EXPLORING
INTERCULTURAL PROGRAM EVALUATION IN MEXICO

JUDY HASINOFF

B.A., University of Alberta, 1968
Dip. Education, University of Alberta, 1969

A Project
Submitted to the Faculty of Education
of the University of Lethbridge
in Partial Fulfillment of the
Requirements for the degree

MASTER OF EDUCATION

Lethbridge, Alberta

July, 2002

Abstract

The focus of this paper is to determine the validity of an English as a Foreign

Language (EFL) program evaluation project in Mexico. That work, begun in 1998,

involved evaluating the English portion of a grades 1-9 bilingual program in a private

boys' school, and was based on a set of standards developed specifically for the project.

The ultimate goal of that program was to obtain a parchment of International EFL

Program Recognition by Lethbridge Community College. As the program evaluation

evolved it became increasingly apparent that an evaluation of the actual recognition

process was important in order to ascertain that the method of evaluation employed was

effective and academically credible.

To meet this end, a series of evaluation tools was designed targeting a wide range

of stakeholders. The tools included surveys and questionnaires, as well as interviews and

site inspections. Some of the evaluation work was undertaken on-site in Mexico, with

other portions effected through e-mail communication. The majority of the data was

collected and sorted qualitatively through the identification of recurring themes and the

webbing of emerging information which appeared to be particularly useful. The responses

to one tool were numerical, requiring a quantitative analysis of the results. Once all of the

data had been examined and manipulated, a report was prepared for the school which

included presentation of emergent results and recommendations for change.

However, work on this project was not completed at this point. Rather, it had

become apparent that, in order to more fully understand diverse elements involved in this

study, research had to be done to inform the project more fully. Thus, the areas of intercultural action research, Mexican culture, trends and issues in additional language education, and English as international language were explored in relation to this study. As such, underpinnings to the project were strengthened, and the research informed reflection on--and understanding of--the work.

Although the actual evaluation of the evaluation project is now complete, the project itself is dynamic, and has actually expanded to other schools. Thus, reporting definitively on a completed project cannot be done. Instead, findings--such as the challenges of intercultural communication--have been reported here which are valuable in informing future work in Mexico. Additionally, challenges have emerged which are discussed in this study, and which, because of the reflection and research accompanying this study it is hoped will be able to be dealt with positively in future EFL program evaluations in Mexico.

Acknowledgements

This project has been in-process for several years. It is particularly because of the assistance, encouragement and support of many people that it has now reached a stage of completion.

First, I would like to thank my family and friends, who have given me the confidence to return to my studies as a mature student, and who have encouraged me through the many hours I've spent either attached to my books and computer, or absent in Mexico undertaking field work. They have lived the project with me, and have provided useful feedback as I pulled this document together. I would especially like to thank my daughter, Erin, and my brother, David, for providing meaningful feedback to this lengthy document.

Penthes Rubrecht, the consultant who has worked with me on the program recognition project, has been enthusiastically supportive and genuinely interested throughout. It is in good part because of her knowledge and experience that this project has been actualized.

I cannot overlook the visionary who started all of this: Rafael Sánchez Majdich, International and English Department Head at Centro Escolar Cedros. His was more than a dream. He had the courage to overcome great odds in making the project a reality, and continues to work to market the process throughout Mexico. Rafael has also been the perfect culture guide, and never hesitates to explain questions and concerns which I have that are often rooted in intercultural understanding.

Lethbridge Community College has allowed me to reach beyond the norm and

Table of Contents

List of Figures

Chapter 1: Introduction

Background to the Project

In February, 1998, I met Rafael Sánchez, English Department and International

Head for Centro Escolar Cedros, a private school in Mexico City. He had a vision and a

dream. He wanted the English program in the bilingual boys' school where he worked to

be recognized by a post-secondary institution in an English-speaking country. Rafael had

already approached several American, Canadian and British universities requesting their

partnership in such a project, but none demonstrated serious interest. My inadvertent

arrival at the school that day to promote a summer English camp proved to be fortuitous.

As a result of this happy coincidence, my work in Mexico took on a new, inconceivable

direction.

I can still picture that first meeting in a small office inside the guarded walls of the

large, élite Mexican school. The meeting turned into a brainstorming session on how such

a project could be approached through program evaluation, and ended in a firm handshake

signifying the potential for collaboration.

As I was flying home, I wondered what exactly I had gotten myself into. I mentally

reviewed my earlier enthusiasm for being involved in such unique work with some

trepidation, but soon began to contemplate efficacious methodologies. The challenge

lured me. Within a short time following my return, I had found a consultant interested in

being involved in such a unique project. Together we developed a practical approach to

the undertaking, and the recognition work was launched. Early-on I began to tie the actual

program evaluation into my Master of Education studies, and the resulting academic

1

research combined with reflection became the underpinnings of this project.

All of this began over three years ago. The program evaluation is nearing completion and I have now finished my course work, researching many elements which could directly or indirectly affect evaluation work of this kind in another country and culture. This study represents the synthesis of all aspects of this project to date (July 24, 2002).

<div align="center">Project Overview</div>

Initially, I had found a Mexican school administrator eager to have his English program evaluated, a school administration willing to fund the work, and little else other than vaguely defined dreams. Fortunately, I had been involved earlier in a two-year project funded by Alberta Learning.[1] This work gave me knowledge of the standards approach to evaluation used internationally, so I had had some experience in working with English-language program standards. However, if work was to begin in fairly short order, I knew that this was not sufficient, and that I could not undertake the project alone. I had a full-time job, was concurrently a student, and felt that I needed support and assistance from an experienced professional. Thus, I began the hunt for someone with a combination of appropriate education and experience, and with whom I could team comfortably. My search lead me to Verena Penthes Rubrecht, who had just retired as Director of the English language Centre at the University of Regina, and who had the pedagogical background which I knew instinctively was essential to the success of the project. She enthusiastically agreed to work with me, and her first assignment was to review language-training standards documents from various sources and compile one which would be

suitable for this work. That document is now in its second generation, and will be referred to throughout this paper as the Twenty Standards, or merely the Standards (see Appendix A for a summary of those Standards).

Once the Twenty Standards had been written, discussed, edited and printed, the project had a framework. It was at this point that I began formal contract negotiations with the school. A fee, time frame, and expectations were clearly delineated and all three proved to be acceptable to the school administration.

The purpose of this study is not to describe all of the intricate details involved throughout the project, nor the many visits by the consulting team to Mexico, nor visits by school administrators from Centro Escolar Cedros to Canada. Rather, let it be said that ten of the standards were achieved in fairly short order, and a parchment of Candidate Status[2] granted. Today, the school has partially fulfilled all of the Twenty Standards; the in-depth work of the first years has slackened and been replaced by occasional new documents submissions and almost daily e-mail communication between Rafael and me continues unabated.

However, the description does not end here. In September, 2001, a EFL program evaluation was begun with two other Mexican schools affiliated with Centro Escolar Cedros, and several more schools have expressed interest in signing similar contracts. Because of this, it is of particular significance that this study be compiled--the actual evaluation underscored by research and reflection--so that the process involved will remain dynamic and flexible, yet be rooted in knowledge and understanding.

This study is presented on three levels. First, the overlying work is the actual

evaluation of an EFL program in Mexico for the purposes of international recognition of quality. Second, underpinning that is the study of that evaluation process per se which is referred to as the evaluation of the EFL program evaluation. Third, underscoring both of these is the research/reflection component, which has been critical to the understanding of all of the particulars involved in the project. The study begins at this point, although both the program evaluation and the evaluation of the evaluation are discussed throughout.

<u>Glossary of Terms</u>

The field of English language training is replete with acronyms. The following list has been developed in order that this study may be more clearly understood:

ATESL   -Alberta teachers of English as a second language (a provincial association affiliated with TESL Canada)

BANA   -Britain, Australasia and North America

Centre   -those first-world nations responsible for English hegemony

CLT   -communicative language teaching

Collectionist   -an educational system based on rigid, product-oriented results often associated with colonial hegemony and education in TESEP countries

EAL   -English as an additional language

EFL   -English as a foreign language: English taught in a country where it is not a native language

EIL   -English as an international language: English taught and used in countries where it is not necessarily the first language

ELT   -English language training: encompasses both ESL and EFL

ESL   -English as a second language: English taught in a country where it is a first language to peoples from countries where English is at best a foreign language

EWL   -English as a world language

IATEFL -international association of teachers of English as a foreign language (an international association based in Britain)

Integrationist -an educational system based on flexible, process- oriented results often associated with education in BANA countries

L1, L2   -first and second language

MEXTESOL -Mexican teachers of English to speakers of other languages (a national association)

NSE   -native speakers of English, those who have learned English as an only or first language

NNSE   -non-native speakers of English, or those whose mother tongue is other than English

Periphery -third-world and emerging nations directly affected by the dominance of English

SLA   -second language acquisition

WWE   -worldwide English; equivalent to EIL

TENOR -teaching English for no obvious reason

TESEP   -tertiary, secondary and primary countries

TESL   -teaching English as a second language (see ESL)

TESL Canada   -teachers of English as a second language (a national association)

TESOL   -teachers of English to speakers of other languages (an American-based

              international association)

WSSE -   -world standard spoken English

Chapter 2: Literature Review and Underlying Research

Evaluating an English as a Foreign Language (EFL) Program

The Twenty Standards document developed to be used as an evaluation template

was informed and driven by academic support derived from current research in the field.

Alderson and Beretta (1992) make the following comments which are particularly

appropriate to this evaluation project:

> ...evaluation needs to be reflexive. It needs not only to illuminate the nature of
> programme design, development and implementation; it also and importantly
> needs to offer insights into the nature of the evaluation process itself. It is
> important to evaluate the effect of following recommendations made.... Clearly
> there are many questions that need to be asked about the usefulness and
> effectiveness of evaluations. Evaluations can only benefit from the experiences of
> evaluators, who need consciously to reflect upon the value of what they have
> achieved, and seek the causes of that achievement. If evaluators can evaluate
> evaluations, they can help improve the evaluation process, and thus contribute to
> the usefulness and relevance of evaluations. (p. 229)

It was this quotation which spawned my idea of evaluating the actual evaluation

process as the focus of my Master of Education course work. The results constitute an

unpublished document entitled found in Appendix B (Hasinoff, 2001). References to that

report will be presented throughout this study.

Long before the project was in a condition to be evaluated, consideration had to be

given to various overriding elements of the project: What makes an EFL program different

from an ESL program, what documents are being published internationally on the topic of

EFL program evaluation, what current theories drive language training in k-12

(kindergarten through grade twelve),[3] how much effect does the Mexican culture and

Opus Dei[4] have on the schools being evaluated, and what role does the potential for

pedagogical imperialism on the part of the evaluation team play in the actual work? In

7

other words, I wanted to know just how much we could realistically require of the school, and how substantial our expectations for change could be.

In continuously searching for references to this type of program evaluation by outsiders worldwide, I have yet to find any similar project. On the one hand, this has left me unhampered by external influences, but on the other it has meant that there has been little research available to inform this project.

Thus, I began by integrating personal reflection with actual work on the project. The results can be found in my unpublished manuscript (Hasinoff, 1999). In that paper, I explore the client, the actual evaluation, reporting, future phases of the project, achievement of the Twenty Standards, recommendations for changes to the program, a consideration for adopting the process for use with other schools, and emerging trends and issues. It has now been three years since that study was written, and, as I read it, I am pleased by the circumvention of potential problems because of this study, but also amazed that several of the challenges identified continue to be challenges, even with two new schools. These will be discussed later in this study.

<u>Putting Current Evaluation Theory into Practise</u>

<u>Participatory Action Research</u>

Wadsworth (1998) states that "what 'drives' participatory actions...is our 'need to know' in order to bring about desired change" (p. 14). In the case of the Mexican evaluations, the 'need to know' element was the chief driving force behind the initial work, and that this knowledge would be utilized to effect change was implicit. However, Wadsworth continues, "...the 'researcher' becomes a facilitator of or an assistant to

the...group's own pursuit of their truth" (p. 12).The use of a variety of evaluation tools administered to a range of stakeholders did in fact elicit a range of truths, some disparate, some mutually reinforcing. All, however, stood out in the data collected.

Kemmis and McTaggert (1982) set forth a list of what they believe action research encompasses.[5] They envision it as an open coil consisting of recurring and evolving cycles, and, when represented visually, as a series of spirals that are interconnected yet dynamic. The work done with Cedros has proven this to be apt: The action plan which lead to implementation soon took on a life of its own as unpredicted (and unpredictable) factors began to affect the evaluation and growth of the English program. Coordinators quit. Funding was shifted. Upper administration and teachers resisted. Teachers quit. Time dissolved. Interest waned. The only forces that were truly consistent were the desire of the International Head (Rafael Sánchez) to achieve his personal goal of foreign program recognition, and the tenacity of the Canadian evaluation team to see the project through. Each time we made an on-site visit, interest in the work was renewed, and each visit was preceded and followed by a flurry of activity to fulfill the remaining Standards, some of which are in progress to this day.

Thus, as pure participatory research, the evaluation had many unanticipated limitations which kept it from being fully collaborative. Staff turnover proved to be one of the greatest deterrents to full participation by all stakeholders, because new staff[6] were forced by the day-to-day pressures of their work in a new setting to spend any extra time they had learning about the students and general operations of the school. This left little if any time for the Standards document preparation, reflection on the innovative process, or

even reading and understanding the Standards in their entirety. The constant staff changes

also put additional pressures on the International Head, who used valuable administrative

time to train new teachers and coordinators, and even to teach when classes were left

abandoned. Although most of the stakeholders had the best of intentions to grow and

change as the Standards work evolved, the daily pressure of unexpected events often took

precedence.

Does this mean that the evaluation as participatory action research was a failure?

Alderson and Beretta (1992)offer this view:

> The authors are aware that no evaluation can be wholly participatory or non-
> participatory, and it could be that some slippage in transmission between
> participation as conceived and participation as realised accounts for the
> acknowledgement... that some local teachers and co-ordinators may not have felt
> ownership of the study. (p. 59)

In the case of Cedros, there was a sense of lack of ownership by many stakeholders, but I

believe this was not because of a lack of interest or resistance to the project, rather, it was

a lack of knowledge and lack of dedicated time.

In a postscript, Alderson and Beretta question whether or not participatory

evaluation is "...the way to approach evaluations wherever possible"(p. 58). They query

the possibility that this approach could sometimes be "...rigid", (p. 58) and continue by

wondering if perhaps "...sometimes there is a clear need for empiricism"(p.58). In the case

of the evaluation of the Cedros project, there were clear limitations making it impossible

to acquire collaborative feedback in all cases.

I was only able to be on-site for a day and a half during that evaluation, and most

of that time the teachers were teaching, the students were in class and the parents were not

present. In order to access the most honest and open feedback from them that I could, I devised survey tools that were completed anonymously before my arrival except in the case of student and administrator interviews (see Appendices C, D, E, F). This resulted in the following unanticipated actions:

-Several of the teachers used the questionnaire sent to them as a partial forum for complaints unrelated to the intent of the questions asked.

-The return rate of the parent survey from the 9th grade students was extremely low; the only other grade partaking in the survey was the 6th, leaving the other 7 grades without opportunity for feedback.

-Parents of the 6th grade students used their survey forms as an vehicle for extolling the virtues of a very popular teacher.

-Only 16 of over 1500 students were interviewed, albeit randomly selected.

-The most surprising data came from the teachers; had I had an opportunity to speak directly to them, I think I might have obtained clarification of their comments and perhaps additional points worthy of reflection.

In sum, the theory of action research for use in this case was sound, but the reality of the limitations for the administration of the evaluation tools superseded all else. Thus, the research was somewhat participatory, and somewhat formative, somewhat summative and in general somewhat a mélange of approaches. However, it did prove to be effective regardless of the situation.

Using a Qualitative Approach to Evaluate the Evaluation

In November, 2000, it was decided that the evaluation team would again visit the

Mexican school in late January, 2001, providing the ideal opportunity to administer

evaluation tools in a blitzkrieg[7] fashion. To meet this end, the following qualitative and

quantitative tools (see Appendices C, D, E, F, G) were designed:

1. parent survey

2. teacher questionnaire

3. administrator interview

4. site inspection

5. student interview

The instruments were sent by e-mail to the school several weeks prior to the visit

in order that the administration might review them for suitability as the school is

constrained by its religious focus (this will be discussed later in the section on Mexican

Education) and administration, which consists of religious community members. None of

them was altered, and they were then either distributed as preparation tools (as in the case

of the administrator interview), or sent directly to those stakeholders who were to be

surveyed (as in the case of the parent survey and the teacher questionnaire).

The actual time for the administration of the evaluation tools was extremely

limited, and required intricate planning on the part of the evaluator. Surprisingly,

everything went smoothly, and all tools were administered and collected as planned (see

Appendix E). I was aware that this technique, referred to as the JIJOE model by Alderson

and Beretta (1996),[8] is often frowned upon by researchers advocating a more rigorous

participatory approach, but, again, constraints of time and distance forced this information

collection model.

Why was a qualitative approach to the evaluation undertaken? Mackay et al, in their language program evaluation in Bali (1995) state the rationale succinctly:

> The qualitative approach... is committed to studying a real-work programme as it unfolds, without interference or manipulative constraint. Evaluators get close to the programme and those who run it. They acquire an understanding of it as a whole, in its unique context, and through the eyes of those who participate in it, but seek corroboration for conclusions from multiple sources. (p. 315)

Even though the purpose of this study is to analyze the evaluation of a specific evaluation process, the intent remains the same as that stated above: it is evaluating a real evaluation which is entrenched in all stakeholders involved in that program.

Miles and Huberman (1994) list further strengths supporting the choice of a qualitative approach to evaluation. They maintain that "One major feature is that they (qualitative data) focus on *naturally occurring, ordinary events in natural settings*, so that we have a strong handle on what 'real life' is like" (p. 910). In emphasizing lived experience, they consider that qualitative data "are fundamentally well suited for locating the *meanings* people place on the events, process, and structures of their lives..." (p. 10). The evaluation of the Cedros project has been dynamic and appears to have affected the professional lives of all involved; thus, a qualitative evaluation is the natural means by which to assess its effectiveness.

Exploring Effectiveness

Love (1991) states that "effectiveness refers to the degree of correspondence between the actual outputs of a system and the desired outputs" (p. 96). He feels that an effective evaluation should answer the following questions:

1. Is this a good program?

2. How can this program be improved?

3. Is this program better than a competing program?

Love continues by commenting that "...evaluation questions are *value* claims" (p. 96), and that, in the case study approach to evaluation, administering outcomes measures repeatedly over the course of the program is commonplace. In citing Kazdin (1980), Love says that inferring the results of non-experimental case studies [such as the one being undertaken in this evaluation] can be strengthened by carefully monitoring the integrity of the program or by treatment intervention.

As there was no possibility in this particular project for a comparison design, and as the on-site time for administering evaluation tools was extremely limited, effectiveness had to be measured by rapid assessment instruments which focused on achievement of intended results. In this case, the questions in these instruments had to be carefully designed to elicit the right responses by asking the right questions. Attention had to be paid to avoidance of evaluator and administrator bias at all times, as the majority of the work on the program evaluation was the result of a shared vision between the evaluation team and the International Head at Cedros.

From the onset, it was the intent of the evaluation team to carefully monitor all aspects of the integrity of the program. Initially--and despite difficulties of distance-- documents required as indicators were prepared by Cedros staff and sent to the evaluation team at regular intervals. However, several unforeseen factors[9] intervened and continued to impede that process. Because of this, the submission of documents began to lag. The evaluation team had to employ patience and intercultural sensitivity in an attempt to

rectify this situation; this was likely also the case on the Mexican side. To date, several standards still require the submission of final documents[10] and, despite daily email communication with the school, few are forthcoming.

Monitoring and treatment intervention are integral to the nature of the evaluation. It was not anticipated initially that the evaluation team would have to serve not only as evaluators, but also as trainers; however, this need was evident from the beginning of the work on-site. Each time the team visited the school, a portion of their time was spent in staff development in areas pertinent to particular needs. As Mackay (1995) says,

> ...programme evaluation is not an experiment...it may require prolonged contact and several attempts to come up with a comprehensive account of a programme.... (it) is not achieved overnight. (p. 315)

He continues by remarking that "...the ultimate measure of the 'success' of an evaluation is the extent to which the findings are embraced and used to effect improvement within the programme" (p. 314). In his reporting on an EFL program evaluation project in Indonesia, Mackay notes that one of the primary goals of the evaluation team is to be able to leave behind a sense of intrinsic motivation by the staff to continue with program improvement based on benchmarks designed from the data and recommendations provided in the evaluators' findings.

It would appear then, that for an evaluation to be effective, it should leave a legacy of quality which would remain as a sort of template for program design and delivery to serve as a baseline for many years. The acknowledgement of quality provided by the evaluators at the completion of the evaluation would, then, serve as intrinsic motivation to everyone involved to maintain and even exceed that standard. For this to happen, at the

point of granting of full official program recognition, there should perhaps be a symbolic

cutting of the ties between the evaluation team and the program stakeholders.

This did not happen with the Cedros evaluation. In fact, while full program

recognition has been granted, two standards remain partially complete at this time,

although the school continues to access the assistance of the evaluation team through an

extended three-year contract. However, that project was the first and served as a test case,

and this point must be kept in mind while working with subsequent schools because the

evaluation team could otherwise get caught in a viscious circle of work involving new

evaluations, partially completed evaluations, and others which may never be totally

finished. This situation could be undermining to the entire process.

<u>Exploring Mexican Culture</u>

What is Mexico? Who are the Mexicans? How can we outsiders expect to work

successfully within that culture? In attempting to find the answers to these questions, I

have chosen to research areas of Mexican culture that I have discovered pervade my work

in private schools there. To do this, I have selected resources by several Mexican and

American authors, reading, reflecting, rejecting, accepting, and merging what they have to

say.

Knowing and understanding such a complex subject is a challenge, but this isn't to

say that investigating this area should be overlooked. Oster, in 1989, wrote the following:

> It's often said in jest that Americans will do anything about Latin America except
> read about it. After four years of working directly with Mexicans, I find that fact a
> lot more worrisome than I used to. It's particularly disturbing that Americans
> don't pay attention to Mexico, as I once didn't. (p. 15)

Finding materials about Mexico written from a Canadian perspective is also a difficult task, and even finding current materials written by Americans is not easy. The list of references following this study contains four books as well as an array of newspaper articles and pertinent websites. The synthesis which follows is based on those materials as well as personal experience, although my long-term goal is to continue to acquire documents and expand this reflection.

I have also chosen several websites as sources of the most current information.[11] It is here that I was able to learn more about Opus Dei, which is active in Mexico and whose members are owners of the School in which I have been working. I found a Canadian Government site on understanding the business culture in Mexico, others on Mexican education, and more on various elements of Mexican culture. Rather than analyze all of this in-depth, I have chosen to fuse what I find useful and present those findings in generalized terms.

However, I have concerns about trivializing these newly-acquired reflections because I am aware that researching the Mexico of today is a large assignment, and one which will require many years of investigation. Reference materials are filled with conflicting perspectives, and even conflicting information. That it is an emerging nation replete with challenges of illiteracy, income disparity, unemployment, malnutrition, crime, budget deficits, environmental challenges, violence, corruption, and racism is evident in all of the materials. But, there is also a positive side: Mexicans love their country, and:

...there is joy and laughter and love of children. There is artistic talent and hard

work. There is patience, and, most of all, an ability to endure. (Oster, 1998, p. 286)

Mexicans are not Canadians and they are not Americans. To Mexicans, Canadians are a relatively unknown group, and Americans serve as a negative reminder of Mexico's past failures.[12] Mexicans are unique, and their struggles to survive as a nation of 10% criollos (descendants of Spaniards), 80% mestizos (mixed Spanish/Indian blood), and 10% Indians has been a difficult one.

The poor of Mexico--those living at a subsistence level, and the majority of Mexicans--have little, and many live without basic amenities including sufficient nutritious food, water and electricity. They have questionable health care, little if any education, and often live in single rooms with several children. Many unemployed are forced to leave the villages which have been their families' homes for centuries in order to find new lives and work in maquiladoras (small factories) in the central and north part of the country, or as illegal workers in the United States. Others struggle to farm plots of land with little money for seed, and none for tractors and other modern farming implements.

One of the greatest promises of the Mexican Revolution of 1910 was land redistribution, but little has been shifted to the campesinos[13] since the 1930s when Mexico was lead by President Cárdenas, a mestizo with strong sympathies for the rural poor. During his six year term of office, he redistributed forty-five million hectares of land, but, despite later government rhetoric that this process would continue, it hasn't. And so barrios[14] have grown on the sites of old lake beds, in the city dumps, and on land that is desired by no one else. The campesinos find work--they have to, because there is

no social net to catch them when they cannot--but the work they find is often dangerous[15]

underpaid, and worksites can take many hours per day to reach.

Understanding Mexico and the Mexicans is a matter of reconciling the individual

with his culture. Fuentes (1997) sees it in this way:

> The greatness of Mexico is that its past is always alive.... Memory and desire both
> know there is no living present with a dead past and no future without both: a
> living present transformed into a living past. We remember here, today.... Mexico
> exists in the present, its dawn is occurring right now, because it carries with it the
> wealth of a living past, an unburied memory. (p. 216)

This section on Mexico is a brief introduction into an exploration of who and what

the Mexicans are. It contains little examination of consistent devastating economic policy,

the network of corruption that has pervaded society since the Conquest, the poverty that

consumes the lives of the majority; it's also missing the charm and warmth of the people,

the *abrazos* and *besos*[22] that define every arrival and departure, the excellence of

restaurants, hotels and mansions built for the rich minority and foreign tourists, and the

role of the arts in every facet of Mexican life. To begin to appreciate all of this, it is

important to understand the fundamental presence of the past in Mexico, and the

"...mutual responses of traditionalism and modernization..." (Fuentes, p. 37). This

involves garnering an understanding of the role of social and economic movements as

well as for the development of the modern state because the educational system is a

microcosm of the authentic Mexico of today.

<u>History</u>

Mexican history underscores the everyday life of every Mexican. As Rider (1989)

states:

More than 460 years after the Conquest (of Mexico by the infamous conquistador Hernan Cortés), neither the triumph of Cortés nor the defeat of Cuauhtémoc[16] has been property assimilated, and the repercussions of that bloody afternoon in Tlatelolco[17] continue to be felt. (p. 3)

Riding (1989) discusses the era before the arrival of the Spaniards, when Mexico was a region inhabited by many different indigenous groups whose rise and fall left a legacy of the ruins of city-states, gods that today are a strong influence in rural villages, and languages which are still spoken exclusively in remote parts of the country. He asserts that the destruction of many of those cultures wrought by conquering Spaniards is evidenced by the powerful art found throughout the country. Those conquistadors effected to subjugate the people through violence, and brought with them the horrors of the Spanish Inquisition, European disease, religious authoritarianism, and a lust for both the gold and the native women they found.

Riding (1989) continues, describing that soon, many of the indigenous peoples found themselves enslaved and destitute. Churches were built over their temples and two-thirds of the people died of mysterious European diseases. Corruption was rampant among the conquering Spaniards, and European feudalism replaced the Aztec empire. The majority of the Indians, constituting over 70 percent of the population, was forced to live remotely and continued a traditional lifestyle until the 1910 revolution which essentially did nothing to change their lives. Perched on remote mountain tops and in hidden valleys, eking out a living on inarable land, they barely survived.

Revolution was not a spontaneous concept, according to Riding (1989) but rather many attempts were made. Mexico had gained independence from Spain in 1821

following rebellions lead by, firstly, Father Hidalgo, and later, Father Morelos; both were executed before they saw their dreams realized. Mexico became independent, but was ruled by a constitutional monarch appointed by Spain. It was unofficially broken into latifundios,[18] which essentially dismembered the nation. During those 99 years, Mexico successively lost Texas, New Mexico, Arizona and California, and was invaded by both France and the United States--a fact which has adversely affected Mexican relations with the United States to this day.

Those years were also filled with insurrections lead by such notables as Santa Ana, Benito Juárez, and an unsuccessful 3-year revolt by Mayan Indians in the Yucatán known as the War of the Castes. Riding, (1989) states that dissatisfaction with the growing intensification of land amongst the rich,[19] the small middle class finally revolted because: "Given the fatalism of the Indians and the repression prevailing throughout the country, revolution could only begin in the middle classes" (Rider, 1989, p. 41).

The new Mexican constitution promised "…effective suffrage, no re-election of presidents, land reform and a strong sense of national sovereignty" (Oster, 1998, p. 98). In reality, since 1910 Mexico has been lead by a chain of increasingly corrupt governments, and, until 2000, all were elected from the Institutional Revolutionary Party (PRI). Mexican presidents are elected for a 6-year term, although it has evolved that they are instrumental in selecting their successors.[20] In all fairness, several presidents were true to the principles of the revolution, expropriating offshore Mexican oil reserves, and redistributing land (such as was done by Cárdenas in 1938). As Oster comments, though:

> Corruption, arrogance, bureaucratic inefficiency, and stupidity had squandered the oil, gold, and silver wealth that God had bestowed on Mexico. Education, housing,

and health conditions had improved since the disastrous, murderous days of the revolution. But conditions remained embarrassingly bad. People were hurting. The rich stayed rich, while the poor got poorer. The country was being run by a party elite of counterrevolutionaries. (p. 96-97)

It would seem that the ideas of the revolution had become distorted. However, it is easy to read versions of 20th century Mexican history written by outsiders--even though they may be well-informed and well-educated. To live as a Mexican in Mexico is perhaps quite a different story. It is here that we turn to another perspective, as written by a Mexican Nobel prizewinner, Carlos Fuentes.

In 1997, Fuentes addressed the future for democracy in Mexico. His book presents of a view of Mexico not only from the inside, but at a point in time almost 10-years after the works of Rider and Oster. His work is one of optimism:

> ...in Mexico... where authoritarian rule from the top has been the norm since the dawn of history, the appearance of a dynamic constellation of NGOs, agrarian co-ops, independent unions, women's movements, human rights groups, universities, neighborhood and religious associations, and volunteerism, brings true hope of democratic rule from below. (p. xii)

Fuentes discusses his aspiration for the future of Mexico, a Mexico which he sees as being on the one hand "relatively prosperous, relatively modern" (p. xiii), while on the other "...lack[ing] an economy capable of growing steadily and steadily creating employment" (p. xiv). His solution is this:

> The country has a profound, uninterrupted culture and a fractured, inefficient political and economic system. To infuse the values and continuity of the culture into the structures of the economy and the politics of Mexico will democratize all three and truly open the horizon, in the twenty-first century, of a new time for Mexico. (p. xiv)

<u>The People</u>

A discussion of Mexico would be incomplete without addressing the people that are Mexico They have been formed by thousands of years of unique pre and recorded history. For instance, Fuentes (1997) discusses comments made about Mexico by his friend, the Argentinian novelist Martín Caparrós. As he states it: "...The difference between Mexico and Argentina...is that Argentina has a beginning and Mexico has an origin" (p. 212). However, Fuentes continues that, "Our culture is inclusive. Why are our writers and artists so imaginative and our politicians so unimaginative?" (p. 212).

Each of the references on Mexico devotes sections to the Mexican character. Oppenheimer talks about the effect Cortés and his relationship with his Indian mistress, Malinche, have on the Mexican people even today:

> Mexicans were...descendants of conquistador Hernán Cortés and his Indian common-law wife, "La Malinche", a woman who quickly became his translator, guide, and most trusted advisor. But, far from a love story, theirs was a relationship that had begun with rape and ended with treason, and had left Mexicans with conflicting loyalties and searching for their true identities for centuries to come. (1996, p. 272)

In discussing this same influence, Oster (1989) says that Malinche's name is "...synonymous with betrayal of what is Mexican" (p. 229). Riding refers to the effect this has had on Mexican males, and what the term machismo really means:

> Just as the conqueror could never fully trust the conquered, today's *macho* must therefore brace himself against betrayal. Combining the Spaniard's obsession with honor and the Indian's humiliation at seeing his woman taken by force, Mexico's peculiarly perverse form of *machismo* thus emerges: the Spaniard's defense of honor becomes the Mexican's defense of his fragile masculinity (1989, p. 8).

