

Faculty and Student Perceptions of the Spanish-English Bilingualism at a Private Mexican University

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Abstract

The authors evaluate the current status of the Tec de Monterrey (ITESM), Mexico City Campus, as a bilingual, Spanish-English community. In the first part of the analysis students were surveyed using questionnaires about their past, present and future English use. Results showed that the students see more of a need for English in the future than they do in the present or did in the past. In the second part of the analysis the faculty who teach in English were interviewed about their perceptions of their students' skills in English. The results from this part of the analysis show that the faculty members were generally pleased with the oral English skills of their students but felt that their written skills needed much improvement. Suggestions for how to make the university more bilingual are also discussed.

Background

Skutnabb-Kangas (1984; in Romaine, 1995) distinguishes four types of bilinguals: elite bilinguals, children from linguistic majorities, children from bilingual families, and children from linguistic minorities. This paper is concerned with the first type of bilingual discussed by Skutnabb-Kangas, that of the elite bilingual. These are people who have had the "choice to be bilingual or to avoid it" (p. 25), and few pressures, either external or internal, are present to push these individuals to become bilingual. Although one would be hard-pressed to argue that any aspiring professional does not really need a working command of English, the point is that the overwhelmingly Spanish L1 Mexican university population under discussion in this paper has deliberately chosen to be part of this particular community for reasons of academic excellence and/or prestige, and students accept that at least part of their studies will be conducted in English.

We define the Tec de Monterrey, Mexico City Campus as a bilingual community based on the fact (1) that the institution offers a variety of English-medium courses; (2) the population of native English speakers in their role as university faculty represent a significant push towards the use of English (Romaine, 1995); and (3) the institution itself has stated as its goal a greater role for English on the campus as a whole (as stated in the Tec Mission Statement for 2005). Maldonado (2000) in his study of the bilingual policies of the University of Puerto Rico states, "a better knowledge of English is considered the key to future success [and that the students] realize that they need English to develop professionally (p. 489). At the same time, however, he also mentions several problems, such as the strong link between language and a person's sense of belonging and the fear that English might replace Spanish.

Fishman, Cooper and Ma (1971; in Romaine, 1995) studied a Puerto Rican community in New York and made a list of five domains in which either Spanish or English was used consistently: family, friendship, religion, employment and education. They found that the most likely place for members of the community to use Spanish was in the family domain, "followed by friendship, religion, employment and education" (p. 30). In a study of Japanese/English bilinguals living in the United States, Ervin (1964; in Romaine, 1995) found that "speech was disrupted when the bilinguals were asked to speak in English about Japanese topics to Japanese interlocutors" (p. 31). Thus, members of a bilingual community, while not necessarily choosing a language with absolute predictability, frequently select specific domains in which to use one language or another, and when using a language outside the accustomed domain, may exhibit disrupted or unnatural speech. Romaine (1995) draws on these early studies of domains in bilingual communities to claim that in cases where domains are strictly separated, bilingualism is stable. In contrast, bilingualism is not stable at the other end of the spectrum, where both languages are used in all domains.

Grosjean (1982) lists various factors that influence language choice: "to raise status, to create social distance, to exclude someone, and to request or command" (p. 136). He also states that language is not only a method of communication, but a symbol of group identity. Therefore, the language that the students choose to use in specific situations has a deeper significance that students may or may not be aware of when they make their language choices.

This paper analyzes the bilingual situation at the Tec de Monterrey, Mexico City Campus, dealing first with student perceptions of when and where they use English in past, present and future contexts. The second part of the paper focuses on faculty (native English speaking and non-native English speaking) perceptions of their students' English.

The Tec as a bilingual community

The overall population of the Tec de Monterrey, Mexico City Campus is approximately 13,000 faculty, staff and students. The campus is divided between students and faculty in the high school or *Prepa* and those in the university or *Profesional*. This study is concerned with faculty and students at the university level, comprising a community of roughly 10,500 people. The university is divided into three main academic divisions: Humanities, Architecture and Engineering, and Business and Management. Nearly 1,600 groups were programmed at the university for the Fall Semester, 2001, and of this total number of groups, 130 (8%) were scheduled to be taught in English. Seventy of these groups were English language classes offered by the Humanities division by the Department of Foreign Languages and Literature. Another 60 groups were content courses taught in English that were offered in all three divisions: courses such as Fluid Mechanics, Regression Analysis, Philosophy of the Organization, Technology and Philosophy, North American History, and others.

