject for English teachers and leaders.

It highlights the vocational and practical nature of English courses in higher education colleges and clearly suggests that English teaching can be carried out in two stages: basic knowledge of English combined with vocational knowledge of English, emphasizing that language teaching should be organically infused and integrated with the occupation or profession, and clearly defining the relationship between the three elements of knowledge, competence, and quality (Zhang, 2014). In addition, English for HVE focuses on developing students' communicative competence and their competence to apply English in a variety of occupational contexts (Qi,2020). Therefore, the teaching of English for HVE is designed to help students develop a vocabulary for their vocational field and to acquire the linguistic features, expression patterns, and structure of the general style of the industry to which they belong. Accordingly, English for Vocational Education is a new model of teaching that combines English language skills with vocational skills to better serve society and meet the demand for highly technical and skilled personnel in the context of international development. At the same time, the teaching

of English serves the students' majors and is effectively coordinated with the reform of professional teaching, creating a wider career development for the students, and improving their employment competence (Yan, 2022).

2.1 The Humanistic Teaching and Learning theory of Rogers

Rogers argues that teaching and learning in the classes are not determined by the teacher, regarding the content that is taught, the methods of teaching and learning, the duration of teaching and learning, and all aspects of teaching and learning assessment, it is determined by the students or other aspects of their interests, experiences, intentions, and needs (Garrett, 2008). The objective of teachers in teaching is to create a learning environment that facilitates the stimulation, assessment, and evaluation of emerging perceptual processes and supports students in understanding their individual needs and values to effectively inform their own educational decisions. The teacher in a non-directive teaching process is not present as an authority, merely as a facilitator of learning, who acts as a facilitator to direct the learning of the students (Wang, n.d.).

According to Rogers, the word 'teacher' conveys the impression of a person who distributes knowledge to students, hence Rogers uses the term facilitator instead of teacher (Thorne, 2010). Rogers argues that the teacher is not a selector, organizer, planner, director, decider, and assessor in the teaching process, but a facilitator, encourager, helper, mentor, and friend of the students (Feng, 2021). Teachers should consider their students as unique persons with their personal emotions, rather than as vessels for the transmission of certain knowledge. The perspective of teaching and learning within humanistic theory emphasizes the respect, attention, and acceptance that teachers provide to their students. Teacher respect students' emotions and opinions towards teaching and learning, are concerned for their physical and mental health and accept students' individual values and emotional expressions (Yin, 2018).

In addition, teachers provide students with genuine understanding, and teachers develop a deep appreciation of students' internal responses to learning and understand their learning processes (Garrett, 2008). A student-centered atmosphere is created in the classes, in which the teacher is the instructor of learning, and the student is the main subject of the learning process. In conclusion, humanistic theory of Rogers has impacted on traditional educational theories by advocating student-centered 'meaningful and liberal learning' in educational practice. It highlights the significance and value of emotion in teaching and learning and creates a new model of teaching and learning in which informed and coordinated activity is the primary focus, with emotion as the basic motivation for teaching and learning (Lee & Branch, n.d.).

With the perfection of the student's 'self' at its heart, it emphasizes the crucial importance of interpersonal interaction in the teaching process, and the content and methods of teaching are geared towards the formation and development of interpersonal relationships between teacher and student and between students in the classes(York & Richardson, n.d.). In addition, the center of the teaching experience must be transformed from the teacher to the student, with the interest, emotion, experience, and behavior of the student as the principal subject of the teaching process. Influenced by humanistic teaching and learning theories, Rogers developed the 'non-directive' model of teaching and learning. The theoretical assumption of the 'non-directive' model is that students are comfortable taking responsibility for their own learning.

Success in learning depends on teachers and students sharing certain ideas openly and having the desire to share ideas honestly with each other (Yin, 2018).

Rogers believed that positive relationships enable growth, and that instruction should therefore be based on the concept of relationships rather than on the concepts, thought processes or other sources of reasoning in the textbook. This kind of instruction is not a direct order to the student, not teaching him/her how to learn, rather it provides the means of learning and leaves it up to the student to decide how to learn (Aldrup et al., 2022). In teaching, the teacher is merely an advisor, playing the role of a facilitator, taking part in discussions at the request of the students. The teacher's role is that of a guide to assist the students in their learning, to solve problems, not to operate (Shi et al., 2020). At the same time, the teacher plays the role of facilitator, abandoning the guidance that replaces student thinking in traditional education and teaching with the goal of promoting students' self-fulfillment.

