REPORTE

Elevando los niveles de dominio del idioma inglés en las Preparatorias de la Universidad de Guadalajara (CONNECT)

REPORT

Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

2018

For: The Foreign Languages Institutional Program (FLIP), University of Guadalajara, Mexico

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Reporte: Elevando los niveles de dominio del idioma inglés
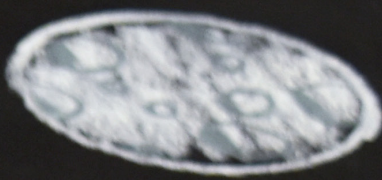en las Preparatorias de la Universidad de Guadalajara
(Connect)

Report: Raising the English Language Standards in the High
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(CONNECT)

2018

CONTENTS

SUMARIO EJECUTIVO

La efectividad de la enseñanza de lengua inglesa ha sido causa de preocupación mundial en los últimos años. La necesidad de incrementar las competencias lingüísticas en los ciudadanos se ha convertido en un imperativo. Se ha puesto especial atención en temas como la edad en que se comienza con la enseñanza del idioma, cuánta enseñanza se requiere, el currículum, los métodos y recursos, así como otras competencias.

Este estudio analiza cómo se pueden elevar los estándares del idioma inglés en el Ecosistema del Sistema de Educación Media Superior la Universidad de Guadalajara (UdeG). Con este objetivo, se hace un acercamiento al libro de texto utilizado por entre el 75% y 85% de los profesores que contestaron una encuesta realizada para este estudio y que fueron comparados contra otros ocho libros de texto utilizados en seis países: Brasil, Finlandia, Italia, México, Corea del Sur y España. Durante el desarrollo del trabajo, se realizaron consultas a los docentes de idioma inglés de las Preparatorias de la Universidad de Guadalajara (con un nivel de respuesta del 51% del total), así como otros datos generados que fueron examinados.

Un elemento clave determinante en cualquier ecosistema educativo es el rol de los sistemas de evaluación o exámenes en el mismo. Cualquier descripción de calidad, por ejemplo, cuando se compara un libro de texto con otro, depende de la comprensión que se tenga de los objetivos de aprendizaje. Si el objetivo es que el estudiante demuestre que reconoce elementos gramaticales y léxicos en los exámenes, entonces un libro de texto considerado como débil en una situación, puede ser considerado fuerte en otra.

En este estudio, el objetivo general de aprendizaje para la enseñanza del idioma inglés se asume como el de que los estudiantes dominen el conocimiento y tengan competencias para utilizar el lenguaje (el inglés) en el nivel de Educación Superior y en otros contextos de la vida real. Los estudiantes en el análisis habrán llevado aproximadamente 560 horas de estudio del inglés como materia a través de los diferentes niveles educativos (secundaria principalmente) e incluyendo 300 horas en preparatoria.

De acuerdo a este objetivo de aprendizaje, el libro de texto en un agente clave para el éxito. Lo encontrado en este estudio revela que dentro del ecosistema de la lengua inglesa en las preparatorias de la Universidad de Guadalajara, los materiales, actividades, y la perspectiva de los libros utilizados pueden ser mejorados.

Los resultados revelan que los cinco libros de texto utilizados en distintos países (Corea del Sur, España y tres utilizados en México) fueron calificados como de mediana calidad y que otros tres fueron calificados como de alta calidad (Brasil, Finlandia e Italia).

Las recomendaciones que resultan de este estudio se presentan en la forma de un Plan de Acción. Las acciones fueron diseñadas reconociendo los retos que existen en el ecosistema en su conjunto, (por ejemplo, el tiempo proporcionado para el aprendizaje, el tamaño de los grupos, el factor financiero) y con potencial para éxito, (por ejemplo, las actitudes de los profesores, el conocimiento de buenas prácticas, y el reconocimiento del deseo de implementar nuevas prácticas docentes).

El Plan de Acción reconoce la importancia de un libro de texto como un agente de cambio para el contexto cultural específico de las escuelas preparatorias urbanas y rurales de la UdeG. Se presentan sugerencias para su adaptación y modificación con el objetivo de que los futuros estudiantes egresados de las preparatorias de la UdeG puedan entrar al Sistema de Educación Superior con habilidades óptimas en el idioma referido.

Las recomendaciones se enfocan en el fortalecimiento de los recursos de docencia y aprendizaje incrementando la disponibilidad de instrumentos pedagógicos de alto impacto. Estos incluyen contenidos y métodos que se enfocan principalmente en el desarrollo de competencias de pensamiento, construcción de competencias y el logro de un aprendizaje profundo. El uso de actividades de aprendizaje de alto impacto permite a los estudiantes involucrarse en experiencias auténticas y relevantes de aprendizaje que lleven a un incremento en la motivación a través de la producción exitosa de resultados de comunicación significativos así como otros resultados de aprendizaje.

EXECUTIVE SUMMARY

The effectiveness of English language teaching has been a cause for concern globally for some years. The need to increase language competences is an imperative. Special attention is being given to when teaching starts, how much teaching is required, curricula, methods and resources, and teacher competences.

This study examines how to raise English language standards in the University of Guadalajara (UdG) High School English language ecosystem. In approaching this task, a textbook used by 75-85% of teacher respondents, was benchmarked against eight textbooks used in six countries, Brazil, Finland, Italy, Mexico, South Korea, and Spain. Alongside the analysis, a consultation was held with UdG High School English language teachers (response rate 51%), and associated research data was examined.

A key determinant in any educational ecosystem is the role of examinations. Any description of quality, for example when comparing one textbook with another, depends on an understanding of learning objectives. If the objective is for a student to show that they recognize grammatical and lexical items in tests, then a textbook considered weak in one situation, might be considered strong in another.

