INSTITUTO TECNOLOGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY

CAMPUS EUGENIO GARZA SADA

A HISTORICAL OVERVIEW OF ENGLISH LANGUAGE TEACHING IN MONTERREY: THE I.T.E.S.M. CASE

THESIS PRESENTED TO OBTAIN MASTER'S DEGREE IN EDUCATION WITH SPECIALIZATION IN E.S.L.

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A B S T R A C T

A Historical Overview of English Language Teaching in Monterrey:
The I.T.E.S.M. case.

Second language teaching has always been present in the cur-
ricula of schools in all the world. It has been taught for different
purposes and reasons which reflect the political, economical, and
cultural perspectives of the different historical moments of each
country.

The importance of second language learning seems to be rel-
evant throughout the world, however, this importance is only stated
verbally and very little written information about programs and the
historical development of English teaching in Mexico can be found.

English language teaching in Mexico has gone through many
stages with respect to attitudes, methods, and approches used.
Also, historical, factual, and referential information specifically in
Mexico about this process is scarce. Thus, the main objective which
the present study tries to accomplish is to document and explain the
processes of change in English as a Foreign language teaching at the
I.T.E.S.M. System. The main question to be answered by the present
research is: which has been the process of Institutional curricular
learning pertaining the teaching of English as second language at
university level focusing on information collected about the
I.T.E.S.M. case?

The present research works with several assumptions:
1)   there have been many changes and adaptations made in the de-
     velopment of the English teaching curricula at I.T.E.S.M.
2)   these changes can be traced and explained by the existance of
     macro variables which are external to the I.T.E.S.M. but of sig-
     nificant influence in the definition of curricular changes
     within the I.T.E.S.M. The most significant macro variables for
     the present study are:
     -   Different and more demanding economic conditions in
         Mexico
     -   The demand from job sources for better and more qualified
         personnel and professionals that ask for certification in
         higher levels of study specifically in master's and doctoral
         degrees.
     -   The inclusion of women into the professions.
     -   The need for internationalizing Mexican economy and global
         business transactions, which requires students and profes-
         sionals to obtain familiarization and training in the latest

foreign technology as well as an awareness of cultural differences and background information.

- The periodical change in English language teaching methodologies in the world
- Educational policies in regards to English established by the Ministry of Education (SEP).

Internal variables are also considered in the present study. The internal variables refer to the policies, rules, and/or regulations created and imposed within the I.T.E.S.M. System.

3) A third assumption refers to the concept of curricular changes not following a logical continuum but being the result of gigantic leaps due to lack of information as to what has happened before, to the strong leadership of a administrator in charge, to the demands of employers, and/or to the methologies in vogue.

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1. Introduction

The Instituto Tecnológico y de Estudios Superiores de Monterrey (I.T.E.S.M.) is a university system which comprises 26 Campuses established in strategic cities in the Mexican territory. The origen of the I.T.E.S.M. System is Monterrey campus which was founded by a group of Mexican businessmen guided by a Mexican entrepreneur, Mr. Eugenio Garza Sada. Their objective in opening a private institution of higher education of this kind was to provide complete education with updated, technological and scientific knowledge that would remain independent from religion and politics. Their initial focus was mainly on Mexican students; and from 1958 they included other Latinamerican students. These students would become eventually the trained professionals required by the developing economies, thus, contributing with their effort and knowledge to the progress of their countries.

The I.T.E.S.M. started operations in September 1943, with 350 students in an old house bought for this purpose on Abasolo street, a section of Monterrey's downtown, and on the third floor of Nuevo Leon's Bank [Rodríguez Noriega,15]. Now, 50 years later, the I.T.E.S.M. has more than 58,000 students in its 26 campuses. The expansion of I.T.E.S.M. that led to the shaping of the System began in September 1967 with the opening of Campus Guaymas, which was needed for the professional training of the biochemical engineers whose studies and research required them to be close to the sea. The chronology of the foundation of the other Campuses is presented in a recently published book, "El Tecnológico de Monterrey: Relación de 50 Años" by Ricardo Elizondo.

Table 1

List of I.T.E.S.M. Campuses and foundation dates

==

Date	Campus
September 1943:	Monterrey
September 1967:	Guaymas
September 1973:	Cd. de México, Cd. Obregón
September 1974:	Saltillo
August 1975:	Eugenio Garza Sada (in Monterrey) Laguna, Querétaro, San Luis Potosí
August 1976:	Chihuahua, Estado de México, Irapuato
August 1978:	León
August 1980:	Colima, Chiapas, Guadalajara, Hidalgo, Morelos
August 1981:	Central de Veracruz, Tampico
August 1982:	Toluca
August 1983:	Ciudad Juárez, Sinaloa, Sonora Norte
September 1983:	Mazatlán
August 1985:	Zacatecas (151)

==

The 26 Campuses are organized into six geographical zones to facilitate their administration from an organizational and academic

2

point of view.   Regionally, they are distributed as follows:

Table 2

Regional distribution of Campuses

==

- Northern Region

  Ciudad Juárez

  Chihuahua

  Laguna

  Saltillo

  Tampico

- Pacific Region

  Ciudad Obregón

  Colima

  Guadalajara

  Mazatlán

  Sinaloa

  Sonora Norte

- Central Region

  Hidalgo

  Irapuato

  León

  Querétaro

  San Luis Potosí

  Toluca

- Southern Region

  Central de Veracruz

  Ciudad de México

  Estado de México

  Chiapas

  Morelos

- Campus Eugenio Garza Sada (located in Monterrey)
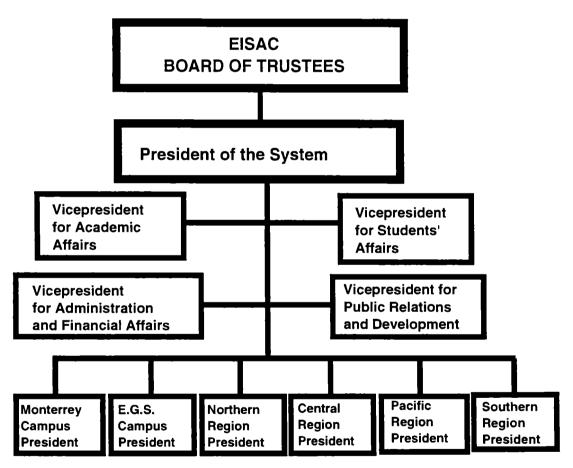
  * Eugenio Garza Sada

  * Eugenio Garza Lagüera

    Guaymas

  Campus Monterrey

  origin and headquarters of the I.T.E.S.M. System.

==

The I.T.E.S.M. trustees (26 non-profit assoaciations that sponsor the I.T.E.S.M. activities at a national level) are organized into a non-profit organization called Enseñanza e Investigación Superior, A.C. (EISAC). Its board is the highest authority of the school and, among other functions, appoints the President of the System. The President of the System is aided in carrying out the school's mission by four vicepresidents and by six regional presidents, one for each geographical region. Figure 1 illustrates the above mentioned organizational structure.

