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Editor's Introduction

The faster technology evolves the bigger the challenges that English teachers face. An example of this is how some of us have struggled to get into new educational apps and trends that make students learn in and out of the classroom. It is a fact that we need to stop and reflect about our teaching practice in order to evaluate our role as facilitators and identify the most effective strategies according to our students' needs. We are meeting, in most of the cases, digital-native students who like to take advantage of technology and enjoy learning by using their mobiles.

In this understanding, ANUPI & COPEI have always been aware of the need of exchanging experiences, practices and findings of investigations through its yearly congress. In this academic event, national and international teachers meet to network and enrich their ideas, methods, lessons and ways of evaluating in order to apply new pedagogical techniques to make learning happen.

We feel very pleased of experiencing one more year of highly interesting academic talks and presentations of research papers that many of you shared with the ANUPI & COPEI family during the 17th International Conference, and 8th COPEI Forum which was entitled "The Impact of New Approaches to Research and Practice and ELT." The overall aim of this collection of articles is to compile the best works of teachers who had a very professional participation in the conference, and let you read them, so the experiences can nurture you as a teacher and motivate you to implement what other colleagues have done in their educational practices with successful results.

We, ANUPI & COPEI publishing committee, are grateful of having you as authors and readers of the articles presented in this edition. The themes developed here will help you be updated in the latest and most innovative English teaching methods that will make your students like and learn in your class in a different and active way. This project is a way of staying informed about what is going on in our field, so we strongly invite you to be a speaker in our next congress and submit your paper to be part of the group of teachers who inspire other teachers to be great educators. Our mission is to provide you with the best tools to become an agent of change.

On behalf of ANUPI & COPEI, we would like to show our appreciation to Dr. Gabriela Elizondo, Dr. Gabriela Ladrón de Guevara, and Dr. Celia Sosa Sanchez members of our Editorial Committee for their hard work.

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ePortfolios: Tapping into the Imagination to Motivate Learning

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Abstract

ePortfolios have been touted as platforms ideal for assessment and evaluation. This presentation described the development of ePortfolios as a core assessment of student achievement in an introductory sociolinguistics course, provided a template for the ePortfolio design, and presented student feedback regarding the value of the ePortfolio experience.

Keywords: ePortfolio, digital portfolio, reflective practice, alternative assessment

Introduction

As language educators, we can assess student learning through exams and quizzes comprised of selected-response items, e.g., multiple-choice or true-false items but in English Language Teaching (ELT), a constructed-response format is preferable based on the assumption that this provides greater opportunity for production of the target language. Portfolios are indeed constructed-response, performance-based assessments that are product-focused. Historically, portfolio assessments have been noted for the many advantages they provide in any classroom.

ePortfolios for Teaching & Learning

Besides being a valuable alternative assessment, a portfolio is more than just a repository of assignments to facilitate alternative assessment; it presents a valuable tool of social pedagogy (Bass, 2014). For example, in the creation of a portfolio for a audience, the conceptualization of

the presentation of one's work is shaped by who the portfolio is presented to. The creation of a portfolio is thus a reflective process. In the process of compiling a collection of their own selected works, students reflect to connect knowledge, experience and aspirations within a course (Rodgers, 2002). Through this practice of collection, selection and reflection, the learner articulates how his/her work realizes the meaning of specific courses objectives. A portfolio thus comprises a collection of select works shaped and molded by the learner to create an academic and professional self-portrait. This is a genre that allows the learner to make meaning of all his/her works, e.g., How do these assignments all add up to who I am?

An ePortfolio is a digital portfolio. As with the traditional portfolio, with an ePortfolio, students can track their academic growth, showcase their accomplishments (Yancey, 2004), and support their academic and professional careers with a collection of the work they complete during their academic career. As Harring and Luo (2016) found in a study of the ePortfolio at their college, ePortfolios are a high-impact practice that supports reflection and deep learning. Chen and Light (2010) noted that digital portfolios can make learning visible to students and instructors and beyond the classroom to external stakeholders, e.g., potential employers.   Today ePortfolios are easily created, manipulated, processed, and managed. The technical barriers and challenges in producing digital portfolios encountered several years ago have been reduced with new technologies and apps. Resources like Google Sites are more affordable and offer increased storage for archiving.   The author can manage and organize works created with different applications and control the work displayed, the access, and the communication about the work. This online format with the digital convergence of the medium brings text, graphics, sound and video together into a common digital format in and across disciplines.

At Borough of Manhattan Community College, City University of New York (BMCC CUNY), a large urban community college, ePortfolios have been successfully integrated into the curriculum in various disciplines, such as early childhood education, business management, and nursing.   In these majors, the value of the ePortfolio is clear to professors and students alike. For example, certification in Early Childhood Education requires the candidate to submit an   ePortfolio documenting certain required educational and professional milestones.   In art and music, ePortfolios have long been a part of an artist's professional preparation (Greenberg, 2004). In these majors, the implementation of ePortfolios may be an integral part of professional or career

development or a question of compliance with government or industry requirements, which enhances student motivation and investment in the collection, selection and presentation of their work. However, in the social sciences, the pedagogical decision to implement ePortfolios is largely the professor's decision to implement an alternative assessment to measure academic performance.

Professors may choose to require portfolios for a number of reasons. Successful ePortfolio initiatives have been shown to involve reflection, integration, and social pedagogy, but in disciplines in which the ePortfolio is not required by external stakeholders like a state education department, it is also imperative that the professor approach the ePortfolio initiative with intentionality, i.e., What are my intentions for my students to use the ePortfolio? What is the motivation? In this respect, the process of creating an ePortfolio initiative is as much a reflective practice for the professor as for the students.

The ePortfolio Initiative at BMCC CUNY

At BMCC CUNY professors interested in integrating ePortfolios into their classes participated in a series of professional development workshops designed to support the reflection required to clarify the intentionality so important in implementing ePortfolio assessment as part of the curriculum. In the sessions conducted by Judit Torok, formerly of LaGuardia Community College, CUNY, teachers were guided through a number of steps in the planning of their ePortfolio assessments. As an example, for LIN100 Language and Culture, an introduction to sociolinguistics, I articulated my intention:

I would like to use ePortfolios as a way to integrate the language observation projects in a capstone course requiring students to bring all of these projects together and understand what it is to study language and the value of language study. This could also be used in integrating the global component/competencies in the course – a project or activity structured on ePortfolio could support that.

The planning and development process for a course ePortfolio was scaffolded via a guided worksheet:

Table 1. Professional Development Worksheet for Creation of ePortfolio (Turok, 2015).

What are the goals of the ePortfolio?
- What do you want students to learn by creating an ePortfolio?   - What is the purpose of the ePortfolios for the class/program?   - What do you think will be the most meaningful aspect?
Who will be participating in the project?
- Who will be creating the ePortfolios?   - Who will the audience be?   - Who else might be involved, e.g., leaders, administrators, support?
How will the project work?
- What tools will you use?   - How and when will students add work to their ePortfolio?   - What processes or outcomes (if any) will be evaluated by the ePortfolio?   - What challenges do you anticipate?

ePortfolio Digital Platform

Choosing the appropriate platform for ePortfolios is a key factor in the success of an ePortfolio initiative. To this end, CUNY purchased a proprietary institutional license with Digication. While several of the CUNY colleges utilized this platform to great success, there were challenges. First and foremost, students had to use their college email, which they would no longer have access to after graduation. Another important concern was ownership of the templates for course ePortfolios created by professors. In addition, although the templates and ePortfolios could be archived to save the content, the formatting would be lost.

The more recent alternative is Google Sites. With a Gmail account, a student can create and retain access to his/her own ePortfolio after graduation. Teachers and students were provided

support from Institutional Technology (IT) and eLearning to facilitate the process of creating individual ePortfolios.   Most importantly, these departments created templates and online how-to instructions for creating a course ePortfolio.   Copying the template, students were then free to customize and individualize their personal and academic ePortfolios.   For LIN100, the college eLearning Center developed an easy-to-use guide and template. (See Figure 1.)

Figure 1. ePortfolio Instructions (T. Harbison, eLearning, BMCC, 2019)

The template for LIN100 Language and Culture included a landing page and an About Me page (see Figure 2), which the students could personalize to introduce themselves and explain their experience as language learners and students of linguistics. The template was further developed to showcase the language observation projects for four major units of study: first language acquisition, bilingualism, language varieties, and language and gender (see Figure 3). A page for each of the projects was created.

