



TESIS DOCTORAL

***The UEM CLIL Portfolio as a core
method of instruction for training in
content and language integrated
learning at tertiary level /***

***El Portafolio AICLE de la UEM como eje
de formación en el aprendizaje basado
en la integración de contenidos y
lengua extranjera a nivel universitario***

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HUMANIDADES: FILOSOFÍA, LENGUAJE Y LITERATURA

Getafe, noviembre 2015



Universidad
Carlos III de Madrid
www.uc3m.es

[a entregar en la Oficina de Posgrado, una vez nombrado el Tribunal evaluador , para preparar el documento para la defensa de la tesis]

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Leganés/Getafe, de de

Abstract

Training university professors in Content and Language Integrated Instruction (CLIL) for quality English Medium Instruction (EMI) is a field that requires greater exploration, not only in Spain where this study has been carried out, but around the globe. With increasing mobility, higher education institutions are searching for ways to increase enrollments through internationalization, often through EMI. However, institutions are generally on their own to implement multilingual education, resulting in a lack of standards and pedagogical guidelines and in professors having great difficulty delivering courses in a second language to themselves and/or their students. This dissertation hopes to make the challenge at hand for CLIL professors at Universidad Europea de Madrid (UEM) easier through a training tool tailor-designed to their instructional needs. The UEM CLIL Portfolio has been created through a Case Study under a qualitative paradigm, where a portfolio-based approach was used to train faculty in tertiary CLIL and studied in 2 phases, with 2 separate groups of participants, improving upon the design in each phase. Participants' submissions and perceptions of their experience were studied identically in both phases, using multiple methods. Portfolios were analyzed in a descriptive quantitative manner; perceptions were qualitatively analyzed through interviews, and an assessment of portfolio redesigns were analyzed via qualitative focus groups. Results purport a final portfolio that uses a collaborative approach to training professors in CLIL competency through problem-based learning and the principles of social constructivism and communicative language learning. Hopefully it will contribute to the improvement of multilingual higher education at UEM.

Resumen

Formar a docentes universitarios en el Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE) para una impartición de asignaturas en inglés de calidad (donde el inglés es 2ª lengua) es un campo que requiere mayor exploración, no sólo en España, lugar de este estudio, sino en todo el mundo. Con el incremento de la movilidad, instituciones de educación superior buscan cómo incrementar matrículas a través de la internacionalización e impartición de asignaturas en inglés. Pero por lo general no se exige que sigan ningún criterio ni formación pedagógica especial al implementar programas multilingües, lo que resulta en una dificultad tremenda para los docentes que imparten en una 2ª lengua (para ellos y/o sus alumnos). Esta tesis se propone hacer que el reto de los profesores AICLE en la Universidad Europea de Madrid (UEM) sea menor con una herramienta diseñada de acuerdo a sus necesidades. El *UEM CLIL Portfolio* se ha creado a partir de un estudio de caso con un paradigma de investigación cualitativa, usando un método basado en la preparación de un portafolio como eje del desarrollo de docentes AICLE. El diseño tiene 2 fases idénticas con 2 grupos de participantes que han contribuido en cada fase a través del estudio cuantitativo de portafolios, entrevistas cualitativas sobre sus percepciones y grupos de discusión cualitativos para evaluar los cambios, respondiendo a un estudio de métodos múltiples. Los resultados brindan un portafolio para la formación competencial de docentes universitarios en AICLE con un enfoque colaborativo a través del aprendizaje basado en problemas, los principios del constructivismo social y el aprendizaje comunicativo de lenguas. Ojalá esta tesis

contribuya a la mejora de la educación multilingüe en la UEM y en la universidad española en general.

Dedication

Dedicated to my family for their unconditional love and support, in particular my husband who made countless dinners for us, my son who always understood when I had to study, my sister and her relentless “You just need to get your doctorate!”, and my parents, who always believe in me.

Acknowledgments

In the same way as the African Proverb says “*It takes a whole village to raise a child*”, it takes an entire university community to produce a doctoral dissertation. Therefore, I would like to thank the entire UEM Community for all the support I’ve received in so many ways, especially to my participants who were so generous and willing with their very limited time. I would also like to express my most sincere gratitude to my Dissertation Chair at the Universidad Carlos III de Madrid, Maria Victoria Pavón Lucero for all her motivation and guidance, to Águeda Benito, former Rector of UEM and in many ways my captain, my Co-Chair Birgit Strotmann for her reviews, and all my UEM Language Center co-workers for their motivation and support. I would also like to send a special thanks to my family and friends for their unconditional love and belief in me.

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1. Chapter 1: Introduction to the Study

1.1 Introduction

To prepare students for a world that relies more and more on multilingual exchanges, educational systems should cater for skills in one or more languages, in addition to a first language. Additional languages can be seen as not only indispensable tools and targets for communication, but also as tools for cognitive and intercultural growth. (Socrates—Comenius 2.1 Project, 2009, p.3)

The rapidly approaching internationalization of higher education (HE) is resulting in fundamental change in learning at tertiary level in a number of ways. With the advance of educational technologies, teaching and learning approaches, methods, tools, formats, mediums, and spaces are breaking traditional molds, taking education into new realms beyond any familiar notion of the classroom into unexplored territories. As universities all over the world race to adapt their academic models to a constantly changing educational framework, tearing down boundaries that until recently confined learning to the space within their institutional walls, they must also reconsider the skills set and competencies their students will need in this new interconnected world. One such basic requirement comes in the form of the ability to communicate effectively in a global, multicultural environment. In countries where English is not the first language spoken, this poses an even greater feat due to language instruction needs, both of English as a foreign language as well as the delivery of subject content in English as the vehicular language. Finding resources that fit the necessary profile to do so in non-English-

speaking countries is often a challenge and many times impossible. In order to respond to the growing demand for English medium instruction [EMI] world-wide and bridge the competitive gap, professors in non-English speaking countries are being asked, more and more, to teach courses in English as a second language. However, are they prepared to do so?

[H]igher education institutions often aim at the improvement of students' language skills without explicitly addressing the language objectives in the design of EMI courses. Such EMI designs often involve nothing more than the change in the language of instruction. However, as Unterberger and Wilhelmer (forthcoming) rightly point out: A smooth and successful implementation of English-medium education at the tertiary level is a challenging task that requires more than just changing the language of instruction. (Londo, 2011, p. 19)

Providing the training necessary for professors of universities to become quality instructors in a language that is second either to students, to professors themselves, or both is extremely challenging and often underestimated by higher education institutions [HEIs]. To make matters worse, there are few models of content instruction in an L2 at university level to follow, as the field of tertiary multilingual instruction has been little explored beyond the confines of language learning. Although research concerning CLIL (Content and Language Integrated Learning) and EMI is on the rise, as will be explained in depth in the Literature Review (Chapter 3), there is still a great need for tools designed specifically to aid Tertiary CLIL professors with their content pedagogy.

In spite of the fact that most CLIL teachers are content specialists, CLIL research has mainly attracted the interest of applied linguists and has, therefore, mostly focused on the language aspect, somewhat neglecting the content side... [U]nderstanding language learning and use in the classroom is and should continue to be a major objective in CLIL research. However, as many CLIL stakeholders have often claimed, more research is needed on how content and language issues are learnt and used in an integrated way. From a pedagogical perspective, research focusing on language in integration with academic content could provide interesting insights for successful language and content integrated pedagogies, which could be especially interesting for content teachers participating in CLIL programs, with little or no knowledge of L2 learning models and teaching methodologies. (Nikula, Dalton-Puffer & Garcia, 2013, pp. 85-87)

The UEM (Universidad Europea de Madrid) CLIL Portfolio presented as a result of this study sets forth a model for training university level professors in how to integrate content and a second language, especially in, but not necessarily limited to, English. The portfolio model presented has been designed empirically through the case study object of this dissertation, which, although designed under a qualitative research paradigm, involved a multi-method approach in an attempt to measure reliability and strengthen internal validity through the use of complementary methods of data collection and triangulation. The result is a study involving an initial design of Portfolio 1 (P1) by a

group of professors and their English language trainer (myself) followed by gathering and analysis of data on P1 using sequential multiple methods (quantitative + qualitative + qualitative) which gave way to its redesign, resulting in a second portfolio model (P2) which was then verified through further data collection using qualitative methods. This same sequence was repeated in a second phase using P2 with a second group of CLIL professors in training to further scrutinize the instructional tool object of study resulting in a third and final portfolio (P3), the UEM CLIL Portfolio proposed as a method of instruction for EMI professors at UE. In doing so, this study hopes to provide a tool that may serve to improve the quality of multilingual education at tertiary level.

This first chapter presents a background of the study; the research problem posed; the purpose and nature of the study; research questions; definitions of terms; assumptions; scope and delimitations; limitations; significance of the study; future research lines; and a final summary.

1.2 Background of the Study

Over recent years the educational panorama in Spain has undergone severe structural changes as a result of the process of adaptation to the standards of the Common European Framework under the Bologna Process. In 1999 the EU began creating the European Higher Education Area (EHEA), launched in 2010, as a way of harmonizing educational systems throughout its member-states within a framework that would allow for easily transferrable credits, increased mobility of students and professors, and the internationalization of education (<http://www.ehea.info/>) resulting in the need for a three

hundred and sixty degree change in the traditional teaching methods in widespread use throughout Spain to that moment. Within these changes to the foundations of Spanish education, the EU's focus on learning languages created a particular need in Spain to increase instruction in English and better promote foreign language education.

Each Contracting Party shall, insofar as may be possible: a. encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, b. endeavour to promote the study of its languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory. (Council of Europe: http://www.coe.int/t/dg4/linguistic/Division_en.asp)

Although this language policy was established in the Convention of 1954, the launch of the European Higher Education Area in 2010, with its emphasis on mobility, placed language learning in the spotlight as an issue that required attention within Spanish higher education. In that same year, 2010, a study was carried out in collaboration with the British Council that analyzed how Spanish universities were implementing the new guidelines regarding English language learning. The study concluded that:

Spanish universities, in general, were aware that English Language mastery was a key factor in increasing students' international mobility and in favoring their entrance into the workforce. To this end, a large number of universities launched,

at that time, different initiatives ranging from including English subjects in their curricula or offering degrees or subjects taught in English, to the establishment of minimum foreign language level requirements for graduates. This last example has extended vastly in recent years. Of the 50 universities that answered the questionnaire, a total of 31 have established a minimum foreign Language level requirement that students must obtain in order to receive their bachelor's degree diploma. (Halbach and Lázaro, 2015, p. 6, own translation)

The process of adapting educational standards in Spain to the guidelines of the EHEA was not, however, met without resistance¹. In a country where public higher education has very low (or free) tuition, the EHEA proposed learning approaches that required a paradigmatic change in methods of instruction in place to that moment and would require a substantial increase in educational investment. The change from traditional professor-centered, lecture-based instruction to a student-centered, practical, hands-on, career-oriented focus through active learning methodologies meant a great deal of training and extra dedication on the part of professors, a renewal of facilities and equipment with updated technology, and a restructuring of curricular design.

Alongside such educational turmoil at a time of particular economic strife, the EHEA has nonetheless resulted in great strides for Spain where internationalization of higher education is concerned. Moving from an inflexible system of credit validation where it was extremely difficult and bureaucratic to transfer credits towards the system

¹ For an extensive list of articles informing of the resistance to the EHEA in Spain, particularly in 2008 and 2009, see the official EHEA website in Spanish: http://www.eees.es/?qw=se,3§ion_id=150&page=29.

now in place, shared by EU countries, known as the European Credit Transfer System (ECTS) has made it much easier to study in Spain, allowing it to become a player among European countries as far as growth of foreign enrollments in higher education, according to the OECD (2014):

In 2012, more than one in two foreign students in tertiary education were enrolled in Australia, Canada, France, Germany, the United Kingdom or the United States. In absolute terms, the United States hosted most of these students, with 16% of all foreign students, followed by the United Kingdom (13%), Germany (6%), France (6%), Australia (6%) and Canada (5%). Although these destinations account for more than half of all tertiary students pursuing their studies abroad, some new players have emerged on the international education market in the past few years (Chart C4.2 and Table C4.7, available on line). Besides the six major destinations, significant numbers of foreign students were enrolled in the Russian Federation (4%), Japan (3%), Austria (2%), Italy (2%), New Zealand (2%) and Spain (2%) in 2012. (p. 344-345)

Within this new paradigm of internationalizing education, although the process has been on the rise in Spanish universities, several years after the implementation of the EHEA, there is still work to be done.

The diagnosis of the Spanish university System, carried out several times in the past years, shows a weak internationalization with a lack, despite recent efforts, of formal strategy and ample consensus that channels the efforts of all players

involved. In spite of the integration of the Spanish university system into the EHEA, there is still a low level of internationalization. There has, however, been a noticeable advancement in recent years. In little time, internationalization has become a central driving force among universities. (Grupo de Trabajo de Internacionalización de Universidades, MECD [Spanish Ministry of Education, Culture and Sport], 2014, p. 7, own translation)

One of the most basic and fundamental necessities to improving such internationalization strategies lies in foreign language learning, primarily English as the new academic *lingua franca*, understood as “English when it is used as a contact language between people from different first languages (including native English speakers)” (Jenkins, 2014, p.2), but also other languages in line with the EU’s multilingual nature. The internationalization process in higher institutions across Spain has been an uphill challenge due to low levels of competency in foreign languages, and particularly English, among students and faculty. Despite national efforts to improve language learning and substantial investment in bilingual education (Spanish-English) at the primary and secondary school levels, students entering higher education in Spain continue to have considerably low levels of English competency. In a 2012 report published in The New York Times digital newspaper Spain was in the bottom ranks of European countries as far as English level. According to the report, “Countries with poor English-language skills also have lower levels of trade, innovation and income” and made particular mention of the idea that “Italy, Spain and Portugal were being held back by the fact that they had

some of the poorer English skills in Europe” (Anderson, October 12, 2012). In Spain English had always been regarded as an added value, but not a necessary skill or competence of high importance, as evidenced in the 2014 Eurobarometer report, which measures European opinion regarding specific areas of interest such as education. Findings show that Spain’s public opinion towards “the most important skills that education provides” ranked foreign languages last at 19%, behind basic skills such as reading and writing (57%), job-specific skills (37%), professional skills such as problem-solving or working in teams (30%), and subject-specific skills (30%)” (European Commission, 2014, p. 10).

However, with an increasing number of students studying abroad on a global scale according to the OECD, which reports that “Over the past three decades, the number of students enrolled outside their country of citizenship has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 million in 2012” (2014, p.344), in the last few years Spaniards have begun to need communication competency in English not only to have the option of excelling abroad or in international environments, but also to compete at home with a more qualified workforce. All of a sudden, learning English has become an urgent necessity and universities are finding it vital to cater to this demand by offering students a more international education. In the Prologue of the book *La Internacionalización de la Educación Superior* (2014) [original title: *Internationalising Higher Education*], Dr. Benito, Former Rector at the university where this case study has been carried out attests to the call on the part of employers for universities to educate

their future workforce above and beyond merely acquiring knowledge, which students can now openly access themselves on the Internet.

Employers demand that universities address their students' development in competencies beyond the mere acquisition of knowledge. They explicitly prefer graduates with, for example, studies abroad; due to the initiative, capacity to adapt, foreign language skills, and maturity these types of experiences inherently bring forth. Students, whom a few decades ago chose to attend university because it was the provider of the best equipped knowledge sources, are now finding, with Internet, open access to instant information, knowledge and learning. Within this context, what students expect has more and more to do with a holistic educational experience, including networking and learning that is impossible to acquire in isolation. This means, without a doubt, that internationalizing our universities makes more sense now than ever. (Jones & Brown, 2014, pp. 9-10, own translation)

Amidst the resistance throughout Spain to put the EHEA into place, some universities saw a great potential in internationalizing their curricula and made investments early on to adapt their programs and methods of instruction. Universidad Europea, Madrid (UEM) vowed early on to position itself as a truly international institution anticipating the EHEA 2011 deadline by three academic years. UE's membership to *Laureate International Universities* (LIU from hereon) in 1999 made it part of a network of higher education institutions all over the world, currently at more than nine hundred and fifty thousand

students, over eighty universities in twenty-nine countries, and more than seventy thousand employees, according to the May 2015 Managers Meeting at UEM. Belonging to an international higher education community made internationality one of the cores of its strategic plan. Language instruction was included as an obligatory subject in almost all degree programs (the exception being those programs where English was already heavily present, such as Tourism or Translation) and faculty was highly encouraged to study English as part of their faculty development plan, receiving required pedagogical training hours for doing so. Therefore, when the majority of Spanish universities began adapting to the EHEA in the 2010-2011 academic year, UEM had acquired experience in training professors, equipping classrooms with the right technology, and designing programs accordingly, becoming one of the first among private higher education institutions in Spain to comply with the set guidelines².

Within the context of the new EHEA, UEM took their internationality plan a step further going beyond including English language learning in all degree programs and making bilingual education an integral part of its educational model through three basic requirements:

1. All bachelor's degree programs were to include at least two curricular subjects per year taught in English as the medium of instruction
2. All schools were to include full English degrees in their educational offer

² <http://www.educaweb.com/publicaciones/especial/2009/especial-nuevas-titulaciones-2009/>

3. All Spanish medium subjects were required to incorporate activities in English language.

However, implementing the plan was going to prove quite a challenge taking into account that the average level of English competency of students entering in 2011 was a low A2 on the CEFR (Common European Framework of Reference for Languages) scale³ according to Language Center benchmarking data ceded. In addition, faculty needed training in how to incorporate English learning into their courses, either through individual English activities as described in number three above, or teaching full courses in English as in numbers one and two. In response, UEM strengthened their faculty English training program, adding to the General English courses with an offer that included English for Specific Purposes, English for Academic Purposes, and CLIL training. It became part of the faculty's professional objectives to increase their English level every year, and faculty with advanced levels of English were targeted to enter more intensive English training programs where the focus was directed towards delivering content courses in English as the language of instruction. This, alongside the growing presence of international students on campus, which according to figures from the UEM International Business Unit in 2013-14 accounted for 19.4% of new enrollment growing to 20.9% in 2014-15 and placing UEM as the leader in undergraduate international enrollments among the top ten private universities in Spain, was proof that the internationalization process at UEM was becoming a reality.

³http://www.coe.int/t/dg4/education/elp/elp-reg/Source/assessment_grid/assessment_grid_english.pdf

1.3 Research Problem

It was soon to be made apparent that the efforts being made on an institutional scale to improve English competency among faculty and students were not enough. Professors continued to report deficiencies and called for increased and improved support from the institution (as will be evidenced in the Results chapter). These professors, most of whom had been trained in HE pedagogy prior to the EHEA within a more traditional setting where large group lectures were the norm, and whom they themselves as university students had been instructed years before to read extensive amounts of material and memorize data in order to pass a test which counted for one hundred percent of their course grade, were now learning how to empower students to be responsible for their own learning process, focus education on hands-on and experiential learning, encourage international mobility, hybridize their courses, etc.... Now, in addition to all of this, those with high levels of English competency were being requested to teach in a foreign language in groups with students of mixed language levels; quite a Herculean feat.

The professors at UEM who taught content courses in English had the language competency required thanks to an HR requirement of B2+ to do so, and for the most part had the subject literacy in English needed to successfully deliver the technical and scientific aspects of their courses at tertiary level. However, there were no training requirements in CLIL specifically demanded of professors teaching content in English. Issues that came up repeatedly throughout voluntary CLIL training courses I had been an instructor on since 2009 included a variety of intricacies professors encountered in the

classroom when integrating content and language learning, including mixed levels of English competency among students in the same class, problems establishing rapport with students in a second language (L2 from now on), issues regarding multicultural and multilingual classrooms, lack of motivation and confidence on the part of both professor and students, concerns regarding how to assess students on the course and whether or not to address language use in evaluations, how to respond to spontaneous language issues that arise in the classroom such as how to pronounce specific terminology, questions regarding grammatical structures, language misunderstandings, and so on. These, among a great many other difficulties particular to integrating content and language, will be addressed in depth in the chapters to come.

With the exception of primary teachers, other educators are often trained to teach just one subject be that a content subject or a language, as opposed to both. Even where educators are trained in both a content subject and a language, training in the integration of language and content is not widespread. Professors undertaking CLIL will need to be prepared to develop multiple types of expertise: among others, in the content subject; in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution. (Marsh, Mehisto, Wolff & Frigols Martin, 2010, p.5)

Training university professors to teach in English as a second language is a particularly difficult task as this field has been little explored outside of language learning, especially

at tertiary level. Even in Spain, a country that has extensive experience implementing bilingual learning methodologies such as CLIL at the primary, secondary and vocational level, there has been relatively little work published concerning tertiary bilingual education, although this is rapidly changing. Nationwide studies such as the Bilingual Education Project (BEP) carried out by the Spanish Ministry of Education in conjunction with the British Council, sought to detect good practices in bilingual classrooms at primary and secondary public schools in order to:

- promote the acquisition and learning of both languages through an integrated content-based curriculum;
- encourage awareness of the diversity of both cultures;
- facilitate the exchange of teachers and children;
- encourage the use of modern technologies in learning other languages.

(Dobson, Perez Murillo & Johnstone, 2010, p. 12)

However, within the scheme of higher education in Spain, institutions have been on their own when implementing multilingual education programs. The difficulty university professors are having delivering courses in a non-native language, mainly English, has not been unique to UEM as it is an opinion shared by professors all over Europe, where similar educational internationalization is occurring. CLIL expert David Marsh in an interview with Cambridge University Press ELT in 2010 said:

I've seen teachers burning out from developing innovation in the past and I've seen really wonderful ideas fail because they were never really supported. CLIL

needs to be systemic. It needs to be in the system. And when we look at really good CLIL practice, which we are now seeing in Italy, Germany, Spain, right across the European Union and beyond, you can see it's where the teacher is actively supported by the system. (Cambridge University Press, 2010, <http://www.youtube.com/watch?v=-Czdg8-6mJA>)

In this interview, David Marsh was referring to his experience with primary and secondary teachers; however, the learning outcomes required of multilingual programs at tertiary level are even more demanding than those of “introductory” levels, requiring much greater scientific specialization and the development of career skills. Within this realm, relatively little has been explored as far as good practices integrating content and language. Although studies seem to be on the rise worldwide, there is still a lack of literature dedicated to instruction in English as a second language in higher education.

The issue as far as language is concerned is the extent to which English is seen as a bona fide part of this new international or intercultural dimension. For despite the burgeoning literature on the internationalization of HE, language is rarely mentioned at all other than in a passing reference to the fact that the internationalization process is accompanied by the use of English as the global academic lingua franca (e.g. Altbach and Knight 2007). (Jenkins, 2014, p.10)

1.4 Purpose and Nature of the Study

This dissertation hopes to make the work of professors teaching in a second language at universities a little easier by providing higher education institutions with a

training tool, the UEM CLIL Portfolio, tailor-designed to support their specific needs in the preparation of English-taught subjects, equipping them with the strategies they will need to effectively integrate content and language. In doing so, hopefully it will contribute to the improvement of multilingual higher education by putting forth a model for training faculty via the mentored preparation of a multilingual teaching portfolio that uses a CLIL approach. At the same time, it intends to contribute to the Life Long Learning of faculty in higher education institutions as the portfolio is a tool that is in continuous development and evolution, offering learning beyond the limits of the classroom where it is to be used.

The work presented is a Case Study carried out at UEM where a portfolio-based approach was used in a faculty training course with tertiary CLIL as the core. The creation of a portfolio as a method of instruction has often been used, particularly in languages and the arts, as a way of documenting one's progress as well as for assessment of work. In the case of the UEM CLIL Portfolio, the intention is to learn through the actual process of creating the portfolio, rather than from the assessment or feedback of the final product. Professor-students from different disciplines with varied experience and diverse ideas come together in a classroom that serves as a true Community of Practice (see definition in next section) in which all participants are equals, including the instructor (or mentor) and exchange ideas, share content, discuss strategies, and ultimately learn from each other while documenting the process and creating a repository of materials to use in future course preparation. The thematic core and main learning

focus of the portfolio preparation course is how to integrate content and language through CLIL, including topics such as course planning, content selection, gaining academic competency in a second language (L2), discussing specific teaching strategies for complex situations, learning how to communicate content to the student in the L2 (through techniques such as scaffolding, which will be discussed further in the next chapter), multicultural and multilingual classroom management, sharing of materials, self-reflection, and above all cross-disciplinary collaboration among professors.

The reason for choosing CLIL as a method for training university professors is that it does not focus solely on the subject matter, leaving the learner on their own to understand—or not. It is integrative in nature and places importance on both the learning of content and language acquisition, offering a great deal of language support and strategies for overcoming multicultural and multilingual difficulties in the classroom. These are issues professors at UEM have been reporting more and more every year due to the changing demographics of their classrooms (opinions which will be demonstrated in the results section of this dissertation). The UEM CLIL Portfolio employs a competency-based learning approach and is based on the principles of social constructivism, communicative language learning, collaborative learning and problem-based learning as will be explained in depth in Chapter Three. Furthermore, it targets higher order thinking skills as recommended by the European Parliament in the Council in 2006, which enumerated creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings stating how they provide the basis for taking an

active part in society and for learning throughout life (Maggi, 2012). The study is an exploratory case study defined as being “used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes” (Yin in Baxter and Jack, 2008, p.548). In this sense, the study goes beyond merely explaining the portfolio development as a learning phenomenon seeking to focus on the development process more than the final outcomes or effects. As it is a case study, mostly qualitative methods are used, with some degree of quantitative data collected and analyzed as a way of triangulating and verifying data as well as providing general descriptive information. In this way, it is:

[A]n approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of a phenomenon to be revealed and understood” (Baxter and Jack, 2008, p.544).

The core of the study concerns qualitative methods so as to gather rich, in-depth data in an inductive way through interviews and focus groups with key informants who would inform the design of the UEM CLIL Portfolio so as to gain fundamental knowledge concerning their needs and what was useful to them within their own development.

Quantitative data was also collected in the way of the quantifiable analysis of documents, namely the portfolios and their contents, as a way of describing types and quantities of contents included as well as to corroborate the information offered in interviews regarding the importance of certain portfolio contents.

The ultimate purpose of this dissertation is to study the effectiveness the UEM CLIL Portfolio for training professors teaching content in English, as far as increasing their knowledge of CLIL, improving their linguistic ability in the L2, increasing their self-confidence, and therefore improving the learning of our students. The study also aims to propose a method of instruction that will empower faculty with the ability and autonomy to obtain the support they need on their own through working in communities of practice and reduce stress and increase self-esteem in professors who prepare content courses taught in English, especially for first-timers. The fact that there is little literature on training professors in L2 instruction at tertiary level makes this study of interest as a starting point from which new studies may be conducted and this portfolio tested and improved upon further for future training of professors.

1.5 Research Questions

The central questions overarching the study were: *RQ1: Is building a CLIL Portfolio with the help of a mentor useful to the development of EMI Professors at UEM?* and *RQ2: What contents are necessary in a CLIL portfolio intended for training professors so that it may be useful to their development in EMI?* The objective, therefore, became to explore the perceptions of CLIL professors at UEM regarding their learning experience through the UEM CLIL Portfolio and their opinions as to its usefulness in their development as EMI professors; and to detect variables for the improved redesign of the portfolio and propose a final training method to aid them in the tertiary multilingual classroom.

In order to answer the central questions of this study, a series of subsequent more specific questions arose that required attention in order to answer the two general questions.

SQ1: How did professors perceive the experience of preparing a portfolio?

SQ2: Did they find it useful? If so, what was useful about it?

SQ3: Was it motivating and how so?

SQ4: Did it help improve their teaching and if so, how?

SQ5: Did it improve their level of English?

SQ6: Did it improve their academic proficiency in English?

SQ7: What extra materials did they include in their portfolios and why?

SQ8: What changes need to be made to the portfolio in order to improve it?

SQ9: Does the tertiary CLIL portfolio respond to their needs as English medium instructors?

