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The first article, *Characteristics for feedback in online education*, by TORRES-TREJO, Sandra Lilia, DELGADILLO-SALGADO, Mónica, RODRÍGUEZ-RAMÍREZ, Norma E. and MONDRAGÓN-DIEGO, José Luis, with affiliation in the Universidad Tecnológica Fidel Velázquez, as Next article we present, *2018. Towards the Consolidation of the Academic Body Engineering in Processes: Case Technology University of Tlaxcala*, by GALAVIZ-RODRÍGUEZ, José Víctor, MÉNDEZ-HERNÁNDEZ, José Luis, CERVANTES-HERNÁNDEZ, Benito Armando and MARTÍNEZ-CARMONA, Romualdo , with affiliation in the Universidad Tecnológica de Tlaxcala, as following article we present, *Aluminum recycling to generate Didactic Material in the Career of Industrial Engineering*, by RODRÍGUEZ-MEJÍA, Marco Antonio & HERNÁNDEZ-SANTANA, Jorge, with affiliation in the Instituto Tecnológico de Iguala , as a last article we present, *Toward a critique of the English language teaching Practices and Policies in Mexico and Taiwan*, by NAVA-GÓMEZ, Guadalupe Nancy<sup>1</sup>, YU-LING-Liu<sup>2</sup> and TORRES, Roberto<sup>3</sup>, with affiliation at <sup>1</sup>UAEM, <sup>2</sup>Nan Kai University of Technology, Taiwan, and <sup>3</sup>Texas A & M University-Kingsville, U.S.A.

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## Characteristics for feedback in online education

TORRES-TREJO, Sandra Lilia\*†, DELGADILLO-SALGADO, Mónica, RODRÍGUEZ-RAMÍREZ, Norma E. and MONDRAGÓN-DIEGO, José Luis

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### Abstract

Nowadays many universities in Mexico offer education on line, in order to satisfy higher education demands, giving the chance to students of getting a degree in some programs: the Universidad Tecnológica Fidel Velázquez offers bachelor's degree on line, providing good study options for students so they can organize their time without attending classes in a school. The adviser has to generate the tools which could allow the student to have elements for developing skills and competences in each subject through proper feedback.

### Online Education, Adviser, Skills, Feedback

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## Introduction

The correct skills that the online advisor uses within a course are vital to its success. Because the student does not interact directly with the advisor, he / she must generate different communication techniques so that the student feels accompanied during the course facilitating the teaching-learning process.

One of the main problems of online education is the desertion of students, since the responsibility falls on the student's abilities and discipline. However, desertion is also a problem in traditional education. The feedback has a formative function where both teacher and student can know the level of understanding of knowledge and the level of development of skills, skills, competencies and achievements of the content seen. With it the student can reflect on their performance and learning, as well as implement the improvement actions suggested in it.

Feedback is essential to promote learning and achievement of goals, and from this, the student makes decisions and exercises actions to improve these processes, so the teacher should guide and provide strategies for this purpose. The purpose of this article is to serve as a starting point to review the teaching practice and specifically how to provide feedback in an online course.

## Definition of Feedback

The feedback is a moment of evaluation where the advisor from a previous rubric tells the student the skills he was able to obtain from what he knows, does and how he acts, allowing him to finally know his performance in order to improve his learning process. According to Ávila (2009), feedback is a process in which concerns and suggestions are shared to learn about performance and improve in the future, as well as encouraging and inviting reflection.

Feedback of a learning activity is the action in which the counselor provides the student with information focused on improving a product or academic process, whereas when only one grade is awarded it is called summative evaluation, and it does not improve the student's learning. The feedback should be focused on providing information about the process carried out by the student in the accomplishment of a task, either to clarify a knowledge or to acquire a skill.

The feedback or feedback is an essential element in the learning process in students, since it allows to provide information and observation of their academic performance, progress and process in their professional training. From the feedback to the student integrates previous knowledge with the new ones that it develops, strengthening the teaching-learning process and building a meaningful learning. For a feedback to be complete it must include three concepts: "feedup" that refers to which direction the student is taking, if it is realizing where it is going, it is basically keeping track of the objective of the activity being reviewed and make reference, in summary, of the previous activity to link previous knowledge with the current one; the "feedforward" that must answer the student the questions about what is next? How can you improve for the next activity? And the "feedback" that helps the student to realize how he is performing.

## Methodology

A documentary research of qualitative type was carried out. Qualitative research focuses on the collection, analysis and interpretation of data, not numerical, visual and narrative in order to obtain reflections of a particular phenomenon. In this research, bibliographic material of various authors was reviewed that address the issue of feedback and, above all, define and interpret the characteristics that effective feedback should have.

From the analysis of the contents that were reviewed, the characteristics of a correct feedback were identified. We find it pertinent to classify the characteristics of the feedback:

- Defining the concept of feedback is undoubtedly very important in the online teaching-learning process, but in order to achieve satisfactory results in this feedback process, the pedagogical skills of the advisor, high level of student activity and a shared effort between both parties (Jackson and Graesser, 2006).
- The advisor's performance is summarized in commitment and discipline, since his entrance to the course must be daily and the feedback given to the students according to the policies of response times of the institution.
- The advisor must also maintain intellectual leadership, motivate the student and remain in constant evaluation during the socialization of knowledge.
- From the above variables, some aspects to be considered arise: The advisor must:
  1. Possess communication skills. Communicate with clarity, veracity, relevance, quality, adequate quantity and structure.
  2. Master the thematic content and didactic technique that will support.
  3. Inform the student of the policies and guidelines of the course and of each activity at the beginning (even if in some section of the course they were).
  4. Ensure clarity in the task.
  5. Have essential technical knowledge about the platform and other technologies used in the process.
  6. Be self-regulated, participatory and generate critical and reflective thinking.

7. Promote autonomy in the student because he will be the protagonist of his learning and that his self-regulation, self-direction, attitude and level of participation will determine the quality of the same. It is very important to mention that all the above must take place in a climate in which values and ethics prevail.

An example of the guidelines for the advisor regarding the correct feedback established by the executive engineering program of the Fidel Velázquez Technological University are:

- Review the general and / or specific competence of the subject or unit.
- Recognize the purpose of the activity.
- Read the instructions carefully.
- Identify if there is an evaluation instrument (rubric, evaluation scale or checklist).
- Review the activity or task in viada to the virtual classroom, to identify each one the criteria to evaluate.
- Build feedback, considering all the information of the subject, joining it with their teaching experience.

In order, for there to be continuity within the learning process and the student to find a reciprocity that completes the communication process, it is important that the feedback be done in a period no longer than 48 hours after the activity is placed on the platform.

### **Criteria for the construction of feedback**

In order for the feedback to be effective and fulfill its function that is to improve the learning process of the students, it must meet the following elements:

1. Personalize the greeting addressed to the student, referring to his name.

2. Stick to the purposes of the activity or rubric.
3. Highlight the skills achieved in the development of the activity.
4. Complement the feedback orienting the student to the achievement of the missing competences.
5. Mention with clarity and punctuality the observations of the areas of improvement of the activity for its correction.
6. If necessary, send instructions, explanations or additional materials (tutorials, electronic pages, articles, among others) for the correction of the activity.
7. The comment boxes provide the opportunity to transmit to students greater knowledge, by sharing the applications of the subject in turn that are useful for the career, or personal or professional, as a specialist of the subject can provide them by placing a more personalized contribution in this regard.
8. Do not give feedback with short phrases (Very good, Excellent work, Perfect, Continues in the same way, or some other of this type). Even if the student has obtained the maximum grade, it will always be necessary to give him a little more knowledge, to reinforce his learning.
9. Avoid the use of the same text to feed several students, each task has particular characteristics, so it is necessary to identify them and based on these elaborate the appropriate feedback.
10. Use the Rubric as a reference to qualify the activity, not to provide it as feedback. Ejemplo de retroalimentación según los criterios anteriores:

### Personalized greeting

Dear Luis. I recognize the dedication and effort for the development of the activity,

### Mention the competence(s) achieved

Reviewing each of the exercises, the procedures performed and results obtained are satisfactory to those corresponding to 1, 3 and 4, which allow to determine the limit of the functions.