Figure 2. ePortfolio Template: Landing Page (T. Harbison, eLearning, BMCC, 2019)
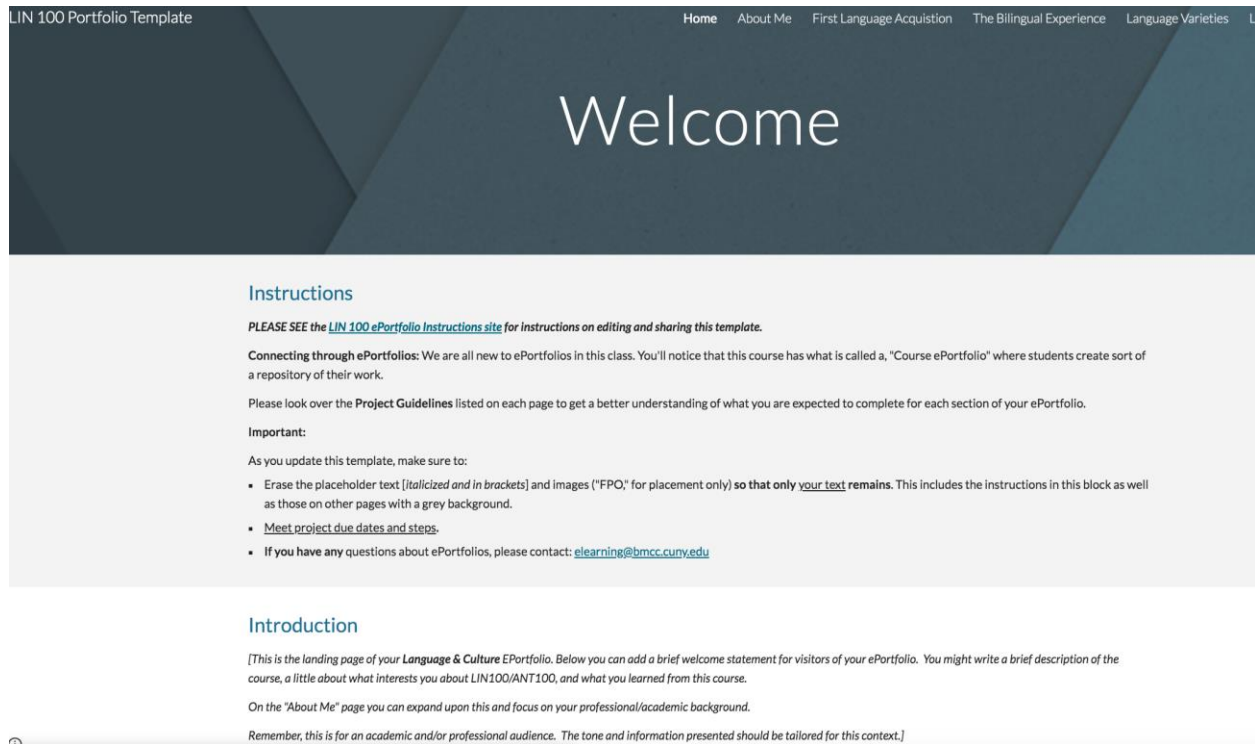
Figure 3. ePortfolio Template: About Me (T. Harbison, eLearning, BMCC, 2019)
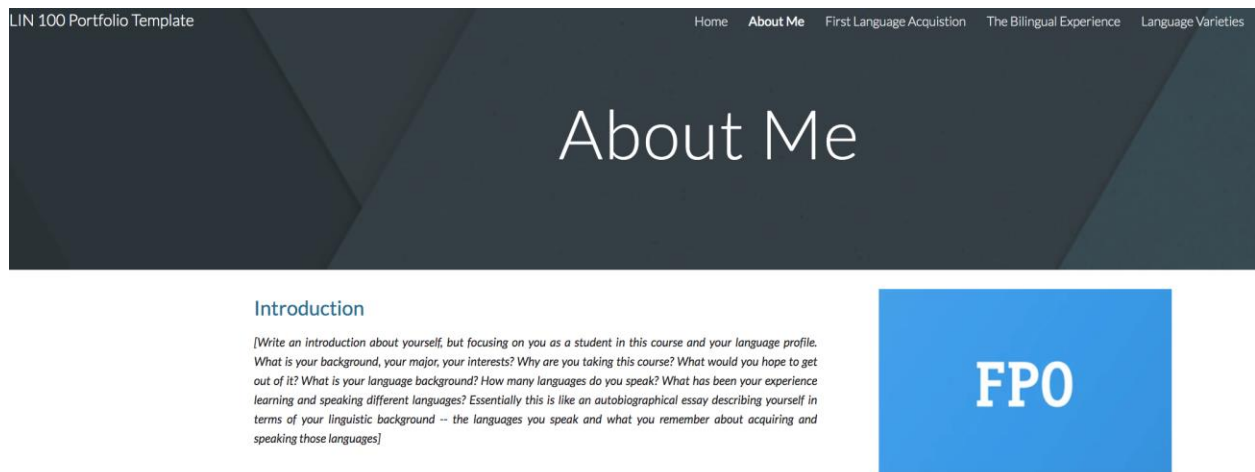
Figure 4. ePortfolio Template: First Language Acquisition Language Observation Project

Project Description

This is a mini-research project investigating first language acquisition. You are investigating language of a child between 12 months and 2.75 years old, that is, a child who is in the process of acquiring his/her first language. You are also investigating caregiver speech -- what are the features of caregiver speech and do we find these features in adult language when adults are interacting with children? What are the functions of these features and are these features serving these functions in this situation? What does this language data tell us about first language acquisition and the role of caregiver speech?

### What do we know about first language acquisition (experts/experience)?

First, reflect on the readings and class discussion on first language acquisition and ask yourself the following questions:

- *What has been theorized about first language acquisition and caregiver speech?*
- *What do you believe to be true about how children learn their first language?*
- *What are your assumptions about the stages of first language acquisition?*
- *What are your assumptions about caregiver speech?*

What do you believe to be true about how a child acquires his/her first language? What do you assume to be true about the stages of first language acquisition?

Identify a particular stage/age and state your assumption about language acquisition at that stage based on the theory of first language acquisition (see Lenneberg and Moskowitz). List the features of language at that stage in a chart.

What you are going to do to investigate this belief: Collect data

In order to investigate what you assume to be true about first language acquisition, you are to tape-record 5-10 minutes of interaction between a child who is still acquiring his/her first language (12-34 months of age) and an adult (not yourself). Note: If you do not have a child yourself or know someone who would agree to let you tape or observe his/her child, you may use a video from YouTube.)

Introduction

[General description of paper (see project description).]

Literature Review

[Provide a literature review of the articles written on first language acquisition and articulate your assumptions. Include discussion of stages of first language acquisition, theories of first language acquisition and caregiver speech. Caregiver speech: Describe specific strategies you have read about that the adult uses to help the child's language acquisition process (repeating child's language; asking for information; answering questions; simplifying her/his own language; expanding child's utterances). Please refer to the readings and/or the video clips on language acquisition or caregiver speech, e.g., http://www.babyhearing.org/LanguageLearning/BuildConversations/Affirm.asp to review commonly used caregiver strategies.]

Hypothesis

[State your assumptions about first language acquisition (stage at a given age) and the caregiver speech (features and functions).]

Method

[Describe the following:

Participants in a paragraph. Include the following information if possible.

- *Name of child*
- *Age (in months) of child*
- *Child's L1*
- *Name of adult*
- *Adult's L1*
- *Relationship of adult to child*
- *Setting of taping session (where? when? how long?*

Explain the steps in the project step-by-step. (You may use the description of the assignment as a template but explain your own personal process.)]

Data

[Review the tape many times and transcribe the taped conversation, trying to represent the speech as clearly as possible in writing, e.g., representing pronunciations of words as closely to the child's pronunciation as possible. Add the full transcription of the data as an appendix at the end of the paper. If an utterance is inaudible mark it as [inaudible].

Examine the language of the child for features that are characteristic of the stage that you have assumed a child of that age will have acquired. For example, if the child is 14 months, you may have assumed that the child will be at the one-word stage. What are the features of the one-word stage? List those features. Then look at the data to see if these features occur in the language sample. If so, count the number of times they occur. Summarize this information in a chart.

In a paragraph provide a narrative for the chart/summary of the features that you found in the language sample.]

Analyze and Interpret

[Explain what the numbers in the chart mean.]

Student Buy-in

With regard to the intentionality so important to make an ePortfolio initiative successful, the professor must carefully consider a key question "What do you think will be the meaningful aspect of the ePortfolio?" It may be that the ePortfolio is mandated as part of a certification process by a licensing agency or it could be required by the academic department as an exit assessment, and for that reason students may feel invested in the process but this is no guarantee that students will engage fully. It was my experience over more than five years that students engaged with the process to varying degrees. It was not until the participation of an art student in LIN100.6 that I fully realized that finding meaning in the project is the key factor in creating a successful ePortfolio: By tapping into the imagination to motivate learning, I realized that learners could gain so much more in the process of creating an ePortfolio of their own work. As an artist, this student brought an understanding of the value of an ePortfolio into the process to create an exemplary linguistics ePortfolio. She reflected on her participation:

> *Building a Creative ePortfolio*
> *Working on a portfolio is always overwhelming, stressful and exhaustive. As a Studio Art/Fine Arts student I face this stress every time I need to gather all my pieces, select the best and organize them in the best way. A portfolio of my artwork is basically a presentation of my work over a period of time, showing the knowledge and skills developed during that time, and it is not different when talking about an ePortfolio in linguistics. This was my first experience creating an ePortfolio about a subject not related to art. Here, I was able to show my projects prepared during the semester, share knowledge with other students and use the ePortfolio not just academically, but also professionally. Besides that, I believe that there are several benefits both for the student and for the professor.*
> *First, this type of assignment is different from the other standard college assignments. Students might face some challenges because creating an ePortfolio might be outside of their comfort zone. However, it is a push to them to develop organizational skills and*

creativity. As for me, I liked the process of creation and the possibility to use my creativity in this scenario. This assignment pushed me to think in what people look for, how I should present my mini-researches and how to catch their attention. I took advantage of the tools to create a well-structured text (alignment, font, size), to organize my projects by separating in sub sections (pages) and to insert visual information (images and PowerPoint presentation).