SQ10: Do professors think the experience of preparing a CLIL portfolio improves the learning outcomes of their students and if so, how?

Specific Questions 7 and 8 intend to help respond the first Main Research Question, while SQs 1, 2, 3, 4, 5, 6, 9, and 10 will hopefully offer data that could answer the second Main Research Question.

1.6 Definition of Terms and Acronyms

Bilingual Education: “Defined broadly, it can mean any use of two languages in school – by teachers or students or both – for a variety of social and pedagogical

purposes” (NABE—National Association for Bilingual Education, retrieved 10 October 2015 from <http://www.nabe.org/bilingualeducation>).

CBI: Content-based Instruction. Non-native speakers, often from minority language groups, learning a non-native language to enable them to integrate into mainstream classes” (Cambridge ESOL, TKT CLIL Glossary, 2009, p.3)

CEFR: Common European Framework of Reference for Languages. It establishes the levels: A1, A2 (basic user) / B1, B2 (independent user) / C1, C2 (proficient user) (see: <http://www.cambridgeenglish.org/images/126130-cefr-diagram.pdf>).

CLIL: Content and Language Integrated learning. A dual focused approach in which an additional language is used for the learning and teaching of both content and language (Marsh et al., 2013, p.2).

Community of practice (CoP): “A professional learning community is an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire on their practice and together learn new and better approaches that will enhance all pupils’ learning” (Stoll et al. in Marsh et al., 2013, p.).

EMI: English Medium Instruction. The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English (Dearden, 2013, p. 2).

HE: Higher Education.

HEI: Higher Education Institutions.

L1: First or native language.

L2: Second language.

L3: Third language.

Multilingual Education: ““Multilingual education typically refers to first-language-first education, that is, schooling which begins in the mother tongue and transitions to additional languages. Typically MLE programmes are situated in developing countries where speakers of minority languages tend to be disadvantaged in the mainstream education system’. (Wikipedia online encyclopedia retrieved 5 October 2009)” (McIlwraith, 2013, p. 38).

Plurilingual Education: “More than one language is used through CLIL during different years in related content programmes” (Coyle et al., 2010, p. 25)

UE: Universidad Europea all campuses. Includes UE Madrid (Villaviciosa and Alcobendas campuses), Valencia, Canarias, and Portugal. This acronym is used when referring to general and standard policies that affect all of Universidad Europea campuses.

UEM: Universidad Europea, Madrid campus. This acronym is used when discussing issues from the study which took place exclusively on the Madrid, Villaviciosa Campus.

1.7 Assumptions

There is one major underlying assumption of this study which cannot be demonstrated to be true as it has to do with my experience training professors at UEM in CLIL since 2006, and it has to do with the positive effect this type of instruction has on

their motivation and general happiness with what they do. The close ties built with my professor-students over the years have allowed me to follow their development and know their feelings and opinions regarding CLIL instruction, both the negative and the positive. What they repeatedly report is that they love teaching in English, regardless of the effort and extra work involved, whether or not they are properly incentivized, the positive or negative reaction of the students, and even their own confidence levels. Professors report a variety of reasons for this, including the fact that they are improving their own English skills—particularly fluency, broadening their learning within their field due to the materials they need to gather in English language, networking with other professors in universities abroad, and engaging in publishing in English language, among others. Although the participants of this study have also stated such in the interviews and focus groups, the fact that the numbers are small and they have volunteered to form part of this study indicates they are highly motivated in this area, and therefore is not necessarily representative of the rest of the CLIL professors at the university. A large N study would be required to be able to make such generalizations. However, this intrinsic motivation is an essential aspect of CLIL and has been documented by experts.

There is evidence that intrinsic motivation results from engagement in English-taught degree programmes. This relates to the challenge of embarking on teaching in a second language, the opportunity to use the experience as a change agent, and the opportunities that result from using a global language. Intrinsic

motivation has been seen to strengthen over time. At the outset it may not be visible to teaching staff. (Marsh, Pavon, and Frigols, 2013, p.18)

In a study carried out by UEM regarding the perceptions of professors involved in EMI at twenty-seven universities from the Laureate Universities network in Europe, South America and Asia, two hundred and thirty professors responded that their motivations for teaching in English were:

Figure 1. Professor Motivations for teaching in English.

Q19: Why are you teaching in English? Choose all that apply

Respondido: 230 Omitido: 24

Opciones de respuesta	Respuestas
I love languages	49,57% 114
I've been living/I've lived in an English-speaking country for a long time	31,74% 73
I love teaching students from other countries and cultures	47,83% 110
Teaching in English is a challenge for me	44,35% 102
My superiors asked me to teach in English	46,52% 107
Because I want to	45,22% 104
Because I was specifically hired to do so	36,09% 83
Other	18,70% 43
Total de encuestados: 230	

Note. From “*Tertiary CLIL UEM Internal Research Project*” by Strotmann et al., 2012. Permission to use data granted by research team (see Appendix A).

The data shows that of the top five reasons for teaching in English, four are purely intrinsic (“I love languages”, “I love teaching students from other countries and cultures”, “Because I want to” and “Teaching in English is a challenge for me”). At UEM, the

group of professors that participated in this study has very similar motivations for teaching in English, as will be shown in the Results Chapter of this dissertation. The relevance of this aspect to this study has to do with the fact that the UEM CLIL Portfolio proposed in this study has been the result of highly motivated CLIL Professors who love teaching in English and care about improving teaching and learning in such environments.

1.8 Scope, Delimitations and Limitations

Due to the time required to design, improve, assess, and apply the portfolio within the scope of a faculty training course, which may be year-long (as in the first phase) or a trimester (as in the second phase), this study has not allowed for classroom observations of professors applying what they learned in the process of developing their CLIL portfolio. It also did not allow for measuring student satisfaction with the newly-trained professors (which would be of great interest) as that would require another academic year to pass. Participants were, in any case, questioned regarding their perceptions on such issues, and in some cases they provide data in the interviews concerning such results. However, in order to be able to make any conclusions regarding these issues, further studies would be required (and are currently underway).

Where languages are concerned, the portfolio object of this study is carried out with English occupying the space of the L2 due to the fact that the university in question is a Spanish university promoting English language learning as a vital part of international learning. However, it is not exclusive of other languages, and therefore may

be used in contexts where courses are to be delivered in languages other than English, with little adaptation required. CLIL Language discourse was not specifically measured as a necessary component within the portfolio in and of itself, but was rather embedded within the learning content facilitated to participants on the courses. The same was done where English grammar is concerned opting for a “grammar in use” approach integrated into the portfolio activities. The reason for this was that the professors who participated were not knowledgeable in Second Language Acquisition (SLA) or English as a Second Language (ESL) and required a much more superficial learning of language aspects in order to be able to cover the more practical aspects of their training.

The main target of the final tool produced is university professors. However, it may be transferred to other educational CLIL contexts, such as those listed in the University of Cambridge ESOL Examinations, Teacher Knowledge Test, CLIL. V3:

- subject professors who need to teach their subjects in a second language and who want to add language teaching to their portfolio of skills;
 - language teachers who teach curricular subjects in a second, third or fourth language;
 - classroom assistants working in CLIL contexts;
 - classroom professors who teach curricular subjects;
 - English as an Additional Language (EAL) teachers who work with non-native speaker learners (often from minority language groups) in mainstream classes.
- (2009, p.4)

This study is limited to the training of professors involved in EMI and CLIL environments at Universidad Europea. Although it would seem of great interest to study the impact of the UE CLIL Portfolio training of professors on their students' learning and satisfaction, further testing would be necessary as the data recovered in this respect was not longitudinal in the sense that there was not time to train the professors and then carry out observations and/or quantitative studies where students are concerned. Therefore, it could not be measured whether or not student learning outcomes or satisfaction rates increased regarding pre-CLIL portfolio training and post-CLIL portfolio training.

Another limitation of this study involves its focus on English as the second language, whereas it would also be interesting to further study environments where the second language used is one other than English. The fact that the portfolio uses CLIL as its basis, a focus that is not necessarily English-based, added to the fact that some instructors indicated in their interviews that they have used it for their Spanish-taught courses (covered in depth in the chapter on results) gives an indication that it may be useful in language contexts other than English. However, this study has not specifically focused on other languages beyond English and therefore conclusions cannot be drawn in this respect.

Finally, although the portfolio proposed in this study was scrutinized and redesigned by tertiary CLIL professors at UE, greater study into the needs of UE CLIL professors versus the needs of CLIL professors elsewhere would be required to confirm its transferability.

1.9 Significance of the Study

EMI has become a central strategy in the internationalization of HEIs around the world for multiple reasons. Whether those reasons are economic in nature or cultural and academic, institutions that embrace multilingual instruction from a quality point of view, investing in properly training their faculty will gain great value. “The Netherlands, Germany, Sweden, France, and Spain are the countries with both the largest number of English-medium program offerings and the largest number of institutions offering them” (Unites, 2014, p.65). EMI is growing, not only in Spain, but in a number of countries around the world and it is imperative for them to consider the implications of this type of instruction on students, faculty and staff.

In the international arena, the role of EMI at HEIs has eminently shifted to economic concerns and has upstaged other cultural and academic considerations. But we may run the risk of not seeing the wood for the economic tree. It is an undeniable fact that English has become the current lingual franca which means that university students and faculty are ‘required’ to have a good command of English, but if this is achieved, this requirement comes along with multiple benefits. English has become the language of academia and the educational revenues cannot be overlooked. Highlighting the monetization of EMI can lead us to an oversimplification of a very complex global trend. (Doiz, A., Lasagabaster, D., and Sierra, J.M., 2013, p. 214)

The Case Study object of this dissertation allows for replicability in a variety of higher education contexts with relatively little effort and investment. This tied to the fact that there is a growing need to train professors in pedagogical methodologies within a changing educational scheme that is more technological and international, gives it great significance. “There is a wave of change sweeping education world-wide similar in magnitude to that caused not long ago by new technologies, which made learning accessible to anyone, anywhere. This second revolution concerns internationalization” (Bamond and Strotmann, 2015, p. 848).

1.10 Future Research

Future research that may be brought on as a direct result of this study, and which I intend to carry out in a short term, includes the in-depth analysis of the final portfolio design as far as its usefulness as a tool for aiding professors teaching content in an L2 in other parts of the world, namely other parts of Europe, South America and Asia where UEM has ties thanks to its membership to the Laureate International Universities network. It would also be interesting to see this study replicated using languages of instruction other than English to see the effectiveness of the UEM CLIL Portfolio as a truly multilingual tool of instruction. There is a possibility of carrying out a pilot study at Universidad Carlos III de Madrid, using Spanish as the L2 of instruction, which is one future endeavor of great interest. In addition to studies directly related to this dissertation, similar lines of research which could branch from this study include work in

English Medium instruction, English as a *lingua franca*, internationalization of higher education, and the development of language policies around the world.

These lines of research, which focus on the institutional and faculty training side of this study, are of great importance. However, it is of even greater significance to carry out further research regarding how student learning outcomes are affected by such methodologies as they are the reason we are continuously searching for ways of becoming better trained. There are also several external studies that demonstrate the benefits of bilingual and/or CLIL-style learning on students⁴, which would be of interest to replicate at tertiary level.

1.11 Summary

English has consolidated itself as the international language of communication, positioning it as a necessary part of higher education and causing tertiary institutions all over the world to have to make decisions regarding educational language policy, multilingual instruction, training of faculty and staff, and English learning programs for students. The sudden rapid adoption of EMI and CLIL in universities world-wide, and particularly in Europe, responds to need for internationalizing HEIs, attracting international students, promoting faculty-student exchanges, and offering students the education they will need to meet today's professional demands.

⁴ See: Lambert and Tucker (1972), Cummins (1981), Swain and Lapkin (1982), Cummins and Swain (1986), Genesee (1987), Lapkin, Hart and Swain (1991), de Jabrun (1997), Wolff (1997), Turnbull, Lapkin and Hart (2001), Kirk Senesac (2002), Coyle (2002b), Yang-Yu et al. (2005), Lindholm-Leary and Borsato (2005), ZydatiB (2007), CERI (2007), Lamsfuß-Schenk (2008), and Marsh (2009).

In the specific case of Spain, universities are gradually incorporating English as the vehicular language mainly in postgraduate programmes (Master and Doctoral courses) as well as in some bilingual degrees in an attempt to face the challenges of today's rapidly changing globalized world. So far, initiatives to implement a CLIL approach at university level are rather dispersed and experimental with practically no empirical research being conducted to assess its efficacy. (Dafouz in Milne, 2007, pp. 67-68)

2. Chapter 2: The UEM CLIL Portfolio Project

2.1 Introduction

The idea for the UEM CLIL Portfolio came about almost by accident as it was not my intention to include building a portfolio as part of faculty training in my original course outline. In my experience both as a graduate student in Spain in the public university system as well as a faculty member in a private institution, this type of activity has not been common practice in Spain, something which has been corroborated by participants in the interviews (mentioned in Chapter 5: Results). It occurred to me to try it out with a group of professor-students I was training in English in the 2011-12 academic year as a response to their need for learning how to teach their own materials in English, something they were being asked to do more and more. The group (from now on Group A) was comprised of thirteen professors from different areas of study with advanced levels of English (B2 and above) from departments including: Business, Physical Therapy, Computer Science, Law, Economics and International Relations, Architecture, Optometry, Dentistry, Building Engineering, Biomedical Sciences, and Art (data provided by HR in the attendance record keeping files sent to me at the beginning of each course). Due to the extensive range of fields of participants, as English instruction at UE is interdepartmental, it is common practice within the language department to carry out a needs-analysis at the beginning of a course, in which professor-students are consulted as to what learning objectives they wish to attain. The result established that rather than a typical four skills English course (reading, listening,

speaking and writing), participants favored a more practical focus, where their English class would serve as a space not only to improve their English level, but also to provide them time to work on presentation skills, prepare and teach practice lessons, learn how to write academic papers in English, and improve their fluency (which they defined as improving their vocabulary and pronunciation).

Early on in the course, through the use of communicative language learning practices and collaborative learning, which will be discussed in the conceptual framework of the study, they were unconsciously sharing materials and creating a repository of activities that would aid them in the future with the task of integrating content and language. At the same time, they were learning a great deal from the experiences of their peers in how to manage complex situations that arise in the multilingual classroom—beyond what I could provide in my own teachings. Because this need came up at the beginning of this course, which would last the full academic year, I decided to include the activity of building a portfolio specifically for this purpose as the core of the course, integrating language learning, CLIL methodology, and a repository of activities shared among peers. This was done with the intention of reducing their workload by having each professor create one activity for a given topic, and through sharing with others obtain thirteen, which they could adapt to their own content field and keep in their portfolio for future use. The completion of their portfolio would form part of their final assessment on the course, however, they were given full flexibility as far as what they chose to include, as it was meant to suit their own individual needs.

The result of this experience was very positive; both in my own learning as well as for participants on the course, as can be evidenced in the satisfaction results HR collects (see Appendix B). This questionnaire has eighteen questions based on a four-point Likert scale divided into four sections: *Evaluation of course content and objectives*, *Evaluation of course development and methodology used*, *Evaluation of the Instructor*, and *Global assessment of your training*. In addition, there were five open-answer sections which asked: *What would you add to the training offered and why?* *What aspects of the training received would you eliminate and why?* *What were the most positive aspects of the course?* *What are the aspects that can be improved upon?* and *Comments* (own translation). The results in general were positive, with several items receiving the maximum 4/4 evaluation from all respondents (six in total). These aspects were:

Table 1

Evaluation of Course Objectives, Content, and Instruction

Evaluation of Course Objectives and Content	1	2	3	4
The objectives and content of the course were appropriate according to my professional needs	0	0	0	6

Note. From Human Resource Training Course Teaching Evaluations 2011-12. Reprinted with permission (see Appendix B). Own translation.

Table 2

Evaluation of the Instructor

Evaluation of the Instructor	1	2	3	4
The instructor's explanations and presentations have been clear and effective	0	0	0	6
The instructor is highly qualified and masters the content	0	0	0	6
The capacity of responding and attitude of the instructor toward clearing doubts was positive	0	0	0	6
The instructor was effective and flexible in managing participants, adapting to their needs as a group	0	0	0	6
The instructor was able to create an open, harmonious and effective learning atmosphere	0	0	0	6

Note. From Human Resource Training Course Teaching Evaluations 2011-12. Reprinted with permission (see Appendix B). Own translation.

In addition, there were several comments in the open-answer section that made reference to the positive impact of the portfolio-building experience and/or the methodology used:

Table 3

Comments Section Teaching Evaluation

What were the most positive aspects of the course?
The creation of the portfolio, which included materials and learning methodologies to aid us when teaching our classes in English
The willingness of the instructor to help us and provide explanations. It has been a great help to be able to have an English instructor available to respond to our doubts when teaching classes [in English], concerning pronunciation, specific vocabulary, and grammar.
The professor, without a doubt, is an excellent educator and has helped us a lot
The practical focus of the classes and the methodology used, in addition to the instructor's approachability
The professor's knowledge; sharing experiences with other university departments
The learning approach used and participating in preparing our subjects (activities, syllabus...)

Note. From Human Resource Training Course Teaching Evaluations 2011-12. Reprinted with permission (see Appendix B). Own translation.

It was the high evaluation of the course objectives and content as well as the instruction, along with their comments (both in the questionnaire and in person) concerning the experience of preparing the portfolio that sparked my interest in further testing this method of instruction to see if it was useful in training professors who taught content in English as an L2. To further corroborate that the portfolio method itself was valued as positive, I consulted the group a second time, asking them to value their experience on the course in a number of different areas, including portfolio-building. Again results were positive with four out of six respondents giving the portfolio activity the maximum value point of 5/5 and one participant 4/5.

Table 4

Teaching Methods Value Questionnaire

Please value the following aspects of your training	min.				max.	
	1	2	3	4	5	N/A
Grammar exercises	0	2	0	4	0	0
Vocabulary exercises	0	2	0	2	2	0
Presentations	0	0	1	1	4	0
Practice teaching	0	1	1	2	2	0
Collaborative work	0	1	1	3	1	0
Portfolio-building	0	0	0	1	4	1
Resources provided	0	0	2	2	2	0
Shared activities among peers	0	1	1	3	1	0

Note. Own source, 2011-12.

This resulted in designing a study that explored the matter more in-depth, ultimately resulting in the topic of this doctoral dissertation.

This chapter discusses the UEM CLIL Portfolio Project, including the participants within the context of the study; the conceptual framework, the method of instruction used, portfolios within the context of teacher education, the initial portfolio design and structure, and e-portfolios; as well as a final summary.

2.2 Participants within the Context of Study

All professors who participated in the study (both Group A and later, in the second phase, Group B) were obliged to prepare lessons in English on a regular basis, (in the case of Group B full subjects in English) in compliance with the university's academic model (<http://madrid.universidadeuropea.es/conoce-uem/modelo-academico->

[universitario/las-claves-de-nuestro-modelo](#)), which includes seventeen full English programs out of a total seventy-seven bachelor's degrees and over two hundred and fifty English medium instruction courses according to the university International Development Index data for 2014 (ceded by the International Office Director). The objective of this part of the academic model is to increase the university's internationality in order to ensure students have the capacity to study and/or work abroad, reaching a minimum level of B2 on the CEFR. This strategy, at the same time, hopes to attract foreign students through an attractive, high quality English medium course and program offer. According to professor-students in Group A, one of the main criteria within their respective departments for being chosen to teach a subject in English was level of English (set at C1⁵ according to university language policy). Since the course I was teaching was a C1 English level course, the professor-students were either already teaching full subjects in English or would be prime candidates to do so in the near future. All of the professor-students felt, to some extent, that they were not prepared to do this regardless of their more or less advanced level of English language competency. Many of them saw having to teach in English as "a punishment" (in their own words) due to the great effort involved in doing so without any type of extra compensation, neither economic nor in terms of more time to prepare⁶. The class, as a whole, agreed that teaching in English could be an enriching and enjoyable experience, but stated several demotivating factors, such as a lack of time to prepare, insufficient support in planning, inadequate levels of

⁵ This refers to the level the professor is currently beginning or in, but not the level they have fulfilled.

⁶ This is documented in the transcriptions of the in-depth interviews presented in the Results chapter.

English fluency, and a need for greater incentives from their department heads or the institution as a whole. These were comments the language department had been receiving more and more in recent years, both in surveys carried out periodically as well as in the classrooms and hallways. It became apparent to me that the problems stated by my professor-students were not particular to this group of thirteen, but shared among professors institution-wide. Under these circumstances it occurred to me that a UEM CLIL Portfolio, if designed rigorously, could be used to mentor professors involved in English medium instruction institution-wide.

2.3 Conceptual Framework of the Study

This study has been constructed based on the reality of a specific group of individuals with very particular needs, namely, professors that teach content in an Higher Education Institutions (HEIs) in Spain where the language of instruction in their courses is English. The focus of the study, which involved exploring the design of a method of instruction that uses a CLIL portfolio as the central tool for their development, resulted in an exploratory Case Study (Yin in Baxter and Jack, 2008) within the framework of a qualitative, or naturalistic (Bisquerra, 2008) paradigm under constructivist and advocacy/participatory knowledge constructs, but also with some degree of pragmatism, stemming from the multiple method approach in its design (which will be further explained in Chapter 4: Research Methodology).

[A] *qualitative* approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings

of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collected open-ended, emerging data with the primary intent of developing themes from the data. (Creswell, 2003, p. 18)

The fact that the portfolio object of study was designed, built, studied, and improved upon in a collaborative way among participants and researcher, corresponds to constructivist claims in that:

Constructivists claim that truth is relative and that it is dependent on one's perspective. This paradigm "recognizes the importance of the subjective human creation of meaning, but doesn't reject outright some notion of objectivity. Pluralism, not relativism, is stressed with the focus on the circular dynamic tension of subject and object" (Miller & Crabtree, 1999, p.10). Constructivism is built upon the premise of a social construction of reality (Searle, 1995). (Baxter and Jack, 2008, p.545)

The advocacy/participatory perspective of the study lies in the fact that the portfolio addresses a need for change in the lives of the participants, as well as the group they represent—EMI/CLIL professors at UE. The fact that the result of this study is a proposal for a method of instruction designed by and for this group of professors

according to their needs responds to research that “should contain an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher’s life” (Creswell, 2003, pp. 9-10).

Within this framework of research, there is a weakness in that the validity is based solely on information provided through qualitative methods. When designing the study it seemed necessary, therefore, to include strategies for corroborating and contrasting information provided by participants in an objective way. In this sense, a quantitative method of analyzing the portfolio contents was introduced (further explained in Chapter 4 on research methodology), which would provide an opportunity to triangulate data. It also offered a different, objective, description of the portfolio that combined with the subjective information provided by participants through interviews and focus groups, would add validity to the results. In this way, the study intended to measure reliability and strengthen internal validity through a multi-method approach, understood as Campbell and Fiske’s idea of “multiple operationalism” (in Johnson, et al., 2007) where “more than one method is used as part of a validation process that ensures that the explained variance is the result of the underlying phenomenon or trait and not the method (e.g., quantitative or qualitative)” (pp. 113-114). The type of triangulation used was *between-method* triangulation (Denzin in Johnson, et al., 2007) or inter-paradigmatic method integration (Ruiz Bolívar, 2008, own translation), which involves using both qualitative and quantitative approaches to data collection/analysis.

Denzin (1978) recommended the use of between-method triangulation, contending that by utilizing mixed methods, “the bias inherent in any particular data source, investigators, and particularly method will be canceled out when used in conjunction with other data sources, investigators, and methods” (p. 14); and (b) “the result will be a convergence upon the truth about some social phenomenon” (p. 14). According to Denzin, three outcomes arise from triangulation: convergence, inconsistency, and contradiction. Whichever of these outcomes prevail, the researcher can construct superior explanations of the observed social phenomena. (Johnson, et al., 2007, p. 115)

In this way, the study also responds to Pragmatism in that “[t]here is a concern with applications—‘what works’—and solutions to problems (Patton, 1990). Instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem (see Rossman & Wilson, 1985)” (Creswell, 2003, p. 11). The following sections will explain different theoretical aspects of the portfolio-based method of instruction within the context of this study. However, due to the importance of CLIL as the core approach to the portfolio, and the extensive literature regarding its theoretical and pedagogical foundations, the next chapter has been dedicated to this in full.

2.3.1 The UEM CLIL Portfolio as a method of instruction

For many faculty, the teaching portfolio provides the formal process for making sweeping changes in pedagogy or methodology. As an instrument that grows out

of substantial reflection and analysis tied to hard evidence, the document also offers teachers a credible system for valid assessment of performance. It utilizes a discipline-based format which validates the individuality and integrity of teaching, serving as a catalyst for substantive improvement of the philosophy, strategies, materials, outcomes, evaluations, and goals of teaching. (Zubizarreta, 2001, p. 2)

Traditionally, portfolios have been understood as:

[A] collection of information from students, colleagues, and the teacher's own files that results in a comprehensive profile of teaching effectiveness. Some view it as an extended teaching resume, serving to balance the extensive documentation of scholarship that candidates for teaching positions or for promotion are expected to supply. (Stanford University, 1996, p. 1)

The UEM CLIL Portfolio, however, has been conceived as a developmental portfolio that is neither used for assessing students, nor for showcasing work. It is a collaborative, experiential learning approach where professors share knowledge, experiences, and materials with each other with the objective of learning through the process itself and which serves to build a repository of materials and strategies to aid in future class preparation (see Figure 2).

Figure 2. Example of Ice Breaker Repository.

Activities Bank

C3: Content and Language Awareness
C6: Learning Resources/Environments
C7: Classroom Management

The following section will be a bank of shared activities among peers. The idea is for each professor to develop one activity for each of the following categories, and then share it with the rest of participants. This will result in obtaining a great number of activities from different teachers that you may apply to your teaching for each one activity you prepare, therefore lessening your workload.

- Ice breaker activities

What is an ice breaker? Have you ever used any in your classroom? How can they be useful in your CLIL classroom? Discuss with your group and teacher and write a definition for ice breaker in the box.

Create an ice breaker activity and practice teaching it on your classmates. Here is an example.

Find Someone Who...

Instructions:

Students must mingle around the class looking for people who fulfill the requirements on their paper by asking different people questions. Once they have found someone, they must write it on their paper and then continue mingling until they've gone down the whole list.

Find someone who...

...enjoys the same hobby as you (fishing, playing an instrument, travelling, knitting...)
 ...comes from the North of Spain.
 ...has lived abroad.
 ...had the same thing as you for breakfast this morning.
 ...is of a different nationality than you.
 ...speaks a language other than English or Spanish.
 ...has played a competition sport.
 ...has a good recipe for a dish you love.
 ...has visited a city you have always wanted to visit.
 ...plays an instrument.
 ...likes the same music as you.

Note. From “UEM CLIL Portfolio 3”, own source.

In this sense it responds more to the following description:

Definitions of portfolios emphasize the collection of work which includes a reflective commentary (Arter & Spandel, 1992; Forster & Masters, 1996; Baume, 2001). They are used particularly for the purposes of developing teaching skills and reflective practice from pre-service teaching through to teaching at postgraduate level (Hutchings, 1998; Lyons, 1998; Lyons *et al.*, 2002). (Klenowski, Askew and Carnell, 2006, p.267)

The portfolio proposed in this study focuses on peer and self-learning as well as reflection as a means for improving teaching and learning. The role of the tutor, in this context, becomes that of a mentor, guiding the professors in the building of the portfolio as well as providing linguistic support. “With the use of learning portfolios the tutor’s responsibility shifts from being an expert, in a one-way communication to the student, to a guide and facilitator. Her role is to ensure course-participants understand the purpose of the portfolio and how to construct it” (Klenowski, et al., 2006, p. 280). Problem-based learning is also incorporated as a learning methodology, in the way of situations and role plays where professors collaborate to elaborate strategies for solving complexities involved in multilingual instruction and learning (see Figure 3).

Figure 3. Example of Teaching Strategies Collaborative Activity.

