

***Regards on Intercultural Education: Teachers of Indigenous Languages in Elementary Schools in the Metropolitan Areas of Monterrey***

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**Abstract:**

*This paper describes the strategies implemented by bilingual assistant teachers from the Departamento de Educación Indígena (Indigenous Education Department) at Primary schools in metropolitan area of Monterrey, Mexico. As consequence of internal migration because of lack of occupation at rural villages, several indigenous families have arrived to Monterrey since last decade of century XX. So far teaching and instructing indigenous children focus on improve performance on Spanish test or math test. Besides, bilingual strategies have been implemented in order to involve all students in the knowledge of prehispanic languages such náhuatl, teenek and otomí. Neither instructing nor language lessons have been successful yet to achieve on generating an intercultural pattern to socialize cultural diversity as a school fact. Also paper analyses education politics in Nuevo Leon state confronting official statement to concept of interculturality and the complex social context that takes place in Monterrey.*

*Key words: Interculturality, Indigenous People, Intercultural Education, Indigenous Education, National Migration.*

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