This study will combine Rogers' humanistic theory of teaching and learning with a non-directive model of teaching and learning to form a theoretical framework for directing the research and insist on exploring the improvement and enhancement of English teaching at a higher vocational level from the student's perspective.

In conclusion, firstly, competence in teaching is essentially an individual psychological characteristic based on teachers' cognitive abilities. Secondly, teaching competence is based on teachers' pedagogical knowledge and skills. Thirdly, the personality of teachers is reflected in their professional practice (teaching activities) and is a central element, which is also a core competency among their various competencies. Within the different components of a teacher's competencies, teaching competence is the most direct, visible, and effective factor affecting the effectiveness of teaching. Fourthly, teaching competence is a complex system consisting of numerous different elements. It is obvious, that the development of national and HVE presents new requirements for the professional development of teachers, with particular emphasis on the improvement of teaching competence, which is an important means of personal growth and development of HVE.

2.2 Statement of the problem

For students in HVC, English is not simply a part of their daily learning tasks, moreover, it is a skill that is as equally valuable as their professional skills. The current situation of English language teaching practice in various HVC presents positive developments as compared to some practical problems (Zhang, 2022). There are serval problems for higher education students in learning English. A significant number of higher vocational students have low self-esteem, and those with such low self-esteem usually have a negative evaluation of their own competencies and self-image. Moreover, students are less interested in learning, their creative thinking and self-learning competence, psychological quality, and adapt competence are weak, and their learning effect is not satisfactory (Lihua, 2020). These psychological factors (low self-esteem) affect the attitude and motivation of most higher education students toward learning. Against such a background, most students in HVE are averse to learning, whether they are high academic achievers or low performers (Lei, 2022).

A critical factor affecting the effectiveness of English language learning and teaching English to higher education students is the teaching competence of English teachers (Huili, 2022). The

lack of excellent teaching competence of teachers is a negative factor that affects the improvement of English teaching practice and students' motivation to learn English (Liang, 2021). There are significant deficiencies in the teaching competence of many English teachers and there is an urgent demand for improvement.

Firstly, most teachers of English in China do not have a major in English at the undergraduate or postgraduate level, but in other arts or science subjects such as chemistry or physics, and they have not received systematic and formal training and specialization in English language teaching (Qing, 2022). These teachers have a high level of English language proficiency and excellent English language skills, such as a 7 (in a scale of 9) in IELTS, TOFEL, or GMAT and a master's or Doctoral degree from an English-speaking country (For example the United Kingdom, United State, Australia, New Zealand). These are evidence of their competence to learn and use English effectively, thus they are qualified and capable of teaching English to students (Yang, 2022).

Secondly, the teaching methods used in the teaching process are singular and old-fashioned and fail to capture the attention of students in the new modern environment. This is greatly linked to the teacher's competence to prepare lessons, organize teaching, and creativity (Johnson et al., n.d.). While students' bad behavior such as playing mobile games, chatting, and sleeping during class time is partly due to subjective factors such as their personal mindset and experiences, it is also due to the uninteresting and uninspiring process of teaching English(Furlong et al., 2021). The rise of the internet and new technological media (For example TikTok and WeChat) has gradually replaced the traditional way of imparting knowledge by teachers, and students have come to expect more from the teaching competencies of teachers in this new era (Supervisor et al., n.d.).

Finally, there are delays in English teachers' summaries of teaching and feedback on student learning. Whether the effectiveness of teaching meets the original objectives requires teachers to make adjust the methods used in the teaching process promptly and to make objective assessments in relation to students' responses and motivation in the classes and thus take responsibility for effective student learning.

From the above discussion, the objective of this study is to adopt a multifaceted method for improving English language teaching practices based on students' feedback on the various components of English teachers' teaching abilities to support students in recognizing the value and purpose of learning English. Therefore, the research questions were formulated to achieve the research objectives. The research questions are as follows:

1. What are the language learners' views on the teaching competencies of English teachers at higher vocational colleges in Guangxi, China?
2. What are the language learners' views about the learning activities of the English curriculum at higher vocational colleges in Guangxi, China?

