

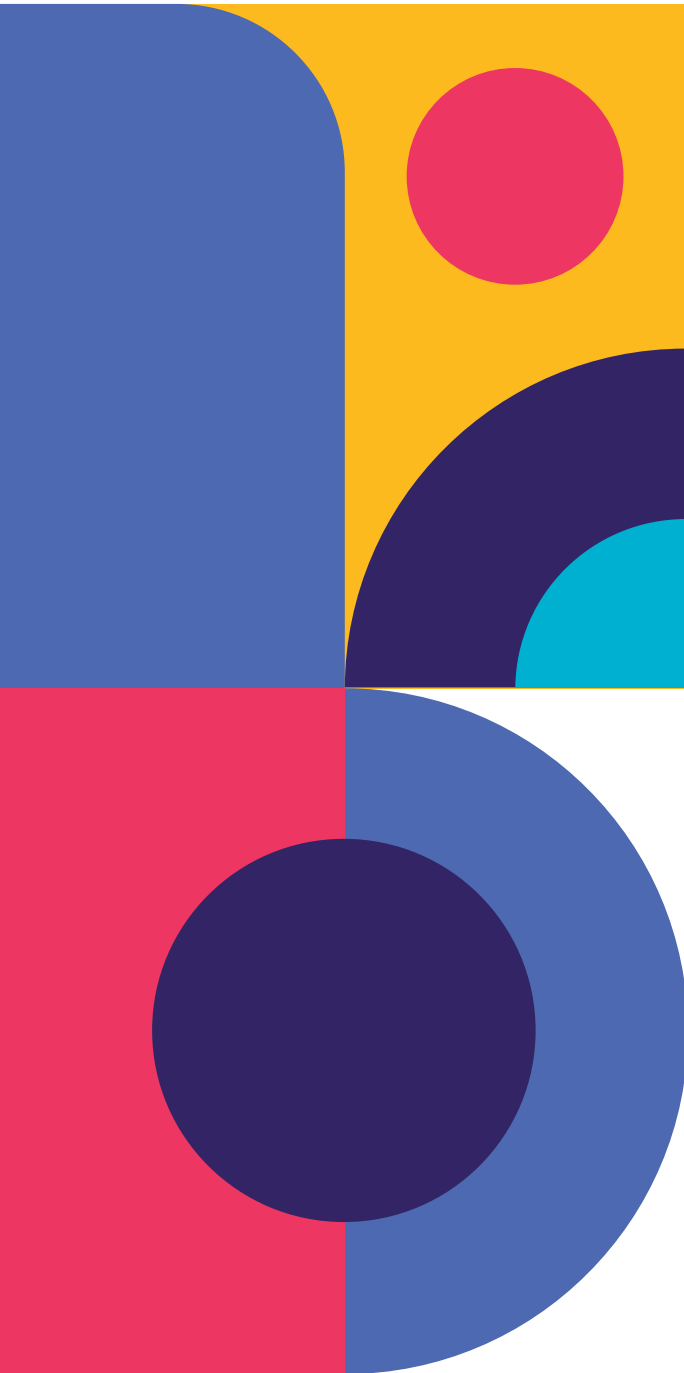


English
Pathway



Innovative Education:

How We Achieve Success in Public Higher Education Institutions in Mexico



Bestschools Company is a mission-driven British education technology company. By 2029, we aim to empower 500,000 active learners with the English skills needed to improve their financial well-being and quality of life.

English Pathway is a flexible and interactive English language learning ecosystem based on assessments. It features an innovative platform and an AI-enriched four-skills app. Our program offers a range of English language learning solutions, including teacher-led, hybrid, or self-study options that blend in-class, online, and mobile-based modalities. In addition to general English courses (A1-B2), we provide over 20 English for specific purposes courses (ESP).

Problem Statement

- There are currently 1.5 billion English learners globally.
- There are only 12 million teachers worldwide.
- 3.2 million teachers need to be hired in Latin America by 2030.

Why Now?

- Student motivation has decreased and needs have changed following the COVID-19 pandemic.
- Global English proficiency rates are declining due to underfunding of education

Why This Solution?

- Assisting teachers and boosting student learning.
- Overcoming the shortage of unqualified teachers/trainers.
- Scalable solution to democratize education.