In this study the overall learning objective for teaching English language is assumed as enabling students to master knowledge and competences to use the language in higher education and other real-life contexts. The students under review will have had some 560 hours studying English at a subject throughout all schooling, including 300 hours at High School.

According to this learning objective, the textbook is one key agent for success. The findings reveal that within the UdG English language High School ecosystem, the contents, materials, activities, and perspective of textbooks used could be further improved.

The outcomes reveal that five textbooks (South Korea, Spain and three used in Mexico) were mid-range in terms of quality, and that three were high-range (Brazil, Finland, and Italy).

Recommendations resulting from this study are available in the form of an Action Plan. These are designed according to recognition of existing challenges within the overall ecosystem (e.g. time allocation, class size, student motivation, teacher employment factors, finance) and potential for success (e.g. teacher attitudes, knowledge of good practices, and recognition of a desire for change).

The Action Plan recognizes the importance of the textbook as a change agent for the specific cultural context of UdG urban and rural High Schools. Suggestions for adaptation and modification are made so that more future UdG High School students can enter higher education with optimal skills in English language.

Recommendations focus on strengthening teaching and learning resources by increasing availability of high-impact pedagogical drivers. These involve content and methods that focus primarily on developing thinking skills, building competences, and achieving deep learning. Use of high impact learning activities enables students to engage in authentic and relevant learning experiences leading to an increase in motivation through successful production of communicative and other significant learning outcomes.

1. OVERVIEW

1.1 INTRODUCTION

The efficiency of English language teaching is an issue of global concern. Whereas international data on learner outcomes is available, the comparison of results is complex due to a range of intervening factors such as the role of the language in each community, relevance to people's lives, and overall quality of education. However, looking at the return on investment in terms of time spent on teaching English as an additional language, there are widespread arguments that learner outcomes could be better.

In one private sector study (EF 2017) based on English language proficiency of 1 million test takers, the Netherlands, Sweden, Denmark, Norway, Singapore, Finland, and Luxembourg rank highest globally (out of 80 countries). Mexico is ranked midway at #44. Other countries included in this UdG report are Brazil # 41; Italy # 33; South Korea # 30; and Spain # 28. This EF study, like many, is weak in terms of enabling generalizations to be made on the data available, and as with many language tests, may not reveal the genuine underlying proficiency of people to use English as a language of communication in real-life contexts.

The socio-political importance of raising standards of English language proficiency amongst populations is leading to questions being raised about fundamental educational issues such as how, when, where and why English should be taught as an additional language.

These fundamental questions hinge on re-conceptualizing how languages should be taught in 21st century schools and colleges; developing educational approaches which satisfy competence demands in literacy, languages, and communication in today's multilingual communities; at which age and in which ways languages are best taught and learned (European Commission 2018).

Countries face a range of choices in responding to the need to enhance the effectiveness and efficiency of English language teaching in their systems. These include consideration of the following actions:

- An increase of hours for teaching English as a subject
- Curricular reform leading to teaching for achieving the requirements of standardized tests
- Updating textbooks and introducing formative (ongoing) and summative (end-of-course) evaluation
- Training teachers to use high-impact techniques and activities (see, Hattie et al. 2015)
- Integrating language with content through Content and Language Integrated Learning (see, Marsh 2013)

1.2 OBSERVATIONS ON HIGH-IMPACT TEACHING & LEARNING

The need for evidence-based decision-making has led to meta-analyses being carried out on instructional and other conditions that lead to successful learning (see, for example Marzano 2016, Hattie 2012, Hattie et al. 2015). One objective of these analyses is to identify what constitutes high impact teaching and learning. These studies involve different subjects and are often applicable to the teaching and learning of English language.

One indicator for successful language teaching is to shift away from learning rules about language and proving knowledge through testing, to learning how to use language in real-life contexts through a blend of knowledge and competences. To maximize the potential for achieving good outcomes, both teaching activities and learning resources need to focus on the following:

- **Thinking**
  Agility in making sense of, interpreting, representing the world that people experience
- **Competence**
  Application of knowledge and know-how to complete tasks, solve problems, and achieve goals
- **Relevance**
  Age-appropriate learning geared to the real-life interests and aspirations of students
- **Production**
  Opportunities to use language to learn and learn to use language

- **Perspective**
  How linguistic and cultural features of English are portrayed and situated
- **Learning**
  What a student can do over time as a result of what has been learnt
- **Motivation**
  Ideas or beliefs about the value of learning English and impact on willingness to learn

1.3 OBSERVATIONS ON TEXTBOOKS FOR TEACHING & LEARNING

The role of a textbook depends, in part, on the quality of materials it contains, but also on how the teacher uses it in class. It may be used as a form of supplementary material or as the full curriculum. Some teachers include a large amount of teacher-generated resources in class, others stay closely to the textbook. A defining issue relates to end-of-semester testing. In some countries, teachers may be pressured into 'teaching for the test', and if the test is based on the contents of a textbook then it will have considerable influence over how teaching is conducted.

There are other issues that concern the use of a textbook. These include but are not limited to teacher motivation-to-task, skills in teaching, time available to prepare teaching materials, size of classes, the cost of textbook, and finally, personal teaching and learning preferences.

The choice of which textbook to select is often influenced by market-driven interests

2018

II

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

(see, for example Beverlee 2011). Private sector publishers do not necessarily design textbooks according to the most significant research on how to improve student achievement. The main driver is usually sales, which tends to lead to inclusion of superficial design and content, minimal adaption for different countries, and which often does not invite or support changes in the patterns of instructional attitudes and practices. Colloquially this is referred to as the 'tyranny of the textbook'.

1.4 THIS REPORTING PROCESS

The process for this report involved conducting a consultation process and conceptual review of existing textbook-based resources used in some UdG High Schools, benchmarking these with other textbooks, conducting consultation process, and producing recommendations for performance improvement through an Action Plan.

