

ELTEACH IMPLEMENTATION REPORT

MEXICO

JANUARY 2016



Contents

3	Challenge and Program Selection
4	Implementation
6	Results
7	Next Steps

Front Cover:

Mineral del Monte town center in Hidalgo, Mexico

www.infinithighway.com.br/Moment/Getty Images

1

Challenge and Program Selection

In 2007, the federal Secretaría de Educación Pública (SEP) of Mexico launched a national primary English education initiative, the Programa Nacional de Inglés en Educación Básica (PNIEB), which now operates more broadly as the Programa Nacional de Inglés (PRONI). This initiative is part of a larger plan to introduce pilot programs aimed at providing English language instruction to all of the country's 12 million public elementary school students.

"The ability to speak English in the 21st century is a must if we want to insert ourselves in the global economy, improve our standard of living or simply live as happier human beings," said Fernando Gonzalez, Deputy Minister of Basic Education.¹

In order to successfully implement the PNIEB initiative, the SEP cited in a 2012 report that at least 99,500 English teachers are needed in Mexico. This created both a large demand for new classroom teachers, and a challenge for states and universities to create training programs. For in-service teacher training, PNIEB also represented a brand-new challenge.

"The national PNIEB office has provided some initial training for PNIEB teachers and supervisors...however, what is needed is for states to develop a carefully-designed and sustained program of on-going teacher training that responds to the professional development needs of their teachers," wrote Sayer, Mercau, and López in their 2013 article in MEXTESOL Journal, "PNIEB Teachers' Profiles and Professional Development: A Needs Analysis."²

In 2012, as part of a global pilot program implemented in 10

countries, National Geographic Learning (NGL) partnered with Review Quality, a local Mexican organization specializing in the delivery of educational assessments. Together, they approached the Secretaría de Educación Pública y Cultura (SEPyC) in Sinaloa and sponsored a pilot of the *ELTeach* professional development and assessment program with teachers in three cities throughout the state. The pilot in Sinaloa was a success; over 400 teachers completed the course and the assessments. Participating teachers also received certificates in ceremonies held in Los Mochis, Culiacan and Mazatlan, with SEPyC officials in attendance. In 2014, *ELTeach* was included in the national Education Ministry's list of approved courses for teacher development, under the Certificación Nacional de Nivel de Idioma (CENNI) accreditation agency.

The *ELTeach* program was developed jointly by NGL and Educational Testing Service³ (ETS), and consists of two online courses and associated assessments, the *Test of English-for-Teaching (TEFT)*[™] and the *Test of Professional Knowledge (TPK)*[™]. In these programs, teachers learn the specific language skills needed to enable them to use English in the classroom—to teach English in English—and the practical methodology needed for them to implement their curriculum successfully. As an online, self-access program, *ELTeach* ensures scalable and standardized training and provides educational authorities with measurable outcomes.

¹ Marion Lloyd, "Mexico launches efforts to teach its students English," The Houston Chronicle, February 1, 2009, accessed January, 2016, <http://www.chron.com/news/nation-world/article/Mexico-launches-effort-to-teach-its-students-1620945.php>.

² Sayer, Mercau, and López, "PNIEB Teachers' Profiles and Professional Development: A Needs Analysis," MEXTESOL Journal 37 (2013): accessed January 2016, http://www.mextesol.net/journal/index.php?page=journal&id_article=485.

³ TEFT and TPK Assessments © 2013 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS). TEFT and TPK are trademarks of ETS.

2

Implementation

In 2013, *ELTeach* was officially launched in Mexico and since then, five state level education authorities —Sinaloa, Tamaulipas, Coahuila, Hidalgo, and Zacatecas— have implemented the program with over 2,400 teachers.

These five state-level education authorities have implemented the program in cohorts of teachers selected from municipalities within the state, with implementations lasting between three and six months from program registration to assessment. (See Figure 2).

In each city, cohorts of teachers are selected by the municipal branch of the state education authority, with one or two English specialists selected to act as coordinators for each cohort.

Orientations are conducted by qualified trainers appointed by Review Quality, who ensure that teachers know how to register for the program and complete their work online.