Besides that, professors can get a better evaluation of the student's projects. Checking all the projects in the same place gives the professor a full overview of the student development during the class and how much he/she improved his/her skills. In my opinion, doing the ePortfolio was a different activity in the perfect amount of work. It was very productive and provided me a great experience writing mini-researches and sharing them with others.

In my perspective, I see the value of creating an ePortfolio because it was a great tool to express myself and my projects in a creative way, putting more personal view. As an artist, I see the importance of doing this and displaying all of my work combined into one single platform. And the process of creating an ePortfolio was not just learning new computer skills, but also learning how to work with other classmates. For example, I experienced collaborative work when I had the opportunity to help my classmates who were struggling to complete their ePortfolios - they had their projects but they didn't know how to use ePortfolio or how to organize it. So, I was able to share my knowledge and assist them in this aspect, so it was also really helpful to learn more. I believe that through this project I had the chance to combine my artistic skills and my linguistic knowledge from the class to create an interesting ePortfolio. I put images, charts, I organized by categories, I added more life to my projects, in a literal way to say, and all of those elements worked together to make my ePortfolio more well-developed, and that's why I value the ePortfolio.

This student also served as a mentor to other students in the class, advising them on the design and development of their ePortfolios. Another student was inspired by the collaboration:

In my opinion, choosing this course that combines ESL95 plus linguistics was really a good choice⋯it seemed useful to create an e-Portfolio. Having an e-Portfolio to present what I did in this class in the future is a big plus.

Conclusion

ePortfolio as an alternative assessment presents a valuable tool to support teaching and learning, particularly in second language acquisition. The launch of an ePortfolio initiative within an institution, the training of faculty in the design and development of ePortfolio projects and templates, and the integration of ePortfolios in the classroom require an investment of time and energy by all stakeholders – administrators and IT staff, professors, and, most of all, learners. But

with full administrative support, professors can develop meaningful ePortfolio projects that will serve the academic and professional interests of learners. A key component in the success of any ePortfolio initiative, however, comes with student engagement: Students must be motivated to participate, and motivation comes from a sense of agency and ownership as well as collaboration with peers. But a most important ingredient to motivate students to produce a successful ePortfolio project is the inspiration ignited when they tap into their imagination.

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How Can Teacher Feedback Have the Greatest Impact on Improved Student Outcomes?

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Summary

The purpose of this study is to gain a deeper understanding of the types of errors English language learning writers make so that an analysis of such errors can later be matched to individual linguistic profiles. Only through this awareness can a discussion about differentiating assessment of the writing skill become fruitful. This study seeks to answer the following question: What are the salient syntactic, morphological, and lexical errors encountered by second-semester students of a bachelor's degree program in English language teaching in composition writing?

Keywords: writing, feedback, assessment, syntax, morphology, lexicon

Introduction

How do one's prior experiences using English as an additional language impact the types of writing errors that emerge when creating a first draft? Addressing this question provides the basis for determining the role of assessing the writing skill of an English language learner. At one particular public university in Mexico, a bachelor's degree program in English language teaching (ELT) can typically attract learners with two distinct linguistic profiles: 1) those who have had significant authentic exposure to the English language either by spending time abroad or through opportunities to use English at home and 2) those who have had limited authentic exposure to the English language in which traveling abroad and producing the English language at home were limited. Based on informal pedagogical discussions, the tendency is to categorize the two linguistic profiles that pervade throughout the ELT program based on the types of errors writers make, yet any mention of differentiating assessment is oftentimes ignored. Thus, the overarching question becomes whether or not English language instructors approach written feedback uniformly given the reasons and ways written errors emerge from English language learners who experience different histories with the English language. To this end, a better understanding of linguistic profiles and error analysis provides the context necessary to inform pedagogical practice when assessing a written text.

Linguistic Profiles

        To understand the linguistic profiles of English language learners (ELLs) is to understand how different speech communities can impact an English language learner's performance. A speech community is a group of individuals who, "… know the norms for behaving appropriately in the regular communicative events of the community" (Holmes, 2008, p. 371). However, the term "speech communities" tends to be more nuanced when trying to narrow down precisely the characters that represent a group of speakers (Wardhaugh, 2008). Wardhaugh (2008) suggests an alternative term is needed that better represents the authenticity of how individuals communicate in 'real' life: "speech repertoire" (p. 131). "A speech repertoire is the range of linguistic varieties which the speaker has at his disposal and which he may appropriately use as a member of his speech community" (Platt & Platt, 1975, as cited in Wardhaugh, 2008, p. 131). In addition to determining the correctness of a linguistic variety, the English language speaker is also self-identifying. A 'cultural identity' explains the relationship the individual English language learner has with the community that shares various commonalities: language, history, and worldviews (Valdes, 1986, as cited in Norton, 2011). Thus, a linguistic profile can be viewed as how a language learner self-identifies the historical circumstances that surround the usage of a language in terms of a speech community, speech repertoire, and cultural identity.

        Making decisions about teacher feedback stems from an understanding of the different linguistic profiles associated with writers who are Spanish-speaking English language learners (WELLs). Invariably, WELLs will have experienced unique speech communities, repertoires, and cultural identities upon entering the classroom, which can help inform the English language teacher when assessing a text. A good way to obtain this information from WELLs is to conduct a survey. A survey employs questionnaires and interviews, allowing English language learners to divulge attitudes and beliefs, demographics (age, gender, income, marital status, and so on), among other pertinent data (Cozby, 2001). When it comes to linguistic profiles of English language learners who are also enrolled in a bachelor's degree program in English language teaching, a survey might also include the following:

- How often do you speak English outside of class?
- Beyond the classes you currently take, how many hours do you teach in English (if applicable)?
- How many family members in your household speak English?

- How often do you converse with family and friends in English?
- Do you have family and friends who live abroad in an English-speaking country (e.g., United States, Canada, etc.)?

WELLs who can provide this information to English language teachers provide context for distinguishing possible patterns in how errors occur and how to differentiate assessment.

By differentiating the assessment of the writing skill, English language instructors can supply feedback to WELLs through grammatical complexity. The best two measures for measuring grammatical complexity is total clauses per T-Unit ratio and the total number of dependent clauses per total number of clauses (Wolfe-Quintero, Inagaki, & Kim, 1998). A T-Unit represents any sentence with a main (i.e., independent) clause and any accompanying dependent clauses (Hunt, 1965). Thus, having WELLs develop complex sentence stems can prompt them to think critically about logical reasoning, compare and contrast, and cause and effect (Hochman & Wexler, 2017). Hochman and Wexler (2017) suggest focusing on the following three connectors to prompt WELLs to think critically: "because", "but", and "so". To this end, a sentence stem could read,

- "Michael Jackson was one of the greatest pop performers of all time *because*..."
- "Michael Jackson was one of the greatest pop performers of all time, *but*…"
- "Michael Jackson was one of the greatest pop performers of all time, *so*…"

Using each of the three connectors (because, but, and so) requires distinct kinds of critical thinking, which could easily be adapted to include additional types of connectors as well. Having WELLs do these kinds of exercises individually, with peers, or as a whole group afford the English language teacher to incorporate various forms of self, peer, and expert assessment that remains heavily on formative (vs. summative) assessment.

English language instructors may also employ differentiated assessment of the writing skill by addressing written fluency. The two most effective ways of considering written fluency are calculating words per T-unit ratio and words per error-free T-unit ratio (Wolfe-Quintero, Inagaki, & Kim, 1998). Simply analyzing a text for fluency can both provide context when comparing the complexity of an individual's text and can be compared to a prior written exercise to see how the WELL's fluency changed over time. Freewriting exercises, where WELLs are given time in class to write whatever comes to mind, can help develop fluency as well as writer's block. Moreover, timed writing where instructors give WELLs a particular timeframe to write as many words as possible can also help practice fluency. Like complexity, fluency can also benefit from

differentiating between self, peer, and expert assessment, so that plenty of timely feedback continually informs learning processes and effectiveness. To better situate written complexity and fluency of any English language learner writer, a third facet to the development of the writing skill is needed; that is, written accuracy.