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                    ┌──────────────────────────┐
                    │          EISAC           │
                    │   BOARD OF TRUSTEES      │
                    └──────────────────────────┘
                                │
                    ┌──────────────────────────┐
                    │  President of the System │
                    └──────────────────────────┘
```

| Vicepresident for Academic Affairs | | Vicepresident for Students' Affairs |

| Vicepresident for Administration and Financial Affairs | | Vicepresident for Public Relations and Development |

| Monterrey Campus President | E.G.S. Campus President | Northern Region President | Central Region President | Pacific Region President | Southern Region President |

[Principios, Misión y Organización del Sistema Tecnológico y de Estudios Superiores de Monterrey, Rectoría del Sistema 1986. p. 48] (translation by Laura E. Medina)

Figure 1

The organizational structure of I.T.E.S.M.

The ambitious and visionary educational goal is reflected in the I.T.E.S.M.'s Mission, a document that summarizes the school's philosophy and main objective which is "to train professionals in their field of study at the undergraduate and graduate level, placing special emphasis on the quality and excellence of the study programs" [*The Educational System*, I.T.E.S.M., 5].

The school's mission also seeks to develop certain essential qualities and ethical values in its students to encourage commitment to their communities and countries. Some of these characteristics are as follows:

•entrepreneurship

•leadership

•honesty

•knowledge and defense of human rights

•appreciation of historical, cultural and social values

•clear and correct expression of the native language and of a foreign language [Principios, misión y organización del Sistema I.T.E.S.M., 17]

The school's objectives were expanded according to the curriculum recommendations made by the Southern Association of Schools and Colleges (S.A.C.S.), one of the organisms that accredits the I.T.E.S.M. System in the United States. They emphasize the need to broaden the student's general knowledge in the 1990 study programs. Therefore, a larger number of subjects from the social sciences and the humanities were included in the curricula; that is, subjects less focused on the technical areas, and directed more towards a general education. Due to this proposal and to the concern

of I.T.E.S.M. authorities about providing the students with the "best" education (the latter defined in terms of better working opportunities coupled with the creation of better citizens), the System decided to include a series of twelve courses called "Cursos Sello ("Sello" is equivalent to the core courses in American universities) to improve thinking and communicative skills, as well as making students aware of historical, cultural, and ethical values.

Of the twelve core courses (Cursos Sello) to be included in the 1990 I.T.E.S.M. curricula, six were assigned to the Humanities Department of Monterrey Campus:

• One Advanced composition course in Spanish

• Two Sociocultural courses ⌈since August 1993 they are part of the
⌊International Relations Department

• Three English Language courses

This revision of the study programs represented a meaningful change for the I.T.E.S.M. Language Departments at university level because it was the first time in the history of the Institute that language courses were included as a curricular requirement for I.T.E.S.M's college students. The author of this thesis, as a member of the committee from the Humanities Department of Monterrey Campus in charge of writing a proposal for the 1990 English courses, realized that there is almost no written information referring to the changes and modifications that have been taking place in designing English language I.T.E.S.M. programs. It was also observed that input from the I.T.E.S.M. campuses, as to language program modifications or proposals, is far from abundant; therefore, some curricular decisions have to be taken without general consensus due to a

lack of participation of Campus coordinators and representatives and/or to time pressure.

English language teaching in Mexico has gone through many stages with respect to attitudes, methods, and approches used. Also, historical, factual, and referential information specifically in Mexico about this process is scarce. Thus documentation of the history of English language teaching in the country, focusing on Monterrey as a representative city, and on I.T.E.S.M. as a representative educational institution, should provide an overview of what has been done and what the impact and results have been. Furthermore, the information gathered for this descriptive historical research should provide a documented source for outlining future language curricula proposals for the I.T.E.S.M. System.

The main objective of the present study is to trace and explain the processes of change in English as a Foreign Language (E.F.L.) teaching in the I.T.E.S.M. System. E.F.L. refers to a language that is taugt in a country where another language is spoken. For practical reasons, the term English as a Second Language (E.S.L.) with the connotation of E.F.L. will be used throughout this thesis. The main question to be answered by this research is, what has been the process of institutional curricular learning pertaining to the teaching of English as second language at university level, and focusing on information collected about the I.T.E.S.M. case.

The present research paper will try to work with several assumptions:

1) There have been many changes and adaptations made in the development of the English teaching curricula at I.T.E.S.M..

2) These changes can be partially traced to and explained by the existence of macro phenomena external to the I.T.E.S.M. but of significant influence in the definition of curricular changes within the I.T.E.S.M. They determine the most significant macro variables for the present study, which are

- Different and more demanding economic conditions in Mexico
- The demand from job sources for better and more qualified personnel and professionals now seeking master's and doctoral degrees
- The inclusion of women into the professions
- The need for internationalizing Mexican economic and global business transactions, which requires students and professionals to obtain familiarization and training in the latest foreign technology, as well as an awareness of cultural differences and background information
- The periodical change in English language teaching methodologies in the world
- Educational policies in regards to English established by the Department of Education (SEP)

Internal variables will also be considered in the present study. These variables refer to the policies, rules, and/or regulations created and imposed within the I.T.E.S.M. System. Among them, the following have had a direct impact on the English courses within the distinct time periods of English teaching:

- The shaping of the I.T.E.S.M. following the instructional model of the Massachussetts Institute of Technology (M.I.T.)
- The policy of using English texts, journals, and magazines be-

cause of their updated technological information which promoted the skill of reading in English to become a required component of the college curriculum

•The strong emphasis placed, since 1990, on internationalizing the school, seeking areas of opportunity for I.T.E.S.M. students to travel and study in the United States or abroad for at least one term. This emphasis has had a direct impact on the objectives sought in the language program

•A new profile demanded by the administrators for the I.T.E.S.M. teacher as a professional with a master's or doctor's degree (preferably obtained in a foreign country), who will motivate the student population to achieve higher professional degrees for the benefit of themselves and their country. This variable has also had influence in modifying the objectives of the English language program to provide language training to I.T.E.S.M. teachers in order for them to be able to study in foreign universities where the instructional language is English; join research programs with American universites or enterprises; and/or go abroad as visiting professors

•The language teacher profile required at the different language teaching cycles at I.T.E.S.M.

3) Curricular changes do not follow a logical continuum but are the result of leaps due to lack of information as to what has happened before, to the strong or weak leadership of an administrator in charge, to the demands of employers, and/or to the methodologies in vogue which might not necessarily represent the "best" or the most "appropriate" alternatives for the I.T.E.S.M.'s objectives.

Among the most important written documents on this research topic are the records of I.T.E.S.M. Campus Monterrey faculty meetings and the faculty senate meetings, and of academic campus meetings where decisions have been made and guidelines have been set for the content of I.T.E.S.M.'s language programs. Because of this, most of the present study will be based upon oral interviews with key persons, related to the process of English language teaching or decision making of changes that were implemented in the language curricula within different stages of I.T.E.S.M.'s history. The information from the interviews will be verified by at least two informants from each historical stage. If the information coincides, the author will continue with the next stage. If discrepancies are detected, more interviews will be held until the information fills existing gaps or until the essence of the language stage at I.T.E.S.M. is confirmed by several sources. The lack of sufficient written sources about the history of language teaching at I.T.E.S.M. necessitates testimonial information for retrieving valuable data hidden in the memory of the people once involved in the process. The author believes that interviewing is a long and troublesome process, but worth the time and effort as in order to reconstruct fifty years of unique history of language teaching at I.T.E.S.M.. Administrators, teachers, and people involved in processes tend to disappear, but the written sources will always be within our reach to read, to learn from, to review, to consult, but mainly to remember.

1. A historical overview of second language teaching approaches, methods, and techniques

Language teaching has always been an important component in a thorough educational process. It is present in the curricula of most schools in all the world. Languages are taught for different purposes, reasons, and needs reflecting the political, economic, and cultural perspectives of innumerable stages in the historical development of each country. The advantage of speaking a second language has always been evident in the history of mankind. Language learning is regarded as expanding a person's cultural possibilities, as an opportunity to read and learn from the original sources of knowledge; from the perspective of business and economy, as a possibility to carry out successful business transactions, or for other ends.

The need to teach and learn foreign languages has been emphasized in the present. Professors are either trained or required to improvise in the teaching of languages in order to meet the requirements of the moment. Many teachers who are in the field of language teaching only possess a good command of the language, but no knowledge of linguistics, pedagogy, or the applicability of methods, techniques or approaches. Even some certified language teachers have never been given a systematic overview of the changes in theoretical or methodological assumptions underlying language teaching. Consequently, possessing a background as to what has been happening in the field is necessary, if educators are to assess the selection of materials which will be used to achieve specific language objectives.

Credit has to be given to Celce-Murcia and Alice Omaggio

whose organized data provide a clear insight into language teaching development; their material has been used throughout this section. Before beginning with the subject matter a clarification among the terms approach, method and technique is required. According to Celce-Murcia [5] the term approach is based on a set of principles, on a theoretical framework; therefore, it has a wider scope. Method refers to procedures, guidelines to teach a language; and technique refers to a specific language learning activity to be practiced in or outside the classroom. To exemplify, audiolingualism would be an approach because it is based on the theoretical foundations of be-haviorism and structural linguistics; audiolingualism would be also a method because it follows the guideline that all languages have to be learned orally before any reading or writing is asked from stu-dents; therefore, oral skills development is the key to audiolingual methodology. Audiolingualism as a technique can be represented in activities such as transformational drills, mimicry-memorization, etc., strategies promoting the kind of output the approach empha-sizes.

Revision of data on language teaching development shows that it is an activity which has taken place since ancient times, but be-gan to be practiced more systematically in accordance with the views of positivism, that is, from experiential and scientific data, in the XIXth century. We will not present a detailed description of each change, but rather the main framework of the most influential variations as to impact, novelty, originality, and/or usefulness; try-ing to depict the language teaching turning points in modern times. Seven major approaches will be presented:

Table 3

Seven major approaches

===

1. The grammar translation approach

2. The direct approach - multiple approach

                           - total physical response (Ashner)

                           - natual approach (Terrel)

3. The reading approach

4. The audiolingual approach

5. The cognitive approach

6. The affective humanistic approach

7. The communicative approach

   [Celce-Murcia, 5]

===

1.1. The grammar translation approach

During the 19th century two approaches emerged: the grammar translation approach and the direct approach. The grammar translation avenue had been used before to teach Latin and Greek, but it was not until the 19th century that it was generalized on to the teaching of modern languages. This approach intended to provide systematic, analytical learning of the structural elements of the language; this kind of mental exercise was regarded as useful to develop and "strengthen the abilities of the mind" [Omaggio, 54].

The main goal pursued by this approach was to develop the reading skill in students to enable them to understand classic literature. Teachers using grammar translation provided long grammar explanations, in the native language, as the grammar had to be

learned deductively. Most of the class period was spent doing written exercises and translating sentences. It was through translation that students' comprehension was verified. Opportunities for listening and speaking skills were not provided. There was a strong emphasis on memorization of vocabulary used in class. Teachers using this approach did not require full command of the language. The contribution of the grammar translation approach was that it provided the learner with a contrastive syntactic analysis of both the native and the foreign language; nevertheless, it has been criticized for the lack of practice in communication and for the total absence of information on how to use the target language for meaningful exchanges. Some language teachers continue, consciously or unconsciously, to use grammar translation as the means of instruction.

1.2. The direct approach

Most of the approaches to language teaching have been born as a reaction to the previous one. The direct approach is no exception; it reacted against grammar translation because it did not teach students how to use the language for communicative purposes [Celce-Murcia, 6].

The direct approach began in Europe in the late 19th century with Govin. It was brought to America by DeSauzé who came to the United States (Cleveland) brought by the Educational Bureau, in order to supervise that all public language foreign instruction adopted the direct approach [Celce-Murcia, 4]. One of the basic principles of this approach was to use the target language at all times. Its followers maintained that a student learns to understand a foreign language by being exposed to and listening to it in large amounts. They also sup-

ported the notion that speaking the target language was better learned if it was "directly associated with action" [Omaggio, 57].

Translation was not allowed in the classroom, and techniques such as showing pictures or miming were used to facilitate understanding. The teaching material was usually organized around what the students could see around them at the time of instruction. An interesting innovation was that the lessons usually began with a dialogue depicting everyday conversations. When practicing, a strong emphasis was placed on pronunciation but there was generally almost no error correction in other areas of speech. Grammar orientation tended to be inductive, students were kept active in class answering the teacher's questions. The language used in class was based on a context and the materials used had a cultural orientation. According to Alice Omaggio, the main problem with this approach is the almost total lack of correction that may cause students' fossilization of errors--systematic errors made by a second language student-- [59, 276].

It is believed that the direct approach represented a very positive change in language teaching; however, it did not prosper because of the scarce number of fluent language teachers [Celce-Murcia, 5].

1.3. The reading approach

Faced with the reality of the limited fluency of language mentors, the Modern Language Association favored next the adoption of the reading approach as a more practical trend to be implemented. The main goal in the language classroom was then oriented towards reading comprehension; therefore, the techniques that flourished

again were translation, vocabulary lists, and a limited amount of grammar explanation, only enough to cope with the reading material. This practical view for second language learning also responded to the undemanding communicative requirements of the time. As Celce-Murcia states, "not many people had the opportunity to travel in the 1930's." [5].

Although emphasizing only reading limits the students' performance, it provides an alternative for those schools whose objectives and/or budget are very limited. Teaching only the reading skill is classified nowadays as an English for Specific Purposes course (E.S.P.).

1.4. The audiolingual approach (A.L.A.)

Other names have been used to address this approach: aural/ oral, functional skills, new key, American method of language teaching, and, its British equivalent, the situational approach. Due to World War II, a new emphasis on language learning came about. It was imperative for the military forces to gain a reasonable command of spoken languages in a short period of time. Linguists designed, developed, and presented materials consistent with the audiolingual approach. This approach is based on two important theories: behaviorism, a school in psychology, and structural or descriptive linguistics.

Behaviorism's main premise is that behavior will be modified if the stimulus is frequently repeated together with a reward for the production of the expected response. Structural linguists, on the other hand, proposed that each language was unique and different and could be verified through empirical data. They rejected the con-

cept of a universal prescriptive grammar that was the predominant notion in linguistics of the XVIIIth century. Structuralists set a new era in linguistic study and research because they emphasized that languages be described as they are in reality and not through an elaborated description of what a group of scholars believed they should be. The teaching principles of audiolingualism that came directly from structural linguistics were the following:

•Language is primarily an oral phenomenon.

•Linguistics involves the study of recurrent patterns.

•Major focus of study is morphology and phonology.

•Language is acquired through the overlearning of patterns.

•All languages are learned orally first. The natural language acquisition sequence should be followed: listening, speaking reading and writing.

•Students should begin learning the patterns rather than de ductive grammar study [Omaggio, 60].

The audiolingual approach had a strong influence on the language teaching field from 1940 to 1960. Consequently, conditioning became a key technique in language learning.

The audiolingual methodology translated the behaviorist laws into classroom guidelines that became the cornerstones for material design and classroom techniques. Some of the most outstanding are described by Chastain:

•The concept that a second language must be produced at an unconscious level, as native speakers produce their own language.

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•To a given stimulus, a specific response has to be elicited. Language teachers were not allowed to give long pauses for students to think.

•To condition responses, extensive practice must be provided through pattern drills or dialogue memorization. Continuous practice was essential in order to form language habits.

•Grammatical explanations were to be presented very briefly. It was the pattern that had to be learned and not the reason why that answer was being produced in a specific format.

•Only the target language is allowed in the classroom. Translation is not a valid technique for this approach.

•In second language learning with this approach, the skills which were favored were listening and speaking, the other two could be developed at more advanced stages [Omaggio, 61].

To incorporate the guiding theoretical principles, the audiolingual materials followed a preestablished sequence beginning with a dialogue, continuing with pattern drill exercises to form habits, then exercises in which students had to produce specific answers about the topic learned.

The audiolingual approach brought about significant change from reading and translating activities in language classrooms because it represented a dynamic alternative. The students were actively engaged throughout the class period. The teacher acted as an energetic and alert instructor who guided students into language production. Strong importance was placed on pronunciation and accuracy. The materials used represented everyday speech and situa-

tions.

The negative aspects of the approach from the teachers and students' point of view were the endless dialogue and pattern repetition and the lack of functional sense in sentence development. Students became expert manipulators of form but when they were faced with a real communicative situation where there are innumerable and complex stimuli, the prelearned answer did not always fit the flexible contexts. Learning accommodation and reorganization had to be carried out by the student when placed in real context. The critics mention some other "disadvantages" of the approach such as the lack of opportunities to be creative with the language, favoring "parrot-like" responses and its nature of being a teacher-centered approach. As Omaggio states, by the 1970's, teachers were looking for alternatives in language teaching.

1.5. Cognitive approaches

The cognitive approaches arose as a logical reaction to the behavorist aspect of the audiolingual approach. By 1960, the psychological theories that gave prominence to the cognitive learning theories, and the role of the mind in acquiring knowledge were influencing teaching in general [Omaggio, 65]. One of the most important authors in psychology dealing with cognition is David Ausubel, who defines the essence underlying cognitive theories: ". . . learning must be meaningful and relatable to an individual cognitive structure if it is to become permanent. . ." [Omaggio, 65].

In linguistics of the 1960's there was also a new trend proposed by Chomsky's transformational grammar that oriented attention towards syntax and its processes as being predominant rather

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than supporting the concept of language seen as sound and meaning as structuralism and behaviorism had stated. According to Chomsky the stimulus - response (S - R) pattern did not provide an explanation or a place for totally new and creative sentences. Chomsky, following de Saussure (1916), made a distinction between competence or internal underlying knowledge of the language and performance or the actual output. His generative theory was aimed at explaining competence. Chomsky and some other theorists sustained that "children learn a language by a hypothesis testing process" [Omaggio, 6].

In the late 1960's there was a reaction to Chomsky's transformational generative grammar in language teaching because it did not take into account language functions. The critics established semantics as being more important than syntax. According to them "semantic learning depends on the child's cognitive development" [Omaggio, 66].

Cognitive psychologists had a strong influence on language teaching after the audiolingual stage. In the cognitive language learning theories the essence of the approach refers

- •To understand the rules
- •To acquire the rules [Celce-Murcia, 7]
- •To develop in students the same skillful use of language as that of a native speaker
- •To have a learning sequence going from known to unknown material to provide cognitive foundation
- •To promote creative and meaningful use of the language

through materials especially designed for this purpose

•To use language in context

•To explain grammar deductively or inductively

•To de-emphasize the importance given to pronunciation

•To incorporate reading and writing skills again to the classroom instruction [Omaggio, 66]

It is important to note that the cognitive approach is a theoretical framework that has been incorporated in several language teaching interpretations. In that respect, it is not like the A.L.A. that had a theory and a unique methodology and fixed techniques for almost twenty years before adaptations occurred.

1.6. Adaptations of the direct method

In the 1970's three approaches came into existence which were adapted versions of the direct method. These three adaptations are the multiple approach inspired by De Sauze's ideas but with the main difference of establishing the fact that adult language learners acquire language differently from children. The total physical response approach designed by James Ashner (1974) who believed that a language should be learned first by exercising the listening skill for longer periods, and that testing understanding should be done by asking students to perform the teacher's commands. The third adaptation was the natural approach brought up by Terrel, who bases his methodology on Krashen's theory of language acquisition. He established that "it is possible for students in a classroom situation to learn to communicate in a second language" [Omaggio, 75]. Terrel aimed to teach students survival skills emphasizing mainly vocabulary at an intermediate level. For Terrel, there is no time or need to

spend time on syntactic explanations. Techniques that dominate in this approach are "communicative and humanistic learning activities" [Omaggio, 78].

1.7. The affective humanistic approach

A humanistic approach to education as defined by Robert Biehler "is an approach to instruction that stresses attitudes, values, personal fulfillment, and relationship with others (1990, glossary). As explained by Celce-Murcia, " . . . it is a branch of psychology concerned with the socioaffective domain in human behavior" [10].

This approach also made its stand in language learning reacting against the lack of concern for affective factors in the audiolingual and cognitive approaches [Celce-Murcia, 7]. In this approach to teaching languages a warm class atmosphere is essential; meaningful use of the language is stressed and pair and group work techniques are favored. The teacher is viewed as a facilitator and is there to help students progress along this "self realization process" [Celce-Murcia, 7].

The teacher's role is a relatively passive one. Students' self expression, personal ideas, and personal feelings are the main issue. The language principle employed in other language trends stressing students being challenged in order to learn, by detecting their proficiency level and increasing the level of difficulty a little more (proficiency level + 1), should never be applied in this approach because it represents an aggression against the individual. An example of an approach following these guidelines is community language learning [Omaggio, 70].

1.8. The communicative approach

This approach evolved in the 1970's from the research of U.S. anthropological linguists such as Hymes, and Firthian linguists - from John Firth who founded the London School of Linguistics [*Britannica* 94]. Halliday, another linguist, viewed language as "a social phenomenon." He regards language as having "three main functions which are conceptual, interpersonal, and textual" [*Britannica* 645]. Followers of this approach assert that language teaching has to provide learners not only with structural elements, but also with appropriate communicative awareness that will enable them to successfully meet different functional needs or requirements. The innovative aspect of this approach lies in the realization that language, as it is used in a community, does not follow a homogeneous fixed pattern; the responses tend to be varied in form, meaning, and social connotation. Therefore, second language learners have to be equipped with linguistic forms, vocabulary, and communicative competence that will allow them to cope with the linguistic diversity encountered in everyday discourse. The communicative competence asks for the speaker's selection of a varied number of forms to express a specific language function, (such as requesting something or inviting someone, etc.), that will be particularly suitable --in terms of formality, intention, etc.-- to the hearers receiving the message. Supporters of the communicative approach realized that one linguistic form can have a number of functions, which also holds true for the same function that can be expressed with various linguistic structures. According to William Littlewood, there are three interrelated aspects in understanding meaning:

• . . . ability to understand linguistic structures and vocabulary

•knowledge of the potential communicative functions of linguistic forms

•ability to relate the linguistic forms to non-linguistic knowledge [3].

The communicative approach gives prominence to the fact that language encodes a social meaning. Language teaching in this approach implies creating the materials and situations that will promote a meaningful practice among students, where the goal will be to provide authentic communicative exchanges in order to obtain or provide information which is generally the aim in using the target language. The integration of the four skills is the updated vision of language teaching.

The teacher in this approach is seen as a "facilitator of learning" who is playing different roles: "class manager," responsible for planning materials and designing and implementing activities; "instructor," providing linguistic information; "advisor," as to the best alternative to choose within a given situation; or "passive listener," observing learning in progress [Littlewood, 92].

Second language teaching in Mexico has favored various approaches: grammar translation, reading, audiolingual, etc.. Nevertheless, the communicative approach revolutionized the conception of language teaching in Mexico. Interrelated factors with the process of communication were taken into consideration, giving second language learning a more holistic view.

The present section intended to provide a brief survey of some of the 19th and 20th century approaches to second language teach-

ing. This field has not yet found out the ultimate truth as to the key approach, methodology, or technique by means of which the most effective learning takes place. The specific second language needs of each community, city, or nation are directly related mainly to economic, cultural, and/or political factors as mentioned before, which should be taken into consideration in the language teaching approach. The second language discipline has undergone multiple changes and modifications all contributing to the researcher's understanding of how second language learning takes place. More data will be available in the near future which might come to modify, once again, teaching methodologies. Therefore, language teachers have to keep up with the pace required by change.

It has been demonstrated that learning styles among students tend to differ; thus, methodologies cannot be strictly applied as recipes to everybody. The teacher's previous experience plays an important role in deciding what the best alternative is, within the program's objectives, for a specific student or group of learners. Language teaching implies preparing students to cope with real life situations. As Littlewood states: "The foreign language teacher must be concerned with reality: with the reality of communication as it takes place outside the classroom and with the realities of the learners as they exist outside and inside the classroom" [95].