Students entering the university are required to take the Test of English as a Foreign Language (TOEFL) for placement into an English level. Table 1 summarizes data for 785 eligible applicants for the fall semester 2001 from preparatory schools other than the PrepaTec (Admissions for students coming from the PrepaTec are handled separately from admissions for students coming from other secondary and/or preparatory schools).

Table 1: TOEFL statistics on university entrance (N = 785 eligible applicants)

Average combined score	497
Maximum	663
Minimum	283

The average combined score on all three sections of the TOEFL was 497, with a maximum of 663 and a minimum of 283. Students at the university are required to take at least one advanced English course. Students testing below 500 are placed into one of five remedial classes while students with 500 and above are placed into one of the advanced courses. Thus, the mean TOEFL score of entering students falls between the remedial and advanced classes, suggesting that generally students take at the most two required English language courses: one remedial course followed by an advanced course. Of course, students with lower levels of English proficiency are placed in more basic remedial courses and work their way up through as many as five remedial courses before entering the advanced level.

Student perceptions

A survey on student perceptions of their English use was conducted, consisting of 250 student ratings on past, present and future use of English in a variety of domains and situations. The students were all enrolled in university-level English courses, and had been placed into three proficiency levels on the basis of TOEFL scores ranging from approximately 450 to 550. Teachers were asked to allow 15 minutes to administer the survey (see Appendix) at the end of one class period.

The survey was divided into four domains of English use: academic, professional, computer, and personal. Within in each domain, several situations were presented, and students were asked to rate each situation on a four-point scale corresponding to frequency of use: frequently (4), sometimes (3), rarely (2), and never (1). In addition, students were asked to consider each situation in the past, present and future and rate them accordingly. For example, in the professional domain students were asked to rate the situation, negotiate with English-speaking clients, on the four-point scale, first in the past, then based on current use, and finally what they believed about their future use of English.

Table 2 presents a qualitative summary of a sample of the results of the survey divided between past and present English at the top and future English use at the bottom. The summary was made by taking the mode of the responses to each item and comparing it with the average response for that item. The students

Table 2: Sample of students' perceptions of their own use of English

Past and Present English Use	
Academic Domain	
With faculty	Sometimes
With international students	Rarely to Never
Professional Domain	
Clients	Rarely to Never
Employers	Rarely to Never
Computer Domain	
Chat	Sometimes
Inquiries (academic, merchandise)	Sometimes
Personal Domain	
Friends (letters, email, personal visits)	Sometimes
Travel (study, leisure)	Rarely to Never
Future English Use	
Academic Domain	
With faculty	Sometimes to Frequently
With International Students	Sometimes to Frequently
Professional Domain	
Clients	Sometimes to Frequently
Employers	Sometimes to Frequently
Computer Domain	
Chat	Sometimes to Frequently
Inquiries (academic, service, merchandise)	Sometimes to Frequently
Personal Domain	
Friends (letters, email, personal visits)	Sometimes to Frequently
Travel (study, leisure)	Sometimes to Frequently

surveyed generally believe that they will use English more in the future than they have in the past and present. For example, in the academic domain of English use, the mode for situations involving English-speaking faculty (talk with your professors during office hours, talk with your professors in the hallway, communicate with your professors over email) tended to fall in the sometimes category for past and present use, but the mode and mean of responses rose between sometimes and frequently for future English use. The increase from past/present to future English use was even more dramatic for survey items involving interactions in English with international students on campus.

Not surprisingly, the domain with the biggest difference in English use from past/present to future pertained to students' beliefs about their future professional use of English. Thus, items such as entertain English-speaking clients and negotiate with English-speaking clients were generally rated as being used rarely to never in the past and present; however, in the future they were rated in the sometimes to frequently category. In contrast, items in the computer domain revealed a higher rating in past and present English use than was observed for the professional domain; however, these too increase in students' perceptions of the future. Finally, in the personal domain, student ratings for future friendships and travel involving English fell in the sometimes to frequently category, which also represents a general increase in perceptions of future use over past/present use of English.

As can be seen from the items themselves (see Appendix), the survey was concerned primarily with spoken as opposed to written English. Despite this limitation, the survey provides relevant data on the kinds of situations in which students find themselves using English, and by extension, provides clues as to what motivates students to learn more. While students as a group are clearly motivated by more instrumental reasons, as seen in the professional and academic domains, they are also motivated by integrative factors, as seen in the personal domain, through friendships, travel and even emigration.