Why Us?

- Proven methodology and technology.
- Interactive platform + Innovative app + Study- and work-related content.

Impact Study Overview

Our impact study on English language learning was a comprehensive endeavor involving 775 students from seven institutes belonging to the National Technological Institute of Mexico university system (TecNM). The six-month course, part of our English Pathway teaching ecosystem, which includes a platform and an app, was designed to provide a thorough understanding of the student's perception of improvement in their English level.

The course was conducted under the Hyflex modality, which involves a self-learning level of 80-90% complemented by a tutor. Four groups of students had to complete three levels: A1, A2, and B1. Our study details students' perception of improvement in six learning areas after completing the course and their level of learner satisfaction.

Student Profile

The students who took part in the study are currently pursuing their bachelor's degrees at public higher education institutions in Mexico, such as TecNM. These students have often experienced limited exposure to the English language. The high costs of learning materials, limited availability, and low motivation are challenges they encounter. In addition, these public institutions present challenges, such as a need for qualified teachers and existing teachers with work overload. The combination of the above factors has caused a significant decline in language proficiency, according to figures from the EF Language Proficiency Index 2023.

TecNM is currently a nationwide system in Mexico, with over 250 institutions and over 565,000 undergraduate students enrolled.



775
STUDENTS



4
GROUPS



6
MONTHS



**A1, A2,
B1**
LEVELS
TO BE
COMPLETED



**GUANAJUATO,
LINARES, CULIACÁN,
LAREDO, MEXICALI,
NOGALES Y PARRAL**
CAMPUSES

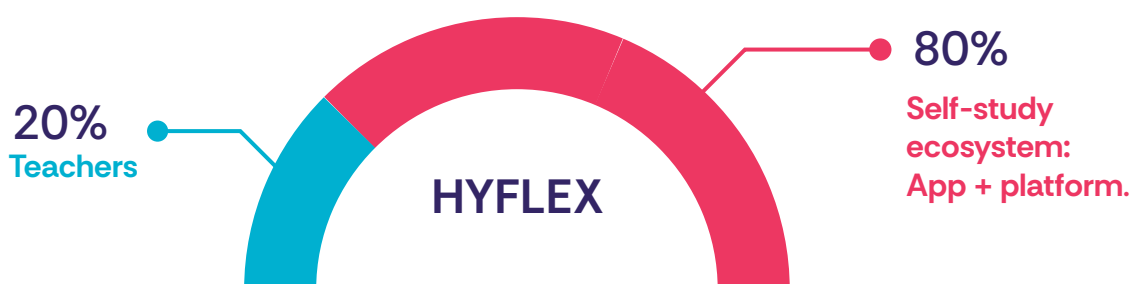
Cutting-edge Methodology

There are four learning models, each combining different educational aspects according to the student's needs and the institutional resources available:

- **Traditional Model:** In-person or online classes are guided by teachers and use the platform. There is digital homework. There are enough teachers, and there is high interaction outside the classroom. There is Starlink for classrooms.
- **Hybrid Model:** 50% of the content is imparted in teacher-led in-person classes, and 50% is accessed through self-study, without a teacher (asynchronous), using the app and the platform. In this case, the shortage of teachers is moderate, and there is a high demand for flexibility.
- **Hyflex Model:** The course has an 80–90% asynchronous self-learning component. It is complemented by a weekly one-hour session with a designated tutor, as has been the case with TecNM. The model is applied when there is a severe shortage of teachers. Schedules are fully flexible.
- **Self-study Model:** The course is conducted 100% through asynchronous learning, without the aid of teachers or tutors. These are distance learning programs that offer total flexibility.

The third modality, **Hyflex**, was implemented in the TecNM for this impact study. Below, we present the three elements of this modality implemented by the TecNM students.

- **App + LMS:** English Pathway features an online platform and an AI-powered app based on the four language skills.
- **App + LMS:** Students manage their own schedules due to the lack of a teacher. Therefore, they have the flexibility to learn at their own pace.
- **Weekly Sessions:** Students have a weekly meeting with an English Pathway tutor to clarify doubts and concerns.



Group Metrics

At the end of the course, we obtained test scores for group 1 students. The number of students who completed level A1 was 207, while those who completed levels A2 and B1 were 201. We measured the overall average for each test, and the average results were highly satisfactory.