### Indicate with clarity and punctuality the observations for the improvement of the activity

Regarding exercises 2 and 5, I give you the following observations:

2. When the result of a 0/0 limit is initially presented, it is said to be INDETERMINATE, not Zero (0) as indicated in the result, so it is important to avoid this indeterminacy to find a Real Value as a limit. I recommend you to support yourself from the examples given on pages 18 and 19 of the didactic contents of the subject for its adaptation.

5. The same inconsistency as exercise 2 is presented. For this case, it is advisable to apply the con played of the square roots to avoid their indeterminacy. I recommend you review the videos and tutorials of the electronic addresses provided in the BLOG to guide you of the explanation given for the correction in the procedure.

Discuss the importance of the resolution of the activity as consolidation of their learning for other topics, or daily activities.

### The complete resolution of the activity will help you use it as a tool for subsequent topics, such as the Derivative

### Farewell

I am at your orders through the platform messenger or via email for any questions that may arise.

## Conclusions

Online education offers a possibility without territorial limits and study times for the student and has broken traditional models, generating new perspectives for teachers and integrating to this new academic model, having a commitment to renew the skills and competences of the teacher, in order to increase educational quality.

Hence the importance of the advisor's ability in the feedback to carry out the teaching-learning process with satisfactory results, however this requires "the pedagogical skills of the tutor, the level of activity of the students and a shared effort between both parties "(Jackson and Graesser, 2006).

Likewise, communication is paramount in the feedback as mentioned in the criteria for feedback, for example, providing personalized advice to students, motivating them, giving them public and private recommendations about the work and about their progress in the studies, and above all , to do it at the moment that the student requires of his attention respecting the time of evaluation according to the rules of the institution.

Being the quality what is being looked for and the feedback the backbone of the advice, this last one is the one that "... allows to verify the students' achievements and to promote the learning with information of return, constituting itself in a tool of control of quality" ( Mogollón, 2004, p.44).

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## 2018. Towards the Consolidation of the Academic Body Engineering in Processes: Case Technology University of Tlaxcala

GALAVIZ-RODRÍGUEZ, José Víctor\*†, MÉNDEZ-HERNÁNDEZ, José Luis, CERVANTES-HERNÁNDEZ, Benito Armando and MARTÍNEZ-CARMONA, Romualdo

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### Abstract

This article presents the progress and results obtained from the work of the Academic Body Engineering in Processes in consolidation registered with PRODEP, of the Technological University of Tlaxcala. The effort made by teachers enables the development of seven elementary indicators, 1. Desirable profile, 2. Collaboration networks, 3. Participation in congresses, 4. Publication of articles, 5. Patents, 6. Technical reports and 7. Books. It promotes positive attitudes towards work, cultivates nine important goals, which positively impacts on the strengthening of the Tlaxcala Technological University. All this effort to promote or seek the 2018 consolidation of the Academic Body Engineering in Processes, as well as the teachers who engage in their activities towards academic excellence and indisputably to their students, which enriches in a solid way their integral formation.

### Consolidation, Engineering, Processes, Goal

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## 1. Introducción

In Mexico, one of the most recent policies aimed at promoting new ways of stimulating the generation and application of knowledge has been the promotion of the creation of academic bodies (CAs) in public institutions of higher education, with the purpose of strengthening dynamics Based on collaborative work, manifested in the structuring of disciplinary teams. According to the official documents, these groups of academics were created mainly to strengthen the tasks of production and application of knowledge, since they are defined as: a set of professors-researchers who share one or more lines of research (study) whose objectives and Goals are destined to the generation and / or application of new knowledge, besides that through their high degree of specialization, the members of the group exercise teaching to achieve a good quality education.

Teacher Improvement Program. In 1996, the Secretariat of Public Education (SEP), together with the National Council of Science and Technology (CONACYT) and the National Association of Universities and Higher Education Institutions (ANUIES), designed the program (PROMEP) program to improve the quality of higher education by strengthening their academic bodies WHAT IS ACADEMIC BODY? A group of professors-researchers who share one or more related lines of research, whose objectives and goals are destined to the generation and / or application of new knowledge, in addition to, through their high degree of specialization, the members practice teaching to achieve a good quality education Desirable support of the Academic Bodies: Sufficient infrastructure for the good performance of the academic functions. Internal norms appropriate for the vigorous development of the academic career. Stimulates and working conditions that make the academic career attractive.

Organization and effective academic management in Higher Education Institutions (HEI). Planning the development of HEIs in the medium term taking into account the various objectives and purposes they have (Santos, 2010).

PRODEP has a regulation, previously established, where the different thematic networks are integrated so that the consolidated or consolidated academic bodies have resources that allow them to link their activities with other consolidated or consolidated national and international academic bodies. In order for Higher Education Institutions (IES) to achieve their objectives, the Secretariat of Public Education (SEP), through the Sub secretariat for Higher Education (SES), promotes, through the PRODEP framework, actions that motivate PTC to Integrate into academic bodies, thus supporting the qualification of high-quality, committed and competent professionals.

As part of these actions, HEIs have the need to develop plans for the development of their academic bodies, taking into account the frameworks of the institutional strengthening programs, in addition to the specific goals and objectives set by the educational programs and the generation lines and application of knowledge and technological development. For this, the SEP, through the SES, promotes the development of projects of the academic bodies of IES attached to PRODEP to promote their improvement and strengthening (PRODEP, 2010).

Mexican public universities have the purpose that most of their professors have postgraduate studies, preferably at doctoral level and in accordance with the nature of educational programs, as their priority strategy to improve the quality of programs and services That they offer to society (Palomares, Dimas, & Espinoza, 2012).

One of the main elements that contributes to the quality of education is the Full-time Teacher (PTC) with a level of training appropriate to the EP, but always with the interest of continuing to increase his qualification and his knowledge and encourage the student to expand his Educational level ensuring greater well-being. An example of this is the Secretary of Public Education (SEP) which has as its essential purpose to create conditions that ensure the access of all Mexicans and Mexicans to a quality education, at the level and modality that require it and in place Where they demand it (SEP, 2013).

A body attached to the SEP is the Program for Professional Teacher Development (PRODEP), formerly called PROMEP, which regulates, through better training and dedication, the research and teaching of Full Time Teachers (PTC) coordinating the different university activities, granting Economic incentives to teachers that meet the desirable profile. And so, to form working groups between PTC with said profile that contributes to the formation of quality students because the working groups are the nucleus for an educational program to be transcendent in the professional development of its students.

The structure of a working group is that those who integrate it have habilitation and implement social and ethical values as an assertive communication that allows the organizational union and shared knowledge between the same members of the IES and the link with external entities "the Training of work teams and institutional networks allows: a) To have better conditions to achieve a more solid horizontal communication between the different university units. B) To have a greater vertical integration between academic departments and offices of the central management of the institution. C) Encourage academic units to make changes as responsibilities are shared.

D) Recognize that teamwork requires greater communication and information sharing, so the results will have more legitimacy (Leyva, 2014).

The CA's are made up of groups of professors belonging to a Higher Education Institution (IES) that have a full time dedication and, together with the teaching activities, perform administrative work, tutoring and counseling in order to train students of quality Contributors to the country's economic development; And are classified into 3 categories depending on their level of development: Academic Bodies in Training (CAEF), Consolidating Academic Bodies (CAEC) and Consolidated Academic Bodies (CAC), the following are the specific characteristics of each of these. CAEF: • They have identified their members. • At least half of the members have the recognition of the desirable profile. • The generation and / or application lines of knowledge have been defined.