1.5 TIME-FRAME

October 2017 – March 2018

1.6 MACRO ENQUIRY QUESTION

What could be done to raise student English Language learning standards in the High Schools of the University of Guadalajara?

1.7 FOCUS OF ENQUIRY

- Examination of sample teaching and learning resources for Year 1 (The English Hub 1A/1B)
- Examination of existing background situational data (e.g. Mugford 2016)
- Consultation with English language teachers
- Consultation with stakeholders

1.8 PROCESS

- To analyze existing teaching and learning methodologies, practices and resources, as found in textbooks and benchmark these against Mexican (private sector) and international publications.

    Brazil. Ongoing initiatives to raise English language standards alongside weak performance in OECD/PISA

    Spain. Major ongoing initiatives to raise English language standards alongside weak performance in OECD/PISA

    Finland. Very high achievement standards in English language and very high performance in OECD/PISA

    Italy. Major ongoing initiatives to raise English language standards alongside weak performance in OECD/PISA

    South Korea. Major ongoing initiatives to raise English language standards alongside very high performance in OECD/PISA

- Identify any existing low and high-performing methodological approaches, practices, and resources
- Engage in open consultation with UdG High School English language teachers
- Report through a proposed Action Plan (2018-2019) on how to further improve English language learning covering:

- Strengths, weaknesses, constraints & opportunities
- Strategic & management processes for raising learning outcomes
- Methodological design, resourcing, and implementation plan
- Engage in open consultation process with UdG stakeholders

2018

13

*Report. Raising the English Language Standards in the High Schools of
the University of Guadalajara (CONNECT)*

2. INSIGHTS ON THE CONTEXT

2.1 LEVEL OF ENGLISH LANGUAGE COMPETENCE – STUDENTS ENTERING HIGH SCHOOL

(PIENSE 2008-2017)

PIENSE II					
	Level 1	Level 2	Level 3	Level 4	Sin puntaje
2008-2009	36.868	3.850	788	354	43
2009-2010	36.544	4.146	1.536	730	40
2010-2011	38.368	3.685	1.087	681	47
2011-2012	39.833	4.177	1.021	450	24
2012-2013	41.317	2.414	1.198	671	57
2013-2014	43.277	2.393	1.024	648	89
2014-2015	39.614	5.166	1.865	659	109
2015-2016	43.207	7.035	2.184	876	87
2016-2017	47.152	3.127	1.687	454	100

(Source FLIP 2016)

Level 1
The student demonstrates limited ability in the English language used and can understand or recognize basic learned concepts of language used in simple structures within familiar and predictable contexts

Level 2
The student demonstrates understanding of basic structures in the English language and can apply previously learned rules to new situations in language use presented within concrete, practical contexts
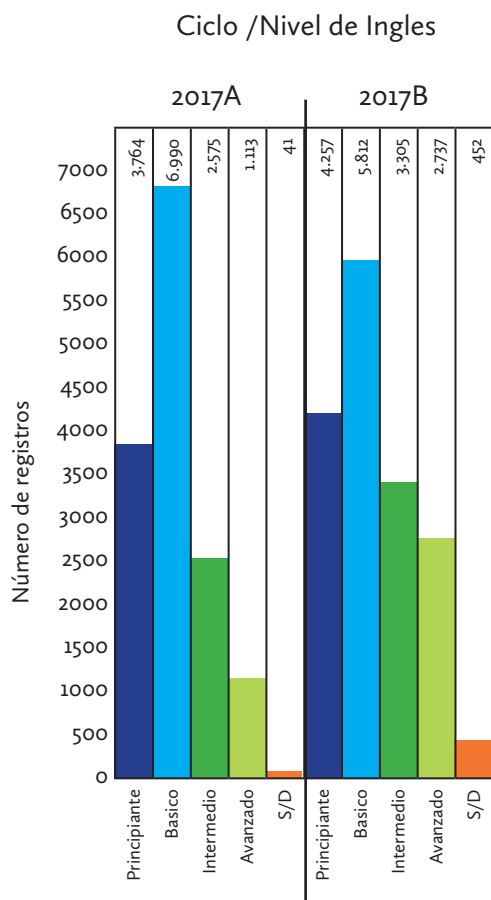
Level 3
The student demonstrates the ability to effectively apply the rules of the English language to new and concrete situations within broad contexts

Level 4
The student demonstrates command of English language skills with the ability to analyse, construct and deconstruct linguistically complex sentences
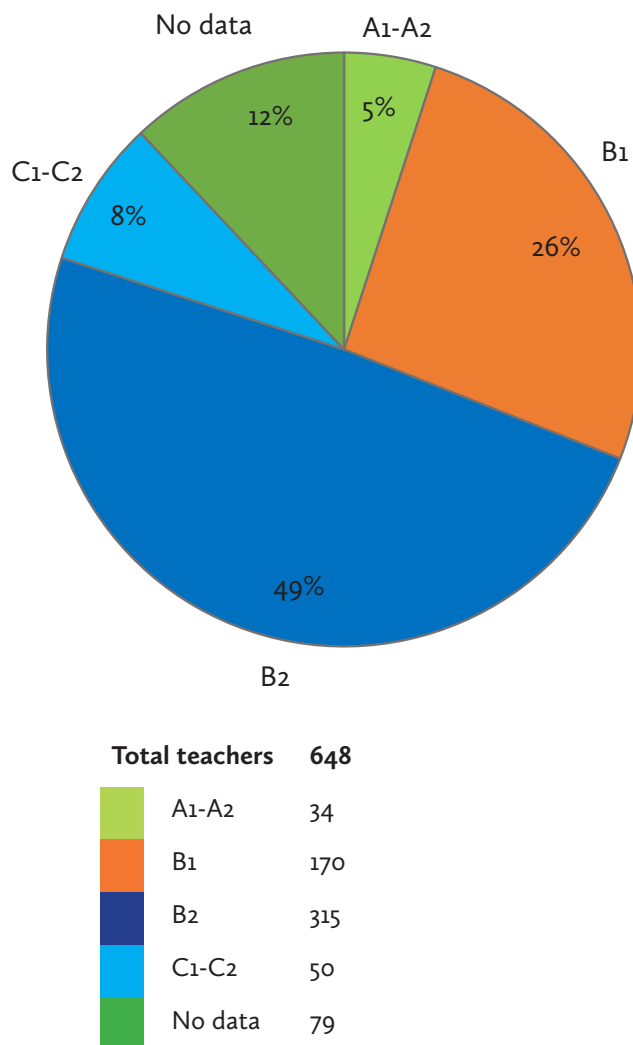
2.2 LEVEL OF ENGLISH LANGUAGE COMPETENCE – STUDENTS ENTERING UNIVERSITY UNDERGRADUATE PROGRAMMES

