
 UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

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Becoming Bilingual at the UANL!

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The UANL



The Universidad Autónoma de Nuevo Leon (UANL) is the third largest Mexican University and the most important public one with the largest academic offer in the northeast part of the country. It was ranked by the Reader's Digest-AC Nielsen Survey in 2005 as the top university (both public and private) in the northeast region of Mexico.

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The UANL, Universidad Autónoma de Nuevo León, is located in Monterrey, near the border with Texas.

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Vision 2012

The vision of an institution reflects the form in which it hopes to impact its users and society as a whole. It reflects a future aspiration. The vision of our institution is thus pursued within the statement:

"By the year 2012, we will be acknowledged as the most prestigious public Mexican university, both nationally and internationally".

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Within the scope of the Internationalization Program, the UANL seeks to increase the opportunities for the exchange of students and faculty with international institutions and the incorporation of our students and faculty into international collaboration systems and associations.

As a part of the internationalization process, communicative English is taught to all high school students. Moreover, there are bilingual and international high school programs.

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Nowadays, Bilingual Education has become essential since it offers more opportunities to students in their professions and in their understanding of other cultures and languages in the changing and growing world we live in.

The Universidad Autónoma de Nuevo León started to implement bilingual programs in High School more than seven years ago. Only a few groups were available to take content lessons in English, and these groups were just for the students with an acceptable level of English.

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In 2000, the UANL opened its first bilingual High School called 'CIDEB' (Center of Investigation and Development of Bilingual Education). In Mexico, not many people can afford a bilingual school. In fact, 80% of the students at CIDEB come from private secondary schools.



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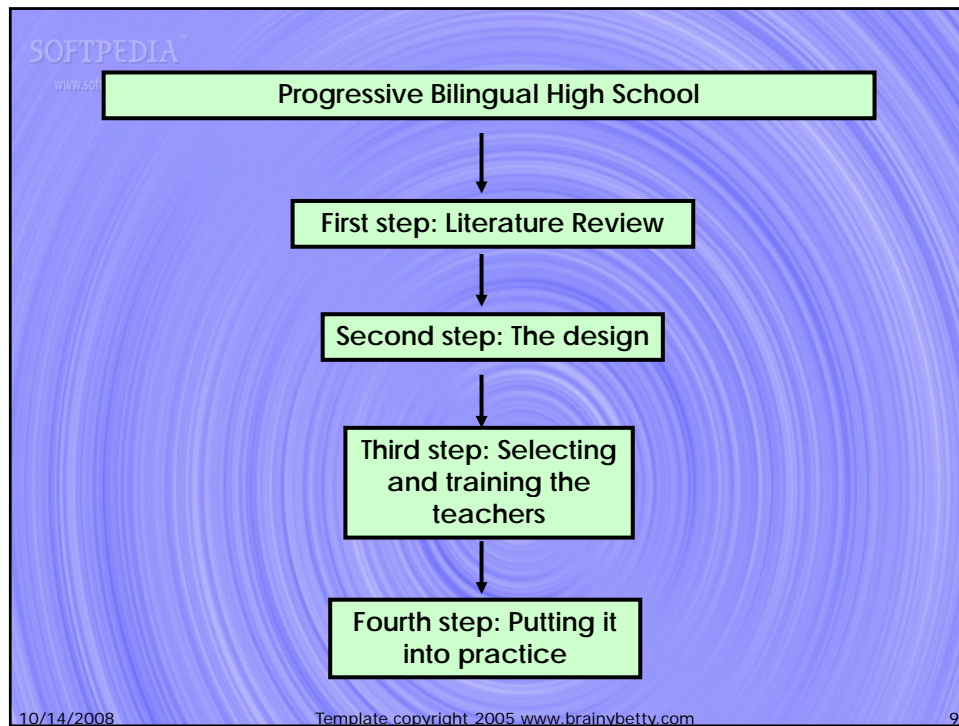
The UANL had been looking for a way to be more enclosing, that is, giving students from public secondary schools the opportunity to study in a Bilingual High School.

We, teachers, were asked to find a bilingual model which could be accessed by students coming from public secondary schools, taking into account that they are limited English proficiency students.

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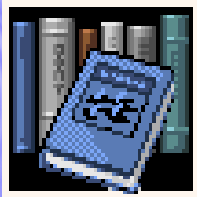


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First step
Literature review

In order to select the adequate model to be used with our limited English Proficiency Students (LEP), different books and authors were analyzed from October 2006 to February 2007:

- O'Malley and Valdez
- Geneese
- Stryker and Lou Leaver
- Rothenberg and Fisher
- Snow and Brinton
- Jana Echevarría



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*Second step
the design*

The best was taken from each of the authors, and the design was made.