Teaching strategies

C3: Content and Language Awareness

C4: Methodology and Assessment

C7: Classroom Management

There are situations that occur in a CLIL classroom that require specific teaching strategies.

Look at the following examples. For each one discuss with your group and instructor what to do and make notes of possible strategies.

- Situation 1: Students are continuously using L1 (native language) in the classroom. First of all, ask yourself if you've been clear with your students on the role of L1 in your English-taught subject. Are they allowed to use it? In what situations? What can you do to combat the use of unwanted L1 in the classroom? Should your expectations of students' use of English be the same for first year students as for final year students?

- Situation 2: You have students in your classroom with very mixed levels of English. Some are native Spanish speakers and English is their second language, others don't speak any Spanish at all and use English as their common form of communication. First of all, are you clear on their abilities in English? Have you done an initial assessment of their English level? What can you do with the higher level students so they don't get bored? What can you do with the lower level students so they are not left behind? How are you going to comprise pairs and groups according to different levels for collaborative activities? Are you going to take into account language abilities in your assessment? How?

- Situation 3: Your students are not native English speakers, for the most part. They are from different parts of the world and have different L1s. How can you establish rapport with students from different cultures?

Note. From “UEM CLIL Portfolio 3”, own source.

The result is a community of practice (CoP) in CLIL that survived beyond the duration of the course, as has been the case at UEM where several participants on the courses have become actively involved in CLIL research, mentored other CLIL professors, or built their own departmental CoPs. With CLIL as the core, the portfolio

object of this study incorporated a competency-based approach to learning, one of the major focuses of CLIL (see example activity Figure 4).

Figure 4. Example of CLIL Competency Activity.

What is CLIL? **C2: CLIL Fundamentals**

Content and Language Integrated Learning: *"a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role" (Marsh, 2002, 58).*

The European Framework for CLIL Teacher Education of the European Centre for Modern Languages sets out the following Developmental Competencies for training CLIL instructors:

1. Personal Reflection (C1)
2. CLIL Fundamentals (C2)
3. Content and Language Awareness (C3)
4. Methodology and Assessment (C4)
5. Research and Evaluation (C5)
6. Learning Resources and Environments (C6)
7. Classroom Management (C7)
8. CLIL Management (C8)

Please read through: http://www.unife.it/sites/default/files/allegati/paragrafo/20-01-2014/european_framework_for_clil_teacher_education.pdf

This developmental portfolio includes activities targeted to each of these competencies, and are indicated as Competency 1 (C1), Competency 2 (C2), Competency 3 (C3), etc... at the top right hand corner of each component for your knowledge and awareness.

CLIL at UE

At Universidad Europea multilingual education is fundamental at all levels. As a Spanish-speaking university, communicative competency in English is considered a basic and cross-disciplinary requirement in all Degree Programs. In addition to English language instruction, English as a second language may be acquired through mandatory English activities in Spanish medium classrooms as well as through required subjects taught in English in each year of each degree. The idea is that students gradually become competent in the use of English within their field of expertise. Therefore, professors at UE with the capability to do so may be requested to teach courses in English. The methodology suggested to do so is Content and Language Integrated Learning. This portfolio will help you gain knowledge and competency of CLIL and help you prepare to teach courses in English.

How does this model affect your teaching? How do you feel about this academic philosophy?

Note. From "UEM CLIL Portfolio 3", own source.

CLIL has been seen to be a key lever in realizing some of the eight key competences for lifelong learning as recommended by the European Parliament in 2006. These competences, which combine knowledge and skills appropriate for life in the 21st Century, include communication in the mother tongue and foreign languages; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression. They are considered interdependent with emphasis in each on critical thinking, creativity and problem solving. (British Council, 2014, p.1)

The fact that most of the participants on the course were totally unaware of the existence of CLIL as a multilingual learning methodology made it an essential part of their learning experience. The awareness of this methodology was one of the most impacting and motivating experiences reported by professors as documented in the results of this study in Chapter 5, particularly in the case of Group B.

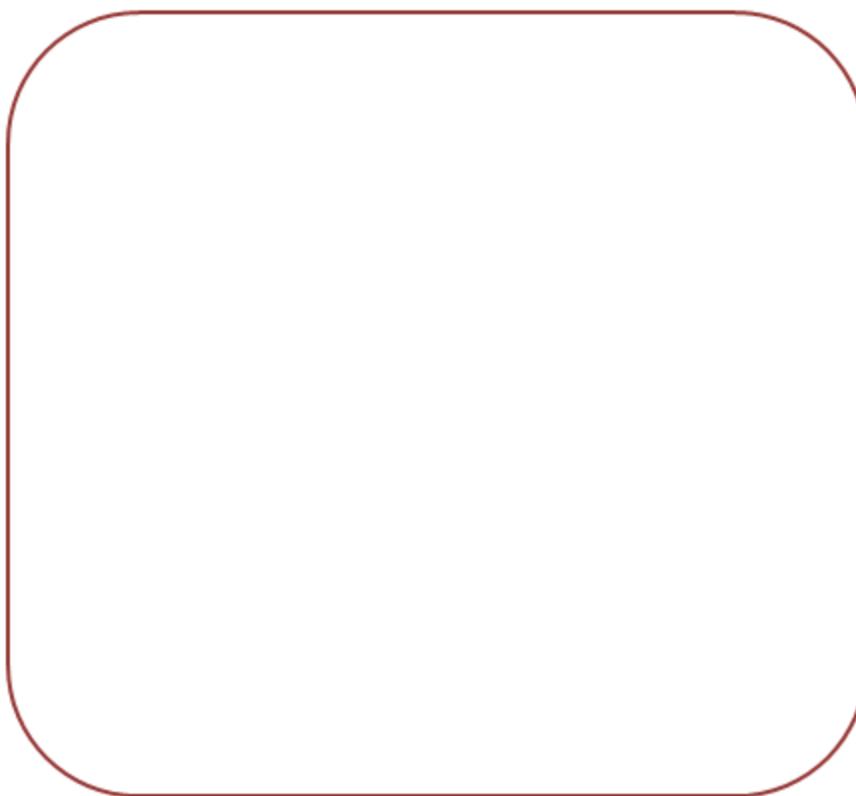
Finally, this portfolio incorporates foundations of language learning based on social constructivism and communicative learning under the notion that: “Good CLIL practices are widely reported as being based, in part, on socio-constructivist teaching and learning methods and activities (see example Figure 5).

Figure 5. Example of Good Practices in CLIL Activity.

Good practice in Tertiary CLIL

C1: Personal Reflection
C2: CLIL Fundamentals
C8: CLIL Management

Now that you have completed your training, think about all the strategies you've learned. Discuss with your instructor and group what you think examples of good practices in CLIL are. Decide as a group on 10 and write down in order of importance. You should state good practices in list form, which requires using gerund (-ing) nouns.



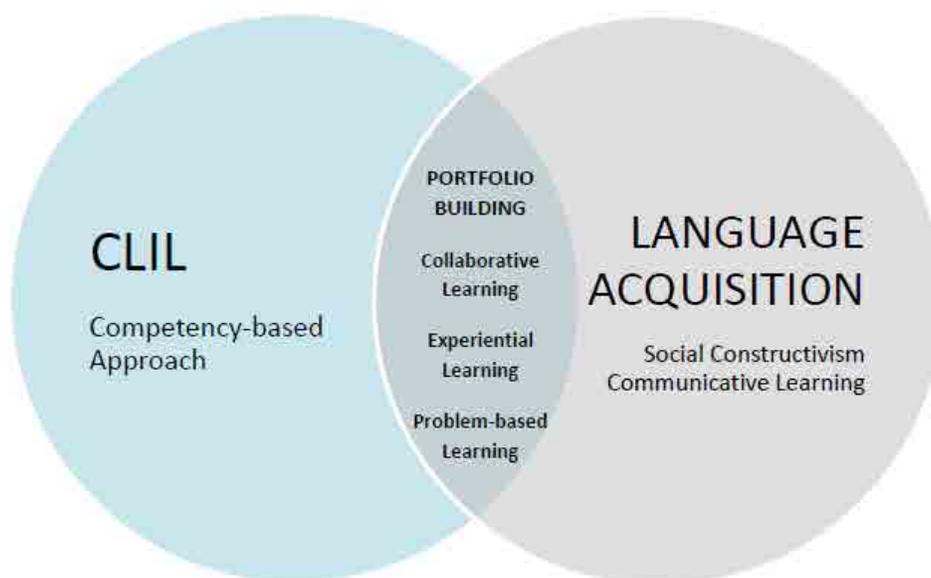
When you finish, read the following publication on CLIL practice in higher education and check to see how many of your suggestions appear as good practices: <http://www.viu.es/download/universidad/publicaciones/ensuring-quality-english-degrees.pdf>. This resource will serve to benchmark your future teaching practice.

Note. From “UEM CLIL Portfolio 3”, own source.

Any CLIL professional development should aspire to combine language development and methodological competence in interactive teaching and learning approaches” (British Council, 2014, p. 5).

The final result is a framework for training university professors in multilingual instruction through a collaborative, experiential, problem-based developmental portfolio, where they gain competencies in CLIL and learn about acquiring a second language while actually doing so (see Figure 6).

Figure 6. Methodological Framework.



Note. From own source.

In this study, the portfolio intended to aid and support faculty members who have been very rapidly propelled into a new scheme of teaching in a second language with little knowledge of how to tackle didactic issues regarding second language acquisition.

However, in order to tackle the problems they encounter in the classroom, they need to learn how to integrate content and language objectives effectively. Even with an adequate language level to teach a course in L2, tertiary multilingual instruction requires experience preparing activities using adequate content and communicating it in English in such a way that students will be able to learn. Within this context, the preparation of a portfolio was considered useful in that it gathers documented evidence of good teaching practice.

2.3.2 Portfolios in teacher education

Preparing teaching portfolios has been common practice for decades within educational development. In the 1990's at Stanford University, the American Association of Higher Education Peer Evaluation Project implemented teaching portfolios based on the idea that these "are essential to the cultivation of a thoughtful discussion about what good teaching is and how it can be enhanced. Through exchanging plans, strategies, and results, educators create a marketplace for ideas about teaching as well as scholarship" (Stanford University, 1996, p. 3). Building a portfolio through peer collaboration, where materials are shared and feedback from colleagues is provided, would translate into improvement in teaching methods while decreasing teachers' individual workload. Professors were being given the time to plan and prepare lessons that they stated over and over again was missing; addressing one of the main issues they mentioned as demotivating (which will be reported in the results chapter). Within an environment of peer collaboration where the instructor acts as a guide, or mentor,

providing the necessary tools for professors to construct their own realities, results in a safe learning environment free of fear of making mistakes and where the focus becomes a dialogic exchange among equals.

Feedback from practitioners has confirmed that the complex issues and concepts involved in content and language integrated learning and teaching require flexible tools for implementation in the classroom. We believe that a developmental portfolio, based on active participation, reflection and dialogic exchange, is a very appropriate means to help teachers articulate and consolidate the links between theory and practice. (Hansen-Pauly et al., 2009, p. 34)

In this way the portfolio responds to social constructivist and collaborative approaches to learning, where:

In co-constructivist approaches the tutor is responsible for actively establishing a learning community—a context in which peers are collaborative partners. She may also emphasize and facilitate co-research. Co-research reflects the concept of ‘situated constructivism’: knowledge is constructed socially, though everyone has different social experiences in multiple realities (Kanuka & Anderson, 1999). (Klenowski et al., 2006, p.280)

A portfolio-based method of instruction also responds adequately to suggestions from researchers as to effective teaching methods for adult learners. Many methods for language teaching attempt to imitate how young children learn a first language.

However, second language learners are not young children acquiring a first language.

Particularly, in the case of tertiary education, we are dealing with young and not so young adult learners. These types of learners have different characteristics and learn in different ways. They are self-motivated to learn and decide themselves what, how and when they learn according to their individual needs, interests and experience.

Andragogy [Knowles' 1970 idea of adult learners vs. pedagogy, or child learners] conceives the adult learner as the center of the teaching and learning process. It is s/he whom decides what they learn, how they learn, and when they learn according to their own needs, interests and experience. This results in the development and acquisition of knowledge, skills and attitudes that aid in attaining the learning they require. In other words, the participant is the sole person responsible for their learning process. (Cruz, 2013, p.70)

In this sense, a portfolio-based method of instruction with a mentor that guides adult learners through the gathering of their own teaching materials, strategies, resources and tools based on individual and personalized needs within a collaborative setting of peers is an effective learning method for professors in training. Each person is able to decide what they want to include in their own portfolio and what is important to their teaching (or what they need and want to learn), therefore becoming the central decision-maker in their own learning process.

2.3.3 Portfolio design and structure

To ensure the participants on the course acquired the language skills expected at this advanced level while building their portfolios, linguistic aspects were incorporated

into all activities, including both general and academic English. In addition, course participants were asked to gear their portfolio activities towards their specific fields of study and collaborate in peer groups providing continuous feedback to each other through the entire process of building their portfolios. At the same time, they would improve their Cognitive Academic Language Proficiency (CALP), so crucial for them to acquire at the academic level required of tertiary level instruction. Professor-students in many cases were either grouped by departments or required to gather information from colleagues in their departments who taught courses in English, with the objective of establishing mini-networks of CoPs that would aid them in possible future teaching.

Whatever their background, CLIL teachers need spaces for interaction and cooperation. Cross-curricular or interdisciplinary projects are perhaps more important for teachers than for learners: teachers need to elucidate their own views on learning, explain them to teachers of other subjects, compare and appreciate various approaches and methodologies through what could be called an intercultural approach. (Hansen-Pauly et al., 2009, p. 11)

Where portfolio design is concerned, once we agreed (myself and Group A participants) that we would build a portfolio as part of the course, we began to search for possible models and formats. However, when it came time to find a portfolio model to use as a template, we found that none of those that were readily accessible suited the specific needs of the group. Those found were:

- too (or entirely) based on language aspects, such as the Council of Europe's language portfolios: "In terms of continuous language assessment, the European Language Portfolio scheme (<http://www.coe.int/t/dg4/portfolio/>) offers a range of material developed in different countries which educators may find useful, but at present this is not directly inclusive of a CLIL approach" (Coyle, Hood and Marsh, 2010, p. 120).
- geared more towards professional aspects with the objective of showcasing work for assessment purposes or a CV approach, such as the EPOSTL (European Portfolio for Student Teachers of Languages: <http://epostl2.ecml.at/>)
- too focused on methodological aspects of primary and secondary education, such as that of the Socrates-Comenius 2.1 Project (2009).

This resulted in the decision to design and build a needs-based portfolio from scratch. It would include a set of core components comprised by myself as the instructor (based on literature regarding portfolio building, CLIL learning, and English language learning) as well as components that the class as a whole deemed important, and of course, language learning components. The end result was an initial portfolio modeled according to information gathered from Zubizarreta, J. based on Seldin (1993, 1997, 2004), which states:

A sound portfolio is a reflective document of eight to ten pages that gather selected data from three major areas.

1. Information from Oneself

- Reflective analysis of responsibilities, philosophy, methods, goals
- Description of materials: syllabi, handouts, assignments, software
- Assessment of professional teaching development activities: conferences, workshops, curricular experiments and revisions

2. Information from Others

- Student assessments and ratings
- Peer reviews, class observations
- Year-end evaluations by chair and dean
- Honors and awards
- Invitations to present or publish on teaching
- Unsolicited letters

3. Products of Student Learning

- Pre/post tests of learning
- Classroom assessment activities
- Student exams, projects, presentations, publications, essays in drafts with instructor's formative feedback
- Alumni assessments (2001, p. 5)

This basic structure along with the specific needs-based activities and components set by the group, were included in the portfolio, resulting in the following basic components:

- reflective components: foundations of and personal definition of Content and Language Integration and how it applies to their teaching, setting objectives

and desired learning outcomes for their students in their English-taught courses, final statement regarding teaching in English, etc.;

- collaborative components: activities shared among the class, including presentations in English, video resources, field-specific resources, ice breakers, and burn-out activities, as well as work on competencies, pedagogy, scaffolding, teaching strategies and good practices;
- academic templates (based on a CLIL environment): course description, syllabus, lesson plan, academic writing;
- language learning components: language support documents to help improve the professors' own language ability, resources to improve the language competency of their students, resources for English learning, guidelines for assessing language skills, and a technical glossary, samples of academic writing, among others.

A checklist of items (see Figure 7) was created with Group A to include in their portfolio (P1 from now on) that served as a guide in what to include.

Figure 7. P1 Contents Checklist.

<p>Portfolio Contents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initial personal statement <input type="checkbox"/> What is content and language integrated learning to you? <input type="checkbox"/> Good practices for teaching in English <input type="checkbox"/> Course description(s) <input type="checkbox"/> Syllabus(i) <input type="checkbox"/> Lesson plan(s) <input type="checkbox"/> Teaching Strategies (multimodality: i.e. teaching multi-level groups) <input type="checkbox"/> Ice breakers repository <input type="checkbox"/> Activities for burn-out (emergency back-up activities) repository <input type="checkbox"/> Glossary of terms <input type="checkbox"/> Grammar explanations <input type="checkbox"/> Assessment Criteria <input type="checkbox"/> Writing Sample or Template <input type="checkbox"/> Resources <input type="checkbox"/> Final statement (optional)
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Note. From “UEM CLIL Portfolio 1”, own source.

However, it was stressed that their portfolios were not limited to these items and that they could include more or choose not to include certain ones according to their needs. The idea was that at the end of the course, each professor would have a portfolio with some common elements necessary for their development in CLIL and English language skills, as well as personalized contents for their own reference or peers. For an example of P1, please refer to Appendix C. This was the starting point for what would eventually become the UEM CLIL Portfolio and also served as the syllabus for the portfolio-building part of the course.

Within the context of this study, building a portfolio was conceived as a learning experience in and of itself, based on collaboration, sharing experiences, solving problems, and reflecting, and therefore was not assessed with a final grade or evaluation on my part. Feedback was provided regularly by myself (mostly where language skills were concerned, such as corrections, explanations, and support resources) as well as by peers, who made suggestions for change regarding teaching concepts, pedagogy, or materials. Each participant decided what changes to introduce into their portfolio.

My role in the portfolio-building process was that of a peer mentor rather than instructor, providing linguistic help through tasks based on Communicative Language Learning as described by Nunan (1991), where communicative tasks are selected for learners to engage in based on what they will need to apply outside the classroom, with characteristic features including:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activation outside the classroom (p. 279)

In this sense, the initial portfolio was designed to incorporate both CLIL competency and knowledge of language acquisition through individual communicative tasks carried out in English (the target language) with authentic content chosen according to the learning objectives each week and the needs of professors. The intent was to make it useful for them once they had to engage in teaching in English as an L2 on their own. Ample opportunities for sharing experiences were provided, as well as for reflecting upon and self-assessing their learning. Specific problems particular to CLIL environments were posed and possible solutions for managing them established and documented, as were opportunities provided for learning strategies under the foundations of social constructivism used in CLIL, such as scaffolding to target learning at levels that are a challenge but attainable by learners.

2.3.4 E-portfolios

The next decision required choosing a format for the portfolio—namely whether to do it in paper or electronic format. It was suggested that participants choose an electronic format for their portfolio, due to the flexibility this would provide in making changes in their ever-growing tool. It would also make sharing materials easier and provide a medium for social interconnectedness beyond the confines of the classroom, a fundamental part of the CoP experience. An initial search for tools that allowed for uploading their portfolio activities was carried out with Group A. Several attempts were made to digitalize portfolio activities, first with the application BlogSpot, which was unsuccessful resulting from difficulty in accessing each other's information due to issues

with establishing permissions and time required to organize and post materials within the formats provided. A second attempt was made through Google+, and although they preferred it over the previous method and it incorporated a social dimension which eliminated issues with permissions and made sharing quite simple, in the end only one participant actually used it. The procedure preferred by participants in this instance was to keep a file with their portfolio contents on their own computers, and hand in their documents at the end of the course either on a zip file, or in print.

Throughout the course of the study, new technological tools became available to our university, which were more suitable for building e-portfolios. One such tool, which was incorporated into the Moodle platform available to all faculty at UE, was the Mahara e-portfolio system. “Mahara is a fully featured web application to build your electronic portfolio. You can create journals, upload files, embed social media resources from the web and collaborate with other users in groups” (<https://mahara.org/>). The fact that this technology has been conceived especially for the purpose of building a portfolio, and that it incorporates a social dimension whereby one can share what they want and interact with others, makes it highly suitable to the purposes of this study and the development of CLIL faculty. In this respect, the e-portfolio becomes a Personal Learning Environment (PLE).

It's said that the idea of PLEs dates back to the year 2001 when, within the framework of the project NIMLE (Northern Ireland Integrated Managed Learning Environment) financed by the JISC (Joint Information Systems Committee, Great

Britain), the idea emerges for developing a learning environment centered on the student, evolving from the already popular virtual teaching-and-learning environments, which were centered on the institution; an environment that could gather and centralize resources for various institutions (Brown 2010). Some years later, in 2004, the JISC included a specific session in their annual conference dedicated to student-centered telematic environments which they called Personal Learning Environments. This was the first time this term was used ‘officially’, becoming generalized and evolving afterwards into the acronym used in almost all languages: PLE. (Castañeda and Adell, 2013, pp. 12-13, own translation)

My negative experience with Group A in trying to promote a web-based portfolio kept me from placing the importance such electronic methods deserve when building the portfolio with Group B. However, I would be forced to reconsider upon interviewing Group B participants due to their demands for a more modern, digitalized format. The in-depth technological details of how the Mahara e-portfolio format was incorporated into the UEM CLIL Portfolio will be discussed in the results chapter of this study.

2.4 Summary

The UEM CLIL Portfolio has been designed by and for professors with advanced levels of English in order to improve their teaching of content in English as an L2. It has been put into practice, improved, scrutinized, and redesigned in two phases in order to produce a tool intended to be useful to university professors who take on the challenge of teaching content courses in a second language. Within a relatively unexplored field such

as Tertiary CLIL, this study hopes to shed light as to effective ways of training Tertiary CLIL Professors. Due to the central focus CLIL possesses within the portfolio-based training method studied in this dissertation, the next chapter will be dedicated fully to this teaching and learning methodology.

3. Chapter 3: CLIL Literature

3.1 Introduction

There is nothing new about integrating language and content for learning purposes. It has been attributed to many of the great civilizations that conquered others and endeavored to learn their local languages, such as the Akkadians 5000 years ago, who studied theology, botany or zoology in Sumerian (Mehisto, Marsh & Frigols, 2008) or the ancient Romans for reasons not too different from those of today's increasingly multilingual societies being created through mobility and globalization (Coyle et al., 2010). In fact, language development forms a fundamental part of most learning and education theories, as will be explained in this chapter. The reasons for doing so, however, as well as the approaches or methods used have varied over time depending on local needs and educational trends. Whereas in the past, the focus of bilingual or multilingual education was for the most part at primary and secondary levels, there is currently a shift towards tertiary education due to the growing need to internationalize higher education worldwide.

Virtually all HEIs [higher education institutions] recognize the imperative of internationalization and its potential impact on modernization, on the quality of the student learning experience, on raising the cultural awareness, perspectives and skills of indigenous academic staff and students, on the attractiveness of an institution to staff and students both local and global, and on profile and prestige. (Coleman, 2006, p.5)

This chapter will focus on presenting a synthesis of the literature search including databases consulted, CLIL within multilingual education, different pedagogical approaches for integrating content and content, CLIL in language learning, and CLIL pedagogy.

3.2 Literature Search

3.2.1 Databases consulted

Throughout the study there were several instances where literature searches were carried out using different combinations of relevant key terms in a variety of databases in an attempt to locate bibliographic sources and studies concerning CLIL, mainly due to the rapidly growing publications in the field since 2012 when the study began. Both the term “Content and Language Integrated Learning” and its acronym “CLIL” as well as its counterpart in Spanish, “AICLE” and “*Aprendizaje Integrado de Contenidos y Lengua Extranjera*” were the fundamental basis of all searches. In addition to these terms themselves, related terms such as “bilingual education” or “multilingual education” were consulted, as well as related learning approaches such as acronym “CBI” and “Content-based instruction” and acronym “EMI” and “English Medium Instruction”, the latter of which is often misrepresented by the term CLIL and in some cases may serve as its methodological basis. The terms “portfolio” and “teaching portfolio” were interchanged with the terms aforementioned to search for studies or literature involving portfolio-building in CLIL or EMI environments, and the terms “higher education” and “tertiary

CLIL” were added to limit the search wherever possible as the literature concerning these issues in primary and secondary education is quite extensive.

The initial search was carried out in several online databases, starting with Google and Google Scholar, and the online catalogue of The CRAI—UE’s library. These searches provided a variety of publications on the terms indicated above, including links to websites on CLIL, which in turn provided further bibliographic resources⁷. Within the bibliography compiled from these sites, special attention was paid to those concerning higher education and those that offered overviews of current studies in tertiary CLIL, such as Nikula, Dalton-Puffer and Garcia (2013)—citing seventy-three research projects in addition to a number of books and articles in journals—or the International CLIL Research Journal, which regularly published studies in the field. In addition to web database searches, academic repositories were consulted, such as TESEO, a collection of Spanish dissertations; ERIC, The Education Resources Information Center (USA); and DART Europe, a database for European theses (dissertations). Later searches were carried out in Recolecta, a Spanish platform that gathers all scientific repositories on a national level; the EBSCO Teacher Reference Center database; and OAIster, an open access database with resources from contributors around the world.

All the databases consulted provided a plethora of resources, but only two produced results of studies that carried similarities to this one, both with notable differences. The first was *Teacher Education for CLIL across Contexts: From*

⁷ <http://www.isabelperez.com/clil.htm>, <http://mon.uvic.cat/clil/es/bibliography/>, <http://www.icri.eu/>.

Scaffolding Framework to Teacher Portfolio for Content and Language Integrated Learning (2009), which was part of the Socrates-Comenius Project 2.1 and is cited in this dissertation several times. This project focused on teacher education in CLIL exclusively within primary and secondary education and was geared towards showcasing work for career advancement, though the portfolio model suggested informed Groups A and B as to what a teaching portfolio looks like and what types of contents they might include. This resource was found in the initial literature search carried out and served as a reference throughout the study.

A study found in a much later literature search, towards the end of the study, which carried some similarity to this dissertation, was a Master's Thesis titled *Service for Teacher Competences: Portfolio Proposal for Developing English-Medium Teaching in Higher Education* (Tohtahun, 2011). However, in this case the portfolio proposed for training EMI teachers in CLIL competencies was not a developmental portfolio at all, but rather a service portfolio that provides a static list of specific tasks that HEIs may choose from to train their EMI teachers. Other differences were that the service portfolio was not created by professors themselves, it was not tested in any way, and EMI professors were not consulted as to their opinions regarding the usefulness of the tool proposed, as in this study. Yet another fundamental difference is that the service portfolio proposed in the Master's Thesis is not conceived as an instructional method nor is it mentored. Therefore, its similarity lies simply in the fact that the result is a tool aimed at helping HEIs to train EMI professors.

Due to the importance given to CLIL as a necessary part of training EMI professors, and the core of the instructional method in this study, the section following offers an in-depth overview of this approach within the literature consulted.

3.2.2 Multilingual education and CLIL

Language learning has been a part of education all over the globe since the beginnings of time, increasing in tandem with the interconnectedness of humans and the advancement of technology. In Asia, education has naturally been plurilingual and multilingual due to the great variety of local cultures and languages. In China, for example, bilingual education has existed for decades, being delivered in minority languages and Chinese. However, nowadays the language focus has turned towards English as the global *lingua franca* positioning it not only as a requirement for business advancement, but also a marker of high social status. This response is not particular to China; many Asian nations have created government policies that establish bases for English language instruction within education. An example of such is the English Bilingual Education program, which establishes that specific subjects in schools in countries such as Thailand, Indonesia, and South Korea be taught through English Medium Instruction (EMI) (Bax, 2010). However, the result is that languages such as Chinese are relegated to a second position and minority languages last on the scale of importance. Another model in place in Asia is the Hong Kong late immersion model, where primary school education is delivered in Cantonese and secondary school level in

English. As far as tertiary education is concerned there are an exponentially growing number of EMI courses being offered by universities throughout Asia⁸.