Students clearly perceive limited domains for English at the Tec, as seen in the responses to past and present use of English. However, their responses to the survey regarding future English use suggest that they recognize a greater potential role for English in their lives in all the domains that they responded to.

Faculty perceptions of Tec students' English

This section addresses faculty perceptions of their students' written and spoken English. A total of six faculty members were interviewed for a period of between 30-45 minutes, and the taped interviews were transcribed. The faculty interviewed teach a combined total of 26 groups out of the total of 60 groups of content courses taught in English, as detailed above. The faculty group was composed of four native English speakers from Canada and the United Kingdom and two non-native English speakers.

Each faculty member was asked to discuss the following questions: (1) What is your general impression of your students' level of spoken and written English? (2) What are the recurrent problems that you encounter with your students' spoken and written English? (3) What strengths do you encounter in your students' spoken and written English? (4) Can you comment on the degree to which you believe this institution is a bilingual (Spanish and English) organization? (5) What else would help make this an even more bilingual institution?

General impressions. Not surprisingly, faculty unanimously commented on the fact that students' oral skills far exceed their skills at written expression. While most faculty commented that they felt their students' oral skills were very good, they conceded there were always a few, maybe three or four in a class of 35, as one faculty member estimated, that had problems. Other comments by faculty call into question a more fundamental problem in estimating the level of English in a class.

- (1) I find the ones that are most fluent are the ones that participate the most...they feel more confident...But I also think that a lot of them don't really want us to know that they don't understand, but just sort of keep going, like, yeah, yeah, that's fine.

Not only are faculty likely to hear only from the most fluent students in class, but also since many of the courses are offered in both Spanish and English, less fluent speakers of English are less likely to enroll in an English-medium course than are the more fluent speakers. During the study, a few required content courses were offered exclusively in English; thus, some students who may have preferred to take

a required course in Spanish were funneled into the English course. One faculty member commented:

(2) I think if I speak normally, they wouldn't know what I was saying. But, ah, in class, I'm very careful to speak very simply, so I think they generally do follow what I'm saying. Ah, I think I'm also very careful with them. I don't expect them to be very good, so I keep it fairly simple.

This particular faculty member expresses low expectations of his students' English. Since many of the native English-speaking faculty interviewed were not themselves fluent in Spanish, there was little recourse to Spanish in case of difficulties. However, one of the bilingual Spanish/English faculty members commented that some of his students approach him after class to ask him to repeat a class in Spanish.

(3)...although there are some cases that are not so, for instance, I have a student, a girl, who after the class, she always came with you know, and, ah, basically she wanted me to repeat the class in Spanish!

Strengths. The faculty interviewed in this study generally praised their students' participation during class and their English oral skills. One non-native English speaking faculty member commented that at times he felt that his students could speak better than he could, although admittedly this was not the norm.

(4) I had several students last semester that would speak English better than me (laughs), with a better accent, better vocabulary, I would get in the classroom and practically feel, a little embarrassed. Especially when I would ask them something and they would answer me 10 times better than I had asked.

The faculty also compared the students' oral skills to their written skills, reserving praise for the students' level of proficiency in English almost solely to their oral abilities.

(5) ...in their spoken English, I think, ah, some of them, ah, the best ones have a good sense of metaphor, have a good sense of irony, ah, good sense of humor, ah, but again, none of the above in the written English, not at all, yeah!

(6) ...some students are really, really good. I think they are better at spoken English than written English. Well, they are better at spoken Spanish too (laughs).

The comment in (5) was made by a Humanities professor, reiterating the dramatic contrast the Tec faculty interviewed perceived between oral and written proficiency. The comment in (6) was made by a Mexican non-native English-speaking faculty in the Engineering Department. The faculty member in (6) observes that students are generally poor in writing even when working in Spanish,

raising the issue of a lack of overall preparation for academic writing whether it be in Spanish or English. Thus, addressing the problem of poor written skills in English necessarily involves a discussion of the students' written skills in their Spanish L1.

Recurring problems. Comments on the students' level of academic writing, as mentioned earlier, tended to be negative, from the perspective of grammatical proficiency to issues of style and discourse. In (7), an Engineering professor relates the following story about his experiences with in-class essay exams during his first semester teaching at the university:

(7) When I first came I set a few essay type questions, and I was really quite shocked with what they thought was an essay type response! Now, I know these are Engineering students, but I was really quite amazed. I mean, they, it was *quite scary*. I mean, they were very, very *short*, and very *ineloquent*, and they *didn't know how to write an essay*, so I thought, ok, fair enough, perhaps we'll stay away from that, cause they were good technically, so I thought they're Engineering students, maybe, you know, and then I started to discover the benefits of multiple choice (laughs)!