Some related and high-level academic bodies from other institutions in the country or abroad with whom they wish to establish relationships have been identified. CAEC: • More than half of its members have the maximum qualification and have products of generation and / or innovative application of knowledge. • A majority of its members have recognized the desirable profile. • They participate together in lines of well-defined innovative generation or application of knowledge. • More than half of its members have extensive experience in teaching and training of human resources. • Collaborate with other CAs. CAC: • Almost all of its members have the maximum academic qualification that enables them to generate and / or innovate the knowledge independently • Its members have extensive experience in teaching and in Training of human resources.



Almost all of them have the desirable profile recognition from PROMEP. • Members have a high commitment to the institution. • Its members collaborate with each other and their production is evidence of this. • Demonstrate an intense academic activity manifested in congresses, seminars, tables and workshops, among others, on a regular and frequent basis. • Intense collegial life. • They have an intense participation in academic exchange networks, with their peers at home and abroad, as well as with national and foreign organizations and institutions (DSA, 2014).

The evolution in the conceptualization and functions of cooperation networks leads to the conclusion that networks are not only an instrument for cooperation but are increasingly perceived and used as an organizational model for institutional strengthening, for the articulation of Innovation systems and for the internationalization of them. Co-operation networks can be defined as stakeholder partnerships aimed at achieving jointly agreed outcomes through participation and mutual collaboration. Networks involve the existence of partners, who are the actors or nodes, linked on the basis of joining efforts to achieve shared objectives, complementing their capacities and the synergy of their interrelationships.

The linkage is based on a horizontal structure of co-participation, collaboration and co-responsibility of each of the partners in relation to an action plan. Networks can be understood as incubators of cooperation, where interactions, collaborations and transfers between partners contribute to generate a multitude of products and results, both tangible and intangible (Sebastian, 2000). The importance of a network, especially an academic network, is enormous because it allows academics to work flexibly, cooperatively, academically, scientifically, technically, socially and culturally in a community, team, group or region.

It allows integration to solve common problems and issues, extends benefits to officials, educators, teachers, businessmen, Trade unions; Can be constituted by institutions, secretariats, research centers; Facilitates the exchange of data, information, knowledge, and encourages reflection. It is a means to create sources of financing and offers a tool to the community. Its purpose is to exchange, build, support knowledge, solve problem solving, increase the number of researchers, strengthen possibilities and as objectives to promote the priority use of the infrastructure available for the interconnection of existing networks in the region and interconnect networks of Information, libraries, thematic research centers (Reynaga & Farfán, 2004).

The maintenance and consolidation of the Thematic Networks requires the active participation of all the member groups and the perception of the existence of a mutual benefit and an improvement of the competence of each one of them. For this reason, the identification of the topics, the selection of the groups and the suitability of the Programmed activities are key elements for its success and sustainability.

The main features of the Thematic Networks are to publish and disseminate, prior to its finalization, at least one monograph on the state of the art of the topic or topics covered. They must be composed of a minimum of six participants from at least six countries members of the Program, with a positive assessment of the greatest possible geographical coverage. Public I+D centers can participate in the Thematic Networks, which are considered: public universities, legally recognized public research organizations and any other I+D center dependent on public administrations. Private, non-profit I+D centers can also be part of the network: universities and non-profit private entities with demonstrated capacity and activity in I+D actions.

Technological centers whose ownership and management are predominantly of public administrations are included (Calderón & Quiñones, 2005). A network is a communication system, whatever it may be. A university network refers to a group of teachers, students and officials representing educational institutions, whose operation is to share their activities, resources and experiences to analyze, research, design and produce collaborative efforts under themes in common agreement, seeking

The improvement of aspects of academic, educational, economic, technological and cultural life. It means understanding that the academic network involves the work of many people from different institutions and sciences to achieve the common good (Soto, 2010).

## 2. Methodology

### Indicator 1: Profile of the members

Member	Category	Academic degree	Amount obtained
Benito Cervantes Hernández	A. Research professor T.C. Headline "C"	Master	\$30,000.00
Romualdo Martínez Carmona	Research professor T.C. Headline "B"	Master	\$30,000.00
José Víctor Galaviz Rodríguez	Research professor T.C. Headline "B"	Doctorate	\$40,000.00
Goal(s)	Maintain 100% of the members with the desirable profile before PRODEP by 2018.		
Actions	Participate in the calls issued by PRODEP, to maintain the profile desirable..		
Requested resources	N/A		

**Table 1** Profile of the members

Source: Prepared by itself, PRODEP Information, 2017

### Indicator 2: Collaborative Networks

Activities	Requested resource	2014	2015	2016	2017	2018	Goal
Internal collaboration of IES academic bodies.	N/A	1	0	2	0	0	3
external collaboration of academic bodies registered with the PRODEP.	\$ 7,000.00	0	1	0	2	0	3
Collaboration with international research centers.	\$ 5,000.00	1	0	0	0	0	1
Goal(s)	To maintain 3 internal collaborations of academic bodies of IES to 2018. Maintain 3 external collaborations of academic bodies registered with PRODEP.						
Actions	Be in continuous participation of collaboration between academic bodies.						

**Table 2** Collaborative networks

Source: Own elaboration, 2017

### Indicator 3: Participation in congresses

Activities	Requested resource	2016	2017	2018	Goal
Participate in national and international congresses	\$ 60,000.00	10	6	6	22
Goal(s)	To have 22 participations in national and international congresses in 2018.				
Actions	Be aware of the calls issued for national and international congresses.				

**Table 3** Participation in congresses

Source: Own elaboration, 2017

**Indicator 4: Publication of articles**

Activities	Requested resource	2016	2017	2018	Goal
Publish articles in indexed journals and JCR	\$ 55,000.00	4	4	4	12
<b>Goal(s)</b>	Have 12 publications of articles in indexed journals and JCR in 2018.				
<b>Actions</b>	Participation with colleagues from academic bodies to publish articles in articles.				

**Table 4** Publication of article*Source: Own elaboration, 2017***Indicator 5: Patents**

Activities	Requested resource	2016	2017	2018	Goal
Register before the IMPI	\$ 20,000.00	2	0	1	3
<b>Goal(s)</b>	To have 3 patents in 2018.				
<b>Actions</b>	Develop and innovate technological prototypes				

**Table 5** Patents*Source: Own elaboration, 2017***Indicator 6: Technical Report**

Activities	Requested resource	2016	2017	2018	Goal
Perform technical reports	\$ 30,000.00	8	7	4	19
<b>Goal(s)</b>	Have 19 technical reports in 2018.				
<b>Actions</b>	Participate with SMEs in supporting the improvement of their production processes.				

**Table 6** Technical report*Source: Own elaboration, 2017***Indicator 7: Books**

Activities	Requested resource	2016	2017	2018	Goal
Publish books	\$ 50,000.00	4	0	1	5
<b>Goal(s)</b>	Have 5 books in 2018.				
<b>Actions</b>	Elaborate "Experiences of the Academic Body Engineering in Processes".				

**Table 7** Books*Source: Own elaboration, 2017***4. Results**

Regarding the indicator 1. Profile of the members, as goal is to maintain 100% of the members with the desirable profile before PRODEP to 2018. With the action of participating in the calls issued by PRODEP, to maintain the profile desirable. Indicator 2. Two goals of internal collaboration are established, recognized by the PRODEP, and an external one with an international research center.

Where an economic resource of \$ 12,000.00 is established. Indicator 3. It establishes from 16 to 22 participations in congresses at national and international level allowing us to budget \$ 60,000.00 for congress and per diem payments among other requirements. Indicator 4: It increases from 6 to 12 publication of articles in indexed journals and in JCR, with a budget of \$ 55,000.00 to pay for some publications at an international level. Indicator 5: Maximize from 2 to 3 patents of technological innovation, budgeted \$ 20,000.00 for paperwork and payment of the same. Indicator 6: Support the primary and secondary sector of SMEs in Tlaxcala and Puebla to strengthen 15 to 19 technical report, budgeted \$ 30,000.00 for research and travel expenses.