According to the Chinese ministry of education, Chinese universities are increasingly using English as a medium of instruction: in 2011 there were 290,000 international students studying in Chinese universities (around two-thirds of them from elsewhere in Asia, although some were studying Mandarin rather than for degrees). The aim is to attract 500,000 international students by 2020 (see:

<http://www.moe.gov.cn/publicfiles/business/htmlfiles/moe/s5987/201202/13117.htm>). (Jenkins, 2014, p.82)

However, this phenomenon is not necessarily considered a positive trend. According to some researchers, there is evidence of “a superficial command of English being gained at the expense of both mother-tongue literacy and overall educational attainment” (Cummins in Lin & Man, 2009), resulting in a great loss for ethnic minority languages which are no longer included in learning. Others point out that EMI perpetuates unequal distribution of power and new forms of inequality as it is only available to those with high economic resources, resulting in negative consequences for education in Asia (Hu, 2009). And yet others point to a lack of English proficiency on the part of both students and teachers (Johnson in Lightbown and Spada, 2011). Although there are undoubted benefits in adding to students’ skill sets with a second language that will prepare them for

⁸ See the **List for English-taught Programmes in Chinese Higher Education Institutions** from the Ministry of Education of the People’s Republic of China: http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2812/200906/48835.html.

an international future, higher education institutions need to think long and hard about how to go about doing this so as to potentiate learning and at the same time respect and preserve local cultural identities and linguistic variety.

Examples of multilingual education in the United States, rather than responding to a need for homeland students to be able to communicate in international settings, integrate language and content to allow for the inclusion of non-English speaking (or low English level) immigrant and foreign populations. To this purpose, a language-driven approach called CBI, or Content-based instruction, has been used for over twenty years to improve their language skills, usually in high school ESOL (English for Speakers of Other Languages) programs, pre-sessional college courses or early undergraduate studies, so they may be successful academically. “In a content-based approach, students simultaneously acquire subject matter expertise and greater proficiency in English, the medium of instruction. Additionally, they learn to master skills necessary for academic success” (Raphan & Moser, 1994, retrieved from: <http://www.ub.edu/filoan/CLIL/CLILbyNaves.htm>). Another approach to integrating learning of content-based knowledge and learning of a second language, called bilingual two-way immersion (TWI) or dual language program is increasingly being offered at primary and secondary schools where English-speaking students in the US learn a second language through a curriculum that includes subjects taught in English as well as another language. According to data from the Center for Applied Linguistics in Washington, D.C., in 2012 there were four hundred and twenty-two recorded TWI or dual language

programs in primary and secondary schools in the US (Center for Applied Linguistics, <http://www.cal.org/twi/directory>). However, TWI has also received a certain amount of criticism due to its high prevalence in middle-upper class neighborhoods and greater focus on the English speakers learning the “other” language than vice versa, causing what some consider differentiation and hierarchy in favor of privileged economic classes.

Some critics say dual language programs are growing more because of their popularity among English-speaking parents than because they are effective models for those who need help with English. “The Spanish-speaking kids are roped in as tutors for the English-speaking kids,” says Ron Unz, the California software developer who spearheaded the ballot initiatives against bilingual education in California and Massachusetts. “The whole debate on dual language is dominated by English-speaking parents who want their children to learn Spanish. I question whether the Spanish-speaking students are [really] learning English.” (McKay Wilson, March/April 2011)

The benefits of such types of education seem obvious as far as learning additional languages, intercultural skills and learning from “others” is concerned. However, it is important to keep all students in mind when implementing such educational programs and ensure that criteria for access do not place anyone at a disadvantage.

Every child has the capacity to succeed in school and in life. Yet far too many children fail to meet their potential. Many students, especially those from poor and minority families, are placed at risk by school practices that sort some

students into high-quality programs and other students into low-quality education. CRESPAR [Center for Research on the Education of Students Placed at Risk] believes that schools must replace the “sorting paradigm” with a “talent development” model that sets high expectations for all students, and ensures that all students receive a rich and demanding curriculum with appropriate assistance and support. (Howard, Sugarman & Christian, 2003)

To this end, language instruction has become part of US educational policy, as stated in Title III, Part A, Section 3102 (9) of the *No Child Left Behind Act*.

The purposes of [Title III] are to...provide State agencies and local agencies with the flexibility to implement language instruction educational programs, based on scientifically-based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English. (Johnson, 2013, p. 116)

Other examples of education that include second language acquisition, such as bilingual immersion, have been in place for years in places such as Canada, where content is taught in English and French, or in parts of Spain, namely the Basque country and Catalonia, where education is delivered in both Spanish and the language of the local region (*Euskera* and *Catalan*, respectively); and sometimes even in a third language, usually English. The idea behind these highly localized educational models is to promote their minority languages and cultural identities. Within these types of contexts, CLIL (Content and Language Integrated Learning) is often used as it offers flexibility in

choosing to focus more on content and/or language according to specific needs, and it is not exclusive to English being the second language, creating opportunities for greater diversity of languages to be targeted as the L2.

Increasingly, education offered in the English language is regarded as the equivalent of internationalisation, which results in a decreasing focus on other foreign languages; in an insufficient focus on the quality of the English spoken by students and teachers for whom English is not their native language; and thus leading to a decline in the quality of education. (Wit, 2011, p.11)

Where EMI is entirely content-driven and CBI is language-driven, CLIL:

Is a dual-focused approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. (Coyle et al., 2010, p.1)

CLIL is the preferred educational approach in Europe, where language and content have been integrated for decades, increasingly so since the establishment of the Bologna Process. Large scale projects for implementing CLIL have been ongoing, as have research and publications in the field, thanks to its inclusion within official European language policy.

In 1984, the European Parliament questioned weaknesses in languages education, and this was followed in the same year by the Education Council, which accepted

that there was a need to give greater impetus to the teaching and learning of foreign languages (EP, 1984). From that year on, there were a range of declarations and statements made about the need to explore alternative paths in languages education. In addition, as with Canadian immersion, finance was invested in projects which led to the development of practical educational solutions such as CLIL. From 1990 onwards, CLIL became increasingly prioritised within the European Union as a major educational initiative (Eurydice, 2006), culminating in the 2005 European Council recommendations that CLIL should be adopted throughout the entire European Union (EC, 2005). (Coyle et al., 2010, p.8)

However, the bulk of investment and study has gone to primary and secondary education with little happening at the tertiary level until recently, when there has been a notable increase in activity. One of the main focuses of CLIL in Europe has been faculty training and development, including the establishment of a European Framework for CLIL Teacher Education, which “aims to provide a set of principles and ideas for designing CLIL professional development curricula” (Marsh et al., 2010, p. 3). CLIL has produced ample evidence in its favor, as well as arguments against it. Coyle states, “As case studies from different CLIL contexts accrue, so too does an effective evidence base” (2008, p. 104), and enumerates several positive pedagogical results in favor of its learning effectiveness. However, she follows with a comprehensive list of possible drawbacks of CLIL from several resources, including CLIL’s “flexibility” as requiring a

better defining of pedagogical issues and the importance of faculty training, to the point where if educators are not properly trained in CLIL, the value is lost.

Latin American universities are also increasingly offering courses in English due primarily to economic opportunities overseas and foreign company investments. More and more, students are seeking an education that will allow them to work overseas, as can be seen in the increasing numbers of outgoing students from Latin American countries enrolling in universities that offer greater opportunities for learning English. As mobility increases across Latin America, the United States remains the top destination for Latin American students, with 64,473 students studying in a variety of programs ranging from English as a second language courses to graduate programs (Wit, 2011). In Argentina, the higher the English language proficiency one has, the better the chances of getting a job (Nielsen, 2003). According to research, “the lack of CLIL teacher-training programs in Argentina suggests that the majority of teachers working in bilingual institutions may be ill-equipped to do their jobs adequately” (Pistorio, 2009, p. 39). At the same time, Latin American universities are beginning to attract more incoming students, and have found in EMI a solution for students who do not yet have the capabilities to study in Spanish or Portuguese (Jenkins, 2014).

Education in Africa has necessarily been multilingual due to the great variety of languages that exist. However, the imposition of dominant colonial nations has resulted in many instances in situations where students are instructed in a language they do not understand from a very young age, resulting in a total loss of education.

In South Africa alone it is estimated that some 75 per cent of children fail school (Heugh, 2000) and part of the reason for this is widely attributed to language issues and not adapting classroom methodologies to the demands of learning through an additional language. (Coyle et al., 2010, pp. 6-7)

As far as higher education is concerned, in many cases only those with the resources to offer children extra support throughout their learning are able to access university studies. In a recent conference in Juba, South Sudan, academics from across Sub-Saharan Africa and experts from the African Academy of Languages (ACALAN), UNESCO, UNICEF and Summer Institute of Linguistics (SIL) came together and in collaboration with the British Council came up with the Juba Statement of Principles, including the basis that:

Unfamiliar languages should be taught through second language teaching methodologies. Other languages should only be used as a medium of instruction after learners have developed academic reading and writing competency in the language they are familiar with, and after they have gained a sufficient level of academic proficiency in the second language through studying that language as a subject. (McIlwraith, British Council, 2012, p. 7)

This means that multilingual education in Africa must be managed on a very local scale and defined according to the needs of each community.

It seems that improving multilingual education is of interest around the world. Nevertheless, governments and educational policy-makers must not forget the value of cultural diversity within this scheme. Carefully planned and well-designed institutional

policies are required that respond to local contexts and offer the support needed at all levels to ensure content and language are integrated and delivered in such a way that learners may acquire both. The key to accomplishing positive learning outcomes in multilingual education environments resides, no doubt, in faculty development programs. Just as the role of professors has changed (and continues to do so) thanks to new technologies in learning, multilingual education poses yet another challenge for educators and must be addressed in detail and invested in. Training university professors in methodologies such as CLIL will help them identify good practices in integrating content and language and learn how to apply them to their courses.

3.2.3 Pedagogical Approaches for Integrating Content and Language

A great deal of debate exists regarding approaches, methodologies and techniques for teaching content through a second language, depending on different needs, available resources and contexts. The three approaches focused on in the previous section, EMI (English Medium Instruction), CBI (Content-based instruction), and CLIL are only a few among a great many language related learning approaches (Macmillan Education, <http://www.onestopenglish.com/clil/what-is-clil/>). However, for the purposes of this dissertation, which focuses on tertiary level education, these are the most prevalent. In this section, the three terms will be defined and contextualized within different theories as applied to language learning.

EMI has become widely popular in current times. It may be considered a response to the need for students to learn content through a target language, in this case

strictly defined as English due to its status as the *lingua franca*. According to the British Council's *Teaching English* website:

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it. (British Council & BBC World Service, <https://www.teachingenglish.org.uk/knowledge-database/medium-instruction>)

In practice, EMI focuses little on defining didactic guidelines for integrating content and language other than that of using English as the vehicular language. The idea behind EMI is that language learning is based on full immersion into the target language, therefore resulting in a rapid acquisition of the language within authentic and specialized academic contexts. Many argue that this happens at the expense of the L1. The lack of student understanding translates into a loss of learning, as the student neither learns the content nor the language properly. In many cases, institutions adopt EMI as a way of delivering courses in English under the assumption that the mere exposure to the language will eventually result in its acquisition, but rarely define a strategy for language learning and often ignore the methodological competencies required, such as scaffolding among others, associated with delivering highly specialized academic content in an L2.

Often “it is assumed that English skills will be honed incidentally” (ibid.: 9) as the students are exposed to English and that there is no need for additional language

focus. However, as some studies show (e.g. Hellekjaer 2007), the lack of explicit language learning goals may prevent unlocking full potential of the English-medium courses. (Londo, 2011, p. 2)

There is no doubt as to the potentially positive value that EMI may offer university students who will soon need to function in an ever-more internationalized world. However, institutions need to define language policies that outline the methodologies behind how they will integrate a second language into their course offer, what language levels will be required of instructors and students, which courses are appropriate to be offered in English at different stages of learning, the training that will be provided to faculty to prepare them to deliver EMI courses, and the tools required to deliver these courses effectively. It is not enough to simply require courses to be taught in English by professors with high English language levels, or even native English speakers. It is imperative that the instructor understand language capabilities in learners at different stages and how to integrate content according to those capabilities to ensure the student attains adequate learning outcomes and acquires the necessary knowledge.

CBI, which became popular in the eighties and nineties, posits important differences in educational aims to EMI. Where CBI is language-driven, EMI is content-driven, which points to the idea that its focus within multilingual education lies in learning a language within real contexts using authentic content rather than learning content with the added value of learning a second language as in EMI.

The term content-based instruction is commonly used to describe approaches to integrating language and content instruction, but it is not always used in the same way. For example, Crandall and Tucker (1990) define it as “...an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language” (p. 187). Curtain and Pesola (1994) use the term in a more restricted way, limiting it to only those “...curriculum concepts being taught through the foreign language ... appropriate to the grade level of the students...” (p. 35). Krueger and Ryan (1993b) distinguish between content-based and form-based instruction, and note that the term discipline-based more appropriately captures the integration of language learning with different academic disciplines and contents. (Met, 1999 January)

In EMI the vehicular language is pre-defined as English, whereas CBI does not define a specific language of instruction and has been used as an approach in Canada for learning French, in Asia, for learning Chinese, and in other parts of the world. The specific characteristics of CBI as opposed to EMI can be seen in detail within Met’s continuum of content and language integration (see Figure 7), where CBI would be on the right side of the continuum and EMI would be found on the left side:

Figure 8. Met's Continuum of Content and Language Integration.

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION	
<p>Content-Driven Content is taught in L2. Content learning is priority. Language learning is secondary. Content objectives determined by course goals or curriculum. Teachers must select language objectives. Students evaluated on content mastery.</p>	<p>Language-Driven Content is used to learn L2. Language learning is priority. Content learning is incidental. Language objectives determined by L2 course goals or curriculum. Students evaluated on content to be integrated. Students evaluated on language skills/proficiency.</p>

Note. From “*Content-Based Instruction: Defining Terms, Making Decisions*”, Met, M., 1999. Permission to reprint granted by the National Foreign Language Center, University of Maryland (see Appendix D).

As far as CLIL is concerned, there is some debate as to where it falls within the continuum. Many researchers place CLIL on the language-driven side of the continuum, however, this study argues that this is not the case. CLIL places the same importance on both content and language, and lies by definition at the center, with the flexibility to lean towards one side or the other depending on the learning objectives set. It is a term that overarches a wide variety of methods for integrating content and language. “There is neither one CLIL approach nor one theory of CLIL. Instead, different models and their constituent dimensions have contributed to the emergence of a range of methods, materials and curriculum organization which are often reactive to educational settings in

different countries” (Cummins in Coyle 2008, p. 101). In CLIL, the focus is not on language learning, but on acquiring a second language through the learning of content.

It is perhaps useful here to differentiate between language learning (often with an emphasis on grammatical progression) and language using (with an emphasis on the communication and learning demands of the moment). There are similarities with the kind of language approaches which influence CBI (content-based instruction), TBI (task-based instruction) and EAL (English as an Additional Language – that is, for those students who have to learn through the medium of another language, in this case English). All of these approaches explore to different degrees and with different emphases the relationship between language learning and the content within which it is situated. CLIL integrates content learning and language learning so that both are important. (Coyle et al., 2010, p. 54)

The fact that CLIL has been utilized to a greater extent by language instructors does not make it language-driven. What this demonstrates is simply that there is a lack of knowledge of its existence beyond language learning circles, which is fully understandable as the need for teaching in L2 has not existed for other non-language instructors in the past as it does today. In fact, CLIL begins with *content* as the starting point for pedagogical integration of content and language, as will be discussed further in the section of this chapter dedicated to CLIL pedagogy. CLIL was coined by David Marsh in 1994 and defined at that time as “situations where subjects, or parts of subjects,

are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language” (Mehisto, et al., 2008). It is the approach most widely used in Europe, where it responds to a wide variety of plurilingual and cultural needs beyond solely English language acquisition. In Europe, CLIL has received a lot of attention and been amply funded at primary and secondary education levels through large projects such as the Socrates-Comenius Project in 2006 which sought to provide a framework for primary and secondary teacher development in CLIL. In Spain, the country where this study has been carried out, an example of such largely funded projects involving CLIL within primary and secondary bilingual education is the BEP or Bilingual Education Project (an independent evaluation of Bilingual Education run by the Ministry of Education of Spain in conjunction with the British Council). However, there have been few studies published regarding CLIL at tertiary level.

The position of CLIL is clearly at an exploratory stage in higher education in many countries and although there are situational and structural variables which work against its introduction, there are also forces which give it considerable potential (cultural and linguistic diversity, and competence-based learning). (Coyle et al., 2010, p. 25)

This may be the case for several reasons. One is that those students who have been object of study in primary and secondary bilingual or multilingual education are just now reaching university age, and wish to continue this type of education. Therefore the

demand for bilingual education within tertiary levels has not been as pronounced in the past as recently. Another is that higher education institutions have not recognized a need for focusing on the language aspect of learning in an L2 as something which requires as much attention as the learning of the content. It is simply supposed that someone with a high level in the L2 can teach a particular subject in that language. However, with increasing internationalization of higher education and the great number of problems arising due to haphazard implementation of EMI in many cases, this is rapidly changing and institutions are being forced to look into pedagogies for integrating content and language more closely.

Coyle, Hood and Marsh argue that the reluctance to explicitly designed CLIL programs in higher education may be due to the assumption that students studying through the medium of English do not require an approach in which both objectives of content and language learning are included. In other words, it is assumed that the students have enough mastery of the language to be focusing exclusively on the content. However, institutions which recognize the need for extra language support move towards the adoption of CLIL. (Coyle et al. in Londo, 2011, p. 7)

A final reason may be that faculty development in pedagogies such as CLIL requires much more investment on the part of institutions, and effort on the part of professors. It is important to understand that although greater attention may be placed on learning content, students need to have certain capabilities for such learning to occur. If they do

not understand what is being taught due to language barriers, learning processes break down and simply cannot occur. Therefore, in the same way students with language deficiencies in their L1 need extra support in learning, so do students in bilingual or multilingual learning contexts. The advantage of CLIL within the scheme of learning methodologies is that it provides the didactic tools one needs in order to know how to embed language within content according to the different capabilities of students at different stages within language learning. The professor or institution, or other stakeholders, may decide how much the balance needs to be swayed towards content or language. CLIL offers the support required for language to be adequately scaffolded into learning. In this sense, it is the most comprehensive approach for learning in a foreign language as it establishes bases for both the learning of content and the acquisition of a foreign language, which is the main reason why the choice was made in the context of this study, to use it as the method of instruction in EMI faculty training courses. How can you teach in a second language without paying any attention to improving the student's knowledge and/or use of that language? It is true that many university professors are not language experts (nor do they need to be), and do not feel equipped to focus on the language aspect of learning. This is an issue that comes up over and over again among EMI professors, as will be evidenced in the Results Chapter. However, CLIL offers a great variety of methods and tools for doing so and would therefore be a great benefit to any faculty trainer preparing bilingual or multilingual professors.

3.2.4 CLIL within the Context of Language Learning Theories

As far as the three main approaches presented in the previous section (EMI, CBI and CLIL) within a context of learning theories, depending on how they are implemented, generally correspond to language *acquisition* as opposed to language *learning* under the model of psychologist Stephen Krashen's Theory of Second Language Acquisition, sometimes referred to as *Krashen's Monitor Model*, which poses a difference between the two. According to Krashen, while learning is a conscious process of studying and paying attention to the language, its rules and form, acquisition on the other hand happens through exposure to the language (Eyjólfsdóttir, 2011, <http://skemman.is/item/view/1946/9704>). Krashen's differentiation of language learning and language acquisition is based on the idea that a second language cannot be acquired through studying rules, but rather is learned in a similar way as a first language is in a person's childhood; innately. This idea corresponds to an anthropological basis of language where there is both a genetic component as well as an environmental component through which humans learn language, which can be explained within the model of nature/nurture. His theory of language acquisition combines both social and cognitive elements as part of a process which is a) acquired, and b) learned (Krashen in Lingtechworld.com, *Language learned, language acquired, para. 63*). Although his hypotheses were criticized and their empirical bases questioned, they served as a great influence in changing the focus of language learning and research in the field.

Other psychologists and psycholinguists have for decades proposed and challenged different theories of language learning and/or acquisition according to a diversity of biological, environmental, or social factors. The first theorist to propose that language acquisition had a biological basis within a genetic component of cognitive development was Noam Chomsky, which he named the inner Language Acquisition Device (LAD) introduced in the 1960s. According to Chomsky (1955), “language acquisition is a comprehensive process that integrates innate and external elements under the assumption that there is a set apparatus within each human being that enables this to happen” (Lingtechworld.com, *A bi-partite concept of language learning, para. 9*). This theory directly opposed the previous theories of the behavioral scientist Burrhus Frederic Skinner (B.F. Skinner), who believed that language was learned from one’s environment, according to verbal behavior, much in the same way animals learn certain behaviors through a scheme of stimulus, response and reinforcement. Under this model, Skinner argued that children learn language according to the reaction of surrounding adults (primarily the mother) to certain verbal utterances according to the perception of whether the reactions were of a positive or negative nature, therefore reinforcing or rejecting the learning (1957). In modern contexts where bilingual (or multilingual) education is concerned, greater importance is placed on acquiring language within natural or “authentic” contexts, rather than language learning of set rules. In this sense, EMI, CBI and CLIL are all better supported by the cognitive theorists rather than behavioral ones. However, within these early psycholinguistic theories an important aspect of learning is

ignored: the social learning aspect, highly present in second language acquisition. This realm was introduced by Bandura (1989) who stated that children's learning takes place through observational learning or imitation. Bandura bridged the gap between behavioral theories of language development and cognitive linguistic theories and in this sense all three approaches (EMI, CBI and CLIL) share characteristics within a scheme of social learning in that they are interactive, dynamic, consistent, and intrapersonal, all of which were defined by Bandura as necessary components within social learning (Bandura in Lingtechworld.com, *Conclusion on Bandura, para. 45*).

However, there is one learning theory that sets CLIL apart from the others, and which is based on learning theories such as those of Piaget and Vygostky, which focused on language development as a social process where language occurred either as a stimulus or a result of the desire to communicate thoughts.

This [CLIL] is the methodology which is all about supporting language within context, it's about embedding language within task and it is a methodology which is based on a specific needs analysis of each and every learner in the classroom. It's a methodology based on a Vygotskyan model of constructing ways and means for learners to get from where they are to where they need to be and packages that within an environment of interaction with peers and the teacher. It's about teachers developing skills and knowledge about the language of their subject and techniques for creating tasks which offers learners access to this language.

(MacMillan Education, Defining CLIL, *Onestopenglish.com* para 4
<http://www.onestopenglish.com/defining-clil/501143.article>)

Within Vygotsky's theory of social constructivism, there are two key elements directly targeted within CLIL: the zone of proximal development (ZPD) and the notion of "scaffolding". These two factors, which have deeply impacted modern education, are not a fundamental part of EMI in and of itself (unless, of course, there is an underlying methodological approach defined regarding how English will be embedded in the content and what processes will be used to do so—as happens with CLIL). ZPD is defined by Vygotsky as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, it is the distance between what students can do on their own without help, and what they can do with help from a teacher, mentor, or peers. It refers to the need for appropriate tasks that are developmentally agreeable to the student's level and supported by peers and teachers for purposes of motivation to perform at, and above, such level (Vygotsky, 1978). CLIL, for example, sets out detailed guidelines for integrating content according to passive (reading and listening) or active (speaking and writing) skills, where passive skills are more appropriate to embed content within lower language levels as these are the skills most learned at basic levels and students have not yet acquired the capacity required to learn via active skills. As the student's language level advances, they should be required to fulfill more and more

challenging tasks that target speaking and writing in order to go from BICS (Basic Interpersonal Communicative Skills) to CALP (Cognitive Academic Language Proficiency) as explained by Professor James Cummins (1984). In EMI it is expected that the student already have a minimum level of academic proficiency to learn the content delivered through pre-established language level requirements. However, even when prerequisites are established, students do not always have the capability required to naturally perform successfully, and tasks need to be scaffolded. The basic idea is that for a student to move from BICS to CALP, tasks must be set to an objective that is attainable by the student, targeted at just above their current knowledge but within their capabilities, so as to be able to reach it with some help from external factors or players. If the information is not attainable within the capabilities of the student even when helped, which occurs in cases where content is delivered in an L2 at a level or complexity that a student cannot fathom, then learning simply cannot occur. Therefore, the student neither attains knowledge from the content, nor the language because it is beyond their understanding capability. In order for learning to be effective within this context, scaffolding is essential, understood as complex information being broken into “chunks” or steps attainable by the student according to their capabilities. Introduced by Wood, Bruner and Ross (1976) “scaffolding consists essentially of the adult ‘controlling’ those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate on and complete only those elements that are within his range of competence” (p.90). To be able to do this, it is imperative that a teacher know the

capabilities of his or her students so as to target learning within their reach. This means that each student must be assessed individually as to their language capabilities and prior knowledge of the content area, and tasks then personalized to the capabilities of each student. It is not a difficult task for any good language instructor to know what their students can and cannot do within the confines of language, as this is what they are trained to do. However, it is not so easy for a non-language professional, and they therefore need training in order to incorporate it into their skill set if they are going to teach in a second language. The same is to be said for methodologies such as CBI, where the language expert must also have knowledge in the specific field of study they are embedding the language in.

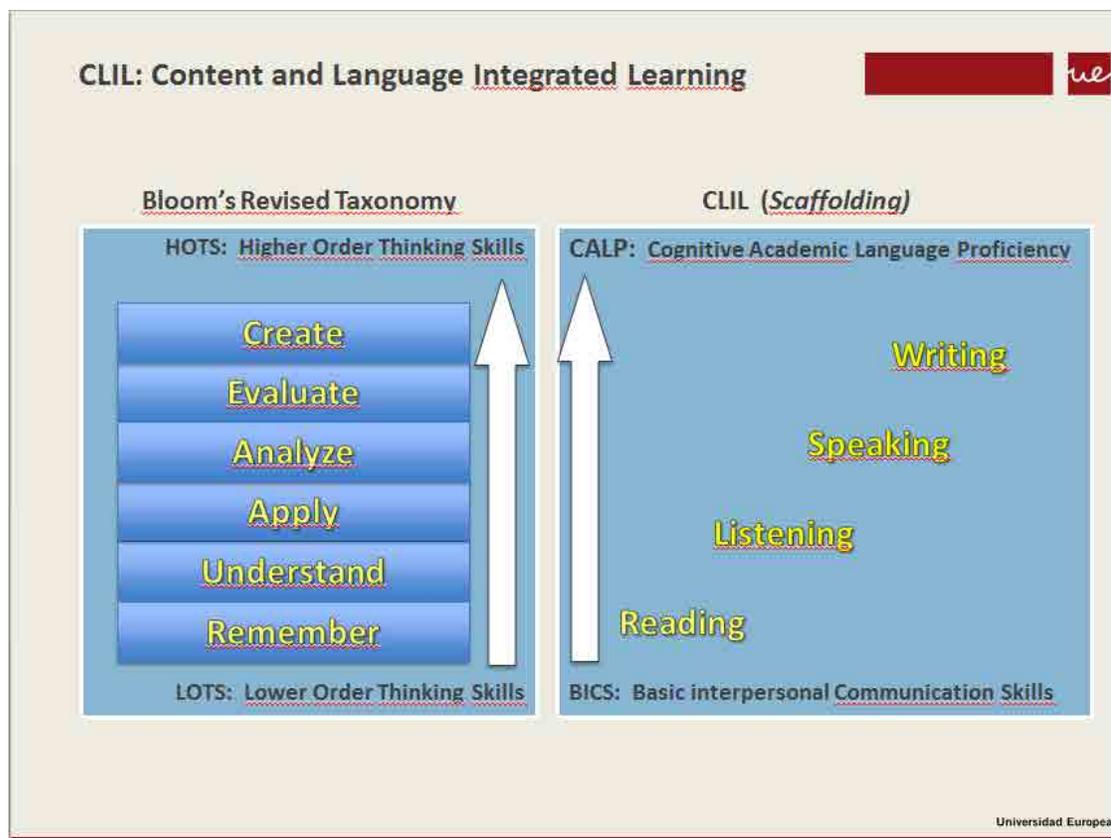
3.2.5 CLIL Pedagogy

The advantage of CLIL over other multilingual learning approaches is that it provides a theoretical framework that includes guidelines and strategies for teaching subject content in an L2. “What separates CLIL from some established approaches such as content-based language learning, or forms of bilingual education, is the planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle in Coyle et al., 2010, p.6). Such strategies are essential for university professors teaching in a second language due to the complexity of the situations that arise in multilingual classrooms, which at tertiary level is heightened. CLIL’s truly integrated dual nature for learning both content and language responds to the needs of a variety of local contexts and plurilingual needs and is not incompatible

with approaches such as EMI or CBI, but rather enhances them by offering a strong, well-defined system of methodological guidelines and support for teaching and learning.