Error Analysis

English language instructors can differentiate assessment of the writing skill by measuring accuracy through error analysis. One way to view written accuracy is to compare the types of errors committed between different types of learners. Although not statistically significant, Doolan and Miller (2012) compared English language learners and native speaking learners and found that English language learners produced more than twice the number of nine different writing errors than did L1 learners: wrong word, verb error, run-on, sentence fragment, prepositional phrase, determiner, word form, subject-verb agreement, and spelling (p. 7). Moreover, verb error mistakes were noticeably more of a challenge for English language learners, whereas none of the nine different errors committed by L1 learners were noticeable more difficult than any other (Doolan & Miller, 2012). Another way of addressing written accuracy is by applying an error analysis as a collective whole. Darus and Subramaniam (2009) conducted an error analysis on a group of Malaysian, Chinese, and Indigenous English language learners and identified 15 different types of written errors for the overall group of learners: singular/plural forms, verb tense, word choice, preposition, subject-verb agreement, word order, article, missing space, word form, spelling, verb form, capitalization, wrong or misused word, missing word, and redundancy. When comparing these two studies, certain types of errors are shared, such as spelling, subject-verb agreement, and wrong word while others are unique to each group such as run-on sentences, capitalization, and sentence fragments (See Table 2). Thus, the type of errors that WELLs produce is indicative to some degree to the linguistic profile of each learner.

Table 2: A comparison of writing errors

Doolan & Miller (2012)		Darus & Subramaniam (2009)	
Error type	Frequency (average)	Error type	Frequency (percentage)
Verb error	6.24	Singular/plural forms	13.3%
Wrong word	2.63	Verb tense	11.2%
Prepositional phrase	1.78	Word choice	10.5%
Spelling	1.27	Preposition	9.3%
Word form	1.20	Subject-verb agreement	7.0%
Fragment	1.00	Word order	7.0%
Determiner	0.80	Article	6.8%
Run-on	0.78	Missing space	5.8%
Subject-verb agreement	0.44	Word form	5.5%
		Spelling	4.9%
		Verb form	4.7%
		Capitalization	4.2%
		Wrong or misused word	4.0%
		Missing word	3.3%
		Redundancy	2.5%

Becoming aware of written errors at a surface level affords an additional step of then categorizing errors based on the complexity of the writing process. Indeed, "… there is nothing static about language. There is no need to distinguish performance from competence" (Larsen-Freeman & Cameron, 2008, p. 6). Specifically, seven assumptions underpin the developmental metaphor of a complex, dynamic systems worldview of language acquisition: 1) language is not fixed but rather a dynamic system, 2) there can never be a complete convergence of the target language and the language learner's interlanguage, 3) discrete stages of invariant language learning performance do not exist, 4) progress cannot totally account for any particular subsystem, 5) language development incorporates a combination of cognitive and social dimensions, 6) language learners do not progress through stages of development in a consistent manner, and 7) individual development plans are unique to the language learners yet can follow similar trajectories (Larsen-Freeman, 2006). Given the nature of language learning from a complex worldview, how errors are categorized can influence the overall meaning of a given text.

How writing errors are categorized depends on the role semantics plays on error analysis. One approach is to see how L1 transfer and intralingual interference shape syntactic and semantic knowledge of (Jordanian) English language learners (Shaker Almahameed & Al-Shaikhli, 2017). The authors classified syntactic errors as verb-tense, agreement, auxiliary, conjunction, word order, resumptive pronouns, null-subject, double-subject, superlative, comparative and possessive pronouns whereas semantic errors were classified as namely errors at the sentence level and errors at the word level (Almahameed & Al-Shaikhli, 2017). A second approach is to consider semantics as, "the highest stratum within language…", to include lexicogrammar, phonology, and phonetics (Halliday, 2014, p. 42). Similarly, others classify semantic errors into three broad categories: lexical, collocation, and lexicogrammatical (Al-Shormmani & Al-Sohbani, 2012). A third approach extends the idea that semantics involves these three categories by distinguishing written errors according to syntax, morphology, and lexicon (Larsen-Freeman, 2006; Bardovi-Harlig & Bofman, 1989).

Understanding how linguistic profiles are associated with error types affords the English language practitioner a level of awareness needed to realize whether assessment of the writing skill should remain uniform or should be differentiated based on specific groups of learners. This in-progress study seeks to address the problem of indiscriminately assessing WELLs with little regard to synchronic and diachronic exposure to the English language. Specifically, it addresses the following research question: What are the salient syntactic, morphological, and lexical errors encountered by second-semester students of a BA in ELT in composition writing?

Method

Participants. Thirty-one participants from second semester – 12 males and 19 females – enrolled in a four-to-five-year bachelor's degree program in English language teaching took part in the study with an average age of 20.75 years ranging from 19-25. Twenty-five participants completed a propaedeutic year that focuses on dedicated courses in listening and speaking, reading, writing, grammar, and TOEFL preparation. The remaining six participants entered directly into the first year of the BA program. All participants had an English proficiency level between a B1-B2 based on the Common European Framework of Reference for Languages (*Council of Europe*, 2019).

Data collection and analysis. A modified version of a dictogloss was used to collect a written essay from each WELL (Stewart, et al., 2014). Participants were given a picture of two women who were sitting next to each other, one leaning up against the other's embrace. The only instructions participants received was to create a story based solely on the picture within a 50-minute time frame. Essays were collected, scanned, and analyzed using Dedoose (2019) and Microsoft Excel to determine writing fluency, accuracy, and complexity. Fluency was determined by calculating total words divided by the total T-units; accuracy by calculating the total number of errors divided by the total T-units; and complexity by considering total clauses divided by the total T-units (Wolfe-Quintero, Inagaki, & Kim, 1998). A consensus was reached to determine each type of error by each of the two researchers, excluding errors related to spelling and all punctuation errors except comma splices and run-on sentences. An analysis of errors was then conducted according to syntax, morphology, and lexicon (Larsen-Freeman, 2006; Bardovi-Harlig & Bofman, 1989).

Results and Discussion

After analyzing the 31 essays, a total of 901 errors were detected (See Table 1).

Table 1: Written errors committed by WELLs

Error (type)	Frequency	Percentage
Word choice (L)	141	15.65%
Word form (M)	130	14.43%
Wrong word (L)	110	12.21%
Comma splice (S)	95	10.54%
Verb tense (M)	91	10.10%
Article (M)	75	8.32%
Missing word (S)	70	7.77%
Preposition (M)	68	7.55%
Agreement (M)	35	3.88%
Fragment (S)	22	2.44%
Word order (S)	25	2.77%
Run-on (S)	10	1.11%

Of the 901 total errors, 25% were syntactic errors, 44% were morphological errors, and 28% were lexical errors. Comma splices (43%) and missing words (32%) together made up the most significant percentage of syntactical errors, totaling 75%. Word form (32%), verb tense (23%), and article usage (19%) collectively made up the largest percentage of morphological errors with a total of 74%. Word choice (56%) and wrong word (44%) were the only two types of lexical errors detected. Regarding written development, participants of the study had a written fluency of 11.85 words per T-unit, an accuracy ratio of 16.67%, and a complexity ratio of 1.57%.

The preliminary results indicate that WELLs share many of the same types of writing errors as those English language learners from Doolan and Miller (2012) and Darus and Subramaniam (2009) such as wrong word, article usage, missing word, to name a few. However, the frequency of each error appears to depend on the group of English language learners. For WELLs, over 40% of the error types were word choice (lexical), wrong word (lexical), and word form (morphological), which is unique to this particular group of learners. Conversely, the least common errors unique to WELLs were related to syntax: sentence fragments, word order, and run-on sentences.

Conclusion

Understanding the development of writing among English language learners encompasses fluency, accuracy, and complexity. Synchronically, to follow any one of these three is to understand their relationship it has to the other two. For example, to understand the written fluency of learners, an English language teacher would also need to know the accuracy and complexity of a given text as well. Diachronically, this same information about student writing helps measure written development over time. Measuring fluency, accuracy, and complexity also provides the basis for analyzing written text based on different forms of written rhetoric. For instance, expository writing might have a different set of fluency, accuracy, and complexity ratios than argumentative writing. Thus, considering fluency, accuracy, and complexity collectively when analyzing a text has specific implications when it comes to pedagogy.

Teaching and learning how to write can be categorized into different sets of learning experiences. When practicing fluency, timed writing and freewriting, exercises can guide WELLs to become more aware of how many words they are writing for a particular type of text. Because accuracy involves error analysis, English language instructors can have learners maintain an error

chart to track frequencies so that learners and instructors together can address the most salient errors. Written feedback can occur by applying a dictogloss procedure whereby self, peer, and teacher assessment integrate throughout the overall educative experience of practicing listening, speaking, reading, writing, grammar, and vocabulary (Stewart, et al., 2014). Lastly, promoting WELLs with sentence stems that contain different types of connectors can allow learners to think more critically about a theme of interest: problem-solution, cause and effect, and contrasting views, to name a few.

This in-progress study presents preliminary error analysis of writers who are Spanish-speaking English language learners (WELLs) who share similar types of writing errors with other English language learners from different cultures but exhibit a unique set of error frequency. The next step is to analyze the specific linguistic profiles of each learner to understand better whether subgroups of learners share any distinct error frequencies that would prompt instructors to adapt certain assessment practices specific for those particular subgroups or whether a more unified approach to feedback is more appropriate.