The present brief survey of second language teaching approaches is useful for assessing the validity, adaptability, and pertinency of methodologies within a given context. Therefore, reference will be made again to the information on this chapter in the documentation process of second language programs at I.T.E.S.M..

As a conclusion, it can be stated that language teaching approaches represent a change from paradigm to paradigm that are related to the current scientific and theoretical research, and to the demands imposed by the aims and requirements of an evolving society. Thus, to change from one given language approach to another implies not only choosing other materials and resources but, more importantly, it represents a change in the theoretical conception that supports a paradigm during the process of application. Significant paradigm changes in second language teaching reflect solid transformations in the fields of linguistics and psychology which have a direct impact on the scientific and pedagogical perception of first and second language learning. Although language teaching paradigms have been evolving, transforming, and adapting to scientific findings, none of them has been proven the one and only scientific alternative for second language learning.

2. General public education policies in Mexico and guidelines for E.S.L. curricular development for junior and senior high school, and college level.

The I.T.E.S.M. as a private institution of higher education accredited by the *Secretaría Educación Pública* (S.E.P.) has to comply with guidelines, requirements and policies determined by that organism. Also, the school is bound to a socioeconomic, political, and cultural framework that stands as a point of reference when defining the study plans and strategies to be adopted. In addition, internal factors pertaining to the institution's mission, goals, and administration shape the definition of the school's philosophy and outcomes. Thus, a university curriculum in the XXth century has to respond to the society where it evolves. Hence, the objective of this chapter is to survey and summarize the influential role of public education policies in three levels of instruction junior high school, high school, and college.

Education is regarded in Mexico, as in many other countries, as a crucial factor for the change from underdevelopment to development. It is a transforming process closely linked to the progress of a particular country. Mexico is modifying and redefining its educational goals to meet the standards of quality demanded by industrial economies and the process of social, cultural, and political modernization. The prospective in this field requires a systematic and careful revision of the educational efforts and results of the past to provide a diagnosis for future training requirements.

Curricular planning and training objectives for the professions are intricate changing matters interrelated with the job market.

What to teach, when and where to teach certain contents have been main concerns for curriculum experts, educators, and school administrators. The above questions have a special place in curricular design, providing the reasons why specific subjects, sequences, or contents are seen as necessary. The nature of the disciplines by themselves establishes guidelines to follow, but a country's historical evolution gives the foundation for the prevailing idiosyncrasy that will permeate every major activity. As Fernando Solana, former and current Secretary of Education, stated: "A nation studies its history to get to know itself better. In doing so, there is a better integration of its personality" [1] (Transl. by L. E. M.).

2.1. Public education policies and E.S.L. guidelines

In this section a review of the Mexican National Educational Policies for junior and senior high school, and college level will be presented. Reference will be made to general curricular guidelines for E.S.L. teaching as established by historical accounts of the public education sector.

Mexico's most important socio-cultural values are shaped by the Mexican Revolution, a movement that ended a 30-year dictatorship and established a republic based on the 1917 Constitution. Education between 1700-1853 was organized by Catholic priests and the clergy [Vidales, 29]. After the Revolution, the educational philosophy for the country was defined and summarized in the third constitutional article, which describes the essence of Mexican education as being popular, democratic, nationalistic, non denominational, and oriented towards developing a Mexican identity and international solidarity [Solana, 3].

Since the XIXth century, elementary education (*primaria*) provided by the state has been mandatory and tuition free. According to public official reports, the percentage of students obtaining a diploma at this level has varied from 25% in 1910 to a higher percentage of children in the 80's, even the ones living in far away rural areas [Oria, 63].

2.1.1. Junior high school

Junior high school (*secundaria*) education in Mexico in 1868 was integrated to high school education in a five-year plan supervised and organized by the Escuela Nacional Preparatoria [Vidales, 63]. But in 1925, in Mexico, D.F. and in 1933, in Monterrey, junior high school education was separated from high school (*preparatoria*) to form an independent learning level. The main objective of the junior high school curriculum in its origins was defined as being a continuation of elementary education and an introduction to vocational studies. With the modernized conception of education (1989-1994) as stated by educators and politicians, junior high school study programs are oriented towards the incorporation of its graduates into the country's productive system [Vidales, 93]. Therefore, this educational stage, as defined by the *Secretaría de Educación y Cultura* (S.E.P.), must select contents that guide students in

- Acquiring scientific and humanistic knowledge
- Relating theory and practice
- Developing creativity and critical judgment
- Learning and assessing scientific and technological knowledge, with specific emphasis on regional technology
- Developing a disposition for independent learning [Vida-

les,107]

Analyzing the junior high school curricula as to language requirement for federal and state schools from 1926 to 1990, finds that the foreign language component has always been present as part of the basic curriculum. English and French are the languages officially accepted from 1926 to 1944, both at the federal and state level. In 1944 at the federal level, a new label is used to name the language courses in the revised study plans: foreign language requirement [Vidales, 120].

Comparing the federal and state curricula at different cycles, it can be stated that the teaching of second language subjects follows a similar pattern as to hours per week, (usually three) and the number of courses offered (also three). The second language content stipulated is either French or English (from 1926 to 1959); with a stronger tendency to teach English in Nuevo León state schools.

The reason for teaching a foreign language is not clearly defined in the bibliography revised. Conclusions as to the purpose for including a second language requirement can be drawn from the goals to be achieved by that instructional stage, and from the declarations made by Mexican president Salinas de Gortari and educators who are related to the process of modernizing education in Mexico. English learning is seen as basic knowledge that will be used as a means to learn and apply modern technology at that and later instructional levels and as a vehicle to the better understanding of other cultures [Vidales,154].

The language requirement is also present in the educational television programs which provide the formal training for junior

high schools in distant geographical areas. These programs are also divided in a three-year format. Language requirement comprising English I, II, III, defines its objectives for each level. In English I, students have to achieve understanding and use of the basic structures of the language through reading and "writing." Some examples from the syllabus content include yes/no questions with verb to be, who and what questions with verb to be, imperatives, sentences that provide " the here and now concept" and the use of some prepositions [Vargas, iv a].

English II is oriented to the understanding of very brief readings where the structural items to be taught have been integrated. Regular and irregular past tense and object pronouns are examples of English II teaching content. In English III, longer readings, three to four short paragraphs, or dialogues are presented. Almost half of the book is devoted to practicing future, comparative, and superlative forms [Vargas, b].

The methodological procedure used in the book series supporting the television programs adhere to a systematic scheme: introductory isolated sentences, dialogues, paragraph or short readings, followed by recognition exercises involving fill-in-the-blanks and matching activities. At the end of each unit a self evaluation quiz is to be answered. This assessment has a grading scale from five to ten where ten means full understanding of the lesson content and five is interpreted as requiring teacher's tutoring.

A cultural component is supposed to be integrated in English III by naming the first semester unit, comprising twelve lessons, "English Speaking Countries." Out of the twelve lessons, only one

refers to an "English man" who lives in England but was born in America. The remaining eleven lessons continue being labeled "English Speaking Countries," but deal with stories of animals organizing a party, fables ("the hare and the turtle"), U.S.S.R., Brazil, Mexico, and end with Leonardo Da Vinci [Vargas, iii, 115, 134, 142 c]. Bizarre as it may sound, the above programmatic layout responds more to the need of covering certain structural elements considered basic when training for reading purposes than dealing with cultural aspects.

Another public instance created in 1981 for certification purposes in elementary and for junior high school education is the National Institute for Adult Education (I.N.E.A.). It consists of three major programs: literacy program, elementary and junior high school education, and community learning programs. The junior high school subjects in this institute do not include English as a part of the basic curriculum.

According to the results of the 1980 census, in the 80's the *Secretaría de Educación Pública* (S.E.P.) faces a challenge ahead: to provide certification alternatives for a country whose educational average was six years of formal training [Oria, 8]. Whether the students learn English or not is not the essence of the problem in basic education in the public school system, but rather to motivate the students to complete the junior high school level and to provide the graduates with options that will enable them to be incorporated into the working force.

High school education began in Mexico by the end of the XIXth century [Oria, 73]. High school is regarded in Mexico as a propaedeutic, vocational level with terminal alternatives in some instances.

It is considered propedaeutic because it is a training for college, and vocational as an orientation to the professions. This academic stage attempts to provide students with core or general knowledge in the humanistic and scientific fields.

2.1.2. High school

According to Castrejón Díez, enrollment in high school in Mexico has expanded into huge proportions because of two main factors: on the one hand, social and demographic pressure exercised by people who saw education as almost the only access for better living conditions, upper social mobility, and/or as a way to preserve the status quo; on the other, as a determining differential stage related to the importance acquired by science and technology [176].

In his book *Estudiantes, Bachillerato y Sociedad* Castrejón Díez presents a useful taxonomy that is the foundation of the high school curriculum. The curriculum under this perspective is balanced, around five categories

•Language

•Method

•Man in his society

•Man in his time

•Technology   [227]

Of these five categories, the first two are considered cornerstones. Their absence would make learning of reality impossible. This clear classification of knowledge to be obtained in high school explains why a second language is deemed essential. Castrejón Díez explains the category of language as having three domains: language that is used to communicate in our every day interactions, a foreign

language to communicate with those who speak another language, and a symbolic language for understanding and expressing scientific knowledge [1985, 227].

Although, there is not a unified curriculum for high schools in Mexico, the comparative study conducted by Castrejón Díez found nine subjects which are offered by all high schools. One of those nine shared subjects is English [236]. The underlying message is that English is taught because it will provide access to a wide array of scientific and technological information that will allow the individual to pursue independent learning. Pablo Latapí implicitly emphasizes the need of mastering a foreign language and explicitly contrasts this need with the fact that ". . . specialized libraries are in most Latin American countries scarce and this is added to the problem that most of the students do not master a foreign language" [9] (Transl. by L. E. M.).

2.1.3. College level

University education in Mexico is furnished by

•The public universities which receive 64% of the enrollment at the undergraduate level

•Regional Technological Institutes with 15% of the enrollment

•Private Institutions with 16% of the enrollment [Coombs, 25]

(The percentages do not include teacher certification programs)

The services provided by the public sector at this level comprise

•Teacher certification programs

•College education to obtain a bachelor's degree in the field

of sciences, technology, humanities, social sciences, and arts; usually demanding a five year instruction plan

•Higher technical education devoted to training qualified technicians for the industrial, farming, and fishing sectors (instruction provided mainly by the National Politechnical Institute)

•Open classes for adult learners in the university

•Graduate education that offers training at the master's and P.h.D. levels [Pescador, 324-325]

The objective of public college education in Mexico, as stated by Philip Coombs, is to give students quality education appropriate for their previously acquired knowledge, that will be useful in terms of productivity, to them and to their nation [61]. The former information contrasts, according to some critics, with the pristine goal of private universities to train the socioeconomic elite, professionally and ideologically, to become part of the private productive sector and to serve as a mechanism of preservation of the mentioned status [De Leonardo, 247-250].

The S.E.P. in its character of regulatory organism for non autonomous universities, has jurisdiction on all levels of instruction including university education. The undersecretary of higher education has, among his responsibilities, to set up the general guidelines and norms for this particular level. On the other hand, most private universities are accredited either by the S.E.P., by the Universidad Nacional Autónoma de México (U.N.A.M.) or by autonomous state universities. Private schools are given certification as long as they offer the study programs approved by the certifying institutions.

Since the U.N.A.M. was the first to be founded, it became the standard to be followed in higher learning [Coombs, 27].

The autonomy given by presidential decree grants universities total independence from the State. An autonomous university is, then, the regulatory organism in itself, in charge of setting up study programs in accordance with faculty consensus. An organism like the *Asociación Nacional de Universidades e Instituciones de Educación Superior* (A.N.U.I.E.S.) provides very general orientation of study programs as to the minimum number of credits required for each level: bachelors', masters', and doctoral studies.

In spite of the fact that the S.E.P., U.N.A.M. and the autonomous schools steer the course of many universities, the authors consulted agree that there is an inconsistent and deficient plan as to the objectives to be achieved as a whole at this level. The variety in objectives is a logical consequence of the freedom of the universities to select and design what they consider essential for each discipline. University autonomy promotes an indispensable component of higher learning which is the position to analyze situations, problems, knowledge, and also the possibility to criticize the existing structures in order to provide alternative perspectives or solutions.

In the past, the English language at undergraduate levels in Nuevo León's public university was not a required component in the curriculum. There was only the exception of three majors, Translation and Didactics within the Philosophy and Literature School; and Chemical Clinical Biologist in the School of Medicine that had English present in their study plans. The Translation major (changed in 1984 to Applied Linguistics with two areas of specialization:

Translation and Didactics) began selecting students with an entrance English exam that demanded a certain command of the language. Later on, this selection criteria had to be eliminated because it was against the U.A.N.L. policy of unrestricted enrollment. Although, the entrance English exam was not applied, approximately 33% of the subjects in Translation (16 courses of 48) and about 48% in the Didactics (23 courses of 48) were taught in English [U.A.N.L., 1984,124]. Thus, taking English courses offered by the language Center of the school was strongly recommended. As for the Chemical Clinical Biologists, four semesters of English were compulsory. A placement exam was administered allocating students from elementary to advanced level. Regardless of their placement within the English program, students had to comply with four English courses according to their level. The importance given to English in this major responded to the school's interest in supplying its students with access to specialized bibliography for research purposes. Nevertheless, the book series used, Scott Foresman's *In Tune*, was oriented towards the development of the four skills of the language.

Nuevo León's private universities in the past were not very different from U.A.N.L. as to language requirements. Majors that can be mentioned with a strong English component were International Studies at Universidad de Monterrey (U.D.E.M.) and the English Majors at I.T.E.S.M.. In general, English language learning up to the early 80's was not seen as a priority at college level in most of Nuevo León's universities. There was no evident policy or general guidelines pertaining to language teaching at this level. It is clear that this was due to the universities' freedom in curricular planning. The previous

information, as well as information obtained from Lic. Alfonso Rangel Guerra, former director of A.N.U.I.E.S., reiterate that language teaching is provided in higher education if there is an internal requirement in each specific school or program. There is no evidence of central guiding policies. Thus, the language component that can be traced in Mexican universities responds to special characteristics of each study program and not to established pre-requisites, requirements, or guidelines established in any of the policies of accreditation.

There are two important claims to be made in favor of teaching English as a second language at university level. E.S.L. teaching provides indispensable skills for students and professors, to be able to read and learn from the bibliography written in that language. It is well-known that books, journals, and other bibliographies are translated, but there is a delay of about three to six years for this to happen; which in turn affects the essential updated knowledge that has to be given in college. Another claim in favor of English is that second language learning is helpful to the development of cognitive skills.

In the late 80's and early 90's due to Mexico's adherence to the General Agreement on Tariffs and Trade (G.A.T.T.) and the recent approval of the North American Free Trade Agreement (N.A.F.T.A.), there has been an increasing interest from school administrators, faculty, and employers to train students to become proficient in English. With the perspective of increasing foreign investment in Mexico, English is deemed as a differential working skill for present and future graduates. Currently, two universities in Nuevo León--

I.T.E.S.M. and Universidad de Monterrey (U.D.E.M.)-- have included required English courses in their undergraduate programs. It is also worth mentioning that the growing emphasis placed on exchange programs and the junior year abroad, give students the opportunity of improving, among other things, English language skills. The economic changes that Mexico is going through because of international demands pressure the university to meditate on, plan for, and design more competitive curricula in accordance with the required profile for future graduates.

Based on this information, we can conclude that general educational policies in Mexico contemplate guidelines to E.S.L. teaching from basic education to high school. At university language, it is at each school's discretion to have a foreign language requirement or not, according to the disciplines offered.

3. Socio-cultural and economic changes in Mexico with a direct impact on educational needs; indicating E.S.L. presence

Education in any part of the world is a process that is directly influenced by the socio-cultural and economic conditions prevailing in the country. Modifications and adaptations of the curricula at any instructional level usually imply a change in the educational paradigm. Macro variables such as more demanding economic conditions, the need for more qualified personnel and professionals, the budget allocated to the educational sector, etc., determine the national instructional model to be adopted. Hence, education has to be analyzed systematically, taking into consideration a set of influencing variables that will define the educational philosophy and guidelines of a specific country. The purpose of the present chapter is 1) to provide a brief summary of the most important economic strategies in Mexico after the Revolution, in an attempt to establish the link between the economic and educational priorities. Most importantly, this information highlights periods of change in Mexican society when teaching English as a second language was regarded necessary. 2) Also, a correlation will be established between the political, economical, and cultural progress and the demand for workers and professionals with a proficient command of a second language.

3.1. Eduactional and E.S.L. requirements in different periods after the Mexican Revolution

Mexico as a country that has faced many shortcomings and a bursting increase in population has given education a predominant role for achieving social equality and economic development. After the Revolution, the different presidents in power during each sexe-

nial assigned a meaningful portion of the federal budget to fulfill the urgent demands for educational improvement.

3.1.1. From 1934-1940

From 1934-1940, the central economic policy was directed to organize and improve the agricultural sector of the nation. Regional schools were established to teach how to plant and harvest. The main educational effort was aimed at the rural areas. Providing elementary education to children in far-away geographical regions was regarded as a mechanism for the country's progress. Thus, teaching English in agrarian Mexico was not considered as an educational priority.

Politically and economically, the country adopted a nationalistic policy which intended to supervise foreign investment, assuring that the major income from their transactions remained in the nation. As to the industrial and commercial sectors the objectives were to improve the quality of Mexican products and to increase production. A significant policy was the conversion of the oil industry into a national enterprise. This step meant laying the foundation for a strong economic strategy for the future: Mexico as an oil-producing power [Solís, 16-21, 29-30]. In that time, foreign American investment in Mexico was represented in Monterrey by solid corporations such as Cigarrera la Moderna, Cementos Tolteca, Peñoles, American Smelting, and others related to the mining industry. The American presence in the country brought about the foundation of the American Schools in the 30's to provide education for North American children living in Mexico. The American Schools initiated the bilingual educational trend in private schools, mainly

in the northern part of Mexico. An antecedent of bilingual education can be traced to the Lawrens Institute (1885) but that school emerged as an alternative to public and Catholic schools.

3.1.2. From 1941-1946

From 1941 to 1946, the government planned to increase internal productivity. Once again, the rural policy was adopted, land distribution among farmers became a priority. The *ejido* was the essence of the agrarian economy of the country. The organization of agricultural vocational schools to train young farmers appeared as a corollary. Another educational requirement of this stage was to organize and establish schools and institutes that fostered studies and research in the scientific and technological fields for the propagation of information and techniques to improve agriculture, cattle breeding, hunting, fishing, and forestry as to second language interest, this period corresponds to the Second World War with its social impact of learning to speak the allies language.

3.1.3. From 1947-1952

From 1947 to 1952, under the presidency of Miguel Alemán, the country had important economic development. Agriculture was highly improved due to modern irrigation systems. During these years, public and private investment was favored [Hispánica, 1991-1992, vol. 1]. Special emphasis was given to the industrial development in the 50's which triggered the economic growth of states like Nuevo León, and mainly of cities like Monterrey, the site of several prominent corporations. The industrial growth also meant new social, political, and educational patterns to be assimilated as a logical consequence population increased in high proportions in Mon-

terrey [Zavala, 295 s.]. During the industrialization period, learning English was regarded as a vehicle to understand industrial process- es, machinery operation, manuals, and instructions. English tended to be a practical instrument for Mexico's production line.

It is worth emphasizing that, after the Mexican Revolution, there are two significant periods where foreign investment from North Americans is used as a strategy for the nation's economic progress: those of Miguel Alemán (1947-1952) and Carlos Salinas de Gortari (1988-1994). With these two administrations, English as a second language gained relevance as a skill to be mastered because it would become a competitive tool for workers and professionals.

3.1.4. From 1954-1970

Mexican economy, from 1950 to the mid 1970, is considered by experts as a stable period; a period where the economy was in a pro- cess of modernization, which implied private and public investment oriented to the industrial production; that meant the transition of an agriculturally based economy to an industrially oriented nation. Ex- portation of products and materials to stimulate the social and eco- nomic well-being of the country and of the Mexican population was promoted [Coombs, 33 and Solís, 80]. This transition had a direct impact on education. Elementary education continued having a great importance, as it still does in the present, but the country also de- manded more qualified personnel. With Díaz Ordaz (1965-1970) and subsequent presidents, the universities, research centers, and tech- nological institutes received strong budgetary support [Solís, 87]. Revealing information as to the impact of university training and in- come is given in a study by Martin Carnoy in 1960, in which he pos-

tulated a relationship between level of education and income, using as a sample three Mexican cities; Monterrey, Mexico, and Puebla. He found a direct correlation between academic training and age, variables which explain the differences of higher salaries [Muñoz Izquierdo, 240 f.]. Thus, the strategy of allocating more funds towards higher education seems to have proven profitable for some Mexicans. However, Philip Coombs criticizes the growing and unproportional student enrollment at university level. He considers this tendency to be a "threat" in the long run, for the economic and social interests of the nation as a whole [33]. Perhaps, the policy to be suggested for higher education is to restrict the enrollment and to provide incentives for students to be trained in technical areas oriented towards economic growth, stressing industrial and production requirements. Still another alternative, which is being considered in the 90's, is to charge students the total cost of university training or, as an alternative, to provide loans which would have to be paid back when the students become professionals. By promoting this policy, university training would stop being a public expense and become a public investment.

3.1.5. From 1970-1981

During Echeverria's presidency (1970-1976), land was redistributed among peasants; housing, transportation, and social security programs were expanded, and huge amounts of money were devoted to public works. His economic proposals with a leftist tendency discouraged business interests, thereby decreasing domestic investment. External debt was high and a "declining balance of trade" caused the devaluation of the *peso* in 1976 [Britannica, 349

and Solís, 173]. López Portillo (1976-1982) was more conservative; he attracted foreign investment and stimulated industrial development by granting tax concessions. He strongly favored the exploitation of oil and natural gas which resulted in the expansion of Mexican oil exports. He also supported the creation of non agricultural jobs to alleviate unemployment. Towards the end of his term, foreign debt was enormous due to unrestrained borrowing. There was a serious economic crisis that led to the statification of private banks [Hispánica, 194].

During Mexico's stabilizing period (1950 to mid 1970) and during the López Portillo administration, the country and the people believed themselves affluent, bringing about a renewed interest in English language learning. Mexicans began traveling more often to the United States, Europe, etc., which in turn resulted in an awareness of the need to communicate with other cultures. In the Northern part of Mexico, the presence of satellite dishes caused an even higher interest in E.S.L.. At this stage, it was the people who wanted to be able to communicate in English for social and cultural reasons, and not the economy which required it.

3.1.6. From 1981 to the present

1981 stands as the beginning of a troublesome stage for Mexico. With the fall of oil prices in international markets and the rise of interest rates, the Mexican economy was shattered. A restructuring and reordering policy was established by Miguel de la Madrid--his Instauration Address to the Nation, *Programa Inmediato de Recuperación* (P.I.R.E.), *Programa Extendido de Recuperación* (P.E.R.E.), *Plan Nacional de Desarrollo*-- by which he tried to stabilize the

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three factors that were eroding the Mexican economy: debt, inflation, and balance of payments. The opening of new markets for a variety of Mexican products seems to be an answer to alleviate the crisis. Economic openness places a significant amount of pressure on Mexican production in terms of quality, production, and price, but it stands as a viable option for economic development and national improvement. As to language needs in this period, since belonging to the General Agreement on Tariffs and Trade (G.A.T.T.) in 1985 and to North American Free Trade Agreement (N.A.F.T.A.) in 1994, if Mexicans are to fulfill their North American heritage, they require English.

Today's changing economic and socio-cultural demands must be reflected in revised study programs which adapt, plan, and organize the curricular content to respond to the areas with a scarcity of trained professionals as required by the emerging open economies. It seems that technical areas have to be expanded according to regional needs. The professional profile required by the industrialized states will be very different from the states whose main economic activity relies on agriculture, tourism, or others. College accrediting organisms like the S.A.C.S. assert that curricular programs have to be more flexible in the present and future to respond to the changing demands of modern society.