The idea of taking a learner from BICS to CALP in CLIL can be better understood within the framework of the Revised Bloom's Taxonomy (Anderson, Krathwohl, et al., 2001), where a six-category hierarchy is established for the Cognitive Process dimension (Krathwohl, 2002) widely used in education since its beginnings with Bloom, et al. in 1956. In the revised model, at the bottom of the structure you find the verb *Remember*, then moving upward *Understand*, *Apply*, *Analyze*, *Evaluate*, and finally *Create* (Krathwohl 2002, p. 215). If we juxtapose CLIL to this framework, BICS would cover the lower end of the structure, covering the actions of remembering, understanding and applying to a limited extent. CALP, on the other hand would cover the higher order skills, including applying to a greater extent, and then analyzing, evaluating and creating. If we add the language learning dimension to the mix, we could place the passive skills at the bottom of the structure, which would include reading and listening; on the other hand, speaking and writing would correspond to the higher end of the structure. This is not to say that the four language skills reading, listening, speaking and writing should necessarily be separated and focused on independently within each stage of the cognitive process, as all four skills need attention for one to gain language competency. What is suggested, rather, is that at the different cognitive stages, greater focus should be placed on certain skills that are within reach of learner capabilities due to general cognitive processes (see Figure 9).

Figure 9. CLIL Scaffolding.



Note. From “Tertiary CLIL Webinar, LIU, October 12, 2014” by Bamond and Strotmann. Own Source.

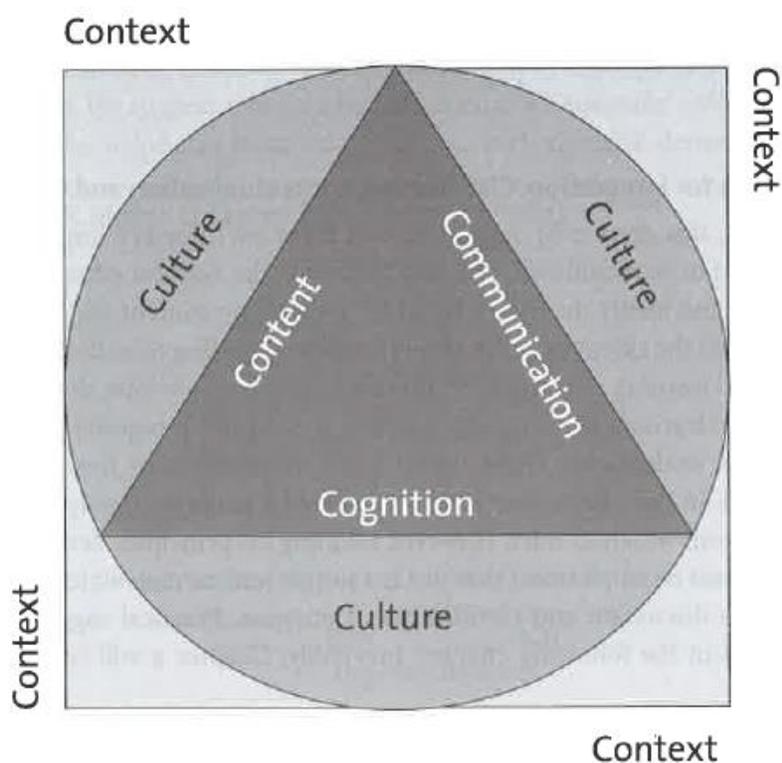
The idea is that although all four skills should, in reality, overlap, a learner that cannot remember or understand certainly cannot be expected to speak or write. The following subsections offer a more in-depth description of the various components that comprise the CLIL theoretical framework.

The 4Cs Framework. Another taxonomy, this one specifically created within the context of language, Mohan’s Taxonomy (1986), has served as the basis for learning approaches such as CLIL. It states that:

Language is a system which relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression. In subject matter learning we overlook the role of language as a medium of learning and in language learning we overlook the fact that content is being communicated. (Mohan, 1986, p. 62)

Do Coyle takes Mohan's taxonomy and the idea of linguistic content and linguistic expression a step further for the purposes of defining a CLIL "system", establishing four necessary components: content, communication, cognition and culture, which she calls the 4Cs Framework (1999, 2007). What differentiates CLIL from other approaches such as content-based language learning or bilingual education is its "planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al., 2010, p. 6). These four concepts are conceived as necessarily intertwining and unable to stand alone (see Figure 10).

Figure 10. Coyle's 4C's Framework.



Note. From “CLIL: Content and Language Integrated Learning” by Coyle, Hood and Marsh, 2010, *Cambridge: Cambridge University Press*, p. 41. Reprinted with permission (see Appendix E).

The 4Cs Framework (Figure 3) integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). In so doing, it takes account of integrating content learning and language learning within specific contexts and acknowledges the symbiotic relationship that exists between these elements. (Coyle et al., 2010, p. 41)

For CLIL to be effective, all four components need to work in unison. New information, in this case *content*, is communicated in a second language. The student needs to be able to analyze and understand and interiorize both, which corresponds to the process of *cognition*. In order for this to happen, it must be communicated within a context, or *culture*, and in a way, *communication*, the student understands. This is not only true of CLIL, but in any language learning context. “In the 1970s, Halliday defined language development as a ‘sociological event, a semiotic encounter through which meanings that constitute the social system are exchanged’ (1978: 139)” (Coyle et al., 2010, p.39). If any one of the 4Cs fails, CLIL will not be successful. This means that neither the level of the content nor the language should be compromised. In order to ensure this, a CLIL instructor must begin all planning with content in mind, and find ways of using the language to guide learners towards understanding.

It may be wrong to assume that a traditional teaching of the language based on teaching structures and grammar in general should be part of the teaching of content. Thus, it would be wrong to consider that ‘Communication’, one of Coyle’s Cs (Content, Communication, Cognition and Culture) (Coyle, 2007) as the way through which we contribute to the description of the new language. However, Coyle (2007, especially chart on p. 551) defines ‘Communication’ as the ability to use the language appropriately in content classes making students actively participate in the negotiation of meaning. In this way, the language becomes an instrument and not a goal in itself. (Pavón and Ellsion, 2013, p. 72)

Coyle explains using language as a threefold concept, or *language triptych* (2008), where communication involves the language *of* learning, *for* learning and *through* learning:

Language of learning embraces the language needed to access and understand the subject matter lexis. Language for learning explores the role of meta-cognitive skills, grammatical skills and language needed to operate successfully in a CLIL setting. Language through learning addresses cognitive processes which underpin the use of language to learn including articulation, thinking skills and scaffolded learning. (p. 107)

A CLIL lesson must be communicated in an effective way, within a context the student identifies with and where the student receives ample support and time for cognitive processes to occur. It must, therefore, be carefully planned and designed to meet its dual learning objectives (content and language learning). The correct methodologies must be chosen according to these objectives, and a multi-method approach used, where visuals, audio, kinesthetic or tactile learning support the understanding of meaning.

Even in CLIL a quality teaching activity is the result of the interaction of four parameters considered of equal value: intention, topic, methodology, choice of media. You cannot take decisions on any one of these parameters disregarding its relationship with the other three. The choices of the educational materials, for example, depend on the objectives of learning, but are also determined by both the content you want to share and by the working method. (Maggi, 2012, p. 36)

The CLIL Matrix. The CLIL matrix (Coyle et. al, 2010) is based on Professor Jim Cummins' work on bilingual and special education in 1984 which juxtapositions low/high cognitive and low/high linguistic demands in different quadrants. It allows for mapping tasks as to their progression from lower more accessible to higher more challenging learning of content and language, without compromising the level of the content itself (see Figure 11).

Figure 11. Adaptation of CLIL Matrix.

	High Cognitive Demands		
Low Linguistic Demands	3	4	High Linguistic Demands
	2	1	
	Low Cognitive Demands		

Note. From own source, adapted from Coyle et. al, 2010.

When planning CLIL courses, it is important to take this progression into account in designing tasks during different stages of the course and according to student capabilities in both, staying away from quadrant one (low cognitive/high linguistic demands) and moving from quadrant two towards quadrant four. For example, first year university students do not have the same knowledge base and cognitive skills as students in their final year of studies and therefore must be taken there gradually. As they gain greater

knowledge in their field of studies, the content becomes more and more difficult as well as the level of expectation of student performance. The same needs to occur with the language side of the quadrant, moving students from lower to higher demands as they progress in their level. In describing several tasks over the same lesson, Coyle et al. describe how tasks should fit into the quadrant as follows:

The tasks follow a route from low linguistic and cognitive demands to high linguistic and cognitive demands. Task (a) was aimed at instilling confidence in the learners by starting with familiar work as a point of reference. Task (b) used recycled language, but this task made cognitive demands on the learners by introducing abstract concepts whilst using visuals to scaffold the new knowledge. Task (c) continued to develop new knowledge, but this time the language demands involved extending familiar language into more complex structures required to carry out the activity. The final task (d) incorporated new language and new content where the learners were engaged in cooperative group work supported by technological and teacher mediation. The new language was practised in different ways. (2010, p. 68)

The result of the 4Cs framework and the CLIL Matrix is a learning progression that takes learners from BICS to CALP. BICS are those language skills required for day-to-day communication and CALP are the academic and technical language skills required to be successful in an educational setting (Cummins, 1981). The idea of the CLIL Matrix is that a lesson should model this advancement from BICS to CALP, where BICS are

used for motivational and confidence building at the beginning of a lesson and/or course, with a planned progression towards CALP, where the learner has the ability to produce skills at the academic level expected in a tertiary setting. For example, a lesson could begin with an icebreaker on a familiar topic where students are encouraged to interact in a non-threatening way. The next activity would involve reviewing previously learned concepts and resolving doubts, focusing more heavily on passive skills of language (reading and listening) where the cognitive challenge is lower. A third activity could become a little more challenging, introducing new concepts and requiring students to use more active skills of production (speaking and writing) with careful scaffolding. At this point in the lesson the instructor would need to provide step-by-step instructions or activities for students to do controlled work building up to a final task that applies a combination of skills. For example, with a writing task, students could be asked to write an outline or mind map for an essay on a specific topic as a first step. Following, they would learn to write a thesis statement, topic sentence, or the like, and learn about linkers and transitional words/phrases. The student might then write a first paragraph of their paper and turn it in for feedback. Then the student could be required to turn in a first draft and receive further feedback. The final task would involve rewriting the essay and turning it in for a grade. This final assignment would constitute the most complex square in the quadrant, where the cognitive demands as well as the linguistic demands are high. However, the student most likely will not have experienced it as threatening or demotivating, as they have been taught progressively to be able to produce that final task.

Content teaching needs to guide students' progressive use of the full functional range of language, and to support their understanding of how language form is related to meaning in subject area material. The integration of language, subject area knowledge, and thinking skills requires systematic monitoring and planning.

(Swain, 1988, p. 68)

So, the question is, how does a university professor achieve this? And how does a university professor who is not a language expert provide feedback for such tasks? And how does a university professor assess such tasks? Do they assess only the content? If assessing language, which would only seem logical if the aim is for students to learn to use an L2 at the same time they are learning subject content, how do they do so? It seems quite obvious that simply having advanced mastery of English and knowing the content in the L2 is not enough to overcome such vital issues.

Faculty development in CLIL. The most fundamental area within CLIL learning contexts to ensure quality instruction is faculty training and development. Due to the methodological complexity of CLIL, specific training must be provided by institutions as “[t]he integration of content and language may pose unique challenges to instructors whose experience and training may be either as a content specialist or a language specialist. Few faculty have had training in both” (Met, January 1999, para. 7). There is a substantial amount of literature as well as studies conducted in CLIL faculty training at the primary, secondary, and even vocational levels of education, which has produced resources and tools available to CLIL professors of these educational levels. Some such

resources include: the *CLIL across Contexts: A scaffolding framework for teacher education* handbook (Hansen-Pauly et al., 2009); the *European Framework for CLIL Teacher Education* (Marsh et al., 2010); the *CLIL Tool Kit* (Chapter 4 of Coyle et al., 2010); Cambridge University Press's *Teaching Knowledge Test (TKT) Content and Language Integrated Learning Handbook for Teachers* (<http://www.cambridgeenglish.org/images/22191-tkt-clil-handbook.pdf>); or English teaching websites such as Macmillan's Onestopenglish (<http://www.onestopenglish.com/clil/>) or the British Council's BBC teaching English website (<https://www.teachingenglish.org.uk/clil>), among others. In Spain, the country where this study has been carried out, primary and secondary bilingual teachers must receive mandatory specific pedagogical training and pass state exams in order to teach a subject in an L2. However, at tertiary level there is no such requirement (at least in Spain) and very few resources available to professors other than own knowledge and expertise. EMI professors have been expected to know how to teach their content in an L2 based on their language level, with little or no pedagogical training to do so. In a questionnaire delivered through the SurveyMonkey online survey tool, by a CLIL research team at UEM, professors across the Laureate International Universities network of universities who were teaching courses in English as a second language were asked to indicate the kind of training they had received (in open answer format). The item was responded by one hundred and fifty-three professors from universities in Spain, Malaysia, China, Turkey, Honduras, Ecuador, Costa Rica, Riyadh and Brazil. Thirty-one percent

(n=47) indicated they had received no training, left the answer blank, or indicated it was not applicable. Twenty-one percent (n=32) responded that they had received some type of English-related training, and only twelve percent (n=18) answered that they had received specific training in CLIL, teaching in English, or English for Academic Purposes (permission to use data granted). The fact that professors teaching content in English as a foreign language are not receiving specific training to do so may be due to a variety of reasons. In many cases the institution itself does not consider it a necessity, assuming (erroneously) that professors with advanced knowledge of English will automatically know how to do this (or find ways of doing so on their own). In other cases, such training involves a costly investment not within the university's budgetary capabilities. Still in other cases, where CLIL-type training is provided by an institution, professors are not given the necessary support in terms of time off from teaching to undergo such training, or may not wish (themselves) to employ the time and effort required, as it is certainly not a simple feat and professors may feel little incentive to do so (as will be discussed in the Results chapter). If tertiary institutions aim to offer quality EMI or other multilingual instruction, they must plan for faculty development programs in CLIL, offering CLIL professors the proper support and incentives. Recent publications, such as *The Higher Education Languages Landscape: Ensuring Quality in English Language Degree Programmes* (Marsh, Pavón and Frigols, 2013), *English-Medium Instruction at Universities: Global Challenges* (Doiz, Lasagabaster and Sierra, 2013), or the recent British Council study on EMI in 55 countries *English as a Medium of*

Instruction: A Growing Global Phenomenon (Dearden, 2014) are examples of a changing trend where studies in EMI in HE are concerned, showing a growing interest in the EMI phenomenon, in understanding the challenges posed, and in achieving quality instruction and good practices in this area.

3.3 Summary

CLIL is a complex intertwining of language into content, which when woven properly produces a sort of educational quilt that envelops learners making them feel safe and comfortable in a potentially unsure and stressful learning environment. Just as in quilt-making, it requires great skill in order to produce the desired outcome. No matter how skillful a professor may be teaching in their first language, it is not to be assumed that they are skilled in doing so in a second/foreign language. Institutions need to design carefully planned language policies that include CLIL training and incentivize professors if they wish to have quality multilingual instruction where students will gain knowledge in both subject content and a second language. Professor-students in the UE CLIL Portfolio Training Course often say teaching in a second language is like “starting all over again” comparing it to when they started teaching for the first time. This translates into great effort and time preparing courses from scratch and having knowledge so as to properly design and deliver activities that are rigorous yet attainable to students. Higher education institutions cannot leave professors to do this on their own. They must engage in research regarding multilingual instruction and continuously assess the quality of such programs so as to ensure proper pedagogy and student attainment. It is imperative they

measure student satisfaction and be aware at all times of the needs of students studying in such programs as well as the professors teaching them.

In summary, what we know from the literature (and which will be further corroborated from participants in this study in the Results Chapter) is that there are certain components that are necessary in faculty development in EMI/CLIL at tertiary level:

1. Basic knowledge of CLIL and/or Second Language Acquisition at a methodological level. This comes up across the board (Coyle, Hood and Marsh, 2010; Hansen-Pauly, et al., 2009; Lasagabaster, 2013; Marsh, Pavón and Frigols, 2013; Pavón and Ellison, 2013; Pistorio, 2009; Strotmann, et al., 2013; etc....).
2. Training in CLIL competencies, such as those proposed by the SOCRATES-COMENIUS 2.1 project CLIL across Contexts: A scaffolding framework for teacher education (2009), which proposes eight specific competencies a CLIL instructor needs: learner needs, planning, multimodality, interaction, subject literacies, evaluation, cooperation & reflection, and context & culture (Hansen-Pauly et al., p. 6), or those enumerated in the European Framework for CLIL Teacher Education (Marsh et al., 2010): personal reflection, CLIL fundamentals, content and language awareness, methodology and assessment, research and evaluation, learning resources and environments, classroom

management, and CLIL management (Marsh et al., 2010). Some may need adapting according to HE institutional standards.

3. Strategies and tools for dealing with complex situations that arise in multilingual classrooms, such as mixed-level language groups, scaffolding, assessing language, or motivational issues, among others (Coleman, 2006; Coyle, 2001; Coyle, 2008; Coyle, Hood and Marsh, 2010; Londo, 2011; Marsh, et al., 2010; Mehisto, et al., 2008; Nikula, Dalton-Puffer and Garcia, 2013; Maggi, 2012; Strotmann et al., 2013; etc....).
4. Spaces for collaboration and interacting with peers. This may be at the institutional level, departmental level, with support from language departments, within CLIL training classes, or in Communities of Practice custom-designed for CLIL instructors (Coyle, 2001; Coyle, 2008; Hansen-Pauly, et al., 2009; Marsh, et al., 2010; Marsh, Pavon and Frigols, 2013; Nikula, Dalton-Puffer and Garcia, 2013).

CLIL is a challenge, both for teachers and students. Teaming up with other teachers to plan lessons, joint activities or strategies, or adapt and develop materials is a way of creating the synergy for more easily meeting the demanding CLIL challenge. It can help us to lower stress, to work more efficiently, to be more precise in our goals and to avoid duplication. (Mehisto et al., 2008, p.133)

Such communities of practice are not to be considered solely among content professors, but should also include language experts.

The success of programmes involving the teaching of content through another language does not rest solely on whether the teachers responsible have a high level of linguistic and subject competence, but also on the collaboration between those teaching content subjects and languages... These teachers need to develop a language consciousness that triggers their awareness of their own foreign language input as well as expected output from students. This is what will take their language competence to a new 'pedagogic' level. (Pavón and Ellison, 2013, p.70)

5. Support in preparing their L2 courses, on an institutional, departmental and language department level (Marsh, et al., 2010; Marsh, Pavón and Frigols, 2013).

Since CLIL teachers usually have a heavier workload at the start of the programme than regular teachers, head teachers need to find ways to support them. For example, head teachers can timetable preparation periods so that several CLIL teachers are free at the same time. (Mehisto et al., 2008, p. 23)

6. Continuous language training, both general and academic. (Maggi, 2012; Marsh, et al., 2010; Marsh, Pavón and Frigols, 2013; Pavón and Ellison, 2013).

CLIL teachers need to know how to write a course description, a course syllabus, lesson plans, etc. using the proper vocabulary for skills and grammatical structures. They need to know the rules of pronunciation to be able to pronounce their terminology (of vital importance in students' learning in order to be understood within their field) and above all, CLIL teachers need the resources to be able to handle problems encountered when there is not a language expert present to help. (Strotmann et al., 2014, p. 94)

7. Institutional backing, through language policy implementation, training and development, language support, technology provision, quality assurance and benchmarking, research opportunities, etc.... (Coyle, Hood and Marsh, 2010; Jenkins, 2014; Johnson, 2013; Marsh, Pavón and Frigols, 2013). “Teachers have to be supported. You can't do this alone, it's not something for the lonely rider [...] for this [CLIL] to work, teachers need to be looked after and they need to be managed properly” (D. Marsh, personal communication, Cambridge University Press ELT, 2010).

What is still missing, however, from the literature are tools and/or instructional methods for training EMI/CLIL professors at tertiary level, and that is due to a need for more studies in EMI and CLIL in HE which explore the specific needs, wishes, motivations, and concerns of faculty engaged in these teaching and learning contexts. This study hopes to contribute to EMI/CLIL faculty development by attempting to

respond to their needs with a pragmatic, empirically designed, and useful training tool. Hopefully, this will result in a better education for international and national students due to better prepared faculty.

The cognitive benefits of CLIL to learners within tertiary levels of education is another area of study that requires more research to match that available concerning primary and secondary education.

Among the cognitive benefits are that CLIL boosts risk-taking, problem-solving, vocabulary learning skills, grammatical awareness, spontaneity in using the language and motivation (Marsh, 2007); that receptive skills, vocabulary, morphology, creativity, risk-taking, fluency, and quantity outcomes benefit more from CLIL (Genesee, 2002); and that CLIL students show greater awareness of language patterns, and a more efficient (strategic) use of the resources at hand to facilitate discovery (Moore, 2006). In terms of linguistic gains, CLIL has proven to be an effective way to increase the linguistic level of students participating in these kinds of programmes (Admiraal, Westhoff & de Bot, 2006; Merisuo-Strom, 2007; Dalton-Puffer, 2007b; Marsh, 2007; Lasagabaster, 2008; Lorenzo, Casal and Moore, 2009; Dobson, Pérez & Johnstone, 2010; Navés, 2011). (Pavón and Ellison, 2013, p. 69)

This matter is beyond the scope of this dissertation study, as we are now at the stage of improving teaching methods in CLIL. However, it is an area that will certainly be explored in future studies to see the effects of such training on student learning.

4. Chapter 4: Research Methodology

4.1 Introduction

This chapter discusses the research methodology used to design, study, and redesign the UEM CLIL Portfolio. The objective was to perform an empirical study that would produce a useful tool for training university professors teaching subjects in an L2, namely English, in an attempt to provide greater support when facing this educational feat.

Probably, the most bitter criticism that has been made regarding educational research is that which is stated by professionals who are working in educational contexts on a daily basis, when they highlight the uselessness of what is available to solve the problems that arise in their daily activity (both in the classroom and in non-formal educational contexts). (Bisquerra, 2012, p.38, own translation)

The present dissertation attempts to put forth a training model for Tertiary EMI/CLIL professors that above all will be useful to their everyday work. It is a Case Study under a qualitative paradigm with a multiple methods approach carried out at Universidad Europea (Madrid) between May 2012 and December 2014. The major sections of this chapter explain the environment and conditions under which the study was carried out; the research design and rationale; the justification of the research design; the methodology behind participant selection and instrumentation for data collection; the plan for data analysis; the role of the researcher within the study and possible research bias; issues of validity, trustworthiness and ethical procedures; and a final summary.

4.2 Environment and Conditions of Study

This study was carried out at the main campus of Universidad Europea in Villaviciosa de Odon, a suburb of Madrid. Professors involved in the study belong to a variety of disciplines from the following schools: Arts and Communication, Architecture and Engineering, Sports and Health Sciences, Biomedical Sciences, and Social Sciences. There are both male and female participants of varied age and teaching experience. However, the common thread that ties them all as key informants in the study is their experience teaching subject content in English in a country where English is a foreign language. This first-hand knowledge and experience has proven essential to the study, as has their interest and support in this dissertation. From early on they have shown a willingness to form part of the study, resulting in a smooth data collection process. The relationship researcher—participants was that of a relaxed and friendly environment, as their mentor and peer, which proved beneficial within the framework of this study. “One important difference between qualitative and quantitative research is that the former demands a much more complex relationship between investigator and respondent” (McCracken, 1988, p. 28). In any case, all participation was totally voluntary and participants were informed at all times of data collection processes and asked to sign informed-consent at each stage in the study (see Appendix F).

The university where the study was carried out, UEM, has been instrumental in providing the facilities, tools and instrumentation for this study, including classrooms, meeting rooms, technological software and instruments, documentation, and above all,

academic support. Through its human resources department, it has worked closely to schedule the courses under study at convenient times and help disseminate the call for participation through all department heads in order to ensure the maximum number of participants. It has also provided quantitative data on course satisfaction and ad hoc training in the use of the qualitative analysis software used in this study, such as Atlas.ti and SPSS. Likewise, the UEM Language Center, part of the School of Social Sciences and Communication, has especially impacted this study in many ways. It is the department responsible for language instruction to all students and faculty, including the training courses that are object of this study. As a professor in this department, my role as CLIL trainer has provided me with access to the subjects of this study and the department has provided support throughout the investigation. Thanks to this relationship, the Language Center has also become actively involved in research concerning multilingual education. In 2012 it began with a UEM-funded interdisciplinary study (*Tertiary CLIL Internal Research Project, 2012-13*) on the needs and perceptions of CLIL professors internationally. This has resulted in a symbiotic environment where my role as participant researcher in the study aforementioned has provided me with greater knowledge in tertiary CLIL, and likewise, this dissertation has informed the *Tertiary CLIL* project concerning the needs of tertiary CLIL Professors at UEM and other universities within the LIU network. The knowledge gained from such research has added great value to this study and has provided opportunities for CLIL professors at UEM to become involved in research and to publish their CLIL experiences

in English—two factors participants in this study stated as motivational, as will be shown in the Results Chapter.

4.3 Research Design and Rationale

The UEM CLIL Portfolio is a Case Study in that the interest lies in the particularity and complexity of the case itself (Stake, 1995) as well as exploring many variables of interest and using multiple sources of evidence (Yin, 2013). However, the case, in reality, is a project in that the object of study is a portfolio that intends to aid professional practice.

In this sense, a definition that better describes this particular Case Study is:

[A]n in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a ‘real life’ context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth understanding of a specific topic (as in a thesis), programme, policy, institution or system to generate knowledge and/or inform policy development, professional practice and civil or community action. (Simons, 2009, p. 21)

As such, it poses a series of research questions that intend to explore a case, “defined by Miles and Huberman (1994) as, ‘a phenomenon of some sort occurring in a bounded context.’ The case is, ‘in effect, your unit of analysis’ (p.25)” (Baxter and Jack, 2008, p. 545).

The research design started with a proposal to answer the questions: *RQ1: Is building a CLIL Portfolio with the help of a mentor useful to the development of EMI*

Professors at UEM? and *RQ2: What contents are necessary in a CLIL portfolio intended for training professors so that it may be useful to their development in EMI?* In order to answer these general questions, it became necessary to explore professors' perceptions regarding their own learning throughout the portfolio-building process, as well as their needs as far as EMI is concerned. In addition, their perception of their students' learning and needs within this context, and the usefulness of this portfolio to their development became central to the design of the study, resulting in a series of more specific or subsequent questions, which as described in Chapter 1, are:

- How did professors perceive the experience of preparing a portfolio?
- Did they find it useful and if so, how?
- Was it motivating and how so?
- Did it help improve their teaching and if so, how?
- Did it improve their level of English?
- Did it improve their academic proficiency in English?
- What extra materials did they include in their portfolios and why?
- What changes need to be made to the portfolio in order to improve it?
- Does the tertiary CLIL portfolio respond to their needs as English medium instructors?
- Do professors think the experience of preparing a CLIL portfolio improves the learning outcomes of their students and if so, how?