(ESLAT – ELASH January 2017 A; September 2017 B)

Ciclo /Nivel de Ingles

	2017A					2017B				
	3.764	6.990	2.575	1.113	41	4.257	5.812	3.305	2.737	452

Número de registros

Principiante · Basico · Intermedio · Avanzado · S/D · Principiante · Basico · Intermedio · Avanzado · S/D

(Source FLIP 2016)

2.3 LEVEL OF ENGLISH LANGUAGE COMPETENCE – UDG HIGH SCHOOL TEACHERS OF ENGLISH

No data 12% — A1-A2 5% — B1 26% — C1-C2 8% — B2 49%

Total teachers	648
A1-A2	34
B1	170
B2	315
C1-C2	50
No data	79

(Source FLIP 2016)

2.4 CERTIFICATION IN ENGLISH LANGUAGE TEACHING – UDG HIGH SCHOOL TEACHERS OF ENGLISH

Total teachers	648
LIDILE	44
LIDILE + TKT	4
LIDILE + TTD + TKT	1
LIDILE + ICELT	2
MDI	22
MDI + TKT	1
ML	1
TKT	6
TTD	34
TTD + TKT	147
ICELT + TTD + TKT	1
No certification	385

LIDILE
Diploma in English Language
TKT
Theory of Knowledge Test
TTD
Teacher Training Diploma
MDI
Master's in English Language Teaching
ML
Master's in Linguistics
ICELT
In-Service Certificate in English Language Teaching

(Source FLIP 2016)

2.5 COMMON EUROPEAN FRAMEWORK (CEFR) OF REFERENCE LEVELS

CEFR Level group: A | Basic user

Level A1. Breakthrough or beginner
- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2. Waystage or elementary
- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

CEFR Level group: B | Independent user

Level B1. Threshold or intermediate
- Can understand the main points of clear standard input on familiar matters

regularly encountered in work, school, leisure, etc.

- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Level B2. Vantage or upper intermediate
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

CEFR Level group: C | Proficient user

Level C1. Effective operational proficiency or advanced
- Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured,

detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

Level C2. Mastery or proficiency
- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

(Source Council of Europe 2011)

2.6 AMOUNT OF STUDY ESTIMATED TO REACH LEVELS OF ENGLISH LANGUAGE FLUENCY

CEFR Level	Cambridge English Exam	Number of Hours (approximate)
c2	Cambridge English: Proficiency (CPE)	1.000—1.200
c1	Cambridge English: Advanced (CAE)	700—800
B2	Cambridge English: First (FCE)	500—600
B1	Cambridge English: Preliminary (PET)	350—400
A2	Cambridge English: Key (KET)	180—200

(Source Council of Europe 2011)

2.7 POSITIONING OF UDG HIGH SCHOOL STUDENTS IN RELATION TO AMOUNT OF STUDY

After about 560 hours of studying English (including 315 at High School) student levels are generally at A1/A2. The target achievement descriptors, semester-by-semester are as follows:

Foreign Language I (1st semester). The student will be able to employ expressions related to his or her family, academic and working environments and is able to share information about his or her relatives, friends, likes, dislikes, habits, routines and the neighbourhood.

Foreign Language II (2nd semester). The student will be able to employ expressions related to his or her family, academic and working environments and is able to share information about his or her relatives, friends, likes, dislikes, habits, routines and the neighbourhood.

Foreign Language III (3rd semester). The student will be able to talk about common holidays, express opinions and views based on various common situations, discuss about life experiences in various communicative contexts, talk about various geographical aspects, such as cities and the distribution of some languages, describe social events and festivals and talk about healthy lifestyles.

Foreign Language IV (4th semester). The student will be able to express disagreement and complaints when making purchases, express preferences about the personality and physical appearance of people, tell stories about dramatic events that happened in the past, make predictions about various situations based on some previous information, and talk about hypothetical consequences arising from certain specific causes.

Foreign Language IV (5th semester). The student will be able to understand, analyse, synthesize and interpret texts in English. The student will produce dialogues, descriptions and other texts by using the present perfect progressive as well as other grammatical components such as indirect speech, the passive voice and the past perfect.

Foreign Language VI (6th semester). The student will be able to express his own ideas in English language. The student will have an intermediate level in English language in the four skills: reading comprehension, reading comprehension, oral expression and written expression.

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

18

2018

3.   ANALYSIS

3.1 TEACHING HOURS FOR ENGLISH AS A SUBJECT (HIGH SCHOOL)

	High school
Japan	525
Italy	500
Korea	500
Spain	330
Mexico UdG	**315**
Finland	228
Brazil	180

Observation
Hours for teaching English differ widely between countries. For example, UdG High schools have more time dedicated to learning English as a subject when compared to Brazil or Finland, but considerably less than Italy, South Korea or Japan.   As we can see below with the figures reported by two large-scale English proficiency tests (EF, 2017 and TOEFL iBIT, 2016), there is no simple correlation between the number of hours dedicated to English language study and good test scores, i.e. more teaching hours do not always translate to higher test scores.