3.0 RESEARCH METHOD

Quantitative methods are used to generate numerical data and translate it into usable statistics. It is applied to quantify attitudes, opinions, behaviors, and other identified variables and to generalize results from a larger sample population. There are clear advantages to using

questionnaires. Questionnaires are less costly and easier to administrate than personal interviews. They are suitable for group administration, and they guarantee confidentiality.

3.1 Research design

The researcher chose to design a questionnaire survey to assess the objectives of this study. By using a quantitative approach to investigate the actual perceptions of many students concerning the teaching practices of English teachers in the classes, to collect concrete and objective data to directly understand the students' feedback. Additionally, is used to identify the relationship between students' views on ELTC and improving the effectiveness of ELTC. As this study focused on investigating higher vocational education students' perceptions of English teaching practices, the quantitative component of this study used a survey to collect data.

Initially, the researcher intended to conduct a quantitative research design as it is a simple method of analysis and generalization. However, relying on quantitative data alone is not considered sufficient to obtain an in-depth understanding of the issues and problems addressed in this study. Consequently, this study is conducted in two separate phases. The quantitative part of this study is conducted prior to the qualitative part, where the researcher begins the quantitative research before the data is collected and analyzed.

3.2 The Sample

The target population for this study included first-year students in selected public and private higher education colleges in Guangxi. The analysis unit for this study is the four selected five higher education colleges out of the 47 public and private HVC in Guangxi, which represent 10.2% of the population target number. For social sciences, a sample size of at least 10% of the target population is required. Two institutions located in Chongzuo city and two institutions located in the capital city of Nanning are selected for this study (Yue et al., 2022).

The sample in this study was 377 students. The number of students in the five schools differed significantly. Some schools had more students than others. Stratified sampling, also known as proportional random sampling, was used to determine the number of participants in each school. This method allows the researcher to select more participants from schools with more students, thus increasing the representation of participants. Purposive sampling is used in this study to select participants for the qualitative section. There are not clearly and uniquely defined criteria for sampling strategies in designing a mixed methods approach to research. According to Mike, the sampling strategy for qualitative research depends on the nature and purpose of the study and there is no best sampling strategy.

3.3 Materials

The design of the questionnaire is highly demanding and requires extensive research in the literature. More importantly, the designer should have abundant and specific teaching experience, a deep understanding of English language teaching, and a wealth of experience. To design such a questionnaire with a high degree of feasibility, the researcher consulted a large amount of literature on teacher competencies and collated the different descriptions of teacher competencies in the relevant literature to produce a summary figure. In conjunction with the

questions and objectives of this study, the teaching competencies of English teachers covered in the questionnaire were divided into five major categories, that is:

i. knowledge and skills in English,
ii. teaching design,
iii. teaching practice,
iv. teaching evaluation and
v. teaching wisdom.

The validity of questionnaires in the research focuses on both content validity and structural validity. The validity of the questionnaire in this study is also considered from these two aspects. In addition, the KMO and Bartlett's Test in spss26 was used to test the validity of the questionnaire and the value was 0.802, which proved that the validity is good. Based on the results of the reliability analysis of the questionnaire, it is evident that the overall standardized reliability coefficient for all variables is 0.985. Furthermore, the standardized reliability coefficient for each component of the questionnaire is above 0.9. Cronbach's Alpha is above 0.9 and the closer it is to 1 the more reliable it is. Therefore, the content and structure of the questionnaire are credible.

3.4 The Findings

The objective of this study is to determine the views of higher vocational students on the teaching competence of English teachers. This is determined using descriptive statistics, including frequency of use and percentages. Respondents are invited to rate the three content components of the Knowledge and Skills section on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree) as summarized in Table 4.4.