Most sources on Mexicans discuss the mysterious, almost quixotic nature of the

people. In his chapter on *Unmasking Mexico*, Oppenheimer quotes a discussion he had in

the 1990s with Mexico's national poet, Octavio Paz. He quotes Paz as saying:

> Mexico was changing, although slowly, away from its culture of hypocrisy.... The
> masks that had long marked Mexico's national character were a product of
> oppression. The trend toward greater openness was beginning to tear them down.
> (1989, p. 275)

Riding (1989) also discusses those masks, declaring that there is a "...magical,

surreal air about the Mexicans that refuses to be captured.... When it is trapped by a

description, it disguises itself as a caricature" (p. 5).

Finally, the Mexican character has perhaps most succinctly been summed up,

again by Riding:

> At times, it seems as if the Spaniards took over the bodies of the *mestizos* and the
> Indians retained control of their minds and feelings. n the end, mind prevailed
> over matter. Most Mexicans are meditative and philosophical, they are discreet,
> evasive and distrustful, they are proud and consumed by questions of honor, they
> are forced to work hard but dream of a life of leisure, they are warm, humorous
> and sentimental and occasionally also violent and cruel, they are enormously
> creative and imaginative yet impossible to organize, they are internally set in their
> ways and externally anarchic.... (p.4)

Education

As the intent of this study is to explore the intercultural basis of an unusual

education project, the exploration must include education and the role played by religion.

Following the Spanish Conquest, education was place entirely in the hands of the Roman

Catholic Church, which provided education to the children of the Mexican élite. The 1857

Constitution guaranteed compulsory, free and secular education as an established

principle, although compulsory primary education was not enforced until the late 1800s.

The 1917 constitution banned the church from operating its own schools, and a

nationwide structure of state primary schools was founded. This continued despite

protests until the population explosion that began in the 1940s. The government struggled

to provide sufficient teachers to meet the needs of the rapidly expanding numbers of

students, and did so to an extent. However,

> While the state has achieved many of its quantitative targets, academic standards
> at all levels have suffered, and from a political point of view, even primary school
> education is no longer an effective instrument for inculcating basic national and
> moral values in children. (Fuentes, 1996, p. 234)

Inevitably, government cuts of support for education resulted in "…a parallel

expansion of private--often Church-run--schools… Today, few medium-level bureaucrats

would think of placing their children in a government school. Private schools have

therefore multiplied in residential neighborhoods…" (Rider, 1989, p. 235). However,

issues of quality remain, and the current move to provide English-language education has

resulted in the diminishment of "…the kind of nationalistic education still encouraged in

state-run schools…. Thus, … the need to find quality education in private schools has had

the effect of widening the cultural gap between the elite and the majority" (Rider,1989, p.

236).

Many Mexican schools are operated by Opus Dei, a Prelature of the Roman

Catholic Church[21] which began in the early 20th century in Spain and now has some

80,000 members worldwide. The official Opus Dei website presents information on the

educational and charitable thrusts of its organization, and emphasizes its not-for-profit,

arms-length involvement in all levels of private education. Schools promoted by Opus Dei

members include universities in Spain, Peru, Colombia, Mexico, Kenya, Rome, Chicago

and the Philippines. To my knowledge, in Mexico alone Opus Dei also has indirect

responsibility for over 50 private schools throughout the country. Most of these are

attended by students from wealthy families who are potential future political and

economic leaders.

What does all of this mean for program evaluation by a Canadian team in Opus

Dei schools? At this point, it has meant relatively little. At the outset, it was made clear

that there is some censorship of student materials and concern about student use of the

internet, although that has since changed. The schools have a strong religious focus, with

an in-house priest in each, and mass (and confession) offered to the students regularly as

are brief prayers at the commencement of each class. All school ceremonies include a

religious component, and school-wide masses are held outside at officious times. This has

called for some inter-religious sensitivity on the parts of both the evaluation team and the

stakeholders, as neither member of the evaluation team is a follower of Opus Dei.

However, Opus Dei members involved in the administration of the school have

had the vision to solicit and fund external evaluation of their English programs. During

this process, documents and school procedures have been laid bare, and criticism has

usually resulted in appropriate change. There was never a stated expectation that the

evaluation team be a part of the Opus Dei movement, or even of the Roman Catholic

Church. In fact, religion has never been mentioned directly. The reasoning behind this

remains another "Mexican enigma".

<u>Trends and Issues in Additional Language Education</u>

Thus far action research, qualitative evaluation, effectiveness, and Mexican

culture have been examined; all are aspects essential to the understanding implicit to the

program evaluation work which is the focus of this study. However, at this juncture it is

important to explore another significant element--that of language teaching methodologies

and associated professionalism--in order to support the work done on this project from as

many perspectives as possible. A program can be carefully evaluated by a knowledgeable

evaluator in a variety of ways and the results can be considered useful. However, in the

case of the Mexican program evaluation, to merely follow accepted evaluation principles

is not enough. I firmly believe that it is essential that the external evaluation team be

skilled in the intercultural arena and also be well-informed and experienced in ESL/EFL

theory and practise at all levels of both acquisition and age. I have therefore undertaken to

review this area and include my findings next in this paper.

The Shifting of Popularized Methodologies

The history of English-language teaching is a relatively short one. Certainly,

language training as an informal practice has been in existence since the beginnings of the

language, but distinctive instructional methodologies were not developed until the late

19th century. Prior to that, English had been taught in the mode of the classics--through

the Grammar Translation Method.[23] However, all of that was changed most noticeably by

the advent of World War II, when the necessity for students to function day-to-day in

various modern languages was exposed.

"Charles C. Fries of the University of Michigan had devised a methodology and a

linguistic model for teaching critical foreign language to military personnel" (Christison,

1997, p. 5). This system, termed the AudioLingual Method, was predicated on structural

linguistics and Skinnerian psychology in the new discipline of applied linguistics, and

focused on the development of speaking and listening skills. The method was quickly and

successfully adopted for teaching English, and the first major American ESL program was

founded at the University of Michigan in 1941.

> As other (English) programs... began to develop, their English language teaching
> methodology became greatly influenced by the grammar translation method, the
> audiolingual methodology, and the underlying assumptions surrounding these
> methods. Yet, there has been no general agreement among ... professionals as to
> which methodology to employ. In addition, the field of English language teaching
> continues to evolve as new methodologies emerge. (Christison, 1997, p. 5)

However, Brown (2001) refers to the constant search for new and improved

methodologies as "changing winds and shifting sands" (p.16). In discussing the waxing

and waning of methods even in a field as relatively young as English language education,

Brown suggests that a cyclical pattern is developing, with a new method emerging every

quarter century. Each "new" method, though, borrows tenets from those which preceded

it.

In the late 19th century, following the Grammar Translation and preceding the

Audiolingual Method, an approach which today is commonly known as "Berlitz" was

founded. Even though Gouin, and not Berlitz was the founder, the Series Method[24] gained

huge popularity for its naturalistic approach which involved oral communication and

teaching in the target language. Today, Berlitz Schools are found world-wide, and remain

popular for language training amongst highly motivated students in small private language

schools where instructors are native speakers of the languages being taught. However, the

method was generally dropped in the first quarter of the 20th century because of its weak

theoretical foundation, and the Grammar Translation Method returned as a the most popular teaching method.

As mentioned earlier, the Audiolingual (or Army) Method overtook the language training profession in the United States during the Second World War, and its firm grounding in linguistic and psychological theory initially made it popular. Not only that, it taught basic language more readily through conditioning, using sequenced structures with repetitive drill, limited vocabulary, and constant reinforcement of knowledge. Students were rarely exposed to their mother tongue in the classroom, error-free utterances were encouraged, and language manipulation over content was emphasized. However, the failure to teach long-term communicative proficiency and the emphasis on habit formation through over-learning eventually lead to a decrease in popularity of this methodology.

Under Chomsky's[25] influence, methodological trends shifted to a deep structure approach, and represented a complete departure from the rote and superficial learning emphasized under the Audiolingual Method. Cognitive Code Learning emerged as an amalgamation of the Audiolingual and Grammar Translation techniques, requiring students to learn though drills, with the addition of "...healthy doses of rule explanations and reliance on grammatical sequencing of material" (Brown, 2001, p. 25). However, students (and likely teachers as well) soon grew bored with the rote drilling and over-attention to cognitive rules, and the method became unpopular.

Then came the 1970s. This was the age of transformation in many areas of education and society in general, and ESL/EFL methodology also changed. Brown (2001)

refs to the "'Designer Methods' of the Spirited 1970s" (p. 24), and his title aptly

encompasses the new and unusual methodologies born during that decade.

Some, like the Community Language Learning[26] and the Silent Way,[27] have since

been marginalized to be replaced by what were considered to be the more enlightened

methods which emerged in the 80s. Others still remain, at least in part, and include

Suggestopedia and Total Physical Response. Suggestopedia was developed in Bulgaria by

Lozanov in 1979. He believed that "the human brain could process great quantities of

material if given the right conditions for learning, among which are a state of relaxation

and giving over control to the teacher" (Brown 2001, p. 27). The method is very specific,

and employs a classroom background of Baroque music, a very structured teaching

environment, and a variety of otherwise unusual teaching methods. It unfortunately

became a business enterprise, marketing promises unfounded in research. However,

elements of Suggestopedia are still employed in classrooms today, and the method has not

fallen into complete unpopularity.

Total Physical Response was developed by Asher in 1977 following the precepts

of the "trace theory" of learning which involved learning through association with motor

activity. Still perceived to be successful with beginning students, it sets a stage for stress-

free learning, although it heavily utilizes the imperative mode and does not assist the

student in graduating to a setting which involves more two-way communication.

The 1980s saw the emergence of Krashen's Natural Approach, a theory of

language learning still debated, and yet a popular method used even today. His tenets of

three distinct stages of learning,[28] advocacy of an initial "silent period", and heavy

emphasis on comprehensible input as speech emerges are still be adapted by language teachers worldwide.

Krashen's work lead to the method currently employed most universally--the Communicative Approach. The name is self-explanatory, and classroom practice involves notions of learner-centredness, meaningful tasks, learner engagement in communication and negotiation in the learning process, teacher as facilitator, and authenticity. However, elements of structures and ordering have also been included, harking back to earlier, seemingly discarded, methods.

The above offers a brief summary of the spectrum of language teaching methodology. Elements of many of these methods are still being employed in the language-training classroom in Mexico. One method in particular, the Communicative Approach, will be discussed at greater length later in this chapter.

Teaching English to Speakers of Other Languages as a Profession

In Mexico, as well in most countries where EFL has become an intrinsic part of the educational system, programs are often marginalized and EFL teachers receive second-class treatment. This has led to a call for professionalization by leaders in the field. Richards (2001) discusses the ideology of TESOL, declaring it to be an "autonomous discipline" (p. 216). In fact, as he states:

> L2 (second language) learning and teaching needs to be understood in its own terms rather than approached via something else…increasingly TESOL seeks to establish its own theoretical foundations and research agenda rather than being seen as an opportunity to test out theories developed elsewhere and for different purposes. (p. 216)

Richards continues by making a firm statement regarding the high level of

professional expertise and skill required to teach ESL/EFL. In sum, he says that "The

language teacher is not simply a consumer of theory, but is a generator of theories and

hypotheses based on his or her professional knowledge and ongoing reflection of

classroom teaching." (p. 217) Finally, he states that "successful L2 learning is dependent

upon effective instruction and the use of sound instructional systems" (p. 217).

In 1999, the TESOL newsletter ran a two-part President's message by Nunan,

which discussed language teaching as a profession. In defining what a profession is,

Nunan lists four criteria:

1. the existence of advanced education and training

2. the establishment of standards of practice and certification

3. an agreed theoretical and empirical base

4. the work of individuals within the field to act as advocates for the profession

His editorials analyze the relationship of TESL to the above four criteria, showing

areas of strength and weakness as they existed in 1999. While he expresses real concern

over the private language training industry, in general he shows that the TESOL

Association has addressed all of the four points, and has made inroads in the area of each.

He further states that TESOL's Forward Plan--its agenda for professional work into the

foreseeable future--continues to address each criteria, making specific efforts towards

strengthening the profession. In conclusion, in response to the question "is TESOL a

profession?", he declares that "The answer...is, It depends where you look!" (p. 3).

According to him, some language teaching institutions in different parts of the world fit

none of the criteria, while others are eons ahead. He aptly concludes that "It is up to us

who are committed to the notion of TESOL as a profession to identify and promote those practices around the world that are consistent with this goal" (p. 3).

Maley, a noted British TESOL leader and author, wrote an open letter to the profession published in January, 1992. His perspective is quite disparate from that of David Nunan, possibly given the different time and place of his writing. At any rate, his comments are humorously thought-provoking and make one re-consider the concept of profession as it is being applied to TESL. Take for example this point:

> I think we should be modest in any claims we make to 'professionalism'. We are not 'professionals' in quite the same sense as medics or lawyers. To take a military analogy: we are not any army of career soldiers, all equally well-trained, battle-hardened, well-equipped and committed. We are more like one of those marauding armies in 17th Century Europe with a core of highly trained and motivated cavalry, surrounded by footsoldiers of sometimes dubious reliability and a host of camp-followers bring up the rear. This may be a strength rather than a weakness since we are permeable to incoming talent." (p. 99)

Maley's comments about footsoldiers and camp-followers allude to the sometimes dubious hiring practises by profit-based private schools worldwide who require little if any TESL training (or even general teacher training) of successful candidates. Earlier in his letter he refers to this "...demand for teacher fodder (which) is expanding, perhaps even exponentially" (p. 98). What are the repercussions of this to TESL as a profession? The question is rhetorical, and at this point in time cannot be answered simply. However, Maley concludes by expressing hope for what he calls the journey towards professionalism: "We should continue to move towards professional excellence in whatever ways, however seemingly small, we can. Co-operation and interchange between sectors, and internationally, will be one way of achieving this" (p. 99).

Thus, we have seen two distinct--yet not disparate--views of TESL as a profession. On the one hand, Nunan strikes a chord for current and future professionalism as defined and advocated through the TESOL Association; on the other, Maley speaks about professionalism as an ideal which is currently unreachable globally, but which should always be considered a goal of TESL practitioners.

It is simplistic for those of us sitting in first-world countries where formalized teacher training--and specialized TESL training--is generally accessible to us to demand that our field be recognized as a profession because of the availability of that training, and that we be referred to as professionals. Undoubtedly, this can be done here in Canada either through legislated means or through the associational approach which will be discussed in the next section of this study. But, what of those hard-working, dedicated teachers working in situations where the academic and professional development support for their teaching is not available? Should their work be any less valued? Should they be marginalized by us when we complain of that very thing within our own working situations? These are all questions which must be considered, even though a consensus will never be reached. Perhaps, then, the issue of the professionalism of TESL is merely a matter of semantics, and ESL teachers everywhere should merely work together in supporting each other to do the best job possible as an informed, coalesced group.

The program evaluation which is a focus of this study represents an attempt to deal with many of these issues on-site in Mexico. According to the results of the Teacher Questionnaire (Appendix C), Mexican EFL teachers feel marginalized and unfairly treated in relation to their counterparts in the Spanish programs. Further, a review of their

curriculum vitae (stored in my personal files) shows that few have formalized TESL training, and fewer still have completed degree programs at post-secondary institutions. Because of this, the evaluation process early-on was extended to include relevant teacher development workshops, and schools administrators were encouraged, through discussions and by means of the written report in Appendix B, to re-consider the gap between the wage and working conditions of English versus Spanish staff.

The Emergence of Professional Associations

An important movement to create TESL associations arose as a direct result of the marginalization of ELT programs. It began concurrently in Britain, Australia, the United States (and slightly later in Canada) because: "with specialized training, materials, classes and programs, support from foundations and the federal government, a sense of professional discipline emerged" (Atalis and LeClair, 1991, p. 11).

While this quotation refers to initiatives which began in the United States, the case was similar around the world: Recognition was emerging for the teaching aspect of English language training for non-native speakers. Indeed, as early as 1964, a national TESOL conference was held in Arizona, and, within two years, the American TESOL Association[29] was officially formed, following in 1967 by IATEFL,[30] its European counterpart. In Canada, TESL Canada began somewhat later in 1978, and was soon followed by provincial affiliates including ATESL in Alberta. Australia came onto the language training scene during this period, with ELICOS (recently changed to English Australia).

Certainly, this list of associations is far from complete; Britain alone has at least

three others: The British Council (with a slightly different function), ARELS and

BASELT. Both IAELTS and TESOL have affiliates in dozens of countries around the

world, including MEXTESOL, which I believe was inaugurated more recently, although

several-mails to this association asking for that date remain unanswered.

With the formation of associations came what Alatis and LeClair (1991) termed a

"Quest for quality" (p. 8). Following the legal organization of those bodies (including

federal registration of constitutions and by-laws), conferences were organized on an

increasingly grand scale.[31] Following the model developed by TESOL, association

conferences featured keynote speeches by current leaders in the field, sessions on a variety

of topics ranging from research in the field to classroom practise, and a provision for

members from wide-ranging backgrounds to meet, discuss issues that affected them, and

form special interest groups. Conferences have also become a traditional base for annual

general meetings of the association, allowing participants to attend those meetings and

assert their interests as voting members.

In the past decade, many of these associations have taken firm steps toward further

professionalizing English language teaching through print materials usually provided to

members on a quarterly basis. In the cases of the major associations mentioned earlier,

these include newsletters and professional journals containing juried articles on a wide

range of current TESL-relevant topics. The larger associations have now become major

suppliers of literature specific to the field.

However, the thrust of the associations took a new turn in the last decade with a

focus on what I will term "regulating the language training industry". And industry it is,

earning many millions of dollars annually from international student tuition fees as well as through international student spending while studying abroad. The result of this has been the creation of a huge number of language programs in both the public and private sector, some of which offer programs of dubious quality, and which often hire unqualified staff, providing them with sub-standard working conditions. Concern has been raised for the image of countries permitting practice of this nature, and associations have sometimes stepped in, attempting to protect not only the name of decent language programs, but the industry in general as well. Mexico, too, is home to many such language schools, although there appears to be little regulation of them--or quality control--at this time. It seems to be up to each English school or program to undertake its own quality control measures.

What is the current status of this associational movement? The following chart illustrates the results of a survey of major associations:

Figure 1. TESL/TEFL Associations and Self-Regulation to Date

Assoc.	Year formed	Self-Regulation						
		Stnd'ds	Ethics	Tcr Acc.	Prog Acc.	Best Prac.	Tcr Trng Acc.	Site Insp.
ATESL Alberta	+1980	X	X	X		X		
TESL Can.	1978	X		X				X
TESL ONT.	1972	X		X	X		X	
BC TEAL	1977			X	X	X	X	
TESOL Int'l (U.S.)	1966	X		X	X			
ELICOS Aus.	1987		X	X	X	X	X	X
British Council	1935					X		X
MEX TESOL	N/a	none						
IATEFL Int'l (Europe)	1967	none						

Key: Stnd'ds =Standards, Prog=program, Prac.=practice Acc.=accreditation, Tcr.=teacher, Insp= inspection, Int'l=international

From information on the table, it is interesting to note the efforts that have been

made to regulate and professionalize ESL/EFL programming and instruction. There is

also much discussion in the literature with regard to the move to self-regulate language

training. Genesee (1994), former TESOL President, states it this way:

> ...the question I have just identified[32] (as well as others) touch on very real issues
> that affect the education of ESL students and the professionals who serve them. If
> we are to have a voice in how these issues are responded to, we must become
> involved in the development of standards. In our absence, others will make
> decisions that will affect us and our students. (1994, p. 3)

He continues with two other noteworthy points. First, we (as ESL/EFL specialists)

have the expertise and ability to work collaboratively to "...better ensure an effective and

comprehensive education for TESL students" (p. 3) and second, "...standards are

essential for the professionalization of ESL as an educational discipline and the

advancement of our association"(p. 3).

In 1996, Murray, another former TESOL President and acknowledged leader in

the field, stated that:

> I believe it is essential for TESOL... to be responsible for setting professional
> standards for the profession. Just as doctors establish standards of practice for
> their profession, so too should we take the initiative on standard setting. We can
> ensure that standards are not just used to hold us and our students accountable, but
> also the organizations for whom we work and the legislators who formulate
> policies about language education. (p. 3)

She concluded by stating adamantly that "Our standards should support the work

of teachers, providing a voice that argues for their professionalism and advocates for

quality education in our different settings" (p. 3).

In Mexico, there is an awareness of a need for standards and professionalization,

but there is no obvious concentrated move in this direction. MEXTESOL, according to

my discussions with Jorge Obregón, English Head at Instituto Chapultepec, offers quite

different member services. There is no professional journal or regular newsletter, although

an annual conference is held every fall, and there is an association website. According to

Obregón, members express dissatisfaction with the conference, however, saying that it

provides a venue for book publishers to sell their goods through workshops they provide

highlighting new materials available to Mexican schools. If what I have gathered is

correct, then the movement begun by many associations to actively promote

professionalism in language training has not yet reached Mexico. Further, membership in

the American-based TESOL Association is not popular at this time in Mexico, and its

work done on professionalization and ESL/EFL teacher training is resultingly little-

known.

The Standards Movement

Myers, in writing about her work developing adult ESL program standards for

ATESL, states the rationale for the Alberta-Learning funded project: "Given the current

economic and political climate, it is not surprising that the words quality, accountability and

standards have become central to our discussion of adult ESL education" (1999, p. 77). She

continues, saying that all stakeholders in ESL education "...stand to benefit from the

development of standards that will deepen our understanding of what constitutes quality in

ESL programming and strengthen our efforts to achieve the best programming possible" (p.

76).

Murray (1996) discusses what she sees as a need to "...avoid chaos and high cost

to both our students and ourselves as educators. We need standards for the content of our

programs, for the quality of our programs, and for the education of our teachers" (p. 3).

Cloud et al (2000), in discussing the language program standards from the

perspective of K-12 bilingual education consider that:

> Teaching in programs without standards is like traveling without a road map and a
> clearly identified destination--you have no way of know where you are going and
> you certainly do not know when you have reached your destination.... (p. 10)

The authors continue, asserting that not only must there be standards, but that those

standards must be understood, accepted and implemented coherently by everyone

involved.

Byrd and Constantinides (1991) express concern about the lack of power

professional associations have to enforce standards. Further, they express concern about

systems of accreditation review. They fear that reports will be produced resulting in little

change, although they acknowledge that, in the self-study concept developed by TESOL

et al, the process is to be at least as important and the product. Playing the devil's

advocate, they register a

> ...genuine cause to fear that this use of only the reporting portion (to signal
> overseas advisers that these were high quality programs)...could easily lead to a
> rush to prepare self-study documents of doubtful worth as program administrators
> seek special mention or commendation of their programs in publications that list
> ESL programs." (p. 21)

While the work in Mexico being focused on in this study is neither a self-study nor

an accreditation review, the evaluation team wrestles constantly with the desire of the

school to achieve early recognition for marketing purposes on the one hand, and the need

for the program to achieve all Twenty Standards (see Appendix A) fully on the other.

There is no easy answer, and it is here especially that intercultural sensitivity and full

knowledge of ESL/EFL theory and practise are important.

Standards have been developed by several associations as noted in Figure 1.1, but

not all of those standards have reached the stage of implementation. The Alberta

standards are a case in point. In other situations, standards have been designed at great

expense to the associations and/or funders,[33] yet they can take years to implement (if they

are ever implemented at all). The chief problem is the absence of enforcement

mechanisms to ensure programs comply with standards. It is here that the work with

Cedros has its advantage: The school is paying for assistance in achieving set standards

within a specified time frame, and with a definite goal.

In Canada, a fairly effective approach to this problem has been implemented by B.C. TEAL through its approach of program self-study reporting to a central body. B.C. TEAL has determined that, if it accepts the results of a report, the name of the successful candidate will be published in a registry of accredited programs, which is also made available on its website. The work of B.C. TEAL, then, is to promote its process and its list of accredited schools so that being accredited by them B.C. TEAL eventually become a desired condition. In discussing issues arising from self-study and self-regulation for ESL programs, Byrd and Constantinides (1991) observe that "...[while] membership is voluntary,... the status of being a member has become so important that institutions and programs submit to the changes required by the accreditation associations" (p. 33; 44). However, the success of self-study also hinges on the calibre of the ESL/EFL professionals involved, and I would hesitate to suggest such an approach in a country such as Mexico which only recently began to offer quality EFL teacher training programs.

In Australia, ELICOS has taken a similar stance, although, it has designed adherence measures for programs after they have been accepted into their association. These involve annual on-site inspections to ascertain compliance with standards, and the potential for discipline by the association in the cases of programs which do not maintain those standards. ELICOS has also become a huge joint-marketing body for Australian language training programs, and non-membership is a detriment to the success of language schools (In this case, business success implies student numbers and accompanying tuition fees). ELICOS is currently the world-leader in English language

training, and the evolution of the association's model is being carefully observed by other groups.

The British Council, in conjunction with ARELS and BASELT, has designed ESL program standards similar to those of ELICOS. These involve self-study, regular inspection, and the other elements mentioned in the previous paragraph. Language training has become a huge industry in Britain, and British Council schools can also be found around the world.

Mexico again lags behind with respect to designing and following standards for language programs. However, this has been to the benefit of the evaluation work discussed in this study, because many bilingual schools truly want to be recognized for their quality program offerings. As Obregón, the Head of the English Department at Instituto Chapultepec, states: "We want program recognition okay, in order to ensure that we are working proper[sic]" (January 26, 2001, p. 2, personal files).

The concept of placing all of the elements of a language program beside a standards template is not without accompanying concerns. As stated by the same Head:

> ...At the beginning I was afraid. I want to be really honest, I was afraid to start the program, but after emailing the first document and I got the feedback from you, I started to feel more and more confident. So, at the beginning it was not easy for me to start but after that and with the communications we've had by email was different for me but now after you've stayed here for three days talking to you personally, believe me, I have a clear idea. (January 26, 2001, p.3, personal files)

What has happened is that Mexican schools which have sufficient financial support to look abroad for validation and support, are doing just that. The concept originated with one Mexican language educator, and is gradually spreading to others. What the future will

bring is uncertain, but it is my personal dream that MEXTESOL will be able to evolve to

a stage where it will become involved in adherence to standards and program

accreditation so that EFL in Mexico will not need evaluation and recognition from

outside, and so that EFL teachers will be regarded as professionals within their own

national boundaries.

<div align="center">English as an International Language</div>

The final stage in integrating research to provide the theoretical underpinnings to

the exploration of intercultural program evaluation in Mexico is to review the literature in

the field of English as an international language. The unique impact of English as an

international language[34] teaching on both students and non-native English speaking

teachers first became evident to me when I began the EFL program evaluation project in

Mexico City in 1998. Early-on, I realized that some of the praxis which I had eagerly

taken to that undertaking was in fact what I came to distinguish as pedagogical

imperialism. Elements of the theory and practise which I had been involved in promoting

and practising here in Canada proved to be foreign and unworkable in that distant setting.

Since that epiphany, I have attempted to explore and define the fundamentals inherent in

my sometimes faulty assumptions in order to more clearly understand the issues so that I

might make this project more beneficial for all involved.

The Global Spread of English

In order to fully understand the scope of EIL, it is necessary to explore where the

dominance of English began. Two distinct time frames and influences emerge from recent

literature on the international origins of English. During the first period, at the onset

English represented hegemony and linguistic imperialism. However, in this latter period, the role played by English has become much more that of a tool for international communication, and it is no longer as strongly associated with particular superpower countries as it had been previously.

In examining the rise of English, it is necessary to look back to the late Middle Ages. At that time, papal reforms formally recognized that heaven on earth was a political reality, and acknowledged empire as a sacred entity.[35] Later, through the Renaissance and Reformation, individualism and the accumulation of individual wealth were recognized as a sign of divine favour and moral superiority over poverty and lack of self-discipline. Hence, European nations rushed to build networks of subjugated nations. Britain was not alone in her hegemonic ventures; France, the Netherlands, Portugal, Germany, Italy and Spain all vied for the spoils of worldwide conquests. As a result, each spread its mother tongue and culture to distant corners of the earth as it extracted riches from the soil of the conquered.

Why did English in particular arise from that era as the international language? At the risk of over-simplifying colonial history, it should be noted that English was essentially only a minor language in 1600--other major European languages were of equal if not greater importance. Britain, however, eventually peaked as a political power in the nineteenth century, a fact this was accompanied by the Industrial Revolution which essentially began on British soil and resulted from British engineering.[36]

Perhaps had that been all, French, or German or Spanish might have prevailed as the dominant world language. However, the United States emerged as the leading

economic (and later political) power in the twentieth century. David Crystal (1997) states

it this way: "It is the latter factor which continues to explain the world position of the

English language today (much to the discomfiture of some in Britain who find the loss of

historical linguistic pre-eminence unpalatable)" (p. 53). In fact, as Crystal further points

out, nearly 70 percent of all English mother-tongue speakers in the world currently live in

the United States. Thus, English claimed its place of dominance in the international

political, economic and cultural marketplace, although that English had evolved from

what ethnocentric British purists would have considered to be proper English to

contemporary forms which will be discussed later in this section.

Many academics speak in harsh terms of the role English has played

internationally as a result of its colonial beginnings. Researchers like Rourke (1995) talk

about white domination, while Smith (2000) discusses the role of English as an élite

language, and as a bulwark against the communist threat of the mid-to late 1900s. Chaika

(1994) exhorts that "…it is arrogant to expect that of the 5000 or so languages on earth,

everyone should speak to us in our own (English) and no other" (p. 56). She continues,

referring to "…the 'time-honored' circumstance that the vanquished lose their language"

(p. 63), and cites the disappearance of Celtic in England as a prime example.[37]

It might be expected that during the post-colonial period, a time when Britain's

possessions were pulling away from her dominant central authority, English would

diminish in importance and usage. However, as Canagarajah (1999) points out in the case

of Sri Lanka:

> …the persistence of English … is quite significant; what is remarkable is not that
> Tamil is gaining power, but that English still has so much currency in Jaffna.

>There is an ironic reversal of roles here: amidst powerful forces of Anglicist reproduction during the colonial period, there was a vibrant tradition of vernacular resistance; in the post-colonial period, in subtle ways, English resists the militant vernacular nationalism. (p. 71)

Canagarajah goes on to note that English persists in Sri Lanka for a variety of reasons: the survival of the Tamil community is dependent on international lobbying and funding (requiring the use of English), Tamil refugees find a need for English in their diaspora from the centres of fighting, and English is essential in communicating with those who have left. Taken globally, this case can be transported to many former British colonies: African nations labouring under shifting political ideologies and leadership, and even Hong Kong, which has not lost its need for English as it persists as a major Asian (and world) economic centre.

What, then, have been the results of this persistent and even continuing expansion of the English? Skutnabb-Kangas (2000) writes at length about what she calls "linguistic genocide." As she states it, "When Britain no longer rules the waves, the English language does--it is in economic terms more precious than North Sea oil" (p. xii). Her concern is thus that "...the future looks grim--if things continue, we may kill over 90 percent of the world's oral languages in the next 100 years" (p. ix).

In discussing the global shift in power and control which effects language mortality and English ascendancy, Skutnagg-Kangas expresses concern for the changes which she sees in what she calls the "neo-neo colonial" (p. 439) period. For example, she sees "...the brain drain from other parts of the world to...especially Britain and the USA..." (p. 440). Not only do students leave their countries to study in this English

environment, but "...fewer than 20% of students from China and Bangladesh enrolled at overseas universities returned home after their studies" (p. 441). On a final note, Skutnabb-Kangas comments on the current move to globalization and its effect on linguistic death as follows: "What I loosely call 'the "free" market response' inherent in the present phase of globalisation has been centralisation, homogenisation, monocultural 'efficiency'--and the consequences for linguistic diversity have been and are disastrous" (p. 468).

Others see different--more positive--results from the dominance of English in the world marketplace during this post-colonial period. In many cases, English has been adopted as the common official language of emerging nations, because, as Chaika (1994) says:

> Many modern nations have been forged from disparate groups or tribes, all speaking radically different languages, all having a stronger commitment to those languages than to their governments or other peoples in the new nation. Yet official languages are needed both for government and education. (p. 70)

Brown (2001), further, notes the increasing use of English as a tool for interaction among non-native speakers. He remarks that the expanded usage has gone beyond that of a mere instrument for understanding and teaching American and British cultural values; rather, he recognizes that English has become a "...tool for international communication in transportation, commerce, banking, tourism, technology, diplomatic, and scientific research" (p. 118).