TOEFL iBIT 2016	EF 2017
Japan # 71	Japan (#37 low)
Italy #90	Italy (# 33 moderate)
South Korea # 84	South Korea (# 30 moderate)
Spain # 89	Spain (# 28 moderate)
Mexico # 86	Mexico (# 44 low)
Finland # 95	Finland (# 6 very high)
Brazil # 87	Brazil (# 41 low)

Inference
English language learning performance is not directly correlated to the number of hours allocated to teaching English. Although time available for learning English is important, it is when and how English is taught and learned which is significant. Research indicators strongly suggest that emphasis on exposure to quality English language teaching for very young learners is highly advantageous (see, for example, Edelenbos 2006). Advantages resulting from early language learning at primary are also widely reported (see, for example, Murphy 2014). If the curricular and methodological approach used in a country is failing to deliver optimum outcomes, then extra hours for 'more of the same' is unlikely to have meaningful impact on language learning standards.

3.2 QUALITATIVE COMPARISON OF TEXTBOOKS

Total score

Mex 1 (UdeG textbook)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	17

Mex 1 (American Think)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	17

Mex 1 (Uncover)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	23

Brazil (Way to Go)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	25

Finland (Spotlight)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	29

Italy (Performer)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	35

Korea (High School English)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	15

Spain (English Plus)

Thinking	Competence	Relevance	Production	Perspective	Learning	Motivation	13

Observation

Although a national comparative analysis was not the purpose of this part of the study, textbooks have been selected from different countries to achieve greater understanding of 'low and high performing methodological approaches, practices, and resources' (Connect Task Outline 2017).

From the information provided through the questionnaire survey, it is estimated that between 75-85% of respondents use The Hub textbook at UdG High Schools.

Apart from the textbooks from Brazil (score # 25), Italy (score # 35) and Finland (score # 29), the books from Mexico (scores # 17, # 17 and # 23), South Korea (score # 15) and Spain (score # 13) are rather similar when looked at in relation to overall evaluation. The Hub textbook received a score of # 17.

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara(*CONNECT*)   20

2018

Some of the key weaknesses found in the textbooks involve not:

- providing students with opportunities to develop a range of skills through sufficiently challenging tasks
- giving sufficient guidance for acquiring skills
- providing tasks which elicit higher order thinking
- providing activities which motivate and challenge students

A common weakness in textbooks is that deep level learning (understanding) is substituted for surface-level learning (memorizing but not understanding). English language tests often require evidence of surface level learning.

If students are to acquire deep level understanding of English language and competence to use it in real life, then surface-level learning is not sufficient for developing meaningful competences.

Inference
Rich language input and opportunities for output are key drivers for success. For example, research from Japan (Ito, 2012) reports that at the end of primary education Finnish students are geared to learn about the same number of words through textbooks (3 615) as Japanese students by the end of High School (3 285). The same difference applies to the number of sentences which students at the end of primary education are exposed to by the end of Grade 9 (Finland: 10 018) and Japanese students (Japan: 430). The Finnish statistics exclude additional vocabulary and sentences if students use workbooks attached to textbooks.

The main finding is that it is the quality of language learning that is of paramount importance. A secondary point is providing textbook resources that underestimate the ability of students to successfully learn and use language to achieve outcomes.
Key success drivers include:

- Providing a rich variety of tasks which appeal to the real-life interests of students
- Providing scaffolding and other forms of support to enable students to achieve outcomes using the language successfully
- Combining the learning of language and content
- Nurturing the desire to learn
- Providing systematic teaching of grammar and vocabulary from early years learning in primary school.

3.2.1 FOCUS ON CONTENT AND FOCUS ON LANGUAGE

Language teaching and learning has a long tradition of focusing on content and communication. In recent years quality language teaching has shifted from de-contextualized content ("imagine you are an Australian hunter telling the story of how you first caught a live crocodile") to contextualized content (create a mind-map showing the ways in which Guillermo del Toro's The Shape of Water connects to Mexico).

Quality language teaching is influenced by M.A.K. Halliday, one of the most influential 20th century advocates of re-thinking conventional approaches to language learning.

In 1993 Halliday (1993:94) argued that

- language is not a domain of human knowledge, except in the special context of linguistics, where it becomes an object of scientific study;
- language is the essential condition of knowing, the process by which experience becomes knowledge

He argued that in any meaningful language (learning) event, learners should have the opportunity to learn language, learn about language, and learn through language. In achieving this, language teaching should involve a triangulated methodology involving:

- learning language
- learning through language
- learning about language

The weaker textbooks (Mexico 1,2,3; South Korea, Spain) reveal that the dominant focus is on

- learning language

The stronger textbooks (Brazil, Finland, Italy) reveal that the dominant focus is on

- learning language
- learning through language
- learning about language

The most significant shift in advancing English language learning since the 1970's started in the early 1990's with the integration of content and language learning. The approach, Content and Language Learning (CLIL), was launched in Finland in 1994. Since then, it has been steadily increasing in significance across the world (see, Mehisto 2012).

Real-life content can be meaningfully included in learning English as a subject, or through other subject teaching (or topics) which includes English language. This next step in the evolution of English language teaching shifts attention from focus on language to integration of language.