The regular high school curriculum includes four semesters, and students take communicative English three hours per week in each semester.

With the progressive bilingual system...

Progressive bilingual high school

First semester: their regular classes plus ten hours per week of communicative English.

Second semester: ten hours per week of communicative English, their regular subjects in Spanish plus at least one content class in English.

Third and fourth semesters: they will continue with their English classes plus the same subject matter in English or perhaps more than one.

CIDEB offers the progressive bilingual program but includes six subjects in English.

Who are the progressive bilingual students?

- LEP : Limited English Proficient students
- They speak some social English but need to develop academic English.
- They have knowledge of content in their L1 and need help transferring that to English.
- Students who still need to develop academic skills in both languages: English and Spanish.
- Usually their level of English proficiency goes from beginners to intermediate.

(Chamot and O'Malley, 1987; cited in Idem, 1990.)

What kind of teachers do we need for this pedagogical model?

- They need to know the subject matter they plan to teach.
- They have to be proficient in English.
- They need to have a repertoire of instructional strategies which will assist in making grade-level content comprehensible and, therefore, accessible.
- They need knowledge of second language learning processes.
- They need to be able to assess the particular cognitive, linguistic, and social strategies students use.

Third step
Selecting and training the teachers

An inventory of bilingual content teachers in the different content areas was done as well as the inventory of English teachers.

A group of content teachers were selected as candidates. They teach Biology, Math, Physics, Chemistry, History and Literature.

Also the English teachers that were going to support the program were selected.

The whole group was composed of 80 teachers in the first training session in June 2007.

Updating the information

A year later, in June 2008, a second training session was offered for the new teachers, who were incorporated to the progressive bilingual program.

The number of new teachers was about 60.

Workshops have been organized in this process.

Every end of semester, teachers get together in order to share the experiences they have had in the different schools involved in the bilingual progressive program.

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The training program

MODULE 1 (30 Hours)

- Content based instruction
- Different bilingual programs
- Teacher's profile
- Learner's profile
- Sheltered Instruction
- SIOP components
- Planning a SIOP class
- Practice: planning a class using their own content
- Microteaching sessions

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MODULE 2 (30 hours)

- Projects feedback.
- Review of SIOP model.
- Planning microteaching sessions.
- Microteaching sessions with peer assessment.
- Activities to be used during the different planning steps.
- Workshop, design of activities using the different suggestions given by the teachers.

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MODULE 3 (30 hours)

Affective issues related with bilingual education.

Learning strategies.

Assessing, integrated language and content instruction.

Traditional assessment.

Alternative assessment.

*Fourth step
putting it into practice*

The students were selected according to their academic records of elementary and secondary schools.

They also took the admission test and got a high score in it.

Parents were informed about the scores and those with the highest scores were asked whether they wanted their children to take part of this new project or not.

Students and schools enrolled in the Progressive Bilingual Model in the first year

1er. Semestre	Progressive Bilingual
N° 1 Apodaca	115
N° 2	75
N° 3	45
N° 4 Linares	31
N° 5 Sabinas	41
N° 6 Montemorelos	36
N° 7	121
N° 8	86
N° 9	37
N° 10	
N° 11 Cerralvo	
N° 13 Allende	40
N° 14 Teran	33
N° 15 Florida	
N° 16 San Nicolas	92

N° 12 Cadereyta	34
N° 17 Cienega de Flores	25
N° 18 Hidalgo	32
N° 19	30
N° 20 Villa de Santiago	30
N° 21 China	31
No. 22	41
N° 23	41
N° 24 Anahuac	
No. 25	41
E.I. Y P.T. PABLO LIVAS	49
E.I. Y P.T. ALVARO OBREGON	81
TECNICA MEDICA	40
C.I.D.E.B.	101
	1328

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Is there some Evidence?

CIDEB gathers the grades reported by all the high schools working with this bilingual model.

The results have been positive. To illustrate this, the following chart displays the progress students made in their English proficiency at CIDEB.

The TOEFL was the test given to determine the level of English.

Thirty two students were taken for this study. They took the TOEFL three times: before being enrolled, after the first semester and after the second semester.