Finally, in contemplating earlier reflections by Fishman, Phillipson (1992) says: "Fishman...asked whether English...would continue to spread as a second language the

world over, as a benevolent bonus or creeping cancer of modernity" (p. 11).

Linguistic Imperialism—Does Ethnocentrism Still Prevail?.

> Native speakers would seem to have it as their duty to create less than a
> welcoming linguistic atmosphere of global communication based on English, as
> they feel compelled to maintain the highest standards of excellence for a language
> of which they are the sole living protectors, standards that have a lot to do with
> nation, gender, class.[38] (Willinsky, 1995, p. 140)

Many academics have written extensively about the negative effects of linguistic

imperialism in a host of scathing works on the subject. Their rhetoric is unbounded, and

phrases like Willinsky's are emotion-charged. Some, like Phillipson (1992) and

Canagajarah (1999), have prepared major and thought-provoking articles and books on

the subject. This is not to say, however, the two entirely agree: Canagarajah expounds at

length on his well-founded concerns resulting from the colonial domination of English

over Tamil and Sinhala. He offers thought-provoking solutions that would be of mutual

benefit to both "his people" and those with whom they come into contact.[39]

Phillipson, on the other hand, is harsh and unremitting in his treatment of the

subject. He speaks of the necessity for multilingualism in former colonial countries, yet

bemoans their seeming reticence to adopt such a policy. The following quotation from his

book Linguistic Imperialism (1992) shows how strongly he feels about this subject:

> English is indeed an official language in the countries in which nearly 60 per cent
> of Africa's population live. But, as in many other periphery-English countries,
> only a minute proportion of the population actually speak English. This aspect of
> the multilingual African reality is obscured by the term. The language of power
> (the language of the former colonial power) is referred to, and the powerless
> languages, even those with large numbers of speakers, are passed over in silence.
> (p. 27)

He further writes about what he has called linguicism, a term adopted throughout

the literature on linguistic imperialism of the 1990s. He clarifies it as follows:

> English linguistic imperialism is one example of *linguicism*, which is defined as ...ideologies, structures, and practices which are use to legitimate, effectuate, and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language.... (p. 47)

Pennycook (1998), writing from the perspective of his experiences in Hong Kong,

concurs with Phillipson on the overwhelmingly negative repercussions of linguistic

imperialism. He cites numerous examples of ethnocentric articles supporting the

superiority of the English language, and all are written by native speakers of English. Here

is one:

> It is the enormous and variegated lexicon of English, far more than the mere numbers and geographical spread of its speakers, that truly makes our native tongue marvellous--makes it, in fact, a medium for the precise, vivid and subtle expression of thought and emotion that has no equal, past or present. (Claiborne, 1983, cited in Pennycook, p. 144)

Had this been written during the colonial period, it might just be possible to overlook its

strongly ethnocentric flavour. But, it has been published during the second half of the

twentieth century, and is not the only statement of its kind to be found in the literature.

What conclusion, then, can be drawn from all of this? Pennycook (1998) sees the

solution to the problem of sustained linguistic imperialism not to be discarding the

language of the colonizer, but rather speaking out through that very language. In his

words:

> We need to work in and against English to find cultural alternatives to the cultural constructs of colonialism; we desperately need something different. But unless we can work alongside each other both to dislodge the discourses of colonialism from English and to generate counterdiscourses through English, colonialism will continue to repeat itself.... (p. 218)

Phillipson has his own solution. In 1996, he writes about promoting the development of indigenous languages so that they can be harnessed democratically--and not in an ethnically divisive way--to the process of nation-building. He continues, however, by saying that "It does not involve saying farewell to English but 'reducing English to equality'..." (p. 162).

Canagarajah (1999) outlines a somewhat different approach to moving beyond linguistic imperialism, although his solution is neither straightforward nor simple. While he feels that English cannot be readily understood in terms of its interconnectedness to first language linguistic traditions, he also believes that it is not realistic to abandon English in order to be faithful to indigenous traditions either--the two are far too deeply intertwined. Rather, he sees it as a matter of appropriating the second language (English), and absorbing parts of it into the vernacular (in his case, Tamil). The result of this would be a reconstituted language that could be used to "...bring about the creative resolutions to ...linguistic conflicts sought by ...others in the periphery" (p. 2).

Willinsky (1995) recommends a different solution: He believes that students must be informed, and that both they and their teachers need to reflect on what he sees as the desire of English-language educators to "...dominate the globe" (p.134). Willinsky feels that this idea "...is meant to extend the work of progressive educators busily engaged in developing global multicultural, and anti-racist curriculum initiatives" (p. 135). But, this is not all--he purports that students should have both language and intellectual rights, with both being provided for in the curriculum. He feels this is critical:

> ...because they have ...a right to know what has brought them to this linguistic juncture, what sort of history they are living out through these first-and second-

language lessons.... They need opportunities to draw connections, make inferences, explore and articulate positions.... There is no understanding...of languages in the world today without a sense of linguistic imperialism, now and in the past. (p. 136).

Thus, we have four academics who agree on the existence of and destruction wrought by the linguistic imperialism which accompanies the spread of English globally. However, each has a different resolution to offer based on his unique experiences both teaching and learning English in the periphery.

Another aspect of linguistic imperialism also appears consistently in the academic literature: English as a world commodity. That English has been commodified, and that ELT has become a mammoth international industry cannot be disputed. Phillipson (1992) dedicates a full chapter to the subject, aptly naming it *ELT: Taking stock of a world commodity.*

A further element of the ELT industry not to be overlooked is the associated publishing business. Books such as those listed in the references to this study represent a very small percentage of materials published by Centre countries for use both internally and externally. By far the largest proportion of ELT publishing is encompassed by the publication of textbooks, teaching materials and most recently Computer Assisted Language Learning(CALL) software. These, too, pose a huge imperialistic threat to emerging nations, a fact which will be discussed later in this study.

Thus, academic discussions of the role English has been playing as a world dominator can realistically be relegated to the backroom in the face of the power of economics. Harmer (2001) writes in the British-based IATEFL Newsletter on the subject

of what he calls language fascism. Rather than expounding on the horrors of linguistic

imperialism as has already been done at length, Harmer comments that

> ...the issue that confronts us now is not so much the spread of English... but the
> overwhelming power and influence of multi-national companies who roll over
> local art, culture and cuisine far more effectively than any modern language can
> do. (p. 4)

Whether or not English has retained its flavour as a language of the élite and

whether or not its teachers are evangelistic are moot points when those issues are

confronted by world finance and the power of multi-national companies.[40] At this

juncture, all evidence points to the continuation of English as the world language, and

ELT professionals can debate the potential for linguistic and social destruction of

periphery nations ad infinitum, but it would seem that English will move forward

regardless.

<u>English as a World Language</u>

Given that English is generally accepted to be the world language, the question

arises again as to why English has reached this most-favoured pedestal. Nunan (1999-

2000), talks about the spread of English: "...with globalization, and the rapid expansion

of information technologies has come an explosion in the demand for English worldwide"

(p.3). He further comments that

> ...diversity reflects the global spread of English as the language of trade and
> commerce over several hundred years--a trend that has been accelerated by
> globalization, the growth of technology, and the place of English at the heart of
> popular culture. (p. 3)

Bowers (1986) of the British Council in London, speaks earlier of how he

perceives the necessity for English globally: "...we react to a grown and growing universal

demand. English would spread even without the efforts of agencies like my own to stimulate and support that growth. English is the second language of the world" (p. 298).

Warschauer (2000) talks about the rise of informationalism, a term he uses to refer to the new global economic order. He discusses the growth in information-based employment and the need for English in all fields; that English could range from advanced, higher level language for symbolic analysts, to basic communication for service workers. English is needed as never before. Warschauer, however, doesn't stop here--he goes on the analyze the need for English in the rapidly expanding field of technology:

> The rapid development and diffusion of ICT (information and communications technology) is both a contributor to and a result of...broader socioeconomic changes...and it affects the entire context and ecology of language teaching today. (p. 520)

This leads to the question of the variety of English being used in international communication. Warschauer (2000) states that "...a rejection of Anglo-American English is also emerging in what have traditionally been thought of as *expanding circle countries*... as they become integrated into regions where English is an L2" (p. 513). According to him, the language of the colonizers simply does not work when second[41] language speakers are communicating with other second language speakers. For instance, the social conventions implicit in source English (a generally accepted term applied to the use of English by native speakers) are simply unnecessary in such settings. What has gradually evolved from the American and British models is what is termed international English, a standardized form of communication which has adapted itself for mutual intelligibility globally. Additionally, a host of world Englishes has developed in localized

regions, each projecting the unique identity and values of a distinct group of speakers. Many EIL-users are multidialecticals in that they can speak many forms of the language, adapting their usage to specific situations.

Crystal (1997) reiterates many of these thoughts, adding a few of his own. His belief is that English has risen since the 1950s to the status as the primary world language, as no other language has ever done before. He states that over 70 countries have granted English special status, this being far more than any other language has achieved. Other countries (100 according to Crystal) have made English a priority in foreign-language teaching regardless of its status, making it the most widely-taught language in the world. He estimates that by the end of the twentieth century, between 1.2 and 1.5 billion people will be fluent or competent in the language.

Crystal hypothesizes that English has risen to this status because of the close link between language dominance and power. Further, he sees English having achieved a strong power-base, and as having been able to make progress as an international medium of communication. He is clear in stating that English is not a paragon because of some elusive claim to the superiority of its structural properties, but rather that English has achieved primacy in the same way as did other dominant languages--through the political power of its people. Crystal stresses that that hegemony was initially exhibited through military might. However, he theorizes that the language continued to spread because of the economic power which later replaced that military supremacy. This was due to the combination of twentieth century economic English developments and the new communication technologies. As Crystal (1997) states: "Any language at the centre of

such an explosion of international activity would suddenly have found itself with a global status. And English...was in the right place at the right time" (p. 8).

How is English used so widely around the world? Communications and business have already been mentioned, but Crystal (1997) dedicates over half of his book to descriptions of the many other widespread and generally accepted uses of English. These include: international relations,[42] the media, advertising,[43] broadcasting,[44] motion pictures,[45] popular music,[46] international travel,[47] and international safety.[48] This list is by no means exhaustive, and even it holds many surprises. Indeed, English is everywhere.

Modiano (2001), in discussing the international role of English, makes this statement: "The global village is being constructed in the English language, as are the information highways.... Individuals who desire or need to participate in the international movement will be rendered incapable of doing so without learning English" (p. 341). He expounds on where English has spread, including all areas mentioned by Crystal, and adds that, in many of these fields, English is a requirement for participation. Moreover he explains that, even though many cultures have lost distinct identity due to the imposition of the language (particularly in non-Western countries), and that exploitation has often been a negative result, "...access to the information highways and to the economic developments made possible through co-operation with the West can have a beneficial impact on these cultures" (p. 343).

Judging from the literature on the expansion of English, which spans more than two decades, it would appear that early forecasts of English spreading to a global proportion are now validated, and that spread is still gaining in momentum. The world

wants a common tongue. At the time of writing this study, it would appear that that

tongue has become EIL: an EIL which is simply a utilitarian communicative tool, and

which, in its idealized form, allows nonnative speakers to retain their mother tongue and

its implicit culture.

<u>Culture</u>

Since English is widely acknowledged as being dominant in the field of

international languages, it is important to analyze its effect on cultures worldwide.

Prodromou (1992), in writing about this subject in relation to his work in his native

country, Greece, says this: "The international dimension of English language teaching has

not only become difficult to ignore, but offers ELT a potentially more significant role than

traditional ethnocentric views of the language as a peculiarly Anglo-Saxon entity would

have allowed" (p. 39).

He cites the increased academic writing on the cultural element of ELT as a

symptom of "...wider social, political, and technological development..." (p. 39), and

emphasizes that the increased mobility of people and intercultural contact through modern

communications and international organizations have heightened a sense of "...common

global destiny..." (p. 3). He sees English as the medium of communication, which places

on it the responsibility to "...mediate a whole range of cultural and cross-cultural

concepts, to a greater degree than in the past" (p. 3).

In attempting to explain how they arrived at a suitable cultural mix in their books,

Adaskou, Britten and Fahsi (1990), write about a new series of ELT textbooks they

produced for the Moroccan Ministry of Education. The authors discuss culture from a

different perspective,[49] looking at the aims of Moroccan students in learning English[50]

followed by what they call their "Motivation or alienation" (p. 7). They express fear that

students will grow discontented with their own material culture as a result of learning

about other, richer, cultures; however, their greater concern is that of the negative role

models provided by Western ELT texts. Their resolution is to de-Anglo-Americanize

English by situating lessons in Morocco and adopting an Anglo-American hybrid as the

language standard, thereby reducing the threat to local culture.

Others, like Canagarajah (1999) of Sri Lanka, take a different stance. He discusses

what he terms the centre versus periphery debate. As he explains it, "'Centre' refers to the

technologically advanced communities of the West which, at least in part, sustain their

material dominance by keep less developed communities in periphery status" (p.4).[51] In

looking at the massive educational materials industry, Canajaragah makes the following

statement:

> (The) dependency on imported products has tended to undermine the alternative
> styles of thinking, learning, and interacting preferred by local communities.
> Beyond this...every new method sold to periphery institutions is a drain on limited
> education budgets, which may be further depleted by the cost of paying centre
> experts to retrain the teaching cadre. In these ways, the intensive promotion of
> centre methods helps to draw periphery communities ever deeper into a vortex of
> cultural, financial, and professional dependency. (p. 104-5)

With regard to local culture in relation to the domination of EIL, Canagarajah

says:

> The notion of *hegemony* articulates how the dominant groups are always involved
> in building consent to their power by influencing the culture and knowledge of
> subordinate groups. From this perspective, cultural hegemony is an ongoing
> activity...that can always be met by opposition. This perspective augurs well for
> developing strategies of resistance. (p. 31)

In that statement lies the crux of his book aptly entitled <u>Resisting Linguistic Imperialism in English Teaching</u>. His thesis is that centre methods can be appropriated to different degrees in terms of needs and values of the local communities. He exhorts peripheral teachers to learn to adopt creative and critical instruction practices so that they can develop pedagogies suitable to their communities. For him, the strategies employed by the Tamils in facing the necessity for learning some English "…are the strategies by which the powerless carve a niche for themselves in the face of historical forces" (p. 76). He sees that the resistance and appropriation of English is currently finding "…fresh impetus in post-colonial communities" (p. 77).

Thus it can be seen that the linguistic imperialism of English and the language's acknowledged ascendancy to being the international language has indeed had profound effects on culture in emerging nations. However, that this has gone unnoticed and that nothing is being done to stop it is not true. In the case of Morocco, curriculum and materials are being created to offset the negative influences perceived in centre textbooks and methods. In Sri Lanka, the language is being appropriated and altered so that the effects on that society at large are lessened. In Greece, a different approach is being suggested. Prodromou (1988), a bicultural, bilingual EFL teacher in Greece writes as follows:[52]

> Given that English will be the dominant international language for as long as western culture, science, and technology dominate world markets, then what we as teachers can do is to recognize the rich and varied uses of English on both a global and a local scale, and, wherever possible, to make pedagogic capital out of languages and cultures in contact. English is a useful starting point for increasing learners' awareness of systems of communication as algebra or the label on a tin of (imported) baked beans. (p. 83)

The term culture seems to be used freely and unclearly throughout the literature. What indeed is meant by this word? McKay (2000) considers culture itself to be a social construct and, with regard to language learning, outlines her thoughts on the teaching of language and culture: She recommends that a sphere of interculturality be established in the classroom setting,[53] and that culture must be presented as an interpersonal process whereby all involved try to understand foreignness. Cultures should be taught as difference because "...national identities are not monolithic...within each culture there exists a variety of national characteristics that are related to age, gender, regional origin, ethnic background, and social class" (p. 8).

McKay (2000) further adds that culture cannot be taught as a mere presentation of facts, but rather as a critical and social process, yet learning and sharing culture is implicit to language learning because "...one learns the language to be able to communicate aspects of one's own culture to others" (p. 8). Dialogue with members of the specific cultures is critical to the success of such teaching. However, learning and teaching about cultures does not imply acceptance of nor obligation to behave in accordance with cultural conventions; instead, culture should be approached through interculturalism whereby assumptions of knowledge override acceptance. McKay clearly delineates between biculturalism and bilingualism in stating that a person can become bicultural without becoming bilingual, but that this does not work in reverse.

Cortazzi and Jin (1999) talk about culture as they describe the implications for using materials and methods in the ELT classroom. As they state it: "...culture can be seen as the framework of assumptions, ideas, and beliefs that are used to interpret other

people's actions, words, and patterns of thinking. This framework is necessarily subjective and is commonly taken for granted" (p. 197). Their description of culture is that it has different meanings ranging from cultural products to background information to behaviors and attitude; they exhort EIL teachers to provide for more than communicative competence, because it is too general. Instead, they speak of the necessity for encouraging intercultural competence as the goal of a successful English language program.

Chaika (1994) approaches the concept of culture and language learning differently. She discusses the sociolinguistic construction of reality, stating that vocabulary is a mirror of social realities:

> So far as linguists know, all languages are mutually translatable. What can be said in one language can be said in any other--somehow. All languages are so constructed that new thoughts can be expressed in them. To be sure, it is easier to express some ideas in one language rather than another.... This is because the vocabulary of each language develops partly according to the priorities of its culture. The objects, relationships, activities, and ideas important to the culture get coded.... (p. 350)

Modiano (2001) discusses Phillipson's thoughts on the undermining effect that EIL can have on cultural diversity. In his study, he responds to Phillipson's remarks that the promotion of English can virtually Anglo-Americanize the nonnative speaker, and that, because English is such a dominant forced in world affairs,[54] there is a "...danger that its spread dilutes (and corrupts) the distinguishing characteristics of other languages and cultures" (p. 340). His stance is that, in Europe in particular,[55] near-native proficiency and the standards of prestige varieties are accepted and practiced; European citizens are being forced to come to terms with the imperialism inherent in this process. Modiano sees the future of English as being a liberal shift from English at the centre, to the maintenance

of the nonnative speaker's cultural and linguistic integrity through promotion of a

multitude of international tongues. However, Modiano celebrates the spirit of

internationalism embodied in English as a lingua franca as "...emblematic of a new spirit

of unity between diverse peoples and nations" (p. 343). That English is widespread is a

fact, according to him, but that there is a delicate balance between preservation of cultural

diversity and globalization is not to be overlooked. He suggests that conflict and

irresolution may be the result.

Culture itself is an elusive concept-- the literature is filled with diverging

definitions. However it is distinguished, though, there is little doubt it must play an

important role in both language learning and teaching. This being the case, the texts used

in Mexican English classes are disappointingly out of tune with the concept of

interculturalism. Many are products of British and American publishers (although Spanish

publishers are beginning to increase their market share), some with token modifications

for the Mexican market. Names have been modified to reflect Mexican culture, as have

illustrations. However, content is disappointingly either generic, or offers only token

reference to Mexico. Culture is addressed very superficially, and students are exposed to

little that is truly Mexican. Worse than that, illustrations and text portray middle or upper

class intact families involved in activities that do nothing to inform the social

consciousness of the students.

These conclusions are based my informal review of the The Language Tree,

Workbook 6 (2000) and New Parade Starter (2000), but I have seen many others which

have been adopted as entire expensive series which do not merit a positive appraisal. As a

result, I have been forced to concur with Canagarajah when he comments on the dependency of peripheral communities to centre methods and materials. However, I would like to extend this to include to centre cultures as well, because the concept of interculturalism appears to be largely absent in Mexican English programs.

A Look at Popular Pedagogy: Various Issues

Issue one: pedagogical imperialism. A discussion of EIL pedagogy would not be complete without consideration of pedagogical imperialism (a more refined category of linguistic imperialism). The term itself is rarely used in the literature, although ethnocentric practice by Western-educated EIL teachers and teacher trainers is very much in evidence. Burnaby and Sun (1989) relate how English teachers in China are restrained from descending into the pitfall of pedagogical imperialism embodied in the communicative approach wherein communicative competency is emphasized over other aspects of language learning: "Teacher training in China emphasizes study in the content areas to be taught (in this case English language) much more than it emphasizes teaching methods or educational foundations" (p. 222). And,

> With respect to the professional status and rewards of teachers, traditional structures are maintained in that teaching English at the tertiary level (grammar, literature, and linguistic analysis) carries greater prestige than teaching students to speak the language for real communicative purposes. (p.223)

Holliday (1994) has a more global perspective on the subject:

> There is currently an outcry against linguistic or cultural imperialism which says that English language education is creating a world hegemony to keep the less advantage dependent on the technology and commerce of the West. That this outcry exists is not surprising, considering the unilateral professionalism which has carried English language education across the world. (p. 3)

In analyzing resistance to linguistic imperialism in English teaching, Canagarajah (1999) discusses the concept of pedagogical imperialism as a negative force to be reconciled. He sees that the dominance of centre applied linguistics is due to its ability to conduct sophisticated research with hi-tech facilities and then "...popularize the knowledge globally through their publishing networks and academic institutions" (p. 104). He perceives this as being further exacerbated by the centre's publication of glossy textbooks, research journals, teacher training programs and the creation of professional organizations--all things that are unattainable in the periphery. As a result, third-world countries are forced to spend much-needed resources on importing expensive products and services which they have been indoctrinated into perceiving as essential to the teaching of EIL. Not only this, many of those imported methods and materials are not implemented as originally intended: "...the specific uses to which they put such resources may feature subtle forms of resisting and modifying pedagogical prescriptions" (p. 105).

A case in point is the new text series currently being adopted by Colegio Culiacán: It contains not only books, but a whole range of materials designed for implementing an activity centre-based program for pre-schoolers. According to the English Head (her comments have been recorded in my personal files), the price is high, but the school administration has purchased it along with accompanying teacher training because it has been determined that this approach is important, yet none of the English staff has the time or the ability to develop a similar program in-house. I was afforded the opportunity to glance over some of the materials, and couldn't help but notice the lack of Mexican content. A few of the illustrations contained darkened faces, but there didn't appear to be

other modifications directed at Mexican children.

Cortazzi and Jin (1999) talk less specifically about ELT textbooks and their

adaptation to EIL situations, expressing discontent at not only the content of what is

available for use in the classroom, but also at those references available for program

design and evaluation internationally.

> One would expect English-language (ELT) curriculum design and evaluation,
> including textbook evaluation, to include consideration of culture and intercultural
> communication. Surprisingly, none of these are necessarily what happens. In the
> case of curriculum evaluation, for instance, 'culture' is not even indexed on some
> of the most widely used--and otherwise excellent--current texts on second
> language curriculum development and evaluation. (p. 198)

As such, one could indeed question whether pedagogical imperialism exists, perhaps in

either the wake of, or in close association with, linguistic imperialism. If the preceding

writers are to be believed, the practice is indeed thriving.

Issue two: the communicative approach. The literature contains much discussion

about the most currently fashionable teaching methodology--the communicative approach.

This method rose to unprecedented popularity in the 1980s in the wake of a host of more

traditional approaches. Widdowson (1990) says this about the communicative method:

"the term has been bandied about so freely, has been so liberally used as a general marker

of approbation, that its descriptive value has all but vanished" (p. 117).

At this juncture, it is interesting to look more closely at this method that has

aroused the world of language teaching. To return to Widdowson, communicative

teaching brings:

> ...the means of learning into alignment with its eventual ends—the achievement
> of an ability to use language to communicative effect...at the same time, they (the
> teachers) represent the language to be learned as the same sort of natural

phenomenon as the language the learners already know, and so allow them to draw on their own experience in the process of learning. This in turn means that the focus of attention shifts to the learner, who becomes the dominant partner in the pedagogic enterprise so that instead of having the assertive teacher dictating to the submissive learner, we have the teacher submissive to the requirements that assert themselves and necessary for successful. (p. 106-107)

Widdowson himself recognizes the complexities involved in adopting such a

radical method to the classroom. He states, though, that:

One does not solve the complex problems of language pedagogy by simply invoking the concepts of authenticity of language on the one hand, and the autonomy of learners on the other. There needs to be a continuing process of principled pragmatic enquiry. (p. 161)

His book (1990), deals with the method and its application in general terms, although a

discussion of the implications for international usage of it is absent.

Holliday (1994), on the other hand, speaks less of the actual method and more of

the bad press it has had, how it has been misunderstood, and what myths have been

associated with it.[56] He sees it as an important breakthrough in the field of language

teaching: "...in which the language learner is no longer an empty receptacle who must

learn a new language by means of a new set of stimulus-response behaviour traits, but an

intelligent, problem-solving person, with an existing communicative competence in a

first, or perhaps second or third language" (p. 166). Holliday also suggests that further

development of the communicative approach is needed because the element of students

bringing valuable experience and knowledge to the language classroom can't be rejected;

students are not mere empty vessels to be arbitrarily filled as with grammar-translation,

audio-lingual and direct methods. In addition, he states emphatically that the

communicative method is not a prescription for lesson content: "I would therefore insist

that there is nothing concerning the teaching of communicative competence *per se* which

cannot be negotiated in accordance with the requirements of an TESEP social situation"

(p. 169).

However, Holliday registers concern at what he sees as teachers' use of narrow

interpretations in prescribing content; for him, such teachers are false prophets who create

myths. As well, the method needs to have a built-in facility for being culture-sensitive by

putting the "...micro business of classroom teaching in touch with the macro social

context" (p. 173). He believes that teachers as ethnographic researchers should be able to

arrive at appropriate methodology when the interests of all the relevant stakeholders in the

host culture complex are considered. Finally, he rails at what he calls the "myth of

learner-centredness", which he considers to be vague at best. Instead, Holliday stresses

that the method is learning centered and does indeed acknowledge the social context of

language education.

Norton (1997), in discussing classroom-based social research involving immigrant

women in Canada, says this of the communicative method: "...communicative language

teaching looks to further language acquisition research to inform its development" (p. 25).

She feels that artificial distinctions have been drawn between the individual language

learner and larger, frequently inequitable social structures.

The literature on EIL methodologies is replete with concerns over what many

consider to be the hegemony of the communicative approach. Watts (2001), in writing

about the communicative language teacher outside Europe, wonders whether that teacher

is indeed a teacher or a missionary. As she states it, "Communicative trainers are often

perceived as a subversive force--agents provocateurs who threaten the status quo..." (p.

16). However, even though she recognizes that communicative language training

advantages westernized students, she fears that it can be alien to others:

> In my view, foreign trainers...must respect the traditions of those with whom they
> work, incorporating as far as possible their colleagues' cultural traditions without
> compromising their own deepest beliefs about the nature of education. This is
> indeed a tightrope.... (p. 16)

This statement, on examination, is unfortunately ethereal, straddling the two sides

of discourse on CLT (Communicative Language Teaching) and not offering any viable

solution. She does, though, end her piece with this comment: "We may need to choose

between the two--or indeed choose neither, and forge new methods of teaching and

training that are culturally acceptable" (p. 6). What these might be is not delineated.

The communicative approach represents a cause for concern in Burnaby and Sun's

(1989) study on Chinese teachers' views of Western teaching. In sum:

> The Chinese teachers believe that the communicative approach was mainly
> applicable in China only for those students who planned to go to an English-
> speaking country, and, as nonnative speakers, they noted their limitations with
> respect to the sociolinguistic and strategic competence in English that is required
> for using this approach effectively. The teachers also cited various constraints on
> implementing Western language-teaching methods, including...the low status of
> teachers who teach communicative rather than analytic skills. (p. 219)

That there is a perceived need to adapt CLT to the Chinese situation, however, is carefully

noted.

Canagarajah (1999), on the other hand, takes a much more global[57] perspective on

CLT and on all methodology for that matter. He divides methodology into product- and

process-oriented without using the distinction of naming either. Regardless, his view is

that what he terms the ELT professions' obsession with instructional methods which they believe offer practitioners "...an integrated conception of theoretical approaches and classroom techniques..." (p. 103) is really not at issue here. He regards final solutions to ease pedagogical problems in language acquisition as being an unfulfilled promise. For him, the search for a *best method* is useless; all it has done is "...spawn...periodic fashion shifts..." (p. 103). As he perceives it, ELT pedagogy has now entered an era of emergent "postmethod condition, in which teachers are compelled to give up thinking in terms of predefined methods and begin to creatively devise pedagogical strategies to suit their specific classroom conditions" (p. 104).

In considering his praxis in Sri Lanka, Canagarajah evaluates what others have written about product versus process methodology. His view is that the periphery pedagogical tradition "...based on contrasting principles of didactic, teacher-fronted, product-oriented approaches" (p. 105) is essentially apropos to that situation. While he recognizes that this approach has been associated with totalitarian values stemming from non-egalitarian social systems of the past, he sees that the much-acclaimed process approach (or, integrationist, as he calls it, in contrast to the vaunted progressive method he refers to as collectionist) is rooted in middle-class ideologies which give third world students false optimism and the illusion of freedom.

Classrooms in Sri Lanka, of necessity, are ill-fitted to accommodate the precepts of the group-oriented open atmosphere of the process approach, and teachers are equally ill-equipped to provide truly communicative lessons. Further, students do not already possess "...the required codes and skills to develop higher level communicative skills

through interaction" (p. 107) as do those from the dominant community. He observes Sri Lankan students adopting product-oriented learning processes as a strategy of resistance, nothing more. In conclusion, Canagarajah notes that the argument must be deconstructed because there is not enough research in SLA to make conclusive statements about any particular method and that "...the wholesale denigration of product-oriented pedagogies has to be questioned" (p. 106).

Issue three: Standard English. All of this is incomplete without a consideration of Standard English.[58] Widdowson (1993) defines Standard English as being an essentially written variety mainly designed for institutional purpose thereby fulfilling a communal function. He answers his own rhetorical question of which community, which culture has a rightful claim to ownership of Standard English, by stating that international English cannot be confined within a standard lexis with a natural tendency toward a common code. He terms this development "endo-normative" (p. 386) because of its continuing process of self-regulation appropriate to different conditions of use.

According to Nunan (1999-2000), standard varieties of English are entwined with cultural politics, and it would appear that one universal form of spoken English does not exist per se. However, he says that: "For the purposes of international communication through English, their (nonnative speakers) spoken variety does not normally lead to significant difficulties, and international varieties of the written language manifest in any case only minimal variations" (p. 3).

Nunan sees non-native speaker varieties of English as having developed in former colonies,[59] and that such varieties exist along a continuum which includes standard

versions used in schools. Because these forms are of economic and political significance,

learners are aware that their personal social mobility and economic power can be

enhanced by access to a "…standard international variety of English" (p. 3).

Speakers though, can deliberately alter the way their oral use of the language in

order that they can be identified culturally. Carter and Nunan (2001) cite the case of

Singapore as a prime example. There, English has become the lingua franca, with

standard forms used in schools and internationally. While English is used throughout

Singapore, first language usage can vary from Malay to Tamil or Chinese. Thus, the

"…differences and distinctions between standard and non-standard varieties and native

and nonnative speakers become blurred" (p. 4). Personal identity also becomes an issue

because standard varieties of English carry with them political and ideological baggage;

learners may need one variety for economic reasons, but others in order to express

themselves personally.

Internationally, standard varieties can range from American Standard English to its

British or Australian counterparts. Countries often consciously align themselves with one

or another form because of ideology, foreign policy, history, or even proximity.

Obviously, cultural politics play a leading role in this conscious or unconscious decision.

The question arises as to whether or not English can be truly neutral. Two distinct

schools of thought flow through the literature. One, espoused by Phillipson (1992, 1996,

2001) and Pennycook (1998) is based in the Marxist maxim of 'exploiter' and 'exploited',

while the other, whose adherents include such names as Kachru (1986), Crystal (1997),

Jenkins (1998), Modiano (2001), is a more conservative view theorizing that the

"...'disenfranchized' must conform to specified 'standards' in order to acquire 'wealth'"

(p. 342). Theirs is a perspective based in internationalism, although not all are proponents

of a Standard English which is culture specific. As Modiano states: "English has a mind

of its own" (p. 342).