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The Impact of Action-research in Today's Teaching-learning Processes: The Case of English Teaching Major Students at the UNAM

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Abstract:

These are the results of a research carried out at the UNAM FES Acatlán, taking as a subject of study the English Teaching Major students. Its main objective was to determine if there is any relation between the development of investigative skills and the implementation of a teaching methodology, based both in the action-research approach and in the learning styles of the study subjects. The correlational research is quantitative with a quasi-experimental design. It was essential to use specific instruments for the collection of data, allowing the detection of the predominant learning styles out of the sample, the perception and measurement of the investigative skills that the sample had before the treatment, and finally recognize what skills were developed after the treatment provided. The results proved that there is actually a relation between the investigative skills development and the application of a specific methodology for the teaching of scientific research to college students.

Key words: Research skills, scientific research, action-research, teaching methodology

Introduction

This paper corresponds to the final research report of the project made in the Universidad Nacional Autónoma de México (UNAM) facilities, particularly in the Facultad de Estudios Superiores (FES) Acatlán. The survey was conducted with the English Teaching Major (LEI abbreviation in Spanish) students, as a subject of study, which is part of the Humanities School Division.

   The project's objective was to determine if there was any relation between the development of investigative skills and the implementation of a teaching methodology in college students, which differs from others, because it is based on both the action-research approach and the learning styles of the study subjects. This work made use of a quantitative approach and it is based on a quasi-experimental, correlational and explanatory research.

   Four different instruments were used for the data collection with the aim of detecting the predominant learning styles out of the sample, know the opinion of teachers with regard to their own teaching performance, determine what investigative skills were present before the treatment (including the pre-test and post-test), and finally recognize what skills were developed after the

treatment provided. The analysis of the obtained results provided an affirmative answer to the research question established in the project: Is there any relation between the investigative skills development in college students and the application of a teaching methodology based both in the action-research approach and in the students' learning styles?

Justification

At the present time, graduated people from different vocational training areas have to face the completion of diverse tasks in their own fields. According to the European Council (as cited in Jerez, Hasbún, & Rittershaussen, 2015), the most common question that graduates receive when being hired is not related to what they did to get their degree, but with what they can do once they have it. This question could suitably summarize the research problem of this study, since it is considered that the LEI students from FES Acatlán, UNAM do not hold sufficient investigative skills that would enable them to develop research projects directed to solving real problems belonging to their scope of action.

University training involves the acquisition of knowledge that will serve as tools that allow graduates to solve different problems in their professional area. This research project aims to determine if a teaching methodology designed specifically for scientific research teaching, that incorporates activities promoting the learning styles development, increments investigative skills in college students or not. The problem to be solved during the research was: Does an effective teaching methodology for scientific research allow the appropriate development of investigative skills in college students?

The Facultad de Estudios Superiores Acatlán, had not carried out studies about the investigative skills that the English Teaching Major students hold until this project was made. The development of this project sought to find a solution to this lack, establishing as a general objective to determine if there was any relation between the investigative skills development in college students and the application of a teaching methodology, based both in the action-research approach and in the learning styles of the study subjects. In order to follow a logical and organized process for the general objective fulfillment, a collection of particular objectives was generated:

1. To detect the learning styles and investigative skills, which prevail in the target population, through the application of instruments, designed for this purpose.

2. To establish an appropriate theoretical framework within the teaching approach in the scientific research, seen from the action-research as an effective practice of this one.

3. To design and apply a teaching methodology in the selected sample, based on the action-research approach considering the students' learning styles, in order to determine if there was any relation between this one and the investigative skills developed in the learners.

Literature Review

The scientific research teaching in higher education students had been challenging for the majority of educational institutions, since it involves the combination of different applied knowledge with the precision of the scientific method. This application aims to give solutions to real problems in the graduate students' labor fields. We believe it is appropriate to integrate a state of the art about scientific research so as to see the necessity of running a research such as this one, which results improve the teaching processes that are currently carried out in several universities. To start with, we present the study conducted by Rojas-Betancur and Méndez (2013), who incorporated the use of a virtual platform in their academic environment for the development of research learning activities. They planned the incorporation of technological tools, in concordance to the advances made in this aspect in the current society. In conclusion, these specialists argue that the researcher training is an educational problem that must be taken into consideration as a high impact social necessity.

In accordance with the previous authors, Sánchez (2014) presents extensively the need for professionals that in fact know how to conduct a research. The author explains that in order to achieve this objective, it is necessary that the educational establishments reconsider the way in which research is taught, claiming that this one must comprehend concrete practices within the real knowledge production. He also argues that the practice of scientific research teaching is achieved through the practice and the appropriate researcher training, with the use of an institutional academic project.

Moreover, Carbajal (2011) conducted a study that points out the advantage of applying the action-research approach as a support for the teaching-learning process. While promoting the use of this approach, he does not consider the scientific research teaching as a learning topic, but as an accessible tool for academics which facilitates the teaching action. The research is interesting because it provides an introductory and wide explanation about the concept and the potential of action-research in the academic field.

A specially linked research with ours, is the one conducted by Izquierdo and Izquierdo (2010), who determined as an urgent need that universities develop research studies about relevant and assertive teaching through three elements: collaborative work, constructivism and action-research. Closely related to this research is the work made by Salinas (2016) who emphasizes that the current learning scenarios present challenges to the educational establishments that can be solved through teaching-learning methodologies that are open, flexible, innovative and that integrate personal, social and institutional environments. Clearly, the integration of the elements mentioned by the author, must be articulated in educational contexts where the collaborative work, organization and the incorporation of student centered methodologies take precedence.

Lastly, and with respect to the investigative teaching training in college students, it is presented the work made by Carrasco, Baldivieso, and Di Lorenzo (2016). The conducted project arises from the concern that authors have restated the investigative teaching and the way it is taught, so that graduates could accomplish the contemporary demands of the Latin America society. While a teaching approach is proposed supported by the use of ICT, the connection with our research is close because both challenge the teaching strategies used to train future educational professionals in the research area, pedagogues when applicable, and English teachers in this specific case. The theoretical principles of this proposal are reflective learning, extensive learning and collaborative work. This last principle was also considered in the teaching proposal developed by us.

Finally, it is presented the study conducted by González, Valenzuela, and González (2015), who analyzed the Mexican college students' learning styles, and encountered that these determine the learning level that the students obtain during the training process, position shared in this

study. Therefore, and regarding other authors' opinions, educational institutions must consider finding a way of redefining teaching actions that adopt students learning styles. In this way teaching processes will be improved, promoting the abilities and skills acquisition as well as useful knowledge in the teaching and in the future professional practice area.

As we said at the beginning of this section, it was implied the detailed revision of research related to the objective, with the aim of establishing a state of the art, and, in this way being able to determine the details and relevance of the study. At the moment of checking that the existing studies about scientific skills were not related to the two main characteristic elements of our proposal, the action-research approach and the learning styles, we continued with it. Nevertheless, as the proposal is extensive in terms of scientific research, it was necessary to restrict the magnitude of it with the selection of a correlational study with an investigative skills development objective, this represents an academic activity that must be examined and strengthened at a college level.

The creation of a project of this nature implied the deeply understanding of its constituting elements, for instance, the investigative skills classification and concept, the teaching methodology major characteristics, as well as what is linked to the sample's learning styles beyond other less important headings. Once the investigative skills to be measured and developed in the LEI students were identified, it was necessary to focus on the development of an appropriate teaching methodology as it is pointed out in constructivism and reflective teaching. It is not possible to deepen in the theoretical constructs in this manuscript because of space limitations, nevertheless, it can be mentioned that the underlying constructivist assumptions in the reflective teaching happen to be very obvious in the developed teaching methodology, because they try to make individuals to construct self knowledge, both in a personal and professional scope; it aims to make them learn from self-centered previous experiences, interests, as well as their profession and environment (Díaz-Barriga & Hernández, 2005; Schunk, 2012).

As a conclusion, we can say that no matter the current educational modality in which we work, a constant concern is always to achieve the students learning. Considering this as a dynamic process made of different elements, some trained people manipulate certain factors so as to promote teaching and learning processes. Occasionally the teaching contents are adapted in other

teaching methodologies, and in some other cases these are considered as student factors. Regardless the effort made, all actions are aimed to improve the educational institutions' teaching and learning processes.

Methodology

Once the project general contents were described, the next step is the presentation of the methodology elements or the methodology design in which the research was supported: type of research, study universe, the definition of the variables, sample's treatment description, instruments and processes for the data collection and data analysis.

With regard to the type of research, it was considered that the best option so as to conduct the project was a quasi-experimental, correlational and explanatory research. As it is pointed out by Hernández, Fernández, and Baptista (2010), the quasi-experimental design is used when a random allocation is not possible, this derives on being unable to place them in the controlled group or in the experimental one. This occurs because in the majority of cases, the sample is selected on account of a meeting condition required by the study.