Finland (reform 2015/2016)
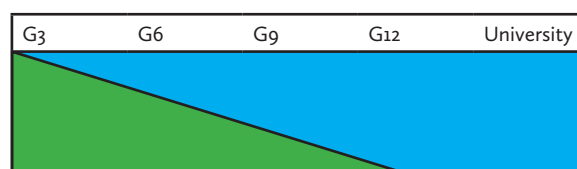
Mexico UdG
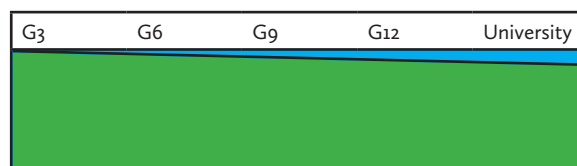
Italy (reform 2014/2015)
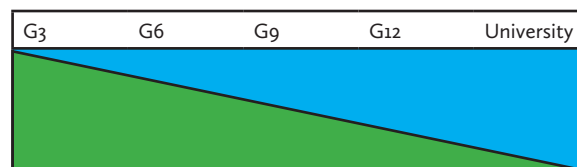
As illustrated in the image above, an example of this integration of content and language can be seen in Finland and Italy. Finland underwent curriculum reform during 2015-2016 and a major element was integrating subject learning across the curriculum, including English. This means that the focus on content steadily increases from Grade 3 and is almost total by Grade 12.

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

22

2018

The trend can be seen in other countries such as Italy that also introduced major changes in how languages are taught (through legislation introduced in 2014/2015). This is done through having students learn language and content at the same time (learning language, learning through language, and learning about language simultaneously).

3.3 STUDENT MOTIVATION

MY STUDENTS ARE MOTIVATED TOWARDS LEARNING ENGLISH.

Strongly disagree		3,2%
Disagree		31,1%
Agree		58,9%
Strongly agree		6,8%

M = 2,7   SD = 0,6   (no answer N = 0)

Student motivation to learn English is a key success driver. Opinion on student motivation is mixed amongst the English language teachers. 65.7% report that students are motivated. Positive comments on textbooks include that they contain materials that are up-to-date, age-appropriate, and varied. 33.4% report that students are not motivated towards learning English. Less positive comments are that changes should be made to make materials more relevant, that current perspectives do not connect to students lives, and that they should be made more up-to-date, authentic, context-specific, content-driven, and culturally sensitive.

3.4 TIME AVAILABLE TO LEARN ENGLISH

THERE IS ENOUGH TIME AVAILABLE EACH WEEK FOR ENGLISH LESSONS.

Strongly disagree		42,7%
Disagree		45,0%
Agree		9,2%
Strongly agree		3,2%

M = 1,7   SD = 0,8   (no answer N = 1)

87.7% report that there is not enough time for English lessons. Respondents report that the textbooks contain too much material and that there is insufficient time to go through it all properly.

3.5 TIME AVAILABLE TO PRACTICE ENGLISH

THERE IS ENOUGH TIME IN CLASS FOR STUDENTS TO PRACTICE ENGLISH COMMUNICATION.

Strongly disagree		32,0%
Disagree		54,3%
Agree		12,8%
Strongly agree		0,9%

M = 1,8   SD = 0,7   (no answer N = 0)

THERE IS ENOUGH TIME IN CLASS TO USE ACTIVITIES THAT PROMOTE ENGLISH COMMUNICATION SKILLS.

Strongly disagree		24,3%
Disagree		62,4%
Agree		12,4%
Strongly agree		0,9%

M = 1,9   SD = 0,6   (no answer N = 1)

86% report that there is insufficient time for students to practice English language communication. The qualitative reporting reveals concern over the amount of material to be covered in a course and the lack of time. Given the high number of participants reportedly in each class, time available to practice could be severely limited.

3.6 RELEVANCE OF LEARNING ACTIVITIES TO REAL INTERESTS OF STUDENTS

THE LEARNING ACTIVITIES IN THE TEXTBOOK ARE RELEVANT TO THE REAL INTERESTS OF MY STUDENTS.

Strongly disagree		12,0%
Disagree		35,5%
Agree		45,6%
Strongly agree		6,9%

M = 2,5   SD = 0,8   (no answer N = 2)

52.5% report that available learning activities are relevant to the real interests of the students. Some respondents comment that it would be useful to have digital and multimedia resources more easily available and accessible from student homes. Respondents also mention that they would like to see changes in cultural perspective where stereotyping is avoided, and where Mexican culture is given attention. The International Team Analysis reports that more could be done to make learning activities relevant, and that the maturity level of materials is too low for 15-16-year-old first year High School students.

3.7 DIFFICULTY FOR STUDENTS TO LEARN ENGLISH

LEARNING ENGLISH IS DIFFICULT FOR MY STUDENTS.

Strongly disagree		2,8%
Disagree		32,7%
Agree		53,9%
Strongly agree		10,6%

M = 2,7   SD = 0,7   (no answer N = 2)

64.5% agree that students face difficulties when learning English. What creates these difficulties remains open to discussion. Internationally, motivation to learn and self-confidence are significant drivers for success. So are the 'raw materials' that we use to enable students to learn, which is why textbooks are often subject to close attention and possible review.

3.8 DIFFERENCES BETWEEN MALE AND FEMALE STUDENTS ENGLISH LEARNING PERFORMANCE

THERE ARE DIFFERENCES BETWEEN MY MALE AND FEMALE STUDENTS ON HOW WELL THEY SUCCEED IN LEARNING ENGLISH.

Strongly disagree		19,4%
Disagree		52,3%
Agree		24,5%
Strongly agree		3,7%

M = 2,1   SD = 0,8   (no answer N = 3)

The majority view (71.7%) is that gender is not a factor relating to student learning performance at the UdG High Schools. In some countries there may be a gender-bias in how textbooks are designed but this does not appear to be the case with respect to the textbooks used by the UdG High School English language teachers.

3.9 CONFIDENCE OF STUDENTS TO SPEAK ENGLISH TO TEACHER & OTHER SPANISH-SPEAKING STUDENTS

STUDENTS ARE CONFIDENT TO SPEAK IN ENGLISH TO ME.