Group 1 Data:

Level A1



94.3%

total average

Group 1 Data:

Level A2



93%

total average

Group 1 Data:

Level B1



89.5%

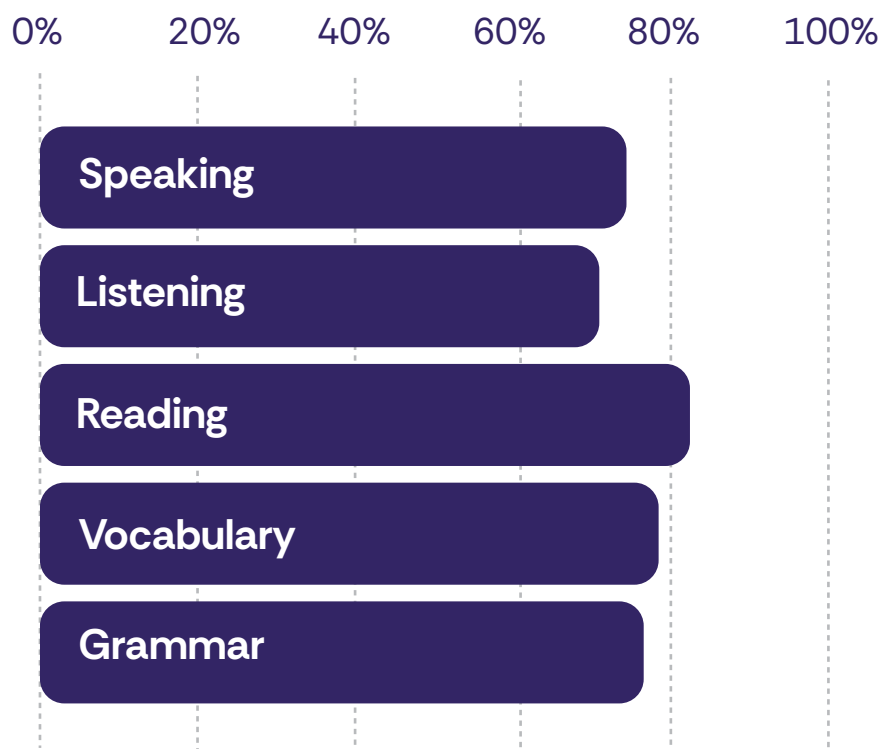
total average



Questionnaire Results

We asked students to complete an online questionnaire after completing the course, designed to determine the level of impact of the English Pathway on their English language learning and proficiency. The percentages shown correspond to students who responded "Agree" or "Strongly Agree."

- 1** Do you consider the content on the English Pathway platform and app to be helpful? **93.6%**
- 2** Did I feel motivated when studying English with English Pathway? **86.2%**
- 3** Would you recommend English Pathway? **88.8%**
- 4** Regarding your English proficiency before using English Pathway, how much have you improved in the following areas?





I highly value English Pathway for its flexible and adaptive methodology. Their continuous assessment tool, Cap, allows for effective monitoring and learning adjustments.”

—Mariano Alfaro García, Foreign Languages Coordinator at Linares Technological Institute

Overall Improvement

Our impact study revealed a significant improvement in the English proficiency of students who took the Hyflex courses.

Regarding the group data, the pass rate in all four groups was high. In addition, the average progress, test scores, and overall average of students at all registered levels are over 90%.

Students perceived considerable progress in the six areas evaluated: Speaking, Listening, Reading, Writing, Vocabulary, and Grammar. In addition, the questionnaire revealed that students used a computer more than a mobile phone to take the course.

Finally, the data from the questionnaire demonstrate a positive perception of the resources and tools provided by English Pathway, highlighting the flexibility to manage their schedules, an easy-to-use platform, and attractive educational content.



It is playful and creative. Learning does not feel tedious at all.”

Final Observations

Students responded excellently to our ecosystem and its point of differentiation: our four-skill platform and app.

It is worth noting that our app is, from the start, an app with a class-leading user experience; this suggests they use the English Pathway ecosystem more frequently outside the classroom, significantly improving student learning.

We are pleased to see strong development in all four language skills, especially the productive skills: speaking and writing.