In supporting the previous ideas, the presented work included unaffected groups, due to the fact that the emergence and formation of these were independent of the experiment. In this way, we had to work with the two current groups from eighth semester in the major. The quasi-experimental design selected is the *nonequivalent control group,* which looks like this:

| Group 1 | Pre-test | Treatment | Post-test |
| Group 2 | Pre-test | No treatment | Post-test |

The scope of study consists of approximately 230 students, while the sample consists of the students enrolled in the 8º semester of the major, who had taken four out of five subjects belonging to the field of Research Techniques and Methods in which is included the school subject Research Seminar I, the subject in which the didactic proposal was developed.

The sample is made up by the only two groups from the 8º semester within the major, one from the morning shift (experimental group) and another from the afternoon shift (control group), which fluctuate between 37 and 42 students. During the research, a total of four instruments were

applied: a learning styles inventory, a pre-test and a post-test (these determine the level of mastery of the investigative skills before and after the treatment), and a teaching performance instrument.

In the first week of classes a pre-test was given to the experimental group, or group 1. Over the course of the semester the treatment was applied, and at the end, a post-test was applied so as to test the stated hypothesis in this research. The control group or group 2, received any treatment, although both pre-test and post-test were applied.

The given treatment to group 1, consisted of the application of a teaching methodology based both in the action-research approach and in the sample's learning styles, orientated to the scientific research teaching. One of the most important elements in the proposal is the unit composition in which this one is organized. This one includes teaching strategies for the specific unit tasks, the action-research approach steps and the learning styles that foster each one, as well as the investigative skills with a stronger emphasis on the tasks. It also includes the description of the suggested activity sequence per unit, the evaluation, the teaching materials and the resources required. The methodological proposal was carried out during the whole semester and all the procedures, tasks and activities aimed to achieve the performed teaching objectives.

The pre-test was intended to determine the investigative abilities that the students had before the treatment, and it was applied to both groups. The core test includes 67 questions related to the investigative skills, presented in a Likert type questionnaire where *always* is the higher value (five) and *never*, the lowest (one). The post-test was also applied to both groups and helped to determine if the investigative skills in the students that received the treatment actually incremented.

The selection of investigative skills that the pre-test and the post-test share, was built up from the research work and the instrument proposal developed by Mesa (2011), while the dimensions and categories around the items have been taken up once again in the work developed by Reyes (2016). The instrument application gave us the opportunity to know the level of proficiency that LEI students have in respect of investigative skills acquired through their professional training, same as the before mentioned, these were organized into 15 different categories (see figure1).
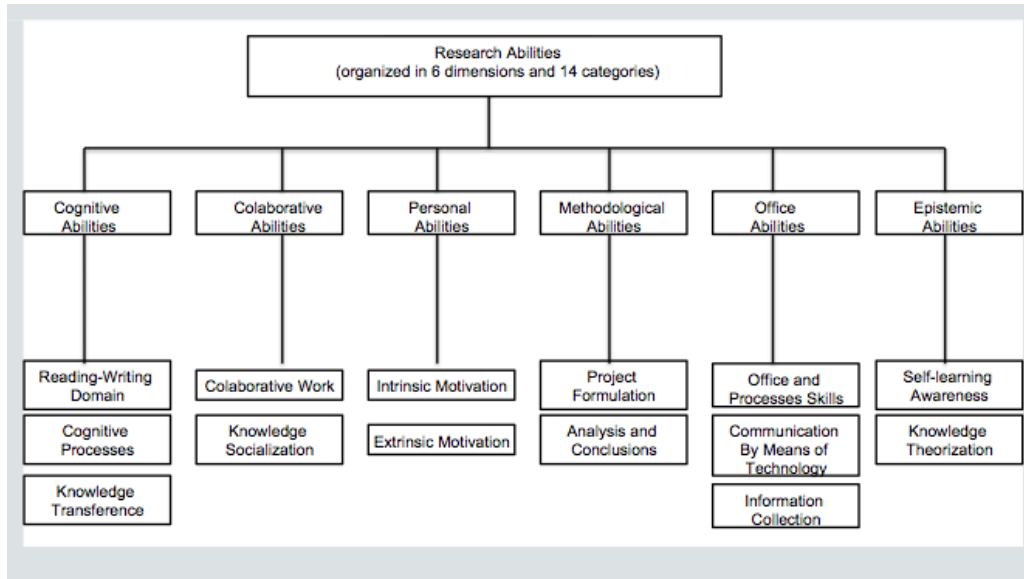
Figure 1. Shows the investigative abilities that were developed by Reyes, considering the mentioned modifications that were done for the research project adequacy. Adapted from Reyes (2016, p. 74).

Finally, the collected data had to be analyzed to accept or reject this hypothesis. A quantitative analysis was carried out in the *Statistical Package for the Social Sciences* (SPSS), 23.0 version, which is a statistic analysis program that enables working with the results handling and interpreting. Once the information is systematized the next step was the findings interpretation.

Results

The Mexican society, attached to self-growing modifications, requires of the knowledge evolution in the diverse component fields and, therefore, it is undeniable that the scientific research development requires a big effort. This project aimed to help address this deficiency right from the teaching area. Next, the specific reflections that were derived from the process are presented.

In summary, we can tell that the research was successful because it was possible to establish a relation between the investigative skills development in college students and the teaching methodology application, based on both action-research approach and the students' learning styles. Please note that because of space limitations, it is not possible to present in detail the

investigative skills classification to develop in the research subjects, but in figure 1 you can see its organization system.

On the other hand, table 1 presents the obtained results for both groups at the moment of the pre-test and post-test application (67 items shown in the categories of figure 1 are included). Both groups report improvements between the results obtained at the beginning of the semester and the obtained results at the end, nevertheless, group 1 exceeds in all the categories in which research skills are included to group 2, this is the result of the treatment application in the first group.

The present information proves that the designed didactic proposal to the scientific research teaching, in the English Teaching Major, meet the expectations, giving higher results in all categories between group 1 and group 2.

Table 1
Pre-test and post-test results: Group 1 y Group 2

Categories	Group 1 Pre-test	Group 1 Post-test	Group 2 Pre-test	Group 2 Post-test
Overall Results	80	100	82.86	97.14
Category 1	97.14	100	97.15	97.14
Category 2	77.15	94.53	74.29	88.57
Category 3	85.71	97.15	85.71	88.57
Category 4	80	100	80	88.57
Category 5	74.28	68.57	74.28	57.14
Category 6	62.86	80	60	71.42
Category 7	68.57	94.29	74.28	85.71
Category 8	74.29	85.72	68.57	77.14
Category 9	57.14	85.72	62.86	85.71
Category 10	74.28	80	77.15	74.28
Category 11	0	22.86	0	17.15
Category 12	68.57	88.57	80	85.72
Category 13	82.85	100	82.85	88.57
Category 14	71.43	88.57	77.14	82.86
Category 15	77.14	94.28	74.28	88.57

Note: Information that shows the mastery increase in the students investigative skills, after the treatment has been applied (teaching methodology) for a whole semester. Source: Own elaboration based on the results obtained in the research.

The hypothesis test results allowed us to accept the general hypothesis established for this study. The alpha value of significance established in the research was 0.05, while the hypothesis test value was .008. This result has a huge impact in the major because, on one side, enables decision-making to take academic actions that improve the teaching-learning process in all LEI's areas of knowledge, and on the other side, the research results diffusion will help other researchers and academics belonging to the major to have a teaching model for the scientific research teaching, which could be replicated, with the necessary adjustments, in the subjects that include research as a theoretical construct or in practical way.

Conclusions

The research general objective was achieved, demonstrating the relationship between the investigative skills development in college students and the teaching methodology used for this task. This can be demonstrated by the information in table 1, which shows an increase in the sample's investigative skills development, after have received the teaching treatment -the designed and applied teaching methodology- that last 14 weeks. Additionally, the project specific objectives, stemming from the research questions, were answered through the process of inquiry developed for each one.

With the aim of testing the research hypothesis, a non-parametric Wilcoxon signed-rank test was made, which is useful to check two related samples, this means, to analyze the collected data through with the help of the before-after design (Gil y Padilla, 2007; Gotelli & Ellison, 2004; Krebs, 1999). With the use of SPSS, these were the results: The test value of significance or asymptotic significance is lower than the alpha value 0.05, hence the research hypothesis was accepted.

The research limitations are directly related to the fact that only one major from FES Acatlán was selected. In addition, its future implementation is considered essential, as well as carry out a longitudinal study about the graduates investigative skills application in their professional area, particularly when the efforts are directed to the resolution of specific problems to their area of knowledge.

It is suggested a deeper analysis in the use of the action-research approach as a scientific research teaching tool, and the useful addition of activities and task mediated by the learning styles, with a model adaptation to the educational needs in which it is applied. For instance the action-research approach is currently not used as means of teaching in any of the subjects in the field of Research Techniques and Methods within the major, despite its implementation is ideal. Instead, and in the majority of cases, for subjects among the first and fourth semester, the students do not interfere in the research topics allocation. Due to the fact that the academic select the research topics, the task becomes tedious and not significant at all for the students, as we are aware, one of the research topic characteristics is that they must be of interesting enough to those who carry out research on them. If there were a change towards the teaching process direction, in which the students had the chance of selecting their own subjects of interest since the first semesters, more beneficial effects would be achieved in the population regarding the development of their investigative skills.