Basic education which, from the 90's on, comprises ten years of formal training, will continue to be a main concern for Mexico. Literacy programs will probably be intensified to provide education to all Mexicans without exception. As to the emerging training requirements for workers and professionals, the command of a second

language--primarily English--is regarded at present a priority for oral and written communication; as a skill for interpreting updated scientific technical and cultural information; and as a bridge for business or studies abroad. The 1990's decade, with the Mexican economic emphasis on international markets, brought about a renewed interest in second language teaching.

3.2. The professional profile required at different stages in the Mexican society: bachelor's, master's, and doctor's degrees

With these changes the professional profile required at different stages in the Mexican society: bachelor's, master's and doctor's degrees and the implications for E.S.L. requirements, have also changed.

Education is a complex endeavor due to the responsibility involved in teaching students not only concepts and theory but life-long learning skills and attitudes that will prepare them to cope with present and future needs. As professional requirements vary according to the economic situation of the country, so do the traits and profiles sought in the professionals devoted to education and to other activities. The main objective of this section is to approach a description of the faculty's academic training at different teaching levels and at various educational stages. Also, broad correlations between academic training and salary will be shown as indicators of higher academic training required by employers.

3.2.1. Professional requirements for the elementary level

For elementary public education a teaching certificate issued by the S.E.P. is required. The prospective elementary teacher (*normalista*) is an individual who selects this option as a shorter path to

the job market. To enroll in the certification program, according to the Escuela Nacional de Maestros in Mexico City, the candidate must have finished the junior high school program. It is important to mention that this level of instruction is completed by students with an average age of fifteen years. Other requirements stipulate an 80 average over a 100 in previous studies, unmarried social status, and for women not to be pregnant. It was also reported that the enroll- ment policy tends to choose a higher proportion of women than men (30 to 10) [Beatriz Calvo, 379]. Once the candidates are accepted, the learning cycle implies four years of instruction in a specific and narrow field. The elementary teachers then become instructors pri- marily of the basic skills: reading, writing, and math. They also master the contents of the official textbooks *(textos gratuitos)* [Calvo, 380]. It is believed that the certification program, besides the previously mentioned abilities, ought to prepare teachers who are creative, innovative, and who promote change [Calvo, 381]. In the survey conducted by Beatriz Calvo at the Escuela Nacional de Ma- estros, reasons given by students for having joined the teaching cer- tificate program in the public sector were the certainty of being hired as state teachers with the probability of supporting them- selves at a very young age; and the two-fold advantage represented by the diploma: certification for teaching at the elementary level, and the opportunity to pursue college education, since the diploma is equivalent to high school instruction. None of the students answer- ing the survey spoke about a vocational attitude or aptitude to teaching. This stage was seen merely as a transition for upper so- cial mobility [Calvo, 389]. Possessing a drive to improve in educa-

tion, teaching level, salary, and status is not criticized; however, the data gathered reveal a latent problem among elementary educators: the lack of interest and motivation to be, remain and become experts in that stage of instruction. Elementary teacher certification programs are reported as being limited and deficient. Elementary instruction as the foundation of education has to be solidly grounded to enable students (if such a pretension is feasible), to become economically productive or to continue with higher levels of instruction.

During the 1960's a thorough survey was carried out in Monterrey by Jorge Balán, Harley L. Browning, and Elizabeth Salin. They set out to explain the reasons for social and geographical mobility, and arrived at meaningful conclusions relating education to social mobility. Factors influencing educational achievement in younger generations are the following:

•The family's socio-economic status

•Academic training of both parents

•The place of origin (bigger urban areas offering far more educational options)

•Age as a differential factor (younger students tend to be more successful from the academic point of view). From the point of view of work, better opportunities are to be offered to candidates who have been working for a longer period of time [Muñoz Izquierdo, 245].

Family background and the existence of home libraries seem to have the strongest influence on children's educational achievement. Family background is also seen as crucial by other authors who re-

late it to the limited knowledge of state elementary teachers. Additionally, Muñoz Izquierdo asserts emphatically that people's salary and occupation are determined by "intellectual ability, working history, and the aptitude that candidates may prove to possess for a specific job" [258].

3.2.2. Professional requirements for the junior high school

Elementary school teachers, in their drive for social mobility, enroll into the *Normal Superior*, an academic program offered by the state, which qualifies them for positions at the junior high school level. From 1983 on the *Normal Superior* certification program is recognized by the state as a bachelor's degree. At this stage the teachers are trained in an area of knowledge directly and specifically related to the junior high school program: Social Studies, Science, Mathematics, Spanish, and English as a Foreign Language. A problem arises when certified teachers finish this program and ask for a promotion to the junior high schools when the positions offered are not necessarily in the area for which the teachers were trained; therefore, some of the *Normal Superior* graduates end up teaching in a field for which they were not trained.

The *Normal Superior* was considered before as the ultimate level required by S.E.P. for junior high teachers, but the current economy demands a teacher with a more solid and broader knowledge, who will be able to promote change. The Universidad Pedagógica Nacional (U.P.N.) was founded in 1979 for this purpose, to supply training programs at college level for state elementary teachers. The U.P.N. began offering elementary certification holders, bachelor's degrees in basic education, pre-primary and elementary education, physical

education, and special programs to obtain a bachelor's degree for those teachers who graduated from the *Normal Superior* before 1983. At present, the programs in pre-primary and elementary education and physical education are no longer in operation. The programs offered by the state *Normal Superior* and by the U.P.N. both have the status of bachelor's degrees since 1983. The main difference resides in the broader educational training given to students at the U.P.N. [Padilla, interview, April 1994]. Once students graduate from one of these majors, they can continue with the master's program in Education with specialization in pre-primary and elementary education. The U.P.N.'s mission is to train professionals in the field of education that will contribute with their "solid technical and methodological training" and with a reflexive attitude to the requirements sought by the National Educational System" [Zavala, 477 f.]. Thus, the National Education System is providing alternatives to teachers engaged in public education to upgrade their studies and the quality of their work.

3.2.3. Professional requirements for the high school

High school is composed of teachers who fall into two categories: those trained at the *Normal Superior* whose main area is pedagogical but whose training in the subjects that they are teaching is insufficient; the other category comprises teachers who have a university bachelor's degree but lack the methodological and pedagogical techniques to teach their subject more effectively [Coombs, 70]. Insufficient teacher preparation in these two aspects seems to have a negative outcome in education. This is added to the problem of overpopulated classrooms and the almost total lack of supplemen-

tary material. Most teachers at every level have to work with very basic tools: their voice, the blackboard, and a piece of chalk. Still another problem arises when school administrators, in their need to find teachers for a specific number of groups, hire them with little previous notice, thus contributing to improvisation in the classroom.

3.2.4. Professional requirements for the college level

Several studies have been conducted to survey and evaluate Mexican universities. Richard King, in conjunction with Alfonso Rangel Guerra and other scholars, carried out a research of nine provincial universities in Mexico to study their growth and development. Although, this research dates back to 1971, it represents a valuable source of information in many aspects, particularly in the sections on faculty background, training, and development. They found that most university professors had only completed their first professional degree. Some had master's or doctoral degrees, but there was not a consistent tendency for faculty to pursue graduate studies [62]. The information reported was the required profile for university professors in the past. In order to interpret the data, it is necessary to consider the differences between the Anglo Saxon model, from which the North American College derives, and the Continental model that served as paradigm for the Mexican higher education system. Mexican students graduating from a *licenciatura* are already professionals in their fields after having concentrated almost exclusively for five years on their professional area, whereas the freshman and sophomore years of the North American College are aimed at general studies, leaving only the junior and senior years

for their major. This structure of the North American College re-quires a more thorough specialization in most fields, a task ac-complished by the professional master's degree of which the Master of Business Administration is a typical example. The Mexican pro-fessional degrees *(licenciatura, ingeniería)* are considered suffi-cient training for educating similar professionals. Up to 1970, ap-proximately, the Mexican university was somehow "elitist" with a limited enrollment. This allowed the hiring of professionals, not only with a professional degree, but also with a vast experience to enrich and make learning relevant. With the massification of educa-tion, it has become necessary to hire recent graduates with no practical experience. This provides an explanation of the differ-ences between the two college systems and of some criticisms raised against the Mexican faculty. With this logic the universities did not offer incentives for teachers to pursue higher degrees. If professors accomplished graduate training, it was done mainly from their own incentive and interest. Supporting evidence was provided in the study about the existence of a higher percentage of full time professors studying master's degrees as compared to part time pro-fessors. This continues to be the tendency in college level at the present. According to a study done by Juan Roberto Zavala, in 1990, there were 66,234 teachers in public universities in Mexico. They were distributed in working status as follows: 71% were adjunct, 7% *Medias Plantas* (something like part time with fringe benefits) and 22% were full time professors [319].

The adjunct faculty and sometimes the *Media Planta* modalities in Mexican universities have as an original objective that of inviting

outstanding professionals of the community to share their theo-
retical and practical knowledge with their pupils. The professional
experience of these teachers provide the role model to be followed
by future professionals.

King in his research also talks about faculty mastery of English
as a variable for measuring the feasibility of studies abroad or as a
means to obtain the latest information in different areas. It was
reported that "almost all professors in various fields except Law
and Philosophy had some working knowledge of English" [King, 67].
Compared to universities in other Latin-American countries, like
Argentina and Chile, where French and German are preferred, the
language proficiency of Mexican professors was modest [King, 67].
It is sustained that only limited knowledge of a second language
persists, remaining a barrier to training and updating university
teachers. Aware of this problem, some universities, like the I.T.E.-
S.M., began offering in the late 80's English language training cours-
es for their faculty.

King, as well as other authors, talks about the deteriorated
salary of university professors which forces them to hold two or
three positions to have an adequate income for their needs. This
situation is not exclusive of university teachers but applies to many
teachers at all levels of instruction. This information is brought up
as a factor that hinders teachers' training and improvement, because
they neither have time to study for a higher degree, nor to read and
broaden their knowledge in their field. However, as was mentioned,
some successful professionals accept teaching in Mexican universi-
ties, not because of the salary, but as a social and ethical commit-

ment to recompense what was given to them in their university training. Furthermore, some adjunct teachers feel rewarded by the prestige obtained in university teaching. It is appropriate to state that professor King's remark about the deteriorated salary does apply to some adjunct and full time faculty who have chosen teaching as their sole means of earning a living.

Juan Roberto Zavala in his regional study of the history of college education in Nuevo León provides useful information about the actual status of U.A.N.L. faculty, in relation to teachers' training. He asserts that in 1990, there were 6,207 teachers working for the Universidad de Nuevo León. He adds that of the total, only 18.2% have a master's or doctor's degrees; that leaves 81.8% of the faculty with only bachelor training [1990, 32]. Although he did research on the main universities in Monterrey - I.T.E.S.M., Universidad de Monterrey (U.D.E.M.), Universidad Regiomontana (U.R.), etc., - specific information about the training status of their teachers is not provided. He does mention that universites like I.T.E.S.M., Anáhuac, and Iberoamericana, have a much higher percentage of full time professors. In his opinion, this scheme facilitates teachers' training, development, and pursual of degrees beyond the bachelor's [320].

3.2.5. Influence of C.O.N.A.C.Y.T. and Bank of Mexico as supporting organisms for higher training

Two organisms in Mexico *Consejo Nacional de Ciencia y Tecnología* (C.O.N.A.C.Y.T.) and the Bank of Mexico encourage and support graduate studies in Mexico and abroad, mainly in the scientific and technological areas. This support initiated the tradition of "outbreeding" versus "inbreeding" and the trend of trained profes-

sionals accustomed to reading and using bibliography in English or French. When these professionals came back to the country and engaged in college level teaching, they expected their students, at the undergraduate and graduate level, to be able to read and understand literature written in those languages. As this expectation was not met, the need for English for Specific Purposes (E.S.P.) or E.S.L. teaching became an evident need for college studies in some fields. Even in Mexico's political panorama, the academic profile of politicians is also changing. Traditionally, Mexican politicians used to be skillful experienced leaders whose academic training varied from high school education to bachelor's degrees. At the present, a high percentage of cabinet members and candidates have master's and doctor's degrees from prestigious foreign universities.

To conclude, many factors, especially the opening of economies, are influencing the increased training requirements for teachers and professionals. In the past, perhaps up to 1980, most teachers and professionals could successfully find excellent jobs and opportunities with bachelor's degrees. At present, having a bachelor's degree is not sufficient to fulfill the expectations of employers or the demands of scientific and technological progress. A master's degree is now regarded as a highly desirable credential. Universities are also facing the need to hire or to support teachers in scholarship programs for obtaining higher degrees. In consequence, having a master's degree is no longer seen only as personal development but as an essential training to rise to the level demanded by the S.A.C.S., by first world economies, and by national and foreign investors, who need the competitiveness and quality in their products that result

from higher degrees of specialization.

4. Monterrey E.S.L. history: the I.T.E.S.M. case

English as a second language is taught for different reasons and needs, which vary with a country´s geographical location, philosophy, economic strategies, socio-cultural status, training requirements, and/or political interests. Federal republics, such as Mexico, regard their states as organizational subsystems which determine further their own academic, professional, and job requirements. Mexico, with 3,000 kilometers bordering the U.S.A. and with the North American presence in business enterprises, has acknowledged the advantage of learning English as a Second Language. In the XXth century in Mexico, E.S.L. evolved from merely providing mental discipline or social status, to a distinctive and competitive skill to be acquired for better working alternatives.

4.1. Introduction

Chapters two and three of this thesis provide a framework of general guidelines of E.S.L. academic requirements in Mexico; and present a correlation between the country´s economic strategies and their influence on curricular planning. This framework establishes the background necessary for explaining the E.S.L. path institutionalized by the Instituto Tecnológico y de Estudios Superiores, one of the leading examples of higher learning in Monterrey, as well as in Mexico. The task will be addressed by dividing I.T.E.S.M.'s fifty years into five distinctive E.S.L. periods:

1) The beginning stage comprised between 1943 to 1954

2) The period of change between 1954 to 1975

3) The reading for academic purposes (R.E.A.P.) period from 1975 to

1989

4) The communicative period comprising from 1988 to 1994

5) The 1995 curricular change period: an insight into the revised E.S.L. priorities.

This chapter will provide a considerable amount of information from the history of Monterrey Campus which was obtained through the official documents of the school, through interviews of retired and active teachers, language coordinators, administrators, and directors who were involved in the process of E.S.L. curricular planning and change. There will also be information presented of one campus from each region of the I.T.E.S.M. System. The criteria of selection of a campus to represent the region is based on

-Campus date of foundation

-Campus student population

-Campus active involvement in E.S.L teaching proposals.

4.2. Organizational learning theory

For five decades I.T.E.S.M. has been actively engaged in high school and college education. As an institution of higher learning, it was modeled on the Massachusetts Institute of Technology (M.I.T.) University. This influenced the I.T.E.S.M. departmental organization, class content distributed by semesters, and the emphasis given to bibliography written in English as a source of up-to-date knowledge. It has a tradition of solid training, and an awareness of the national and international needs and requirements that are reflected in the revisions and modifications of its study programs every five years. This revising process, which has taken place throughout the I.T.E.S.M. history, is a heritage to institutional curriculum learning.

Therefore, the Institute, like other institutions, has a distinctive manner of approaching curricular and organizational changes which, in a sense, has given its status in the Mexican community . The I.T.E.S.M. is an organization that is actively learning from different sources: the immediate community, the international environment, research, other universities, etc.. For that reason, it is constantly modifying structures, knowledge, and ways of interaction [Simon, 30] therefore, each E.S.L. stage detected at the I.T.E.S.M. clarifies organizational learning which will be described answering a systematic set of questions:

- What has the institution learned?
- Where has it learned from?
- How did the institution learn?
- What was/is the final outcome?

It is expected that the reconstructed E.S.L. history provide insight into what the I.T.E.S.M. has accomplished as organizational learning in the E.S.L. area, and a source of reference for future I.T.E.S.M. administrators and E.S.L. teachers.

4.3. The E.S.L. periods at I.T.E.S.M.

The history of E.S.L. in the I.T.E.S.M. has gone through several distinctive stages.

4.3.1. The Beginning (1943-1954)

Back in 1943 the I.T.E.S.M. began operations in Monterrey. Revising the school's first catalog (1943) the I.T.E.S.M. states its objective as that of promoting culture and training technical professionals capable of leading and managing the industrial, commercial and banking enterprises [I.T.E.S.M. *Planes de Estudio Requisito de*

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Ingreso y Cuotas, 1943, 5]. The school was founded, since the beginning, with the specific mission of providing specialists for the flourishing industrial development of Monterrey. For that reason, it offered two majors: Industrial Engineering with specialization in mechanics, chemistry, electricity, and administration; and Accounting and Business Administration with emphasis on bookkeeping, banking, industrial, and public accounting [I.T.E.S.M. *Planes de estudio* 1943, 5]. The entrance requirements were junior high school diploma for Business Administration, elementary school diploma for Accounting, and high school diploma for Engineering. The school also offered high school instruction for those students who wanted to pursue Engineering studies [IT.E.S.M. *Planes de estudio,* 1943, 19].

Engineering High School studies with a major in engineering, at I.T.E.S.M. in 1943, consisted of two years. English was taught three times a week during the second and fourth semesters. As to the Engineering college major, comprising four years, there was no formal training in English or any other second language [*Planes de estudio,* 1943, 6-7]. The Business Administration major was organized in three years as high school education together with the specialization area. English was offered in the three years on a daily basis for the first year, and three times a week during the second and third years. The accounting branch was regarded as technical training after elementary school. There were three years to be completed to become a bookkeeper and one more to graduate with a specialized field. The I.T.E.S.M. in this technical avenue provided many more hours of E.S.L. instruction than in other majors. English was taught daily in the four years, and French was also studied,

three times a week during the fourth year of Accounting [*Planes de Estudio*, 1943, 15-18].

By 1949, all majors offered by I.T.E.S.M. required a high school diploma and from four and a half to five years of university courses to get a degree. English instruction was given by the Humanities Department which, from the beginning, was part of the High School. From 1949 to 1952, E.S.L. courses had a place only in the high school program at I.T.E.S.M. There were no language courses taught at college level. In order to be admitted at the I.T.E.S.M. high school program, students required a junior high school diploma and to pass an admission examination. This set the entrance knowledge requirements for Math, Spanish, and English. If the students did not achieve the desired score, they had to take preparatory or remedial courses in those subjects [I.T.E.S.M. *Escuela Preparatoria...*1949-1952, 25].

There were five English courses offered at this level: one remedial and four required courses. The remedial and the three following English courses focused on reading, translating from English to Spanish and from Spanish to English, they also featured grammar exercises. Reading comprehension was the main skill to be mastered with these courses, as a means to understand the bibliography in English that was used in college at the I.T.E.S.M.

Learning vocabulary was another of the main objectives of the course; consequently, dictation was an important activity carried out in the classroom. There were also "conversational practice" exercises in which students answered the teacher's questions and drills. The textbooks used at that time were *Basic English* 1-4 (*inglés elemental*), by E. Picazzo de Murray and P.V. Murray. The

last course, labeled English IV, was designed to teach students to write all kinds of business and commercial letters and documents. The course goal was aimed at teaching students how to understand, produce, and translate those letters. The students were asked to write letters, acting as recent graduates applying for a job or asking for an interview to the personnel department of a company; acting as acquisitions managers to get information about products or raw materials required by an enterprise; as sales managers giving information about the potential products to be exported [De la Garza, Carmen. 1953 I.T.E.S.M. graduate. Interview. April, 1994]. The textbook used was *Business Correspondence* by F. Leving. In reference to number of hours of instruction, the remedial course was six hours a week, English I and II met one hour on a daily basis, and English III and IV were given one hour three times a week [I.T.E.S.M. *Escuela Preparatoria...*, 1949-1952, 83].

According to the Language Department of the I.T.E.S.M., after the English instruction received at the I.T.E.S.M. high school from 1943 to 1954, students acquired sufficient English command to understand textbooks and bibliography written in this language which were used in I.T.E.S.M. college courses. Students coming from other preparatory schools were "supposed" to have the same level in English reading ability as I.T.E.S.M. students. If that was not the case, they had to train themselves taking courses in the community´s language schools or they could take the high school language courses with no academic credit.

Ing. Francisco Vera, I.T.E.S.M. first graduate and later teacher and dean of the Division of Engineering Division, states that the bib-

liography given to engineering students was 99% in English. Students had to read books, journals, and periodicals with the latest information in the field. He asserts that as a student, as a teacher, and as a dean he never had or received any complaints from the students about not understanding assigned materials. He believes that this situation was the result of two factors: students coming from the Northern part of Mexico were more familiar with English, and engineering technical vocabulary is simpler than the vocabulary used in the Humanities and Social Sciences. Those students who were not from the Northern part of Mexico did experience more problems with their reading comprehension skills but, in general, tended to cope with what was required from them. There was also a very friendly and supportive atmosphere at I.T.E.S.M., with students and teachers helping those in trouble by translating any doubts about vocabulary [Vera, Francisco, interview. April, 1994].

In 1948, as a result of the leadership of Lic. Alfonso Rubio y Rubio, Humanities Department chair, language courses with no additional fee were established for I.T.E.S.M. high school and university students. Latin, Greek, French, Italian and English were offered as electives for students interested in second language learning and general education courses. This option lasted less than a semester due to a new evaluating measure adopted by the Institute that demanded teachers to assess students progress in all six compulsory subjects on a weekly basis. The number of participants in language courses diminished significantly as a result of this measure until they had to be canceled. According to Lic. Rubio y Rubio, the technique of endless exams did not last for a long time either, but it did

have a negative influence on the elective language courses [Interview. April, 1994].

The methodology and book series used from 1943 to 1954 were ruled by the principles of the grammar translation approach. This approach was consistently used in Mexico to develop the reading skill necessary as a means to have access to specialized bibliographies. The book series used by the I.T.E.S.M., *Murrays' Basic English*, was much in the same line of the Hamilton which reflected the trend accepted as valuable for teaching modern languages. The Murrays were two teachers from the Universidad de las Américas who had developed textbooks that provided practice following this traditional approach [Amores, interview. April, 1994]. The books were organized around a reading passage. This was read by students in class. The main purposes of the lesson were to provide reading samples in that language and those samples to be used to evidence second language grammar structures as a way to conjugate and learn tenses, and as a vehicle to memorize vocabulary. The shortcomings of the approach are well known: a lot of practice was given about the language but no opportunities were presented to interact with the target language in meaningful exchanges.

To summarize, the beginning period of the I.T.E.S.M. which spans from 1943 to 1954 is characterized by an E.S.L. instruction modeled by the grammar translation approach. This approach was regarded as the alternative to teach students reading command of the language which was considered, in that time, the most useful and practical skill to be acquired. Thus, E.S.L. mastery limited to the reading ability reflected the university's requirements as to second language

knowledge; it also reflects curricular space and time constraints to teach other language skills.

4.3.2. Innovation and Change (1954-1975)

In spite of the fact that reading was generally the required skill to be accomplished by second language learners, there were I.T.E.S.M. administrators who believed that it was not the "best" outcome of language courses. This was a concern for Ing. José Emilio Amores I.T.E.S.M. high school director in 1947 [I.T.E.S.M. *Escuela Preparatoria. . .* 1952, 18]. Ing. Amores believed that the prevailing methodology from 1943 to 1954 was rudimentary because it did not equip the students with overall skills for a better performance in a second language. With this concern in mind, Amores established written contact with a professor at Georgetown University, Washington, D.C.. His main concern was whether there was an "easy" and "fast" method to learn second languages. The G.U. professor answered that there were no such methods for second language learning. He also added that if someone offered such a method, his advice was not to trust that alternative. He stated that learning a second language implied "imitation, memorization, and endless repetition." Finally, he suggested that Amores visit the University of Michigan in Ann Arbor that, in his opinion, had an impressive second language program in operation.

This concern of a restless and inquisitive administrator marked the beginning of a new era in E.S.L. teaching at the I.T.E.S.M. and in Mexico. This information referring to the way of acquiring new routes to learning is relevant, not only because it stands as innovation for E.S.L. teaching, but also because it stresses a valuable or

ganizational manner of learning "the know how": inquiring, searching, trying, failing, modifying, and restructuring guidelines and principles.

To support directors in finding out about new academic alternatives, in 1954 the I.T.E.S.M. granted eight week scholarships to six administrators to travel, observe, learn, and come back with new ideas applicable to the reality of I.T.E.S.M.. Ing. Amores traveled to the United States having in mind two main objectives: learning about second language teaching and about general education courses. Following the advice of the professor from Georgetown, Ing. Amores visited the University of Michigan in Ann Arbor (U.M) where he met Dr. Robert Lado director of the Language Institute at U.M. Lado explained the core of the methodology that was developed by Drs. Charles. E. Fries, Robert Lado, and a staff of linguists. The whole methodology was based on the audiolingual approach to language learning. During Amores' visit to U.M., he was informed by Dr. Lado that a second language is learned exactly in the same manner as the first language is acquired. No language rules are to be taught deductively and that language learning will be the result of target language input, imitation, and endless repetition [Chapter I of this thesis, 17].