Indicator 7: from 4 to 5 books, budgeted \$ 50,000.00 with a minimum circulation of 500 copies describing the Experiences of the Academic Body Process Engineering.

## 5. Conclusions

In 2006, the academic body with the name of Engineering in Processes (UTTAX-CA-2), in the area and discipline "Engineering and Technology - INGENIERÍA" was formalized before PROMEP, now PRODEP (Program for Professional Teacher Development) IN PROCESSES "of the Technological University of Tlaxcala. In one of its lines of research called "Characterization of dehydrators to improve the efficiency of production processes, through the use of renewable energies" has been designed, manufactured and patented a solar dehydrator, in order that on a small scale Producers to take advantage of the agricultural losses they get in their production cycles.

The dehydrator is constructed of a stainless steel material 2.0 m long by 1.0 m wide, tempered clear glass 6 mm thick and with refractory material. This team has allowed us to test with small producers in the region of Puebla and Tlaxcala, obtaining products dehydrated fruits, vegetables and legumes that do not meet the quality characteristics of the fresh product.

This has allowed an innovative alternative to increase the quality of life of producers, whose benefit is reflected in the production chain of the primary sector. The members of the research team are: Dr. José Víctor Galaviz Rodríguez, Mtro. Benito Armando Cervantes Hernández and Mtro. Romualdo Martínez Carmona. Your MISSION: to attend teaching, advisory, tutorial and collaborate in the innovative lines of research to generate strategies of sustainability of research and publication to the global society.

The Vision: Innovate and optimize production processes. With its Values 1. Social Responsibility: To support the SMEs in the optimization of their productive processes, as well as of the safety and hygiene and the care of the environment. 2. Continuous Improvement: Identify areas of opportunity in manufacturing and service companies for the improvement of their processes and services.

3. Teamwork: Generate synergy between collaborators of the Academic Body Engineering in Processes carrying out joint work. 4. Creativity and Innovation: Develop and innovate technological projects of social impact. Reports [www.uttlaxcala.edu.mx](http://www.uttlaxcala.edu.mx)

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## Aluminum recycling to generate Didactic Material in the Career of Industrial Engineering

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### Abstract

A this paper describes the importance of designing educational materials to help the development of practices that the students in the Industrial Engineering Institute of Technology Iguala and require aluminum material and the creation of earth to melt. Contributes to instruction, education and training on how to do this, because recycling aluminum cans consumed on campus and make them work materials reduces costs for the purchase was made and somehow generation waste on campus, with activities that promote skill development and learning for understanding, identifying, testing and management of processes and heat treatments. Conducive intellectual processes where the student deduct and analyze activities which are not purely theoretical and have the opportunity to conceptualize from the observed.

**Teaching materials, aluminum, Reuse, Industrial Engineering, Students**

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## 1. Introduction

Aluminum cans are the most frequently recycled materials, this is because it is cheaper and less energy to recycle aluminum, can be cut into pieces of the same size, clean and compress in blocks for recycling. This project aims at the student to have a focus on practical activities that promote the development of skills and learning for the understanding, identification, experimentation and management of processes and thermal treatments such as smelting, in such a way as to foster intellectual processes where The student deduces and analyzes activities that are not merely theoretical and have the opportunity to conceptualize from what is observed.

### 1.1 Justification

It is very important that the student adopts permanently and necessary the collection and recovery of renewable disposable products such as aluminum, that is, that recycle, that he understands the importance of generating his own resources with processes such as foundry to obtain material Premium and at the same time the application of their knowledge in the different changes of form that can come to present.

These activities are aimed at minimizing the costs of obtaining raw materials and contributing to the environment, as we recycle used cans and save space in order to minimize the use of electrical energy to produce new cans, or Whether or not virgin materials are used.

### 1.2 Problem

The knowledge obtained by the student gives certainty that the manufacturing processes in the use of aluminum can not only be theoretical or out of reach if not obtained easily, simply and mainly practical.

Aluminum, although it is very large in our planet, it is very expensive to extract it, if we recycle aluminum we will have a saving in the cost of energy, besides that it is a material that does not lose properties after several recycling processes, therefore, we will be able To merge the pieces elaborated in the Industrial Engineering practices as often as necessary and to reprocess the same material with another type of design that more appropriately adjusts to the need of the practices in relation to what is intended to be develop with respect to the thematic contents of each subject in question.

### 1.3 Hypothesis

Through the application of aluminum recycling will have both academic and economic benefits.

### 1.4 Objectives

#### 1.4.1 General Objective

Design didactic material to carry out internships in the Industrial Engineering Career by recycling the aluminum cans with a suitable heat treatment.

#### 1.4.2 Specific objectives

- Development of skills in students in the handling of processes and thermal treatments.
- The application of knowledge in the different shape changes of the raw material.
- Minimize costs for material acquisition and contribute to the care of the environment reducing to some extent the generation of urban solid waste in the Institution.

## 2. Theoretical Framework

The most common element occupying the third place in the earth's crust is aluminum and the second most used material, very strategic because it is very light, impermeable to moisture, gases, light and odors. After occupying the aluminum cans they are very ideal to preserve food only once, are discarded.

It costs much its exploitation in the social aspect, energy and especially in the environmental environment since in collecting the cans of this material they have to be converted into ingots by means of the process of casting and later in sheets of aluminum giving the transformation of the material Raw material in industrial processes that lead to the consumption of large quantities of electrical energy and at the same time contamination by the residues of oxides and silicates called "red muds".

One of the most complex problems for large cities is the disposal of their wastes, especially those that have a significant environmental impact. Nowadays the term "recycling" is called the process whose objective is to convert waste into new products to prevent the use of potentially useful materials, reduce the consumption of new raw material, reduce energy use, reduce air pollution (Through incineration) and water (through landfills) by reducing the need for conventional waste systems.

Recycling is the process by which waste products are used again, we can also say that it is a 'process where waste materials are collected And transformed into new materials that can be used sold as new products or raw materials. Another definition is: "It is a process that aims at the recovery, directly or indirectly, of the components that contain the urban waste.

The advantages of recycling include a reduction in the volume of urban solid waste, a reduction in energy expenditure, a buffering of environmental damage, the adoption of new values by providing a different lifestyle with more awareness and commitment to the environment planet.

## 3. Research Methodology

### 3.1 Type of Research

The methodology used in this research is a process of change of form taking into account the ease of recycling that has the aluminum that we occupy as it is the cans of that material since this raw material is discarded quickly and is presented in large quantities in the Urban solid waste flow.

### 3.2 Theoretical Methods

The analytical-synthetic method is used because the problem to be analyzed is divided into several parts and then integrated according to the Top Down design.

### 3.4 Software Development Methodology

It should be noted that the shape-shifting process begins in the collection of the raw material (aluminum cans) mainly those that are obtained in the plant and later are extruded or compressed to facilitate that they occupy less space in the crucible where Placed to move to the next stage of casting. This next stage called casting will depend exclusively on the design of the piece to be made. According to the design of the piece to be manufactured depends the mold to be used in the casting of the foundry, to satisfy the needs in the correct teaching of the development of the practice.



Once this cycle is completed, it comes into play the operational control that consists firstly in weighing each of the cans knowing that its weight is 13.7 grs and melting a quantity of 35 cans you get a ingot of 3 x 3.5 x 0.75 Inches with an average weight of 470 grs and a reduction of 9.5 grs. It is extremely important to know that a kilo of aluminum is made up of approximately 65 cans and knowing this fact we can with more reason build several permanent molds as required.

The ingot that is extracted could be marketed to manufacturers of aluminum parts, but it is not our purpose given that our project is focused on the obtaining of didactic material. The casting of the material is carried out in an open hearth furnace which we construct with a partition that is a refractory material, using a long stem torch and a 1.5 inch diameter nozzle, obtaining a combustion at a temperature of 800 degrees Celsius sufficient To melt aluminum since this element has a melting point of 650 degrees Celsius in a crucible of three kilos capacity. The casting is done using iron tongs in a permanent mold called a chaponer that was previously lubricated with automotive burned oil.