(8) Ah, I tend to have more problems with the overall skills in writing, like you know structuring, being clear, not *waffling*, you know, the Mexicans do have this *cultural waffle* that is not attractive to a European.

Once again faculty call into question not only their students' proficiency in written English but also their overall preparation for academic writing. Thus, in (7), this particular Engineering professor, while commenting that his experiences with essay exams were *scary* because his students wrote *short* essays that were *ineloquent*, he also comments that he felt his students *didn't know how to write an essay*, and as such, he switched to multiple choice exams. This same faculty member in (8), in addition to implying that students are unprepared for academic writing, attributes part of the problem to cultural differences in written discourse. He makes the crude observation that, to his ear, the written discourse that he has come across in México is *waffly*, extending this adjective to Mexican-Spanish written discourse in general, a *cultural waffle*, to which he has difficulty in becoming accustomed.

Not surprisingly, faculty also commented on students' grammatical problems with written English, focusing less on local errors that rarely impede comprehension of the text and more on the global errors that render sections of the text incomprehensible.

(9) ...in the written English, it's grammar. I mean apart from obvious things like spelling and stuff like that, but ah, just *being able to express t h e m s e l v e s c o h e r e n t l y*, some of it's totally *incoherent*, I mean, you know...*gibberish!*

This faculty member, a philosopher, agreed that writing in philosophy may well be more difficult than what the students normally do, but taken in combination with the comments from the engineer in (7) and (8), his observations call into question a host of contributing factors from grammatical competence and a lack of experience in writing academically to differences in written discourse between Mexican Spanish and English.

Faculty perceptions of the Tec as a bilingual community

As mentioned above, during the study only 60 groups out of a total of 1,600 offered at the University level (excluding English language courses), or just under 4%, were offered in English. The statistics are mirrored in faculty perceptions, as seen in (10), a statement made by a non-native English-speaking faculty member in Engineering.

(10) I think, if we wanted to call this institution truly bilingual, I think the students, well, I don't want to use the word forced, but I think they should be motivated to take 50 percent of their courses in English and 50 percent of their courses in Spanish, I think. Or if some of them wanted to take everything in English, well then they should go ahead and take it all in English, why not?

Among the L1 English faculty, the situation takes on deeper significance than simply a lack of classes offered in English.

(11) We don't speak any English in the department. I mean there's no effort made at all to speak any English in the department, so emails, meetings, messages, are all 100% in Spanish. So, ah, inside the department, it's definitely Spanish. In terms of, would say, ah, it's completely Spanish apart from my classes, but ah, I mean if I'm chatting with people in the department they will talk with me in English, most of them, but anything to do with the department is 100% Spanish. So, it's only really my classes that are English.

(12) I think there is a certain resistance, a political resistance even, amongst some of the administrators and some of the older faculty, who find it somewhat imperialistic of us to insist that they speak in English.

The Engineering professor in (11) makes the observation that English is strictly limited to his classes, but outside of this, his perception is that everything else is completely in Spanish. While this particular professor is able to communicate in Spanish, some faculty simply cannot, creating challenges for both the faculty member in question and his or her colleagues. The Humanities professor in (12), who speaks no Spanish at all, senses a certain amount of resentment toward the fact that all interactions with him must be conducted in English, going as far as to say some colleagues find it *somewhat imperialistic* of him to insist on speaking English.

The faculty interviewed were asked to comment on how to increase bilingualism at the Tec, given the present state of bilingualism at the institution. Most faculty believed that the university is working toward increasing bilingualism, but that there is still quite a lot to be done. As one faculty member put, *there should be more people speaking English around the place, if it were a bilingual institution*. Comments on improving bilingualism centered around more cultural activities, higher expectations on standardized exams, resources in English, attracting more English-speaking faculty from abroad, and providing training programs for the non-English speaking faculty. Cultural activities such as movies, theater, guest speakers and songs are an obvious method for increasing student and faculty exposure to English. Less obvious are certain obstacles that faculty pointed out.

(13) I would have to say a vast problem I am facing right now is in terms of resources. Both in terms of print material and videos, that type of thing. In that sense, I think there needs to be a lot of energy specifically placed on the library and placing materials in a rapid manner.

Although the university's digital library is quite expansive, many of the faculty expressed frustration at the lack of English-medium materials for their students and themselves. A more complicated obstacle related to time was discussed by one of the Humanities professors.