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The Impact of EMI on ELT Professional Development

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ABSTRACT

In this paper, it is our intention to discuss the history of CLIL (Content and Language Integrated Learning) and EMI (English Medium Instruction) training at our university and explain how this has led us to realize that there are two possible areas for professional development for the English language teacher (ELT). EMI potentially provides an opportunity for the ELT to become an English language expert (ELE) accompanying EMI instructors or to become an EMI instructor. We consider the steps we have taken in order to foment content classes in English as a means to increasing internationalized education across faculty. The instruction of content courses in English at the higher education level has been the focus of our particular interest for the past few years at our university and the Language Department has been involved in this part of the university's internationalization project. The university's interest in raising its international profile has been top-of-mind for some time now. Not only are the authority figures anxious to improve the university rankings, but they are also interested in attracting foreign students to come to Guadalajara to learn Spanish as a foreign language while they continue studying for credits in their undergraduate programs. These credit-bearing classes, which they study in departments such as mathematics, administration, engineering and so on, are taught in English. The content courses in English (EMI classes) are attended by both foreign and Mexican students, thus providing an international experience for both. Some of the EMI lecturers are native English speakers, but the vast majority are Mexican and English is their second language. Over the years, the university has provided several opportunities for CLIL/EMI training. Faculty members who have undergone this training have realized that EMI requires a change in the instructional methods typically used in a higher education setting. Taking a content class in a language that is not the student's first language

implies a greater challenge; therefore, *how* these classes are given is crucial. Scaffolding learning is of vital importance in order to make input accessible for the students and to help them achieve the required academic production (class related assignments such as, essays, summaries, reports, presentations, discussions in English). This scaffolding process is familiar to the English language teacher but may not be to the EMI instructor; therefore, this is an area of support provided by the ELE. We go on to discuss the importance of this ELE working alongside the faculty instructor to train, advise, observe, and give feedback and support. Becoming an ELE advisor for EMI instructors is one possible area for professional development. The second area of opportunity that we envision is that of the language professional looking at their own background to appreciate if they have a future as a possible EMI lecturer, especially if their first area of academic study is unrelated to a languages background. This paper provides real-life examples of English language teachers in this role at our university.

KEYWORDS

EMI (English Medium Instruction), internationalization, ELE (English Language Expert), CLIL (Content and Language Integrated Learning), paradigm shift, disciplinary discourse, STEM (science, technology, economics, mathematics), scaffolding input, ELT (English Language Teaching) pedadogy, ELT methodology, professional development, higher education, Mexico, university, teacher training

INTRODUCTION

We teach at a private Jesuit university in central western Mexico with thriving undergraduate and postgraduate programs. The instruction of content courses in English at the higher education level (often referred to as EMI – English Medium Instruction) has been the focus of our particular interest for the past few years at our university and the Language Department has been involved in this part of the university's internationalization project. The university's interest in raising its international profile has been top-of-mind for some time now. Not only are the authority figures anxious to improve the university rankings, but they are also interested in attracting foreign students to come to Guadalajara to learn Spanish as a foreign language while they continue studying for credits in their undergraduate programs. These credit-bearing classes, which they study in departments such as mathematics, administration, engineering and so on, are

taught in English. This program which we refer to as '3 + 1' allows for up to three credit bearing content courses plus one level of Spanish language for foreign exchange students. The content classes in English (EMI classes) are attended by both foreign and Mexican students. Some of the EMI lecturers are native English speakers, but the vast majority of them are Mexican and English is their second language. Our task, at the Language Department, has been to train these faculty to better teach their subjects by adopting a range of techniques and strategies that we English language teachers are well accustomed to in the classroom.

In this paper, it is our intention to discuss these academic experiences in an attempt to explore two new possible areas of professional development for foreign language teachers. The first being that of the English Language Expert (ELE) whose job it is to accompany and advise the content lecturer as to how best to teach their disciplinary subject area using tried and tested ELT (English Language Teaching) pedagogy and appropriate classroom language. The second area of opportunity that we envision is that of the language professional looking at their own background to appreciate if they have a future as a possible EMI lecturer, especially if their first area of academic study is unrelated to a languages background.

JUSTIFICATION

For the past ten years, like many private universities, our institution has been attempting to attract students from abroad to come to Guadalajara to study their subject areas in English, alongside Mexican students. The dynamic makes for an attractive intercultural experience where students from different nationalities and cultural backgrounds get to learn alongside each other. Invariably, the lecturer of the EMI class has gone through some kind of training course, which is offered by the university's language department.

The first course we offered, in 2010, was given by a CLIL expert from Marymount University and approximately 20 lecturers from different faculties attended as well as 3 teachers from the language department. CLIL (Content and Language Integrated Learning) from which EMI has developed, takes into consideration any second language, while EMI refers exclusively to content classes given in English. The English language teachers took the abovementioned course so that they, in turn, would be able to replicate it to other faculty members at a later date. The subject areas that were covered in those 40 hours of tuition were theoretical background of CLIL, learning outcomes, group work (collaborative learning), questioning techniques, discussion and

debate, and lastly alternative assessment. For the language teachers taking the training course, neither the subject area nor the methodology adopted by the Marymount lecturer was new to them. They were all familiar with the teaching approaches that were modelled during the course (loop input). However, for the other faculty members, this was all new. They had been accustomed to 'lecturing' their subjects in Spanish and the scaffolding strategies that they were advised they'd need to adopt, in order to aim for more efficient student learning in a second language, were something of a revelation to them. Although some of them were wary that using these strategies would up take too much classroom time and they wouldn't be able to cover the required course content, many were convinced of the CLIL methodology and went on to successfully teach in English.

Post this course, the Language Department set up informal drop-in sessions for the EMI instructors where they met to share their classroom experiences. They were led by an ELE who had also taken the CLIL course. Subsequent teacher training groups in CLIL methodology were formed and the course was replicated a few more times with faculty staff from other areas. The university was moving, slowly but surely, towards a more robust academic offer in EMI cross-faculty.

Some years later, two events happened at the university which changed the course of our CLIL training. The first incident was in 2014 when a CLIL/EMI expert from the University of St. Mark and St. John, Plymouth came to give a group of ELEs and faculty staff, a more updated course in EMI. This course specifically focused on scaffolding techniques, materials design and adapting materials, lesson planning and in-class observation and feedback. Once again, the teacher training opportunity was taken up by faculty from many different departments as well as teachers from the language department. As a result of this training course, more EMI courses were offered cross-faculty.

The second significant incident was in 2018 when a visiting lecturer from the University of Oxford came to our campus. Among other academic undertakings, he gave two talks that were quite momentous and extremely apt for the times. The first was with the decision-makers (key-players) at the university. He explained to them the importance of the presence of EMI courses on campus and the need for the university to make a complete paradigm shift in key academic areas if ITESO wanted to be serious about internationalization. He also touched upon the importance of

the ELE working alongside the faculty instructor to train, advise, observe, and give feedback and support. He then went on to give a talk to the English language teachers in our department, where he emphasized the importance of their broader role, and what they could do in order to be ELEs, accompanying and advising EMI instructors.

LITERATURE REVIEW

Consequently, we started to look into the subject area in much more depth. It is a relatively new area of study within the realm of ELT, and much of the research has taken place in Europe where CLIL and EMI have been present for many more years than in Latin America, although there is now much research going on in Asia.

In their book *Uncovering CLIL – Content and Language Integrated Learning in Bilingual and Multilingual Education*, Mehisto, Marsh and Frigols (2008) share practical knowledge and advice on how both content and second language learning could be combined into a unique learning experience. Not only do they make recommendations for classes at the primary and secondary levels, but they also go into the implications for CLIL at the higher education level. Their book highlights all the positives that, over time, have been associated with this type of learning including: independent and co-operative learning, critical thinking, fusion between content and language, and life-long learning skills. The book offers practical models and strategies, and goes on to provide approaches regarding language support.

In their article "EMI Teacher Training at the University of A Coruña" Crespo and Llanos-Tojeiro (2018) discuss how the EMI program at their university was created and adopted by academics at their institute of higher education. They lay out the steps and principles they followed for this methodology that was new to many of the subject lecturers. They emphasize the shift in focus from teacher-centered to student-centered learning and the important role lecturers play in guiding their students towards successful learning when the focus is two-fold (both content and language).