**Figure 1** This is the permanent mold or chaponera for the emptying



**Figure 2** Clay pot for casting



**Figure 3** Cast aluminum cans to a Temperature of 700 °C

#### 4. Results

The results obtained in this project show that after having applied the shape change process an aluminum ingot is obtained as shown in figure 4 and that this one is occupied as didactic material in the manufacture of pieces that serve as sustenance to enrich The teaching-learning process with a lower cost than it costs in the market and that within the student's knowledge also includes having a more responsible participation with respect to their environment and respect for the environment given that it performs at the same time Sensitization and promotes a reduction of waste and makes it a material of great utility to develop the practices within their professional preparation.



**Figure 4** Aluminum ingot as teaching material

## 5. Conclusions

With the implementation of the process in the area of Industrial Engineering takes a better preparation in the students and becomes aware of the importance of waste recycling as a new way of adopting these values and take them to the practical field by setting an example of doing its own material minimizing costs and reducing urban solid waste in environmental matters.

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## Toward a critique of the English language teaching Practices and Policies in Mexico and Taiwan

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### Abstract

The paper reviews the English language teaching practices and foreign language policies in Mexico and Taiwan. This paper also explores the most recent approaches to English language teaching in both contexts. The researchers present some evidence in order to build a critique toward how languages policies influence decisions about teaching methodologies but hardly ever they change teachers' underlying conceptualization about language teaching practices. Overall there are two factors resulted from the lack of English language competence: 1) low levels of school attainment, and 2) a high rate of foreign language unskilled workers. Consequently, to guarantee the mastery of EFL a more comprehensive pedagogical approach conducive to the development of effective pedagogies is needed in both contexts.

### English Language Teaching Practices, Language Policies, Language Proficiency, School Attainment

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## 1. Introduction

The sudden increase of English, Mandarin and Spanish speakers is partly due to the massive influx of immigrants' mobility and the even more accelerated access to information through technology. As a result, new linguistic demands of interaction with people all over the world have emerged. The need to establish a rapid and effective way to communicate with people from different cultures, languages and nationalities globally is a decisive aspect in determining the use of English as a lingua franca among speakers of different languages. In this regard and, in order to prepare English language learners, language policies and teaching practices should be carefully revised and implemented (Garcia, 2012).

### 1.1 Importance of the Study

In 2015, Mexico was placed in the 40<sup>th</sup> position out of 70 countries according to the English First report (EF, 2015). Additionally, the *Sorry Report's* (2015) main findings concluded that overall the English teaching language in Mexico is neither adequate nor effective. In spite of this, the educational system continues to hand out diplomas each school year without assuring competitive and quality foreign language learning. Pedagogically speaking, in order to develop new EFL instructional practices in public schools in Mexico and Taiwan, a profound pedagogical and curriculum reform is required pertaining the content and orientation of the foreign language policies recently enacted.

Although some emerging insights have led to some fundamental changes in the way foreign languages are taught and learnt, yet the problem of academic language proficiency remains unattended and unsolved at all levels (Kibler et al., 2014).

After all the efforts at educational reforms and foreign language policies twists in Mexico and Taiwan in the last 10 years, particularly the rhetoric of quality education; academic success stand in opposition to the social inequality portrayed by the results.

### 1.2 Statement of the problem

The problem identified and observed in the Taiwanese and the Mexican educational contexts regarding the mastery of English as a foreign language (EFL, hereafter), is that the majority of learners cannot meet the linguistic demands of different content areas in a foreign language. In both cases, the prevailing emphasis of EFL practices is on grammar and vocabulary teaching and grammar testing.

Consequently, there has been an increase in the demand of quality foreign language education and effective English pedagogies that contribute to guarantee high rates school achievement and youth employment in better paying jobs. Today, competitiveness is one of the achieving goals that countries with developing economies such as Mexico and Taiwan, should fulfill; however, factors such as poverty, social inequality, differences due to gender and ethnicity, low levels of school attainment and lack of basic language skills in L1 (mother tongue) and L2 (second or foreign language) reduce the impact of the existing educational and linguistic policies.

Based on the OECD (2014) and UN report *Inequality Matters* (2013), wage gaps between skilled and unskilled workers have come down in many countries over the past decade. Accordingly, at the end 2012 economic hardship was widespread in Mexico affecting more than 120 million people, more than half of them lived in poverty.

The OECD (2014) data shows that Mexican workers labored 2, 237 hours on average during 2013, far ahead of the 1,789 hours worked by Americans. In contrast, those in Taiwan work an average of 2,144. 40 hours annually, that is 41.24 hours work weekly. The same year, the OECD average annual hour was 1,770 among member countries.

In 2014, the U.S. Department of Education in its report, *The Condition of Education (2014)*, showed the percentage of children under age 18 living in poverty in 2012. Data indicated the following:

*In 2012, among Hispanics the percentage of children under age 18 living in poverty ranged from 19 percent for South American children to 35 percent each for Mexican and Puerto Rican children and 38 percent for Dominican children. Among Asians, the percentage of children living in poverty ranged from 6 percent for Japanese children and 7 percent each for Filipino and Asian Indian children to 26 percent for other Asian children –including Taiwanese children. (p. 23)*

Pertaining the youth unemployment rate in Taiwan as reported by the National Statistics Republic of China, it averaged 12. 91 percent from 2014 to 2015. On the contrary, the unemployment rate in Mexico averaged 5.0 according to the OECD (2014). Krashen (1999) argued that “economic success is much more dependent on school success” (p. 20). But in countries such as Mexico, education is not necessarily associated to economic success.

Before 2014, evidence shows that Mexican English Language Learners (MELLs) as well as Taiwanese English Language Learners (TELLs) perform poorly academically speaking in a foreign language.

In other words, regardless the structural differences between the Mexican and Taiwanese curricula designs, English foreign language practices fail to prepare language learners adequately to join the vocational and a competitive skilled workforce, and meet the demands of worldwide competitive market as suggested by the OECD (2014) reports.

Accordingly, in 2015 a report ranked Taiwan in the 31<sup>st</sup>. position in English proficiency out of some 70 countries surveyed, falling behind among other Asian nations such as Singapore, Malaysia, Hong Kong and Japan (EF, 2015). Today, Taiwan is a country where despite all the schooling and after 40-plus years of making English a priority, close to 90% of the native population speaks only one language – after all that, the English-teaching experiment has failed.

Similarly, Mexico has been repeatedly ranked in the last positions concerning the English language proficiency. In 2012, the INEGI (National Institute of Geography and Statistics) census informed that out of the 4% of the total population that indicated being able to speak an international language, only 2%, i.e. 2 million of the total population, reported speaking English well. Besides these percentages, data remain scarce.

### 1.3 Research question

The problem of poor results in English Language teaching practices and policies in Mexico and Taiwan, prevents students to fully participate as globally and competent students, in today and tomorrow’s world demands for a democratic society framework. With this background, the study’s research question that emerges consists on analyzing: How have the educational and foreign language policies enacted in Mexico and Taiwan impacted the development of English as a Foreign Language?

## 1.4. Objectives

### 1.4.1 General Objective

To approach the most recent English teaching practices and enacted policies in Mexico and Taiwan in order to evaluate their sociocultural and socioeconomic implications in the youth, mainly.

### 1.4.2 Specific Objectives

- To evaluate the contexts of English teaching practices and policies in Mexico and Taiwan in order to explain the low level of English language development.
- To build a critique toward the English language teaching practices and policies to describe and document the phenomenon observed of low academic achievement and low rate employment due to the lack of English language abilities.

## 2. Review of the Selected Literature

English language learning emerges as pivotal political and educational strategy for the development of national projects. Nonetheless, English as a foreign language provide a strong impetus for the implementation of educational reforms (Kibler et al., 2014).