(14) As far as the [faculty and] administration is concerned, I mean, we have, have the training program, but there's no motivation, I mean, it's very difficult to motivate administrators...if that's what the Tec really wants, it has to offer a lot of space for people to do it. And that's the problem, it's that, everyone at the Tec, the day is pretty much filled for everyone, so if you go and ask them to do extra, it has to be either really, really fun, or they're going to really, really get something out of it, either financially or in terms of career or promotion.

(15) One of the other possibilities would be to really push the internationalization programs in terms of increasing the number of foreign, English-speaking professors...I'm saying that these guys will come to have a career at the Tec providing you cut the amount of undergraduate teaching they have to do... research is another way to improve bilingualism at the Tec, but again, no one is prepared to do research if they're bogged down with a huge number of courses. So, they all fit together, it's not just a matter of teaching, and getting the *prepas* at a better level of English, it's also getting a matter of getting a whole culture of internationalization and globalization feeling here, which means getting as many people invited from those countries as possible, and you won't do that, with the course load they're offering, and they won't do research with those course loads. So, the two major ways of improving bilingualism are blocked, I think.

The issue of time is critical in both excerpts. In (14) the faculty member talks specifically about English-training programs and their limited success at significantly improving the level of English among administration and staff due to the lack of time that administrative personnel have to pursue language studies. More seriously, in (15) he talks about time in the context of research, teaching load and expectations that foreign faculty have regarding these two aspects of being a university professor. Foreign faculty presumably more likely to be fluent in English are less likely to come to a job where the teaching load is high and they are unable to pursue their research interests. As a result, less English-medium courses can be offered, furthering limiting the breadth of exposure to English on campus.

Discussion

The Tec de Monterrey, Mexico City Campus is a stable bilingual community largely because of a clear separation of domains (Cooper & Ma, 1971; York & Ervin, 1964, in Romaine, 1995). The campus is limited to 60 English-medium content courses (out of a total of 1,600 total courses), and as seen in the faculty comments, faculty perceive that English is largely limited to the classroom. In such a setting, one finds little resentment towards English as a threat to Spanish; in other words, Spanish is not at risk of disappearing as a result of the spread of English (Romaine, 1995). A point of speculation, of course, is whether the Tec would remain a stable bilingual community with the injection of more non-Spanish speaking faculty into the community. Although it would be virtually impossible to conceive of a set of circumstances in which Spanish would be at risk of disappearing from this university, what seems more likely is an increase in attitudes such as those expressed in (12) whereby less fluent speakers of English (faculty, staff or students) resent speaking in English to non Spanish-speaking faculty. Maldonado (2000) warns against the "socio-linguistic and psychological factors that affect people, including the fear of the possible loss of the use of the Spanish language and its replacement with English" (p. 490). However, provided the domains remain separated, where English is limited mostly to the classroom and to special events, then stability within the bilingual community would be maintained. Hence, the attitude that English is accepted as long as it stays in its place.

The non-native English speaking faculty were generally more positive towards their students oral English than were the native English speakers. The non-native English speakers commented that they felt some of their students had a higher level of spoken English than they did! But this was seen as an exception, just as those students who could hardly speak English at all. All faculty participants particularly praised student levels of participation (in English) in class, their ability to make quality oral presentations, their pride at being able to successfully study course material in English, and their native-like accents, particularly among the younger students who come from bilingual preparatory schools. However, the faculty were generally appalled at students' lack of formal academic skills in English. They blame poor grammar, a *cultural waffle* in written discourse, and a lack of any cohesion or ability to construct a good written argument. A more in-depth analysis and response to students' writing at the Tec is currently being explored via activities in a newly formed writing center serving the entire campus in both Spanish and English (Heskin & González Ricaño, forthcoming).

Most of the faculty interviewed, particularly the monolingual speakers, believe the Tec community at the Mexico City Campus is not really very bilingual at all. Clearly, perceptions of bilingualism vary from person to person and definition to definition. The bilingual situation at this university parallels that discussed by Maldonado (2000) in Puerto Rico, where students recognize the importance of the language in their studies and professional aspirations, but "fail to see the usefulness of the language in the context of social interaction" (p. 493), particularly among themselves. However, having said this, we also found that Tec students believe that in the future they will use more English, not only professionally but also for personal relationships. Thus, the issue of motivation to learn English is not as dichotomous as simply being either integrative or instrumental (Gardner & Lambert, 1972), but rather a little of both.