It is worth mentioning that in his visit to U.M., Ing. Amores also met Dr. Herbert Meikle, a brilliant linguist who later had great influence on the I.T.E.S.M. language program. When Amores came back he presented the information about "the new way of teaching languages" to the Institute's directors. Ing. García Roel, I.T.E.S.M, later president for more than twenty years, who at the time was the

I.T.E.S.M. registrar, received the information, visited U. M. mainly for changes needed in the chemistry major offered by the Institute, and formalized a contract with the University of Michigan for the I.T.E.S.M. language program.

Basically, the I.T.E.S.M. agreement with the University of Michigan consisted of sending one of the latter's experts to Monterrey to teach the language professors the new methodology. The I.T.E.S.M. was obliged to pay the salary of the visiting scholar. The Institute also agreed on providing scholarships to all English language teachers to attend U.M., for eight weeks during the summer. The summer program in the United States intended to be a total immersion program where the Mexican professors would have the opportunity of observing language courses being taught with the new approach, as well as learning the methodological and theoretical background that supports the audiolingual approach [Amores, interview. April, 1994].

The I.T.E.S.M., as agreed, in 1955 began sending its language professors to U.M., two by two every summer. These scholarships were made possible by the support received from the American Consulate that provided financial aid to the teachers of I.T.E.S.M. The first two teachers that went to Michigan representing the I.T.E.S.M. were Mr. Santiago Coindreau and Miss Olivia González, outstanding language professors.

The Michigan method, as it was addressed by the I.T.E.S.M. teachers, was adopted by the Institute in 1955. By September of that year, Dr. Herbert Meikle was already at the institute giving seminars, about the new E.S.L. methodology to the language faculty.

The methodology was structured in four parts: pronunciation, grammar, vocabulary, and pattern practice; each constituting a separate book with thirty units. For I.T.E.S.M. students special editions were printed with ten units in each book, to reflect the institute's school calendar more closely. Therefore, the thirty units of the book series were covered in three semesters of high school, while the fourth semester was devoted to building the students' reading skill.

From the traditional grammar translation approach, the Institute moved to a trend that aimed at building up the four skills of the target language: listening, speaking, reading and writing. The book series used, written by Charles Fries, Robert Lado, and their colleagues, was specially designed for Spanish speakers, based on many years of experience teaching English to Latin Americans [Fries, 1954, i]. This notion stands as a logical corollary to the structuralist view of language. One of its premises is that all languages are different, thereby teaching second languages has to take the students' mother tongue into consideration to understand and better explain the questions arising from native language knowledge and interference.

Looking through the U.M. book series, one can realize the direct influence of the audiolingual approach reflected in the materials. The introduction for the teacher in *Patterns of English Sentences*, clearly guides the teachers on the principles of both structuralism and behaviorism. It sustained the view of presenting grammar beginning with a key example, considered as a model for the pattern to be learned. The example was followed by a frame which contained the grammatical summary of the objective to be mastered. After

the frame, exercises were given providing controlled practice of the pattern.

Of vital importance was the methodology used for presentation. Completely oral presentation has proved to be indispensable for oral mastery and most efficient for clear understanding, amount of learning practice, and interest (Fries, 1953, ii). Consequently, the usual procedure for presentation was to give the key example orally, inviting the students to repeat imitating what the teacher had said. Then came the frame, which the language instructor introduced with an attention pointer, a key word, a key position, a contrast, etc.. The students were expected to arrive inductively at the underlying principle, which they were invited to express in simple words. If they failed to do this, then it was the teachers' turn to provide the clue or brief explanation of what was being learned. A procedure of major importance that had to be observed referred to answering the exercises orally with the books closed. Only when the exercise, several exercises, or the complete unit were finished, it was possible to glance at the book for a second review. Another valuable technique used was the recycling in subsequent units of material previously learned, thus allowing the students to become confident with grammar and vocabulary learned. Constant drilling, practice, and repetition were essential to produce the pattern automatically. The place given to oral practice was of fundamental importance in this methodology. The students were encouraged to understand the meanings through context, varied examples, and mimicry techniques, in an attempt to avoid translation [Fries, 1953, iv].

Correct rhythm, and intonation were the main goals of the

Michigan book series. Fries and the research staff of the English Language Institute of that university sustained that the main justification to teach pronunciation came from the inability of most students to recognize sounds pertaining the English sound system [Fries, 1954, ii]. Contrastive sounds, the phonemic alphabet, a systematic representation of sounds that can have multiple spellings, stress, rhythm, intonation, exercises on recognition and production, constituted the core material of the pronunciation course. A typical pronunciation class began with the teacher pronouncing a pair of words which were differentiated by a consonant or a vowel, i.e.. *pin, bin;* or *ship, sheep* (minimal pairs). The students listened for a while, then repeated trying to produce the sound. When the differentiating pronunciation was accomplished the students participated more actively through drills where the contrasted words were practiced in more meaningful sentences. All lessons were planned around two phases: one of recognition and another of production. The thirty-five units of the original book covered the vowel contrasts, consonant contrasts, consonant clusters *-st, fr, ct,* etc.- the distinction between voiced and voiceless sounds, speed and rhythm practice, intonation patterns, and spelling practice. In the last five units, there was a new category of practice called "unrehearsed talk" where students had to give a two minute talk without previous preparation which was evaluated for detecting students' pronunciation errors. The techniques used to teach sound segments in this book were "by imitation, by articulatory description, and by comparison with the nearest sound in the students' native language" [Fries, 1954, v].

To implement the new methodology, besides the training given to teachers and the fulfillment of the request of having small groups, a language laboratory was set up at the Institute to furnish additional practice to the students. According to the followers of this approach the laboratory provided the additional practice needed by the students. According to some I.T.E.S.M. directors, time spent there was a waste of time. Since the students interacted with the tape only, practice became unnatural and boring.

Teachers who used this approach at the I.T.E.S.M. recognized that the book series gave invaluable contrastive feedback for Spanish speakers. Still other great advantages of the Michigan method were the systematic teaching of pronunciation, which many current book series are lacking; the constant practice given to students that kept them actively involved in the language course making it more challenging and interesting; the oral input given by the teacher that provided a model to follow; the emphasis on the four abilities of the language; the classes taught in small groups of fifteen students; the friendly and lively atmosphere; and the carefully designed materials that were specifically developed for Latin Americans. The audiolingual approach represented in the U.M. book series came to be an innovation, in Mexico and at the I.T.E.S.M., in the conception of second language teaching. Ing. Amores compared the Michigan method as "to the good fortune of discovering a new continent."

For the students who had perfect English command, other language alternatives were offered: French, German, and Italian, taught by teachers sent from Language Institutes that were sponsored by the consulates of those countries to assure the teachers language

proficiency and the quality of the courses. These teachers were brought directly from their native country or hired locally from the foreign communities living in Monterrey [González, interview. September, 1993]. Students' mastery of the English language was determined by tests designed by the Language Department of the I.T.E.S.M. and by an interview, in English, with bilingual students. All students taking an alternative language had to begin at the elementary level since there was no placement tool available [I.T.E.S.M. *Boletín de Información General*, 1956-1958, 78].

Another benefit that emerged from the contact with U.M. was that in 1958, when Mr. Bravo Ahuja was still president of the I.T.E.S.M., and due to the presence of Dr. Herbert Meikle, a new major opened at the Institute: Language and Modern Literature with two specializing branches, Spanish or English [Muñiz, Juan. Interview. April, 1994]. Later on, the specialization alternatives became two separate majors. At college level only the students who were enrolled in the English major had to take most of the college content courses in this language. The English majors were students who already possessed an advanced command of English therefore, the entrance requirement, in addition to the admission test (Scholastic Achievement Test-S.A.T.), was to pass the Michigan English Proficiency Test with a minimum score of eighty out of one hundred.

The English major began because there was the need to provide English professors with a solid preparation in applied linguistics, teaching methodology, and literature; the former were required by the I.T.E.S.M. and by the Mexican community. The faculty for this major was integrated by experts in the three main areas, who also

had a perfect command of English. To broaden the students' perspectives in the field, visiting professors from North American universities were invited to the Tecnológico. This foreign faculty program was supported by the American Consulate. Therefore, the English language courses at I.T.E.S.M. college level were required only for the English majors. At this level there were also other compulsory language courses: French, German, or Italian but only for Spanish and English majors. These courses were conceived as a means to apply the linguistic concepts learned to second language acquisition. These courses were also electives for students of other majors who were interested in second language learning [González, Olivia, interview. September, 1993].

English was taught with the audiolingual approach at the I.T.E..S.M., from 1955 to 1975. Still at the Institute, the main objective for teaching English in high school was to prepare the students to read the scientific bibliography published in that language which was required in the college courses. According to the language coordinators and teachers, students who finished the high school language courses did not experience any problems with the bibliography they had to read in their majors [González, interview. September, 1993]. By 1975, some university professors from the Institute stated that they were having problems covering the course material because the students were not able to comply with the required readings due to problems understanding English [Martínez, Amparo. Interview. September, 1993]. This situation arose because by that time a high percentage of I.T.E.S.M. college students had not graduated from the Institute's high school.

4.3.3. Reading English for Academic Purposes (R.E.A.P.1975-1989)

English teaching was considered at I.T.E.S.M. and in other Mexican universities a high school concern. Students were expected to be able to read the materials assigned at college level with almost no difficulty. As the Tecnológico expanded its student population, students coming from the South and Central part of Mexico, and from South and Central America, began having problems with their limited English proficiency [López Rendón, interview. April, 1994]. As it was mentioned before in this chapter, bibliography written in this language was required at I.T.E.S.M. university courses. Because of the low English curricular demand in their schools of origin, English became a barrier for these students, forcing them to seek help from certified and uncertified translators. In 1975, the I.T.E.S.M. Humanities Department, hired Lic. Cecilia Ortiz--a 1973 English major--to begin working on a project to develop a course and materials to upgrade students' reading skill.

As it was stated, the I.T.E.S.M. had since 1958 agreements with several countries represented in Mexico through their embassies. These agreements intended to direct the foreign countries' surplus of professors that had doctoral degrees and were not currently employed in their native country, to work full time and to carry out research in universities around the world. The Institute had such arrangements with the British, German, French, and North American embassies. Due to the cooperative agreement, there were usually three to four visiting professors at I.T.E.S.M. per year. In turn, the Tecnológico was obliged only to pay a symbolic salary, to schedule

the professor in two to three undergraduate courses and/or seminars for the Institute's faculty, and to assure them an office where to work. Following such a scheme the British Embassy sent Dr. Michael Scott to the Tecnológico. He was recognized as an expert in teaching reading English as a second language. Dr. Scott together with Lic. Ortiz worked on the project of designing materials for the I.T.E.S.M. reading course.

In 1976, the research project began a pilot implementation stage, with two R.E.A.P. groups that were taught in the format of Personalized Instruction System (S.I.P.). With the S.I.P. plan the students registered in courses where they had to cover the material by themselves, attending tutoring sessions when doubts arose, and taking unit tests when they had mastered the information. Although The Reading English for Academic Purposes course, was given in the S.I.P. plan, there were regular classes scheduled. A calendar with the class sessions was distributed among the registered students, and they were free to attend when needed. Besides the classes, a tutoring service was also provided. The R.E.A.P course was offered as an elective subject to all students at the I.T.E.S.M. and it was also aimed at students in graduate programs.

The research project was initiated by Ortiz and Scott at I.T.E.S.M., and it took them about three semesters to complete it. During this time, the material being designed was tested, as mentioned before, with pilot groups in an action research process. Readings and exercises were analyzed to be accepted or rejected, in relation to their level of complexity and to their usefulness to the course objective of understanding academic texts for general pur-

poses. Consequently, the material was selected, planned, and organized simultaneously to the class and handed out to students in copies. At the same time, a series of examinations were prepared and applied to students entering I.T.E.S.M. to gather relevant data as to their command of the reading skill. The former procedure was carried out to develop an assessment selection instrument and for research purposes, not as a procedure to recruit students for the reading course. This diagnostic testing was done for a period of three academic terms. Also, in the elective R.E.A.P. courses a careful record of the students' entrance and final reading grade was kept to provide documented evidence about the course outcome. Additionally a survey was carried out at the I.T.E.S.M. academic departments to get information about the textbooks and bibliography used. The survey proved that most of the former were in English. College professors asked the students to buy and read academic materials in that language, but the reality was that the students bought the translated textbook or the teachers ended up translating the contents of the books or articles in class [Ortiz, Cecilia. Interview. May, 1994].

With three semesters of documented evidence, in 1978, Lic. Rosaura Barahona, Humanities Department chairperson, submitted a proposal to the I.T.E.S.M. faculty senate asking for two compulsory courses in the curricula: Basic Spanish Composition and the Reading for Academic Purposes. The premise to ask for the R.E.A.P. course was that in order for the I.T.E.S.M. to publicly state that it was graduating professionals with high and updated knowledge, students had to be able to demonstrate at least their reading proficiency in Eng-

lish, since the latest bibliography in most disciplines was published in that language. After strong arguments, the faculty finally passed the proposal to be implemented in the 1978 study plans.

Up to that moment, all the textbooks used to teach reading in English as a second language were organized presenting a reading passage, focusing on vocabulary, and asking comprehension questions in English. According to Scott and Ortiz, these techniques furnished no evidence nor evaluation of students' reading comprehension and progress. They set out to work on a discriminatory approach where the materials emphasized readings in the fields of science, technology, and the humanities. The academic approach to reading was based on the E.F.L. theory of the time, asserting the immediate usefulness of such a course because it led the students to faster and better understanding, also avoiding constant translation [Rodríguez, Dora. Interview. April, 1994]. A starting point for the R.E.A.P. course design was the notion that students already knew how to read efficiently in their mother tongue; therefore, the course aimed to teach them mainly how to recognize the way the information is structured in the target language to decode the meaning. Moreover, in the course the students were not asked to speak or write in English, but only to interpret the message read, and to explain it in Spanish. This approach of using the mother tongue as support to understanding the target language was a contribution of I.T.E.S.M.'s researchers to English for Specific Purposes (E.S.P.) teaching [Ortiz, interview. May, 1994].

In this course there was a lot of practice with paronymous words--those that are derivations, that have the same root--; with

cognates--words that are similar in English and Spanish because of their origin--; with technical vocabulary, with academic readings written in English and comprehension questions asked in Spanish. The students were free to choose to answer questions in English or Spanish as long as they evidenced comprehension of the material [Barahona, Rosaura. Interview. October, 1993]. The main purpose of the course was to train students to read and understand faster and more efficiently in English, without having to translate. Therefore, explanations were given in Spanish and a constant switching from Spanish to English took place in the classroom.

The end products of the joint project carried out by Scott and Ortiz was a textbook, many additional reading exercises, and a small bank of monthly and final tests. The textbook introduces the theoretical frame required for reading, reading passages to practice, and comprehension questions. The workbook, anthologized in 1986, by Lic. López Rendón and Lic. Abigaíl Tamez, presents a compilation of articles from magazines, journals, and readings from academic books, as well as exercises used to further practice and application of the techniques learned. Both books include only authentic readings--not digested or modified.

The R.E.A.P. textbook is organized in five chapters. Chapter one deals with reading strategies: the students are informed that there are different purposes for reading, and they are made aware that depending on the purpose for reading, is the technique to be selected. Skimming and scanning techniques are practiced according to the type of information sought. This chapter also introduces the concept of similar words in both languages and the technique of using the

context to understand unknown words. Chapter one has a very interesting reading in Spanish, about some Indians, where nonsense words are included in every sentence to demonstrate to the readers that knowing the meaning of every word is not really necessary. They are encouraged to interpret for themselves, taking advantage of the context.

Chapter-two's main objective is to convey that academic writings have an organizing pre-determined structure where punctuation, connectors, linking adverbs, are important elements adding a differentiating meaning to the passage. This unit also introduces the concept of contextual reference where the students learn many kinds of pronouns--subject, object, possessives, relatives, etc.--; that build up coherence in the text. Students are taught to recognize these words and to identify the reference.

Chapter three is aimed at reviewing, teaching, or clarifying the structure of the sentence. This chapter does not intend to introduce many grammatical terms, but instead tries to focus on the manner in which information is organized in English in nominal or verbal groupings; it also provides ample practice with the concepts mentioned before and with the words that carry more meaning: nouns, adjectives, verbs, and adverbs. Then chapter four goes down to the organization of the word, where the main goal is to teach word derivation, leading the students to practice with prefixes and suffixes and their meanings. This practice intends to teach students the potential of affixes to increase vocabulary.

Chapter five explains and presents six language functions--referring to the author's intention when writing and to the technique

used for expressing that intention--that are commonly used in academic and scientific readings. Those are, instruction and recommendation, description, definition, classification, and generalization. According to Scott and Ortiz, these language functions follow a predictable format, that can be studied and recognized, making reading comprehension more accessible to second language learners. For example, the instruction usually begins with a verb form in second person singular: *Plug in the cord.* The instruction can also begin with a linking particle: *Then, cut the meat in small pieces.* By giving the syntactical clues, the students can better understand what the author is trying to communicate. The textbook also provides examples of the theory that is presented, and exercises to further clarify the elements that will help students to read more efficiently [Ortiz and Scott, 1978].

The workbook is an essential component of the course. It is divided in two parts: homework assignments, a total of twenty-three, with readings and exercises to be completed; and a practice section comprising eleven readings and many exercises. The readings in the workbook present a wide range of topics, going from simple advertisements to different articles related to medicine, chemistry, psychology, physics, and many other scientific and technological fields. The workbook is used to support and illustrate the theory presented in the textbook. Consequently, it is organized depicting exactly the same subject matter sequence of the textbook [López Rendón, 1986].

The class sessions were devoted to cover the material and exercises in the textbook, while additional practice was given using the practice section of the workbook. The other exercises in the

workbook were assigned as homework to be turned in to the teacher the following class. Homework assignments comprised ten percent of the students' final grade. The other ninety percent was obtained from the three monthly tests, and from the final cumulative examination, each category accounting for forty-five percent.

In reference to examinations, this was a main issue for the Science and Humanities Division at I.T.E.S.M. Monterrey Campus. Since the Mathematics Department, by the 70's, was already assessing students with computerized tests, and the Basic Remedial Spanish course was doing the same; there was a strong pressure from the school administrators to have a similar evaluation process for the R.E.A.P. course. Due to this, a bank of monthly and final items for examinations was designed to comply with the administrative demands. These tests included new reading passages with questions where the theory seen in class was utilized to understand and answer both the functional aspects of the passages as well as the reading comprehension questions. Under Lic. Ricardo López Rendón's coordination, there was a significant emphasis on modifying the bank of tests, to give a major weight to comprehension questions based on the reading content. Before his coordination, some tests questions based on a technique called "Scott multiple"--students were to identify, out of four options, the statement that did not belong to the content read--the guiding principle of this technique was appropriate for the course purpose, but the question design was so obvious that it was not truly testing for comprehension. Lic. López Rendón, together with the instructors in charge of teaching the subject, selected new reading material and new test questions with a

progressively higher degree of difficulty for each monthly and final evaluation. The Scott multiple questions in the new tests versions did not change the topic of the reading radically, as it was done before; instead, they did not belong into the passage because they were wrong for lack of coherence and cohesiveness. The most important evaluation changes under Lic. López supervision were that the new examinations asked for

- the central ideas of the passage,

- direct questions from the reading,

- questions that required inference to be answered and

- vocabulary meanings

The R.E.A.P. course was officially included in the I.T.E.S.M.'s curriculum in 1980, as a remedial class, for those students that did not get a score of 70 out of a 100 in the entrance reading examination. In the Fall term (August-December) there were usually from ten to fifteen groups of forty-two students each. In the Spring (January-May) there was a registration that fluctuated from eight to ten groups.

For the 1985 curricular revisions, the committee in charge of analyzing the content of all remedial courses, decided to leave the R.E.A.P. as originally designed. There was no questioning about the organization, the textbooks, or the methodology; consequently, the course continued to be taught with minor modifications for five more years [López Rendón, interview. April, 1994].

Teachers and administrators interviewed about this course gave their opinion about it. Rosaura Barahona, Humanities head of department from 1978 to 1982, stated that the great merit of the course

was that it furnished students with enough practice and confidence to be able to read without translation [Interview. October, 1994]. Dora Esthela Rodríguez, Humanities chairperson from 1986 to 1988, said that the R.E.A.P. course helped students acquire general comprehension of the reading passage; however, it was not a solution for the lexical complexities that they would encounter in their scholastic materials. In spite of the fact that the R.E.A.P. course was aimed at building up students' academic reading ability in English, the actual implementation at I.T.E.S.M. did not follow one of the important E.S.P. guidelines. This refers to the notion that a reading course for academic purposes will be more successful if the readings make a direct reference to the students' field of specialization. By following this procedure, the lexical problem can be overcome more readily, allowing students to achieve a better general and specific understanding of the text.

The R.E.A.P. books dealt with up-to-date scientific and technological culture, but the students in each classroom were from many different majors; therefore, the task to be accomplished became more difficult. Because of this, the reading passages tended to be more obscure, the lexical complexities increased, the techniques of getting meanings through context and inferring answers were weakened, forcing students to resort to the dictionary more often [Rodríguez, Dora. Interview. April, 1994]. However, the R.E.A.P. course as an entrance requirement was considered by administrators and teachers an appropriate policy from the academic, economic, and social point of view. Practicing the reading skill was an achievable goal, taking into consideration the time constraints and the language

proficiency required by the courses and the business community at the time.

4.3.4.   Institutionalizing the communicative emphasis (1988-1995)

The usual procedure utilized by I.T.E.S.M. to assess the outcome of its programs and the impact of its graduates in society is through feedback obtained from the community: employers, alumni, parents, regular meetings with current students, evaluation by students finishing their majors, systematic tracing of its graduates as to working status, and awareness to the course of the economy as determined by corporations and other potential employers.   On the other hand, the Institute is also sensitive to global academic changes and to international training needs and requirements.   This feedback process is utilized in defining the new curricular profiles and changes in its study plans that take place every five years.

Due to information from the former sources, by 1988 the Institute began exploring the possibility of providing its students with training in English as a second language, at college level, to assure an improvement in their proficiency.   The Vice-president for Academic Affairs, Ing. Fernando Esquivel, sent a memorandum in November 1988, to the language departments of the I.T.E.S.M. System asking them to prepare proposals of approaches, trends, or methodologies to be used in the prospective English courses for the 1990 study plans. In order to write the proposals, central guidelines were established. These indicated that the 1990 college curricula had to include one non-credit course, entitled Basic English, and three-credit required courses to be labeled English I, English II, and English III.   The goal

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instituted was that after completion of English III, the students had to reach a score of 500 on the T.O.E.F.L. examination. Due to the fact that the level of English proficiency from incoming students is heterogeneous, it was stated that advanced English courses or other alternatives such as French and German were to be planned for those scoring higher than 500 in the T.O.E.F.L. examination. The committee had the task of surveying the System's high schools to delimit the outcome accomplished in English learning and to set it as the entrance requirement for students from high schools that did not belong to the System [Esquivel, Guidelines. February, 1989].

Two proposals were submitted as an answer to Ing. Esquivel's request: one from the Northern Region documenting the *Threshold* book series by Nicolás Ferguson and another from Monterrey Campus presenting the *Spectrum* book series from Prentice Hall-Regents. The Threshold book series is based on the principle of "Self Access Paired Learning" where the students have a book with exercises, an audio cassette, and a booklet with examinations. The main premise in this methodology is that the students are paired in teams of two to practice and learn the materials. Each student is responsible for his own and his peer's learning. The Humanities Department from Monterrey Campus presented the *Spectrum* book series as an option to teach English at college level based on a revision made of the E.F.L. materials in 1986. The revision was aimed at selecting textbooks for teaching English to I.T.E.S.M. professors who needed to improve their language command that would enable them to pursue graduate studies in the United States or for communicating more efficiently for varied purposes. *Spectrum* was chosen because of its innovative approach, also because the content was addressed for