Strongly disagree		5,0%
Disagree		31,2%
Agree		50,0%
Strongly agree		13,8%

M = 2,7   SD = 0,8   (no answer N = 1)

STUDENTS ARE CONFIDENT TO SPEAK IN ENGLISH TO OTHER STUDENTS IN CLASS.

Strongly disagree		7,4%
Disagree		48,4%
Agree		38,2%
Strongly agree		6,0%

M = 2,4   SD = 0,7   (no answer N = 2)

63.8% report that students are relatively confident to speak English with their teacher, and that 44.2% are confident in speaking English to other students. Given the reported lack of class time to use the language for communication through speaking and writing, these figures are significant. They indicate that more than half of all students lack confidence in speaking English in their immediate surroundings.

2018

25

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

3.10 STUDENT CLASS SIZE

THE NUMBER OF STUDENTS IN EACH CLASS IS A CHALLENGE.

Strongly disagree		4,1%
Disagree		10,6%
Agree		40,4%
Strongly agree		45,0%

M = 3,3   SD = 0,8   (no answer N = 1)

89% report that class sizes are a challenge. However, it is not the number of students in a class that is the defining issue. It is more a matter of the type of classroom, furniture, acoustics, and other infrastructure alongside the motivation of students to learn. If the learning methodologies engage the students and they can work in small groups, then the negative impact of large class size is reduced. If a lesson is teacher-centric and geared to working through the pages of a textbook, then it can pose a significant challenge for achieving quality learning particularly with large class sizes.

3.11 ACCESS TO INTERNET IN CLASS

I HAVE RELIABLE ACCESS TO THE INTERNET WHEN IN CLASS.

Strongly disagree		61,9%
Disagree		28,4%
Agree		7,8%
Strongly agree		1,8%

M = 1,5   SD = 0,7   (no answer N = 1)

90% report that reliable internet access is not available in classes. Therefore, resources for English teaching and learning need to be ready-to-go.

3.12 TEACHER MOTIVATION TO LEARN NEW WAYS TO TEACH ENGLISH

I WOULD LIKE TO DEVELOP NEW WAYS TO TEACH ENGLISH.

Strongly disagree		0,5%
Disagree		1,4%
Agree		34,1%
Strongly agree		64,1%

M = 3,6   SD = 0,5   (no answer N = 2)

I WOULD LIKE TO USE NEW ACTIVITIES FOR LEARNING ENGLISH.

Strongly disagree		1,8%
Disagree		0,5%
Agree		37,2%
Strongly agree		60,6%

M = 3,6   SD = 0,6   (no answer N = 1)

Respondents report that they are keen to develop new ways of teaching English (98.2%), and to use new activities (97.8%).

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

26

2018

3.13 TEACHER SATISFACTION WITH EXISTING TEXTBOOKS

I AM SATISFIED WITH THE TEXTBOOK(S) USED FOR TEACHING ENGLISH AT MY SCHOOL.

Strongly disagree		25,2%
Disagree		28,4%
Agree		38,1%
Strongly agree		8,3%

M = 2,3   SD = 0,9   (no answer N = 1)

53.6% express some level of dissatisfaction with textbooks. Some respondents are critical of poor quality textbook production and language errors, and others express appreciation for the design elements (colour, attractiveness, images). More detailed requests by teachers include:

- Having material in the textbooks which is less visually 'noisy'
- More group and pair work activities
- More activities which have students research and enquire
- More opportunities for students to personalize and voice their opinions
- A greater variety of topics
- More fun activities like games and role-plays
- Changes in the way language (grammar and vocabulary) is presented and practiced for example through making language more practical and authentic
- More opportunities for practice

However, overall, opinion is split here with about half of respondents fairly satisfied, and half less satisfied.

3.14 TEACHER'S USE OF TEXTBOOK

I OFTEN USE A TEACHER'S BOOK FOR PLANNING AND TEACHING LESSONS.

No		18%
Yes		81%

M = 1,8   SD = 0,4

81% report that they often use the Teacher's Book and that they are satisfied with the amount and professional quality of additional resources such as the Workbook and photocopiable activities, interactive whiteboard activities, and audio recordings.

3.15 TEACHER'S USE OF ADDITIONAL MATERIALS

I OFTEN USE ADDITIONAL MATERIALS THAT ARE LINKED TO THE TEXTBOOK (CD, DVD, INTERNET-SOURCE).

No		36%
Yes		63%

M = 1,8   SD = 0,4

63% report that they use the additional materials which accompany the textbook.

2018

27

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

I OFTEN USE ADDITIONAL MATERIALS I GET FROM OTHER PLACES
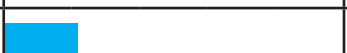
No		10%
Yes		89%

M = 1,9   SD = 0,3

89% report that they use additional materials sourced from other places.

3.16 TEACHER VIEWS ON PARENTAL AND STUDENT ATTITUDES TOWARDS THE VALUE OF LEARNING ENGLISH

THE PARENTS/FAMILIES IN MY SCHOOL ARE CONVINCED THAT ENGLISH IS AN IMPORTANT COMPETENCE FOR THEIR CHILDREN'S FUTURE.

Strongly disagree		3,3%
Disagree		22,0%
Agree		52,3%
Strongly agree		22,4%

M = 2,9   SD = 0,8   (no answer N = 5)

STUDENTS ARE CONVINCED THAT ENGLISH IS AN IMPORTANT COMPETENCE FOR THEIR FUTURE LIVES.

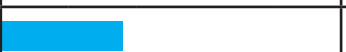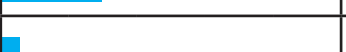| Strongly disagree		2,3%
Disagree		34,6%

Agree		45,2%
Strongly agree		18,0%

M = 2,8   SD = 0,8   (no answer N = 2)

Respondents report that 74.7% of parents/families are convinced that English is an important competence for their children's future. 63.2% of students report the same.