In fact, the increasing use of English among non-native speakers has made radical

changes to the perception of it as an international language with internationally-accepted

speech. As the *lingua franca*, it has taken on new characteristics as a public property.

Modiano (2001) discusses an emergent global culture "...wherein cultural artifacts are

being created in the English language by non-native speakers" (p. 342). His EIL

experiences in Sweden have provided him with the opportunity to observe the adoption

of English over the native tongue[60] as a first language for composition and writing. He

believes that such artifacts are not culture-specific, but rather markers of world culture.

For him, the same would have to be said for spoken usage; it will free itself of its British

and American shackles and evolve into an oral lingua franca that is internationally

comprehensible and accepted. The idealized Standard English user will then become

irrelevant.

Issue four: looking at the students. That students learn from their teachers is a

well-worn pedagogical principle, but that teachers learn from students, while also a well-

known precept, is often overlooked. The words of Confuscius (Hinkel, 1999, p. 32) even

though written thousands of years ago, perhaps state all of this best: "'*Jiao xue xiang*

zhang'...teaching and learning influence and improve each other" (p. 219). In this

Confucian philosophy of education, teachers become co-learners beside their students in a

cooperative approach to pedagogy, because this "...suit(s) the need for language teachers and students to construct an interpretative approach to learning culture, in which, as is likely, the teacher may be learning" (p. 217). In this way, the native speaker teacher who lacks knowledge of the culture and resulting actions and beliefs of those with whom she is working can develop awareness of another culture group, which will lead to understanding of their behaviours, expectations, perspectives and values.

Too often students are forced to study from imported textbooks and use materials which are written entirely from a target language/culture perspective (see earlier references to EFL in Mexico). As well, centre pedagogies are often inflicted on periphery students with little consideration for the own education traditions. These traditions, moreover, can be broadly heterogeneous, a fact which requires both native and nonnative teachers to adjust to individual learning environments with the cooperation of their students. Students are perhaps the teachers' best resource, and it is also through cooperative work that resulting lessons become meaningful.

Several writers talk about the importance of language learning for the native English speaking teacher as well as to the student. Cem and Margaret Alptekin (1984) note that the "guest" teacher in particular, needs to move into the students' own setting rather than remain monolingual and monocultural, and contributing to mental and physical isolation from the host culture. It is commonplace for native speakers teaching abroad to retreat to an English-speaking enclave outside the EIL classroom, partly because their visit is temporary, partly because the hosts' vernacular may not be useful in their home country, and partly because they are only there temporarily. The Alptekins see the

solution as being one of both students and teachers learning to be bilingual concurrently, so that the teachers might be a role model to the students. Or, that teachers who are already bilingual be recruited for the EIL classrooms because:

> Being less prone to mother-tongue and native-culture chauvinism, these people can serve as vivid and relevant pedagogical models in EFL. They can show the learners how it is possible to achieve cultural pluralism as a frame of mind, along with demonstrable competence in a given language. (p. 19)

As a result, they can prove to their students that bilingualism is not only a possibility, but a reality.

Not all native speaking EFL teachers, however, are guests. I have met and observed several American, British and Canadian EFL teachers in Mexico who have married Mexicans and made a commitment to bilingualism. Unfortunately, most are ill-trained (or not trained at all) as EFL teachers, and their knowledge of the Spanish language has not been enough to provide them with an entré to effective EFL teaching. I have seen their personal frustration, as well as that of those around them because of this. In this case, then, those teachers have some intercultural understanding and are role models for bilingualism, yet it is not sufficient to their success in the classroom.

Holliday (1994) considers this issue in a different light--successful EIL teaching hinges on an understanding of the students' social needs:

> The pillars of our profession—linguistics, psychology of learning and methodology—have been based on experience of a narrow set of conditions within a limited social context. Attempts at solutions have often involved a further refinement of existing classroom methodologies plus teacher training in these methodologies rather than finding the root of the problem. We need to pay more attention to students' social needs. (p.4)

Holliday suggests base-line studies and formative and summative evaluations that

would enable the planning, monitoring and adjustment of the impact on students of what is done in classrooms, courses and projects. However, he states explicitly that these must be undertaken by compatriots with intuitive knowledge and shared social backgrounds to guide design--not by outsiders who lack sensitivity to the local setting. In speaking of macro-social forces and the role they play within the educational environment, he comments that "there is a deep element to what happens between people in the classroom, consisting of psycho-social, informal and micro-political factors influenced by the wider social environment, and that only by attending to these can appropriate methodologies be devised" (Holliday, 1994, p. 160). This he terms to be a culture-sensitive approach. Perhaps a deeper understanding of macro-social forces would be a first step to improved effectiveness in the Mexican EFL classroom for foreign teachers.

In his study on critical pedagogy and EFL, Rajagopalan (2000), sets forth the concept of the EFL classroom as an ideal arena for both students and teachers to voice their concerns about the issues surrounding the learning of English and their role in this process. For him, inculcating students with a critical attitude to the way they see the world is key to the successful acquisition of EIL.

Finally, Norton (1997) notes that we must ensure that "debates on language and identity have taken the voices of learners and teachers seriously" (p. 427). She sees current research in this field has having been fragmented and insular, and suggests that:

> ...if English belongs to the people who speak it, whether native or nonnative, whether ESL or EFL, whether standard or nonstandard, then the expansion of English in this era of rapid globalization may possibly be for the better rather than for the worse. (p. 427)

It is also important at this stage to reiterate the importance of culture as a basic underpinning of language training. All of the preceding points in this section imply that the students' culture must be a primary consideration, but this needs to be stated outright. To return to Modiano (2001): "It is of paramount importance that educators investigate strategies which have the greatest likelihood of supporting the cultural integrity of those who are threatened by the spread of English" (p. 345). Often, those very students who are thus threatened are unaware that this is even happening.

<div align="center">Reflections</div>

All of this makes one wonder who really owns English, and if its flood worldwide can be stopped. EIL professionals appear to agree that no one--and everyone--owns English, and that its global spread is unstoppable. Despite what Crystal (1997) refers to as a triumphalist tone of native speakers, English belongs to those who speak it. That it has already spread around the entire world is also attested to by Crystal and others.

The overwhelming question, then, is how should we, as EIL professionals, EIL students and supporters of EIL education cope with this? Language training has become a massive industry supported by governments (as in the case of the British Council) and multinational corporations--its cash potential is huge and cannot be disregarded. For both, too, Western hegemony in part underscores the support for the ELT industry. For periphery countries, English-language learning and the adoption of English as an official language means international participation with a full understanding of issues directly affecting them, but at the risk of loss of culture.

Thus, should the spread of EIL be stopped? In fact, can it be arrested? Presumably,

no individual or nation would want to attempt this at a time when the U.S.A. is the

dominant global economic and political force, and when the language of the Internet is

English. Further, it is no longer true that there is only one accepted English (if, in fact

there ever really was one), because there are too many world Englishes[61] to allow for this.

As long ago as 1986, Bowers wrote of this very issue:

> ...English is no longer *our* language. Its growth may be encouraged or inhibited by
> the political and cultural activities of the native-speaking nations, but the language
> has become essentially delinked from its native-speaking source and increasingly
> depoliticized.... The language develops creatively within other cultures so that
> new literatures in English emerge not subservient to the Anglo-Saxon past, and the
> role of the native-speaking countries in its promotion is changing. (p.398)

The implications for TESOL training and practice are immense. In an idealized

world, it would no longer acceptable to provide patronizing training based on a principle

of BANA versus the TESEP world. Cultural definitions of groups and nations would have

been unveiled to reveal stereotypes that are destructively ethnocentric. An 'us versus

them' attitude would not be tolerable. BANA countries would not hold a monopoly on

ELT methodologies. All of these would have been replaced by more culture-sensitive

models grounded in ethnographic research in which both NNSE teachers and students are

key. Western methodologies like the communicative approach would be questioned and

refined to suit local situations. Code-mixing would not only be accepted in the classroom,

but encouraged as a reality in the students' lives. The native speaker teacher would no

longer a linguistic and cultural missionary--students would be far too savvy to accept this.

And EIL practitioners would be too knowledgeable to allow this to happen. Language and

pedagogical imperialism accompanied by cultural and political hegemony would be issues

of the past.

All of this, of course, remains on the future landscape of an idyllic world. What is really happening in this, the third year of the new millennium is that a new awareness is fomenting, and that changes in accepted modes of language delivery by hitherto glorified professionals are being actualized globally. However, TENOR classes persist too, and even though current literature on EIL and professional practice is (at least in theory) widely available,[62] those who are resistant to this change still exist in large numbers. And, in many cases, their traditional attitudes and methods are encouraged.[63] Wealthy BANA countries are further involved in foreign aid projects which "...attempt to transfer integrationist models onto societies which are predominantly collectionist" (Watts, 2001, p. 15), a fact which does damage to the emerging "new" and more enlightened EIL profession.

That there were will be some form of resistance to the acceptance of EIL in post-colonial communities is indisputable because resistance has existed as long as humans have lived in social units. However, that there will emerge a World Standard Spoken English is a distinct possibility should English remain the lingua franca of the international political and economic arena. If this does not occur, then English may simply fragment and become mutually unintelligible.

Now, when I return to Mexico to work with new schools which have signed on for EFL program evaluations, I will do so with perhaps a little less naïve enthusiasm, but considerably more knowledge to balance that work. I will try not to attempt the unnecessary,[64] but I will encourage the possible.[65] The research and reflection involved in

this section will serve me well, and, when I feel that I am floundering or fear that I am regressing to a more traditional mindset, I shall return to these words to remind me of what I have learned and to guide me forward in the new world of English as a truly international language.

Can Research Ever be Completed?

As I sift my way through ever-increasing discoveries of academic studies, key voices in the field continue to write and my hunger for information about all the inter-related aspects of EFL program evaluation continues to grow. In one way, I am saddened that I can never complete my journey of discovery, while in another it means that my research will not stop when this study is written. Similarly, my work in EFL program evaluation must remain dynamic because the programs will continue to evolve, more schools will request that they, too, be evaluated, and language learning theory and practise will not remain stagnant.

Chapter 3: The Evaluation Project:

Evaluating the Intercultural EFL Program Evaluation

<u>Description</u>

Chapter One of this study describes briefly the concept of the EFL evaluation

project; Chapter 2 examines both that project and the concurrent evaluation of it.

Additionally, Chapter 2 discusses research underpinnings directly connected with it. This

chapter will examine the various elements of the actual evaluation of the evaluation : the

methodology employed, tools used, data collected and analyzed, findings abstracted from

that data and the actual report of those results which was presented to the school.

The evaluation of the EFL program evaluation (which shall from here forward be

referred to merely as the evaluation) was undertaken from December, 2000 to June, 2001,

with further supporting data collected in January and February, 2002. The reason for this

time frame was that several of the evaluation tools had been designed to be used on-site,

and the opportunity to administer those tools was presented during two visits to the

schools in the first and second time periods.[66]

The goals of that evaluation were as follows:

1.   To validate the process used by the evaluation team at Centro Escolar

Cedros through examining:

-the effectiveness of the Twenty Standards (Appendix A) in ascertaining

program strengths and weaknesses, and their effectiveness in guiding the

program to meet international standards

-the validity of the data gathered

80

-the relevance of teacher development workshops to the process

-the overall effectiveness of the evaluation process

2.   To conduct an evaluation of the process:

-through ascertaining stakeholder commitment to the process

-for purposes of streamlining it for use with an expanded group of stakeholders

In order to meet these ends, I determined that the study should involve as many people as possible who had been involved in the Centro Escolar Cedros evaluation, as well as representatives from the new schools who had more recently begun work with the evaluation team. This will be discussed later in this chapter.

Methodology

The initial approach to the data gathering and analysis was somewhat naïve in that I assumed that I could design tools, administer them, collect and analyze data and draw conclusions all within a four month period. This I now know to have been an unrealistic expectation. A further concern was the potential for political difficulties with the school which I attempted to circumvent by preparing two reports:[67] The first concerned only the findings from the teacher evaluation, which provided the greatest amount of controversial data. The second was an overall report on all the data collected, and was released to the school several months later (Appendix B).

In order to proceed in an academic and professional manner, I approached the initial phase of the project by first identifying the research problem. After some reflection, I determined that it would be stated as follows: *To what extent has the external*

program evaluation of the English component of the bilingual program at Centro

Escolar Cedros been effective?

The next step was to design an Information Collection Plan (Appendix J),

establishing first what questions would most effectively elicit key information identified

as being necessary to the determination of the effectiveness of the evaluation work. I

knew from the onset that the questions would have to be concise, and presented in clear

and simple language because many of those involved possessed less-than-fluent English,

or, as with the parents, little or none. In the case of the parents, I invited the respondents

to reply in Spanish, and I then had those results translated into English by a native

Spanish speaker. I was also very much aware of the limited time I had to apply the tools,

so brevity was essential.

After determining the approach to the evaluation through the Information

Collection Plan, the next logical step was to devise a realistic Evaluation Schedule (see

Appendix K). While some elements of that schedule proved to be impractical, the general

outline was useful in guiding the core elements of the work. In actuality, while I had

originally intended to complete the second final report by the end of April, 2001, I was

not able to sift through all the data, reflect on it, draw conclusions and complete that

report until early June.

The actual composition of the report--the way it should actually look--was an

additional challenge. As I had never undertaken such a project, I searched for similar

documents designed in a format which I felt would be reasonable. I ultimately selected

the work of Sauvé (1990) as my model because it had been prepared in a layout which I

felt would be practical in this situation.

Evaluation Tools

Early-on, I identified the subject groups which I felt would provide me with the broadest--yet most useful--range of responses. These included:

1. the teachers

2. the administration staff

3. some parents

4. some students

5. the evaluation consultant

The following table provides further information about those subjects and the tools used with each group:

Figure 2. Evaluation Tools Information

TOOL	TYPE	APPLICATION, #	WHEN	DATA	ANALYSIS
Teacher Question-naire	Question'r: short answers	All Cedros teachers (15)	01/01	Qualitative	Compilation, data web
Adminis-trator Interview	Taped interview	All Cedros administrators (3), consultants (2)	01/01	Qualitative	Transcript'n, compilation, data web
Parent Survey	Yes/no, comments	Cedros parents: grades 6 and 9 (83)	01/01	Quantitate/ qualitative	Statistical, compilation, data web
Site Inspect	Rubric	Consultant, LCC Team Leader, self	01/01	Qualitative	Compilation, data web
Student Interview	Open & closed questions	Random selection from grades 5, 6 & 8 (18)	01/01	Quanitate/ qualitative	Statistical, compilation, data web
Admin./ Consult Question-naire	Open questions	English Heads of (2) Mexican schools, Cedros coordinators (1), evaluation consultant (1)	01/02	Qualitative	Compilation, data web
Admin. Reflect: Standard 10	Likert scale and open questions	Cedros English Head, Cedros coordinators (1)	01/02	Qualitative	Data web
Begin Program Evaluat'n	Taped interview	Heads, Instituto Chapultepec and Colegio Chapultepec (2)	01/02	Qualitative	Transcript'n, compilation, data web
Field Notes	Field notebook	On-site, Colegio and Instituto Chapultepec	01 to 02/02	Qualitative	Compilation, themes identificat'n, data web

The above table also lists tools which were designed and administered after the first evaluation; in fact, the final five were prepared with the intention of enhancing information gathered in early 2001. They were administered in 2002 to a wider group with the intention of garnering a broader perspective. Those results will be discussed later in this chapter. All of the evaluation tools are included in the Appendices.

Data Collection

The Information Collection Plan (Appendix J) referred to earlier in this chapter,

presents information on the means of collection for all tools administered in January and

February, 2001. Because the school is located several thousand kilometers from

Lethbridge, it is important to note how those tools were administered, as I was only able

to be on-site for a very brief period of time.

In the case of the teacher questionnaire (Appendix C), the form was sent as an e-

mail attachment to the International Head at Centro Escolar Cedros, Rafael Sánchez, first

so that it would be cleared by the school authorities, and second so that it could be

distributed to all English teachers at least several weeks before my arrival allowing each

would have time to consider and respond to the questions. Specific instructions were sent

with the form indicating that they each was to be completed anonymously and returned in

a sealed envelope. Fifteen of 21 teachers did this. That data was so extensive that I

prepared a full first report on those findings in order for the school to have an opportunity

to use the information in modifying and/or improving several features of its English

program.

The Parent Survey (Appendix E) was similar, although only parents of students in

6th and 9th grades were selected to complete the questionnaire (the exact number

distributed is not known as this was done by the school and requests for this information

were not answered, but it is estimated that 105 were sent to the parents of students in

each of the two grades). The rationale for this was two-fold: first, because the school has

more than 1500 students, I felt it was unfair to ask the International Head to arrange for

the printing, distribution and collection of so many forms. Secondly, it was anticipated that most the 6th and 9th grade boys had had several years experience in the English program, and that their parents might be particularly motivated to respond. Also, 6th grade is the final grade in the primary section of the school, and 9th is the final grade in the school. The high school, while being located next door, is under separate administration, and the evaluation did not involve this school.

The return rate for 6th grade was highest, with 75 parents responding. Of the 9th grade parents, only 8 returned completed questionnaires. The results were translated and tabulated both statistically and qualitatively, and provided fresh insights into both the evaluation and the operation of the school itself.

The Administrator Interview session was attended by three of five administrators, the evaluation consultant, and an external consultant who works periodically with the English teachers. No teachers were present due to problems with timing and organization on the schools' part. The interview was recorded, and later transcribed *verbatim*.

Students for the Student Interview were randomly selected from 5th, 6th and 8th grades and totalled 18. These grades were selected for reasons similar to those involving the Parent Survey. This time, three evaluators[68] from Lethbridge Community College were involved in those interviews, which were each ten minutes in duration. Responses were recorded in writing on questionnaire forms and compiled. Data webs of that compilation can be found in Appendix U.

In January and February, 2002 a series of questionnaires and interviews was administered for the purposes of validating and extending the findings of a year earlier.

Also, as I was on-site at two new schools--Colegio Chapultepec and Instituto Chapultepec in Culiacán, Sinaloa--I felt that I should utilize this opportunity to further the research underpinnings of my earlier evaluation work of the previous year. To meet this end, I designed one questionnaire for administrators at both schools as well as Centro Escolar Cedros, and for the Canadian evaluation consultant as well (Appendix D). Four were returned; the fifth unfortunately apparently disappeared in cyberspace. The responses were compiled and a data web of the key points is in Appendix R.

As it had been one year since the administration of the initial evaluation instruments, I decided that I would additionally invite the administrators at Centro Escolar Cedros to reflect on the Standards upon which I had placed the most emphasis during my research: Standard 10 (Appendix P). This questionnaire was completed by two and the results webbed in Appendix V.

During my visit to the two schools in Culiacán, I was afforded a brief time to tape interviews with the English Department Head of each school, Rosalinda Castañeda and Jorge Obregón. These interviews were later transcribed and the data compiled, providing meaningful insights to the evaluation procedure from new sources.

Throughout the visit to the two schools in Culiacán, I kept field notes in a journal. I had pre-selected topics which I felt would be pertinent. These included: administration, CR-ROM, classroom, contracts and reflections, curriculum, facilities, staff and students, Standards discussions and workshops. Unfortunately, taking such notes in a situation where I was being paid to do a job proved to be somewhat difficult. I was unable to take the time to record specific conversations or comments; rather, the notebook is filled with

information, reflections and directions for future work. However, I was able to gather

some useful data which I later compiled and which has tempered my current reflections.

<u>Data Analysis</u>

Because I administered eight tools over two periods which spanned a year, I was

able to collect considerable data. Initially, I wondered what I would do with all that

information. Most of it was qualitative, and I turned again to the professionals for

guidance. Miles and Huberman (1994) were an obvious first choice, as they had done in-

depth work on analyzing qualitative data. From them, I learned to web data after

identifying recurring themes so that information could be sorted and represented visually.

The works of Alderson and Beretta (1992), Davis (1995), Fielding and Fielding (1986),

Genesee and Upshur (1996), Maudaus, Scriven and Shufflebeam (1983), Marshall and

Rossman (1989), Nunan (1988), Pennington (1991), Posavac and Carey (1985), Seliger

and Shohamy (1989), Weir (1994), and Lynch (1996) all additionally proved useful in

developing an approach to sifting through and compiling that data in a meaningful way.

In the case of all eight instruments, I searched for recurring themes, webbing them

so that I could actually envisage what was emerging. In the case of the Parent Survey, I

also collated the information statistically, analyzing it using a more quantitative

approach. The resulting statistical analysis and data web can be found appended to this

study (see Appendix N). I have created the following table by way of clarification:

Figure 3. Evaluation Tools Data Analysis

EVALUATION TOOL	ANALYSIS	RECURRING THEMES
Cedros Teacher Questionnaire	Data web	Positive Improvements Negative repercussions
Administrator Interview	Data web	Positive repercussions Negative repercussions Suggestions
Parent Survey	Data web Statistical	Direct results of the evaluation Comments unrelated to intent
Site Inspection	Data web	Positive improvements
Student Interviews	Data web	What they like: What they don't like
The Challenges of EFL Program Evaluation	Data web	Front-end changes Strengths Challenges Suggested improvements Advice
Administrator Reflections on Standard 10	Data web	Teacher self-evaluation Peer observation Classroom observation Teacher portfolio Student feedback
Beginning the Program Evaluation	Data web	Motivation Suggestions for marketing Document submission The contract Communication Recommendations
Field Notes	Data web	Receptivity and Commitment Preparation for Consultants' visit Perceived concerns Prior knowledge of stakeholders Rationale for contracting LCC Overall reaction

The results of each of the first five tools[69] are examined in detail in Appendix B.

While this document was prepared as a culmination to my Master of Education Independent Study of Summer, 2001, it was also written in order to provide feedback to the school on the evaluation work undertaken to that point. References to elements which might have caused intercultural consternation were carefully circumvented; the report essentially contains an analysis of all the data collected, and draws conclusions and makes recommendations based on that work. In response to his receipt of that report, the Head of International, Rafael Sánchez, sent the following email correspondence:

> By the way, I gave each and everyone of our teachers, old and new, a copy of the standards and of your final report. We analyzed it together for about two hours on Wednesday. I think it was a very good exercise to reinforce standards and to get further input on the final report. (R. Sánchez, personal communication, August 16, 2001)

Findings

I initially approached the evaluation with many questions: questions about the process of the actual program evaluation, questions about the influence of the culture on what we observed and discovered and ultimately on what our expectations of the school could realistically be, and questions about our role as external evaluators brought in from another country. Through the analysis of and reflection on the data collected from the evaluation tools, I found answers to some of my questions, although new ones emerged too. These will be discussed in Chapter 4; an in-depth analysis of specific findings can also be found in Appendix L. However, in response to the broader questions listed above, those findings were sometimes expected, but often times surprising.

In the case of the Teacher Questionnaire (Appendix C), for instance, some of the teachers commented that they actually knew very little about the evaluation, whereas I

had thought that we had an implicit understanding that they had been well-versed in all elements of the process. The fact that some of the teachers used the questionnaire as a forum to express discontent was unexpected. A strong undercurrent of disgruntlement was registered over the diminished working environment which they felt had been a result of our evaluation work; for instance, they stated that while salaries may have appeared to have been increased, the workload had also expanded, making conditions untenable for some. That there were visible changes in the school's ambience was anticipated, and that the teachers registered satisfaction with the improvement in student attitudes, quantity of professional development, increased confidence, and a clearer image of program goals was not a surprise. But, that some teachers expressed scepticism that the evaluation would make any real differences was unforeseen.

Again, culture may have been a factor in some of the above comments, and can't be overlooked. In e-mail discussions with the International Head, I was told that it is very rare for Mexican teachers to be given the opportunity to respond to internal changes in such a way, and that they may have felt a sense of empowerment as a result (R. Sánchez, personal communication, May 3, 2001). I have since learned, too, that, when teachers in private Mexican schools are unhappy, they quit because there are always other schools, with perhaps better working conditions and higher salaries, which are willing to hire them.

That many of the tools and specific questions within those tools suffered from a Hawthorne Effect may be worthy of consideration; indeed, some of the remarks sound suspiciously like flattery to the evaluation team, and their credibility should be

questioned. A case in point is this remark by one of the teachers: "I recommend you give a more extended training, supply new ideas and material, and the most important part is your approach verrry [sic] nice... thanks!" (anonymous survey response, January, 2001, stored in my personal files), and this comment by one of the school administrators in responding to an interview question regarding my suggestion that monthly staff meetings involving reflections on the Standards be held: "English teachers can get together and really feel, talk about what they're doing and choose one teacher to give an example of a class that was fun, meaningful, memorable, so that they can share with all the rest of the teachers...." (anonymous survey response, January, 2001, stored in my personal files). To the best of my knowledge, at the time of writing this study (a year after that comment was made), no such staff meetings have taken place.

As we are external evaluators brought in at the express wishes of the upper administration of the schools, I sometimes have had to wonder about the receptivity of the parents, teachers and students. We have always been greeted with warm hospitality, and treated with the utmost respect while on-site; however, when I arranged for a taped interview with administrators at Centro Escolar Cedros, two of the six key players did not show up. In fact, one--the Computer Science Coordinator--absented himself from the school for the entire extent of our visit.[70] The other was generally unavailable to us. I cannot help but conclude from this behaviour that there is some resistance to our evaluation work in that school.

Another interesting phenomenon was the exceedingly poor return rate of the parent surveys from the 9th grade students. Of a supposed 105 questionnaires sent home

with those pupils, only eight were given to me.[71] Other factors point to negative

influences which may have sabotaged the process: a large recent turnover in staff at the

junior high (secundaria) level and lack of submission of documents by the newly-

appointed grade-level coordinator.

One surprising element which I was initially concerned might affect our work was

that of religious differences. As mentioned earlier, all of the schools involved are

administered by the Opus Dei Prelature of the Roman Catholic Church. One of the

dictates of that group (in Mexico at least) is separation of the sexes in education. This

means that boys' schools have no female instructional staff and very few women on the

premises; in fact, none are apparently allowed in or near the classrooms. However, as two

female evaluators, we have been given free access to all areas of both boys' schools in

which we are working, and religion has never been a point of discussion.

Many times I have found that our role as external evaluators has been

advantageous to our work, which was not anticipated. In the girls' school, we have found

ourselves to be accepted as part of an inclusive sisterhood which included a "girls' night

out on the town", and continuously warm receptions in all areas of the school. In the

boys' schools, we have discovered an unusual role: that of private recipients of bits of

information about the school--not malicious gossip, but tips about the administration,

staff and parents. Most of these information "exchanges" take place during one-on-one

conferences with teachers who have been observed by us, and are freely given.

A key area where I have tried to remain particularly alert is that of intercultural

differences. The first time I visited Centro Escolar Cedros, I can honestly say that I was

startled by many things which I knew would likely be considered as signs of unacceptable methodologies in Canada: a focus on direct teaching, large classes in small spaces, a heavy reliance on textbooks, dull and uninteresting classroom environments, scant English acquisitions in the library, lack of computers for both staff and students (and none with internet access for English teachers), confusion over curriculum and lack of government direction in this area, under-qualified teachers (particularly those who are non-Mexican native speakers of English) and a rather dictatorial atmosphere with regard to student discipline. However, the School Board, the administrators, and many of the English teachers have been surprisingly receptive to proposals for change, and, in three years the school has a different look. Whether or not the day-to-day English classes in particular actually perpetuate what I have seen and been told, however, cannot be known.

What I have learned from this and through my research is much more about the propensity many EFL trainers and evaluators from English-speaking countries have for inflicting a colonialistic attitude towards English teaching. Canagarajah (1999) speaks at length about the importance of resisting linguistic imperialism in English teaching; this is discussed in Chapter 2 of this study. Others, such as Phillipson (1992) and Pennycook (1998), have written extensively about the perils of inflicting particular attitudes and approaches towards English language pedagogy. In essence, they believe that there is no one best way to teach English, and there is no one best English; to believe so is colonialistic. These writings have tempered the attitudes I have towards my educational expectations in Mexico. Now, when I enter a school, I try not to judge what I see through my 'Canadian eyes', but rather on the basis of what I know to be private EFL bilingual

education in Mexico. There can be no comparison.

But, to return to actual findings in the data collected from the evaluation

instruments. Because, as stated earlier, specific findings have been reported in the

appended document (Appendix B), I would like to refer here only to data in which I

discovered elements which I had not anticipated. The first was the attitude of the

administrators to the teachers. I have already discussed the attitude of the teachers to the

administrators, but not the reverse. In the Administrator Interview (Appendix M), several

revealing comments were made which made me realize that the issue was two-sided; for

example: "...I would say the negative consequences, the direct negative consequences are

teachers' reluctance and resistance to change" (anonymous response, January 30, 2001,

transcribed in my personal files).

One helpful criticism surfaced during the Administrator Interview when a

discussion arose as to concerns regarding the expectations stated in the Standards for

development of learning outcomes. One coordinator commented:

> I think we had some misunderstandings compared to what the document says in
> terms of what we understood as a learning outcome, as a qualitative assessment,
> as a quantitative assessment, and we really had to think we were in a way for a
> little while sluggish in getting to the point.... I think once again it might be a
> cross-cultural misunderstanding.... (anonymous response, January 30, 2001,
> transcribed in my personal files).

This comment made me realize that I had to undertake more in-depth research on

Mexican culture, which resulted in the writing of my unpublished study *The Mexico*

Project: Understanding Intercultural Action Research (June, 2001), an abbreviated

version of which is included in Chapter 2. It further made me realize that the Twenty

Standards document originally published at the beginning of the project needed to be

revised. It was in May, 2001(see Appendix A for a summary), and shall always remain

dynamic and open to review. In one respect, this research and reflection has been

successful, according to one Mexican administrator, in his responses recorded in the

evaluation tool *The Challenges of EFL Program Evaluation* (Appendix M):

> I am very grateful to Judy Hasinoff who believed and about my dreams.
> Moreover, her patience, flexibility and understanding towards the cultural
> differences between Cedros and LCC. If she had been inflexible, this new dream
> would have never come true.(anonymous, January 30, 2002, stored in my
> personal files)

I was perhaps the most surprised by the fact that the recommendations housed in

my report to the school, as well as those presented as part of the evaluation work by the

evaluation team, have always been treated with great seriousness. In fact, as one teacher

said in his evaluation, "...every time we have more study work to do that according to the

coordinators it is asked from the Lethbridge..." (anonymous, January 30, 2001, stored in

my personal files). Further, one administrator commented on the same topic, but in a

more positive vein: "And I must say having signed this agreement, and undergoing this

evaluation have been tremendously good leverage for me to negotiate with the higher

authorities in the school..." (anonymous, January 30, 2001, stored in my personal files).

Responses to the more-recently administered tool *The Challenges of EFL*

Program Evaluation (Appendix M) include one particularly enlightening response to a

question regarding issues and challenges which have emerged during the process of

evaluation:

> Working with a Canadian institution has opened my mind since I just had the
> experience of working with the American ones. My point of view upon education

and organization of job has had a tremendous challenge in the positive aspect. (J. Obregón, January 30, 2002, stored in my personal files)

Another comment which was transcribed from the recent interview *Beginning the Program Evaluation* (Appendix N) with the English Head at Instituto Chapultepec and which was particularly supportive, yet surprising, was in reference to a question regarding length of time in negotiating the actual contract:

> Okay, the most positive aspect that I saw there was that we needed as in any contract to read careful [sic] and we had the chance to reconsider our decision. So we were not pressed in order to sign the contract. You didn't give us a due date, and say okay, 'If you do not give me tomorrow an acceptance or a rejection, I'm sorry we can not work.' You gave us the time to reconsider and that time we analysed the contract…and after that we made the decision. (J. Obregón, January 30, 2002, stored in my personal files)

At the time of those negotiations, I was actually frustrated by the many months involved in the final signing of the contract, and realize in retrospect that this time was critical to the success of the negotiations.

On a final note, two areas of concern that I noted and have attempted to discuss with all schools involved is that of school libraries, and the reliance on international textbook publishers to provide entire courses complete with teacher development (see discussion, Chapter 2). The libraries, on the one hand, are either non-existent or at a stage of rudimentary design, often containing old and dusty encyclopedias and little else. On the other hand, millions of pesos are spent annually on slick textbooks and accompanying materials which are not directed at Mexican students and which contain superficial content which can be unmotivating to students who face several years of the same series of books. Centro Escolar Cedros has actually worked hard to improve its library

ambience and holdings--in particular English books--, but all schools to date remain firmly rooted in the belief that textbooks are the key to student success.