adolescent and adult learners. Furthermore, the evaluation given by the student professors using *Spectrum*, from 1987 to 1988, was very favorable [López Rendón et al. Proposal. 1988]. They reported progress, more confidence about using the language, and a direct relationship between what was learned in the classroom and the actual use in every day situations. Monterrey Campus proposal for the 1990 English courses comprised the Remedial elementary level module with two courses, Remedial I and Remedial II, where *Spectrum I* and *Spectrum II* textbooks were to be used respectively; the intermediate and early advanced Basic module, with three curricular courses named English I, English II, and English III taught with *Spectrum III, IV* and *V*. The proposal also included suggestions for the Advanced module to be given to students who possess a higher English language command. Advanced reading, English Composition and Speech were the intended contents for this level. A coinciding trait in the two proposals was that both were based on a communicative approach to language learning and teaching. As it was mentioned in chapter one, the communicative approach began gaining relevance in the E.S.L. panorama in the 70's, with the innovative issue that speaking any given language does not only imply a correct structural organization, but also demands other interconnected factors such as functional use and social appropriateness. With the communicative trend, the four abilities of the language are stressed in second language teaching and learning. Authentic materials-- newspaper clippings, advertisements, registration forms, airplane schedules, etc.--are used by textbook writers to design exercises and class activities that help shorten the distance between class-

room practice and real life communication. The language course is student centered and the teacher in a communicative classroom becomes a guide, an organizer of students' activities, to maximize practice and participation.

Since the proposals received were only two with an identical approach, it was stipulated by the System's directive committee that both proposals would be accepted as the official content for the English *Sello* Courses.

Due to the need of formally designing the 1990 English courses, an English Committee at System level was integrated in February 1989, with the following representatives: Lic. Hortensia Daher from Campus Laguna, Lic. Kate McCabe from Campus Chihuahua--representing the Northern region--Ms. Irma Dickinson--representing the Southern region--Lic. Debbie Menard and Lic. Elizabeth Celis--from Campus Eugenio Garza Sada--Lic. Cecilia Segovia and Lic. Laura Medina--representing Monterrey Campus. The remaining regions decided to place a vote of trust to the decisions made by the appointed committee. The committee was coordinated by Lic. Dora Esthela Rodríguez. It had as its responsibilities the following:

- •Write the general objectives for the English courses.
- •Write the specific learning objectives.
- •Define the methodologies and the instructional materials to be used.
- •Delimit the number of units for the courses.
- •Design support activities to accomplish the learning objectives.
- •Determine the placement and procedure tool to be used for in-

coming students.

•Decide the placement procedure to follow by students coming from I.T.E.S.M.'s high schools.

•Define the evaluation scheme for the courses.

•Recommend ways of applying English learning knowledge in other subjects at undergraduate level.

•List the physical and human resources needed to comply with the objectives stipulated for the courses [Esquivel, Guidelines. February, 1989].

On the first English committee meeting at System level held on February 23, 1989, a demonstration class using the *Spectrum* textbooks was given by Lic. Laura Medina, and a video with the *Threshold* methodology was presented by Kate McCabe. Also, specific tasks were assigned to each committee member, some of them were applying commercial T.O.E.F.L. tests to verify the exit level of I.T.ES.M. high school students, working on the list of responsibilities given, carrying out a survey of audiovisual materials, documenting the courses for the Advanced Module, designing a plan for teacher training, etc.. [Rodríguez, Dora. *Acta.* March, 1989].

In order for the Northern region to adopt the *Threshold* book series for high school in 1985, the author demanded all teachers to take a five week in-training course to be certified to teach with his methodology. Since Mr. Ferguson was designing the series in stages, whenever he finished a new book, the I.T.E.S.M. professors were no longer authorized to teach a higher level until a new training course was given. This, together with Mr. Ferguson ongoing demands about forcing students to buy the whole learning packet--books, examina-

tion booklets, and audio cassettes--which represented a high expenditure for them, made the Northern region directors decide to stop using *Threshold* by the end of 1989 [Daher, Hortensia. Report of events. March, 1991]. This evolution was the reason for the Monterrey Campus proposal to stand as the only accepted alternative for the 1990 English *Sello* Courses.

Anticipating the number of students that the program would have at Campus Monterrey, the creation of a new language department was requested. The proposal also made evident that second language teaching asks for constant practice and interaction; therefore, having groups no greater than twenty students was an important requirement. Additionally, a petition for a multimedia language laboratory and for support materials was presented [López, Rendón. Proposal. November, 1988].

To comply with the assigned responsibilities, the Humanities Department appointed a committee integrated by Lic. Carol Carpenter, Lic. Anne Walsh, Lic. Ma. Guadalupe Torres, Lic. Celia Ann Durboraw, Ms. Judith Richardson, and Lic. Lourdes Scott which was coordinated by Lic. Laura Medina. The Humanities Department English committee from Monterrey Campus had the responsibility of carrying out all the work to implement the new English curricular courses. The preparation stage implied many tasks:

•The *Spectrum* placement examinations were applied to I.T.E.S.M. high school students in fourth and sixth semesters to determine the English exit level and to define the starting point for the Institute's college courses (*Spectrum* III or IV). The placement tests were given at State of Mexico Campus to all 188 students, at Chihuahua

Campus to all 64 students, at Eugenio Garza Sada Campus to 200 out of 400, and at Eugenio Garza Lagüera Campus to all 136 (the last two campuses are located in Monterrey). The information obtained indicated that the college English courses were to start at the early intermediate level, using *Spectrum* III [Medina, *Quinta junta asesores nivel departamental.* March 15, 1990].

•The course descriptions and analytical syllabi were designed, following the official *Secretaría de Educación Pública* (S.E.P.) format.

•The existing placement tests were revised and new ones were designed in shorter versions. They were also unified and systematized, by selecting a list of the relevant grammatical forms from each *Spectrum* book. Then it was decided that each question number should test the same objective in all examination versions.

"From the unified format, fourteen versions were written in order to accommodate the large number of incoming students" [Carpenter and Torres. History. March, 1994]. The placement tool includes grammar, reading comprehension, and listening comprehension. Vocabulary questions were not included because the committee believed that it was not a critical factor in placing students. The placement tests measure the material covered from the Remedial Module to the Basic Module. The final format for the placement test comprised fifteen questions per *Spectrum* level, a total of ninety items, whose goal was to measure structure, as well as six reading and six listening comprehension questions with increasing degree of difficulty. The reading section of the test has six short passages; each passage has one multiple-choice question which reflects the level of difficulty marked by each Spectrum book. The third section, lis-

tening comprehension, contains six dialogues which are read to the students. After each dialogue the teachers make a brief pause for students to answer the multiple choice question which also relates to the *Spectrum* level being tested. In summary, every seventeen questions test a *Spectrum* level, for instance, questions 1-15 together with question one from the reading section and question one from the listening section measure the content presented in *Spectrum* I, following an identical scheme throughout the test. Since the examination at Monterrey Campus has to be given to a large number of incoming students, there was no practical way found to carry out an oral interview which could be done in a couple of minutes and corrected on the same day.

•A sample placement test was written to be included in the booklet which is given by the admissions office to incoming students.

•Due to the fact that the time given to correct placement tests is very short, support from the central computer center was requested. Answer keys, instructions, and exceptions to be taken into consideration by the computer program were provided. In the current test administration, examinations are scored when the students turn them in, and they can immediately see their score on the computer screen. According to the students' English command, they can be placed either in Remedial I or II or in one of the three courses from the Basic Module. If the students are placed in Remedial I, they have to take five English courses, if placed in Remedial II they take four courses, in English I they take three courses. When they pass one of the English courses in the Basic Module, the following criteria apply: students evaluated at the level of English II, register in two English

courses in the Basic Module and one in the Advanced Module. Those placing in English III take this course, and they can decide to continue with advanced English, or basic French or German courses. Those who pass the Remedial and Basic Modules go directly into the Advanced Module, which offers the three alternatives mentioned before. In the Advanced English Module the following subjects are given: at the reinforcement level, "Advanced English Communication," "Academic Writing," and "Public Speaking;" at the middle level, "T.O.E.F.L. Preparation" and "Introduction to Translation Strategies;" at the top level, "American Literature," "Understanding Cultures of the World," and "Readings from *Time* or *Newsweek*" [Carpenter and Torres. History. March 1994]. In the Advanced Module the students are able to select the courses that suit their interests or future needs, but they have to comply with the requirement of taking at least two courses of the same language.

•The document with the general guidelines for the English program was written and some support material was developed.

•The in-training course program for incoming teachers was designed. Up to this moment, this twenty-one-hour seminar which is offered at the beginning of every semester has the objective of familiarizing teachers with the school policies and guidelines, the materials used in the E.S.L. I.T.E.S.M. college courses; presenting the communicative approach as a teaching technique; clarifying teachers' doubts about content or implementation, and providing a session of micro-teaching. Teachers have to present a sample lesson in which they are videotaped for feedback purposes. Two instructors from Monterrey Campus demonstrate the use of textbooks, audio

tapes, testing materials, and activities from the textbook and from other sources. This seminar is given to unify teaching criteria in order to have a more homogeneous teaching process in the System. Furthermore, to maintain the teachers in a continuous up-dating process, E.S.L. experts are invited to the I.T.E.S.M. to offer seminars or conferences in the area of foreign language teaching. Also, I.T.E.S.M.'s language teachers are encouraged to attend local and international academic conventions, workshops, seminars, and editorial presentations.

•Before implementation Lic. Medina was sent to the University of Texas in Austin, to visit and interview the E.F.L. language coordinator, to gather information about their English program. After implementation, Oklahoma State University and The University of Wisconsin in Eau Claire were visited with the same objective. In 1991, the I.T.E.S.M. Monterrey Campus received consulting services from Oklahoma State University's Language Department. The consulting services focused mainly on providing some suggestions for the Advanced English Module and designing a new placement tool which has not been completed to this moment.

•The authorization from the publishers to reproduce the audio cassettes was obtained. Then, the service of a local professional business devoted to duplicating was hired.

•Support from the publishers was requested to provide teachers' editions and workbooks free of charge. Also, it was agreed that the textbooks would be sent on time to the local bookstores.

•Light portable tape recorders were selected and bought for the Monterrey Campus language program.

•Educational Testing Service was contacted to find out about the Institutional T.O.E.F.L. test to be applied at the end of the language program. This step had to be done in order to assess the language program achievements as referred to the goal established by the System. These examinations were paid by the I.T.E.S.M. and applied in three occasions to students finishing English III, which is the last course of the Basic Module. The first Institutional T.O.E.F.L. was given in December 1990 in which the students achieved an average score of 525; the maximum score was 640; and the minimum 370. The second Institutional T.O.E.F.L. was given in May 1991, and the average score obtained was 518; the maximum was 610; and the minimum 390. The last one was given in December 1991, with a result of an average score of 511, a maximum of 623, and a minimum of 400 points [Educational Testing Service Reports]. The language coordinators and teachers think that the decreasing score was due to the revision and correction made on the placement tests. On the first placement sessions, it was detected that bilingual students were not passing English III, but when registered in that course they demonstrated a higher command than their original placement. When the examination items were revised and the problematic questions were replaced, the placement procedure seemed to render results more in accordance with student proficiency. Another measurement applied in January 1993 was to give Commercial T.O.E.F.L tests to incoming students who came from high schools not from the I.T.E.S.M. The results were an average of 491; a maximum of 680; and a minimum of 278 points. The Commercial T.O.E.F.L tests were applied again in July 1993, as an entrance examination besides the

Spectrum placement. This was done with the main goal of getting an approximation of the students' prior language preparation and command. Unfortunately, due to time constraints and to lack of infrastructure and human resources, it was not possible to give a follow-up with the students who had taken T.O.E.F.L. as an entrance requirement. The exit score of these students would have been significant.

•The most difficult stage was the actual interviewing process to select and hire part time teachers for the Monterrey Campus language program. For this purpose job advertisements were published in the local newspapers. Interviews were carried out by Lic. Ma. Guadalupe Torres, language program coordinator, and Lic. Laura Medina, Humanities Department chairperson. The criteria for selecting teachers were a) a hundred percent English proficiency, b) previous teaching experience, c) and a bachelor's degree. Preference was given to candidates with majors in English, Translation, Linguistics, and Literature although teachers from different fields were also hired [Medina, *Plan de Trabajo,* 1990].

The implementation stage of any new program is at the same time an interesting, challenging, and painful process. Furthermore, the language courses represent the first experience for the I.T.E.S.M. System in establishing a language program at a large scale without precedent. Since all the *Sello* courses must have the same content to give their students the characteristics desired by I.T.E.S.M., it is a common procedure to share information pertaining to the subjects with the other Campus. Therefore, the academic packet for the English program which included the course descriptions, the

analytical syllabi, guidelines for the English program, a sample test for students, and one version of the placement test was sent to Ing. Fernando Esquivel to be distributed to the Language Departments of the System [Esquivel. *Boletín Cursos Sello*. March 1990]. The Directive committee made the last minute decision of not offering the Advanced English module. It was determined that the students who placed in *Spectrum* five or above in the test, would be exempted from the English requirement. This decision was only in effect the August-December semester due to possible problems that could arise with the S.E.P. for those students who were graduating with fifty-one subjects instead of fifty-four. English courses were scheduled based on a computer forecast on incoming students. A tentative distribution of groups was opened in the five English levels; also tentative were the classes assigned to each teacher.

There were two major applications of the placement test, in June and July 1990, at Monterrey Campus. There were last minute corrections to the computer program in charge of scanning the results. Finally, the program began operations during the second week of August 1990 with 2,880 students and a total of 90 groups divided as follows: 12 Remedial English I, 8 Remedial II, 46 English I, 16 E nglish II and 8 English III groups. In this term (Spring 1994), there are at Monterrey Campus 159 English groups, seventeen German groups, and thirty devoted to French. This amounts to 6,386. students taking language courses simultaneously. A total of fifty-eight language teachers were hired: eighteen are full time or *media planta* (part time with fringe benefits); all others correspond to the part time category.

The implementation stage is only the starting point of any program. Later, some other concerns have to be addressed such as ongoing teacher training, syllabi modifications, follow-up activities that help strengthen the knowledge and abilities practiced in class, unification of criteria referred to examination guidelines, follow-up of achievement of the goals of the program, extension programs, etc.

As mentioned before, teacher training is a major concern at the I.T.E.S.M.. In order to carry out any work or activity at levels of excellence which is an important objective for the Institute, ongoing programs have to be offered to teachers. In addition, the Southern Association of Colleges and Schools (S.A.C.S.) which accredits the programs offered by the Institute in the United States, demands that certain requirements be fulfilled. One of them refers to college teachers having a master's degree or at least eighteen graduate credits in the field where they are teaching. This demand placed a great amount of pressure on the Humanities Department and on the language teachers. Excellent, experienced teachers had been hired, but now the problem of not complying with the S.A.C.S. demand had to be solved. One solution was to invite the teachers without a master's degree to join the Master's of Education program offered at I.T.E.S.M. which has a special curricular design to comply with S.A.C.S.. A program of loan-scholarships was formed to support teachers in this endeavor. The Education program is responsible for offering six courses in the area of education and six in the different fields of specialization required by the college courses given at the Tecnológico. For the English -as-a-second-language area, the services of Oklahoma State University were hired for three summers,

two courses were scheduled every summer to train teachers at a higher level and to comply with the request from S.A.C.S..

Referring to syllabus design and modifications, the Advanced English Module started operations with only four English subjects, the French, and German courses. The subjects to be taught were planned according to a survey carried out in November 1990, at the two I.T.E.S.M. high schools located in Monterrey. There was a strong student preference for language courses different from English, and as English courses, they chose conversation or anything that implied practicing the four abilities of the language. There was a reaction against any course which implied writing as the sole skill to be practiced [Medina, *Encuesta cursos módulo bilingüe* 1989]. After the first semester of the Bilingual Module which was opened in January 1991, corrections were made on the programs and new subjects were added until reaching the eight courses offered presently. The Basic Module and Remedial courses did not have drastic modifications. The efforts there have continued to be devoted to obtaining supplementary materials and unifying monthly and final test versions.

Another accomplishment of the English program was to set up a series of extra curricular activities to strengthen the students' abilities in the language and to provide situations where the material learned has to be utilized in real contexts. Among these activities the most important ones will be mentioned: "Eat and Speak" where the students get together for lunch at the picnic tables outside the Carreta cafeteria from one to two o'clock. They bring something to eat and there is an English teacher present to chat or

play table games which call for communication in English. Another activity is the "Buddy System" where North American exchange students at Monterrey Campus are paired with Mexican students in the English language program. The main goal of this club is that Mexican students help Americans with Spanish and vice versa. "C.N.N. News" broadcasts in two of the main school cafeterias. This activity only lasted about two semesters due to satellite scrambling problems. A further contribution was "Letters in English," a weekly section in the school's newspaper to publish the best selections written by the Advanced Module students. And finally, there was the "Annual Creative Writing Contest" in which all the Advanced English students participate; their essays are read and the best three are selected to be read in an awards ceremony. There are also other activities on Campus planned by other departments which are used as support for the English classes. For instance, the school video clubs, mainly the ones dealing with socio-cultural values, ecology, drug addiction, A.I.D.S., etc. provide closed captioned films in English, and they are excellent opportunities for additional practice.

In the first two semesters a problem was detected with the evaluation procedure and criteria used by teachers because they were widely varied. Although the department guidelines stipulated cumulative multiple choice questions focusing on grammar, questions to evaluate language functions, to assess listening and/or reading comprehension, and twenty points out of a hundred assigned for oral production, some tests were not covering the relevant information given in class. A workshop was given for this purpose and a research project called "Standardization and Validation of the

Tests for the *Sello* Courses was started with I.T.E.S.M. funding that resulted in a uniform and more standardized battery of tests that has been used since August 1993 [Villarreal, Guadalupe. March, 1993].

The 1990 English program also served another purpose. With the English faculty hired for the courses, some extension conferences, seminars, and certificate programs have been established to provide the community English teachers with up to date information about the E.S.L. field. Such has been the case of the conferences given to English teachers from the *Secretaría de Educación Pública* (S.E.P.), of the design and implementation of the certificate program in Translation from English to Spanish, and for some other options that are in the stage of design.

It can be stated that the 1990 English program represented another significant step forward for second language teaching. It provided invaluable experience in setting up language programs on a large scale for the first time at the I.T.E.S.M.. It also furnished the Institute's English faculty with opportunities for practicing the concepts of curricular design, for discovering and trying out different teaching techniques for large classes (thirty-two students per group). Additionally, it gave the Tecnológico a leading stand in E.F.L. teaching. The large scale English program brought many challenges--complying with the degree requirements from S.A.C.S., obtaining resource materials, etc.--as well as rewarding experiences-listening to the students communicating their ideas efficiently, and to reading bibliography, and understanding conferences without complaining and without the need for translation.

4.3.5 Looking to the future: the 1995 curricular change

On October 25, 1993, a meeting of the I.T.E.S.M. System high schools took place at Monterrey Campus. Lic. Carol Carpenter, Lic. Ma. Guadalupe Torres, and Lic. Laura Medina attended as College level representatives. In this meeting, it was stated that the President's Advisory Board had established that language courses for credit would not be included at College level in the 1995 curricula. The former was decided for two main reasons: 1) the most important because the language teachers' profile at the Institute did not meet the standards required by S.A.C.S. and 2) second language teaching was contemplated more as a high school concern.

Since command of English continues to be an important trait of I.T.E.S.M. graduates, we must assure that this training is acquired by students before registering for college. After analyzing the information about T.O.E.F.L. scores presented by Monterrey Campus (quoted before), and by the high school representatives, it was decided that the high schools had to improve their students' language training. For this reason, it was stipulated that high school students must have an exit T.O.E.F.L. score of 450 points by May 1995. Therefore, T.O.E.F.L. tests must be given to all students finishing English VI, for the three year format high school, and to those finishing English IV, for the two year format. The 450 T.O.E.F.L. score will be the requirement to pass the last English course taken at high school level [Esquivel. *Acta reunión comité..* Septiembre, 1993]. Due to the fact that the former score is considered low for I.T.E.S.M. college level, it will be raised ten points every year until the year 2,000. Thus, the entrance requirement for I.T.E.S.M. undergraduate level will be 450 in

August 1995, and 500 for the year 2,000 [I.T.E.S.M.. *Diseño Planes de Estudio, 1995.* Enero, 1994].

Students coming from high schools not belonging to the I.T.E.S.M. System will have to either take the entrance T.O.E.F.L. examination or show proof of having obtained the desired score upon registration.

In the 1995 study plans, there will only be one English *Sello* Course, emphasizing speaking and writing skills, for students that meet the 450 T.O.E.F.L. score requirement. If students do not reach that score, they will have to take one or two non-credit remedial English courses. Upon completion of the remedial courses, students will be retested until they can successfully get the minimum obligatory score for the English *Sello* Course.

Up to April 1994, the System's English Committee, integrated by Mr. Carlos Meléndez from the Pacific region, Lic. Rocío Matabueno and Ms. Irma Dickinson from the Southern region, and Lic. Laura Medina from Monterrey Campus Monterrey, has met twice with all the representatives of the other ten *Sello* Courses to become acquainted with the educational model that the I.T.E.S.M. intends to follow with these subjects. Another meeting was held on May 27, 1994, in which the English Committee representatives presented their proposals for the 1995 English Program. Until presentation of this thesis, the Board of Directors had not made a final decision.

The Humanities Department English faculty from Campus Monterrey has devoted much time, energy, and consideration to select appropriate English courses for a program that will fit the needs of I.T.E.S.M. students as established by the President's Advisory Board.

After attending publishers' presentations that were specially con-
tacted for information and updating of the Institute's faculty, after
revising the latest materials published in the field, English teachers
wrote proposals, course objectives, and syllabi for the 1995 English
courses which were presented in the System meeting in May, as Mon-
terrey Campus course options. Monterrey Campus proposals are the
following:

For the Remedial courses two formats will be presented, one
asking for ten hours per week classes for a total of 160 hours each
semester. If this proposal is accepted, the Scott Foresman book se-
ries with the textbooks *In Contact 2*, *On Target I* and *II* will be used.
For Remedial II, *In Charge I* and *II* are suggested. If the ten hour
format is granted by the President's Advisory Board, then the stu-
dents' English proficiency could be increased from elementary to the
advanced level in two semesters. In case that the 160 hour proposal
is rejected, then an eighty hour plan semester is proposed with the
Interchange book series form Cambridge Press as the course mate-
rial. Both book series stress communicative approaches; however,
Scott Foresman emphasizes the use of critical thinking skills more
strongly.

In reference to the English *Sello* Course, Lic. Medina stated at
the System's Committee that it would be difficult to work with very
heterogeneous groups with T.O.E.F.L. scores ranging from 450 to 680.
The alternative of planning one English *Sello Course* with two dif-
ferent contents, one for students scoring from 450 to 520, and the
other one for those scoring higher than 520, was presented and is
currently being considered as an alternative. If approved, two

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course contents will have to be planned for the *Sello* Course .

For the Intermediate English Sello Course (450-520, two text-books were selected: *Face the Issues* an intermediate listening and critical thinking skills book from Longman publishers, and *Mosaic I* a content based writing book from McGraw Hill. In spite of the fact that *Face the Issues* is a book used to develop the listening skill, it will also be utilized to develop speaking, since it is generally accepted that students' speaking ability is built up through listening. In addition, the book has follow up activities that involve oral production. Since the course is being presented with the format of a daily class, three days a week could be devoted to the listening and speaking skills and twice a week, instruction could be oriented to the writing process.

For the Advanced *Sello* Course (T.O.E.F.L scores above 520), two proposals have been submitted. One that presents one of the best courses of the 1990 Advanced Module, "Understanding Cultures of the World" that uses, *Ourselves Among Others* by St. Martin's Press as textbook. This book is considered an excellent alternative for bilingual students because it compiles a wide variety of reading selections in which authors from different nationalities present controversial topics from an international perspective at an advanced level. The topics presented lend themselves well to oral discussion such as expression of personal opinion, debates, panel discussions, etc., as well as to writing different types of essays. *Ourselves Among Others* comprises essays from different rhetorical categories, such as news, reports, short stories, etc. The textbook is a book for writers; therefore, it could be used to polish both speaking

and writing skills. Nevertheless, since the President's Advisory Board requests the use of a textbook that teaches the students how to write, a writing component has also been selected, *The Little, Brown Book* from Scott Foresman. This book is a college writing book for students whose native language is English. It is expected that advanced students will be able to work with it due to their English language command. This book covers the writing process and emphasizes the writing situation, purpose, audience, editing process, etc. Only the first section of the book would be used in the course; the rest provides excellent reference material ["Understanding Cultures of the World", Proposal. May 1994]. This proposal was presented trying to demonstrate that *Ourselves Among Others* alone will meet the objectives of practicing both active skills, speaking and writing.

The second proposal for the Advanced *Sello* Course presents the alternative of offering five courses, four of which, come from the eight courses presently taught in the 1990 Advanced Module. The selections chosen were as follows: a blending of two subjects, "Public Speaking" and "Academic Writing;" "Readings from Newsweek;" "Understanding Cultures of the World;" and "Twentieth Century Literature;" plus "English by Film," a recently designed course. This format providing different options is regarded as highly motivating for students because they will be able to choose according to their needs or interests.

Up to the moment, there is great expectation as to the final decisions about the 1995 English courses. A consequence of the guidelines given for the new study plans is a drastic reduction of the