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TOEFL			
	jun-07	dic-07	jun-08
	Diagnostic TOEFL		
ARROYO BUENROSTRO SERGIO	380	346	450
CARDENAS GALINDO JOYCE HELENA	400	353	
CERDA VILLARREAL PERLA CAROLINA	363	340	456
DE LA CERDA ENRIQUEZ CARLOS A.	377	346	
DE LA ROSA ABAD JUAN ANDRES	353	313	413
DE LOS SANTOS CONTRERAS MARIO E.	393	340	506
DIAZ CULEBRO BERNARDO ANTONIO	340	353	456
ESPINOZA SERRATO MARIA REBECA	377	320	433
FLORES HURTADO MOISÉS MARCELO	360	323	453
GARCIA SILVA IVONNE ARACELI	363	360	446
GARZA RANGEL ARANTXA	403	403	523
GONZALEZ AVILA ALMA VERÓNICA	383	323	470
GONZALEZ GARZA VALERIA JUDITH	340	326	413
GURROLA GUERRA LAURA PATRICIA	373	330	460

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HERNÁNDEZ HERNANDEZ EULALIO JOSE	377	323	440
IBARRA RAMÍREZ JANELLY GUADALUPE	397	403	560
LEAL RUIZ LUZ GABRIELA	377	390	466
LIÑAN RODRÍGUEZ ALEJANDRO	347	310	383
LOERA GARCIA DANIEL	393	360	486
MENDOZA FLORES VENECIA	383	360	483
MORALES MARISCAL CLAUDIA SOFIA	370	343	410
MORALES SALINAS JOSHUA EDUARDO	400	293	440
MORENO CRUZ DULCE NOEMÍ	397	350	493
MORENO LOPEZ JOSE EUSEBIO	390	346	470
MORENO ZAVALA VALERIA ABIGAIL	357	313	433
MUÑOZ LOPEZ GILBERTO	383	310	433
NAVARRO MOYEDA ANA VERENICE	390	300	416
PACHECO GOMEZ EUNICE RUBI	340	340	490
RAMÍREZ ESMERALDA CRISTINA GPE.	373	356	480
ROJAS RODRÍGUEZ JAHZEEL ISRAEL	393	336	430
TÉLLEZ CASTILLO MARIELA	383	356	456
VAZQUEZ SÁNCHEZ SANDRA LETICIA	347	333	380
The blanks correspond to two students who changed to the international program.			

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In CONCLUSION...

The Progressive Bilingual program has successfully integrated the use of the Sheltered Instruction Observation Protocol, better known as a SIOP, as a part of our teaching methodology for English as a foreign language.

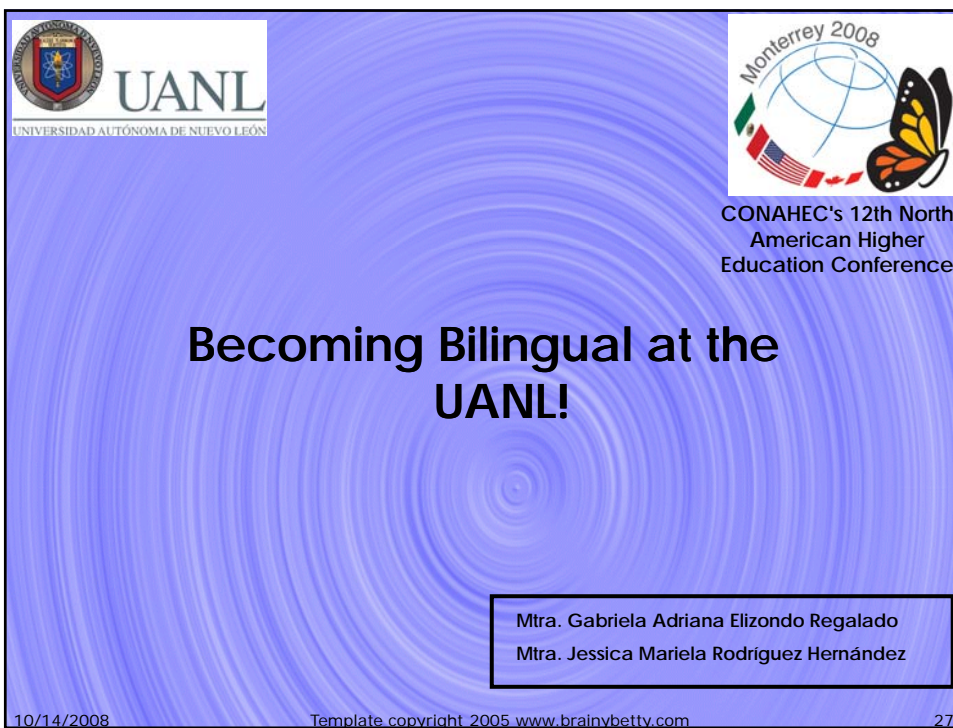
The use of SIOP in this program will improve the academic achievement and accelerate the English learning process in our students.


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The use of SIOP in the Progressive Bilingual program has widely demonstrated the advantages in foreign language learning thanks to our teachers who have been trained through professional development on how to implement the SIOP's eight components of effective instruction in their content lesson planning with LEP students.

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