1. Students' Views on Knowledge and Skills in English for Teachers

The results (table 1) in terms of teachers' English knowledge, the students' views that teachers are having a rich vocabulary (mean=3.384, SD=0.927). Teachers also have a strong knowledge ta each component of literature (mean =3.441, SD=1.132). In terms of teachers' English skills, the mean is the highest (mean = 4.522, SD=0.702) indicating that students approve of their English teachers' reading skills. This is a direct indication that most teachers can read English material correctly and completely and explain it to their students in teaching. In contrast, listening skills for teachers had the lowest mean (mean= 3.162, SD=0.876), which is also the lowest mean value among the four skills.

The mean values for the skills of writing and speaking are similar, respectively 3.421 (SD=0.972)) and 3.526 (SD=1.142). This represents most teachers who can write English knowledge correctly or can write in an English context that is agreeable to students, although there are still some teachers who neglect to teach English writing skills to students and therefore do not value demonstrate their writing skills in classes.

2. Students' views on teaching design for teachers

The results (table 2) reveal that the overall mean value of students' view of teachers' teaching design competence is relatively low, with only two items having a mean value above 3.5 and the rest ranging from 3.3 to 3.1. The students responded with a mean value of 3.224. (SD=1.104) on the competence to differentiate between teaching key points and difficulties, and there was a large deviation in the students' views on this item. The mean value of students' views on the competence to class time appropriately was comparable to the mean value of the competence to differentiate between important and difficult knowledge, which was 3.242 (SD=967). Similarly, the mean value for students' views on the teachers' competence to select teaching material was quite comparable to the mean value for the views on the competence in developing teaching objectives, with 3.362 (SD=0.989) and 3.384 (SD=0.977) respectively. By contrast, the mean values of students' views on the competence of teachers to develop teaching plans and on the competence to design teaching courseware were comparatively higher, with 3.793 (SD=0.996) and 4.581 (SD=0.494) respectively, proving that the great majority of students' views on these two items were positive. The lowest mean value in this component was for students' views on teachers' competence to design English tests, which was only 3.137 (SD=1.152).

3. Students' views on teaching practice for teachers

The results (table 3) in this component are more complicated, as the mean values representing students' views ranged from greater than 4 to less than 2.5. Regarding the competence to manage discipline, the mean value of 3.120 (SD=1.108) was associated with the percentages of students who agreed and those who disagreed. On the other hand, a similar situation occurs with the mean value of the students' views on the teachers' competence to question them, with only 2.964 (SD=1.192). In contrast, the mean value of students' views on teachers' competence to correct mistakes in knowledge promptly was relatively high at 3.927 (SD=1.089) The distribution of the items selected for rating students' views on teachers' competence to make non-verbal expressions of the body and to communicate positively with students was quite similar, also with similar mean values of 2.924 (SD=1.170) and 2.784 (SD=1.234) respectively. Comparatively, the mean value of students' views on the teachers' competence in classroom board writing was 3.125 (SD=0.987). In this component, the mean value of students' views on the teachers' competence in operating multimedia teaching equipment was the highest, with 4.581 (SD=0.534), indicating that the great majority of the views on this competence were extremely positive. The mean values of students' views on the teachers' competence to direct students in independent and cooperative learning, the competence to notice the negative learning behaviors and emotions and the competence to use varied teaching methods were quite similar, with 2.422 (SD=1.198), 2.471 (SD=1.103) and 2.447 (SD=1.083) respectively. In addition, the mean values for students' views on teachers' competence to focus on the differences between students and the competence to monitor and examine students' learning were similar, at 2.341 (SD=1.192) and 2.381 (SD=1.083) respectively. Finally, the mean values of students' views on the competence of teachers giving them feedback and that compliment and encouraging them were very comparable in terms of the percentage of each rating scales, with 2.603 (SD=1.078) and 2.583 (SD=1.103) respectively.

4. Students' views on teaching evaluation for teachers

The results (table 4) provide a clear indication that the overall mean value of students' views on the teaching evaluation of teachers is extremely low, with all themes having a mean value below 3.3, which is the lowest overall mean value of all teaching competencies. The percentages of students rating the four skills assessed by the teachers were relatively balanced, with a low mean value of 2.983 (D=0.867). By contrast, the mean value of students' view on the competence to assess their personal characteristics was even lower with only 2.406 (D=0.987). Similarly, the mean value of students' view on competence in assessing their attitudes to learning was equally low at 2.364 (D=1.021). On the contrary, the mean values for the representation of students' views on competence in analyzing test results and assessing their learning effectiveness and processes were the highest in this component, with 3.284 (D=1.193) and 3.262 (D=1.106) respectively. It is concerning to note that the mean value of students' view on teachers' competence in reflection was the lowest of all teaching competencies with only 2.261 (D=1.102), representing a very negative view of students on this item.