English courses taught at the undergraduate level at all the I.T.E.S.M. System. Just at Monterrey Campus approximately 100 groups will be eliminated. This figure alone brings about two major problems: the most important one refers to the part time teachers affected by this decrease and the other one is related to the standing of the Humanities Department within Monterrey Campus. It is evident then that new curricular alternatives have to be planned and implemented. Such options might include the possibility of opening a Language Center that offers language courses to the community, beginning a translation and editing center, designing a new major, and some others that are under study and consideration.

Second language teaching at the I.T.E.S.M. has gone through different stages which have been innovative for Mexico and mainly for Monterrey. From the grammar translation method employed to the communicative approaches in present use, the I.T.E.S.M. has learned through the leadership and initiative of administrators and language professors how to respond to the students' and the community's needs and demands, and how to integrate its teaching approach into the main stream of the E.S.L. discipline. Since curricular design is a continuous process, it is almost certain that many more considered modifications will be implemented in the near future, in all areas including the E.S.L. field.

4.4. The I.T.E.S.M. second language teachers' profile

The degree requirements for university professors have changed from the time of the I.T.E.S.M. foundation. The first English professor hired at I.T.E.S.M. was Mr. Federico Kleen, a prestigious teacher who had founded the German School in Monterrey in 1917.

Mr. Kleen also taught English at the Universidad de Nuevo León for the *Colegio Civil* which comprised junior high school and high school in a five year format. He did not have a bachelor's degree, but since he spoke English and German fluently, he devoted his entire life to second language teaching. He began working at the Tecnológico on September 6, 1943, and was the English language coordinator. He had an outstanding career as a language professor. Mr. Kleen is mentioned because he is a perfect example of the language teachers' profile hired at the time by I.T.E.S.M.. Language instructors were required to have a near native command of the language they had to teach. College degrees were not as important then as the teachers' experience and second language proficiency.

By the 1960's, the academic requirement for language teachers began to change. Some had a bachelor's degree, others started studying at the I.T.E.S.M. to get a college certificate. An important trait that characterized the Institute's language teachers was that they were usually native speakers of the language they were teaching; some others had lived in the U.S.A. or abroad; and some were fluent in the language because their parents were foreigners and the language was spoken at home.

In 1986 a new rule was established at the I.T.E.S.M. stating that professors teaching at the undergraduate level must have a bachelor's degree. The S.A.C.S. and the community asked for a teacher who possessed formal university training. The I.T.E.S.M. has always been willing to support its teachers in acquiring the required training through scholarship programs to study at the Institute, or through recommendations of its teachers that apply for financial support to

public and private organisms that grant fellowships . Using this scheme, some of the language teachers of the Institute like Lic. Rosario Ortega, Lic. Elizabeth Hinojosa, etc., received the bachelor's degree in Modern Languages and Literature from I.T.E.S.M. to pursue graduate studies later on.

At I.T.E.S.M. high school level from 1943 to 1975, language teachers were not required to have bachelor's degrees, either. Language proficiency was the key qualification for hiring. From 1976 on, when Lic. Amparo Martínez was the high school English co-ordinator, new criteria were established: 1) preference was given to candidates that had a good command of English and were I.T.E.S.M. English major graduates, 2) candidates who had a good command of English and who had a bachelor's degree were considered as second option for hiring and, with Lic. Elizabeth Celis as coordinator, 3) candidates were required to have a good command of English, a bachelor's degree, or a certificate program in teaching English as a Second Language (*instructor en lengua inglesa*) [Celis, Elizabeth. Interview May, 1994]. As of 1992, I.T.E.S.M. high school teachers must have a bachelor's degree and must be willing to study a mas-ter's in order to be hired as full time professors [Celis, Magda. In-terview. May, 1994].

In 1990, a new stage in teachers' training began. The S.A.C.S. revision of I.T.E.S.M accreditation stipulated that professors at un-dergraduate level must have a master's degree in the field they are teaching and twenty five percent, a doctor's degree. All professors at the graduate level must have a doctor's degree. Teachers who already possess a master's degree, but not in the area where they

are teaching, must take 18 credits of graduate work in their field of specialization. These requirements were the initiators of a series of measures to provide training alternatives: the graduate program in Education with 18 credits in Education, and 18 devoted to different disciplines; modules of six courses offered by foreign universities for teachers who already have a graduate degree; financial support for teachers to study in local and foreign universities, etc.. Due to S.A.C.S. demands, second language teachers at I.T.E.S.M. undergraduate level must have a master's degree in the field of second language teaching, applied linguistics, linguistics, translation, or literature. To be eligible for a full time position, the prospective teacher must have teaching experience, a high command of English, and a master's degree in the mentioned fields. Professors who worked already full time, as well as part time teachers with no master's degree are being given time to earn it. The I.T.E.S.M.'s Advisory Board has established December 1994 as the deadline to conform with S.A.C.S. demands. All academic departments have made great efforts to stimulate its faculty to finish graduate studies. Some, like Engineering and Medicine, have already complied since the employers and community had always demanded a master's degrees from these graduates. Some others are very close to the goal, a few others like Humanities are still in the training and retraining process . It is important to state, however, that this Department has improved from the statistics shown in 1990: it has moved from a 39% to a 59% of the teachers with graduate degrees [I.T.E.S.M. statistics. April, 1994].

Second language teaching has developed from a simple occupa-

tion that anyone could do, to the status of a profession where specialized training is required. Besides mastering the language, teaching experience is an essential attribute for a language teacher, but also a systematized training in applied linguists or a related field is required to support the teaching process. Undoubtedly, the demands of the I.T.E.S.M. for graduate degrees for language teachers will, in the long run, improve second language teaching. They will also benefit the teachers in their personal development, and help raise E.S.L. graduates to a recognized position in the professions.

5. I.T.E.S.M. high school English teaching experience outside of Monterrey Campus

From the time of the I.T.E.S.M. foundation in 1943 to 1974, the undergraduate and the high school level English experience were shared because both were located at Monterrey Campus. Following the tradition of U.S.A. universities (University of Pennsylvania Catalogue, 1992) that if language courses had to be given to any of these two levels, it was the responsibility of the high school department, to offer the required courses. Therefore, undergraduate English language teaching history at the Institute intermingles with high school E.L.T. for thirty-one years.

5.1. Garza Sada Campus

Since the I.T.E.S.M. student population continued growing throughout these years, it was necessary to build another Campus to accommodate high school students. The separation occurred in 1975, and it marked the beginning of an independent history and development for I.T.E.S.M.'s high school.

From the time of separation the I.T.E.S.M. high schools have experienced their own learning processes as relatively independent entities pertaining their organization, government, curricular decisions, etc.. In relation to English teaching, some Campuses followed the steps taken by C.E.G.S., others chose different alternatives for the language courses. The decisions about which materials to use have been based primarily on the information provided by publishers. This material selection process is not to be criticized as long as the teachers in charge of the selection know about teaching methodology and the implications of the different approaches in the market.

As it was stated in chapter four of this thesis, from 1943 to 1955 the high school used the grammar translation method in the English courses. From 1955 to 1975 the audiolingual approach was implemented with the book series developed by the University of Michigan, Ann Arbor.

By 1968, the I.T.E.S.M. began a new high school project where students registered in this level, but did not have to attend formal classes. This project was called open high school (*Preparatoria Abierta*), under the System of Personalized Instruction (S.I.P.). It provides students with self explanatory materials to be studied on their own and with tutoring sessions where questions were clarified and answered. English as a second language was one of the subjects included in the new format. For this reason, a team of teachers was invited to write the textbooks for this subject. The book series was called *Inglés*, comprising four textbooks and workbooks with the answer key to the exercises given at the end of each unit. These books were first printed by I.T.E.S.M. as the material used with the television programs broadcast to support the open high school. The *Secretaría* de *Educación Pública* (S.E.P.) had created the *Centro para el Estudio de Medios y Procedimietos Avanzados de la Educación* (C.E.M.P.A.E.) in charge of seeking and implementing alternative and innovative teaching strategies to facilitate the propagation of high school education, using television targeted to audiences in the northern part of Mexico. Lic. Rosa Luz Alegría, director of C.E.M.P.A.E., came to Monterrey in 1972 to sign an agreement with I.T.E.S.M. president, Ing. Fernando García Roel, where the Tecnológico was responsible for developing the didactic materials for the high

school level, and C.E.M.P.A.E. was in charge of providing television antenna, channel, production, etc. to support the programs for the open high school.

The book series *Inglés,* developed for the open high school, closely follows the audiolingual approach design, giving strong weight to the structuralist element. A sample unit layout will be described as follows: the unit begins with the objectives to be achieved described in Spanish, the actual lesson starts with a dialogue that is to be memorized. Then the dialogue is reprinted with the intonation pattern given in a graphic form. After the dialogue, the pronunciation section is presented with the face diagram and the articulatory position of the tongue for the sound practiced. The phonetic representation of the sound is also presented in brackets. A list of minimal pairs is provided to imitate the sound, then additional pairs of words are given for students practice.

The next section of the unit is the grammar explanation which is the longest. Grammar is first presented with examples and pictures; next, there are more examples in English and all the explanations are written in a detailed manner in Spanish. The grammar descriptions extend for six to seven pages, listing all possibilities and exceptions. These pages are accompanied by many stick figures depicting the action or situation. Immediately after, there is a fill in the blanks exercise to practice the previous explanations. After that, additional grammatical explanations are given, followed by four to five completion exercises. The unit does not end here. It goes on in a similar pattern with, for example, future negative sentences, future questions, etc. A constant trait in all the books is

that all instructions and explanations are in Spanish. The only time that English is utilized is with sentences that are in the practice section. When the unit is over there is an answer key following. After close examination of the books, it can be stated that the units are very lengthy, the paper and the size of the letters used, as well as the graphics are unappealing. A quick look at the book gives the impression of too much to swallow at one time.

On the other hand, the television programs broadcast by local channel eight were skillfully planned. All the professors involved in the production were native speakers. The script always began with the same professor introducing the structures and vocabulary to be studied. He presented examples on the screen, gave succinct explanations followed by a situation skit, characterized very naturally by young instructors. The skit had the purpose of presenting in a real life situation the objectives under study. After the skit, key phrases were selected, printed on the screen, repeated by the host teacher, continued with the practice section given by another native speaker. In the practice section sentences, questions, or phrases were given with missing elements. The television students were given a short lapse of time to answer, then, the appropriate answer was provided by the teacher in charge. In the last few minutes, the host teacher reappeared on the set to give a round up of the lesson. He always finished with the same sentence: "This is the end. Remember to study, and see you in yet another English program."

The book series *Inglés*, as stated before, was first printed by the I.T.E.S.M.. By 1974, it was adopted and published by the S.E.P. as the official textbooks used in the public high schools in the open

modality from 1974 to 1993. It also presented the course material for the I.T.E.S.M. high school curricular English courses, until 1976, when Lic. Lucía González, Lic. Amparo Martínez, Lic. Rosario Ortega, Lic. Rosalina Reséndez, Ms. Idolisa Doria, Lic. Esperanza Tamez, Ms. Guadalupe Reading, and Lic. Hazel Valdez wrote a new book series named *English for Preparatory Schools* which were the I.T.E.S.M. English textbooks from 1976 to 1992 for both high school modalities, open and traditional.

These textbooks were identical in approach and methodology to the *Inglés* book series. They were also closely linked to the Michigan method, an audiolingual approach, placing a lot of emphasis on structural grammar. There were four books in the series, with eight units each to be studied in a period of two weeks of hourly daily classes. Books I to III placed emphasis on grammar, pronunciation, and vocabulary that supported the grammar content. Book IV had a stronger emphasis on reading comprehension to the WH-level; that is, the readings did not asked for deep analysis or inference of information.

A typical unit began with a dialogue with the structures presented in context, and then the structures were signaled in a chart format to be studied and memorized. A practice section followed with substitution, fill in the blanks, transformation, and some creative exercises. The next section presented vocabulary to support the grammatical structures and also as a means to study specific items such as two word verbs. A short reading was next in the unit to reinforce the grammar and vocabulary learned. Finally, to round the unit up, there was a test for self evaluation (Martínez, Amparo.

1983, introduction). The authors also wrote translation and answer manuals for each level for those students registered in the S.I.P. plan or open high school modality.

Elizabeth Celis, I.T.E.S.M. English high school coordinator from 1990 to1993, says the books had clear grammar explanations, so that teachers learned or reinforced structures, but that did not motivate students to learn. Another element that added to students' lack of interest was that the class was 80% in Spanish; English was used mainly to answer the exercises. The students always spoke Spanish in class; therefore, there was not a direct connection between the material learned and the actual use in every day situations.

Due to these factors, Ing. Alanís appointed an English language committee integrated by Lic. Elizabeth Celis and Lic. Elvia Reséndez, both I.T.E.S.M. English major graduates. They revised several E.S.L. books form different printing houses arriving to the decision of adopting *Pathways* from McGraw-Hill for the 1992 fall term. The approach presented in this book series is communicative. The emphasis varied from structural to functional-notional. At the beginning of the implementation stages, the instructors had a negative reaction. In spite of a one week teacher training course given by the author, they complained about weak grammar explanations and uncertainty about how to introduce language functions to students. Later on, the instructors began to feel more at ease with the new methodology. The positive aspects brought about with this change were a higher student motivation to learn and practice, the use of audio cassettes and tape recorders to present native speakers' pro-

nunciation, rhythm, and intonation in authentic dialogues, and a 90% compulsory use of English in class. The high school also adapted an office to be used as language laboratory where the students could seek to further practice with the tapes; however, this alternative did not have too much success. The main problems were that teachers were not accustomed to explaining the lesson objectives in English and they did not know how to write tests that focused on language functions. Time and support from more experienced professors helped in finding solutions to these problems. Nevertheless, teachers tended to give lengthy structural explanations and the test design favored grammar, vocabulary, and reading items. Tests did not assess listening, speaking, or writing. In August 1993, *Pathways* was changed for another communicative book series *Blueprint* by Longman. The material was considered better in comparison. It comprised textbooks, workbooks, audio cassettes, and videos. The disadvantage, considering Monterrey proximity to the U.S.A., was the use of British English in the *Blueprint* series (Celis, Elizabeth. Interview. May, 1994).

In July 1993, under the coordination of Magda Celis, a new project was undertaken by the high school English Department. Actions had to be taken to stop the tendency to fall into the structural approach and to find a better alternative to keep young adolescents highly motivated to learn English. By this time, English had become even more important for I.T.E.S.M. high school due to the 1995 study plans with an exit score of 450 on the T.O.E.F.L. required for graduation. Furthermore, in August 1993, I.T.E.S.M traditional high schools became bilingual. The conception of a bilingual high school for the

directors of this level, is to offer, besides the English language courses, five or six content courses in English from the fourth semester on [Esquivel, Fernando. *Acta conocimiento inglés en preparatoria.* Septiembre, 1993].

In July 1993, a committee coordinated by Magda Celis, evaluated nine multimedia English programs. It was reported that all multimedia programs have advantages and disadvantages. After close examination, the English Language Learning Instruction System (E.L.L.I.S.) was selected because there is higher interaction between students and computers; there is a wider variety of "native speaker" pronunciation by people from different parts of the U.S.A. and of the world; the situations presented are appropriate for the students' age. Other advantages detected in this program are the ample variety of learning activities; the students listen to the dialogues as many times as they need, they can repeat each line of the dialogue and hear themselves, while the computer is evaluating their performance status; they can listen and write the lines as if in dictation, they can choose to hear the recordings at a slower pace, they can become one of the characters in the dialogue to role play, answering the other participants with the same lines heard or with their own ideas; they can write the situations, they are able to ask for the translation of the grammar points; if they finish the lesson before the class time is over they can play games in English with the computer; etc.. There is an endless array of possible language activities. Furthermore, E.L.L.I.S. makes use of a communicative approach to language teaching. Grammar is given in functional situations, there are sections for listening comprehension, pronun-

ciation, speaking, and writing. The only ability which is not for-
mally practiced with this program is the reading skill; however, it
is practiced in the book series *Interactions* by McGraw-Hill that is
being used to complement the computerized program.

A typical fifty-minute class period can begin with independent
E.L.L.I.S. work, then activities and exercises as a group are done with
the computer or with the teacher. This is followed by work with *In-
teractions* textbook, and some time is also devoted to do exercises
in the E.L.L.I.S. workbook. The classes never stick to the same se-
quence. Although there is a lesson plan to observe, it is usually
modified during the class period. E.L.L.I.S. program is made up of
twelve lessons which are divided in modules; the modules subdivide
in branches. One lesson is to be studied per month; however, there
is so much material to practice that the lesson normally extends for
more than a month. The E.L.L.I.S. multimedia program was acquired
by I.T.E.S.M. high school in Monterrey in the summer of 1993. Sixty
computer stations were bought, thirty for Garza Sada Campus and
thirty for Garza Lagüera. Each six thousand dollar station is made
up of an I.B.M. computer with hard disc and monitor, a C.D. ROM, a
laser disc, a speaker, and a microphone.

It was supposed to start operations in Monterrey in August
1993, but the computers arrived two weeks before the semester
was over. Therefore, formal work with E.L.L.I.S. began in January
1994 with four pilot groups: one daily Basic English I, one daily
Basic English II, one Advanced English II meeting three times a
week, and one twice a week, Advanced English IV.

The E.L.L.I.S. program is reported as being interesting and chal-

lenging; it seems to achieve the purpose for which it was bought, to keep students alert, learning, and highly motivated in the language classroom. There has also been an increase in the general average score of the groups in their monthly examinations, groups working with E.L.L.I.S. have rised ten points in their general average obtaining an eighty nine as compared to the groups working in a traditional format, tested with the same departmental examinations. The decision to be taken yet is whether the multimedia program will be used with all I.T.E.S.M. high school students given its cost. As it is now, the other English groups distributed in Basic English I to IV or Advanced I to IV, attend regular classes. In order for students to be in the Advanced English courses, they must have a 413 score on the T.O.E.F.L. test. Advanced English students focus on grammar lessons, and more emphasis is placed on oral English, and on the writing process [Celis, Magda. Interview. May, 1994].

The I.T.E.S.M. also has the bicultural high school program. It began at the Eugenio Garza Sada Campus in 1985 with one group, and in 1989 at the Garza Lagüera Campus. This program started as a response to the interest of students who had finished junior high in bilingual schools to pursue their education in English. To be admitted to the bicultural program, the applicants must have a S.A.T. score of at least 1,100, while in the bilingual high school (former traditional) the score required is 950; they also have to make 470 on the commercial T.O.E.F.L.; and are requested to have a five minute interview in English with one of the high school teachers to verify their oral proficiency. If the incoming students achieve T.O.E.F.L. scores higher than 440 and lower than 470, they have the option of

taking an intensive English program at the high school, at the end of which they are retested and admitted if they obtain a 470 on the T.O.E.F.L.. When the bicultural high school began, the Michigan test was used to assess students English proficiency. They were accepted into the program with a passing grade of 70 out of 100. The assessment tool was changed to T.O.E.F.L. because it is believed that T.O.E.F.L. is more representative of the students' English command; furthermore, it possesses world wide recognition [Martínez, Silvia. Interview. May 1994].

The bicultural program offers seventeen subjects in English which amounts to 58% of the high school curriculum . Some of the courses taught in English are Mathematics, Chemistry, Biology, Physics, Modern Literature, World History, Social Studies, Computers, Art, and English. The books and materials used are for native speakers of English. The specific English courses in this curriculum are aimed at developing academic writing, from the structure of the paragraph to the research paper. In addition, professors teach grammar, punctuation, how to summarize in one's own words, vocabulary enrichment, and provide support material in dittos to supplement the course work.

In 1994 , E.L.L.I.S. began to be used with two pilot groups of the bicultural program. Since this language computerized program has elementary, intermediate, and advanced levels, it was considered appropriate as a language laboratory for those who need additional E.S.L. practice [Quiroga, Yolanda. Interview. October, 1993]. The bicultural high school has gained an excellent reputation in Monterrey as a program that offers differential quality training, providing an

added value to its graduates.

The I.T.E.S.M. high school provides instruction to one group of the International Program. This program originated in Switzerland with the purpose of offering high school training for children whose parents work in the foreign service. This training has the great advantage of being accredited in all the world; thus, preventing these students from losing part of the credits they have already obtained due to different world accreditation requirements. In Switzerland, this program operates like an honors program--where the best students have the option of taking some courses, like Mathematics, at a more advanced level. In Monterrey, the admission to the program demands the same language requirements as the bicultural high school; however, a S.A.T. score of 1,300 is required. The students join the program by special invitation. They have the same subjects as in the bicultural program plus many more which are not in the regular high school curriculum. Three activities are mentioned as helping students acquire an integral education: social service oriented to the community, participation in drama, and the aesthetics program [Martínez, Silvia. Interview. May 1994]. Despite the advantages, the International high school in Monterrey has the problem of being elitist and extremely demanding for students of that age.

5.2. Other Campuses

Most of the history of the I.T.E.S.M. could be found by researching Campus Monterrey alone because it was the first and only Campus for twenty-four of its fifty years. Interviews were carried out at Garza Sada Campus as a continuation of the High School history after 1975. However, it is considered essential for the purpose of

this thesis to include information about English teaching and learning in some of the other Campuses of the Institute. The criteria used to survey the System's Campuses were to select one from each region based on

- number of students enrolled (Mexico State Campus, Southern Region)
- Campus involvement in English language teaching and decision making pertaining new study plans (Laguna Campus, Northern Region, and San Luis Potosí Campus, Central Region)
- availability of information (Campus Guadalajara, Pacific Region).

Mexico State Campus was founded in 1976. It began with the traditional high school program and with a B.A. in Administration, a B.S. in Industrial Engineering, and a B.S. in Computer Systems. From 1976 to 1985 there was a two year format for high school. English was taught in the four semesters. In the 1980 high school study plan, English classes were given three hours a week, the textbooks used were *Contemporary English,* and the approach was grammar centered. In 1985, high schools in all states except Nuevo León changed their curricula from two to three years. Mexico State Campus offered then six three-hours-a week courses for six semesters. It is reported that several book series were used but no specific names are given. High school students could exempt each English course taking a waiver examination for the specific level.

In 1990, the Language Department began operations in this Campus. It is currently in charge of the language programs of the traditional and bicultural high school and those given at the under-

graduate level. In the traditional high school, the 1990 English study plan focused on more communicative methodologies; emphasizing in English IV the writing skill, in English V, reading, and in English VI, oral proficiency. The books used were *Interchange* I, II, III; *East-West* I, II, III; *Headway* Intermediate and *Headway* Upper Intermediate, as well as *Supplementary Skills: Listening and Speaking*. In 1993, due to the I.T.E.S.M. decision of transforming the traditional high school into bilingual, the frequency of E.S.L. language courses was increased to five hours a week with a communicative approach for the first three semesters. During these three semesters instructors also have to stress strategies for understanding and coping with content courses given in English which will begin in the fourth semester of high school.

For the first three terms the *Interactions* series by McGraw Hill that comprises reading, writing, listening-speaking are in use. For the fourth and fifth semesters the E.S.L program will choose literary material congruent with the content based approach--materials and bibliography from different academic disciplines to up grade second language learning. There was no information provided for the sixth semester. For this new English program, placement is done with Institutional T.O.E.F.L. examinations.

The bicultural high school is a program offered in Mexico State, Mexico City, Hermosillo, Querétaro, and Guadalajara I.T.E.S.M Campuses. In Mexico State in 1985, English Composition with the book *Refining Composition Skills* is the program given for the English class. In 1990, two English high school courses also concentrated on English composition with the book *Evergreen.*

For the undergraduate level, English teaching experience is the same as in Monterrey Campus. In 1985, the Reading for Academic Purposes course was the only language course in this level. In 1990, the English *Sello* courses are using the *Spectrum* series, and from 1992 on, since *Spectrum* was considered insufficient for class needs, the Campus has been utilizing supplementary materials. The textbook for English IV is *The Practical Research English Manual* written by Lic. Martha Thompson, English teacher of this Campus; English V focuses on diverse readings for class discussion; and literary and academic textbooks are given to practice the four abilities of the language.

The undergraduate students were placed using one of the long test versions developed for the *Spectrum* levels, from Monterrey Campus. Later on, this examination was modified. As of 1993, the new placement test used in this level is the Institutional T.O.E.F.L.. as mentioned before, also used for this purpose in the high school level. To verify the accomplishments of the English program, Mexico State Campus applies Institutional T.O.E.F.L at the end of English III. However, there is no required T.O.E.F.L. score at the undergraduate level to pass and finish the program [Flores, Paula. Survey. May, 1994].

Laguna Campus in the Northern region opened in 1975 with the traditional high school program. The following year, junior high school (grades 7th, 8th, and 9th in American schools) and the undergraduate levels started on the Campus. The junior high school English programs were established and defined by the S.E.P., with a strong emphasis on structure. The classes were three hours a week

during the nine month school year. In the traditional high school, *English for Preparatory Schools* by I.T.E.S.M.'s Monterrey teachers, were the textbooks from 1975 to 1977. As described before, the books were written following the audiolingual approach of the Michigan book series, but with even greater emphasis on structural grammar. There were four semesters of one hour daily English classes for a total of 320 hours of instruction at this level. Then from 1977 to 1981, notional-functional approaches were used with the series *English for a Changing World* by Scott Foresman and *In Touch* and *Life Styles* by Longman. According to the informant these books were still teacher centered but encouraged more interaction among students.