In our search for a longer reading list on the subject of EMI, we came across numerous publications by Dr John Airey. He is a reader in Physics Education Research at the Department of Physics and Astronomy at Uppsala University and a Senior Lecturer in Science Education, at the Department of Mathematics and Science Education at Stockholm University. His research focuses

on subject (disciplinary) learning in higher education. He has written numerous articles on the subject including his doctoral thesis "Science, Language and Literacy, Case Studies of Learning in Swedish University Physics" (2009) which follows the learning stories of 22 physics students, comparing the experiences and outcomes of those who studied in English with those who studied in their first language (Swedish). Airey's research focuses on items such as student learning patterns, bilingual scientific literacy and disciplinary discourse. His interviews and work with focus groups makes for fascinating reading and he ends his thesis with advice for EMI instructors on how they, in turn, can favor student learning. In their 2014 research article, "Disciplinary differences in the use of English in higher education: reflections on recent language policy developments", Airey along with Kuteeva offer a criticism of the 'one-size-fits-all' language policy which many higher education institutions have adopted when implementing EMI courses in their universities. By means of Bernstein's (1996, 1999, 2000) theory that disciplinary knowledge structures can be horizontal or vertical depending on their disciplinary focus, they argue that the 'one-size-fits-all' policy adopted by many universities when offering subject courses in second language English is not appropriate. They contend that they are ignoring the differences in disciplinary use of English or first language in different subject areas. Airey and Kuteeva conclude that the language in which a subject at the university level is taught is dependent on the subject area of study. That is to say, for English medium instruction, subjects in disciplines such as science, technology, engineering and mathematics (STEM subject areas), learning in English is especially successful. Not only that, but many of the textbooks for these subjects are only available in English, and the terminology is often in English too (without translation to first language) in the disciplinary area classroom. In addition to these subjects, we have identified the area of business, economics and administration are also contextually apt for EMI here at ITESO.

Methodology in an EMI classroom

As faculty members who have undergone CLIL/EMI training have realized, EMI requires a change in the instructional methods typically used in a higher education setting. Taking a content class in a language that is not the student's first language implies a greater challenge; therefore, *how* these classes are given is crucial. Scaffolding learning is of vital importance in order to make input accessible for the students and to help them achieve the required academic production (class related assignments such as, essays, summaries, reports, presentations, discussions in English).

Scaffolding refers to the techniques and activities that EMI instructors use to help students move towards attainment of the learning goal or competency. A simple example is when we want students to read an academic text related to the topic being worked on. We should remember that we are talking about an EMI class here, so the text is not in the students' first language, therefore there are two challenges for the student: the disciplinary concepts and the language. For students to be able to work successfully with this text and understand the topic we need to *scaffold* the input by perhaps first eliciting ideas related to the topic to activate students' background knowledge. Then we might present them with some key terminology from the text and have them match the words to their definitions, after this, we would likely ask students to skim the first couple of paragraphs and identify the main ideas, then maybe scan for specific details such as dates. Only after such a sequence, will students read the text in depth and use the information in a spoken or written activity that helps them connect this new knowledge to their existing knowledge. This sequence of activities provides scaffolding for students' learning. In an EMI context, this moving from less challenging to more challenging activities provides essential support for students dealing with input in a foreign language. Such planning ensures opportunities for students to interact with the input and each other in order to negotiate meaning of concepts and build understanding.

Some key features of instructional methods necessary for an EMI context to provide the support described above may seem obvious to the English language teacher, but nonetheless they are rarely present in classes where content is lectured. Airey's physics students, who took classes in English, identified basic aspects that aided their learning, such as: using a course book in English, pre-reading in English on a topic before class, the use of glossaries of key terms related to the topic, and plenty of visual support from the teacher (for example: handouts, well-structured board use, texts with graphs). All of these measures were beneficial to their learning (Airey 2009, pp. 80-84). The following strategies, which will probably be familiar to most EFL teachers, are also essential in the EMI classroom:

- Use visual organizers for input comprehension
- Provide opportunities for pair and group work (both in and out of class)
- Foment a supportive classroom atmosphere where students feel safe and making mistakes is fine

- Promote interaction and space for dialogue and questions (especially question time set apart for the end of class)
- Use questioning techniques that call for different levels of thinking (exploratory, challenging, diagnostic, cause and effect, extension, hypothetical, summary, etc.)

Airey's research with Swedish physics students studying in English (2009) shows how students themselves identified some of the instructional methods outlined above as having helped them. For example, regarding the need to provide visual support, a student comments:

> *[…] It's easier in a lecture when you have a…when they write things down on the board. That's actually something with(English, that its difficult to sit and spontaneously make notes 'cause you've got enough on your plate trying to first understand the English and then understand the physics. If they only talk it's difficult to translate and make notes, you end up with a bit of a mixture, a bit of Swedish and a bit of English. I think it's easier – actually I think it's always easier when the teacher writes a lot on the board…* (Airey & Linder, 2006 in Airey, 2009, p.81)

Airey goes on to suggest that a lack of these methods may hinder learning, as in the case of space not being provided within the class for questioning and dialogue:

> *"This reduction in asking and answering questions is an important finding. If lecturer-student interaction is reduced in this way—in extreme cases, effectively limiting lectures to a monologue—then, it can be expected that the 'shared space of learning' (Tsui, 2004) will also be correspondingly reduced".* (Airey, 2009, p.79)

As can be seen, students need to interact and produce in an EMI classroom, which is why the classical lecturing style of many university content classes is not helpful in an EMI context. These changes in instructional methods are at the heart of a move to EMI. Classes need to be more learner-focused and teachers need to understand their role more as one of managing learning rather than teaching (Searle, 2018).

Given the instructional methods considered above, which are often second nature to the English foreign language teacher, it became clear to us that the growing area of EMI could provide an

interesting opportunity for ELT instructors' professional development and the possibility to branch out in their career path. The ELT instructor may become the ELE providing support for the EMI content teacher, support which is considered a key element for successful implementation of EMI classes. ELE support may include activities such as:

- Suggesting instructional methods
- Accompanying/coaching
- Reviewing materials
- Providing Micro-teaching
- Carrying out classroom observation and feedback
- Providing linguistic support

In their paper, Crespo and Llanos-Tojeiro (2018) propose a useful framework for stages in an ELE-EMI instructor coaching process, which includes activities such as those mentioned above.

Alternatively, the EFL instructor with a background in another academic field could move into EMI instruction. This might be successfully achieved through drawing on both their professional knowledge and skill set as English language instructors, *and* on their professional knowledge and/or experience from having studied and/or worked in a different field prior to their experience in ELT. Either career path, i.e. ELE-EMI coach or EMI instructor, helps strengthen an EMI program, as we have seen at ITESO. Several of the language department English instructors have collaborated in a support role with faculty from other academic areas in the initial stages of their EMI classes, whilst other language department faculty have moved, either partially or fully, into other areas as EMI instructors.

Some real-life cases of EFL to EMI instructor we have come across in the past few years

In addition to the university's internationalization policy demands, EMI classes have also increased due to the fact that the level of English proficiency of our incoming students has risen. Around 30% of the incoming student population already has a B2 level of English, and are therefore ready to study subjects in their disciplinary areas in English. Consequently, the number of EFL

classes has dropped which has led to EFL instructors looking for other teaching opportunities at the university, and they have found themselves moving into teaching a subject area in English. In our Language Department, we have EFL teachers from many different backgrounds. Not only do most of them have a certified C2 level of English, a Master's degree, a teaching certificate and experience in EFL, but a number of them also have a completely different academic background prior to their ELT experience. Teaching English as a foreign language tends to be a career that some people simply *fall into*. Circumstances, location and the need to work often lead people down the ELT path. Here we discuss the profiles of three teachers who started in EFL, but have moved on to teaching content courses (EMI classes) in different disciplinary areas in our university.

Amongst our staff, we have a young native speaker who holds a master's degree in Latin American studies. When he arrived in Mexico, he took a course in ELT in order to be able to make a living here. After teaching EFL classes for a few semesters, we suspected he might be an interesting candidate to teach EMI content courses in the International Relations department. We suggested that he brush up his CV and send it off to the other faculty with a letter of recommendation from us. They were interested in his profile and a few months later, they interviewed him and invited him to develop and teach a module of a new course in 'international issues'. He now teaches in three different departments at the university, and EFL classes account for less than half of his workload.

Our second instance of an EFL teacher becoming a successful EMI instructor is someone who had been teaching English for many years at ITESO before successfully completing a Master's degree in communication studies. For his dissertation thesis, he specialized in ecological issues. He has now chosen to end his teaching days in EFL and teaches exclusively in the Environmental Science undergraduate program.

Our third case in point is an experienced teacher who, before coming to Mexico, had been working in the finance world of New York. She came to Guadalajara to seek a quieter life, and studied and obtained an EFL certificate and a Master´s degree in education in order to be able to get a well-paying job abroad. She taught EFL classes for a while, but once we informed other departments about her profile, and they read her CV, she was invited to give classes elsewhere on campus. She currently teaches a class on the challenges of globalization and another on human rights, both in the humanities department.

The common thread throughout is threefold: academic knowledge in a content area that is of interest to university students, a tried and tested EFL teaching skill set that ensures good scaffolding techniques, and a student-centered pedagogy. All of this makes them ideal candidates for English medium instruction.

To summarize, it seems apparent that there are options for the EFL instructor who is interested in professional development and adopting a career path other than the 'run-of-the-mill' foreign language class. Be it as an ELE or as an EMI instructor, in either case, the individual needs to be open to new academic challenges and willing to engage with a community of learning that is growing as the need for EMI grows in the university setting as higher education institutions strive more and more towards internationalization.

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