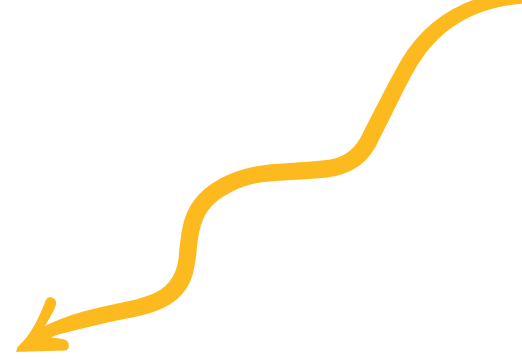
English Pathway has contributed positively to our Institution. Their follow-up and attention to students are excellent."

—Denisse Sánchez, Academic Supervisor of the Foreign Languages Coordination at Culiacán Technological Institute.

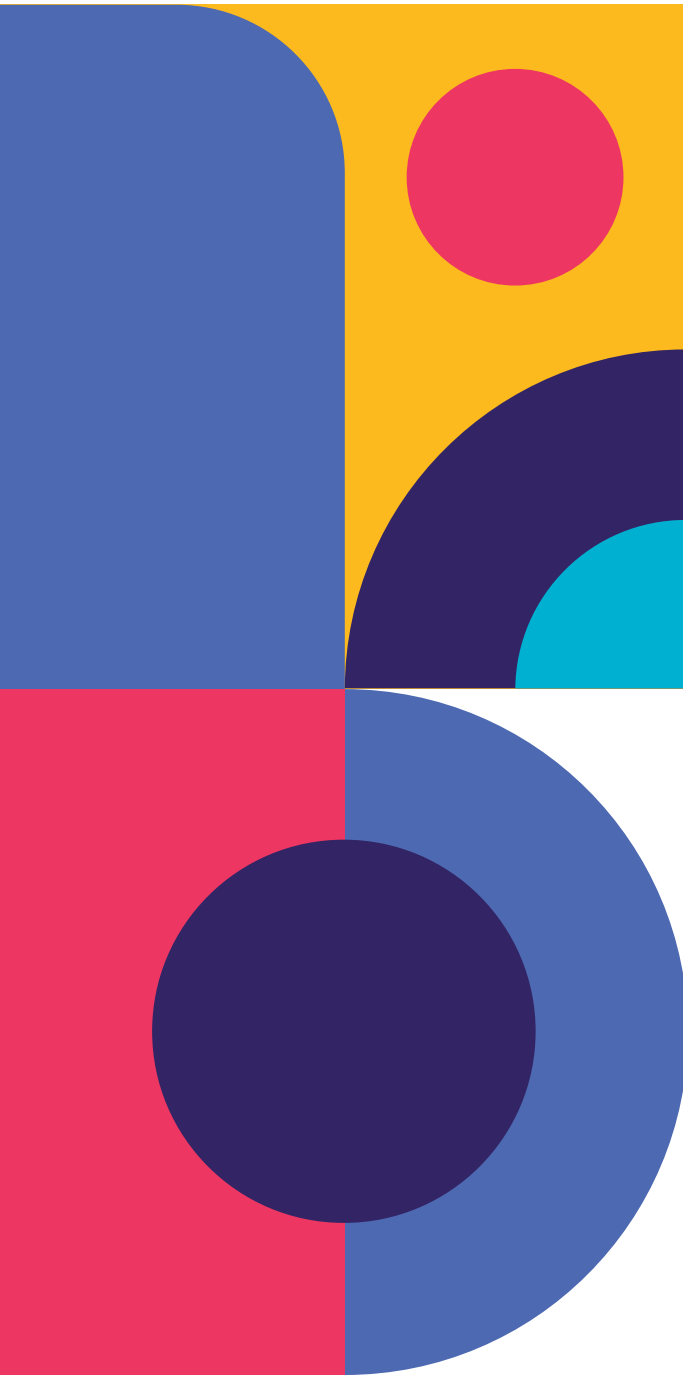




English
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English Pathway Methodology



English Pathway Methodology

The **English Pathway Methodology** leverages communicative and constructivist approaches to enable students to acquire the English language.