- Can this method of instruction help university professors at other higher education institutions who teach content in English as a medium of instruction?

In order to respond to these research questions, a qualitative paradigm was used, with a multiple methods approach where some quantitative data collection and analysis was included in an attempt to add an objective perspective to the largely qualitative study and allow for greater reliability and internal validity of results. The quantitative data collected and analyzed, however, was limited to the scope of a qualitative case study, with a small number of participants (seven in Group A and six in Group B). The fact that the quantitative data is purely descriptive and intended to provide a complementary view of the data provided by participants and not to make generalizations or test hypotheses, resulted in using a *Multiple methods* rather than *Mixed methods* paradigm.

[W]hile mixed methods research entails the integration of qualitative and quantitative methods within a single study (e.g. Creswell 2011, Dörnyei 2007, Hashemi 2012); multi-method research involves the use of different methods within qualitative or quantitative research. Indeed, as Denzin and Lincoln point out, “qualitative research is inherently multimethod in focus”, using multiple methods “in an attempt to secure an in-depth understanding of a phenomenon in question” (2011: 5). On the basis that “[o]bjective reality can never be captured”, they see multi-method research, or ‘triangulation’, as “an alternative to

validation... a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry” (ibid.). (Jenkins, 2013, pp. 72-73)

There are no large N studies being carried out, surveys, statistical analyses, or any other characteristic traits of a mixed quantitative—qualitative paradigm. In this sense, the quantitative data is used as a strategy for both complementing and ensuring reliability of the qualitative data, and not as a separate method under a separate research paradigm.

The use, therefore, corresponds to that of a Multi-method approach: “a research strategy in which two or more procedures of inquiry are used for the same phenomenon or object of study at different moments of the investigation process” (Ruiz Bolivar, 2008, p. 17, own translation). Morse (2003) explains the difference between *Mixed methods* and *Multi-method* in the following way:

-Mixed methods design—this is the incorporation of various qualitative and quantitative strategies within a single project that may have either a qualitative or quantitative theoretical drive. The “imported” strategies are supplemental to the major or core method and serve to enlighten or provide clues that are followed up within the core method.

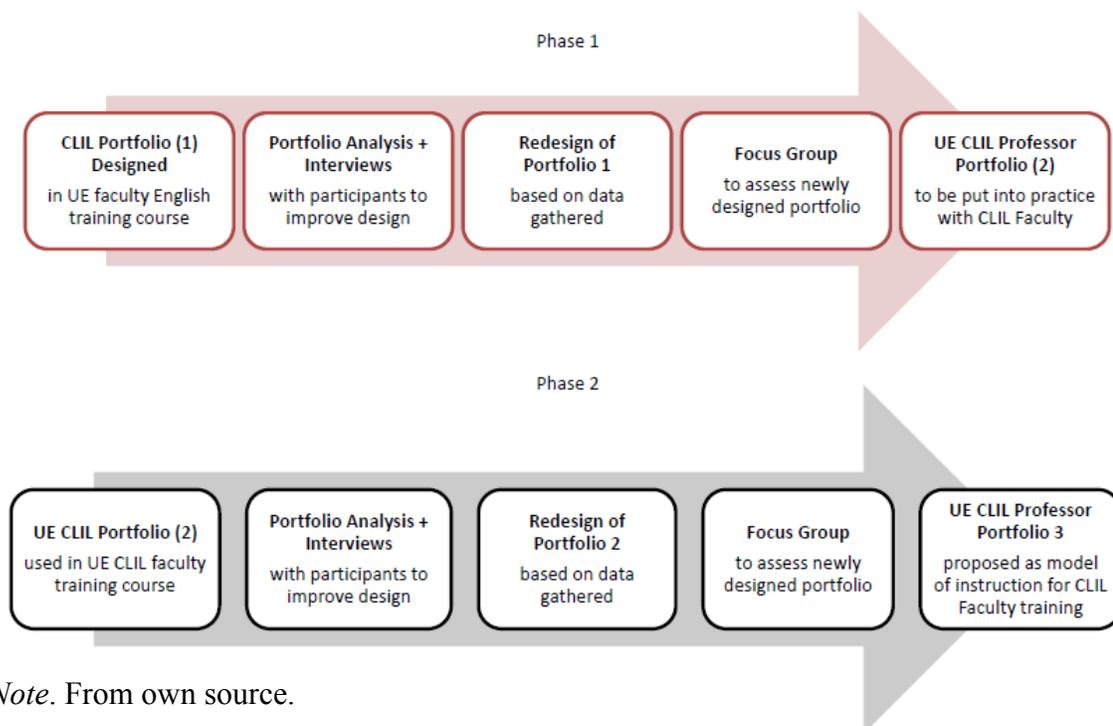
-Multi-method design—this is the conduct of two or more research methods, each conducted rigorously and complete in itself, in one project. The results are then triangulated to form a complete whole. (p.190)

In this study, three separate methods are used independently to measure one phenomenon—the usefulness of the UE CLIL portfolio as a method for training

university professors teaching in English as an L2. The three methods consist of (1.) portfolio content analysis (quantitative), (2.) interviews with participants (qualitative), and (3.) focus groups to assess the redesign of the portfolio (qualitative). The three together are “triangulated to form a complete whole” (ibid, p.190).

This “tri-method cycle” was carried out twice, with two groups of participants to allow for greater scrutiny of the CLIL portfolio as a method of training. Both groups were comprised of key informants, in this case, professors who were required to teach in English as an L2. The first group included professors in English training with interest in learning how to prepare CLIL activities for their courses. The second group intentionally included participants with greater EMI expertise and higher English language level than the first, whose training focused exclusively on the development of the CLIL portfolio in an attempt to test the portfolio under study in a more rigorous manner and control the variable of motivation in the first group, whom in reality had signed up for a course to develop their English language skills with the CLIL portfolio fulfilling only one of their training objectives. The two phases within the study were designed in an identical manner where data collection and analysis is concerned with a final research design as illustrated in Figure 12.

Figure 12. Study Design.



Note. From own source.

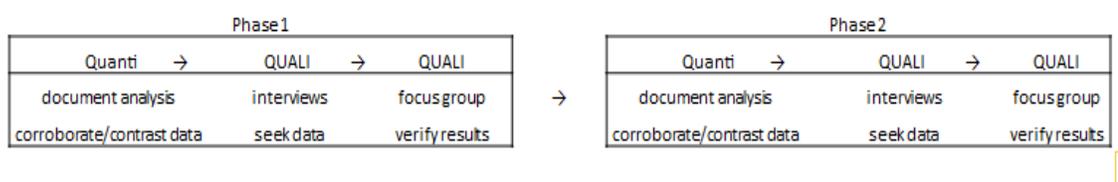
My role as the researcher varied depending on the stage of the study. At the moments of design and implementation of the portfolio in the training courses, I was the groups' mentor, and therefore a participant in the study. Although not a complete "insider" as I was not a learner on the course, my decision to take on a role of mentor rather than instructor allowed me to become more immersed in their community. Participants knew about my research and we all shared the same goals concerning the creation and building of the portfolio, and because the study was aimed at providing them with aid and support in their daily work, there was a great deal of rapport established from the very beginning. However, during the stages of interviews and document collection I attempted to create a certain sense of distance in order to maintain a balance

and avoid research bias, placing myself in a role closer to that of an “outsider”, or non-participant, as much as possible. “The investigator needs to ‘manufacture distance’ in order to create a critical awareness of matters with which we have a deep and blinding familiarity” (Marcus and Fischer in McCracken, 1988, p. 23). To help in creating this distance, a questionnaire was used in the interviews to ensure all participants responded to certain fundamental issues in an orderly way. In the focus groups, again, my role returned to that of a participant, which was necessary to create an atmosphere of peer teamwork where participants would feel comfortable assessing the portfolio redesigns and giving both positive and negative feedback. The circumstances of carrying out a study within my own university with participants who are members of the same community at my same level of professorship (or higher) guarantee that there are no issues regarding power in my role as researcher, although this situation may potentially give way to a certain amount of research bias. This was the reason behind gathering data via multiple methods of collection, and for including both subjective and objective sources of data in a process of converging complementary views as well as triangulation. There was concern on my part, however, at the beginning of the study that participants would be reluctant to participate due to concerns regarding their opinions being disclosed. However, this was not the case. Even at the instance of requesting their written, informed consent and ensuring no personal data that could identify them would be revealed, they willingly consented understanding it was a necessary bureaucratic procedure, and spoke openly about all topics that arose.

4.4 Methodology

The methodological skeleton resulting from the research design ultimately purported a series of sequential multiple methods with some quantitative data collected and analyzed within in a qualitative paradigm (see Figure 13).

Figure 13. Methodology of Study.



Note. From own source.

This design responds to the call for more research in CLIL that incorporates both qualitative and quantitative approaches.

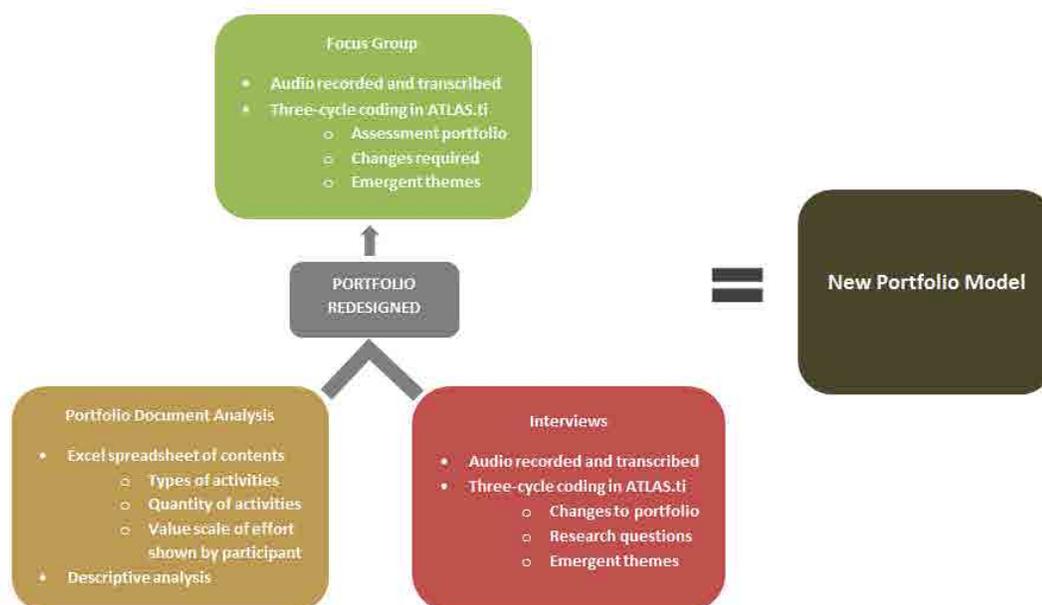
It is clear that consolidating research efforts is needed. Bonnet (2012), for example, calls for research that would help incorporate both qualitative and quantitative approaches as well as process, product and participant perspectives in ways that would take into account both individual, social and cultural concerns relevant in CLIL. (Nikula et al., 2013, p. 73)

In the initial stages, the study would begin with the collection of portfolio documents of participants that had been collected on the course, which would be analyzed in a quantitative manner so as to provide a descriptive picture of the types and quantities of contents included by each participant to have data that would corroborate that collected in the interviews. Then in-depth interviews were carried out to provide a foundation of rich

data concerning the experience of professors in creating the portfolio, its usefulness to them as a training tool, motivational issues, and suggestions for change. The interviews were then analyzed and compared to the portfolio data so as to redesign the portfolio introducing changes based on the data. To verify that the changes made to the portfolio were representative of the views of participants, once again qualitative data was gathered, in this instance via a focus group comprised of the participants initially interviewed with the objective of assessing the redesign of the portfolio in an attempt to add further internal validity to the study. This result gave way to an improved portfolio design based on the knowledge and experience of participants.

To further test the usefulness of the UEM CLIL Portfolio, a second phase of study was run to provide greater opportunity for improvement. This second phase replicated the first, using the same methodological strategy for data collection and analysis but with a new group of participants, this time with greater activity in English Medium Instruction (professors who teach full subjects in English) and higher English language level (minimum C1). Ultimately, this data produced a second redesign of the portfolio. The final methodological design is represented in Figure 14.

Figure 14. Methods Used in Study.



Note. From own source.

4.5 Participant Selection

As this is a study that focuses on a qualitative approach to research, participant selection was based on non-probability sampling techniques.

In a non-probability sample, units are deliberately selected to reflect particular features of or groups within the sampled population. The sample is not intended to be statistically representative: the chances of selection for each element are unknown, but instead, the characteristics of the population are used as the basis for selection. It is this feature that makes them well suited to small scale, in-depth studies... (Ritchie and Lewis, 2003, p. 78)

The first phase of the study began with Group A, comprised of a sample of professors who had fulfilled the 2011-12 faculty training course in English and had the following characteristics.

- All professors who completed the course (a total of 13) were content professors whose L1 was Spanish and none were language professors or experts.
- All professors had fulfilled the level of B2+ in English, which according to university policy meant they could be called upon by their department heads at any time to teach subjects in English (if not already doing so). They all had the need, therefore, to receive training in methodologies for integrating content and language (which they themselves expressed in the beginning of the course).
- All professors on the training course had experience teaching lessons in English, and several of them taught full subjects in English. They all, therefore, had knowledge concerning what needs professors in L2 instruction have and the challenges they face in their day-to-day work.
- All professors had undergone the experience of building the CLIL portfolio in the course and handed one in for assessment.

These factors of knowledge of tertiary EMI/CLIL professor needs and experience building the portfolio made these professors appropriate to become key informants or experts in the study, resulting in a purposive (also called purposeful or judgmental) strategy in that:

The researcher actively selects the most productive sample to answer the research question. This can involve developing a framework of the variables that might influence an individual's contribution and will be based on the researcher's practical knowledge of the research area, the available literature and evidence from the study itself. (Marshall, 1996, p.523)

Within this strategy, “subjects with special expertise (key informant sample)” (ibid) or experts “a sample of persons with known or demonstrable experience and expertise in some area” (Trochim, Donnelly and Arora, 2015, p. 88) are asked to participate due to their knowledge on the topic of the study. The full group of professors was recruited to form part of the study via email. All those who responded to the call for participation were accepted as participants, with a final sample of seven participants. The fact that all the professors who had accepted to become part of the study had chosen to receive training in English in signing up for the 2011-12 course, had expressed the desire to receive instruction concerning how to prepare for lessons/courses to be taught in English in the needs analysis run at the beginning of that course, and had accepted to voluntarily form part of the study made the final sample appropriate in that they were motivated to further their own development in this area, of which they had a certain level of expertise.

The group was heterogeneous in that there was a mix of professors of different gender, age, years of experience and from different departments and areas of study, therefore ensuring a necessary level of randomness among participants. This ensured that there was no bias according to any of these categories, particularly from specific areas of

study that may be more technical in nature, such as health sciences, social sciences, etc.... which could cause specific needs to come up that would not necessarily be useful in other areas of study. As an incentive, participants were offered the option of carrying out the interviews in English to practice their conversation skills one-on-one with the instructor/researcher (myself), which all participants favored even though it was not their native tongue.

For the second phase of the study, the sampling technique required obtaining participants with a greater and more specific interest in training exclusively in CLIL and EMI (and not general English). This was due to issues that arose where motivation and training needs were concerned (as will be further explained in the Results Chapter), mainly because Group A professors had signed up for an English course, and although they were all professors with experience in EMI to a certain extent who had specifically expressed interest in learning more about improving this area and better teach their obligatory lessons in English, some expressed greater needs where learning English language skills were concerned, such as grammar drills, vocabulary work, etc. This feedback caused doubt as to how useful this would be to professors fully immersed in EMI, since from our previous experience and research in this area; this is not generally the case. In addition, bearing in mind, the fact that at UE it is necessary to have a CEFR level of C1 to teach full courses in English, I was not convinced that incorporating more foreign language work within the portfolio would make it suitable for training EMI professors. Therefore, a specific training course for EMI/CLIL professors that consisted

in building the portfolio was offered in the 2013-14 academic year (see Appendix G). This would ensure a group of participants with greater expertise in EMI and therefore a more rigorous scrutiny of the portfolio. The resulting strategy went beyond purposive key informant/expert sampling as it involved using this specific full EMI profile of professors as a *Critical case*.

Critical cases are those that can make a point quite dramatically or are, for some reason, particularly important in the scheme of things. A clue to the existence of a critical case is a statement to the effect that "if it happens there, it will happen anywhere," or, vice versa, "if it doesn't happen there, it won't happen anywhere. The focus of the data gathering in this instance is on understanding what is happening in that critical case. (Patton, 1990, p. 174).

In this sense, this profile of professors was of particular importance in being able to determine if this method of instruction was useful to tertiary CLIL/EMI professors at the UE as well as transferable to other university contexts. In this sense, the sampling strategy for Group B was, once again, purposive and based on key informants or experts, but in this case under stricter criteria where defining CLIL/EMI Professors is concerned.

As with Group A, the full group of professors in this second course was recruited to form part of the study via email. All those who responded to the call for participation were accepted as participants, with a final sample of six participants. Once again, the group was heterogeneous in the same way as the first, with varying gender, age, experience, and area of study. The same incentive was offered as with Group A, the

option of carrying out the interviews in English to practice their conversation skills one-on-one with the instructor/researcher (myself), which once again, all participants favored. In this group, one participant was a native English speaker who was interested in learning how to integrate content learning with language learning, in both English and Spanish.

The final result was a total of thirteen participants in the study. Where sample size in a qualitative case study is concerned, this seemed appropriate if we take into consideration that there are no specific guidelines concerning how many participants are necessary in this type of study. Most of the literature states sample sizes in qualitative studies as being small, but do not state a minimum number of participants. Ritchie and Lewis (2003) give three reasons for small sample sizes in qualitative studies:

- 1.) “[V]ery little new evidence is obtained from each additional fieldwork unit”
- 2.) “[S]tatements about incidence or prevalence are not the concern of qualitative research”
- 3.) “[T]he type of information that qualitative studies yield is rich in detail. There will therefore be many hundreds of ‘bites’ of information from each unit of data collection.” (pp. 83-84)

Patton (1990) states:

There are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources.

Others make reference to the fact that although sample sizes are small, the number of participants does matter, and mention saturation or redundancy as guiding factors. Pitney and Parker (2009) offer examples of several studies in health with examples of sample sizes (most of which were somewhere around eleven or twelve). The fact that they are describing research in Health Sciences requires a great amount of rigor as human beings and their wellness are the object under study. As a guideline, they cite Morse (2000) in saying, “When writing a research proposal, you do not know when saturation will occur. Therefore you should overestimate the number of participants for your study” (Morse in Pitney and Parker, 2009, p. 44). Therefore, for the purposes of this information rich qualitative study, two groups of professors with a total of thirteen participants immersed in CLIL activity to varying extents providing data through three different methods seems viable to be able to produce a tool that will aid other CLIL/EMI professors at UE. This is corroborated by the fact that it has proven sufficient to produce patterns of information that came up repeatedly among participants, both independently in interviews and portfolio analysis, as well as in focus groups (as will be evidenced in the Results Chapter), therefore corresponding to the notions of saturation and redundancy.

4.6 Instrumentation for Data Collection

Phase one and two of the study were conducted in the same way where data collection is concerned, and therefore utilized the same instrumentation. Each began with gathering the portfolios of participants from the training course and quantifying the types and amounts of contents they each had included on an Excel file. Although document

analysis is generally reserved for qualitative methods and instrumentation, in this study a quantitative approach was adopted as a way to understand, in an objective way, which types of portfolio activities participants contributed to (or not) and with what intensity. This would give clues as to what parts of the portfolio were, as one participant put it, “musts”, which were an added value, and which were redundant. It would also corroborate or contrast the information offered by participants in their interviews, serving as a measure to validate the qualitative information obtained as well as triangulate data. Individual interviews were then carried out in a semi-structured format using a researcher-developed and expert validated instrument with notes and audio-recordings collected for later transcription and analysis. After analysis of this data was performed and each portfolio redesigned accordingly, a focus group was held (one in each phase) to assess results and detect further changes required. The format used for focus groups was unstructured with the researcher taking part as a participant in the discussion and facilitating dialogue, posing very open general questions and then focusing on more specific issues as they came up. The data collected here was based on notes as well as audio recordings, which were later transcribed for analysis. In the following subsections each data collection method is explained individually in detail.

4.6.1 Portfolio Document Analysis

The quantitative instrumentation used in this data collection method consisted in an Excel spreadsheet with a numerical registry of course documentation via tabulations of total quantities and values of activities from the pre-defined portfolio checklist as well as

activities participants submitted that were not defined, but that they decided to include on their own. In addition to amounts per activity, each pre-defined portfolio activity was assigned an activity type according to the needs of a developmental portfolio as established in research (described in Chapter 2) and among the group: Reflective, Collaborative, Academic Template, Language Learning. As the intention was purely descriptive, with measurements including totals, means and standard deviations (SD) of quantities and values based on effort employed by participants in each activity and activity type, this instrument was considered sufficient and simpler than more complex instruments reserved for statistical analysis, such as SPSS. In fact, it was preferred due to the graph designs available in Excel, which are more attractive and more user-friendly than those in SPSS.

4.6.2 Interviews

In both phases informal semi-structured interviews were carried out with a script (Appendix H) containing a general checklist of “grand tour” (McCracken, 1988) questions devised according to categories established on the basis of research questions and objectives. The design of the instrument was done according to McCracken’s four-step method of inquiry (1988), consisting of four quadrants:

- 1.) review of analytic categories + interview design
- 2.) review of cultural categories + interview design
- 3.) interview procedure + discovery of cultural categories
- 4.) interview analysis + discovery of analytic categories (p. 29)

In the first step, analytic categories were established according to interview questions and research objectives, and the interview designed accordingly. Cultural categories were added in the form of very open questions regarding their experience, so as to allow for information not necessarily foreseen. The interview procedure was then established, which consisted in:

- Arranging for the interview in a comfortable place, with good lighting and acoustics for the recordings to come out clear,
- Explaining the objectives of the study to each participant and asking them to sign informed-consent,
- Handing each participant a copy of their portfolio to have on hand so that in the case they did not remember certain aspects regarding the contents, they could refer to it,
- Starting the recording and beginning the interview.

Throughout the interview hand-written notes were taken regarding newly discovered topics and themes to include in analysis or give attention to in the posterior focus group.

All interviews began with the same question: *“What are your general feelings regarding the experience of preparing a CLIL portfolio?”* This was designated as the starting question so as to ensure participants were not influenced to respond with any specific information and therefore provide unbiased information, as well as to set a comfortable, conversational atmosphere. Once the interview question sheet was designed, it was verified by three professor-colleagues in the Language Center, one was coordinator of

CLIL activities on campus and two were actively involved in CLIL research as members of the UEM Internal Research Project-Tertiary CLIL. All had between four and fifteen years' experience teaching at UEM. Before performing the actual interviews, a pilot round was carried out with two volunteer CLIL professors not involved in the study to ensure the interview questions were comprehensible and would provide meaningful data. Pilot interviews were not recorded nor was data collected, the result of them being a few minor changes made to the interview design, namely eliminating some of the initial explanation which they considered was too long and including a section enumerating on the portfolio components in case any respondents didn't remember them all.

Once the interview design was completed, volunteers were contacted and interview sessions scheduled. They were carried out in meeting rooms on the UEM Villaviciosa de Odón campus and lasted between forty and fifty-five minutes in most cases, with a few (two) lasting less, one due to the nature of the participant and the other due to a loss of the recording. Both these instances are further explained in the section Threats to Validity. All interviews were audio-recorded using the university-provided laptop or in some cases a smartphone, using free audio recording software *Audacity*⁹. The seven recordings from phase one and six recordings from phase two (one participant was not able to attend the interview, but insisted on being part of the study and turned in a portfolio and was present at the focus group) were stored in the university-provided laptop and were transcribed using my own transcription template (Appendix I), with

⁹ <http://audacity.es/>

additional notes taken of recurring themes in a personal journal. Transcriptions and notes were later analyzed using the qualitative analysis software Atlas.ti.

4.6.3 Focus Groups

As a measure to ensure the portfolio redesigns adequately represented participants' views and suggestions for change expressed in interviews, and in order to complement and triangulate data through multiple-methods, the researcher conducted a final focus group in each phase with participants as a way of assessing the portfolio redesign. Focus groups were unstructured, with no script used, as the intention was simply to request opinions regarding the outcome of the portfolio redesign and whether it represented their suggestions from interviews, as well as if further changes were required. It was also intended to allow for other issues to arise that were not pre-determined in any way, therefore preferring the format to be unstructured, with nothing more than two very general questions, one regarding their opinion of the new portfolio design and a second regarding their opinion concerning the need for further changes.

While encouraging participants to open up and talk freely in interactive groups (Ho 2006), this method [focus group] serves to capture and analyse ideological discourses and to ascertain different positions—spontaneous expressions—and contradictions (Iglesias-Álvarez and Ramallo 2002) which are less forthcoming in one-to-one interviews. (Doiz et al., 2013, p. 1410)

Focus groups were audio-recorded and transcribed in the same way as the interviews, with *Audacity* once again being used to record the sessions and *Atlas.ti* to

analyze the transcriptions based on the transcription template. In focus groups, participants were explained the objective of assessing the portfolio and each was given a copy of the redesign to browse through for several minutes before starting. As with individual interviews, signed consent was collected before recording began and notes were taken throughout the session. Therefore, in this case, the only instrumentation used consisted in the university-provided laptop, a tripod microphone, and a copy of the redesigned portfolio per participant. Focus groups were carried out in tutorial rooms on the Villaviciosa de Odón campus of UEM and each lasted nearly one hour and ten minutes.

4.7 Data Analysis Plan

Since the study collected data in the sequence of first quantitative, then qualitative, and then qualitative again, the data analysis was carried out accordingly, beginning with the quantitative analysis of the portfolio document, and followed by the qualitative analysis of changes required per the interviews, which come from the first cycle of coding. The results from these two methods were triangulated and used to redesign the portfolio, and then presented to participants in a focus group for assessment (first cycle of coding) and analyzed to determine the validity of the redesign and whether further changes were required (second cycle of coding). Then, answers to the research questions were analyzed (second cycle of coding from interviews). And finally, emergent themes from both interviews and focus groups were analyzed (third cycle of coding for both).

4.7.1 Quantitative Components

For the participants' portfolios a descriptive analysis was carried out on Excel (see Appendix J) consisting in tabulating the quantities of each activity submitted from the pre-established portfolio checklist, as well as the number of components included on the participants' own, that had not been previously defined. Totals, means and standard deviations were calculated firstly with no variables introduced, as to give a general idea of components submitted from participant to participant to understand individually and as a whole which activities they included most or didn't include at all. This data was used for descriptive purposes within the context of this dissertation, as well as to help validate information from interviews, since one of the objectives of the interviews was to understand which activities participants believed required changes, and also to corroborate or contrast their views with evidence of what they had submitted.