Correspondingly, the underlying rationale for learning and using English as a foreign language in countries with a developing economy consists of providing speakers of the minority languages equal access to the resources of language learning, high quality education and literacy opportunities (Krashen, 1999). However, it has been observed that the more the governments emphasize on the cultural, educational, linguistic and societal outcomes of learning and speaking a foreign language, the poorer are the results.

The enactment of linguistic policies through educational policies will continue to elude school system until educators and policy makers seriously account for the problems of bilingualism and bilingual education (Shouhui & Baldauf, 2012).

Additionally, the discussion pertaining linguistic diversity and economy development is a wide-ranging topic, with long-term implications regarding language policy for indigenous and minority language communities worldwide (Skutnabb-Kangas, 2000, 2014). In the same spirit, research shows a relationship between the use of a dominant of non-dominant language, and its impact on school attainment on the lives of those who live in developing or advanced economy countries (Barro & Lee, 2013).

Consequently, it is also implied that being fully literate in one or more languages – preferably a dominant language might increase the possibilities of securing better educational and job opportunities; develop attitudinal, cultural and linguistic awareness; and increase cognitive abilities, among others (Baker, 2011). In other words, contemporary economic seems to be largely dependent on school success (Tsai & Chiu, 1993; Krashen, 1999).

For instance, the significant relationship toward this English language hegemony, with academic and cultural purposes, shows a direct correlation between the levels of acceptance of the role of English as the main language medium with a strategic intent of ensuring economic survival. Additionally, the use of English as a foreign language is considered a priority for maximizing social mobility opportunities for those speakers of different languages other than English (Ali, et al., 2011; Shouhui & Baldauf, 2012).

In regards to higher education, in order to cultivate competitive human resources capable of world-class work, English language proficiency represents the most common path toward learning, teaching and research. Overall, those without the linguistic skills in a foreign or second language to participate socially and economically, generate higher costs for health, income support, child welfare and social security systems (Crawford & Krashen, 2007; Shouhui & Baldauf, 2012).

For instance, during the past two decades, language teaching has witnessed a remarkable change in attitude towards the teaching in EFL classrooms in Mexico and Taiwan, where English is not the official language, but it has made its way through the mass media, publications, technology and teaching. One assumption that guides this investigation is the dissemination of values and norms as a hegemonic strategy of a dominant culture. To penetrate and influence economic, cultural, scientific and political processes, the spread of the English language in developing economy countries has grown along with the economy capacity of a developed economy country such as the United States.

### 3. Method

This study was based on a documented and text review on the main language teaching practices and policies in Mexico and Taiwan. Although there is scarcity of reliable data concerning the English language teaching and learning in both countries, some data bases such as the OECD (2014) Education at a Glance Report, the EF English Proficiency Index (2013), and (2012), were also used as a referent in order to have an overview of the English language development in Mexico and Taiwan.

### 3.1 Research Design

A documentary investigation was firstly needed as an approach toward a critique of the current conditions of English language in Mexico and Taiwan. Therefore, a descriptive interpretation of the circumstances presented in both countries was required to observe the possible similarities and differences of the English language teaching practices and policies in both settings, as well as its implications.

### 3.2 Toward a Critique of the English Teaching Practices and Language Policies in Mexico and Taiwan the contexts

#### Linguistic settings

With the change of administration and politics in Mexico (lastly enacted in December, 2012), the potential exists for opening up a broad and controversial discussion regarding language policy in education, in particular for those linguistic communities in which significant numbers of children speak a different language other than Spanish. In 2010, the INEGI census documented that there were 89 live indigenous languages that survived into the 21<sup>st</sup> Century (INEGI, 2012). Despite the historical and social prejudice against indigenous language speakers, and the official disdain of language educators, indigenous languages have not completely disappeared in Mexico.

A starting point of the following discussion is the linguistic cost of enacting linguistic and educational policies such as English as foreign language in countries where there is a wide variety of indigenous languages, which remain unattended by the governments. The constant and continuous result so far has been the accelerated gradual loss of indigenous languages in both cases.

For instance, a similar situation occurs in Taiwan. Tsao Feng-Fu (1996) reported that: “many indigenous languages and cultures are quickly being diluted because of the fast expansion of the majority language in the country, or the so-called languages of wider communication (LWC) and English in particular” (p. 54).

In light of the rapid vanishing of indigenous languages and the pressure for the modernization orientation toward urban areas, the Taiwanese government urged the introduction of several linguistic policies and practices in the name of the national unity and development. This in turn helps to propagate majority languages such as: Mandarin, Taiwanese and English, for the purpose of achieving national integration while extinguishing the indigenous languages and cultures so as to enable its people to gain access to the world of technology and science, and thereby further develop its economy.

However, some questions remain little investigated: Why do the governments of under-developed economy countries focus on implementing and emphasizing on English as a foreign language when they do not attend the dramatic linguistic loss and vanishing of their own national languages?; and What are the socioeconomic and sociocultural effects of developing English as a foreign language in under-developed economy countries such as Mexico and Taiwan?

In order to approach these research questions, in the following paragraph a critique is developed based on some documentary review and databases accessed.

### 3.3 Speaking English as foreign language and employment rate in Mexico and Taiwan

#### The Mexican overview

According to the recommendations of OECD (2014), employment rates increase with education, on average across OECD countries; the employment rate of 25-64 years old without an upper secondary credential was 55%, and 83 % for those with Tertiary education. For instance, for adults with Tertiary education, the employment rate was about 90% in Austria, Denmark, Germany, Iceland, the Netherlands, Norway, Sweden and Switzerland (OECD, 2014). However, in Mexico the idea of graduating from a public university does not guarantee higher earnings, better health, social mobility, or a longer life. Having a college education in Mexico is neither necessary nor sufficient condition for personal and professional success. In contrast Krashen (1999) and Crawford and Krashen (2007) consider that school success is correlated to better employment opportunities, health and social mobility.

Accordingly, in the latest OECD (2014) report, in Mexico the number of young people between 15 and 19 years old who prosper without Tertiary education is higher compared to those who have B.A. degrees or higher, and struggle in low-paying jobs. Additionally, the OECD in its report *Education at a Glance (2014)* indicated that students in Mexico tend to exit education at an early age.

As mentioned earlier, school attainment also plays a key role when addressing issues such as inequality, unemployment rate and poverty.



Some of the recommendations by International Organizations such as OECD, the UN and UNESCO emphasize on developing effective school practices, for instance, more collaborative and culturally responsive and diverse classrooms, class size reduction, longer school days and years, a long-term effective mentoring system, and situated and contextualized pedagogies, among others (Freire & Shor, 2014).

The results reveal that the Mexican youth are at high risk of disengagement from both education and the market. Even if the proportion of 15–29 year-olds who were not enrolled decreased by 1% compared with 2011, nearly 65% of 15-29 year-olds in Mexico were not involved in education in 2012 (22% of the same age group were neither employed nor in education or training compared to 2011 with a 23%). Despite the efforts to maintain a public policy where each student should have the opportunity to attend school with diverse peers, segregation, high dropout rates and high rates of unemployment still prevail among youth in this country (52% of 25-34 year olds adults are below upper secondary, 23% upper secondary or post-secondary non tertiary education, and just 25% with a Tertiary education).

In this view, in the Mexican case, youth increasingly continue to be segregated on the basis of race, ethnicity, and income. Derived from this data, we identified that the challenge to get a job for this portion of the population increases when there is a lack of linguistic skills in a foreign language such as English. The scarcity of job opportunities is associated to the failure of using a foreign language outside school. Consequently, Mexican youth that is segregated from school falls behind dramatically each year with low linguistic abilities in both languages (Spanish and English as a foreign languages) or even more when there is the case of having a mother tongue different from Spanish.