3.17 CULTURAL PERSPECTIVE ON ENGLISH AS A GLOBAL LANGUAGE

THE TEXTBOOK(S) I USE FOCUSES ON ENGLISH IN COUNTRIES OUTSIDE THE USA AND MEXICO.

Strongly disagree		20,4%
Disagree		38,9%
Agree		33,8%
Strongly agree		6,9%

M = 2,3   SD = 0,9   (no answer N = 3)

59.3% consider that the textbooks are predominantly focused on English language in Mexico and the USA. The incentive to learn English could be stronger if it is positioned as a global language of importance to Mexico and non-English-speaking countries.

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

28

2018

3.18 BLENDING USE OF SPANISH & ENGLISH IN TEXTBOOKS

IT COULD BE GOOD PRACTICE TO HAVE SPANISH USED ALONGSIDE ENGLISH IN TEXTBOOKS.

Strongly disagree		35,8%
Disagree		32,6%
Agree		24,7%
Strongly agree		7,0%

M = 2,0   SD = 0,9   (no answer N = 4)

The use of blending the first language with the additional language being learned (trans-languaging) is a feature in some textbooks as in Finland to a large extent, and Brazil and Italy to a lesser extent. This is done to explain objectives and study advice for students, and through pedagogical tools such as those for encouraging students to compare words and concepts in the two languages. In these countries having both languages active in the learning environment is considered as positive not negative. An 'English Only' rule is no longer widely considered good practice for many English language teaching and learning contexts.

3.19 TEACHER RECOMMENDATIONS ON IDEAL TEACHING & LEARNING CONDITIONS

The main response concerns having:
• More time

Further comments relate to:
• Infrastructure (learning spaces, equipment, acoustics, internet availability, interactive white boards, computers for student use)
• Resources (materials appropriate for age and interests of students)
• Smaller class sizes (and classes according to proficiency level not just grade level)
• Opportunities for training and professional development
• Opportunities to collaborate with other professionals (including teachers), and schools (in Mexico and other countries)
• Opportunities for transdisciplinary teaching (Cross-curricular projects, or learning some subject matter through English), and project-based learning

2018

29

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)

ANNEX 2. INTERNATIONAL REVIEW TEAM

<u>Review Team</u>

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Director Innovation & Outreach, EduCluster
Finland, University of Jyväskylä Group (Finland)
& Director, Cátedra de Investigación, Catholic
University of Murcia (Spain)
*Project coordination, educational system
development, methodologies*

Victor Pavón Vázquez PhD (Spain)
Professor, Member of the National Association
of Rectors of Spanish Universities (Language
Accreditation) and co-Director of the European
master's Degree Advanced English Studies
and Bilingual Education at the University of
Córdoba (Spain).
*Methodology, research, educational system
development*

Nina Lauder MA (Canada, Spain)
Oxford University Teachers Trainer, expert to
Spanish Ministry of Education, British Council,
and author for Oxford University Press
*Textbook production, teacher education, digital
learning resources*

Donna Fields PhD (USA, Spain)
Professor, International University of Valencia,
and English language expert for Oxford
University Press (Spain) and Richmond Press
(Brazil)
*Learning resources production, course
development, digital learning resources*

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*Curricular change design & management,
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Teacher, Educational Sciences PhD programme,
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Educational sciences and language learning

*Report. Raising the English Language Standards in the High Schools of
the University of Guadalajara (CONNECT)*
46
2018

ANNEX 3. SERVICE PROVIDER

EduCluster Finland (ECF), University of Jyväskylä Group, engages in international operations pioneering expertise over the entire Finnish educational spectrum. Drawing on the experience of leading-edge Finnish educational organisations, ECF has been involved in 200+ international projects over the past eight years.

ECF co-develops educational solutions with three nationally acclaimed centres of excellence in education: University of Jyväskylä, JAMK Jyväskylä University of Applied Sciences, and GRADIA (Jyväskylä Educational Consortium). Nordic-based ECF utilises know-how from a pool of over 5000 experts specialising in education from early learning through to higher education.

The University of Jyväskylä is an international centre of excellence, home to PISA, TIMSS, PIRLS and other significant worldwide benchmark surveys. In the field of Education, it is positioned among the world's top 100 in the 2018 THE World University rankings, and in the top 150 of the 2018 QS World University Rankings.

EduCluster Finland (ECF), University of Jyväskylä Group, has an extensive record of accomplishment on how to improve the learning of English language in Finland and internationally. This has included expert experience over 20 years working globally on development of English language at school level, and in recent years particularly with English language teaching entities in Spain. Much of this has been on how to accelerate the achievement of learning outcomes in public sector high schools, with work achieved through international expert networks coordinated from Finland.

Since 2014, ECF has carried out professional development assignments at the University of Guadalajara with under-, post-graduate and doctoral level professorial staff, including those responsible for teaching English language.

During these assignments, it has been evident that the English language fluency levels of university entry-level students are low, and that this is a challenge for certain higher education processes. Therefore ECF expertise has been taking interest and with the support of FLIP, examining existing information on the teaching and learning of English in UdG High Schools.

This involved studying the work of existing data[1], designing an across-the-curriculum English language process with SEMS (SER Global), and contributing to the Speaking Camp concept reported in June 2017[2].

1   Mugford, G. (2016). La Enseñanza del inglés en la Universidad de Guadalajara: Guadalajara: FLIP. ESLAT (2016). Resultados, informe: Guadalajara: FLIP. Guadalajara: Universidad de Guadalajara.

2   Marsh, D. & Saario, J. (2017). Proyecto experimental en coloboracion con la University of Jyväskylä, Finlandia. Guadalaraja: FLIP

2018

47

Report. Raising the English Language Standards in the High Schools of the University of Guadalajara (CONNECT)