The assignment of categories by activity type per activity was then included (Reflective, Collaborative, Academic Template, Language Learning) to allow for measuring which types of activities participants gave priority to, therefore giving clues as to the importance each had in their development, as well as to keep a balance from portfolio design to portfolio design. However, due to the fact that some activity types, such as Reflective, only merited one activity while others could result in an unlimited number, such as the Collaborative activities (where professors could include all the activities shared by peers), an additional analysis of values based on a five-point Likert scale was used, based on the effort with which participants completed each activity

submitted. The rubric for the scale was as follows: 1= no effort/no activities submitted; 2= minimal effort employed/strict adherence to the activity with no external sources, materials or peer suggestions included; 3=some effort employed/strict adherence to the activity with few external sources, materials or peer suggestions included; 4=full effort/an attempt made to complete the activity with great care with several external sources, materials or peer suggestions included; 5=effort beyond expected/activities redone or built upon with a great deal of external sources, materials or peer suggestions included. This value was applied exclusively to the pre-defined portfolio contents, leaving out the added contents as these were very personalized and individual. Once again, means and standard deviations were calculated, and in this case, variables introduced to make comparisons; namely English language level, years CLIL teaching experience at UEM, and main language of instruction (English, Spanish, or both). The variables could give possible insights as to whether certain changes suggested could be influenced in any way by variations in language skills, teaching experience, or language of instruction, as there may be motivational factors behind each. Data was analyzed individually, by group, and then correlations made between both.

4.7.2 Qualitative Components

The analysis of both interviews and focus groups in phases one and two of the study were carried out using the qualitative data analysis software program Atlas.ti. In both cases sessions were transcribed and submitted to several cycles of codification and

analysis. This was done in an attempt to ensure trustworthiness of results through establishing a rigorous process of data analysis.

...[C]oding is a cyclical act. Rarely is the first cycle of coding data perfectly attempted. The second cycle (and possibly the third and fourth, and so on) of recoding further manages, filters, highlights, and focuses the salient features of the qualitative data record for generating categories, themes, and concepts, grasping meaning, and/or building theory (Saldaña, 2012, p.8)

In the case of interviews, the first step of analysis was to read through the notes taken during the interviews and make note of recurring themes, patterns, contradictions, and suggestions for change to the portfolio. Afterwards, interviews were transcribed and in-depth notes were taken, this time regarding participants' suggestions for change to the portfolio, noting down possible categories for later coding analysis. This also served to establish a preliminary plan for the redesign of the portfolio at each phase of the study. After the first step of note-taking, an initial set of codes were established for data analysis in Atlas.ti, which would be the first of three cycles of coding. The same process was carried out for both groups, A and B. The first cycle corresponded to Changes required to the Portfolio and included the codes: Changes in general, Contents to add, Contents to keep, and Contents to eliminate. The second phase of encoding was intended to analyze the participants' opinions regarding the specific Research Questions posed in this dissertation, using as codes: Portfolio Experience, Usefulness Portfolio, Professor Motivation, Teaching improvement, Professor English level, Professor EAP level,

Professor Needs met by portfolio, Student learning improvement, and Transferability portfolio. During this first and second phase of encoding, in addition to tagging the codes established, emerging themes were identified for the third phase of coding of information not previously foreseen. This third phase intended to focus on what participants had to say and therefore had slight variations from one group to another. Incidentally, there were many overlaps in emerging themes, as will be discussed in the Results Chapter. For this last cycle of coding, rather than using pre-established categories, in vivo coding was performed using participants' actual words or phrases as the codes themselves. "The object of analysis is to determine the categories, relationships, and assumptions that inform the respondent's view of the world in general and the topic in particular" (McCracken, 1988, p. 41). These emergent themes will be treated in the Results Chapter, along with the similarities and differences between groups.

Where focus groups are concerned, the same analytical software was used, as was the same three-cycle process of coding. However, only the first cycle had pre-established codes. For the second and third cycles, codes were established based on what participants stated. Therefore, the coding was only the same for both groups for the first cycle, which concerned Assessment of the Portfolio and included the codes: Opinion of portfolio and Usefulness of portfolio as a tool. In the second and third phases of coding, which covered Further Changes Required to the Portfolio and Emergent Themes, respectively, the coding varied between groups, although some themes overlapped. The

final codes, along with the analysis of similarities and differences will be presented in the Results Chapter.

The coding for both interviews and focus groups began with an initial cycle of two to four codes (two in the case of focus groups and four for interviews), expanding to approximately fifteen in the second cycle and finishing with between twenty-five and thirty in the third cycle. Finally, in the data analysis, these twenty-five to thirty codes were categorized into families of codes, resulting in three families of major themes: Changes Portfolio, Research Questions, and Emergent Themes. This process of data analysis seems adequate for establishing a trustworthy process of qualitative analysis, as stated by the literature.

Creswell (2007) begins his analyses with a short-list of five to six Provisional Codes to begin the process of “lean coding” This expands to no more than 25–30 categories that then combine into five to six major themes (p. 152). (Saldaña, 2012, p.20)

4.8 Threats to Validity

Where quantitative data is concerned, the possible threats to validity in this study concern the erroneous entry of data into the Excel file and the possibility that the reason for participants to include certain components in their portfolios be based exclusively on the fact that they felt they had to turn the portfolio in and therefore chose activities arbitrarily just to complete the task. The first threat was dealt with by reviewing the data several times in order to ensure that the information entered was correct. For the second

threat, triangulation strategies used to compare information from interviews, where participants were shown their portfolios and questioned in depth about the components they used and why, also minimized that risk.

Triangulation consists in contrasting information through a variety of sources. It is based on a dual logic: the rich gathering of data (from different sources of information and through various techniques) and quality control in the interpretation of the data through allowing for multiple understandings that serve to corroborate among observers (interpersonally) and/or contrasting such understandings empirically with a series of similar data. (Bisquerra, 2009, p. 332, own translation)

The threats to validity in the qualitative data analysis include:

- Two interviews being notably shorter than the rest. Where most interviews lasted approximately forty minutes, these two lasted slightly under thirty. This was due, in the first case, to the personality of the participant—very direct and open—as well as to a high level of rapport between interviewer and participant, making it unnecessary to spend the initial minutes developing a comfortable atmosphere, etc. The fact that the data collected was of the richest among all participants, and much of it overlapped with what other participants were saying, validated the information gathered from this interview. In the second case, the interview lasted over forty minutes, however the recording didn't work properly and there was a loss of data. However, since extensive notes were taken in each interview,

regardless of the short recording, a great deal of the information was retrieved and used for analysis.

- Loss of data from the first round of interview analysis in Atlas.ti. Upon completing the first cycle of coding and tagging in Atlas.ti of the data gathered from Group A, due to errors in saving the Hermeneutic Unit in different versions of Atlas.ti, the data became corrupt and was lost in full. In this case, the threat actually worked out in favor of the study, as this first round lost served as a practice run, resulting in an improvement in the qualitative data analysis, which came out better the second time since the coding was improved. Therefore, in the end, the only resulting implication was an extension in the time required for the data analysis.
- The amount of time elapsed between the end of the first professor training course (July 2012) and the first round of interviews of the study (March 2013) may have given way to participants not remembering all the aspects relevant to the course or their portfolios so as to answer all the questions adequately. To manage this I brought a copy of each participant's portfolio to the interview along with the list of all the possible components they might have included. This was helpful in reminding participants of those specific aspects of the course. In any case, what they did not remember was also important as an indicator of the usefulness (or lack thereof) of certain components, understanding that those they emphatically

remembered had impacted their learning much more than those they hardly remembered, or did not recall at all.

- A concern for possible misunderstandings in interviews and focus groups due to the use of English language as the vehicle for conducting both, which for all except one participant was their L2. At first, there was uncertainty as to whether this would be effective due to possible language barriers, and even whether using it as an incentive would prove of interest to participants or not. However, all participants embraced the opportunity to do it in English and preferred it over Spanish, seeing it as an opportunity to “practice” their English further within a professional context. As far as misunderstandings are concerned, in the end it did not become an issue as my bilingual nature (English-Spanish) allowed me to check in Spanish whenever I had doubts, as well as giving participants the freedom to check and ask for meanings in Spanish when they were unsure, as is evidenced in many instances in the transcripts (see Appendix K for interviews and Appendix Y for focus groups).

4.9 Issues of Trustworthiness

Where issues of internal validity are concerned, dependability was established through:

- The use of multiple methods for triangulating data (as explained in depth in the section in this chapter dedicated to Methodology),

- Providing greater opportunities for saturation of data through repeating the study in two phases,
- The use of a critical case sampling method for the second phase of study (Group B) as a way of placing greater stress on the portfolio through greater scrutiny, and
- The use of the focus group as an auditing measure to assess the changes made by the researcher to the portfolio throughout the study.

As far as external validity, the transferability of the portfolio was ensured through the fact that its very design, redesign, and final assessment were carried out and supervised at all times by tertiary CLIL/EMI professors (the participants in the study), who understand the needs of this profile of professor and who comply with the guidelines for this profile of professors set forth by the European Commission (as stated in the Introduction Chapter). However, this would only apply to transferability within Europe. An example that proves the interest to higher education institutions in other parts of the world comes in the way of the 2014 David A. Wilson Award for Teaching and Learning, which awarded a fifty thousand dollar prize to a UEM Language Center research team (of which I am a participant researcher) for the proposal to study the training of CLIL professors on three other non-European continents, and which had been based on this dissertation study. Another example is the increasing call for studies in tertiary CLIL and EMI, as evidenced in the literature review of this dissertation.

In order to assess trustworthiness through confirmability, three main strategies were applied in concordance with that cited by Saldaña: “(1) [C]heck your interpretations developed thus far with the participants themselves; (2) initially code as you transcribe interview data; and (3) maintain a reflective journal on the research project with copious analytic memos (2012, p. 28).” These three indications were followed by (1.) using the focus group as a strategy to check my interpretations of the interviews with the participants themselves; (2.) making notes of possible codes initially in the hand-written notes taken in the interviews, and then noting further possibilities in the transcribing of the interview data; (3.) maintaining a journal with notes, reflections, ideas, citations, mind maps, analysis schemes, etc.

As there was only one researcher in this study, there was no need for carrying out inter-rater reliability strategies. However, to ensure intra-coder reliability, the same coding scheme for all qualitative data analysis were used, along with employing the same family codes and similar number of codes for interviews between Group A and B, as with focus groups.

4.10 Ethical Procedures and Data Protection

In order to ensure ethical procedures and protection of data a series of careful measures were taken to guarantee the anonymity and confidentiality of participants’ data. Given that participants in this study were employees of the university where the study was undertaken, their opinions regarding institutional issues or even specific persons within the institution may compromise their situation. Therefore, extra care was taken to

code participants data so they would not be identifiable, eliminating all information that might give indications as to their identity, including information such as department/school affiliation, nationality, subjects taught, nationality of students, etc...., and, of course, all names or references to other persons and their names. In some cases such information was eliminated at the expense of the study. Written informed consent was required of all participants to collect, use and publish any data obtained in the study: portfolios, interviews, and focus groups. Participants were invited to question any part of the study they considered necessary and were openly informed of their right to abstain from answering any uncomfortable questions or abandon the study at any time they wished to do so.

Treatment of participants has been in compliance with Universidad Europea de Madrid and Universidad Carlos III de Madrid guidelines. Data was stored on the personal computer of the researcher in password protected databases and coded for privacy purposes. Only the researcher has had access to the personal data of participants, with all identifiable data being eliminated and/or coded prior to publication and eliminated from databases upon submission of the dissertation. Any names or other information possibly identifying third parties was eliminated as well, from transcripts and/or other data collection instruments (Excel files, portfolios, etc.) All data was saved for possible future studies, duly coded so as not to disclose any personal or identifiable information. All citations (spoken and written) from the data which are used in published works or

presentations shall be anonymized to such an extent that all references to people, places and departments are unidentifiable.

Where university data is concerned, permission to use questionnaire data regarding course/instructor satisfaction was received by HR, which in any case were anonymous. All other data obtained on the university is public information and can be openly accessed online.

4.11 Summary

This Case Study places professors teaching in English as an L2 at its core, focusing on their own perception of their preparedness, motivational issues, support needs and students' needs as vital to the quality of multilingual instruction in HE. The focus of the study is the training of these professors through a developmental CLIL portfolio as a central driver in an institution's path towards greater internationalization through quality instruction in English. This research design hopefully sets forth an easily replicable study that could be carried out at other HE institutions with similar interests.

5. Chapter 5: Results

5.1 Introduction

The results obtained from the data gathered and analyzed will be presented in the following manner:

- First, Phase 1 of the study will be exhibited. Subsections will include: a description of Group A participants; the quantitative analysis of P1 documents submitted by each participant; the qualitative analysis of changes suggested by participants in interviews; a description of the portfolio redesign and justification for changes through the triangulation of data; the qualitative analysis of the assessment of P2 from participants in the focus group; and Emergent themes from both interviews and focus group.
- Next, the second phase of the study will be explained in the same manner as Phase 1.
- The final section of this Chapter will be dedicated to answering the research questions from the study, drawing from the second cycle of coding in interviews for Group A and B, as well as the third cycle of coding (emergent themes) from both focus groups.

5.2 Phase 1: Portfolio 1

5.2.1 Group A Participants

The group configuration in this first phase consisted of seven professor participants, all with a shared L1, in this case Spanish. Their English level was a high B2 in the case of three participants and the other 4 a C1. The four professors with a level C1 all taught courses in English, whereas those with B2+ taught in Spanish, but with the requirement of teaching CLIL lessons in English. The range of experience teaching at UEM was four professors with 0-1 year experience, two professors with 2-5 years' experience, and one with over 10 years' experience. Where areas of study are concerned, so as not to divulge any identities with information that is too specific—such as the departments they teach in—the data provided is in the form of the Schools to which they belong, which in this case were: Health Sciences, Biomedical Sciences, Engineering and Architecture, and Social Sciences and Communication. Due to the low number of participants, gender is not included so as not to give any clues to identity.

Table 5

Group A Biographical Information

Participant	L1	English level	Years Exp at UEM	Lang of Instruction
A1	Span	B2+	2-5	Spanish
A2	Span	B2+	10+	Spanish
A3	Span	C1	0-1	Eng + Span
A4	Span	C1	0-1	Eng + Span
A5	Span	C1	0-1	Eng + Span
A6	Span	C1	2-5	English
A7	Span	B2+	0-1	Spanish

Note. Own source. P1 analysis on Excel.

5.2.2 Portfolio 1 Document Analysis

Portfolio 1: Description. The contents and types of activity as pre-defined by the mentor and group that formed part of P1 include the following:

Table 6

Portfolio 1 Contents

	Pre-defined Contents	Activity Type
1	Initial Personal Statement	Reflective
2	Defining CLIL	Reflective
3	Good Practices in CLIL	Collaborative
4	CLIL Course Description	Academic Templates
5	CLIL Syllabus	Academic Templates
6	CLIL Lesson Plan	Academic Templates
7	CLIL Teaching Strategies	Collaborative
8	Ice Breaker Repository	Collaborative
9	Burn-out Activity Repository	Collaborative
10	Glossary of Terms	Language Learning
11	Grammar Explanations	Language Learning
12	Assessment and Rubrics in CLIL	Collaborative
13	Academic Writing	Academic Templates
14	Final Statement	Reflective

Note. Own source. P1 analysis on Excel.

Those contents that participants additionally included that were not pre-defined in Group A were:

Table 7

Portfolio 1 Contents Added by Participants

	Added Contents	Activity Type
15	CV	Personal Added Content
16	Resources	Personal Added Content
17	Academic Terminology	Personal Added Content
18	Mind Map: CLIL Chart of Subject	Personal Added Content
19	International System of Units	Personal Added Content

Note. Own source. P1 analysis on Excel.

Group A's portfolios, where quantities of contents are concerned, show an average of almost 30 activities per participant as can be seen in the table below, with a standard deviation of 15.44.

Table 8

Portfolio 1 Contents Submitted per Participant

A1	A2	A3	A4	A5	A6	A7	Total Activities Submitted	Mean Act/Part	SD
46	6	16	35	31	26	49	209	29,9	15,44

Note. Own source. P1 analysis on Excel.

Where activity types submitted are concerned, P1 looks as follows:

Table 9

Portfolio 1 Number of Contents and Content Types Submitted

Contents	Activity Type	Total Activities	Mean Activities per Participant	SD
Initial Personal Statement	Reflective	4	0,6	0,53
Defining CLIL	Reflective	4	0,6	0,53
Good Practices in CLIL	Collaborative	7	1,0	0,00
CLIL Course Description	Academic Templates	12	1,7	0,76
CLIL Syllabus	Academic Templates	14	2,0	1,00
CLIL Lesson Plan	Academic Templates	18	2,6	1,90
CLIL Teaching Strategies	Collaborative	10	1,4	1,13
Ice Breaker Repository	Collaborative	45	6,4	3,87
Burn-out Activity Repository	Collaborative	31	4,4	3,55
Glossary of Terms	Language Learning	13	1,9	1,57
Grammar Explanations	Language Learning	15	2,1	3,13
Assessment and Rubrics in CLIL	Collaborative	4	0,6	0,79
Academic Writing	Academic Templates	16	2,3	2,69
Final Statement	Reflective	0	0,0	0,00
CV (Résumé)	Personal Added Contents	1	0,1	0,38
Resources	Personal Added Contents	9	1,3	1,50
Academic Terminology	Personal Added Contents	3	0,4	0,53
Mind Map: CLIL Chart of Subject	Personal Added Contents	1	0,1	0,38
International System of Units	Personal Added Contents	2	0,3	0,49

Note. Own source. P1 analysis on Excel.

In general terms, P1 was abundant in collaborative components, especially those that were shared among participants such as the Ice Breaker and Burn-out Activity repositories. The Academic Templates followed in abundance, with the CLIL Lesson Plan leading in this category, followed by Academic Writing, the CLIL Syllabus, and CLIL Course Description respectively. Language Learning components were also high in number of activities, especially in the case of the Glossary of Terms, submitted by all participants. However, activities were scarce in general where individual, reflective activities were concerned. It is interesting to note the number of contents involving Resources (9) added by four participants, which is something to consider in the redesign.

Another piece of data of interest when considering numbers of P1 contents, in addition to those submitted and added by participants, concerns those which they did not include any submissions for. In this respect the results are:

Table 10

Number of Participants Submitting 0 Activities for Pre-defined Contents

Portfolio 1 Contents	Activity Type	N of Ps Submitting NONE
Initial Personal Statement	Reflective	3
Defining CLIL	Reflective	3
Good Practices in CLIL	Collaborative	0
CLIL Course Description	Academic Templates	0
CLIL Syllabus	Academic Templates	0
CLIL Lesson Plan	Academic Templates	1
CLIL Teaching Strategies	Collaborative	2
Ice Breaker Repository	Collaborative	1
Burn-out Activity Repository	Collaborative	0
Glossary of Terms	Language Learning	0
Grammar Explanations	Language Learning	2
Assessment and Rubrics in CLIL	Collaborative	4
Academic Writing	Academic Templates	2
Final Statement	Reflective	7

Note. Own source. P1 analysis on Excel.

In Table 10 we can see how several participants chose not to include reflective activities, particularly in the case of the Final Statement, which was not submitted by any of the participants in Group A. It also seems of interest that the activity on Assessment and Rubrics in CLIL, although done in class collaboratively and given great importance to by the mentor, did not find its way into the final Portfolio document of four out of the seven participants.

Portfolio 1: Value analysis of effort. In the analysis of the effort employed by participants in each activity submitted, according to the range of values, which go from not submitted to demonstrating effort beyond that expected, the results for Group A were as follows:

Table 11

Effort Employed by Participants on Activities Submitted

Effort per Activity (1 no effort, 2 minimum effort, 3 some effort, 4 full effort, 5 beyond expected effort)			
Portfolio 1 Contents	Activity Type	Mean	SD
Initial Personal Statement	Reflective	1,7	0,76
Defining CLIL	Reflective	2,9	1,77
Good Practices in CLIL	Collaborative	4,1	0,38
CLIL Course Description	Academic Templates	4,1	1,07
CLIL Syllabus	Academic Templates	3,9	1,07
CLIL Lesson Plan	Academic Templates	3,6	1,40
CLIL Teaching Strategies	Collaborative	2,7	1,50
Ice Breaker Repository	Collaborative	4,3	1,50
Burn-out Activity Repository	Collaborative	3,7	1,60
Glossary of Terms	Language Learning	3,7	1,11
Grammar Explanations	Language Learning	2,4	1,40
Assessment and Rubrics in CLIL	Collaborative	1,9	1,46
Academic Writing	Academic Templates	3,0	1,73
Final Statement	Reflective	1,0	0,00

Note. Own source. P1 analysis on Excel.

Where participants employed the greatest effort was in their Ice Breaker Repository, where they practiced and shared their ice breaker activities with each other. This was followed closely by Good Practices in CLIL, which they created collaboratively, and with the same intensity the CLIL Course Description, followed very closely by the CLIL Syllabus, both Academic Templates. The Burn-out Activity Repository, where participants practiced and shared motivational activities, and the Glossary of Terms, a Language Learning activity, were not too far behind with a value closer to full effort than some effort. At the other end of the value scale, with little effort to some effort employed were the reflective activity Defining CLIL (2.9), followed by the collaborative activity CLIL Teaching Strategies (2.7), and the Grammar Explanations for language learning (2.4). Still lower, were the Assessment and Rubrics in CLIL collaborative activity (1.9) and the Initial Personal (reflective) Statement (1.7). Finally, in the case of the Final Statement as none were submitted, the corresponding value is that of no effort (1.0).

On an individual basis, in order to have an idea of how much effort each participant employed in their P1 submission, the table below shows the total mean effort employed by participants on all activities and the SD in relation to the total mean for all activities submitted by the Group (3.1).

Table 12

Mean Effort by Participant in Group A

Participant	A1	A2	A3	A4	A5	A6	A7
Mean	3,4	1,9	2,9	3,2	3,4	3,3	3,4
SD	0,20	0,26	0,10	0,10	0,25	0,15	0,20

Note. Own source. P1 analysis on Excel.

In order to better understand the activities by certain categorizations that typify them, the variable of Activity Type was introduced to the analysis. In this case, the results of the means and standard deviations are:

Table 13

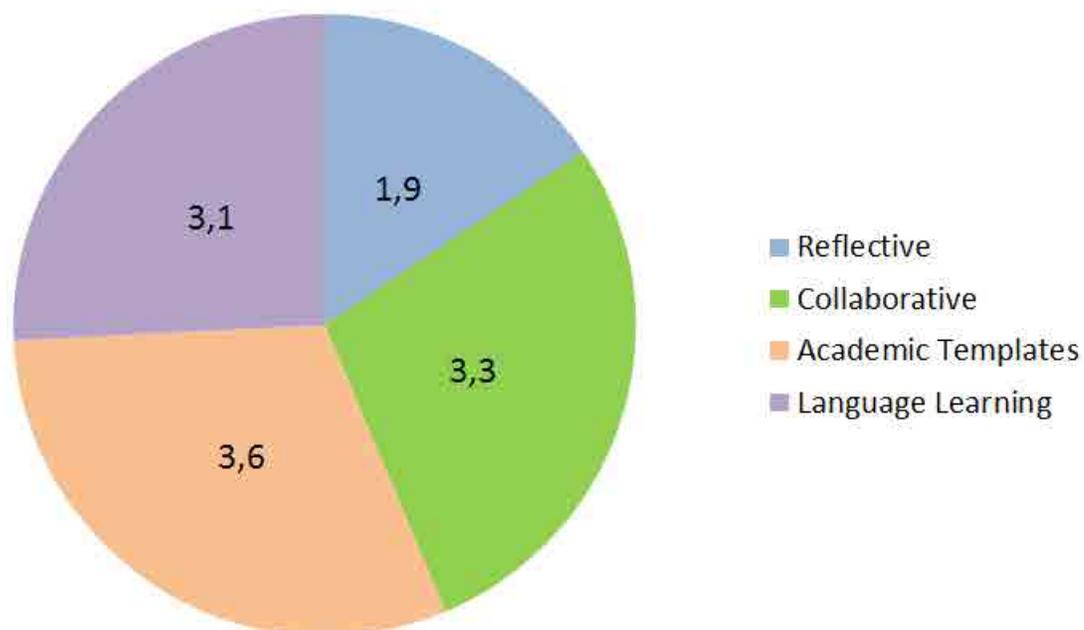
Effort by Activity Type (P1)

By Activity Type	Reflective	Collaborative	Academic Templates	Language Learning	Total All Activities
Mean	1,9	3,3	3,6	3,1	3,1
SD	1,31	1,59	1,34	1,38	1,56

Note. Own source. P1 analysis on Excel.

The table above shows that Academic Templates was the category with the most effort shown by Group A, and therefore understood as that on which the most importance was placed. This was followed closely by collaborative tasks, then language learning, and finally reflective activities. Figure 15 shows the distribution of means for each.

Figure 15. Distribution of P1 Activity Types.



Note. From own source.

When the variables of participant's language level, years of experience at UEM, or language of instruction are added to the Activity Type categories, the results vary in the following manner:

Table 14

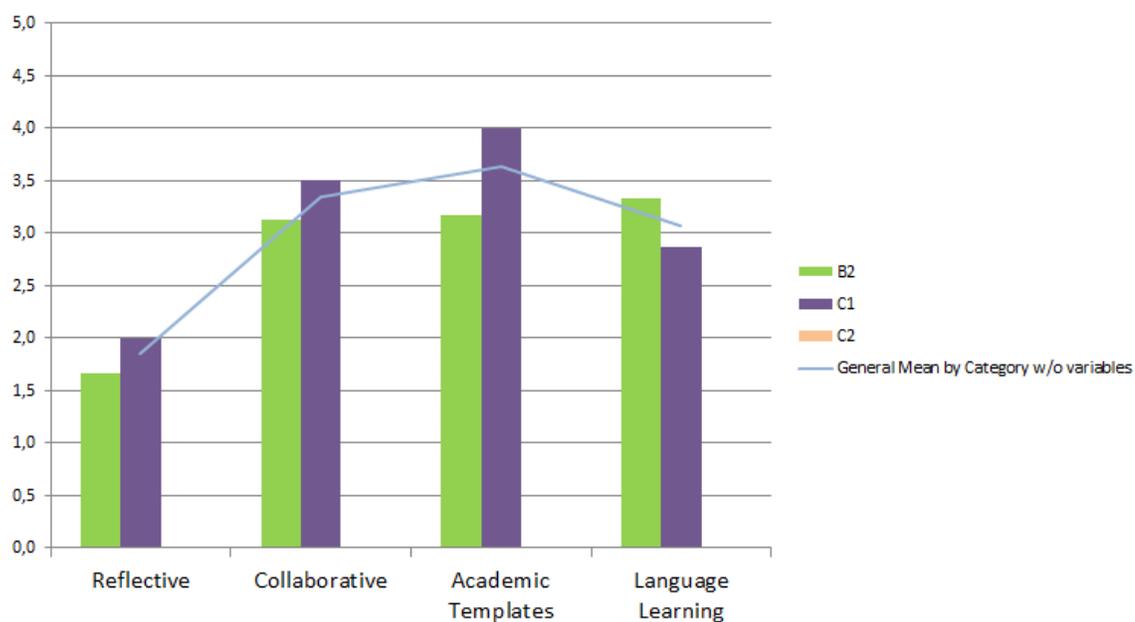
Effort per Activity Type and English Level (P1)

By Activity Type and English Level		Reflective	Collaborative	Academic Templates	Language Learning
B2	Mean	1,7	3,1	3,2	3,3
	SD	1,41	1,73	1,59	1,97
C1	Mean	2,0	3,5	4,0	2,9
	SD	1,28	1,50	1,03	0,83
C2	Mean	N/A	N/A	N/A	N/A
	SD	N/A	N/A	N/A	N/A

Note. Own source. P1 analysis on Excel.

By adding the variable of English level, what can be observed in Group A is that the C1 level participants employed greater effort in all the CLIL Portfolio activities with the exception of those focused on language learning , in which case B2 students surpassed C1 in effort. In the figure it is clear that the reflective type activities were given less importance to by participants than others. In this group there were no C2 level participants.

Figure 16. Mean Effort per Activity Type and English Level (P1).



Note. From own source.

The variable of years' experience teaching at UEM was added under the notion that because CLIL is part of UEM's language policy, the number of years teaching at UEM could show variations in the effort employed towards the portfolio according to growing or waning needs of professors where class preparation is concerned.