The coordinators for each city cohort are trained by Review Quality on how to manage their groups of teachers and measure



Figure 1: Regions of implementation in Mexico.

teacher progress in the online gradebook. Coordinators are also given strategies to motivate teachers and encourage program completion.

“As a teacher, you take things for granted. So *ELTeach* helped me to understand that if you want to have a successful class, you have to go back to the start, where the kids are starting.”

–Edgar Paredes Sincel, Teacher, Sinaloa

Upon completion of the online coursework, the teachers sit for either the *TEFT™* Assessment or the *TPK™* Assessment at an approved assessment center sourced and arranged by Review Quality.

Assessments are held four times per year. Once the assessment is complete, the results are calculated by ETS and teachers are sent a certificate and a detailed score report.

State	Cities	English-for-Teaching	Professional Knowledge for ELT
Tamaulipas	Matamoros Mante Ciudad Victoria Reynosa Nuevo Laredo	877	661
Sinaloa	Culiacán	25	40
Hidalgo	Zacualtipán Ixmiquilpan Pachuca Tula Huejutla Tezontepec Tulancingo	116	41
Zacatecas	Zacatecas	489	122
Coahuila	Torreón Saltillo Monclova Piedras Negras Nueva Rosita		
Total		1597	914

Figure 2: Cities of implementation and participant numbers in states of Tamaulipas, Sinaloa, Hidalgo, Zacatecas, and Coahuila, Mexico.

3

Results

The levels of engagement for *ELTeach*, both for *English-for-Teaching* and *Professional Knowledge for ELT*, have been high.

Teachers in the *EFT* groups spent on average 20.1 hours on the program and the *PK* groups also spent an average of 20.1 hours. Course completion rates have been consistently high, with groups in Nuevo Laredo, Mante, Matamoros, and Tampico completing over 90% of their assigned coursework. Up to and including the assessments in December 2015, 1,437 teachers who began the programs have sat for the *TEFT™* Assessment or the *TPK™* Assessment.⁴ (See Figure 3).

In addition to being placed into one of the three score bands, teachers are given detailed breakdowns of their performance. These include descriptors indicating what each band means in terms of mastery and understanding of the course contents.

For the *TEFT™* Assessment, this includes a breakdown of their Speaking, Listening, Reading and Writing ability for Classroom English, and their mastery of the functional areas of that program: Managing the Classroom, Understanding and Communicating Lesson Content, and Giving Feedback to Students. For the *TPK™* Assessment, this includes a breakdown of their strengths in Foundational Knowledge and Core Teaching Practices.

⁴ For the analyses reported in this document, the band scores are combined into 3 reporting Bands: Band 1: below, at 1 and above 1 (up to Band 2); Band 2: at 2 and above 2 (up to 3); Band 3: at 3 and above 3.

Band	<i>TEFT™</i> Assessment Score	<i>TPK™</i> Assessment Score
1	30%	41%
2	40%	33%
3	30%	26%

Figure 3: Band scores for *TEFT™* Assessment and *TPK™* Assessment.

This information can be used by individual teachers to help them focus on areas for improvement and on a larger scale by state education authorities as they plan and implement future training.

Teachers and coordinators alike have expressed their satisfaction with the program.

“English-for-Teaching has given us the necessary tools to teach English using a language that can provide the class with the appropriate pace, the one that can engage learners in the teaching and learning process,” said Beatriz Reyna Nieto, an English coordinator at the Sinaloa SEPyc.

4

Next Steps

Implementations are ongoing in several states of Mexico, with further states likely to join the program in the near future. National Geographic Learning would very much welcome the opportunity to work with SEPs in implementing both national and local teacher development and assessment programs, both for newly-recruited and experienced public school English language instructors.



Olas Altas beach in Mazatlán, Mexico

Daniela Caram/Getty Images



ELTeach.com

National Geographic Learning

At National Geographic Learning, a part of Cengage Learning, we publish high-quality learning programs, combining print and media content in inspiring and innovative ways that bring our world and its different cultures to life. From the classroom to the world, we honor the mission and tradition of the National Geographic Society—to inspire people to care about the planet.

NGL.Cengage.com