5. Students' views on teaching wisdom for teachers

The results (table 5) indicate that the overall mean values for the component of teaching competence are relatively low, with no item having a mean value above 3.5 and three items with a mean value of less than 3, with the highest mean value being only 3.460. Students' views on the competence of teachers to develop a friendly relationship and to integrate creative inspiration into teaching were represented by similar mean values with 2.886 (D=0.843) and 2.764 (0.948) respectively, both of which were considered low, and the allocation of the three rating scales for these two items was similar. The mean value of students' views on teachers creating a positive environment in classes was only 2.963 (SD=0.948), in comparison, students' views on teachers' competence in applying high quality and applying professionalism were represented by higher and more similar mean values of 3.326 (D=1.146) and 3.460 (D=1.178) respectively. For the competence of applying high-quality teaching the mean value was below 3.5.

4.0 DISCUSSION

To conclude, the overall students' views revealed a low mean in teachers' knowledge and skills in English, with only reading skills and background in English education having a mean above 4, representing students' questions and doubts about teaching competence in this component. The overall mean values for students' ratings of teaching competence in this component were relatively low, with more than half of the items not reaching 3.5, but there was one item with a very high mean value of over 4.5. The mean values for students' views on teaching design competence could be improved. In general, the overall mean values for teaching practice competence were relatively low. While two themes had mean values above 4.5 and 3.7 respectively, the rest of the themes had mean values below 3.4. These mean values reflect the fact that there are also significant negative views of students regarding the teaching practices' competence. To conclude, students' views on teachers' competence in teaching evaluation were mostly negative, with the highest mean value not exceeding 3.5 and the lowest only 2.2. This is a component that teachers must be concerned with to improve teaching competence. In summary, although one of the themes in this component of the teaching competence exceeds

3.4, it is still relatively negative for students generally, especially for themes with a mean value below 3, and teachers will need to be particularly attentive in the teaching.

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Table 1. Descriptive results on students' views on knowledge and skills)

Order	Statement	Agree (%)	Not Sure (%)	Disagree (%)	Mean (SD)
1	The teacher demonstrates strong English vocabulary in classes.	47.6	18.7	33.7	3.381 (0.927)
2	The teacher demonstrates strong knowledge to teach component of literature in teaching materials (e.g., poem, novel).	47.8	18.9	33.3	3.382 (0.925)
3	The teacher demonstrates excellent listening skills in classes.	47.6	20.7	31.7	3.162 (0.876)
4	The teacher demonstrates excellent reading skills in classes.	87.8	12.2	0	4.522 (0.702)

5	The teacher demonstrates excellent writing skills in classes.	50.1	17.6	31.4	3.421 (0.972)
6	The teacher demonstrates excellent speaking skills in classes	56.7	22.7	12.7	3.526 (1.142)
7	The teacher has an educational Background in the English language (majored in English or has studied abroad).	79.9	11.3	8.8	4.151 (0.924)

Table 2 Students' views on teaching design for teachers

Order	Statement	Agree (%)	Not Sure (%)	Disagree (%)	Mean (SD)
1	The teacher has the competence to identify teaching key points and difficulties.	52.7	24.6	22.7	3.224 (1.104)
2	The teacher has the competence to allocate class time appropriately.	49.6	31.7	18.7	3.242 (0.967)
3	The teacher has the competence to develop teaching plans that correspond to the material and inform students.	61.8	19.5	18.7	3.793 (0.996)
4	The teacher has the competence to select teaching material appropriate to students' major.	53.5	16.7	29.7	3.362 (0.989)
5	The teacher has the competence to design detailed teaching courseware for lessons.	97.5	2.5	0	4.581 (0.494)
6	The teacher has the competence to develop clear and complete teaching objectives.	54.1	18.7	27.2	3.384 (0.977)
7	The teacher has the competence to design English tests that include listening, speaking, reading and writing.	51.6	17.8	30.6	3.137 (1.152)