That I was permitted to undertake such an in-depth evaluation in a school which is administrated by a religious, conservative, male-dominated body located in another country and culture (and about which, realistically speaking, I have limited knowledge), and for which I was not contracted, is, I would suspect, unusual. I could have been restricted or opposed in what I did, yet I was not. Therefore, I value that data which I collected and am fully aware that the findings I have made are not conclusive. I know that, as this and other EFL program evaluations proceed, I will discover additional information which is both supporting and contradictory to that recorded in this study.

Chapter 4: Discussion

Future Program Evaluations in Mexico

As I write this research paper, negotiations are underway for an additional two

private Mexican schools to contract EFL program recognition from Lethbridge

Community College. This will mean that five schools will be involved concurrently.[72]

What began as a dream on the part of a visionary Mexican educator is slowly spreading

throughout the country. While this intention was stated at the onset of the project with

Centro Escolar Cedros, I wasn't at all certain that it would become a reality. It has. And

because of this, the evaluation of the EFL program evaluation in that school--the flagship

school--is particularly meaningful and useful. Further, expanding that ongoing evaluation

to include feedback from the two more recent schools involved has been important to the

manageable growth of the project. In fact, as the project continues to expand, I can now

see that evaluation of that work in conjunction with the EFL program evaluation in each

school will be essential. Further, the process must always remain dynamic because

factors such as variations in location and student demographics will necessitate careful

consideration of the adaptation of the Twenty Standards to each situation.

What is also happening in Mexico--and which is out of my hands--is the

promotion of the evaluation process by the schools currently involved. They are doing

this because, first, they are proud of what they are involved in, and perhaps more

importantly, because they feel that, if more schools are involved, the prestige and

importance of being deemed recognized by a Canadian institution will be more

meaningful from a marketing perspective. This was stated in an interview with Jorge

Obregón, the English Head at Instituto Chapultepec:

> We want program recognition okay, in order to ensure that we are working proper [sic], not, we want to be recognized to say that we are Colegio not only because Instituto say, but also because very recognizing ... that's prestige and that's marketing, that's more than prestige and marketing, that's knowledge... new and wonderful experience. (J. Obregón, January 30, 2002, stored in my personal files)

Overcoming Challenges

Financial

As business manager of these projects, I have recently faced a new challenge: requests to access the evaluation work at a reduced cost. The price was initially set for each full evaluation based on various factors included document evaluation, on-site visits, and intensive communication. One school tried to save that cost by submitting documents more quickly, thereby, in their minds, cutting the time involved in completing the work. Another which has not yet signed a contract has currently completed what they consider to be 65% of the work in the hopes that this will be less expensive. This has been a challenge which I had not anticipated. I have resolved it--to date at any rate--by stating firmly that the price is for the full recognition which is awarded once the process has been completed regardless of the time involved in arriving there.

Costing the project has been one challenge. A second item related to money is the actual receipt of payment of Canadian dollars from Mexico. I have discovered that the most efficacious method of payment is by bank transfer, which should be a simple matter of making the payment in Mexico and having it arrive at the bank in Lethbridge. However, it's not quite that simple. Payments disappear and sometimes take weeks to re-emerge, which results in frustrations on both sides. I have learned that it is essential that

the school notify me directly by fax with all bank transfer information as soon as the transfer. Then, I have to have someone track that transfer closely until it finally arrives. What was initially a challenge has now become a process.

<u>Communication</u>

There have been other challenges which have perhaps been more troublesome. In fact, the greatest of all for me has been the challenge of communication, and it has not been as readily overcome. The chart below has been designed to elucidate some of the elements of communication with Mexican schools, and my accompanying concerns:

Figure 4. Challenges in Communicating with Mexican Schools

COMMUNICATION	CHALLENGES
Communicating via telephone and fax	-receptionists speak only Spanish -hours of work are different -fax machines are always fax/phones and Canadian machines require a handset and person to request a fax tone in Spanish: Even this is usually unsuccessful -the Mexican phone system can be problematic
Communicating via e-mail	-not all Mexican administrators have direct access to e-mail -not all Mexican administrators know how to use e-mail well -Mexican servers are often down -my LCC account has limited capacity for receipt of files
Communicating via post	-regular post takes one or more months from Canada to Mexico, and mail can get lost (one package spent three months in Jamaica) -courier is expensive: one letter can cost $60
Communicating concepts & expectations	-recipients are not always fluent in English; language must be clear and explicit -point form is often preferable
Communicating with sensitivity	-expressed frustration and anger can linger -time frames can be different -communication usually begins with trivia and ends with warmth -business relationships frequently take on a friendly note
Communicating regularly	-ongoing communication--regardless of importance--helps to keep up the project's impetus
Responding to communication	-Mexican counterparts need to learn to respond to correspondence when it is received

This is not to say that communicating with Mexican colleagues is fraught with

problems--because it isn't generally--but rather that some challenges occur regularly and

most can be overcome with a little patience and understanding. The only one with which

I have real concern is that of e-mail. In one particular case, the English Head responds to my numerous messages sporadically, and I never know whether or not she has received the ones which I consider to be most critical. I have tried faxing many times, and this has been unsuccessful, so my only alternative is to telephone or send messages via courier. Both are time-consuming and expensive.

On a more positive note, who else receives daily messages filled with *abrazos* and *besos*? And who else is sent thoughtful birthday cards, asked about their children, and can learn about another culture on-line? For me, communication benefits far outweigh the challenges.

Marketing

Marketing the evaluation process in Mexico has been another challenge, although it is being developed steadily. As mentioned earlier, for only one, two or three schools to receive EFL program recognition is not enough, but the question for me has been, how can the number of schools involved be augmented manageably? One of the EFL teachers at Centro Escolar Cedros has used the program evaluation project as the case study for his Mexican degree in marketing. Part of his work has been to evaluate the marketing associated with the work, and he has designed a brochure which he suggests be disseminated to Mexican schools interested in undertaking such a project. This brochure is currently under review, and I anticipate having it prepared in both Spanish and English and distributed as per his plan.

Further, the International Head at Centro Escolar Cedros is now being paid a token annual stipend to work as a representative for Lethbridge Community College. He

is currently involved--in his spare time--in talking to interested schools, explaining the

process and assisting them in preparing to undertake documents submission. While I

realize that the potential for successfully marketing this work throughout Mexico is huge,

I am also aware that, if it is not managed carefully, the entire process could be diluted and

flounder, thereby diminishing the prestige it is slowly acquiring. Further, if the project

grows too big too suddenly, it may not be possible to find and train suitable program

evaluators, and this could result in the joint frustration of the College and schools

applying for program recognition.

<u>Documents Submission and Analysis</u>

The submission of appropriate documents and their successive analysis by the

evaluation team can be a cause for concern. It has been my experience that documents are

often submitted in spurts, particularly just before an on-site visit by the evaluation team

or during that visit. Then, nothing much happens for a considerable time. One case,

though, which is quite different is that of one of the new schools. The English Head has

been zealous in his submissions; in fact, he has several times submitted so many e-mail

attachments in one message that the internet service of both evaluators has crashed.

The other related challenge is what to do with all those documents when they

arrive. One of the expectations of the evaluator who is working from a distance as a

consultant is that she record all submissions on Excel files monthly, placing each under

the appropriate standard. This method has worked very well so far, but the actual

evaluation of the documents still requires a dedicated process. At this point, both the

consultant and I provide feedback to most submissions (and assistance where there is a

perceived area of weakness), but there is not a clearly defined process. This challenge must be dealt with as soon as possible; the evaluation team will have to meet shortly in order to delineate specific criteria for assessment of submissions rather than following what has become a increasingly haphazard procedure.

Intercultural Understanding

Working across cultures has proven to be a distinct challenge. This has been discussed several times earlier in this study, although additional observations should be noted. First, the concept of time can be a cause of consternation. Time with regard to documents submission was discussed above, but time as it relates to work on site has sometimes proven to be problematic too. For instance, meetings expected to be held at Centro Escolar Cedros sometimes had to be shortened or cancelled because the time element was problematic. Lunch time--two hours, from 2-4 p.m.--initially causes the evaluation team some challenge (and a gurgling stomach throughout the morning) because we are used to a quick lunch at an earlier hour and then a return to the work at hand.

School hours, too, are quite different from those in Canada. Upper grades often begin at 7 a.m., with a brief break mid-morning and then the usual lunch break from 2-4 p.m. Teachers in Culiacán are expected to work on preparation on Saturdays as well. Because of poor salaries, many teachers also tutor privately after they have finished their daily preparation following lunch. Additionally, teachers are expected to meet individually with students and parents, and many also supervise after-school clubs and activities. Knowing this schedule, it is very difficult for the evaluation team to expect the

teachers to work on Standards submissions as well.

The absolute graciousness of the Mexican teachers, staff and students is another factor which is apparent upon arrival in a Mexican school. The evaluation team is always treated with friendly respectfulness, and with *abrazos* and *besos* from everyone throughout the day. However, this same element, when extended to promises for Standards fulfillment, can work against the project. I have seen nodding heads when concepts are explained, although later it has become apparent that the understanding which I felt was implicit was actually lacking. I have also listened to promises for submissions and expansion of work which were never satisfied. While I do not want to generalize, I would guess that perhaps this overt niceness may not imply full acceptance.[88]

That each of the schools with which I have been working has tight security is a given in Mexico, but that was initially a shock to me. All are surrounded by high walls topped with broken glass, and each has at least one visible armed security guard. The school in Mexico City also has additional guards accompanied by German Shepherds. Children are transported to and from school by adults in closed vehicles, and they are dropped directly at the front door, which is not a door, but rather a guarded electric gate. Schools have reported break-ins, and all fear the kidnapping of their students. Nothing in my educational experience in Canada prepared me for this.

Both the consultant and I have received many quasi-social invitations which were never actualized, much to our disappointment. The good intentions behind those invitations were obvious, but the lack of follow-up was at first surprising, but we have

now come to accept this. Further, while the families of the teachers and staff are a constant topic of discussion, we have yet to be invited to spend time in any home. I have no conclusion to draw from this.

In the Mexican culture, business-related restaurant meals are central to the work at hand. In Understand the Business Culture in Mexico: The Key to Success this specific concept is referred to as follows:

> Canadians making business trips to Mexico usually comment that Mexican executives spend much of their work day at meals and other functions that appear to provide little commercial opportunity. On the surface, it might appear that they never work. But in reality, these activities serve important business purposes. Most importantly, they help to build friendship and trust before getting down to business. This kind of activity occurs before and during meetings, at business meals, and even before and after negotiations (p.25).

My experience in this regard has been that large, lengthy lunches are welcomed by the Mexican staff, and are consumed over a two or more hour period. The talk is rarely about the work-at-hand, and I have often had to curb my urge to get back to the serious business for which I have been contracted. Evening meals, too, have been luxurious, involving many courses, the consumption of a variety of alcoholic beverages, and are rarely business-based. However, that this time spent together has resulted in trust and friendship is without doubt.

Early-on, I was startled by the seeming lack of importance played by gift giving. I had been told that gifts were central to working in Mexico. Each time I have visited a school I have arrived laden with gifts of books, expensive pins, souvenir pens, frameable posters, and such. However, these gifts were not reciprocated; in fact, two of the schools handed the consultants and small tokens just as we were to depart on the final day, and it

was obvious that these had been hastily purchased, although they were given with extreme graciousness. I have now decided that while my concept of gift giving may not be practical, I will continue to take gifts which reflect a professional association simply because I personally choose to do so.

My final noticeable challenge has been that of understanding Mexican names and titles, and I am constantly aware of how important this is. I am no longer surprised when I hear a person referred to as Ingeniero (Engineer), or Licenciado (someone with a Bachelor's degree), or Arquitecto (Architect), rather than being called by name. This is an overt sign of respect. I have also learned that everywhere I will be called Señorita (Miss.), a particularly Mexican form of address for all except the oldest of women, regardless of marital status. But those names; most have at least four, but six or more are not uncommon. I hope I am clear when I say that the second last of the last names is the one used alone; it is the last name of the father. The final last name, on the other hand, is that of the mother and all children have it. Thus, Javier Jésus Ramos Guitierrez would usually be called Javier Ramos, although the name Javier likely has a nickname which reflects his personality or origins attached to it. Finally, the tú[73] pronoun is almost always used in Mexico, which was something I had never learned in my Spanish classes.

Avoiding Missionizing

In Chapter 2 of this study considerable space was dedicated to pedagogical imperialism and the imposition of the communicative approach. However, I feel that, as awareness of these two components is critical to the success or failure of educational work in Mexico--or in any non-English speaking country--, I must return to this topic as

one of the major and ongoing challenges of working in Mexican schools.

This research project has not explored the underlying rationale for Mexican students to learn English; instead, that concept has remained implicit. In order to determine a broader international perspective on learning English, I turned to the literature. Warschauer (2000) maintains that "Increasing numbers of people around the world turn to English as a requirement of international communication" (p. 513). Thus, the question arises as to which English. Earlier in this study it has been shown that Anglo-American English forms are being rejected in many locales, and this fact must be at the forefront of considerations by the evaluation team. The implications for evaluating both textbooks and methodologies, as well as for the design of teacher development workshops which accompany the on-site evaluation work are significant.

Intrinsic to the missionization of Anglo-American Englishes is the assertion that the communicative approach is the quintessential methodology for achieving successful communication. This too must be approached with caution, as discussed in Chapter 2. There is an innate tendency for the evaluation team to evangalize in expecting Mexican EFL teachers to adhere to the principles of this method because, in the words of Warschauer (2000),

> The emphasis on the communicative approach on functional interaction rather than on the achievement of nativelike perfection corresponds to the imperatives of the new society, in which English is shared among many groups of nonnative speakers rather than dominated by the British or Americans. (p. 512)

However, efforts to promote a methodology which is often vaguely understood, and which is being applied internationally to classroom practice without a real conception

of what it is, and what its application implies. Often, too, the precepts of that method are simply unworkable because of intervening factors such as basic beliefs in education which are influenced by political systems, culture, religion and history. Thus, the evaluation team has to be sensitive to this, and must avoid imposing expectations which can only result in superficial adherence to evaluation project requirements.

These are some of the challenges, although each day brings new ones. The research and reflection involved in this study have provided a firm foundation for meeting those challenges positively, so that EFL program evaluation in Mexico will remain dynamic and so that the evaluation team will approach each new issue with alacrity.

Conclusion

This study is an attempt to report a complex EFL evaluation project. What initially began as a naïvely simplistic plan to determine the effectiveness of an EFL program evaluation process in a private bilingual school in Mexico has since evolved to becoming a dynamic undertaking which I now see will continue to extend as program evaluation work expands throughout the country. As I look back on the evaluation of the EFL program evaluation, and as I review the data and reflect on the findings from that work, I am able to observe the growth of the project from its infancy through maturation and into what is now a respected process. This is not to say that a template for such program evaluations has now been formulated, but rather that understandings have been garnered on both sides, and a door has been opened wide to future learning and understanding for all involved.

Endnotes

[1] My role was that of a member of a consulting team to Clare Myers, ESL professional employed by ATESL to research and write *Program Standards for Adult ESL*. A working document was printed in April, 1998, but the completed work has never been released.

[2] This is a mutually agreed-upon term chosen to denote partial fulfillment of the Standards.

[3] While both Penthes Rubrecht and I have education and experience in k-12 classrooms, our most recent experience has been in adult education.

[4] Opus Dei is a controversial Prelature of the Roman Catholic Church. The Mexican schools with which I work are owned and operated by members of that group. More information will follow in the section on Mexican culture in the study.

[5] To *do* research one undertakes:
   -to develop a *plan* of action to improve what is already happening,
   -to *act* to implement the plan,
   -to *observe* the effects of action in the context in which it occurs, and
   -to *reflect* on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles (p. 7).

[6] This includes the three new coordinators, who were hired to replace three others who had quit.

[7] Blitzkreig ethnography, a phrase coined by R.C. Rist (1980) and discussed by Johnson and Saville-Troika (1991) and Watson-Gegeo (1988) refers to ethnographic study done hurriedly and lacking a depth of involvement. For the purposes of this study, it is used only to refer to tools which are administered under constraints of time.

[8] A "Jet-In Jet-Out Expert" is one who departs and leaves in a manner which is self-explanatory.

[9] This includes factors mentioned earlier in this study, which encompass, in particular, staff changes.

[10] The most perceptible is the standard regarding qualitative and quantitative measures of learner achievement.

[11] The information found on the sites, however, is often questionable in nature, and I have been careful about taking this into consideration as a source of research.

[12] However, as Carlos Fuentes (1997) states: "Anti-Americanism is not enough. Most Mexicans today are far more sophisticated than their ancestors were in judging both the bad and the good of

the United States." (p. 210)

[13] Campsinos are poor, landless farmers, or farmers eking out a living on tiny, marginal plots of land of their own.

[14] Slums where millions of displaced campesinos live in sub-human conditions on the outskirts of major Mexican cities, Mexico City in particular, are referred to as barrios.

[15] An obvious example is the tragafuegos or fire-breathers, who earn their living by inserting burning, gas-soaked sticks into their mouths as they stand amidst the traffic collecting pesos. They have, however, recently been outlawed in Culiacán because of an incident involving the explosion of ingested gas which killed not only the tragafuego, but also occupants of a nearby car.

[16] Cuauhtémoc was the Aztec chieftain defeated by Cortés and who, President Echeverría said in 1975 "…represents the struggle by the third World to end the process of colonialism imposed by the world powers" (Riding, 1989, p. 17).

[17] The reference is to the pre-1968 Mexico City Olympics massacre in which government troops killed between 200 and 300 protesters (mainly students) disenchanted with President Díaz Ordaz's increasing authoritarian leadership.

[18] Latifundios are huge landholdings managed by powerful caciques—generals who ruled much like warlords.

[19] Over one half of the land was owned by only 3,000 families who lived in opulence amidst the growing poverty of the campesinos.

[20] This has been the case except for the current president, Vicente Fox. His effectiveness as President remains to be seen, although many Mexican initially held great hope because he is the first non-PRI President.

[21] Riding refers to Opus Dei as follows: "Over the past two decades, the conservative Opus Dei Movement has become influential in business circles…" (1989, p.89), and "..Opus Dei, although not a political party, remains an important centre of conservative political thought and action" (p. 109).

[23] This method was employed by teachers of the classics with a focus on grammatical rules, memorization of vocabulary and verb conjugations, and translation of classical writings; language learning was essentially a scholarly pursuit. There was no active use of the target language.

[24] Gouin studied language learning amongst children, and in the late 1800's created a method that taught learners without translation and grammatical rules in a series of connected sentences. The language was easily understood, stored, recalled and related to reality. Berlitz adapted this

method and re-named it the Direct Method.

[25] In 1959, Chomsky argued that behaviorist psychology could not account for language learning; rather, he favored cognitive psychology, which emphasized the importance of the activity of the *learner*.

[26] In 1972, Charles Curran brought forth his "Counseling-Learning" model inspired by Carl Rogers' views of education. Students learn together in a supportive community, working in groups as they proceed from native to target language utterances under the assistance of a counsellor translator (teacher). The method was devised to remove the threats inherent in language learning. The only elements of this approach which remain today are the principles of discovery learning, student-centred participation and student independence.

[27] Founded by Caleb Gattegno, the Silent Way capitalized on discovery-learning, with the teacher being silent much of the time. Students worked together with Cuisenaire rods used to introduce vocabulary, verbs and syntax. The method failed in providing the opportunity to communicate, and too little teacher guidance was permitted, although the precept of discovery-learning that was inimical to the method is still considered to be valid.

[28] These included: first, a pre-production stage in which listening predominated, a second early production stage replete with uncorrected errors as students struggle to gain comfort with the language, and a third of extending production involving complex games and discussions to encourage natural fluency.

[29] TESOL later opened its membership internationally, and today has thousands of members worldwide.

[30] IATEFL is based in Britain, and its membership is centred in Europe and Asia, although it, too has many members from around the world.

[31] For instance, I attended the TESOL Conference in Chicago in 1996, and was one of 10,000 registrants from all corners of the globe.

[32] Regarding the nature of standards: what do they look like? How do we arrive at a consensus about their nature?

[33] For example, the TESOL *ESL Standards for Pre-K-12 Students* (1997), which has involved the publication of not only a 166 page document describing the Standards, but several accompanying manuals and texts designed to assist with the implementation of the Standards. All of these materials are the result of over 10 years work by a task force and professionals dedicated to completion of the project.

[34] That is, as distinct from English as a second language, which is taught in Canada and other

countries where English is a mother tongue.

[35] See Smith (2000), who presents the view that not only was colonial domination a result of papal and Renaissance/Reformation reform, but that the emergence of Protestantism also hastened to acquire far-flung empires.

[36] Inventions like the steam engine were exported accompanied by the language of the inventors, English.

[37] However, Pinar et al (1996) quote Thelin, who, in discussing the broader issue of international curriculum, warns that "…students of curriculum must attend to international issues as they struggle to understand curriculum in the present historical period…. It must not be reduced to a scholarly version of American nationalism and neocolonialism" (p. 843).

[38] Willinsky further states that it is not how many speak English, but the "…manner in which English is accorded this special honor as if this were the fulfilment of an earlier imperial mandate" (p. 143).

[39] Canagarajah speaks of the potential of English to have a "…vibrant afterlife" (p. 76), but not in the form as known by BANA, but rather through code mixing--Anglicizing Tamil, or Tamilizing English.

[40] Skutnagg-Kangas (2000) refers to this as both 'Coca-Colaization" and "McDonaldization", meaning that both companies are examples of multi-nationals whose marketing tactics involve the aggressive and interminable thrust of dispensing controlled (Western-based) information regardless of the local culture.

[41] This term is being used to refer to anyone who does not speak English as a first language. English could, in fact, be a third or fourth additional language.

[42] English is the official or working language at most major international political gatherings; for example ASEAN, Commonwealth, Council of Europe, EU, NATO, OPEC, and the EFTA, to mention only a few.

[43] In 1972, only three of the world's top thirty agencies were not US-owned.

[44] A prime example is the apparent power of CNN following September 11, 2001.

[45] In 1995, the USA controlled about 85 percent of the world film market.

[46] From jazz to rock, regardless of the mother tongues of the singers over 95 percent of vocal recordings are in English.

[47] The leading tourism earner and spender is the USA, which earned over 50,000 million dollars from tourism in 1992.

[48] English has become the language of airport and sea control.

[49] They define the type of culture involved in language teaching, and include a delineation of aesthetic, sociological, semantic and pragmatic elements of culture. They carry forward the argument that none of these actually apply to their situation, however.

[50] As they see it, few Moroccan students will ever progress beyond secondary school in their studies of English. Thus, students will likely only need the language to communicate within Morocco, particularly in written form.

[51] For Canagarajah (1999), periphery refers to all post-colonial nations which formerly belonged to any imperial powers, but which have "...now come under the neo-imperialist thrusts of English-speaking centre communities" (p. 4).

[52] Further, in 1992 Prodromou writes in the *ELT Journal* about a survey he has undertaken involving 300 young-adult Greek students regarding culture and teaching in ELT. Results of the survey show that many students prefer locally-produced materials, that their teachers should know their language and culture, and that speaking like a native speaker was not a top priority in learning English. Only a third of the students are interested in learning about the culture of other countries, and a surprising 18% want to learn American English over British English. The implications of this study show that, when asked, that students have savvy responses to the issues of language learning and culture which could have far-reaching effects on ELT in Greece.

[53] "...the process of learning about another culture entails a reflection on one's own culture as well as the target culture" (p. 8) according to McKay (2000).

[54] Modiano cites Phillipson (1992) as saying that "...English is such a dominant force in world affairs (the bulwark of Western ideology)..." (p. 340).

[55] In Europe, English is based on the ideology of integration motivation. Modiano explains it this way: "...European integration, and the use of English as the unofficial language for European affairs, is forcing EU citizens to come to terms with Anglo-American 'linguistic imperialism'" (p. 341).

[56] Such myths include that it consists entirely of group and oral work in the absence of a teacher.

[57] This is as in "big picture" rather than worldwide.

[58] Perhaps this would be more correctly termed Standard Englishes, as there is no one universal form.

[59] This is also true for other ex-imperial languages such as Spanish and Arabic.

[60] For instance, ABBA composed in English even though Swedish was their mother tongue.

[61] Carter and Nunan (2001) address this as follows: In becoming the medium for global communication, English is beginning to detach itself from its historical roots. In the course of doing so, it is also becoming increasingly diversified to the point where it is possible to question the term "English". The term 'world Englishes' has been used for quite a few years now, and it is conceivable that the plural form 'Englishes' will soon replace the singular 'English'" (p. 3).

[62] This is due to the proliferation of professional associations for EIL teachers, and the ever-growing number of TESL websites and TESL-related journals.

[63] This is the case in Japan and Korea, where untrained EIL teachers are often hired and expected to provide little more than a native-speaker voice in the classroom. Most remain socially marginalized in those countries during their brief stay, and none are encouraged to remain longer than a few brief years. The harm to the EIL profession resulting from this is untold.

[64] My original plan was to spread the laurels of that controversial communicative method

[65] I will work to lessen emphasis on foreign-produced textbooks, and will instead enable teachers to focus on lessons based on local culture and using local materials. I will encourage critical reflection to underscore change.

[66] The first evaluation team visit was to Centro Escolar Cedros in winter, 2001; the second was to the two new schools--Colegio Chapultepec and Instituto Chapultepec--in winter, 2002.
[67] I elected to do this because the school had expressed anxiety over the potential for disconcerting results, and because they had allotted me time from my full schedule as an evaluator to undertake an evaluation that they had neither paid for nor requested.

[68] On that visit the evaluation team of two was accompanied by the Access Centre Team Leader from Lethbridge Community College, Judy McCoskey. Her role was to be that of an observer, but she volunteered to work as part of the student interview team.

[69] The first tools are those administered in early 2001 at Centro Escolar Cedros and which are specific to the actual evaluation work done at there.

[70] We never did receive curriculum for his courses, which are taught in English, even though the evaluation team requested this document several times.

[71] Compare this with the 75 returned by 130 6th grade students.

[72] These particular schools are part of a group of 51 Opus Dei-administered schools within Mexico. Many others have also expressed in interest in being involved in the process

[73] In Spanish, the English personal pronoun for the singular *you* can be either tú or usted. In many Spanish speaking countries, the usted is considered to be more formal, and the tú is only used with family members and close friends.

References

Adaskou, K., Britten, D., Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. ELT Journal 44(1), 3-10.

Alberta Teachers of English as a Second Language (1995). Best practice guidelines for adult ESL/Linc programming & instruction in Alberta. Edmonton: Alberta Learning.

Alberta Teachers of English as a Second Language (1998). Program standards for adult ESL. Edmonton: Alberta Learning.

Alderson, J. C. and Beretta, A. (1992). Evaluating second language education. Cambridge: Cambridge University Press.

Alptekin, C. (1993). Target-language culture in EFL materials. ELT Journal, 42, (7), 136-143.

Alptekin, C., Alptekin, M. (1984). The question of culture: EFL teaching in non-English-speaking countries. ELT Journal, 38, (1),14-20.

Altbach, P. G., Kelly, G. P. (1988). Textbooks and the third world: Policy, content and context. New York: Garland, 3-43.

Bailey, K. M., Nunan, D. (Eds.). (1996). Voice from the language classroom. Qualitative research in second language education. Cambridge: Cambridge University Press.

Bogue, E. G., & Saunders, R. L.(1992). The Evidence for quality. San Francisco: Jossey-Bass.

Bowers, R. (1986). English in the world: Aims and achievements in English language teaching. TESOL Quarterly, 20, (3), 393-410.

Braine, G. (Ed.). (1999). Non-native educators in English language teaching. Mahwah,

New Jersey: Lawrence Erlbaum Associates.

Brindley, G. (1990). Towards a research agenda for TESOL. Prospect a journal of

Australian TESOL. 6, (1).

Brown, H. D. (2000). Principles of language learning and teaching, fourth edition. White

Plains, NY: Addison Wesley Longman.

Brown, H. D. (2001). Teaching by principles: An interactive approach to language

pedagogy, second edition. White Plains, NY: Addison Wesley Longman.

Brown, J. D. (1995). The elements of language curriculum. Boston: Heinle and Heinle.

Brown, J. D. (1997, January). Designing surveys for language programs. ERIC Document

, ED 415 700.

Brutt-Griffler, J., and Samimy, K. K. (1999). Revisiting the colonial in the postcolonial:

Critical praxis for nonnative-English-speaking teachers in a TESOL program. TESOL Quarterly,

33, (3), 413-432.

Buckmaster, R. (2001). The language we teach. IATEFL ISSUES, 159, 10.

Burnaby, B., Sun, Y. (1989). Chinese teachers' views of western language teaching:

Context informs paradigms. TESOL Quarterly, 23, (2), 219-238.

Byram, M., Fleming, M. (Eds.). (1998). Language learning in intercultural perspective.

Approaches through drama and ethnography. Cambridge: Cambridge University Press.

Canagarajah, A. S. (1999). Resisting linguistic imperialism in English teaching. Oxford:

Oxford University Press.

Carson, T. R., Sumara, D. J. (Eds.). (1989). Exploring collaborative action research:

Proceedings of the ninth invitational conference of the Canadian association for curriculum

studies. Jasper, Alberta: Canadian Association for Curriculum Studies.

Carter, R. and Nunan, D. (Eds.). (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

Chávez, D. (2001). Loving Pedro Infante. New York: Farrar, Straus and Giroux.

Christison, M. A., Stokker, F. L. (Eds.). (1997). A handbook for language program administrators. Burlingame: Alta Book Centre Publishers.

Cohen, B. H. (1979). Evaluating bilingual education programs. Hingham, MA: Teaching Resources Corporation.

Cook, V.J. (1983). What should language teaching be about? ELT Journal, 37, (2), 229-234.

Crystal, D. (1997). English as a global language. Cambridge: Cambridge University Press.

Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. TESOL Quarterly, 29, (3).

Department of Foreign Affairs and International Trade, Latin American & Caribbean Branch (1997, April). Understanding the Business Culture in Mexico: the Key to Success. Retrieved February, 2001 from the World Wide Web: http://www.infoexport.gc.ca/docs/mx_991-e.pdf

Department of Foreign Affairs and International Trade, Market Research Centre and Canadian Trade Commissioner Service (October, 2000). Marketing Your Services in Mexico. Retrieved February, 2001 from the World Wide Web: http://www.infoexport.gc.ca/docs/mx_992-e.pdf

Emerson, R.M., Fretz, R.I., Shaw, L.L. (1995). Writing ethnographic field notes. Chicago:

University of Chicago.

Escrivá, J. (1988). Furrow. London: Scepter.

Eyring, J. L. (1998). What's an objective anyway? TESL Canada Journal, 15, (2).

Fielding, N. G., Fielding J. L. (1986). Linking data. Beverly Hills, CA: Sage.

Fitz-Gibbon, C. T., Morris, L. L. (1978). How to design a program evaluation. Beverley

Hills: Sage.

Flinders, D. J., Thornton, S. J. (Eds.). (1997). The curriculum studies reader. New York:

Routledge.

Fray, R. B. A brief guide to questionnaire development. ERIC Digest.

http://www.eric.net/ft/tamu/vpiques3.htm

Freeman, D. (October/November, 2000). Imported theories/local understandings part 1.

TESOL Matters, 10, (4), 1-5.

Freeman, D. (December 2000/January, 2001). Imported theories/local understandings:

part 2. TESOL Matters, 11, (1), 1-5.

Freeman, Y. S., and Freeman, D. E. (1998). ESL/EFL teaching. principles for success.

Portsmouth: Heinemann.

Freire, P. (1993). Introduction. In McLaren, P., Leonard, P. (Eds.). Paolo Freire: A critical

encounter. New York: Routledge.

Fuentes, C. (1997). A New time for Mexico. Berkeley: University of California Press.

García, O., Otheguy,R. (Eds.). (1989). English across cultures , cultures across English.

Berlin: Mouton de Gruyter.

Genesee, F. Upshur, J. A. (1996). Classroom-based evaluation in second language

education. Cambridge: Cambridge University Press.