In 1985, as in all other states except Nuevo León, Laguna changed to a three year high school program. English was taught in the six semesters but one hour on a three times a week basis. This brought about a reduction in total hours of English instruction from 320 to 288. Under the new study plan, Laguna adopted the *Threshold* series that was based on, as stated in previous chapters, self access pair learning which comes to be a specific methodology for the communicative approach.

In 1990, some of the System high schools were encouraged to use the *Spectrum* series for high school and the undergraduate level. *Spectrum* I to III were the textbooks for the six high school semesters; however, in the fourth semester, emphasis was given to reading, in fifth to writing, and in the sixth to oral presentations. As in all I.T.E.S.M. high schools, in 1993, Laguna's became bilingual with the same changes as to the number of E.S.L English classes and fu-

ture English content courses. The program now uses *Interchange* from Cambridge, also communicative. In the higher semesters the same focus on reading, writing, and speaking continues. Laguna Campus has the same history as Monterrey Campus pertaining English teaching at the undergraduate level [Daher, Hortensia. Survey. April, 1994]

San Luis Potosí Campus began in 1975 with the traditional high school. The language coordinator reports that the students arrive with a very low English command. In English I to III they still use as the basic textbook *English Sentence Structures* from Michigan University. It is said that, in spite of the fact that it is outmoded, it gives a good number of exercises that can be done orally. The text-book is regarded as useful because it helps students form mental patterns which are considered beneficial for communication. Other materials used to support the courses are the Longman readers, the students are asked to read at home, and frequent vocabulary quizzes are given in class; Longman audio cassettes, accompanied by questions prepared by the teachers to verify listening comprehension. As supplementary material they use the Double-Action Cards, Charts form the photo Dictionary, and the See-it Say-It Cards. For English IV, Longman's *Blueprint* is used at the intermediate level. This textbook presents situations that encourages students to speak more. In this course the students read articles from *Time* or *News-week* and they have to summarize it orally in front of the class. Time is given in class for short debates, information for such activity is taken from the books *Talk It Over* and *Take a Stand*. In English IV the students' reading level corresponds to the Longman *Bridge* se-

ries. By the end of the semester the students are able to read short stories. A favorable reaction has been detected to science fiction readings.

English V covers the other half of *Blueprint* intermediate. At this point, the students can read and understand novels by Steinbeck, Hemingway, etc.. Their listening skill level has reached the *Listening Plus* level proposed by Arnold. Videos recorded from the satellite dish, with stories and the news from the day before, are used in class. Reading longer articles from magazines and presenting them orally continues as an important class activity.

English VI focuses on preparing students for the T.O.E.F.L. examination, since getting a score of 450 is the requirement to accredit the English program. *Class Work* by A.L.A. and the audio cassettes are the materials used twice a week, the third class is devoted to reading and analyzing a novel. In August 1994, this course will be modified: *Blueprint* will be used for three months and only one month will be assigned to the T.O.E.F.L. preparation. To summarize the traditional high school English program, it was stated that: in the last four English courses, the four abilities of the language are practiced. In the first two, less emphasis is placed on writing.

It was interesting to find out that in order to be a English teacher at this Campus, candidates must have an English Proficiency Certificate from Cambridge University.

The Bilingual high school began in 1985 in San Luis Potosí. To enter the program, students must take the Michigan examination and get at least 65 on the test. If students obtain a lower grade, they must take an intensive four week summer English program. The

summer program has three levels elementary, intermediate, and advanced. The students attend classes six hours five days a week. They take classes in pronunciation, pattern practice, grammar, vocabulary, and listening comprehension. When they finish the summer program the students can register for the first year of the bilingual high school. When they finish it, they have to take a second four week summer English course, where they study advanced grammar, English composition, reading in a laboratory, advanced listening comprehension, conversation, and vocabulary. This second summer course has the objective of filling in existing language gaps to prepare the students for future language studies, and also for the Cambridge First Certificate and a high score on the T.O.E.F.L. test. The Cambridge First Certificate accredits students as language instructors for the elementary and junior high school level, the T.O.E.F.L. score allows them to pursue studies in the United States or Canada.

During the last two semesters at the bilingual high school in San Luis Potosí, the students are divided into two categories to continue with their English program: those that require an additional year in language instruction to obtain the Cambridge First Certificate (these students are the ones that have never studied in an English speaking country) and the others will obtain the certificate and continue learning and practicing the language to get a second Cambridge certificate, and pass the Proficiency Examination.

The curriculum in this bicultural high school provides instruction in English in the following subjects: History of Art, Modern History, Mexican History, and World Literature. These subjects provide students with an ample general vocabulary; they also have Mathe-

matics and Biology in English to acquire scientific lexicon. In the English class, the four abilities of the language are practiced. Audio cassettes, contemporary novels, *Time magazine, Discover, Science 86, Science Digest*, and the *National Geographic Magazine* are used as support materials for this class.

San Luis Potosí English instruction at the undergraduate level follows the same steps as the ones described for Monterrey Campus. In 1985 a Remedial Reading course was begun in San Luis. However, the materials used to teach this course were the S.R.A.(Self Reading Access) Reading Laboratory which is a personalized system where students progress at their own pace. In this reading laboratory there are readings from three up to forty minutes, which are color coded according to their level of difficulty. A reading graph is kept for each student, that will display different colors related to the student´s reading improvement [Dickinson, Irma. Survey. April, 1994]. From this point on the information as to English language teaching at the undergraduate level in San Luis is not traceable due to the fact that the previous language coordinator was fired from the Campus, and took with him all the Department files. The present coordinator states that *Spectrum* I to V is being used in this level, utilizing the placement test designed at Monterrey Campus. She added that there is no exit examination for students finishing the three *Sello* courses [Patnoe, Lisa. Survey. April, 1994].

The language coordinator form the Pacific Region provided brief information about the English courses. He is presently at Campus Guadalajara that began operations in 1980. Lic. Meléndez started working for this Campus for the1990 English program. In high

school he reported that they were using *Spectrum* to be continued at the undergraduate level. He is personally very dissatisfied with the *Spectrum* book series; therefore, as of August 1994 the high school will use the Scott Foresman textbooks *In Contact* I and II which are for beginners, and *On Target* I and II for intermediate level students. Also, as of August 1994, the undergraduate level will use the series *Grapevine* by Cambridge. Remedial I and II and English I will study *Grapevine* I and II and III; English II and III will be utilizing *American Dimensions* by McGraw Hill, the intermediate and advanced books.

There seem to be no unified criteria in the past for teaching English at the System's high school level. English programs and content seemed to be decided on the basis of each Campus needs or preferences. For the 1995 study plans, English teaching at this level will have a common goal: to provide E.S.L. instruction that will equip students with the language command to get a 450 exit score on the T.O.E.F.L. test. Possessing the same exit objective will give congruence and continuity to English teaching in high school. On the other hand, the undergraduate level has had two defining moments in its history: teaching for reading and teaching for overall communication purposes. The 1995 guidelines establish speaking and writing as the skills to be developed or polished. From the information obtained from the sample Campus in the System, English teaching at this level is specified and defined by central guidelines that stand as the unifying criterion that have led to a similar and more consistent pattern in second language teaching.

The I.T.E.S.M. high schools interest in E.S.L. has been demon-

strated by the curricular design process that has moved from the grammar translation method to highly communicative multimedia programs. This increased interest is also evidenced with the open ing of the bicultural and international modalities, added to the modification of the traditional curriculum to a bilingual high school program.

6. Conclusions

The History of English teaching at I.T.E.S.M. might seem a simplistic thesis topic because it is believed that all this information is recorded in official documents that can be easily retrieved from the academic departments within the school. This is not the Tecnológico's reality pertaining the different English programs that have been offered since the foundation of the Institute. This fact brings about a particular institutional style of approaching curricular design. Dr. Rafael Rangel, the president of the System, once said referring to the little written information available on curricular modifications: "In this Institution, we are doers, not writers." Thus, the main objective of this thesis was to record the history and purpose for teaching English at the I.T.E.S.M., establishing links among I.T.E.S.M. modifications, the changes in E.S.L. discipline, and the socio-economic demands of the time.

English teaching at I.T.E.S.M. began with the grammar translation method which was the trend commonly used in Mexico when the school began operations; it changed to the audiolingual approach which stood out as a great innovation to language teaching in the Mexican environment; then, experimented E.S.P. alternatives with the R.E.A.P. course; next, applied the communicative approach to second language learning; and finally offered multimedia programs that make language learning more interesting and challenging to the new Nintendo generation students.

These modifications in second language approach at the Institute are a response to two main factors: the methodological changes in the E.S.L. discipline backed up by relevant research, as well as the

demands of the transforming and developing socio-economic environment in the country. In addition, they serve as characteristic elements of a particular institutional process of organizational learning which, in the beginning, depended on the individual initiative of a leading professor or administrator, as that of Ing. Amores. This process was very informal and is not documented in any source. Later as the Institute gained experience the decision making process became more formal by inviting and organizing committees, keeping records of proceedings, writing memoranda to inform the persons involved, etc.. Therefore, the history of E.S.L. teaching at the I.T.E.S.M. presented in chapters four and five, also evidences the maturing experience of this organization which evolves from merely relying on trial and error to more systematic searching methods: obtaining feedback from previous experiences, providing theoretical foundation for relevant options, asking for consensus, etc. These activities account for a new organizational learning scheme which refers to a greater awareness of the academic alternatives and a more conscious and supported selection of the curricular options for this particular school. In summary, the process develops from curricular changes made by mere imitation of experiences shared by prestigious foreign universities to those based on a consistent survey of the field, the specialists' opinions, and the Institute's previous experience in that area.

The information obtained in the chapters mentioned also states that the organizational learning as well as the institutional memory improved. In the beginning, the latter was deposited in the recollections of the people playing a role in the curricular activity or event.

In 1975, with the R.E.A.P. course, the English Center at the Humanities Department learns to carry out curricular modifications through action research done by Scott and Ortiz. By piloting material in groups specially selected for this objective, revising it according to the results obtained in class, and writing the final version of the material, the institutional memory follows another path, documented in the specific research products that served as basis for the reading course taught at the Institute. With the communicative approach and the *Spectrum* textbooks, the search for alternatives becomes more consistent and formal and the institutional memory is deposited in records of proceedings, guidelines, and documents that not only report the results but the processes as well.

Another important evolution that can be observed indirectly, through the history of E.S.L. teaching at the Institute, refers to the concept of values. Before, any subject at the Tecnológico was given because it had an immediate benefit. The main reason to include a subject in the study plan was entirely pragmatic, because it was good and useful for a specific goal. The actual organizational process continues being pragmatic but the reasons for change are not reduced only to a criterion of usefulness. This can be observed in the *Sello* Courses which are oriented towards developing conscientious attitudes towards the community and the country. In reference to the language courses, the criteria were broadened to go from developing the ability to read, to having access to updated bibliography, to teaching the four skills of the language. Oral and written comprehension and production are now essential for interaction in open economies and societies where English stands as the *lingua*

franca.

The historical evolution recorded in this thesis, besides providing a panorama of what was done in the past in this discipline, registering the reasons for change, explaining the I.T.E.S.M. priorities in second language teaching, also sheds light on the way the Institute developed and matured as an organization. In this aspect the Tecnológico began making curricular decisions in a concrete normative approach until arriving at today's more shared general consensual patterns. An example of the former can be illustrated with the history of English teaching and learning. Both institutional learning and evolution took place; the school in the beginning regarded English as a curricular filler, then later attributed a new importance to second language learning through the internationalization and competitive policies established by the Institute's directors and the community. Thus, in the present, the significance of English for the Institute is manifested in the bilingual and bicultural high school programs, the emphasis given to this language at the undergraduate level through the English *Sello* Courses, the majors requiring proficiency in this language due to their international orientation, etc.. This importance is a logical corollary to the relevance given to second language acquisition in modern societies. Furthermore, the institutional memory has now recorded that English is something more than a mere reading tool; learning its four skills implies the possibility of preparing our citizens for interaction with more advanced economies, as well as providing a vehicle to international competition and success.

One of the main concerns of educators is curricular design. All

professors have to struggle with it sometime; only the experts know how to do it in a holistic manner, and much of the knowledge pertaining this activity is acquired in the process of curricular change itself. Some time and thought should be given to the purpose and objective of each subject in any given curriculum based on the nature of discipline and its relationship with all the other subjects at a given level or within a major. Traditionally, English at junior and high school level has been taught from the perspective of a subject that happens to be in the curriculum and must be passed. The reason for its inclusion at these levels was not questioned. Until very recently, English was a subject the students had to take without really learning, but managed to manipulate the structures well enough to be awarded a "good" grade. It is well-known that, although students used to begin formal second English language instruction at junior high school level, their language command hardly improved. This was due to several factors, of which the lack of a definite and clear purpose for teaching it is believed the most negative. This reflection sheds light on the great difficulty that I.T.E.S.M. high school teachers have experienced. Their students do not seem to care whether they learn or not.

If the organizational structure of the material taught is the same at both levels, the observed different outcomes between the traditional high school and the undergraduate students can be explained. The reason is that in the latter the purpose of these subjects in the curriculum is clearly defined. For the undergraduate students, English is not one more subject but the possibility of acquiring a tool to help them understand subjects in their majors and

to provide a competitive edge when applying for a job. English teaching and learning at this level would be even more successful if the language were demanded in all the other subjects in their majors. Therefore to make these courses more meaningful, institutional, academic, and social use is necessary. A real and required use of the second language in other courses or activities is the key to more challenging and successful English classes at both levels.

Perhaps the new requirement of an exit 450 score on the T.O.E.F.L test for the I.T.E.S.M. high school graduates will bring about more careful and sequential planning of the content of the English courses at that level, as well as renewed efforts on the students' part to understand and learn the material; and on the teachers' to maximize class practice and learning based on real life contexts. To achieve continuity, a similar goal is being suggested by the Humanities Department of Monterrey Campus for the 1995 English courses. A specific exit T.O.E.F.L score should be established at the end of each English course as one of the major guidelines to unify English teaching in all the System.

Using the T.O.E.F.L test as standardized assessment measure will provide the English program students at I.T.E.S.M. with a "certified and recognized" command of the language for pursuing graduate studies or as a measure of prediction of possible success in the respective courses in their majors, taught in English in the 1995 study plans. A unified exit goal represents a curricular advantage, but at the same time, the T.O.E.F.L. is a restricting measure on any language program because, at the present time, it only measures the capacity to perform "successfully" in the academic field. Teachers

at the undergraduate level do not only prepare students for the latter purpose; teachers are mainly interested in preparing them for success in their professional and personal lives; which, in the present and near future, will demand a command of English quantitative and qualitatively more similar to the every day situations in English speaking countries. So, there should be besides the T.O.E.F.L, another standardized tool to assess the students' overall communicative ability and their potential intercultural performance.

Some American E.S.L. professionals have observed that the Mexican English courses tend to rely on the book series of a specific company. This, in their opinion, is a rather limited approach to second language teaching. Although multiple teaching materials might bring about stimuli variation, diverse learning activities, and greater interest, this alternative has not been used at the Tecnologico because, on the one hand, teachers have to rely on the guidance and resources provided by the textbooks and the teachers' manuals. Many inexperienced instructors lack adequate training in preparing lesson plans, designing objectives, planning course goals, elements provided, to a certain extent, in a teachers' guide. What is more important, they are not prepared for designing teaching materials and varied learning activities aimed at developing intercultural communicative skills. On the other hand, the one-textbook, one-workbook, one-teacher's guide approach used in the English courses also responds to time constraints and favors time optimization. The 1990 undergraduate courses are assigned 240 hours of English instruction which have to be utilized as consistently and efficiently as possible. Therefore, unified criteria obtained by the syllabi, by

teacher training programs, by the textbooks, by departmental meetings, and departmental examinations are essential to help the students progress from incipient beginners to advanced language proficiency levels. The single textbook series procedure adopted by the I.T.E.S.M., when complemented appropriately, has been a pragmatic alternative which has yielded positive results for the Institute.

Experienced teachers know that textbooks provide substance and sequence to a language class. It is known that they are not the answer to every language activity. Learning occurs when the student can transfer the theoretical principles to every day life or professional situations. Hence, there is not much sense in making students memorize the grammatical rules *per se*. It is presented in any book as basic foundation for understanding and generalizing through immediate use. Any class, and English is no exception, with clear digestible objectives, supported by good classroom materials and by teachers' ingenuity can lead students to develop and/or practice critical thinking skills and formal reasoning which will be more formative than the traditional memorization activities. Teachers have to be aware that textbooks provide a foundation and that they themselves have to create the essential difference between mere parroting language exercises and meaningful classroom practice.

An aspect for serious consideration before the implementation of the English courses for the 1995 study plan is the use of computers and multimedia in the classroom. By 1995, several I.T.E.S.M high school alumni will come to college with a very different and rewarding English experience provided by the E.L.L.I.S. program. They will come to the undergraduate English courses with high expec-

tations as to what a language class can offer. At Monterrey Campus the teachers basically have the textbooks, the audio cassettes, the tape recorder, a blackboard, a piece of chalk, an eraser, and their brain to try to get the most out of what they have. Although, some supplementary material has been gathered for the courses, it is still not enough. Serious research has to be made about the available computer assisted language learning (C.A.L.L.) tools, about the possibility of designing new and interesting language exercises to be worked with and practiced in a multimedia environment, about video discs and videos that can complement language courses at different levels, about new language laboratories and resource rooms that can challenge students in a guided learning atmosphere, about new classroom routines and dynamics that will make learning activities more productive.

The first major problem in accomplishing all of the above is the school´s budget. The second one is the lack of comprehension of the nature of second language learning, on the part of the directors and administrators. To speak a second language, especially English, is truly necessary for today´s international prospects. However, both students and administrators expect this learning to take place in a very short period of time. Since this has not happened in previous stages in the past, they tend to have a low opinion of language teaching in general. If the administrators were really convinced of the importance of language teaching at the Institute, the budgetary problem could be overcome through donations or alternative mechanisms. As described in chapters four and five, the Institute has moved with the state of the art in the adoption of theoretical ap-

proaches and textbooks for the teaching of English as a second language. This movement has not been paralleled to the creation of complex environments that without leading to total immersion, would allow and even further promote the acquisition of a second language.

It is important to mention that most of the decisions regarding E.S.L. teaching at the I.T.E.S.M. have been made by the administrators from an institutional-political, and managerial point of view. Although there have been changes in relation to getting opinions from the experts, the final decisions are always based on the guidelines emanating from the Institute's Board of Directors. An example of this was the decision to eliminate the English major, at a time when the country needs trained human resources to implement quality language programs nation wide.

Central guidelines are expected to be drawn and adopted in order to have a congruent educational model; nonetheless, when referring to the principles and requirements of a specific discipline, the guidelines that should prevail are the ones given by the specialists. As it stands now for the English Program and for other decisions, the President's Advisory Board is usually the organism that determines the skill or skills to be taught. This decision making process requires a prior step, the specialists' realistic assessment of the objectives that can be accomplished within a given time and curricular structure. Much of the later disappointment might be avoided if the courses were implemented in a final mutual agreement between the academic and the administrative representatives. Decisions in modern management have to be made from bottom up, as well as

from top down.

The I.T.E.S.M. authorities are interested in maintaining the Tecnológico's excellent reputation as a leading university in Mexico and in Latin America, as well as an excellent study alternative for students coming from the United States or abroad. The accreditation given to I.T.E.S.M. by S.A.C.S. represents recognition of the Institute's academic programs in the U.S.A. and in Canada. At the same time, the guidelines imposed by S.A.C.S. as to teachers' master's degrees to be specifically in the area of their teaching, or if already possessing a degree, to have six accredited subjects at the graduate level in that area, are extremely limiting criteria for Mexican professionals. Many examples can be quoted to support this affirmation but only two will be mentioned. An English major I.T.E.S.M. graduate or a Translation major from Universidad Autónoma de Nuevo León have a solid preparation in linguistics and some in teaching methodology. These Bachelor's degrees alone comply with the knowledge required for the E.S.L. professor. However, the S.A.C.S. mandates that the teachers have a Master's degree in Applied Linguistics. It is not implied that everything there is to know about this discipline was learned at the Bachelor's level but there is a consensus among the scholars that these instructors do possess the basic knowledge that qualifies them to teach English courses at the undergraduate level. Another similar situation arises when teaching English at the I.T.E.S.M. Advanced English Module. Subjects such as "Understanding Cultures of the World," "Readings from Time Magazine," etc., whose main objective is to continue upgrading the students' four skills of the language, require teachers to have a Master's degree in Applied

Linguistics. This degree is acceptable, but not the only alternative for quality teaching in the courses mentioned. There are teachers in the Advanced English Module with Master's in History, Journalism, and Literature that are said not to have the "appropriate" background for teaching these subjects because they lack the six graduate courses in Applied Linguistics. Still another problematic situation is that when teachers finish their Master's program in Applied Linguistics, they are certified to teach the Advanced Spanish courses, the E.S.L. courses, or if available, linguistics subjects, but if they wish to teach Sociocultural Values, Professional Values, etc., they have to take additional master's courses in the new area. The question to be answered is whether our immediate teaching environment requires the profile stated by S.A.C.S. or whether there are alternative models that could be proposed to this accreditation organism.

In spite of the problems or differences in opinion, the Tecnogico is an innovative institution of higher learning. This innovative drive can be witnessed in many of its programs, including language programs. The process of documenting ESL teaching at the I.T.E.S.M. testifies by itself the evolution and importance gained by this discipline. An essential trait of the Tecnológico is that it identifies the sociocultural and economic needs of the community and provides a quick response to the detected exigencies of the environment. Living proof of this adaptation process are the various alternatives implemented by the Institute to satisfy the requirement of future professionals with a higher English command: the bicultural high schools, the new bilingual high schools, an English program at the undergraduate level, the use of multimedia at the high school level,

lectures and courses given in English, etc..

This survey on the history of English teaching at the I.T.E.S.M. documents important data pertaining the System´s high school and undergraduate level. It can be seen that English teaching at high school has not been unified as to goals and objectives to accomplish, which is a situation that hopefully will be remedied in the 1995 study plans by the required exit T.O.E.F.L. score. The undergraduate level has been more consistently unified since the moment English was included in the curricula. This unification could be due to the very specific guidelines for the skills to be developed and to the leadership of Monterrey Campus, because of its longer tradition in providing materials and proposals for the language courses. In the time of writing this thesis, Monterrey Campus, Mexico City Campus, and State of Mexico Campus have already presented their curricular proposals. However, in accordance with the total quality management philosophy adopted by the I.T.E.S.M. as its general policy and the courses taken a year ago, most changes in any organization should reflect the consensus of all the persons involved in the process. This quality training imposes a new challenge for the English route to be adopted. The great dilemma here is whether Monterrey Campus should continue with the leadership or if several curricular options could be accepted by region, as long as the objectives, final goals, and final exit scores are the same for each English course.

Despite the final decisions to be taken for the 1995 study plans, an important suggestion is the creation of a Language Department in Monterrey Campus to provide service to undergraduate students, as well as to the community. The classes offered to the com-

munity could be given with a late afternoon or Saturday schedule. The content of the English courses could be designed to contemplate, in the first semesters, only language courses, and later on adding culture, literature, and civilization. Through the service to the community, the Language Department would be able to have a substantial income that might be used to acquire new materials or infrastructure for the English program in general. It would also be an opportunity to plan intensive summer courses in different languages to Mexican or foreign students, as well as other extension courses related to the field.

In conclusion, I.T.E.S.M. has walked a long way since Ing. Amores first met Dr. Lado, but there is still a long way to go to develop more innovative and effective E.S.L. activities to meet the challenges of integration and globalization of mankind.

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