Our methodology focuses on enabling students to use the language in real-life contexts, rather than simply memorizing grammar rules and vocabulary. This, in turn, enables students to become effective communicators by practicing language functions applied to a practical, real-world setting.

Furthermore, we complement our methodology by focusing on how learners construct their understanding of the language through experience and reflection. We guide students to draw on their prior knowledge and experiences to understand new concepts and form their valid perceptions, thereby establishing a deeper connection with the language and its use.

Both approaches provide opportunities for students to engage in authentic communication and strengthen their learning by gradually increasing the complexity of tasks.

Our methodology fosters a dynamic, student-centered learning environment. It also encourages students to actively hone their language skills and develop deeper understanding, which in turn enables more effective communication in English.



You can learn at a pace that suits your work schedule.”



English Pathway Methodology Summary

1. Warm-Up

The **Warm-up** activity is designed to engage students and activate their prior knowledge related to the lesson topic. It typically involves light, enjoyable activities that help students transition into English language learning. The goal is to create a comfortable and open atmosphere, making students more receptive to new material. This step sets a positive tone and helps build students' confidence. It also stimulates their thinking and primes them for the lesson's focus.

2. Lead-In

The **Lead-in** introduces the main topic of the lesson and connects it to the students' own experiences or interests. This step aims to create context and relevance, making the lesson more engaging. By linking the topic to students' prior knowledge, the Lead-in helps them make personal connections and fosters a deeper understanding. It also prepares students for the Target Language Presentation by setting the stage for the new material. This activity often involves discussion or a short interactive exercise.

3. Target Language Presentation

The **Target Language Presentation** involves introducing new vocabulary, grammar, or structures that students will focus on during the lesson. This step aims to provide clear explanations and examples of the target language, often through visual aids, demonstrations, or contextualized sentences. The goal is to ensure that students understand the form, meaning, and usage of the new language. Effective presentation helps build a solid foundation for further practice. It typically involves both explicit instruction and contextual examples.

4. Target Language Consolidation: Writing

En el paso **Consolidación del idioma: comprensión auditiva y expresión escrita**, los estudiantes practican el uso del idioma de destino a través de ejercicios escritos y de comprensión auditiva. Esta etapa tiene como objetivo reforzar su comprensión del nuevo material aplicándolo en tareas de escritura, como llenar espacios en blanco, construir oraciones o escribir párrafos cortos, así como escuchando pasajes de audio que evalúan la comprensión del idioma de destino. El propósito es solidificar la comprensión de los estudiantes de las estructuras del lenguaje y el vocabulario en contextos escritos y auditivos controlados. Estas actividades ayudan a corregir errores, aclarar malentendidos y preparar a los estudiantes para un uso más interactivo del lenguaje en etapas posteriores.

5. Target Language Consolidation: Speaking

El paso de **Consolidación del idioma: expresión oral** se centra en reforzar el idioma de destino a través de la práctica oral. Este paso implica actividades como discusiones, diálogos o juegos de roles que permiten a los estudiantes utilizar el nuevo idioma en tareas de expresión oral. El objetivo es desarrollar fluidez y confianza en el uso interactivo del idioma. Al practicar la expresión oral, los estudiantes pueden interiorizar mejor el idioma y mejorar su pronunciación y sus habilidades conversacionales. Este paso la oportunidad para recibir comentarios y correcciones inmediatas.

6. Grammar Lead-in

The Grammar Lead-in prepares students for a text or audio activity by setting up the context and activating relevant background knowledge. This step aims to generate interest and provide a purpose for the reading or listening task. It involves discussing related themes, predicting content, or engaging in a pre-listening/reading activity. The goal is to help students anticipate and make sense of the upcoming material. This preparation enhances comprehension and helps students engage more effectively with the text or audio.

7. Grammar reading/listening

The Grammar reading/listening Task is designed to highlight a specific grammar concept within a text or audio passage. In this task, students are presented with a reading or listening material that contains numerous examples of the target grammar point. The purpose is to draw students' attention to the use of this grammar structure in context, allowing them to notice patterns and applications. The teacher may guide students to identify and analyze these examples, helping them understand how the grammar concept functions within real language use. This task provides a practical demonstration of the grammar concept, facilitating students' recognition and comprehension of its usage.