Graves, K. (2000). Designing language courses. Boston: Heinle & Heinle.

Guba, E. G (1978). Toward a methodology of naturalistic inquiry in educational

evaluation. Los Angeles: University of California.

Harmer, J. (2001). Slaying dragons: language fascism and the art of the book review.

IATEFL Issues, 158, 3-4.

Harmer, J. (1998). How to teach English. Edinburgh Gate: Addison Wesley Longman.

Hasinoff, J.A. (2001). An intercultural process evaluation, part one: The teachers.

Unpublished manuscript, University of Lethbridge, Alberta.

Hasinoff, J.A. (1999). Critique: Program evaluation of the EFL program at Centro Escolar

Cedros. Unpublished manuscript, University of Lethbridge, Alberta.

Hasinoff, J.A. (2001). English as an international language: An overview. Unpublished

manuscript, University of Lethbridge, Alberta.

Hasinoff, J.A. (2001). Evaluation project: Determining teacher competence. Unpublished

manuscript, University of Lethbridge, Alberta.

Hasinoff, J.A. (2001). Exploring Effectiveness. Unpublished manuscript, University of

Lethbridge, Alberta.

Hasinoff, J. A. (2001). External evaluation of the EFL program at Centro Escolar Cedros:

Part II, all evaluation tools. Lethbridge: Lethbridge Community College.

Hasinoff, J.A. (2001). The Mexico project: Understanding intercultural action research.

Unpublished manuscript, University of Lethbridge, Alberta.

Hasinoff, J.A. (2001). Trends and issues in ESL. Unpublished manuscript, University of

Lethbridge, Alberta.

Henrichsen, L. (1994). Conducting an ESL program self-study: 20 lessons from experience. TESOL Journal 3, (4), 8-13.

Herrera, M. & Zanatta, T. (2000). New parade starter. White Plains, NY: Addison Wesley Longman.

Hinkel, E. (1999). Culture in second language teaching and learning. Cambridge: Cambridge University Press.

Holliday, A. (1994). Appropriate methodology and social context. Cambridge: Cambridge University Press.

Impey, G., & Underhill, N. (1994). The ELT manager's handbook. Oxford: Heinemann.

Ismael, S. T. (Ed.). (1999). Globalization: Policies, challenges and responses. Calgary: Detselig Enterprises.

Jenkins, J. (1998). Which pronunciation norms and models for English as an International Language? ELT Journal, 52, (2), 119-126.

Kemmis, S., McTaggart, R. (Eds.). (1988). The action research planner. Victoria: Deakin University.

Kirk, J., Miller, Marc L. (1986). Reliability and validity in qualitative research. Beverly Hills, California: Sage.

Knight, J. (1995). Internationalization at Canadian universities: the changing landscape. Ottawa: Association of Universities and Colleges of Canada.

Knight, J. (1999). A time of turbulence and transformation for internationalization. Ottawa: Canadian Bureau for International Education.

Kohls, L. R., and Knight, J. M. (1994). Developing intercultural awareness. Yarmouth: Intercultural Press, Inc.

Law, B. and Eckes, M. (1995). Assessment and ESL, On the yellow brick road to the withered of oz. Winnipeg: Peguis Publishers Limited.

Leavitt, S.C. (1999). Guidelines for field notes and journals. Retrieved December 29,2001 from the World Wide Web:

http://www.union.edu/PUBLIC/ANTDEPT/fiji99/assingments/wk1notes.htm

Lehtonen, T., Lonnfors, P., Virkkunen-Fullenwider, A. (2001). What is international English? Who decides? IATEFL Global Issues SIG Newsletter, 1, (01), 9-10.

Lethbridge Community College (2002). Summary of twenty standards (version two) for the recognition process of bilingual schools: Preschool, elementary and secondary levels English as a foreign Language (EFL) programs. Lethbridge, Alberta: Lethbridge Community College, Unpublished document.

Leung, C., Harris, R., Rampton, B. (1997). The idealised native speaker, reified ethnicities, and classroom realities. TESOL Quarterly, 31, (3),543-560.

Lightbown, P. M., Spada, N. (1999). How languages are learned. Oxford: Oxford University Press.

Long, M. H. (1984). Process and product in ESL program evaluation. TESOL Journal 18, (3), 409-425.

López-Ortiz, A., Germán, D. M. (1994). How to do business in Mexico. Retrieved February, 2001 from the World Wide Web:

http://www.cs.unb.ca/~alopez-o/busfaq.html

Lynch, B. K. (1996). Language program evaluation. Cambridge: Cambridge University

Press.

Love, A. J. (1991). Internal evaluation: Building organizations from within. Newbury

Park, CA: Sage Publications, 96-109.

Mackay, R. (1994). Undertaking ESL/EFL programme review for accountability and

improvement. ELT Journal, 48, (2).

Mackay, R., Wellesley, S., and Bazergan, E. (1995). Participatory evaluation. ELT

Journal, 49, (4).

Madaus, G. F., Scriven, M. S., Stufflebeam, D. L. (1983). Evaluation models. Boston:

Kluwer-Nijhoff Publishing.

Marshall, C., and Rossman, G. B. (1989). Designing qualitative research. Newbury Park,

CA: Sage Publications.

Martz, N. (1996). Program evaluation: Multiple perspectives. The Connector, 6, Fall

1996.

McKay, S. L. (2000). Teaching English as an international language: Implications for

cultural materials in the classroom. TESOL Journal, 9, (4), 7-11.

McLaren, P. (1991). Field relations and the discourse of the other. Experiencing

fieldwork: An inside view of qualitative research. New York: Sage.

Mignolo, W. D. (2000). Local histories/global designs: Coloniality, subaltern knowledges,

and border thinking. Princeton, NJ: Princeton University Press.

Miles, M. B., and Huberman, A. M. (1994). Qualitative data analysis. Thousand Oaks,

CA: Sage Publications.

Modiano, Marko (2001). Linguistic imperialism, cultural integrity, and EIL. ELT Journal, 55, (4).

Morris, L. L., & Fitz-Gibbon, C. T. (1982). Evaluator's handbook. Beverly Hills: Sage Publications.

Navarete, C., Wilde, J., Nelson, C., Martinez, R., Margett, G. (1990). Informal assessment in education evaluation: Implications for bilingual education programs. NCBE Program Information guide Series Number 3, Summer 1990. Retrieved October 13, 2000 from the World wide net: http://www.ncbe.gwu.edu/ncbepubs/pigs/pig3.htm

Norton, B. (1997). Language, identity, and the ownership of English. TESOL QUARTERLY, 31, (3), 409-429.

Nunan, D. (1999/00). Yes, but is it English? TESOL Matters, 9, (6), 3.

Nunan, D. (1990). ERIC Digest. Second language classroom research. http://www.ericae.net/db/edo/ED321550.htm

Nunan, David (1988). The learner-centred curriculum. A study in second language teaching. Cambridge: Cambridge University Press.

Nunan, D. (1992). Research methods in language learning. Cambridge: Cambridge University Press.

Nunn, R. (2001). Language Learning Across Boundaries--Negotiating Classroom Rituals. TESL-EJ, 5, (2), 1-11.

Ontario College of Teachers (1999). Standards of Practice for the teaching profession. http://ww.oct.on.ca/english/standards.htm

Oppenheimer, A. (1998). Bordering on chaos. Boston: Little, Brown and Company.

Peirce, B. N. (1995). Social identity, investment, and language learning. TESOL

Quarterly, 29, (1), 9-25.

Pennington, M. C (1991). Building better English language programs. Washington:

NAFSA.

Pennycook. A. (1998). English and the discourse of colonialism. London: Routledge.

Phillipson, R, Skutnagg-Kangas, T. (1996). English only worldwide or language ecology?

TESOL QUARTERLY, 30, (3), 429-452.

Phillipson, R. (1992). ELT: the native speaker's burden? ELT Journal, 46, (1) 12-18.

Phillipson, R. (1992). Linguistic imperialism. Oxford: Oxford University Press.

Phillipson, R. (1996). Linguistic imperialism: African perspectives. ELT Journal (50),

(2),160-167.

Phillipson, R. (2001). Dragons, language fascists and like myths. IATEFL Issues, 160, 2.

Pinar, W. F., Reynolds, W. M., Slattery, P., Taubman, P. M. (1996). Understanding

curriculum. New York: Peter Lang.

Poniatowska, E. (2001). Here's to you, Jesusa! New York: Farrar, Straus and Giroux.

Translated by Heikkinen, D. (original 1969).

Posavac, E. J., & Carey, R. G. (1985). Program evaluation methods and case studies. New

Jersey: Prentice-Hall.

Prodromou, L. (1988). English as a cultural action. ELT Journal, 42, (2), 73-83.

Prodromou, L. (1992). What culture? Which culture? Cross-cultural factors in language

learning. ELT Journal, 46, (1), 39-50.

Rea-Dickens, & Germaine, K. (1998). Evaluation. Oxford: Oxford University Press.

Rhodes, N. and Burkart, G. (1999). Program evaluation. CAL. Retrieved October 11, 1999 from the World Wide Web:http://www.cal.org/services/eval/htm

Ricento, T. (1994). Reviews: Linguistic imperialism. TESOL Quarterly, 28, (2), 421-427.

Riding, A. (1989). Distant neighbors: A portrait of the Mexicans. New York: Vintage Books.

Rogers, J. (1982). 'The world for sick proper'. ELT Journal (36), (3), 144-151.

Ross, O.(2001). The dark virgin: A novel of Mexico. Toronto: Harper Flamingo Canada.

Rubrecht, V. P. (2001). Revised program standards for bilingual elementary and secondary English as a foreign language programs. Lethbridge: Lethbridge Community College.

Saskatchewan Literacy Network (2000). Best program practices. Saskatoon: Saskatchewan Literacy Network.

Sauvé, V.L. (1990). External evaluation. The ESL program at Lethbridge Community College. Edmonton, AB: English Language Professionals, Inc.

Scott, P.(2000). Globalisation and higher education: Challenges for the 21st century. Journal of International Education, 4, (1).

Scriven, M. (1995). ERIC Clearinghouse on Assessment and Evaluation. Student ratings offer useful input to teacher evaluations. http://www.ed.gov/databases/ERIC_Digests/ed398240.html

Seaton, I (1997). Comment: Linguisitic non-imperialism. ELT Journal, 51, (4) 381-382.

Seliger, H. W., Shohamy, E.(1989). Second language research methods. Oxford: Oxford University Press.

Selman, M. (1991). Adult program evaluation guide. Province of British Columbia:

Vancouver.

Short, D. J., Gomez, E. L., Cloud, N., Katz, A., Gottlieb, M., Malone, M. (2000). Training others to use the ESL standards: A professional development manual. Alexandria, Virginia: TESOL, Inc.

Sifakis, N. C. (2001). The two faces of Janus: Norm and culture bias in the EIL Framework. IATEFL Issues ,162, (5-6).

Skuthabb-Kangas, T.(2000). Linguistic genocide in education--or worldwide diversity and human rights? Mahwah, NJ: Lawrence Erlbaum Associates.

Smith, D. G. (2000). The specific challenges of globalization for teaching and vice versa. Unpublished manuscript, University of Alberta at Edmonton.

Snow, M. A. (Ed.). (2000). Implementing ESL standards for pre-K-12 students through teacher education. Alexandria, Virginia: TESOL.

Special Senate Committee on Post-Secondary Education(1997). A senate report on post-secondary education in Canada. Ottawa.

Stanley,C. (1998). A framework for teacher reflectivity. TESOL Quarterly.

Stoller, F. L., Christison, M. A. (1994). Challenges for IEP administrators: Liaison with senior-level administrators and faculty development. TESOL Journal, 3, (3).

Szanto, G (2001). The Condesa of M. Toronto: Cormorant Books Inc.

TESL Canada (1999, May). Draft national recognition standards. Retrieved December 21, 1999 from the World Wide Web:

http://www.ritslab.ubc.ca/teslcan/standards.htm

TESOL (1997). ESL standards for pre-k-12 students. Alexandria, Virginia: TESOL.

TESOL Accreditation Advisory Committee (1998). The TCA standards for intensive

English programs. Alexandria, Virginia: TESOL.

Trochim, W.M.K. (2001). Qualitative approaches. Retrieved December 29, 2001 from the

World Wide Web:

http://trochim.human.cornell.edu/kb/qualapp.htm

University of Cambridge Local Examinations Syndicate (1998). KET. Key English test

handbook. Cambridge: Cambridge University Press.

University of Cambridge Local Examinations Syndicate (1998). PET. Preliminary English

test handbook. Cambridge: Cambridge University Press.

US Department of Commerce – National Trade Data Bank (September, 1999). Mexico

world fact book. Retrieved February, 2001 from the World Wide Web:

http://www.tradeport.org/ts/countries/mexico/wofact.html

Vale, D. & Gorriti de Vale, A. (2000). The language tree. Workbook 6. Oxford:

Macmillan Heinemann English Language Teaching.

Wajnryb, R. (1992). Classroom observation tasks. A resource book for language teachers

and trainers. Cambridge: Cambridge University Press.

Walker, J. L (1999). Canada first: the 1999 survey of international students. Ottawa:

Canadian Bureau for International Education.

Wallace, M. J. (1991). Training foreign language teachers. A reflective approach.

Cambridge: Cambridge University Press.

Warschauer, M. (2000). The changing global economy and the future of English teaching.

TESOL Quarterly, 34, (3), 511-535.

Watkins, S., Hughes, F. (2001). The changing face of English: implications for teacher educators. IATEFL Global Issues SIG Newsletter, 1, (01), 12-13.

Watson-Gegeo, K. A. (December, 1998). Ethnography in ESL: Defining the essentials. TESOL Quarterly, 22, (4).

Watts, E. (2001). Teacher or missionary? The communicative language teacher outside Europe. IATEFL Global Issues SIG Newsletter, 1, (01), 13-16.

Weir, Cyril, Roberts, Jon (1994). Evaluation in ELT. Oxford: Blackwell Publishers.

White, Ron, Martin, Mervin, Stimson, Mike and Hodge, Robert (1991). Management in English Language Teaching. Cambridge: Cambridge University Press.

Widdowson, H. G. (1993). The ownership of English. TESOL Quarterly, 27, (2), 377-389.

Widdowson,H. G. (1990). Aspects of language teaching. Oxford: Oxford University Press.

Willinsky, J. (1995). Language, nation, world. In Thinking globally about language education. Chapman, M. L., Anderson, J., Ed. Vancouver: University of British Columbia.

Wilson, K. (1997). "International education" or "educational imperialism"? international education – ej, 1, (2),p.1-4.

Wilson, S. (1977). The use of ethnographic techniques in educational research. Review of Educational Research 47, 1.

Yule, G. (1997). Referential communication tasks. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Zukowski/Faust, J. (December 1998/January 1999). An ESL teacher's guide for

reflection. <u>TESOL Matters, 8,</u> (6)

Appendix A

LETHBRIDGE
COMMUNITY COLLEGE

SUMMARY OF TWENTY STANDARDS

(VERSION TWO)

FOR THE RECOGNITION PROCESS
OF

BILINGUAL SCHOOLS

PRESCHOOL, ELEMENTARY AND SECONDARY LEVELS

ENGLISH AS A FOREIGN LANGUAGE (EFL) PROGRAMS

Prepared by: V. Penthes Rubrecht
for
Lethbridge Community College

January 2002

PURPOSE OF PROGRAM

PROGRAM STANDARD ONE (Standard 1)

The EFL program has a clearly articulated written mission statement of purpose and goals, relevant to the needs of learners in Kindergarten, elementary and secondary levels, and compatible with the overall goals of the institution.

PROGRAM STANDARD TWO (Standard 2)

The purpose of the EFL program is communicated to and supported by the whole institution and all the individuals who work for or are served by the teaching staff, coordinators, administrators, support staff, parents, students, and other persons with an interest in the institution (stakeholders).

CURRICULUM

CURRICULUM STANDARD ONE (Standard 3)

The program has a written curriculum, which includes instructional objectives for each grade as well as scope and sequencing across all grades offered by the institution.

CURRICULUM STANDARD TWO (Standard 4)

The curriculum specifies intended learning outcomes for each grade level and each language skill that can be validated in qualitative and quantitative terms.

CURRICULUM STANDARD THREE (Standard 5)

The curriculum is regularly reviewed through a consultative process that accommodates suggested changes by teaching staff, coordinators and administrators, with appropriate input from parents, students, and other persons with an interest in the institution (stakeholders).

INSTRUCTION

INSTRUCTIONAL STANDARD ONE (Standard 6)

Instructional methodologies are based on current insights into the process of second language acquisition and follow established principles of second language pedagogy to achieve the curricular goals.

INSTRUCTIONAL STANDARD TWO (Standard 7)

Instructional activities develop all language skill areas in appropriate sequences and with consideration of the learners' experiential backgrounds, knowledge bases, learning styles, and interests.

INSTRUCTIONAL STANDARD THREE (Standard 8)

Instructional materials are current, free of biases, and compatible with the philosophy expressed in the purpose and goals as well as with written statements regarding methodologies and pedagogy.

STAFFING

STAFFING STANDARD ONE (Standard 9)

Program staff (teachers, administrators, coordinators, and support staff) have education and experience commensurate with their responsibilities.

STAFFING STANDARD TWO (Standard 10)

Program staff undergo performance appraisals that are:

- Based on written criteria and procedures made explicit before the appraisal
- Conducted on a regular basis
- Drawn from multiple sources (administrators, coordinators, peers, students, self-assessment)
- Thorough and well documented
- Relevant to program goals
- Discussed with and signed by staff member being appraised

STAFFING STANDARD THREE (Standard 11)

Teaching staff in the English program are remunerated on par with the teachers in the Spanish program. A document clearly delineates the basis for calculation of teachers' salary and benefits and the career paths available to them.

PROGRAM ADMINISTRATION

PROGRAM ADMINISTRATION STANDARD ONE (Standard 12)

There is a designated administrator with TEFL experience and education, who is responsible for the leadership and management of the program. This administrator may be assisted by qualified and experienced coordinators.

PROGRAM ADMINISTRATION STANDARD TWO (Standard 13)

The program administration strives to provide working conditions conducive to effective teaching and learning. The following aspects will be considered:

- Class size
- Teaching hours per week
- Additional compulsory duties

- Orientation and support for new teachers
- Opportunities for professional development

LEARNER ACHIEVEMENT AND LEARNER SUPPORT

LEARNER ACHIEVEMENT STANDARD ONE (Standard 14)

Learner Progress and Achievement are based on qualitative and quantitative assessments which reflect the instructional objectives and the goals of the program.

LEARNER SUPPORT STANDARD ONE (Standard 15)

The EFL program staff and the parents develop and maintain links to the English-speaking community in the city where the institution is located in order to provide the students with opportunities for the acquisition of authentic language, practice opportunities, and exposure to non-linguistic behaviour and cultural differences.

FACILITIES, EQUIPMENT AND RESOURCES

FACILITIES AND EQUIPMENT STANDARD ONE (Standard 16)

The EFL program has technology and equipment that is adequate in condition and supply to achieve stated program goals.

FACILITIES AND RESOURCES STANDARD ONE (Standard 17)

The EFL program has a professional library with current and appropriate print and electronic resources for EFL teachers at all levels.

FACILIITES AND RESOURCES STANDARD TWO (Standard 18)

The EFL program has a library with English language materials, including print, audio and video, at various levels of proficiency for students to use at the school or borrow for study and language enrichment at home.

PROGRAM RECOGNITION

PROGRAM RECOGNITION STANDARD ONE (Standard 19)

The EFL program has a documented review process, which is:

- Regular and ongoing
- Participatory
- Comprehensive
- Multi-dimensional

PROGRAM RECOGNITION STANDARD TWO (Standard 20)

The EFL program acts on the information gained through the review process and is committed to maintaining the standards required for recognition by Lethbridge Community College. The institution agrees to undergo a review every five years to validate the recognition document.

Mexico Summary 20 Standards Version 2, 2002

Appendix B

Final Report

**EXTERNAL EVALUATION
OF THE
EFL PROGRAM EVALUATION
AT
CENTRO ESCOLAR CEDROS**

PART II: All Evaluation Tools

June 5, 2001

Prepared by

Judy A. Hasinoff

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

EXTERNAL EVALUATION
English as a Foreign Language Process Evaluation
Centro Escolar Cedros

I.   INTRODUCTION

In February, 1998 I was approached by Mr. Rafael Sánchez Majdich, International Head for Centro Escolar Cedros, to consider undertaking a program evaluation on behalf of Lethbridge Community College for the purposes of international program recognition. It is now three years since that meeting, and that time has been filled with a flurry of activity on the part of many stakeholders in order to complete that mission.

The learning curve on the part of everyone involved has been phenomenal, and the process has involved intensive research, countless hours of document creation and assessment, daily communication, visits to both Lethbridge and Mexico City, teacher development sessions, and much more. None of us, however, has had the opportunity to rest on our laurels, as the project remains ongoing, and is likely to be so for several years to come.

In January, 2001 a new elements was added to the process: several Mexican schools directly affiliated with Cedros requested that they be afforded the opportunity to consider undertaking a similar process with the endpoint being that same formal international program recognition. It was chiefly because of this that this specific evaluation has been undertaken, with the explicit goals being:

A.   To validate the process used by the evaluation team at Cedros:
-the effectiveness of the Twenty Standards in ascertaining program strengths and weaknesses
-the validity of data-gathering
-the significance of teacher development and documents preparation
-the overall effectiveness of that evaluation process

B.   To conduct an evaluation of the process:
-to ascertain stakeholder commitment to the process
-for purposes of streamlining it for use with an expanded group of stakeholders

In order to meet this end, I determined that the study must involve as many people as possible who had been involved in the Cedros evaluation. Details of the design of the study can be found in Section II "Process of the External Evaluation". As this study was to be part of my work in the Masters of Education Program at the University of Lethbridge, I have also undertaken a broad-based literature search in order to provide a thorough research base for the project.

My initial approach to the data gathering and analysis was somewhat naïve in that

I assumed that I could design tools, administer them, collect and analyze data and draw conclusions all within a four-month period. This I now know to be an impossible expectation. For this reason, the earlier *Interim Report* contained data, inferences and recommendations based only on the results of the first evaluation tool, that of the Teacher Questionnaire. This Final Report, Part II contains the remainder of the results obtained from all evaluation tools.

Inevitably, this *Final Project Report* contains some contradictory conclusions because the data from all of the questionnaires was analyzed and triangulated after that interim report was prepared. Further, drawing conclusions from a single set of data is contrary to good evaluation practise, and extreme care had to be taken in the phrasing of preliminary recommendations.

Several factors that might have influenced the results contained in this report have been studied and efforts have been made to compensate for them. These include biases by all stakeholders, the fact that this is an innovative educational study crossing borders of both language and culture, and the potential for *pedagogical imperialism*[1] on the part of the evaluator. Some influence has been unavoidable as the study is inevitably relatively subjective in nature. However, I believe that awareness of –and compensation for-- this is essential to the effectiveness of the evaluation.

Finally, both the administration and teachers at Cedros have shown immense trust in taking part in this process, and I feel I owe everyone a debt of honour.

II. PROCESS OF THE EXTERNAL EVALUATION

A. Brainstorming

In November, 2000, Rafael Sánchez Majdich, Cedros International Head and Felipe Villegas, Sub-Director of Cedros, visited Alberta, one of the purposes of their visit being to discuss the potential for evaluation of other Mexican schools. It was fortunate that we had a week together to discuss this and other important aspects of our linkage, because it became obvious during those talks that the evaluation process at Cedros should be studied before similar new projects were undertaken. They offered full support for such a project, and I immediately began research into how I should proceed efficiently.

B. Preparation

I commenced by reviewing reference materials which I had gathered on program evaluation, and proceeded with a search for others. I also reviewed all of the documentation of the Cedros project, as well as all submissions made by that school to the evaluation team[2]. From there, I began to develop evaluation tools intending to reach as many stakeholders as possible with them. They included:
- Teacher Questionnaire
- Student Interview Form
- Parent Survey
- Administrator Oral Interview Questions
- Site Inspection Table
- Consultant Questionnaire

During this time, I consulted with Dr. R. Mrazek of the University of Lethbridge, Rafael Sánchez of Cedros, and the project Consultant, Penthes Rubrecht with regard to content and scheduling of administration of the tools. Rafael generously took it upon himself to distribute the tools as per my directions, and the evaluation was underway.

The actual on-site administration of the tools was scheduled for late January, 2001 when the evaluation team was to be at Cedros for further consultation on the Standards-based evaluation. This meant that, from the onset, I had to operate under severe time constraints, because there would only be just over a day to administer the tools on site, and less than two weeks to distribute and collect those being completed anonymously.

The evaluation tools administration was as follows:
1. Teacher Questionnaire: each teacher was give a copy of the two page questionnaire two weeks prior to my arrival, and asked to return it directly to me in a sealed envelope. Some did this; others gave theirs to their level coodinator, who in turn handed them to me. There were three non-respondents; fifteen were returned.
2. Student Interviews were conducted with eighteen students; six each from 5th, 7th and 8th grades. These students were randomly selected. Three interviewers[3] were

involved, and recorded the student responses on the interview forms. Each interview was allotted ten minutes, which appeared to be adequate. The interviews were held concurrently in different corners of a teacher meeting room at Cedros.

3. Parent Surveys were distributed, through the students, to all parents of 6th and 9th grade students. Most parents from the 6th grade responded, but the return rate from the 9th grade parents was very low.

4. The Administrator Interviews were attended by three of four administrators, as well as an external curriculum consultant[4]. The responses were recorded for later transcription, and the process took about one and half hours.

5. Site Inspection Tables were completed by the three persons involved in the Student Interviews and will be tabulated at a later date.

6. The LCC Consulant was asked to complete, in written form, the Administrator Questions. She has since done so and returned that form.

7. Student scores: Cambridge exams. This item was not an evaluation tool, but rather will be used as anciliary data.

A review of the data collection shows impressive efforts by all involved to respond to the questions as prepared. The interviews appear to have been particularly successful in that both students and administrators were extremely responsive, giving comprehensive replies to all questions.

In retrospect, it is unfortunate that the student interview sampling and the parent survey return rate from the 9th grade students was so small, and that there was no time to actually interview the teachers in person. If this process is utilized again at a later date or with another school, I recommend that these be a primary consideration.

C. Data Analysis

All data from all evaluation tools has been amalgamated, sorted through for recurring themes, and webbed. A great deal of reflection has been involved in this process, as has clarification through both the English Head and the Consultant. Everyone involved generally responded with extensive answers to the questions (where possible), and there was no interference due to lack of English-language ability. A compilation of the results of each tool follows.

III. THE TEACHER QUESTIONNAIRE: THE RESULTS

A. Familiarity with the Twenty Standards

Most of the teachers replied that they were indeed familiar with the Standards document, although some said that they didn't really know very much about it. One said:

> "We have heard that we have been working on the twenty standards but we didn't know what they were about until January...."

I know that the Consultants have given several teacher development sessions clearly based on the standards during recent visits to the school, so I have to wonder about the veracity of such negative comments. It could be that those who responded in this vein are new to the staff, or that they harbour some resentment to the process or its application.

B. Perceived Effectiveness of the Standards in Ascertaining Program Strengths

Again, the majority of the teachers responded "yes" to this question, although three replied "no", and one added a conditional comment that it was difficult to find them due to the workload.

C. Perceived Effectiveness of the Standards in Ascertaining Program Weaknesses

Nine of the respondents answered in the affirmative, but it was at this point that replies to the questions lengthened. Several teachers expounded on their workload in teaching two groups, the immensity of their classes, and the overload of marking that accompanies that work.

D.   Perceived Changes in the Building and Available English Resources

The teachers' positive responses to this question were overwhelming. They talked about computers in every classroom, written English "all over the school", the possibility of displaying students' work outside the classroom, the addition of classrooms, new courses in content English, new teaching materials, better access to an improved library and, best of all:

> "...it looks like a bilingual school now. Our program is much better."

One sole teacher complained of lack of time and training to use the library. And, complaints crept in about inequities between Spanish and English teachers with regard to internet access. This cropped up several times throughout the responses.

E. Working Conditions

The responses to this question were initially stunning. The question was intended to illicit simple replies -mainly positive- on the improved conditions which had been recorded in Standards evaluation. However, most of the teachers were eager in their complaints about inequities in their working conditions. Succinctly, many included strongly-phrased concerns about:

- Large classes; small classrooms for such large groups
- Salary:
- Perceived inequities in pay between English and Spanish teachers
- What they considered to be unfair compensation for teaching double groups
- Unfair distribution of Christmas bonuses
- Lack of paid preparation time
- Expectations of work beyond contracted hours
- Lack of time to form a staff team
- Discontent with an "industry approach" to education

Some of these concerns are beyond the scope of this evaluation, and border on being "none of my business". It would seem that the teachers felt some sense of empowerment through being given the opportunity to state their views.

In evaluating an adult ESL program in Canada, Dr.Virginia Sauvé[5] found that teachers reacted in a similar fashion. In her final report, she commented that interviews with the teachers were quite time-consuming, and that her notes contained a great deal of information which she considered to be "too personal" to record verbatim. However, she proceeded to note the essence of all comments regardless of their intent, and concluded with recommendations based on her reflection about those remarks. In this way she acted ethically in being true to the dignity and welfare of the participants.

Such is also the intent in this case. Teachers have made statements that are, to them, of primary importance. While their names will not (and cannot due to the anonymity of the form) be divulged, their thoughts are being recorded thematically.

F. Changes in Students

The teachers appear to be pleased with the evaluation from the perspective of their students. They commented about:

- Increased motivation
- More usage of English outside the classroom
- Increased interest in studying English, even in content areas
- Student awareness of physical changes in the school

A couple of comments that offset the above remarks should also be noted:

"The authorities haven't worked that hard to give our students the international vision, they should know more about the certification and the relation with Canada...."

and

"They are learning in many different ways, but in some cases they are lost."

However, the positive comments far out-shadow those which are critical, and the general tone of the responses is very encouraging.

G. The Effect of the Evaluation and Related Training on the Teacher

Ten of the teachers responded favourably to this question. They spoke of welcoming new teaching tips, appreciating feedback, enjoying the projects that grew as a result of the evaluation, feeling more motivated, the helpfulness of the seminars and classroom observations, learning how to organize lesson plans, being reflective as a result, and wanting more seminars and training.

One teacher asked rhetorically what teacher training was being referred to. Had I not been there personally and been one of the seminar presenters, I might wonder if he had known about them. However, I was there, and I know for a fact that all of the teachers were personally involved, so I have chosen to disregard this comment.

H. The Implementation of New Teaching Ideas

Teachers spoke enthusiastically of implementing team/group work, theatre, development of more extensive examinations, and stating objectives prior to the commencement of a lesson. There was overwhelming agreement that unit projects have made both them and the students "really happy".

I. Knowledge of Canada

In retrospect, this question really didn't belong in an evaluation of standards implementation, because it was never a stated standard. I can now see that it was driven by evaluator bias, because, during several previous visits to the school, I had met with classes that were, indeed, studying Canada, and had responded to many savvy questions about Canada posed by students in several different grades.

It would seem that I had been lucky, because most teachers responded that they had neither time nor resources to teach about Canada to their students. They stated that

their textbooks contained no information about Canada, and, if anything, had an American slant. They further commented that their objectives did not include Canadian studies. As one teacher humorously responded:

"Not really, perhaps you can invite me to visit your country and learn about it by myself."

J. Negative Consequences of the Evaluation Process

There were relatively few comments in this section, with five forms blank, and an additional three responding with "none". Some teachers referred to the added pressure and nervousness they felt, and two complained of lack of time. One stated that it was "very helpful".

K. Positive Consequences of the Evaluation Process

All of the teachers responded favourably to this question, and each added a remark. These included:

- Students have responded positively and are more serious about learning English
- Changes are visible
- Increased teacher confidence
- Students are studying more
- Teachers have a clearer image of their goals
- The process involved review which was good for the teachers
- "We will soon have international recognition"
- Appreciating the feedback involved
- Unit projects!
- Heightened quality standards

L. Unexpected Outcomes or Impacts

Ten of the respondents felt that there were none. Others complained of increased workload, and anticipated salary increases which had not been achieved. One referred to the invocation of the name "Lethbridge" when studywork expectations increased.