### **The Taiwanese overview**

In contrast, the level of educational attainment in Taiwan has steadily increased in the last ten years according to the information provided by the Ministry of Education of Republic of China in 2014. However, despite the trends toward a reduction in variables such as school attrition and attainment, inequalities in educational opportunities also remain. The most significant challenges for educational opportunities have been those associated with ethnic and social origin (Taiwanese and Mainlanders, mainly). In the last century, race and ethnicity have played critical roles in social inequality and integration in Taiwan (Tsai & Chiu, 1993).

Over the past five decades, the increasingly need of the lower levels of the educational system (primary and secondary both public and private) has generated a demand for advanced education that has exceeded the growth of higher education facilities all over the country. This shows that due to structural and institutional constraints two-thirds of today's high school graduated want to pursue educational or vocational alternatives (Tsai & Chiu, 1993). Indeed, the Taiwanese educational system is widely known for its remarkable competitiveness.

Consequently, examination performance is the typical criterion for deciding which students preferred schools. In other words, Taiwan implements educational system based on merit for student recruitment; however, the methods for the selection and placement based in student's merit does not necessarily represent an indicator of equality in educational opportunities. The educational attainment process in Taiwan is currently conceptualized as follows:

- Completed elementary school (six years of schooling)

- Completed junior high school (nine years of schooling)
- Completed senior high school (twelve years of schooling)
- Some post-high school education (at least thirteen years of schooling)

It must be noted that the increase observed in the reduction of the illiterate Taiwanese population from 2003 to 2013, could be associated with the intensified globalization influences and the advent of technology. Additionally, from 2013 to present date, the increasing emphasis on the use of technology has created an increasing need for spreading dominant languages such as Mandarin and English nationwide.

For instance, the average of school attainment increased in all levels but clearly the most prominent change is in higher education. However, the demand for higher education has become saturated and has forced students to look for college opportunities abroad in the last decade. Overall, in Taiwan, the experience of language and education are closely tied to variables such as people's ethnicity, economic and political status. Despite this proposition, research evidence has also included father's educational attainment and occupation status, farm origin, and mother's educational attainment associated to the level of school attainment and educational transitions (Tsai & Hei-Yuan, 1993; Ting, 2011).

As mentioned, advances in science and technology are now exerting worldwide an enormous impact on people's lives, schooling, employment and international relations. These global processes have led to rapid progress toward social mobility and people's dispersion globally (Perley, 2011). At the same time, there has been a movement toward the construction of multiple networks driven by the emergence of learning and using English as the international lingua franca (Shouhui & Baldauf, 2012).

### 3.4 English foreign language policies

#### Mexico

In Mexico, in 1992 the Department of Public Education (SEP) planned to start English language teaching at the elementary school level through some pilot programs in some states such as: Coahuila, Morelos, Nuevo Leon and Tamaulipas. Later, in 2006, the Federal government prompted the *Enciclomedia* proposing to introduce an English module at the 6<sup>th</sup> grade. Three years later, in 2009, it was marked by the creation and piloting of the National English Program in Basic Education (PNIEB) but it was not until 2011 that PNIEB (English Nation-wide Program for Basic Education) became compulsory through the Agreement 592.

This language policy for EFL described the block of 10 years of English schooling, from preschool to 9<sup>th</sup> grade -including 700 additional hours of compulsory English study in basic education. By the year 2013, the PNIEB lost momentum as a national program and was implemented under the Program for Strengthening the Quality of Basic Education through teachers' evaluation compulsory decision.

Although it is certainly a step toward the achievement of the objective, at present English language teaching in Mexico focuses mainly on grammar and vocabulary teaching practices. Presently, there is scarcity of well-prepared English language teachers as indicated in the Sorry Report published in February 2015. Even when the cadre of language teachers has significantly grown and included better trained personnel. The objective of achieving proficiency across nationwide is highly unlikely when factors such as inequality, discrimination, violence and poverty are unequivocally more prevalent coast-to-coast.

Under these circumstances, English continues to be widely stressed in the curricula through all the schools levels, but the public education system shows very poor results. Consequently, by the time Mexican students from public schools reach college level, they have spent on average six years of exposure to the study of the English language.

As mentioned earlier, a recent study published in 2015 revealed that in Mexico English has been taught “little, poorly and late” (Sorry, 2015). In the absence of reliable information from the Department of Public Education, the participant researchers designed and administered in 11 states the English Language Use and Comprehension Exam for Lower Secondary School Graduates (EUCIS), an instrument to assess and measure the English level among young people upon completing their basic education. Some of the most noteworthy results are the following:

1. Fifty-three percent of the sample that received a grade higher than 9 in English during lower secondary school, demonstrated a complete lack of knowledge of the English language on the EUCIS (A0 level according to the European Common Framework description).
2. In the last 5 years, Mexico has spent more than 2.25 billion USD on English in Basic Education, including teachers’ salaries but the results are disappointing when it comes to consider the highly inequitable distribution of English teachers. In 2015, the Mexican Educational System was divided by the pros and cons views of society regarding the professional evaluation of teachers nationwide. According to census results, there are 50, 274 English teachers in public basic educational system.
- 3.

For instance, one of every 2 is working in lower secondary schools, 1 out of 4 are in *Telesecundarias* (distance education), and one out of 20 is a preschool English teacher. In contrast, the number of English teachers working in indigenous primary communities is just 1 out of 100. Considering these estimates, reaching all children and youth in Mexico is unlikely to happen.

3. Overall, no one did well in the study. On the contrary, the results emphasized that the low-income students had the poorest results; they had the lowest probability of learning English. (Sorry Report, 2015)

Undoubtedly, the strengthening of English foreign language policies that have been implemented in the past three years in Mexico support these negative outcomes. For instance, entire national education policies appear and disappear in Mexico before they are fully analyzed and evaluated in order to provide meaningful insights while developing both education and language policies.

### *Taiwan*

In 2001, the Taiwanese government mandated that English be taught as a foreign language (EFL) in all public elementary schools students ten years old and above. At that time, the Ministry of Education in Taiwan emphasized the need of applying the *fun* English program. The goals of curriculum design were to enhance students’ essential communication skills and to introduce students to the new culture (Ting, 2011). In addition, to diminish the backward effect, the government in Taiwan forbade students, less than twelve years of age, to take the GEPT (General English Proficiency Test) in 2005. This became a controversial issue because it was observed that public examinations like the GEPT influenced classroom curricula in that the educational system was oftentimes driven by public examinations.

Consequently, a new test teaching-orientation was the type of dominant pedagogy for English as a foreign language nationwide. Seven years later, in July of 2012, the Ministry of Education in Taiwan implemented regulations for carrying out preschool and care services *BANNING ALL-DAY* English and bilingual education programs for preschool children. Also, language education should begin with what the child is most familiar before teaching them something that is less familiar. That is, more emphasis should be placed on learning the national language, Mandarin.

In August 2013 the Taiwanese Executive Yuan approved an amendment to the Supplementary Education Act introducing stricter regulations for teaching language to children under the age of six in cram schools. According to the proposed amendment, courses offered by cram schools to children younger than six should be restricted to teaching body movements and the development of artistic talents (Ministry of Education of Republic of China, 2014). These schools would also be required to obtain approval from their local governments' education authorities before they can start classes. Cram schools that offer classes on foreign languages or other courses found in violation of the article would be fined up to NT\$500,000 and may be repeatedly fined until the problem was addressed.

In addition, according to the Minister of Education, in September 2013 the revised education curriculum for the 12-year compulsory national education program would include Taiwanese (also known as *Hoklo*), Hakka and Aboriginal languages. Students in junior-high school would have at least one class on weekly basis learning a native language, which will be implemented by making the optional courses compulsory.