8. Grammar Reading Comprehension: Main Idea

The Comprehension Task - Main Idea focuses on identifying the central theme or main idea of a reading or listening passage. This step helps students grasp the overall message and understand the text's primary purpose. Activities might include summarizing, choosing the best headline, or answering questions about the main point. The aim is to develop students' ability to extract key information from a text or audio and to improve their overall comprehension skills. It also helps in reinforcing the connection between content and context.

9. Draw Attention Task

This step encourages students to pay attention to particular language features or patterns within the model text or listening. This involves drawing attention to specific grammar points, vocabulary usage, or pronunciation issues. The goal is to help students become more aware of how language works and construct their own perspectives on its use, thus creating a more profound connection and retention. By focusing on these features, students can better understand the rules and structures of the target language. This step is often integrated with activities that highlight key language elements.

10. Eliciting

Eliciting involves drawing out students' existing knowledge or language from them through questions or prompts. This step aims to activate students' prior knowledge and encourage them to use what they already know about the language. The goal is to get students to produce the target language actively. Eliciting helps in assessing students' understanding of a newly presented grammar concept and guiding further instruction based on their responses. It also fosters a more interactive and student-centered learning environment.

11. Grammar Presentation

The Grammar Presentation involves explaining specific grammatical rules or structures to students. This step aims to provide a clear and thorough understanding of how particular grammar points work. The presentation includes examples and explanations to illustrate the rules. The goal is to ensure that students comprehend the grammatical concept and can apply it correctly. Effective grammar presentation sets the foundation for accurate language use in both writing and speaking.

12. Second Eliciting

The Second Eliciting step revisits and reinforces the previously discovered language points through additional questioning or prompting. This step aims to deepen students' understanding and ensure that they can apply the language concepts more confidently. Students have the opportunity to clarify any remaining doubts and solidify their grasp of the language. This step also helps in bridging the gap between initial exposure and practical application. It serves as a formative assessment to gauge students' progress.

13. Mechanical Activity

The Mechanical Activity focuses on practicing the target language through controlled exercises with a specific structure. These activities are designed to reinforce language forms and structures in a predictable and guided manner. The purpose is to build accuracy and ensure that students can use the target language correctly. Mechanical activities typically involve drills, gap-fills, or repetition tasks. This step helps in reinforcing the foundational aspects of the target languagee destino.

14. Meaningful Activity

The Meaningful Activity builds on the previous activity by providing additional opportunities for students to use the target language in authentic contexts. This step often involves more complex or extended tasks that require students to integrate various language skills. The purpose is to deepen their understanding and proficiency by using the language in varied and meaningful situations. Meaningful Activity 2 reinforces learning and encourages students to use the target language more naturally. It also helps in preparing for the final communicative tasks.

15. Communicative Tasks

The Communicative Task involves engaging students in activities that require them to use the target language to communicate effectively. These tasks are designed to simulate real-life interactions and encourage students to use language in a functional and interactive way. The goal is to improve fluency and practical communication skills by having students work on tasks such as discussions, role-plays, or problem-solving activities. This step helps students apply their language knowledge in meaningful ways and enhances their ability to interact with others.

16. Production Output

The Production Output step focuses on students producing language independently, applying what they have learned in the lesson. This can involve writing, speaking, or a combination of both, with the aim of demonstrating their overall language proficiency. The purpose is to allow students to showcase their ability to use the target language effectively and creatively. This final output is often used for assessment and feedback, helping students understand their strengths and areas for improvement. Production Output consolidates learning and highlights progress.

17. Exit Ticket

An Exit Ticket is a brief, formative assessment used at the end of a lesson to gauge students' understanding of the material covered. Its function is to provide a snapshot of each student's grasp of the lesson's key concepts, including the target language or grammar point. Students typically complete a short task or answer a few questions related to the lesson's objectives before leaving the class. The Exit Ticket helps the teacher quickly assess the effectiveness of the lesson and identify areas that may need further review or clarification. This tool also provides valuable feedback for planning future lessons and ensures that students' learning needs are addressed promptly.



“

English Pathway is highly flexible and easy to use. It offers educational content tailored to the needs of each student. It exceeds our expectations in every aspect.”

—Estephany Quijano, Coordinator at ITESCAM



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Learn For the Future

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