M. Additional Comments

One teacher asked that we provide him with materials on Canada, while others concluded with requests for help in getting better working conditions including smaller classes,

increased salary, increased training, and reduced workload. One was skeptical that this evaluation would make any difference for him personally:

"There are still many things we need to change but I'm also sure you can only hear and do nothing, you know: pay, class size, preparation hours, etc. Sorry, but I'm trying to be honest."

This section also included some positive comments for the evaluation team:

"...they are friendly and objective."
"Thanks for everything."
"I recommend you give a more extended training, supply new ideas and material, and the most important part is your approach (verrry nice....) thanks!"

IV.   THE ADMINISTRATOR INTERVIEW: RESULTS

The administrator interview was originally designed to take no longer than one hour owing to time restrictions. However, after one and one half hours the discussion still continued, although the taped portion was cut off at this point. Unfortunately, there were no teachers available to take part in the process as it was held at the end of the day, and two of the coordinators were too ill to attend.

A. Adequacy of the Twenty Standards in Determining Program Strengths

It was generally felt that the standards were helpful in determining program strengths, although one respondent said:

"...they were repetitive, a couple of them."

Others felt that they gave those involved a sense of direction, and that having achieved 5 standards at the onset was a psychological advantage. There was some discussion as to the number, and all agreed that 20 was enough.

B. Inadequacy of the Twenty Standards in Determining Program Strengths

There was some concern expressed that the Standards were not "...geared to the cross-cultural standards", not focusing on a Mexican Catholic all-boys' school.

Others spoke of the resistance from members of the staff, and the fact that teachers hadn't been trained in "making a program", which was a problem, particularly with regard to curriculum development. One concluded, however, that difficulties were not because of the Standards, but rather the "teacher and the environment".

C. Adequacy of the Twenty Standards in Determining Program Weaknesses

One respondent stated emphatically that: "...every single standard made everybody think", while noting that the standards flushed out emerging weaknesses in the sequencing of language skills throughout the curriculum. The strict adherence traditional teaching methods guided by textbooks was presented by another, who mentioned that:

"...we neglect the whole idea of what second language actually should be which would be a process of life, in which you are not only acquiring another language but also its cultural aspects, social linguistics, psycholinguistics."

In sum, as one coordinator aptly stated, "...it helped us find our...weakness but I'm glad because that will help us improve."

D. Inadequacy of the Twenty Standards in Determining Program Weaknesses

Interviewees referred to the initial confusion effected by the introduction of the Standards, which resulted in misunderstandings and concern that they were too prescriptive. There was some discussion surrounding the role culture might play in this misunderstanding and in expectations, particularly with regard to the affective domain.

E. Time[6]

It was agreed that the timeframe was reasonable and adequate, but that there were some concerns with the timing of the project. It was reiterated that having begun with five Standards achieved was a "...good head start". Respondents agreed, however, that "...if we shared our experiences we might save them some pain and sorrow...".

It would appear that coordinators were only able to devote less than 10% of their time to the project because

"...you've got to take into account that they have daily activities and they cannot disregard or overlook these activities in order just to focus on these Standards."

It was suggested in retrospect that everyone involved should have kept a log of the time spent, because it was considerable, yet necessary given the educational and cultural differences. The fact that the project has time several years, and is yet to be completed, proved to be positive owing to the aforementioned rationale.

The person most directly involved and most influential in the project, on the other hand, began with work directly related to the Standards consuming 30-40% of his time, although that tapered off to 10-15% later on.

F. Effectiveness of Coordinator Work Groups[7]

It would seem that this aspect of the project work was relatively ineffective; coordinators responded that their team work was "so-so", and that "...there wasn't much involvement with the teachers...". While this was explained as owing to the fact that "...the available time that the teachers have is very limited...", it was generally agreed that there has to be more teacher involvement.

G. Perceived Improvement in Students' Knowledge and Usage of English

Responses to this question were overwhelmingly positive, and included reference to:

- Increased student independence
- More developed speaking skills
- Better fluency
- More natural speech
- Increased confidence

"English has become more meaningful.... They are beginning to see and feel the real sense of the language because they are acquiring the cultural as well so they see a real reason as to why to learn English."

And finally, as one respondent succinctly phrased it: "they are really getting the hand of it."

H. Adaptation of New Ideas to the Classroom

The process was generally very difficult for teachers based in grammar teaching methods. Some have now achieved a whole language approach, and "...thanks to these Standards, they have gradually become better teachers." Cedros has become less traditional, and now student work is displayed in hallways and seating arrangements have changed, and teachers are realizing that "...it's not only for the school but for them."

Another positive result has been the leverage provided by the Standards agreement for negotiation for change with the Board of Governors. Because of this, bulletin boards have been provided outside the classrooms and permission has been granted for introduction of a different, albeit noisy, teaching methodology.

What remains, is, as one interviewee phrased it:

"I think we must convince, not instruct, but convince the teachers that this is the best way to go."
He continued, though, by explaining that this has already begun, and excitement with the change "in both countries" has been noted.

I. Positive Consequences of the Evaluation

Several strong phrases were used to describe positive consequences; these include:

- We are beginning to think of this as a first world school
- The external evaluation has been useful for convincing staff and parents that the changes are serious, well-grounded and professional
- We've learned new ways of teaching looking into the process instead of just the results

- They have been benchmarking the ways we do things; for instance, student projects
- Exams are now meaningful and really asses the way that we are teaching and the student is learning
- This has enable the whole school to go to a different direction
- I think there is a change in the mentality of everyone
- It is utopian
- We have found better ways to give better service to our students
- There was more interest in English on the part of the students and parents so it might be easier to increase funding for additional classrooms, salaries and resources

J. Negative Consequences of the Evaluation

A lengthy discussion evolved around resistance; resistance of teachers and resistance of directors. *Efemérides*[8] proved to be a case in point; when English was introduced as a part of this ceremony, the resistance was strong, and remains so today. And, as one respondent pointed out:

"Since teachers were hardly involved in the process, the ensuing feelings of ownership and pride in the excellence of the program were not engendered, instead teachers perceived the evaluation as an additional burden and perhaps even a threat."

K. Overall Reaction to the Evaluation Process

It was generally agreed that the evaluation, while a new concept, has been beneficial to the school, and as one respondent stated:

"...this was (an) idea that turned out to be an outstandingly good thing and I think that this should be shared with the whole world."

However, it was also noted that, as the evaluation progressed, the general tone became more tense and there was an air of dissatisfaction amongst the teachers.
L. Suggestions to Improve the Process

An initial suggestion involved communication—internal communication between English and Spanish staff, and external communication amongst all stakeholders. It was agreed that everyone must be taken into consideration, and that it is essential that the process be thoroughly communicated. From this point, school leaders must proceed firstly and effectively following a strategic communication plan and involving everyone.

It was further suggested that more subjects be taught in English so that English would become a content language alongside Spanish, and resulting in improved teaching by both English and Spanish teachers.

The idea of monthly staff meetings during which teachers could share their work and reflections on the Standards was put forth, because, "…communication is essential." In this way:

"English teachers could get together and really feel, talk about what they're doing and choose one teacher to give an example of a class that was fun, meaningful, memorable, so that they can share with all the rest of the teachers…".

It was suggested that this idea could be extended to Spanish teachers as well, and could actually become an additional Standard.

Finally, it was noted that correspondence by the evaluation team with the Director General is essential, because the success of the project is based in two-way communication.

V.   THE PARENT SURVEY: RESULTS

The Parent survey was administered to the parents of 6th and 9th grade students. The sample was selected because:

    a)   it represented students in the final grades of both primary and secondary programs

    b)   it was assumed that students from those two grades would have had several years to experience bilingual education at Cedros

In total, 83 completed surveys were returned; of these, 75 were from 6th grade parents, and the remaining 8 from 9th grade parents. In many of the survey forms, not all of the answers had been completed, and many of the "comments" sections were in Spanish. These were later translated to English for compilation.

Question 1: English program recognition by Lethbridge Community College

This question contained four parts which elicited checkmark responses to yes no statements. In all cases, the majority of the responses were yes as follows:

    a)   I know something about the program recognition: 66% responded yes, and no 34%

    b)   I think program recognition is a good idea: 95% responded yes, and 4% no

    c)   I can see improvement in the program as a result: 84% yes, and 14% no

    d)   I think my child's English has improved as a result: 83% yes and 13% no

As it is my understanding that there had been considerable communication to the parents with regard to program recognition, I wonder if perhaps the question was worded in an unclear way, which might explain the lower proportion of yes responses to question "a". Additionally, 27 of 75 6th grade parents replied no to this question as opposed to 1 of 8 in 9th grade.

Question 2: Rating of the degree to which change in child's English usage has been noted

This question used a Likert 5-point scale, with 1 being large positive change and 5 being negative change. Questions a, b, and c elicited a wide range of responses as opposed to questions d through g, where the majority responded with either a 1 or 2. The specific results were as follows:

	1	2	3	4	5
a) my son speaks English more fluently outside school	22	33	9	13	2
b) my son looks for more opportunities to speak English outside school	21	21	14	19	3
c) my son chooses to read English on his own more than he did before	14	23	16	20	5
d) my son enjoys his classes in English more now	48	21	4	3	2
e) my son is more motivated to learn English	45	25	5	2	1
e) my son is enthusiastic about the English projects at school	35	28	8	6	1
f) my son's marks in English have improved	32	28	12	5	0

In searching for patterns, it is interesting to note that the first three questions allude to student responsibility for his own learning outside class, while the others relate to classroom-based concerns. Responses could be indicators of age-related motivation, parental and teacher expectations, societal expectations, and innumerable other potential variables.

In reviewing the results, I have some questions about the response rate, and the validity of the 9th grade returns considering that only 8 out of a potential 105 were returned.

Question 3: Final Comments

Many parents took advantage of the opportunity to write their feelings. From these, certain themes emerged which we both directly and indirectly related to the intent of the survey. Those directly related included:

- increased student: interest, motivation, enthusiasm, knowledge, confidence, familiarity, results
- improved classes
- more external usage of English
- positive overall change
- the fact of international recognition being encouraging
- joy with the new English projects

Comments unrelated to the intent of the survey (in various degrees), but which I feel should be shared, included:

- comments on core skills areas a desire for more: writing, oral reading, listening comprehension, grammar, conversation with error correction, emphasis on extra reading, and colloquial English
- appreciation for the good teachers
- an interest in study abroad
- memorandums from the school in Spanish and English
- desire for thematic lessons
- an interest in receiving more detailed feedback

Two surveys expressed general dissatisfaction with the program.

VI. SITE INSPECTION

A brief site inspection was undertaken by the evaluation team. While time was unfortunately limited, the tour was particularly meaningful in that Penthes rubrecht and I had visited the school on four occasions, photographing it each time, and each time re-visiting most areas. This time, we were accompanied by a third evaluator who had never seen the school –or any Mexican school for that matter--, a how was not restricted by any pre-conceived notions of what changes to expect. Each evaluator completed a site inspection form, and the results were compiled thematically. What emerged was as follows:

We all agreed that the ambience was generally enhanced in the following ways:
- a) more resources for everyone
- b) English everywhere
- c) Displays of original student work
- d) Decorated classrooms
- e) English signage
- f) Grouped classroom seating
- g) Computers everywhere

Each of these points showed a marked difference over the first visit in 1998, where English was much less evident, student work was unseen, there were no computers in classrooms, seating was in rows, and the general ambience was traditional. Now, as one evaluator stated, "Cedros feels like a bilingual school."

VII. STUDENT INTERVIEWS

A total of eighteen boys were interviewed by the three members of the evaluation team. Each interview was allotted 10 minutes; 18 boys were randomly selected, 6 each from the 5th,7th and 8th grades. These grades were chosen because of the students' anticipated English fluency and maturity in being able to reflect upon and reply to somewhat in-depth questions. Further, as the parents of the 6th and 9th grades had been surveyed, it was possible to attend to the remainder of the upper grades in the school in these interviews.

Prior to the interviews, the evaluation team discussed pacing of the questions, and agreed upon a simplistic data recording technique.

The interviews were a delight, with the boys responding with enthusiasm and thoughtfulness. Their usage of English was clear and concise.

Question 1 a: Grade

As described earlier, there was a total of 18 students, six for each of three grades.

Question 1 b: Years at the School

The average number of years in attendance at Cedros was 5.89. Only one boy was in his first year there, with others ranging from three to eight years.

Question 2 a: Most enjoyable aspects of the English classes

The most popular answer was projects, with ten out of the sixteen favoring this response. Other replies included (in descending order):
- Speaking English
- Reading
- The books
- The teachers
- Working on the computer
- Homework

Comments were made on:
- Projects: nine spoke of specific projects they had enjoyed
- Social Studies: "I like so much history."
- Composition speeches
- Speaking to group classmates

Question 2 b: Least enjoyable aspects of the English classes

The most popular response here was homework, with ten students selecting this item. They were particularly verbal in their descriptions of homework as being boring and uninteresting; as one stated:

"(It's) sometimes boring, copying, writing, inventing stories and answering questions."

Again in descending order, the students replied as follows:
- Writing
- Reading in the library
- The teachers

They also elected to comment on:
- Large classes
- Not enough speaking time
- Concerns about computer class: "The students are noisy." "I can't understand".
- Reading: "I want to fall asleep."
- Writing: "The topics are boring."
- Weight of the books
- "teachers don't allow speaking"

Question 2 c: Favourite English class activity

The responses here can be consolidated into three basic themes:
1)   oral: projects, group work, expositions, drama and speaking
2)   content-based language: math and physics
3)   textbooks: questions and activities

Comments included:
"I enjoy expressing my own thoughts in English."
"The teacher has us do questions from the books and I like that."
"I enjoy working with classmates, finding information about everything and showing our classmates how it is."

Question 2 d: Least favourite English class activity

Students expressed concerns about:
- group work: time wasted when the team is poor
- writing: "Writing so much is boring."
- Silent reading: "When the students read alone and the teacher sits."
- Literature: too little time and too many activities

- Textbooks: "Do from pages 60-70".
- Grammar

And finally,

"Nothing. It's very cool."

Question 2 e: Suggestions for additions to the classes

The students had many reasonable suggestions for additions. Some included more content subjects in English (such as science and social studies), and others were expansions of current offerings (more projects). Others included:

- More: speaking, depth on a specific topic, investigations, literature, exciting themes, spelling tests
- Add: five minute recess, English movies, computer games, language games

One boy commented on the frequent absence of his teachers from the classroom, and suggested that this should be rectified.

Question 2 f: Suggestions for deletions from the classes

Five of the students were satisfied with current offerings. Two mentioned concerns with computer classes:

"Computer class is a mess", and suggested that there should be less usage of "non-educational computer games."

One enlightened student suggested that he would like better, more in-depth feedback to his work. Other comments included:

- Teachers shouldn't speak Spanish in the class
- Grammar textbook assignments: students should be given examples, and work checked
- One wanted "the history of the American dream"
- Unfair discipline
- Less writing
- Less repetition

One boy concluded by stating that "I conclude (my work) too fast", while another stated that "I like it the way it is."

<u>Question 2 g: Perceived changes since commencement of the evaluation</u>

Eight of the students were emphatic in their acknowledgement of change. The had noticed change in:

- Attention to English
- More attention by teachers
- New projects
- Increased time for English studies
- More student (and teacher) usage of English both in and out of class
- Improved/changed instruction
- Improved textbooks

As one student stated it,
"I wasn't here but my cousin was. There was a little English before."

<u>Question 3 a: Changes in the school facility</u>

Students were generally impressed with changes to the facility, noting improvements to the library, classrooms, bathrooms, cafeteria and floors. They were pleased with the new lockers, signs in English and additional rooms. One student remarked:

"Every vacation time there is some change. They made a bigger library."

Another cautioned that, while the library holdings had increased, many of the new books were for primary, and that more were needed for his level.

<u>Question 3 b: Changes in English usage in and out of class</u>

Students spoke of increased hours of English class, usage of English during sports and recess, and increased opportunity for English expression in general. They were pleased with the additional of projects/investigations and current events, and like the new computers and increased number of books in the library.

<u>Question 4: Perceived improvement in personal English</u>

One boy, new to the school, commented that he thought Cedros offered a program that was academically weak. He said that he had come to the school for religious reasons and so that he could get away from a co-education setting, not because of the bilingual program, what had been better in his previous school. He felt that there should be more speaking and content English and that the program should generally be more intensive. He commented that many students attend additional English classes after school,

implying that this shouldn't be necessary.

Others commented more positively, telling of the new-found ability to communicate in English when they visited English-speaking countries.

VIII. CAMBRIDGE EXAM RESULTS

Student in the 6th and 9th grades are given the option of sitting the Cambridge KETand PET[9] exams in June of each year, a practise that was initiated in 1999.

While the tests are available to all student in those grades, not all choose to take them, making the validity of the test scores more difficult to ascertain. However, to date those scores have resulted in the following success rates:

      KET Exam:
               1999: 96.87%
               2000: 88.88%
      PET Exam:
               1999: 60.00%
               2000: 88.00%

At this time variables and comparative test scores are unknown, and further research must be done.

IX. SUMMARY OF TEACHER SURVEY RESULTS AND KEY RECOMMENDATIONS FOR ACTION

SUMMARY

Having now carefully reviewed and reflected on all the collected data, I see a greatly improved EFL program in which a group of committed stakeholders has overcome numerous obstacles and succeeded in putting together a rich learning experience for the learners therein. Some excellent initiatives have been undertaken as a result of commitment to the content of the Twenty Standards, and they have resulted in a high degree of staff, student and parent satisfaction.

The cooperation I had from all parties in doing this evaluation is just one sign among many that the staff are highly dedicated to excellence in their work, and while knowing they have done well, are committed nonetheless to doing better still.

Primary satisfaction included:

1.   Positive changes in the school ambience, including library acquisitions, computers in each classroom, additional English teaching resources, English signs, addition of new classes including an AV room, hallway bulletin boards for displaying students' work, enhanced library and new staff room for both Spanish and English teachers.

2.   Positive student and teacher attitudes towards the changes as demonstrated through motivation and attitude, usage of English both inside and outside the classroom, and employment of new teaching techniques.

3.   Generalized stakeholder satisfaction with the international recognition process and what it represents for the school.

4.   Recognition of positive professional growth amongst both the teaching and administrative staff.

5.   Improved English acquisition by the students as determined by in-house and commercial test results.

6.   Delight in the recent addition of student projects involving all aspects of learning.

Primary concerns included:

1.   Communication difficulties between the administration and teaching staff

resulting in discontent over perceived unfairness, and an attitude of "we" versus "they".

2.　　　Discontent among teachers over the large size of the classes, and increased workload without commensurate increase in salary. Students also expressed concern over class size.

3.　　　Concern over initial –and in some cases—continuing resistance to change by teachers and occasionally students.

4.　　　Lack of the provision of meaningful and ongoing feedback provided to both students and parents.

5.　　　Concerns as expressed by both parents and students with regard to the development of writing skills.

RECOMMENDATIONS

The following recommendations are only suggestions, and some may not prove to be workable in the Cedros setting. However, as they have been determined as a result of their occurrence in two or more evaluation tools, they are being noted.

A.Communication

1.　　　That steps be taken to break down the communication barrier that seems to exist between the teachers and the administrative staff. While I am aware that there are already regular staff meetings, perhaps one or all of the following suggestions might help alleviate some of the communication concerns:

- That teachers act as rotating chairs of those meetings
- That there be teacher input to the agenda
- That time be allowed for discussion of critical issues
- That specific teachers be verbally acknowledged in front of their peers:
for innovative teaching ideas, for effective discipline techniques, etc. However, in doing this, I would recommend that at some point all teachers be acknowledged.
- That there be regular staff meetings for the purpose of mutual
reflection on the Standards, and for sharing new ideas that have resulted from application of those Standards.
- That both Spanish and English teachers attend those Standards-based
meetings so that both can benefit from the process.

2.　　　Undoubtedly, the school administrators are aware of the source of the complaints referred to in portions of this report. While I do not in any way recommend that these people be taken aside, as this would violate the anonymity of their responses to

this evaluation, I would recommend that their concerns be recognized in as positive a way as possible. Somehow this mindset of "we" and "they", as well as the concept of "the authorities" must be broken down, and a team environment established. This could be done by using this report positively, referring to the favourable comments from teaching staff, and building from that point to a "Win-Win" situation.

3.   The major concerns which emerged again and again with regard to the Teacher Questionnaire were those of inequities in salary, class size and workload. Do the teachers understand the salary grid, and the intense efforts by the English Head to achieve salary equity for his teaching staff? Do they know why the classes are the size that they are? Here, I would again recommend thorough and ongoing communication as a key to developing an effective teaching team.

B. General Comments

1.   The report contains many positive elements; in fact the positive responses frequently outweigh the concerns. I recommend that those reading this report not focus entirely on the complaints, but rather take pride in the achievements which have been recorded again and again: the school now feels like a bilingual school, the increase in English resources is well-noted, English is now used outside the classroom and is even evident on the new signage, teachers are proud to be able to display their students' work where everyone can see it, and best of all, the students are more motivated and more enthusiastic about the English program. These are all items that should bring a communal sense of satisfaction, and have only been accomplished because of the efforts of everyone involved.

2.   While the overall tone of this final report is a positive one, those concerns noted by respondents must also be given consideration and not forgotten for the sake of those people who carefully recorded their most intimate feelings about the program. As well, the Hawthorne Effect[10] likely had some influence on the respondents, particularly those involved in face-to-face interviews, and this must be taken into consideration.

C. Process of Future Evaluations

1.   That, in the event a similar external evaluation is undertaken again, there be personal interviews with all EFL staff, that more students be interviewed, and that a better return rate for parent surveys be assured.

2.   The consideration be given to a regular internal evaluation process, with all EFL staff members involved in all aspects of that evaluation.

D. Additional Recommendations

1.   That certain teacher responses in this evaluation be followed up by the International Head eg. concerns about class size, information-sharing with regard to salary, and discussions of fair practise as it affects both Spanish and English teaching staff.

2.   That communication with Spanish teaching staff and upper administration . include information on the work on the Standards, as well as elicit feedback from that staff.

3.   That this final report be shared both with grade-level coordinators and all EFL teaching staff.

Endnotes

[1] By this I mean the potential for arriving at comparisons based on a colonialistic attitude whereby the Canadian basis for the evaluation is considered to be superior to that of its Mexican counterpart.

[2] The Evaluation Team consisted on a consultant, V. Penthes Rubrecht, and me. We had worked together on the project from the onset.

[3] Judy McCoskey, Team Leader, Access Centre, Lethbridge Community College; Penthes Rubrecht, project Consultant and me.

[4] Miriam Monterrubio de Sierra worked directly with Cedros staff over the past three years, offering support and training in areas of perceived weakness.

[5] In 1990, Dr. Sauvé was the external evaluator who studied the ESL program at Lethbridge Community College.

[6] In her later comments on these questions, one consultant stated that she felt "…it was too long between the requests for documents and receiving them and too short between receiving them and the visits." She also felt that she had wasted some of her time owing to a "…lack of complete documentation and lack of focus during face-to-face meetings."

[7] In considering this question, she further commented that "…it was obvious that there were no such groups which resulted in a lack of interest, perhaps reluctance to work on standards…".

[8] This is a Spanish word denoting ceremonial acknowledgement of noteworthy past actions contributing to a sense of national pride.

[9] The KET (Key English Test) and PET (Preliminary English Test) are offered worldwide by Cambridge . In 1999 Centro Escolar Cedros became an official test centre for Mexico.

[10] An evaluation effect whereby respondents, being pleased with having been selected, reply only in positive terms in order to please the evaluator.

Appendix C

Lethbridge Community College
English Language Centre

TEACHER QUESTIONNAIRE

Purpose: *The evaluation of the English program at Centro Escolar Cedros has been in progress since July, 1998. Lethbridge Community College is currently evaluating that process to determine its effectiveness from many perspectives. We would like to find out your reaction as a teacher to the changes resulting from that evaluation.*

Directions: Please answer the questions below as completely and honestly as you can. It is not necessary for you to put your name on this study. Do not be concerned with your English as this is not a test. Please return this study in a sealed envelope to either Judy or Penthes by Thursday afternoon.

1. The Twenty Standards:
    a) Have you worked with the Twenty Standards?   _____
    b) If yes, do you think using the Standards helped
       to find program strengths?   _____
    c) If yes, do you think using the Standards helped
       to find program weaknesses?   _____

2. What Changes Did You See as a Result of the Standards:
a)In the school building?

b)In the English resources available to you and your students? _

c)In your working conditions?
    Example: pay, teaching and preparation hours, class size, general ambience of the school

d)In your students?

3. Pedagogy:
    a) What effect did the work on the standards, the teacher training seminars, and the
       classroom observations by Judy and Penthes have on you and your teaching?
    b) What are you doing with your students now that you didn't do before the evaluation?

c) Has your knowledge and your students' knowledge of Canada and Canadian culture increased?

4. In Retrospect:

a) What were the negative consequences of the evaluation process for you and your students?

b) What were the positive consequences of the evaluation process for you and your students?

c) Were there any unexpected impacts or outcomes as a result of the evaluation process? If so, please explain.

d) Please write any comments or recommendations your may have for the evaluators:

5. Some General Information about You:

a) How long have you been teaching at Cedros?   _____

b) What grade levels have you taught at Cedros?   _____

c) How long have you been teaching in total?   _____

d) How many years of university education do you have?   _____

Thank you for your assistance in evaluating the evaluation process and for all your efforts in helping Cedros achieve the Twenty Standards. It has been a pleasure to work with you and I hope that we will be able to continue working together in the future.

Judy Kasinoff

Appendix D

**Lethbridge Community College
English Language Centre**

INTERVIEW FORM
(For use with Administrators, Teachers and Consultants)

Information Release: The data from this interview will be used to help us improve our evaluation process; this is not an evaluation of your or your work. Before we begin, I would like to ask you for permission to continue, and to audiotape what is said so that I can summarize your answers later in order to evaluate them. Is this all right with everyone?
Before we being, I want to thank you for your help, and to ask you to relax and enjoy our conversation., Do you have any questions?
(Turn on the audio recorder. State as follows: "Interview by Judy Hasinoff with Rafael Sanchez, Penthes Rubrecht, Mario Chew, Luis Zapeda and Mario Monterrubio on January 29, 2001.")

1. Twenty Standards:
   a) How were the Twenty Standards adequate for determining program strengths?
   b) How were the Twenty Standards inadequate for determining program strengths?
   c) How were the Twenty Standards adequate for determining program weaknesses?
   d) How were the Twenty Standards inadequate for determining program weaknesses?

2. Time:
   a) Was the timeframe for achieving the standards reasonable and realistic?
   b) Was the timeframe for creating and evaluating documents reasonable and realistic?
   c) What percentage of your work schedule was spent on this project?

3. Work Groups:
   a) How effective were coordinator work groups in developing documents to fulfill incomplete standards?

4. Student Improvement:
   a) List ways in which you feel the students' knowledge and usage of English has improved as a result of this project.
   b) How has the staff and students' knowledge of Canada and Canadian culture increased?

5. Instructional Improvement:
   a) What have you learned which you have been able to adapt to your classes?
   b) How has your knowledge and ability as a teacher been altered?

6. Consequences:
   a) What were the positive consequences of the evaluation?
   b) What were the negative consequences of the evaluation?

7. Impacts:
   a) Were there any unexpected impacts or outcomes as a result of the evaluation? If so, please list these.

8. Overall Reaction:
   a) State your overall reaction to the process of the evaluation as you have "lived" it.
   b) If someone were to ask you how you honestly felt about the evaluation, what would you say?
   c) List any suggestions you may have for how this process could be undertaken differently.

(State into the audio recorder: "This preceding was an interview with Rafael Sanchez, Penthes Rubrecht, Mario Chew, Luis Zapeda and Miriam Monterrubio for the evaluation of the Cedros EFL program evaluation, January 29, 2001 at __ pm by Judy Hasinoff."

Appendix E

Lethbridge Community College
English Language Centre

PROCESS EVALUATION

PARENT SURVEY

Purpose: *The evaluation of the English portion of the bilingual program at Centro Escolar Cedros has been in progress since July 1998. Lethbridge Community College is currently evaluation that process to determine its effectiveness from many perspectives. We would like to find out your reaction to the changes you see in your child's English acquisition due in part to that process.*

Directions: You have been selected to complete this survey because your son is in either 6th or 9th grade and has been in the bilingual program at Centro Escolar Cedros for several years. It is not necessary that you sign this survey, nor is it essential that you answer all of the questions. Please return the completed form to your child's English teacher by January 31st, 2001.

1. **English Program Recognition by Lethbridge Community College:**
   Please ✓ yes, maybe or no to the following questions:

		yes	**no**
a)	I know something about the *Program Recognition granted to* Centro Escolar Cedros in 2000.	___	___
b)	I think the idea of having foreign evaluation and recognition is a good one.	___	___
c)	I can see that the English program has improved because of this.	___	___
d)	I think my child's English has improved because of this.	___	___

2. **Rating:**
   Please rate the degree to which you observe a change in your child's English usage (comparing 1998 to now) on the following using this scale:

1	**2**	**3**	**4**	**5**
large positive change	some positive change	minor change	no change	negative change

   a) _____ My son speaks English more fluently outside school.
   b) _____ My son looks for more opportunities to speak English outside school.
   c) _____ My son chooses to read English on his own more than he did before.
   d) _____ My son enjoys his classes in English more now.
   e) _____ My son is more motivated to learn English.
   f) _____ My son is enthusiastic about the English projects at school.
   g) _____ My son's marks in English have improved.

3. **Final comments:**
   We would appreciate it if you write any comments you would like to make on the foreign *Program*

Recognition or on any changes you have seen in your child's motivation and usage of English. You can answer in either English or Spanish:

Thank you for your cooperation. Your responses to this survey will help us to improve our evaluation process, and to work with the staff at Centro Escolar Cedros in assisting them in providing the highest in excellence in English education to your child.

Judy Hasinoff
Lethbridge Community College

January 11, 2001

Appendix F

Lethbridge Community College
English Language Centre

PROCESS EVALUATION

STUDENT INTERVIEW FORM
(10 minutes per interview)

Directions to the Interviewer: **Tell the student who you are and where you are from. State clearly that students are not required to have their names recorded. Ask that they explain their answers clearly, and give reasons where possible. It is important that they understand the purpose of the interview and how their answers will be used. Read the "Purpose" and "Information Release" sections to each student before you begin.**

Purpose: Lethbridge Community College has been studying and working with the English program at Cedros for two and a half years so that we could give *Program Recognition*. This means that you have an English program to be proud of and that is of world-class standard. You have been at Cedros for several years, and we want to ask you some questions now about what you think about the English program. We will use your answers to help us when we work with other schools in Mexico. Please think about all of your English classes when you answer the questions.

Information Release: *Interviewer, say, "Before we begin, I would like to ask you for permission to use what you say in a written report on the evaluation, and maybe later in articles (stories) we will write about Cedros. Is this okay with you?"*

1. **About You:**
    a) What grade are you in? _____
    b) How many years have you been at Cedros? _____

2. **About your English classes:**
    a) What do you enjoy *most* about your English classes? (select as many as you like)
        _____ my teacher
        _____ the books
        _____ homework
        _____ reading
        _____ writing
        _____ speaking English
        _____ projects
        _____ working on the computer
        _____ reading in the library
        _____ other (list)

    b) What do you like the *least* about your English classes? (select as many as you like)
        _____ my teacher
        _____ the books
        _____ homework
        _____ reading
        _____ writing
        _____ speaking English
        _____ projects

_____ working on the computer
_____ reading in the library
_____ other (list)

c) Describe an English class activity that you enjoyed and explain why.

d) Describe an English class activity that you didn't enjoy and explain why.

e) What do you think should be added to the English classes you are taking now?

f) What do you think should be left out of the English classes you are taking now?

g) Do you think the classes have changed since the people from Lethbridge Community College started coming to visit? Please explain.

3. About the School:
a) Do you think the school building (classrooms, halls, library) has changed? Please explain.

b) What do you do now at school in English that you didn't do before?