In Taiwan, a widespread trend that prevails among middle-class parents is to prepare their children in order to be admitted into the prestigious colleges. These parents send their young children to the cram schools that teach syntax after school and weekends. The short length of language courses, the time consuming process, and the unwillingness of the teachers to teach communicative skills, many of whom were products of the English grammar and vocabulary-driven methodology, not only do not ameliorate but also worsen the situation (Yang, 1992; Huang, 2003). As part of a foreign language-teaching policy, the government has demonstrated its determination to promote everyone's English language proficiency by modifying educational policies. Some strategies such as adopting instructional international certification system for language learners and teachers have been implemented in order to acquire international credentials.

Nevertheless, English teaching in Taiwan has been charged of being test-oriented because learners are unable to cope with real language use in communication contexts. Accordingly, students achieve high scores in reading and listening in the classroom while performing poorly in writing, speaking in real communicative situations. Even the English majors do not always perform adequately in tests such as TOEIC (Test of English for International Communication), and TOEFL (Test of English as a Foreign Language).

It has been argued that the fault lies in that English in Taiwan is taught as a separate curriculum subject, not as a language for communication (Wang, 2002; Huang, 2003). Additionally, the third version of the Education First English Proficiency Index Report (2015) indicated that compared to other nations, Taiwan registered a low positive tendency (+2.02) toward increasing the English language teaching from 2013 to 2015, as shown in Table 2 below:

Country	Tendency
Turkey	+11.86
Kazakstan	+11.73
Hungary	+9.61
Indonesia	+8.66
Vietnam	+7.95
Poland	+7.63
India	+7.03
Russia	+5.29
Thailand	+5.03
United Arab Emirates	+4.84
Spain	+4.50
Colombia	+4.30
Austria	+4.08
Slovakia	+3.94
Portugal	+3.90
Chile	+3.57
Malaysia	+3.45
China	+3.15
Switzerland	+2.99
Egypt	+2.97
Brazil	+2.80
Sweden	+2.43
Ecuador	+2.36
Libya	+2.12
<b>Taiwan</b>	<b>+2.02</b>
Venezuela	+201

**Table 2** Index of English Language Proficiency with a Positive Tendency

Source: Information adapted and taken from Education First English Proficiency Index Report (2015)

The EF English Proficiency Report has been widely criticized by some scholars such as Krashen (2013) who considers the English Proficiency Index as an unreliable instrument to assess and measure of a country's English competence. Krashen (2013) argues that half of the participants are enrolled in private English-language schools, and the majority are beginners or intermediate students so the test excludes those with an advanced level of English; whereas the other half of the test takers are volunteers who have easy access to computer and Internet. However, due to the scarcity of reliable data pertaining English foreign language attainment, the EF English Proficiency Report continues to be utilized to approach the situation of the English language use.

What seems to be noteworthy is that in Taiwan, since various governmental departments and prestigious universities require the GEPT (General English Proficiency Test) credential from applicants, English pedagogy has faced recently a dramatic change in this country due to in part to the impact of this four-skill proficiency test.

#### 4. Results

Because of both countries' national development plans, since 2000 compulsory instruction was expanded from elementary school to College. In Taiwan, English was given a *quasi-official status*; however, special emphasis was given to the use and widespread of Mandarin. In addition, universities and the Ministry of Education even considered the idea of using demonstrated English proficiency as a requirement for university graduation.

Currently, recent curriculum changes, mayor language standardized test in Mexico and Taiwan increasingly reflect the reality of these educational and linguistic worldwide demands. This, in fact, represents a major threat to develop English language proficiency. In this view, a more adequate English language teaching focus should be promoted to minimize the intrusiveness and backlash effect of those language-standardized tests.

For instance, authentic and performance assessments, along with a situated learning environment in both settings, could provide a better insight into what English language learners' understand and can do in English. After all, standardized testing are not natural pedagogical devices; on the contrary, they are the result of political forces and decisions that can be questioned, challenged and reversed (Kohn, 2000, 2015).

In this view, teachers are viewed as expandable test-prep technicians, and that global economic competitiveness eclipses what students really need linguistically speaking.

## 5. Conclusions

In the last five years, the standard testing based English foreign language teaching policies have determined the type of practices in both countries. Consequently, a common problem observed is that the type of language evaluated by standardized tests hardly resembles most problems that educators and learners face in either academic or real world (Kohn, 2015). Historically, official exams and particular certification entities such as those offered by Cambridge, Trinity College and TOEFL, among other international agencies, are used to select and place students and employees on the basis of computer-based or written tests about English language use.

However, it was widely understood that good results on these tests does not mean the same as a strong ability to communicate in English effectively and academically, more so, they hardly provide and insight into the academic abilities and linguistic competences of the speakers. Another factual point is that there is scarcity of data concerning reliable sources that provide an insight into the real conditions of English as a foreign language in the countries addressed in this paper.

From this perspective, apart from the databases provided by some local, national and worldwide agencies, data remains scarce concerning the status of foreign language development in countries where *monolingualism* is the norm not the exception. Accordingly, a suitable change towards an effective language methodology for both contexts could be based and designed according to the following modifications and adaptations:

1. Reorienting the foreign language teaching programs to more effective language teaching practices such as the two-way/dual or mainstream bilingual language programs whose aim in language outcome is toward developing bilingualism and *biliteracy*.
2. Reinforcing and guaranteeing the language proficiency of the speakers in their L1 in order to promote effective foreign language policies and practices.
3. Reducing the level of illiteracy in L1 and L2 in both countries will positively influence the level of proficiency in learning foreign languages.
4. Reducing the emphasis on standardized testing, as the only vehicle towards language certification, will impact undoubtedly the current grammar foreign language teaching-orientation that prevails in most Mexican and Taiwanese schools.
5. Enriching foreign language policies will diminish those who are educationally, economically and political disempowered. This then would prevent social inequality and injustice that exists for many minority and vulnerable social groups.
6. Establishing academic and conversational standards based on the main social practices that surround the speakers' reality could help to preserve and maintain their mother tongue and at the same that could enhance the learning of foreign languages.
7. Developing content curriculum gradually in foreign language as a medium of instruction across the different educational levels.
8. Stressing the development of literacy skills in both first language and foreign languages.
9. Promoting a culture of tolerance among speakers of different linguistic communities.

10. Developing social awareness and fluent bilingualism in order to prevent youth to fail in what seems to be an endless unemployment track.
11. Supporting a late-exit curricular enrichment model that continues L1 (native language) instruction after students are proficient in English or any other foreign language type of instruction.
12. Ongoing preparation of professionals whose expertise is reaching foreign and second languages.

Scholars and language researchers claim that the destiny of foreign languages in these linguistic contexts will highly depend on the willingness of dominant groups and powers to tackle their responsibility for a more intelligent educational and cultural responsive teaching as well as a sensible language planning to ensure equal educational opportunities and access to a better life for all. In countries such as Mexico and Taiwan, bilingualism along with multicultural and intercultural teaching represents a long way towards providing language learners with a truly Global Perspective –ensuring mutual survival and a better world in this century.

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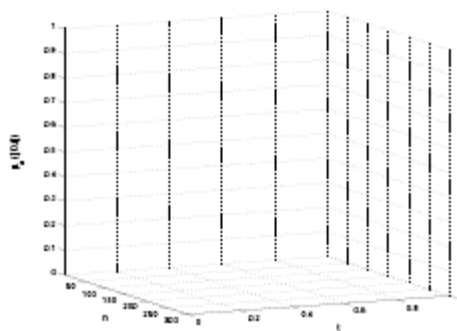
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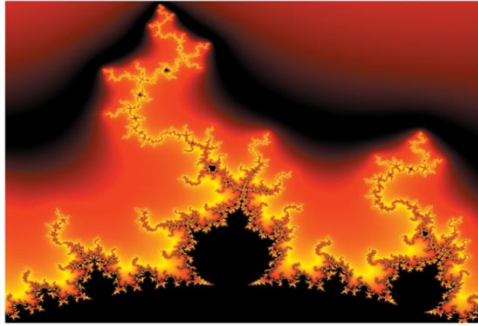
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