The Tec de Monterrey, Mexico City Campus is a stable bilingual community of *elite bilinguals* (Skutnabb-Kangas, 1984). Students don't have to study at the Tec or study in English. They do so largely because they (supported by their parents) choose to. The students and university as a whole have control over their English-speaking environment; it is not imposed on them per se. The faculty made several observations as to how the campus could become more bilingual. These included such proposals as more English-medium research articles in the library, particularly in Humanities; more international, English-speaking faculty; more classes taught in English at a higher level; more international students and a greater international feeling at the Tec; more cultural events in English; and the application of foreign (English) standardized exams. Beyond these relatively obvious suggestions were some deeper observations. One faculty member argued that the Tec would never get more foreign faculty until it lowered the required course loads and increased the emphasis (and time given) on research and writing. This appears unlikely, and if this professor is correct, then this particular avenue toward increased bilingualism is blocked. A second suggestion was to have more English classes for the faculty and staff, but again, this is problematic with such heavy course loads and workdays impinging on people's time and energy.

Conclusion

Students surveyed at the Tec de Monterrey, Mexico City Campus see a greater need for English in the future than they do in the present. One of the campus' goals is to change that perception by stressing the importance of learning English well now, when the students have the chance. The Tec is trying to recruit more English-speaking faculty and is offering more English and Spanish classes to non-native speakers. What the faculty perceive as weak writing skills is being addressed by the Bilingual Writing Center. There are also more academic courses in English, including bilingual majors, so that the students have more practice in and exposure to academic English. Future studies of the bilingual situation at the Tec de Monterrey will address qualitative attitudes towards English among the student body as well as attitudes towards English among the non-native English speaking faculty.

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Appendix

We are doing research to find out in what situations university students at ITESM use English outside of their English language classes. We are interested in your past and present English use as well as how you predict you will use English in the future.

We are going to give you a very short survey of your English use. The survey should only take you a few minutes to complete. The survey is completely anonymous and confidential. Your participation is voluntary and does not affect your grade in any way.

For each item, please indicate, with the following scale, the degree to which you use English.

Frequently	Sometimes	Rarely	Never
4	3	2	1

Please indicate your past use of English under the heading that reads "Past", your present use of English under the heading that reads "Present", and how you predict you will use English in the future under the heading that reads "Future":

How do you use English in Mexico?	Past	Present	Future
Academic (not including your English language classes)			
Talk with your professors during office hours,			
Talk with your professors immediately before, during and immediately after class			
Talk with your professors in the hallway			
Work on a project with your professors			
Socialize with your professors on campus			
Socialize with your professors off campus			
Communicate with your professors over email			
Communicate with university faculty in English speaking countries by e-mail			
Socialize (in English) with English speaking international students on campus			
Socialize (in English) with English speaking international students off campus			
Speak English with Mexican classmates outside of class			
Communicate with university students in English speaking countries by e-mail			

Professional		Past	Present	Future
<input type="checkbox"/>	Entertain English-speaking clients			
<input type="checkbox"/>	Negotiate with English-speaking clients			
<input type="checkbox"/>	Communicate with English-speaking employers			
<input type="checkbox"/>	Interview for jobs in English			
<input type="checkbox"/>	Communicate over the phone in English			
<input type="checkbox"/>	Travel to English speaking countries on business			
Computer				
<input type="checkbox"/>	Chat with cyber friends on the internet			
<input type="checkbox"/>	Make inquiries about academic or professional information on a web page			
<input type="checkbox"/>	Make inquiries into merchandise and services advertised on a web page			
<input type="checkbox"/>	Respond to inquiries about your own web page			
Personal				
<input type="checkbox"/>	Speak English with family members living in Mexico			
<input type="checkbox"/>	Speak English with Mexican friends			
<input type="checkbox"/>	Write letters or email messages to English speaking Friends			
<input type="checkbox"/>	Socialize in English with foreigners in bars, restaurants, theaters, concerts, discos, etc.			
Travel outside of Mexico				
<input type="checkbox"/>	Communicate with non-Spanish speaking family living in an English-speaking country			
<input type="checkbox"/>	Socialize with friends in an English-speaking country			
<input type="checkbox"/>	Study at a university in an English-speaking country			
<input type="checkbox"/>	Travel and leisure in an English-speaking country			
<input type="checkbox"/>	Emigrate to an English-speaking country			

Are there other situations in which you use English that are not included above?

Can you explain in more detail one or two of the situations above in which you frequently use English?

Thank you very much!