4. About your English:
Do you think your English is better now because of the changes at Cedros? Please explain.

Interviewer: _"Thank you very much for giving such good answers, and for helping us. If you think of more things to tell me, you can catch me in the hall and talk to me again before I go back to Canada."_

17/01/01

Appendix G

Site Inspection

SITE	BEFORE (1998)	NOW (2001)	COMMENTS
Library/ Resource Centre	- limited English materials for students - limited teacher resource books - few decorations in English	- whole shelf: books and magazines - good teacher resource books - many English signs: "A Good Book is a Good Friend" - ID cards for teachers and students - noticeboard, English signs - 3 computers with access to internet - CDRom English encyclopedia/movies/games	- one area with the most obvious changes - request for help in accessing student and teacher materials - purchases about 1000 items/yr; 50% English - librarian will take recommendations - more books - English posters - excellent ambiance - well-used - teacher references
Computer Laboratories	- variety of computer programs in English - One laboratory	- no opportunity to visit (coordinator sick)	- 2 laboratories - computers in each classroom
Primary Classrooms	- blank walls - desks in rows	-different sizes and shapes tables/groupings - computers! - ceilings and walls decorated - lots of English signs and posters - displays of original student work inside and outside - much evidence of English - pre-primary: interactive classroom with 4 computers - project display	- classrooms have changed to vibrant and exciting with posters, displays and even live animals - some classes have desks grouped for interactive activities - there are some internal political concerns over the mess of external displays
Secondary Classrooms	- blank walls - desks in rows	- no opportunity to visit formally - many more posters - some seats grouped - display cases in hallways for student work	- large classes, teachers move so there is no teacher homeroom
Primary Teachers' Office ı eacn ı eacn ı eacn ı eacn	- computers (no internet) - teacher resource files	- very colorful - organized - obviously a primary teacher's office - signs in English	- improved - no internet access for English teachers
ı eacndary ı eacners' Office	- computers	- area for resources - literature exhibition form British Council - new door to workspace allowing privacy with students	- what is the purpose of this room now? - there seems to be a shift to a shared coffee room with Spanish teachers

Administrators' Offices	- each with computer, some with internet access - some reference books	- internet access still a problem, even with email - all with copy of LCC recognition	- all small and basic
Hallways	- basically plain	- new bulletin boards - students' work prominently displayed - colorful posters - 50 % of class names in English /Spanish	- signage in English improving
General Ambiance (English)	- limited	- more in hallways - much English signage	-it now *feels* like a bilingual school
Outdoor Sports Area	- not noticeable	- more English signs	
MacCedros Restaurant	- not noticeable	- "snacks" - some other foods in English	- little permanents signage anyway
Salon de Actos	- not noticeable	- LCC recognition here - a few signs in English	
School Entrance	- not noticeable	- there are only a few signs in Spanish	- recommend some preference to the bilingual nature of Cedros eg. "welcome"

Appendix H

The Challenges of EFL Program Evaluation: Questionnaire Data Web

Strengths:
-support of a Canadian
institution
-international outsider
perspective
-staff as team
-improved program &
facilities
-enhanced student
confidence
-mutual learning
-increased English
presence

Front-End Changes:
-instruction manual
-samples
-communicate
-school info to evaluators
-prior collection of documents
-clear statement of timeframe
-involve staff
-delegate
-everyone know the Standards
-be flexible
-pre-plan logistics
-clear procedural rules
-add pre-project phase

**Suggested
Improvements:**
-more feedback on
submissions
-team work
-document
evaluation criteria

Challenges:
-being middle man
-commmunication

Advice:
-know the schools
-know the culture
-know the standards
-be honest about what you have
-communicate
-share the work

Appendix I

Beginning the Program Evaluation: Interview Data Web

Motivation:
-LCC experience
-quality of Canadian education
-prestige
-marketing
-to learn
-for parents
-graduates can work for Canada/US companies

Suggestions for Marketing:
-personally
-mailed brochures
-publicity campaign
-longer information sessions

Documents Submission:
-initial fear overcome by communication with LCC
-initially overwhelmed
-confidence increased with time
-team visit to school clarified
-ealearlier team visit better

The Contract:
-lack of pressure to sign appreciated
-signing takes time: internal discussions

Recommendations:
-avoid overload of initial information
-first impression important
-cooperation!
-use logos on everything
-Standards in Spanish
-"old" schools share with "new" schools

Communication:
-easy because of internet
-problem: poor internet access for some

Appendix J

Information Collection Plan

Evaluation questions	Information collection techniques to be used	Limitations				
		Admin.	Schedule	Design	Sampling	Other
1. Were the Twenty Standards adequate for determining program strengths?	• Structured/unstructured interview: administrator/ coordinators • Interview: consultant • Round table discussion: administrators	Evaluator	30/01/01	-struct'rd/ unstruct'd -fieldnotes	Admin'r, 2 coordinators, consultant	Tight time frame
2. Were the Twenty Standards adequate for determining program weaknesses?	• See above	Evaluator	Admin. Concur-rent	"	"	"
3. Did the English level of the students in s6th and 9th grades increase quantitatively over past performance?	• Acquisition of norm-references statistics on KET and PET exams • Acquisition on 1999 and 2000 exam results for 6th and 9th grade students	Evaluator	To be acquired by 01/03/01	To be determind	Stratified random	Problem acquisition from a distance
4. Was the time frame of 2 years adequate for self-study work on-site, and for evaluation of documents by the consultant?	• Interview: see #1	Evaluator				
5. What were the parents' perceptions of the curricular changes brought on by the evaluation process?	• Survey	Cedros administrator	Feb. 2001	Structured	Stratified random: 6th & 9th parents	Potential problem: sample not a cross-section
6.What pedagogical changes did the teachers implement as a result of the observations and teacher training sessions?	• Questionnaire: teachers	Evaluator	30/01/01	Structured	All	Potential mortality
7. What changes were there in the school's facilities and resources as a result of the evaluation?	• On-site inspection: structured form • Interviews: librarian, computer coordinator, teachers	Evaluator	30/01/01	Structured /unstruct'd	Specific/ Random	Potential problem: mortality and Hawthorne Effect (continued next page)

Evaluation questions	Information collection techniques to be used	Limitations				
		Admin.	Schedule	Design	Sampling	Other
8. What percentage of the coordinators and administrator's workload was dedicated to standards fulfillment?	Interview: administrator and all coordinators	Evaluator/Consultant	30/01/01	Field notes	All	Problem: change in coordinator
9. What new language-related activities did the students engage in as a result of the Standards?	• Interview: teachers	See #1	30/01/01	Field notes	Stratified random: 6th and 9th grades	Potential problem: Staff mortality
10. How effective were coordinator work groups in developing documents to fulfill incomplete standards?	• See #1					
11. Do the students believe that their program has helped them to better improve their English as a result of the evaluation?	• Interview	Evaluator/Consultant	30/01/01	Structured	Stratified random: 6th and 9th grades	Problem: time limitation
12. Has the staff and students' knowledge of Canada and Canadian culture increased?	• See #9 and #10	Evaluator/Consultant	30/01/01	Unstruct'd	Same as #11	Same as #11
13. What were the negative consequences of the evaluation?	• See #1 and #9	Evaluator	30./01/01	See 31	All	Problem: mortality, perceived threat to job
14. Were there any unexpected impacts or outcomes as a result of the evaluation?	• See #1 and #9	Evaluator	30/01/01	See #1	All	Same as #13;

Appendix K

Evaluation Schedule

NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL
▶	▶	▶	▶	▶	▶

#1 Literature Review (Philosophical Underpinnings)

(throughout)

#2 Evaluation Process Review

(10 days)

#3 Evaluation Process Design

(15 days)

#4 Evaluation Tools Design

(20 days)

#5 Collecting Evaluation Information

(8 days)

#6 Preparing Information for Analysis

(10 days)

#7 Analyzing Evaluation Information

(10 days)

#8 Preparing Final Report

(10 days)

Appendix L

Cedros Process Evaluation: Recurring Issues

Issues	Student Interview	Teacher Question're	Admin. Interview	Parent Survey	Site Inspection
Class size	√	√			√
Homework quality	√				
Resistance to change		√	√		
Knowledge of evaluation		√		√	
Writing skills	√			√	
Teacher attitude	√	√	√		
Admin. Attitude		√	√		
Computer classes	√				
Job inequities		√			
Internal Communc'n		√	√		
Time/ Workload		√	√		
Internet access		√			
Bilingual signage: entrance					√
In-depth feedback	√			√	
Bilingual newsletters				√	

Appendix M

Lethbridge Community College
English Language Centre

CENTRO ESCOLAR CEDROS
THE CHALLENGES OF EFL PROGRAM EVALUATION

This survey has been designed as part of an M.Ed. project addressing the challenges inherent in evaluating and recognizing EFL programs in Mexico. Please respond to the questions below as completely as possible. The results will be used to enhance the evaluation process currently being used.

1. Your role in the evaluation:
   a. What was your role at the outset of the work?0
   b. Has that role been modified since that time?
   c. What information could have helped you to be more comfortable from the outset?

2. You have now been deeply involved in the evaluation at Centro Escolar Cedros for several years. Looking back over that period:
   a. What might have been done differently?
   b. What strengths do you see in the process?
   c. What advice or recommendations would you like to offer to make the process more efficient?
   d. What advice or recommendations would you like to offer to make the process more effective?

3. What do you see as the end-point in this work?

4. What advice would you give to new evaluators doing this work for the first time?

5. What advice would you give to new schools embarking on this process?

6. What do you plan to do with what you have learned from this work?

7. Please note any particular issues or challenges which have resulted from this work, and upon which you would like to comment.

8. Please make additions comments here if you wish.

Thank you for taking the time to complete this survey. Your assistance is invaluable. Please complete and return this survey by January 25, 2002.

Judy Hasinoff

Appendix N

Lethbridge Community College
English Language Centre

Beginning the Program Evaluation: Interview Questions
for
Colegio Chapultepec and Instituto Chapultepec

The intent of these questions is to acquire feedback from stakeholders on the EFL program evaluation which has been in process since September, 2001.

Information Release:
Interviewer, say, "Before we begin, I would like to ask you for permission to use what you say in a written report on the evaluation, and maybe later in articles we will write about program evaluation in Mexico. Is this all right with you?"

1. **Motivation:**
   a. What initially interested you about LCC program recognition for your English program?
   b. What was your motivation in contracting LCC to undertake this work?

2. **Information Session, Panamerican University, Mexico City, January, 2001:**
   a. Did you attend this session?
   b. If yes:
      i.   Did you gather enough information at that session to understand the process involved?
      ii.   Were you satisfied with the information you received?
      iii.   Do you have any suggestions for other ways that information might have been shared?

3. **Starting the Process: the Contract:**
   a. What did you find to be positive in negotiating the contract?
   a. What did you find to be negative in negotiating the contract?
   b. Can you comment on the time frame involved in those negotiations?

4. **Documents submission:**
   a. Did you fully understand the expectations of the evaluation team for documents submission when you began the work?
   b. What additional information might have helped you?
   c. Did you expect the documents you submitted to be edited or altered by the evaluators?

5. Communication:
   a. Please comment on the communication with the evaluation team.
   b. Feedback:
   > i. Were you satisfied with the feedback from the evaluators when you submitted documents?
   >
   > ii. What type of feedback did you expect?

6. Recommendations:
   a. What recommendations would you make to the evaluators when they begin work with other schools in the future?

Interviewer: "Thank you very much for responding so completely to these questions, and for assisting me with my evaluation work. If you would like to add more on these topics, please come and see me before I leave or send me an email."

04/01/02

Appendix O

Principles of Good Teaching
(for use with Standard Ten)

The following list of accepted principles of good teaching has been compiled from a variety of sources including reference materials and the expertise of the program evaluation team. Please consider these when approaching Standard Ten: Staff Evaluation.

1. **Preparation and Organization**
   a. evidence of prior preparation
   b. goals and objectives clearly stated for each lesson
   c. apparent review of previous material with a view to future lessons

2. **Teacher Presentation**
   a. clear and understandable presentation
   b. ordered presentation
   c. stimulating/motivating/enthusiastic presentation
   d. apparent love of subject
   e. respect for diverse talents and ways of learning
   f. use of instructional aids, resources and realia to support curriculum expectations
   g. opportunities for all students to become active, inquisitive and responsible
   h. effective use of voice, movement, gestures and eye contact

3. **Class Management**
   a. clear and understandable instructions and expectations
   b. stated standards for positive student behaviour
   c. adjustment for *all* students
   d. positive and stimulating atmosphere in classroom
   e. use of tempo, time, activities and space to enrich the learning environment
   f. interruptions minimally disruptive
   g. fair and equitable treatment of all students

4. **Teacher Knowledge**
   a. lesson based on subject, curriculum and program goals
   b. language used correctly

5. **Encouragement for Active Learning**
   a. linkage of content and structures to real life contexts both inside and outside the classroom
   b. opportunities for students to reflect on and use ways to critically access information

6. **Student Assessment and Appraisal**
   a. reflect varied students' approaches to learning

Appendix P

Lethbridge Community College
English Language Centre

Evaluating the Teacher: Reflecting on the Handbook to Accompany
Standard Ten

To date, you have not only been involved in the EFL Program Evaluation administered by Lethbridge Community College, but you have also been part of a dynamic process involving workshops and materials designed to accompany and clarify some of the standards. As a part of my M.Ed. project, I would like you to reflect on the following questions regarding the handbook "Evaluating the Teacher" which I designed and presented to you and your staff in a workshop so that Standard Ten would be more readily understandable.

1. The handbook includes evaluation tools for several aspects of teacher evaluation. I would like you to consider each section as it relates to your context, and respond below, *using 1 as extremely useful, 2 as useful, 3 as okay, 4as not so useful, and 5 as not useful at all:*

   Classroom observation   ......
   Reflective teacher self-observation   ......
   Peer observations   ......
   Teacher portfolio   ......
   Student feedback   ......

2. this question involves looking at each evaluation tool in the handbook. Please comments on how (or if) you have used each of the, if you found that they were helpful to you and your staff, and any changes you would recommend (please feel free to expand this section on your computer in order to add space):
   a. Classroom observation:
   b. Reflective teacher self-evaluation:
   c. Peer observation:
   d. Teacher portfolio:
   e. Student feedback form:

3. Please provide additional comments on the usefulness (or uselessness)of the tools.

In advance, thank you for assisting me with the information gathering portion of my culminating project. Please return the completed questionnaire by January 25, 2002.

Judy Hasinoff

January 13, 2002

Appendix Q

Cedros Teacher Questionnaire: Data Web

Positive improvements:

Teacher develop't/ Feedback:
-positive

Appreciation for facility improvement:
-Computers
-Signage
-Displays
-Increased size
-Library
-Increased resources

Changes in students:
-Motivation
-Knowledge
-Interest
-Eng. Usage
-Emphasis on Eng.

Resulting positive initiatives:
-Projects
-Plays/contests
-Testing
-Use of library/AV
-Dynamics
-Active lessons
-grouping

Negative repercussions:

Working Conditions:
-More hours
-Less pay
- Inequities with Spanish teachers

Lack of time

Communication issues

Increased workload

Directly affecting teaching:
-Lack of internet access
-Large classes
-Crowded classrooms
-No time to share with colleagues

Appendix R

Administrator Interview: Data Web

Positive Repercussions:

Facility:
-evident
changes

Standards in General:
-psych'l advantage: 5 completed initially
-good for washing out program strengths and weakness
-gave a sense of direction
-made everybody think
-good timing
-reasonable timeframe
-external evaluator good: "right track"
-cut time for change
-learned to look at process
-influence/benefit to Spanish program
-projects/exams now meaningful
-school: new direction, new dynamics
-now a First World School
-change in mentality
-value for $
-Utopian
-communication with DG important
-benefits whole school community
"The project is an outstanding good thing ...(to be) shared with the whole world."

Stakeholders:
-useful for convincing parents
-initial Board reluctance
-provided good leverage for negotiation

Teachers:
-discovery of lang. sequence problems
-not trained as curric. Developers: texts only
-gradually become better
-realize this is for them
-made them think about the program
-gradually learned new approach

Students:
-now more independent
-more natural/fluent speech
-English more meaningful
-see and feel real language
-school can now offer better service

Negative Repercussions:

Coordinators:
-limited time due to daily concerns
-didn't use work groups

Standards in General:
-several repetitive
-not geared to cross-culture
-not focused for Mexico
-problems with environment, not standards
-initially prescriptive
-initially confusing
-cross-cultural misunderstandings
-problems with affective objectives

Teachers:
-problems developing curriculum
-resistant
-didn't know how to make a program
-wasn't much involvement
-little available time
-difficult to convince
-need more internal communication

Students:
-perhaps no improvement in writing skills

Suggestions:

Spanish teachers must be included

Need monthly staff meetings to share work on the Standards

Communication with the Director General is important

All teachers must analyze what they are doing

Need a strategic plan for communication with all stakeholders

The process must be communicated to everyone from the outset

Implementation time should be shorter

Teach more subjects in English

Appendix S

Parent Survey: Data Web

Direct results of the evaluation:

More external usage of English

Increased:
Interest
Motivation
Enthusiasm
Knowledge
Confidence
Familiarity
Results

Positive change

Improved classes

International recognition encouraging

English projects
!

Comments unrelated to the intent of the survey:

Want more detailed feedback

Teach thematically

Core skill areas:
-More writing
-More oral reading
-More listening comp.
-More grammar
-More conversation with error correction
-Emphasis or reading/extra reading
-Separate vocab and spelling
-More colloquial Eng.

Appreciate the good teachers

Want study abroad

Generally unhappy with the program
(2)

Send home memos in Spanish and English

Appendix T

Site Inspection: Data Web

Positive improvements:

More
resources for
everyone

English
signage

Seating
grouped

**Generally
enhanced
ambience**

English
everywhere

Computers
everywhere

Displays:
original
student
work

Decorated
classrooms

**Cedros
feels like a
bilingual
school**
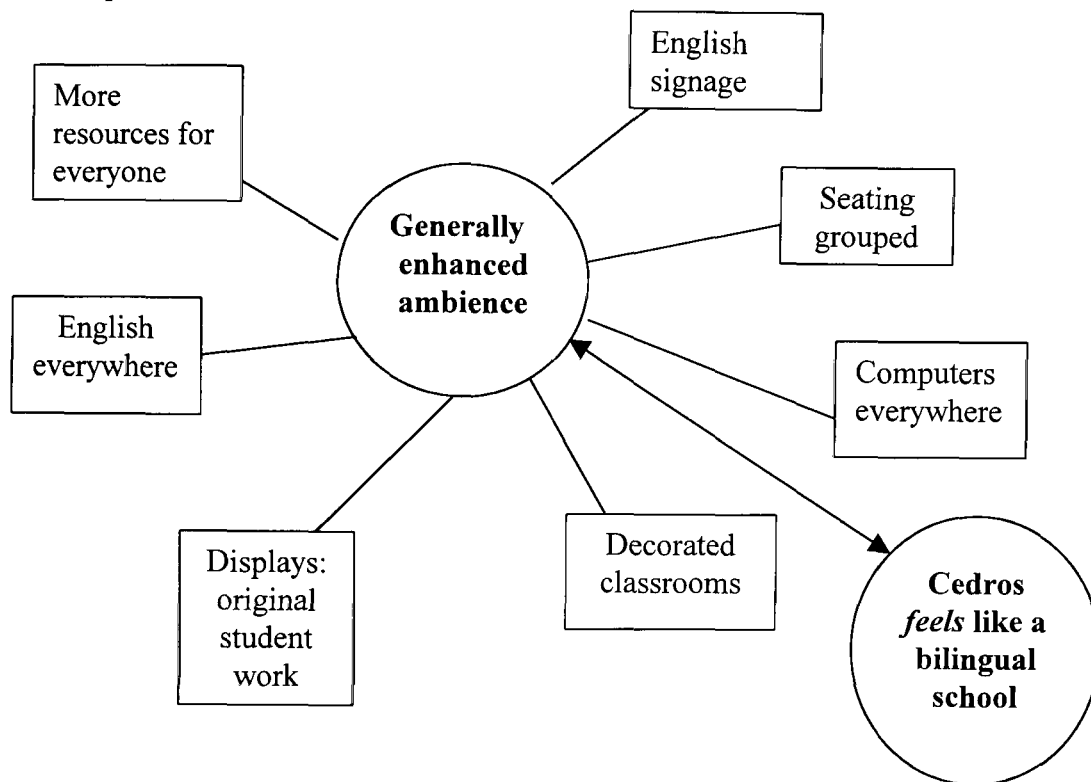
For consideration:

- Internet access for teachers
- English signage at main entrance
- More English "decorations" in secundaria classrooms

Appendix U

Student Interviews: Data Web

What they like:

More Group work

I love Reading

Enlarged Library; more English books

Drama in English

I LOVE PROJECTS!

Increased Content English

Improved English ambience

More oral English everywhere

Improved teaching

What they don't like:

Classes are too large

There's too much writing

HOMEWORK ISN'T MEANINGFUL

Teachers leave the room during class

Texts are heavy

Computer is boring
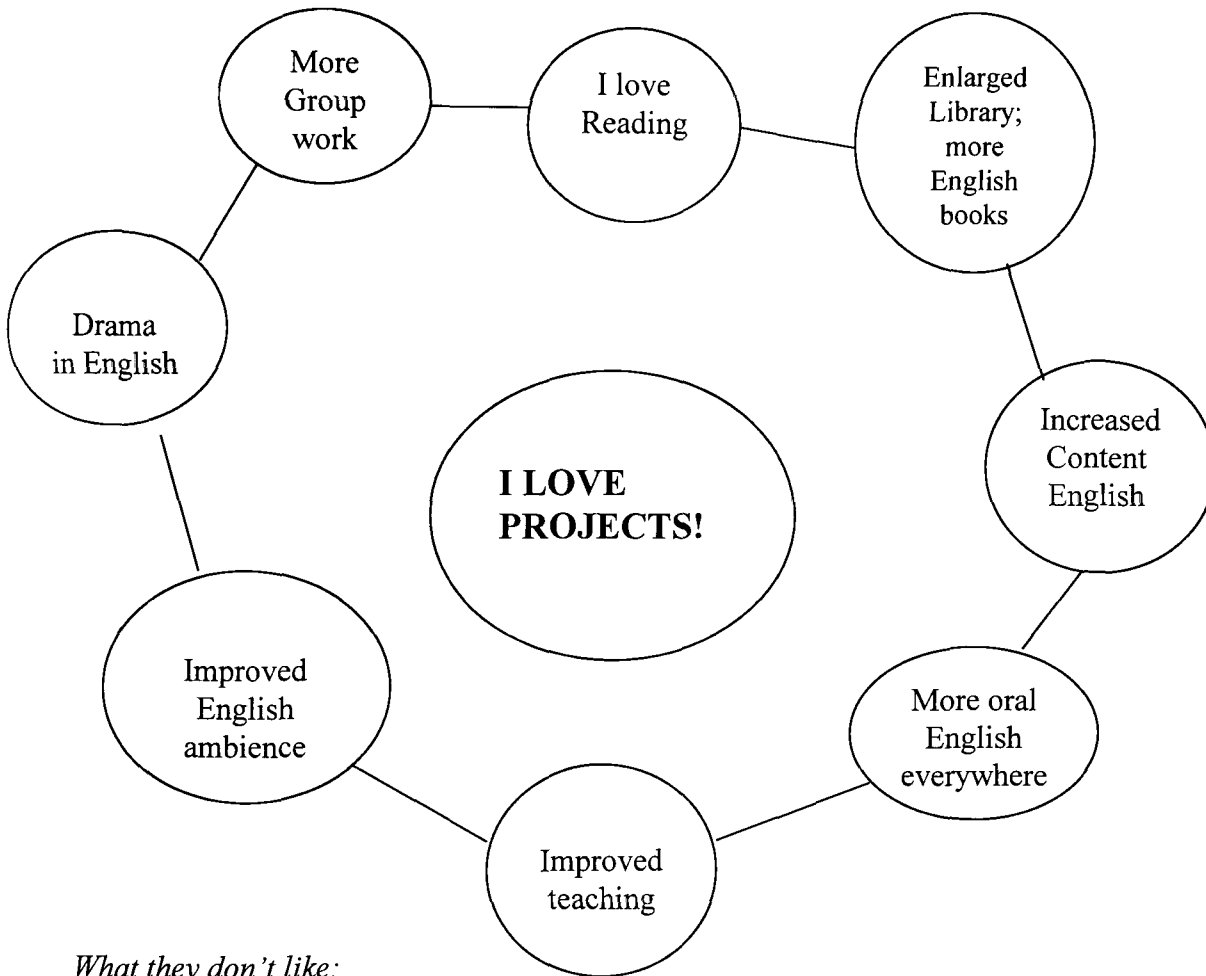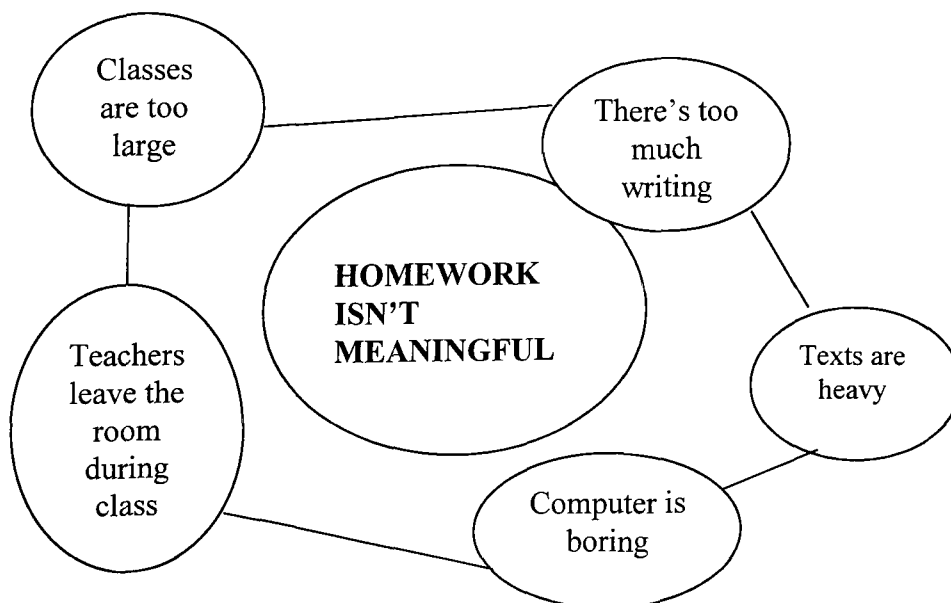
Appendix V

Administrator Reflections on Standard 10: Questionnaire Data Web

Teacher Self-Evaluation:
-partial use
-guideline
-to be fine-tuned and edited

Peer Observation:
-good
-not used well
(time, personnel)

Classroom Observation:
-used regularly
-simple
-suitable dimensions

Teacher Portfolio:
-not used
-uncommon in Mexico

Student Feedback:
-no application
-used successfully with parents
-using TQ method
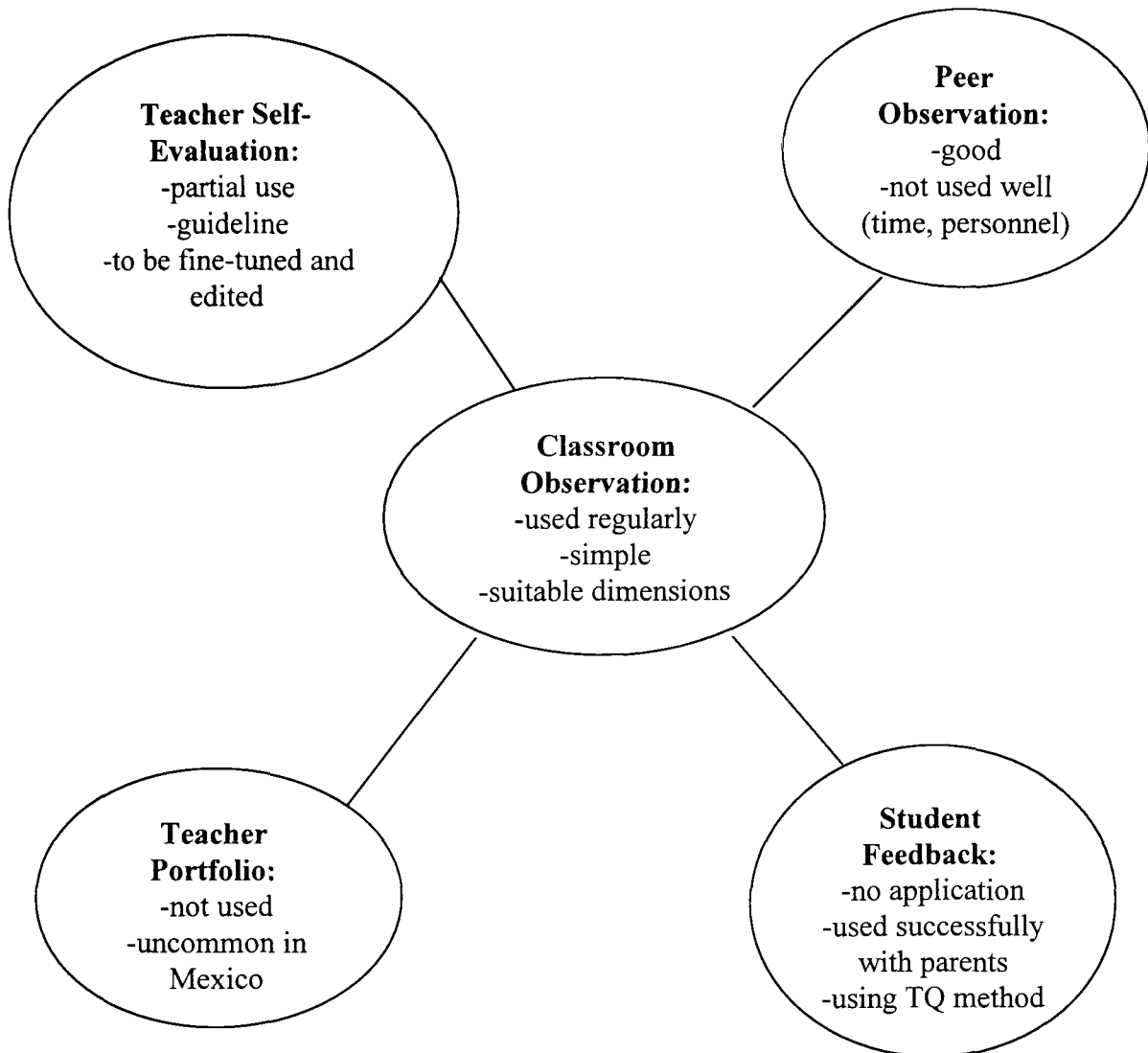
Appendix W

Field Notes: Data Web

Receptivity and Commitment:
-hospitality to consultants
-school ambience
-staff knowledge of process
-actual feelings by all unknown

Prior Knowledge of Stakeholders:
-girls: evident, boys: probable
-teachers: boys: prior seminar, girls probably
-parents: unknown
-administrators: very knowledgeable

Preparation for Consultants' Visit:
-English signage
-materials collections

Rationale for Contracting LCC:
Both agreed:
-value of international recognition
-marketing
-image
-assistance with program enhancement

Perceived Concerns:
-schools not entirely aware of what documents to prepare and submit
-CALL programs
-lack of libraries and teacher resource collections
-monies spent on inappropriate publishers' books and materials
-over-rating of native speaking teachers
-lack of commitment by one coordinator

Overall Reaction:
-dedication to bilingual program provision
-commitment to EFL teacher development
-evident student satisfaction
-excellence of facilities

Appendix X

Cedros Data: Parent Survey

Q	Sub Q	Raw yes	%	Raw no	%	Raw	%	Raw	%	Raw	%
1	a	55	66	28	34						
	b	79	95	3	4						
	c	70	84	12	14						
	d	69	83	11	13						
		1		*2*		*3*		*4*		*5*	
2	a	22	27	33	40	9	11	13	16	2	2
	b	21	25	21	25	14	17	19	23	3	4
	c	14	17	23	28	16	19	20	24	5	6
	d	48	58	21	25	4	5	3	4	2	2
	e	45	54	25	30	5	6	2	2	1	1
	f	35	42	28	34	8	10	6	7	1	1
	g	32	39	28	34	12	14	5	6	0	0

Note. Shaded areas denote most frequently-occurring percentage of responses.