Table 3 Descriptive results on students' views on teaching practice

Order	Statement	Agree (%)	Not Sure (%)	Disagree (%)	Mean (SD)
1	The teacher has the competence to manage discipline in classes.	42.2	18.1	39.7	3.120 (1.108)
2	The teacher has the competence to supervise students in answering questions in classes.	58.3	5.9	35.7	3.083 (1.156)
3	The teacher has the competence to reasonably question students in classes.	53.5	5.9	40.5	2.964 (1.192)
4	The teacher has the competence to correct mistakes in knowledge promptly in classes.	60.3	27.8	11.9	3.927 (1.089)
5	The teacher has the competence to make non-verbal expressions of the body in teaching, such as facial expressions and gestures.	49.6	9.9	40.5	2.924 (1.170)
6	The teacher has the competence to summarize the content completely before the end of classes.	49.6	19.8	30.6	3.328 (1.197)
7	The teacher has the competence to communicate positively with students in classes.	48.7	10.8	40.5	2.784 (1.234)

8	The teacher has the competence to operate multimedia teaching equipment proficiently.	97.7	2.3	0	4.581 (0.534)
9	The teacher has the competence to direct students in independent and cooperative learning.	31.7	17.8	50.5	2.422 (1.198)
10	The teacher has the competence to focus on the differences between students in classes. (e.g., academic performance, learning ability.)	23.8	25.8	50.4	2.341 (1.192)
11	The teacher has the competence to notice the negative learning and emotions of students in classes.	24.6	24.8	50.6	2.471 (1.103)
12	The teacher has the competence to express English fluently in teaching.	46.4	19.8	33.7	3.486 (1.291)
13	The teacher has the competence to design a complete and clear blackboard in classes.	43.6	17.0	39.4	3.125 (0.987)
14	The teacher has the competence to monitor and examine students' learning in and out of classes.	19.8	29.7	50.4	2.381 (1.117)
15	The teacher has the competence to use varied teaching methods in classes.	25.8	24.6	49.6	2.447 (1.083)
16	The teacher has the competence to give feedback to students in classes.	24.9	29.7	45.4	2.603 (1.078)
17	The teacher has the competence to compliment and encourage the students in classes.	25.2	32.6	42.2	2.583 (1.103)

Table 4 Descriptive results on students' views on teaching evaluation

Order	Statement	Agree (%)	Not Sure (%)	Disagree (%)	Mean (SD)
1	The teacher has the competence to evaluate the effectiveness of students' learning in listening, speaking, reading and writing.	36.5	24.9	38.5	2.983 (0.867)
2	The teacher has the competence to evaluate students' personality characteristics.	17.8	29.7	52.5	2.406 (0.987)
3	The teacher has the competence to evaluate students' attitudes to learning.	17.0	26.6	56.4	2.364 (1.021)
4	The teacher has the competence to analyse examination results.	43.6	15.3	41.1	3.284 (1.193)
5	The teacher has the competence to evaluate the progress and effectiveness of student learning.	41.6	24.4	34.0	3.262 (1.106)
6	The teacher has the competence to reflect on the shortcomings of teaching then share with students.	17.8	25.8	56.4	2.261 (1.102)

Table 5 Descriptive results on students' views on teaching wisdom)

Order	Statement	Agree (%)	Not Sure (%)	Disagree (%)	Mean (SD)
1	The teacher has the competence to develop a positive relationship with students in classes. (e.g. friendly, equal and respectful)	28.6	32.7	38.7	2.886 (0.843)
2	The teacher has the competence to incorporate innovative inspiration into the teaching process.	25.7	34.6	39.7	2.764 (0.948)
3	The teacher has the competence to create a humorous, relaxed, and friendly environment in classes.	34.3	27.2	38.5	2.963 (0.853)

4	The teacher has the competence to apply high quality to the teaching process (e.g. respect and concern for students, impart knowledge and educate people).	48.4	15.0	36.5	3.326 (1.146)
5	The teacher has the competence to apply professionalism to the teaching process (e.g. responsible for teaching and a passion for teaching).	48.7	20.7	30.6	3.460 (1.178)