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Language Assessment
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Teaching English in Mexico, a Matter of Public Policy

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Critical Issues that Led to the Proposal of the National English Program in Basic Education (NEPBE) as a Public Policy

The teaching of a foreign language in secondary education in Mexico began in 1925, and has undergone changes in terms of the number of hours assigned in the curriculum, the material used and the theoretical approaches through which it is taught, with results ranging from meager to nonexistent.

Causes

- English was being taught from the Spanish language.
- The lack of teacher profiles led to negligence in the selection process.
- Poorly established continuing education guidelines.
- The influence held by the Teachers' Union in the selection of teachers.

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Considerations for Mexico

- In terms of numbers, Mexico can only be compared to countries such as Brazil, India, Russia, China and South Africa.
- In spite of having a national curricula, every state is responsible for operating its own schools and for achieving the goals established for them.
- Proximity to the United States of America.
- For many students who speak indigenous languages, Spanish is not a native tongue.

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Hard Evidence that Points to the Decision of Teaching English as a Public Policy

- 7 out of 10 scholarships for graduate students to study abroad are not used because of their inability to obtain the necessary scores in English tests (TEOFL, GRE, GMAT).
- 8 out of 10 scientific research documents published on-line during the last 5 years are in English.
- English is an agent of social mobility, it increases human and cultural capital.
- Learning English helps increase personal income.
- It becomes a vortex for attracting foreign investment.

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Pedagogical Approach

Organization of basic education

	LEVEL											
	Preeschool			Primary						Secondary		
Grade	1	2	3	1	2	3	4	5	6	1	2	3
Ages	3 to 5			6 to11						12 to 15		

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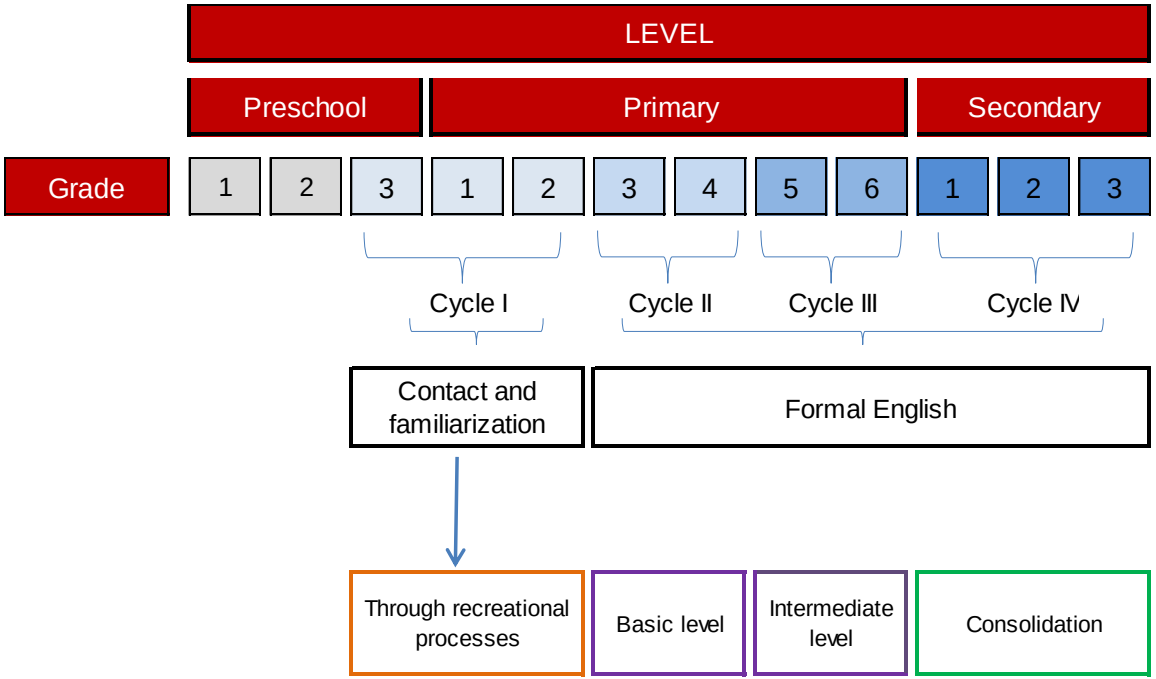
Organization by cycles



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Aligned to International Standards

Common European Framework of Reference for Languages (CEFR)

- C2
- C1
- B2
- B1
- A2
- A1

NEPBE

1st-3rd grade (secondary)	Cycle IV	360 hrs
5th-6th grade (primary)	Cycle III	200 hrs
3rd-4th grade (primary)	Cycle II	200 hrs
1st-2nd grade (primary)	Cycle I	300hrs
3rd grade (preeschool)		

Total hours = 1060

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Student Graduate Profile

	Preschool		Primary							Secondary		
			Cycle I			Cycle II		Cycle III		Cycle IV		
Grade	1	2	3	1	2	3	4	5	6	1	2	3
CEFR			------			A1		A2		B1		
Cambridge			YL Starters			YL Movers		YL Flyers		PET		
TOEFL (iBT)			------			63-90		93-120		123-150		

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Teacher Profile

Ideal

	Preschool		Primary							Secondary		
			Cycle I			Cycle II		Cycle III		Cycle IV		
Grade	1	2	3	1	2	3	4	5	6	1	2	3
CEFR			A2			B1		B2		C1		
Cambridge			KET			PET		FCE		CAE		
TOEFL (iBT)			------			57-86		87-109		110-120		

Basic

	Preschool		Primary							Secondary		
			Cycle I			Cycle II		Cycle III		Cycle IV		
Grade	1	2	3	1	2	3	4	5	6	1	2	3
CEFR			A1			A2		B1		B2		
Cambridge			------			KET		PET		FCE		
TOEFL (iBT)			------			------		57-86		87-109		

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Coverage

There are currently 24,843 schools participating in the Program, benefiting 6.7 million students through 37,504 teachers.

		Total number of schools	Schools participating in the program	% of schools participating in the program
Schools	Preschool	46,181	6,797	15%
	Primary	77,100	12,848	17%
	Secondary	11,539	5,198	45%
	Total	**134,820**	**24,843**	18%

		Total number of students	Students participating in the program	% of students participating in the program
Students	Preschool	1,694,620	454,708	27%
	Primary	13,216,790	3,581,489	27%
	Secondary	4,461,845	2,705,250	61%
	Total	**19,373,255**	**6,741,447**	35%

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Impact

- English has acquired value as linguistic capital, it has been calculated that it increases Mexico's GNP in the tertiary sector (services) of the economy in 0.7 to 1.2 %, this represents 27 billion dollars a year.
- Students who learn English contribute to overcome cultural barriers between countries, achieving greater flexibility in commerce, the development of technology, tourism, student mobility and communication among many other aspects that have an impact in the growth and evolution of societies.
- As a country, we increase our inclusion factor in a globalized world.

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Perspectives

- Increase political will.
- Qualitative review of the curricula through evaluation and follow-up process.
- Establish strategic alliances.
- Impact by design studies that lead to specific intervention models.
- Use of technology in the teaching and learning process.
- Belief that as a country, it is possible for English to be taught in all schools, and to guarantee that upon completion of secondary education, students will have developed the necessary multilingual and intercultural competencies to successfully face the challenges of a globalized and changing world.

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