Table 15

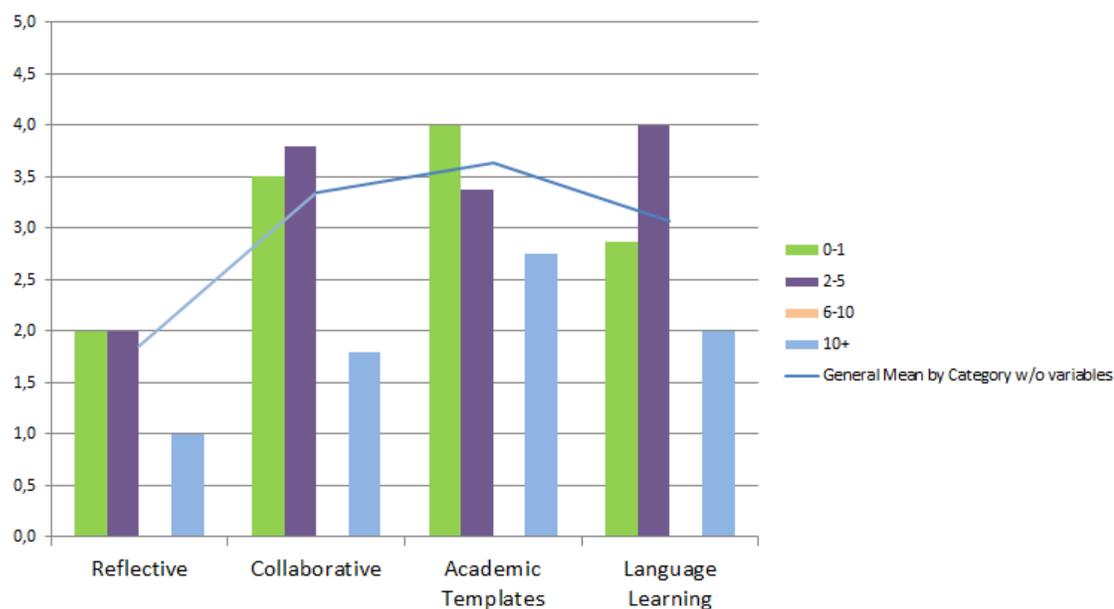
Effort per Activity Type and Years' Experience at UEM (P1)

By Activity Type and Years' Exp at UEM		Reflective	Collaborative	Academic Templates	Language Learning
0-1	Mean	2,0	3,5	4,0	2,9
	SD	1,28	1,50	1,03	0,83
2-5	Mean	2,0	3,8	3,4	4,0
	SD	1,67	1,55	1,41	2,00
6-10	Mean	N/A	N/A	N/A	N/A
	SD	N/A	N/A	N/A	N/A
10+	Mean	1,0	1,8	2,8	2,0
	SD	0,00	1,30	2,06	1,41

Note. Own source. P1 analysis on Excel.

In the case of years' experience (see Figure 16), results show that the least effort was employed by the professor with the greatest experience. However, being that there was only one professor in this category, this will need to be treated in the section on qualitative data to understand possible reasons and whether or not experience has an influence. At the same time, the experienced professor placed the most importance on the category of academic templates, and very little on the reflective activities. New professors also gave the greatest importance in their portfolio to academic templates, followed by collaborative tasks, and then language learning. Professors with 2-5 years' experience placed the most effort on language learning activities followed by collaborative work, and not too far behind by academic templates. Once again, reflective activities were given the least importance by all participants.

Figure 17. Mean Effort per Activity Type and Years' Experience at UEM (P1).



Note. From own source.

Where language of instruction is concerned, the data is as follows:

Table 16

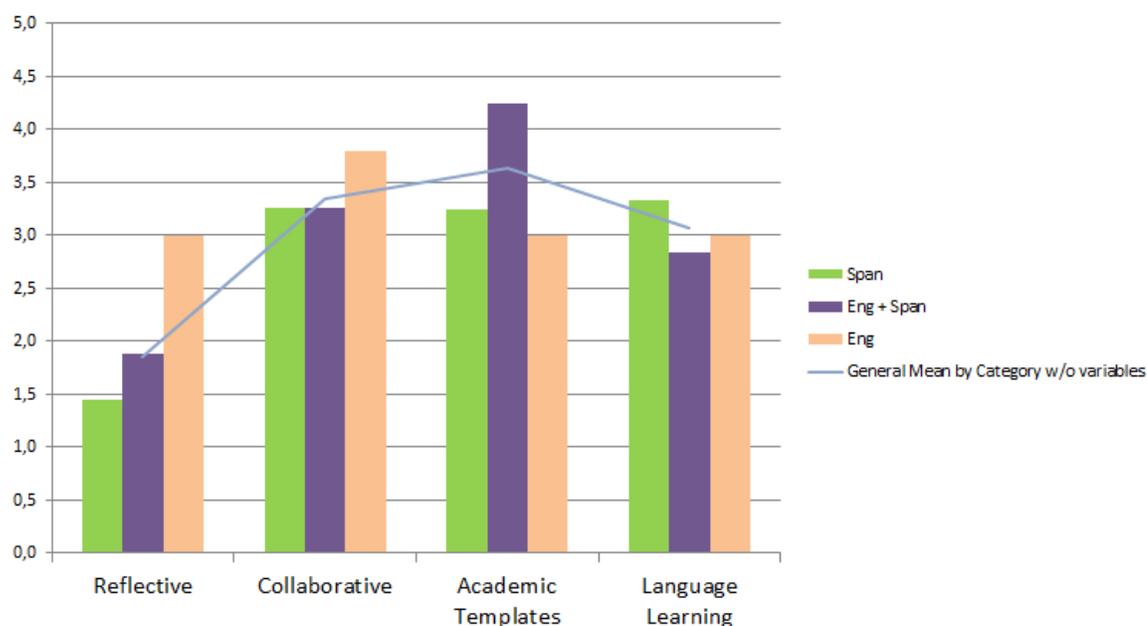
Effort per Activity Type and Language of Instruction (P1)

By Activity Type and Language of Instruction		Reflective	Collaborative	Academic Templates	Language Learning
Spanish	Mean	1,4	3,3	3,3	3,3
	SD	1,01	1,71	1,54	1,51
Eng+ Span	Mean	1,9	3,3	4,3	2,8
	SD	1,27	1,53	0,87	0,98
English	Mean	3,0	3,8	3,0	3,0
	SD	2,00	1,64	1,41	2,83

Note. Own source. P1 analysis on Excel.

The data shows an interesting change in the effort employed in reflective activities, which has been generally quite low. However, in the case of the professor who taught exclusively in English, greater importance was placed on these types of activities. Although with only 1 participant this by no means points to any trends, it is interesting to note that the category with both English and Spanish instruction is also higher than that of professors teaching exclusively in Spanish, which is the lowest. Collaborative components were given greater importance than the rest in general, with the greatest effort employed by professors teaching exclusively in English. Academic templates were given the most effort by the group of mixed English + Spanish instruction professors. And finally, the category of language learning was headed by Spanish instruction professors, in line with the data previously segmented by language level (B2), as these professors could not yet teach full courses in English.

Figure 18. Mean Effort per Activity Type and Language of Instruction (P1).



Note. From own source.

In general, the results regarding activity types, when applying the variables of participant language level, years' experience at UEM, or language of instruction are similar to the general results, with few exceptions, including:

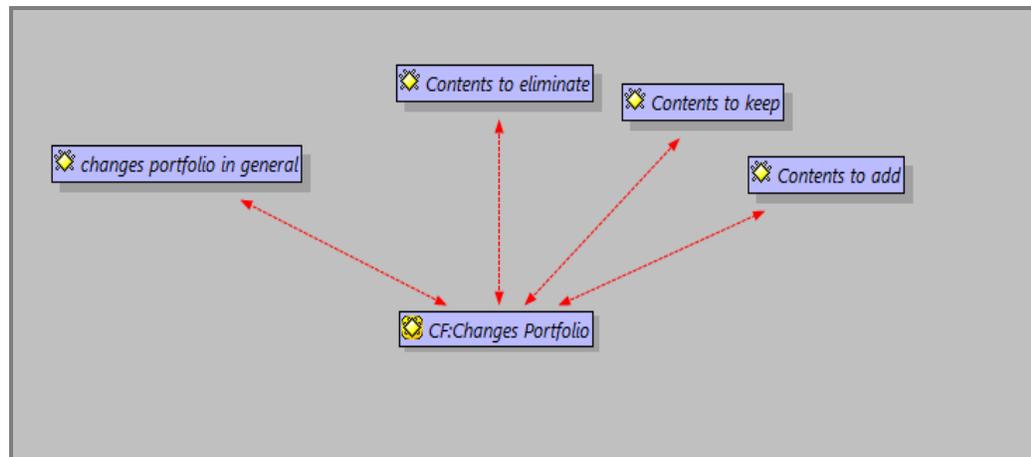
- B2 level participants employed less effort in all categories with the exception of the language learning components
- The two professors with 2-5 years' experience placed almost 1 point greater effort in language learning activities than other cohorts.
- The more experienced teacher (10+ years) employed less effort in all categories than the others.

- The effort employed in reflective activities varies by more than one point more in the case of the English medium professor.
- In the category of academic templates, professors who teach in both English and Spanish placed the most effort, by three-quarters of a point.

5.2.3 Portfolio 1 Changes

Interviews Group A: First-cycle Coding. To receive data regarding the changes required to improve the design and contents of P1, the first cycle of coding had the intention of detecting changes to make to P1 under the family code *Changes to P1*. The codes used within this family in Atlas.ti can be seen in Figure 19.

Figure 19. Coding Chart for Changes Portfolio 1.



Note. From own source. Atlas.ti analysis.

Results regarding this first cycle will be structured in the following manner:

- First, the code will be briefly explained within the context of the information it provides.

- Then, in numerical order, each key point that came up under that code will be summarized followed by excerpts from interviews that exemplify them.
- Finally, a brief description of how the quantitative data supports the statements or not, will be exposed so as to triangulate the data participant by participant and establish validity. In those cases where statements from interviews do not coincide with portfolio data, it will be indicated as so by striking it with a line through it. This will show the statement is invalid and allow for making informed judgments as to whether suggestions should or should not be taken into account in the redesign of the portfolio.

Code 1: General changes to P1. This first code was created with the intention of identifying general ideas participants made regarding the portfolio that did not necessarily target the contents in the portfolio, but rather issues of a more global nature. The results in this respect were:

1. There was a lack of understanding on the part of some participants as to the objectives of the course itself. In their interviews, they made mention of it not being clear from the beginning what they were supposed to do or what building a portfolio entailed, and not fully understanding until the end. Therefore, they were not able to take advantage of the course as much as they could have.

Example 1:

A1: "... I think that we didn't know what we have to do... uh, just until the last month. So probably, if we had... if we know, if we knew in the first

*day what we are going to do at the end of the course, probably we use...
this portfolio should be... double.”*

Example 2:

*A7: "...[W]e didn't know it was planning to be a portfolio until the end.
Well, not exactly the end... I think that... this is my point of view, right?
If we know in advance which is the goal, we are going to get more
involved in the course.”*

In the case of A1, it is interesting to note that the first activities carried out on the course were not submitted whereas many of their own additional activities were submitted at the end. This supports their statement as to not understanding what was expected of them until the end. It is particularly noteworthy that these two participants had the most complete portfolios, well above the rest of their peers, both where number of activities and value of effort are concerned. This is a key indicator of the importance of clear instructions and presentation of the objectives of the portfolio where motivation in participants is concerned.

2. Mention of a need for more area-specific resources was made. According to some of the participants, the resources given by the instructor were too general to be useful. What they required were resources more specific to the areas of their teaching activity.

Example 1:

Interviewer to A4: *“Have you used any of the resources that you included?”*

A4: *“Ok... no... I mean, I use some of these tools but more related with my topic than the tools that you gave us.”*

Interviewer: *“More specific?”*

A4: *“Yeah, more specific. Because the ones you gave were more general.”*

Example 2:

A6: *“And also, this year, for example, I gathered resources from other teachers because this year there are more teachers from my field, so they were more useful... I mean, it’s useful to know, I mean, you always learn from anything... I mean, it’s not a waste of time, of course. But, it’s much more useful when you have resources related to your field.”*

Both participants exemplified above included their own additional area-specific resources in their portfolio contents, A4 as two documents with resources and examples to use in class, and A6 in the way of a CLIL map that they filled out from the resources provided by the instructor that were general, but which they adapted to their specific area of teaching. Therefore, the suggestion of these two participants can be considered meaningful as it matches their actions when submitting their portfolios.

3. There was a lack of knowledge, in the case of some professors, as to their language level as defined by the CEFR. They either did not know their level at

all, or did not understand what the nomenclature meant as far as their language ability. It was a mistake on my part for pre-supposing this was understood by all the professors. It makes it difficult or even impossible for CLIL professors to learn assessment strategies or scaffolding techniques if they are not aware of the abilities involved at different stages of language learning.

Example 1:

Interviewer to A1: *“Ok. What’s your current level? C1?”*

A1: *“I don’t know.”*

Interviewer: *“You don’t know your current level?”*

A1: *“I think I have the level to speak with you but I don’t know. I think, C1. Probably C1 is the first level to begin teaching? Yes probably I have C1.”*

Example 2:

Interviewer to A4: *“What is your level of English?”*

A4: *“I don’t know. I have no...I don’t know. It’s like 15, and C...”*

Interviewer: *“C1?”*

A4: *“Yeah. But I have no idea about this classification.”*

Interviewer: *“You don’t know how you got the C1?”*

A4: *“With all my life... but I mean, I don’t know what does mean, this C1... or I don’t know the order, I have no idea.”*

In the case of participants A1 and A4, they submitted a number of language learning activities above the average of their peers. Therefore, it is considered valid and vital to include activities that provide greater awareness of language competency.

4. There was a lack of time to complete the portfolio. One participant stated regretting not having had more time to dedicate to building his portfolio.

A4: "Yeah, but the point is I didn't include... I didn't have in my portfolio because I didn't use this technique to continue completing my... complete the base of my portfolio. It was a mistake."

Interviewer: "You think that was a mistake?"

A4: "Yeah, for me, now... Now, after my experience this last quarter, I think that if I would have had time probably I try to... I would try to complete my portfolio with new activities and with new tools... or... for the future."

5. In one case, there was a request for a CoP conceived as an area-specific collaborative space in which to team up with professors from the same or similar field in order to obtain support.

A7: "I think that the thing that can really help us is just the common place. I mean, the... like a blog or something where you discuss with another teacher your problem."

Interviewer: "A collaborative work space?"

A7: *“Yeah, it’s like that but for teachers, maybe in this case it should be useful for teachers which are teaching the same topic...”*

The suggestion offered by A7 is certainly supported by their quantitative data in that this participant submitted the most activities and with the highest rating where effort is concerned (the maximum 5 in most cases) than all of their counterparts, with the exception of the activity on Rubrics, in which they were at par with the average. The fact that in Group A most participants were highly engaged where collaborative activities were concerned, merits conceiving the CLIL portfolio training more as a community of practice and possibly in an electronic format.

Code 2: Contents to eliminate P1. This code described those comments made by participants regarding contents that were not useful to them or they thought were superfluous. In this respect, the results are as follows:

1. There is an overabundance of CLIL methodology in P1. Group A worked a great deal with materials from the Socrates-Comenius 2.1 Project from the CLIL Teacher Development Framework, which is a dense document (eighty-nine pages).

Example 1:

Interviewer to A1: *“Ok. Is there anything you would get rid of?”*

A1: *“I think... well... I don’t remember well, but the CLIL... I don’t remember what was that so probably it was something that I don’t... Probably I don’t...”*

Interviewer: *“That was the methodology... of content and language integrated learning. It’s what you do when you teach your course in English.”*

A1: *“Yeah, yeah.”*

Interviewer: *“That was boring?”*

A1: *“I think so. I think so.”*

Example 2:

Interviewer to A5: *“Ok. Were there any parts that you found not useful?”*

A5: *“Maybe, like...all the information that explains you what is CLIL and all...like the theoretic information related with this type of Content and Language Learning. Maybe I found more useful the practical things.”*

In this case, where the participants’ portfolio data is concerned, A1 did not submit the initial activities in which CLIL methodology was covered, such as the Initial Reflective Statement and CLIL definition. However, they did place effort on the CLIL good practices activity (4 points on the value scale). And in the case of participant A5, in some of the activities where CLIL methodology is covered they employed a relatively high amount of effort (4-5) while in the CLIL defining activity, they employed only a minimum effort (2). Because the statements refer to, in the first case, a preference, and in the second the amount or type of activity in which

methodology is presented, they should be considered not as activities to eliminate, but certainly ones that require reducing and adapting.

2. One participant reported the grammar resources as not being useful.

A3: "I don't think I would use the grammar resources, because... I don't think you are thinking of grammar when you are teaching. You are thinking in communicating, in getting the attention of the students, and motivating them. You need the vocabulary and also the resources, but I don't think it's... for me it wouldn't be so important, the grammar or that kind of things."

In the case of A3, very little effort was placed (2.0) on the grammar explanations, of which they only submitted one. Another participant (A2) claimed just the opposite (as shown in the results for "Contents to add"), however did not include any grammar explanations in their final portfolio submission. These two results, along with the fact that this activity has the lowest mean effort after the Final Reflection (2.4), make it necessary to take this activity into consideration for elimination.

3. One participant made reference to no contents needing eliminating.

Interviewer to A2: "Ok. Is there anything you would include less of?"

A2: "~~Less. Well...I think...Well, I can't remember an activity that we did and I say...and I thought that it was with no value for us. I think all of them were interesting because it was tools, it was resources that you can use in several moments in the future.~~"

Due to the fact that this participant had the briefest of all portfolios (6 activities submitted) as well as the lowest mean value for effort (1.9) makes this statement questionable where validity is concerned and therefore will not be taken into account as far as considering not eliminating any P1 contents.

4. One participant remembered some activities as not being useful, but could not remember which ones specifically.

Interviewer to A6: *“So, is there anything you would eliminate? Or do less of?”*

A6: [laughs] *“I mean, it’s hard to remember all the activities. I don’t know. Some things were more or less useful, it depends. And some of the activities sometimes were not so, at least not that I remember very useful. But I could not say. I mean, you always get anything, if you are willing, I mean, maybe a word, some vocabulary... so, it depends.”*

In this case I cannot be sure if the participant truly does not remember or they don’t want to hurt my feelings. A6 submitted a very complete portfolio and employed an effort of 3.3—closer to “some effort” than “sufficient effort”, although they employed the maximum effort (5) on five activities and minimal or no effort on another five. The truth is this participant’s English level was noticeably higher than other participants in class and they were the only one who taught exclusively in English, and had been doing so for at least a few years. The fact that this participant states some activities as not being “very useful” is a concern in that the intention of the portfolio is specifically for this profile of

professors. This shows a need to test the next CLIL portfolio version exclusively with a more specific profile of CLIL professors.

Code 3: Contents to keep P1. This code consisted in identifying a certain level of importance placed by participants on specific activities or categories of activities, which therefore should not be eliminated from the portfolio.

1. It was almost unanimous that collaborative components were a fundamental part of the training in the CLIL portfolio.

Example 1:

Interviewer to A1: *“Ok. What about the collaborative components that we did together as a group; the collaborative things we did by sharing activities and resources?”*

A1: *“I think you helped me because when I teach in Spanish, I never make that works with four persons or five persons. And when I stay with you I see it was very good for them, for the students [us], and they... I changed in the way I teach. And seeing this form of teaching from the student’s table [from the side of the student], it was really good.”*

Example 2:

~~A2: “I think... when one of us, of the students, share with the others activities in English that they design it’s very useful because... well, I think it’s a way to practice and to put in the situation to teach in English. It’s very useful.”~~

Example 3:

A4: *“So, for the assessment system and for the interactive activities of the beginning of the course, I used the portfolio for these.”*

Example 4:

A5: *“I found it useful, and I find useful the things that you are going to have...activities from different teachers that maybe you don’t have. When there’s more than one people thinking about one activity, they have different ideas so you can have like a wide choice of ideas...”*

Example 5:

A6: *“Yes. I think we all have our burn out activities but it’s also good to share and sometimes to think on it and... I mean, I had it but I didn’t have a name for it...And it’s good to see others ideas.”*

Example 6:

A7: *“Because at the end you can take challenges from another teacher and use in your class, and at the end, everything is new... So I think it should be useful to have a blog, or... I don’t know; something where the different teachers from the different topics, not from the same topic because at the end, it’s going to be exactly the same, come up some ideas.”*

Because importance was placed on the category of collaborative activities by almost all participants in both their interviews as well as in their portfolio submissions—even

though there was an exception with participant A2, who hardly submitted any collaborative activities and therefore their statement cannot be considered valid—the fact that the others were valid made it fundamental to keep these components.

2. Several participants mentioned the usefulness of the various activities within the category Academic Templates, particularly the Syllabus.

Example 1:

A2: *“And of course to make the syllabus and all these kinds of things that we need to do it because you must to incorporate in the Virtual Campus, so it’s very useful.”*

Example 2:

A5: *“We did as well a syllabus. So, it was useful as well to read things related to the syllabus to help you prepare the syllabus.”*

Example 3:

A6: *“I think it’s useful to have some templates, sometimes, to... the templates may be useful as well...Yes... the syllabus.”*

In the case of all three examples, a comparison to the quantitative data from their portfolios shows that all submitted at least one syllabus template (3 in the case of A5) and all employed an effort of between 4 and 5. Therefore the statements are supported by their portfolio evidence. This is true even in the case of participant A2, who as mentioned before, submitted very few activities and employed very little effort on the

portfolio in general, with the exception of the CLIL syllabus and the CLIL course description.

3. There were several mentions made concerning the importance of keeping a glossary or vocabulary terms in the portfolio, and even transferring this activity to students.

Example 1:

Interviewer to A2: *“Ok. And the glossary?”*

A2: *“Yes. ~~It was very useful too.~~”* [She had a one page glossary]

Example 2:

A3: *“ Well, I think the vocabulary... the vocabulary of the most used words in this context I think is important, to go and look for that.”*

Example 3:

A5: *“Last week I used it to... I used the glossary because I remembered that I wrote down some things and I didn’t remember it now. So I remembered that I didn’t know how to say like, ten to the negative power of...I think it was ten to the negative sixth power. So, that was very difficult for me. So I remembered, I looked for the portfolio... I mean, I check it many times.”*

Example 4:

A6: *“Well, some of the things we did, I used to do it already. The glossary, I did it on my own way, but still I think it’s important to keep on the glossary.”*

Example 5:

A7: *“Ah! I used another of the... another thing from the portfolio...I used to [usually] tell to the student to do a glossary or something like this.”*

Although in the case of participant A2 the statement made cannot be considered valid as their glossary was extremely brief and therefore of little use within their portfolio (particularly since this participant had an English level of a mid- B2 and therefore could have benefitted from this activity), all the other examples are corroborated by the fact that the rest of participants did include a glossary, in most cases with an effort value of 4 or 5, with one exception which received a 3. In any case, all other participants valued the glossary activity.

4. Assessment and Rubrics were considered useful by several participants.

Example 1:

A4: *“So, for the assessment system and for the interactive activities of the beginning of the course, I used the portfolio for these.”*

Example 2:

A6: *“Well, now I’m starting... I keep on remember things like the rubrics, I think it’s a useful thing to have in the portfolio.”*

Example 3:

A7: *“Rubrics. For example, I have been using it. This year, it was the first thing that we used for some practical class, the rubric. And I think that it’s quite useful.”*

All the participants that mentioned the assessment and rubrics activity as being useful included it in their portfolios, ranging from minimal effort (2) to beyond expected effort (5).

5. Another popular topic among participants, both in the interviews and focus groups still to be exposed were the Ice Breakers and Burn Out Activities.

Example 1:

A3: *“Also, resources as the ice breakers and the kinds of resources that we had been working on, I think that’s a good idea.”*

Example 2:

A5: *“I mean you have a... you can choose maybe for an ice breaker, or any activity... I remember the burn out activities...just to have some activities just in case maybe you explain the lecture too fast and you have some time that is...before you finish the lecture. So, I mean, I like that part.”*

Example 3:

A6: *“The ice breakers, for example. I think it’s useful as well. I think on these kind of activities.”*

Example 4:

A7: *“The only collaborative activity that we did it was the ice breaker activity I think. So for me it was useful, because as I have told you, I have used some of the activities for my Spanish course. So, it was useful.”*

The fact that both the Ice Breaker and Burn Out activity repositories were so highly valued by participants, particularly in the case of Ice Breakers, which were the highest valued activity of all with a mean value of 4.3 out of 5, corroborates the importance of these activities to participants as part of their portfolio.

6. Where Language Components are concerned, the matter is somewhat difficult, as many participants made reference to their English level not being sufficient (as will be evidenced clearly in the focus group results), however, there was very little evidence in the portfolios of language support beyond the glossary.

Example 1:

A2: *~~“I think it’s not to prove, or to experience with some things that we need to do in class. I think it’s more essential. I think it’s grammar exercises with a paper and one student to other, to make questions, to repeat and repeat and repeat... the grammatical structures.”~~*

In the case of participant A2, although they repeatedly mention the importance of language learning, they did not include any meaningful activities, support materials, or peer materials in their portfolio. Being that fifty percent of the course was focused on language learning and there were many possibilities for incorporating such examples into their portfolio that were not taken advantage of, it seems that this is a concern beyond

CLIL training and has more to do with a personal need to consolidate an English level that the participant feels is not sufficient to teach university content in English.

However, other participants, although not specifically referring to the portfolio activities themselves, specifically mention language components as important.

Example 2:

A5: “For me, something that I’m missing from the English classes is...in some cases is not that I need more resources to teach. I need to improve my English level, to be more confident with myself, to have more vocabulary. But I think just speaking, reading, watching TV or some things like that will improve my English.”

The fact that language learning is important to CLIL professors, as will be evidenced as well in the focus group conversation, and the importance it has in both their teaching and learning, has resulted in it being kept in the portfolio for further testing, but with changes, namely embedding it within other activities. In order to know whether the specific language activities need to be kept or eliminated from the portfolio will require that the motivation of the next group of participants be better controlled concerning this aspect, which has been done by selecting participants with higher language levels, who are all teaching CLIL subjects and voluntarily signed up for a course to improve their teaching in CLIL subjects.

7. Regarding Reflective Components, no mention was made towards the activities focused on reflection. However, the following statement was made by a participant.

A1: [discussing collaborative components] *“I think you helped me because when I teach in Spanish, I never make that works with four persons or five persons. And when I stay with you I see it was very good for them, for the students [us], and they... I change in the way I teach. And seeing this form of teaching from the student’s table, it was really good.”*

Interviewer: *“So you reflected?”*

A1: *“Yeah.”*

Interviewer: *“Upon your own teaching.”*

A1: *“It’s your fault...It was good, because... And I think I have some conversations with you because I preferred master classes [lecture classes] but I think it’s not the best thing.”*

Due to the importance placed on reflection in the literature, not only concerning portfolio-building as a developmental tool, but also in learning in general, this component will continue in the portfolio. At least until it can be further tested with Group B. It will, however, be re-conceptualized and presented in a different way so that professor-students make better use of it.

Code 4: Contents to add P2. In this instance, the code used intended to detect possible necessary additions to the portfolio or learning needs not contemplated that are important to their development as CLIL professors.

1. One of the suggestions for training activities that participants found useful was regarding more opportunities for practice teaching activities specific to their fields that include feedback.

Example 1:

A4: *“Practice activities, obviously focusing in the key aspects of your course. I mean, in my case, probably practice one... yeah, it was related with my course because it was easier for me at the moment I started to design the activity. But if I had to prepare a portfolio for the course that officially I am going to teach in English next year, I’d try to... how do you say... go more deep?”*

Example 2:

A5: *“I liked to do a representation to... like to do like teaching practice. So, that’s good as well. And to have some feedback of some of your mistakes or the things that you do worse.”*

In this respect, the practice activities carried out in the course involved participants trying out their ice breakers on the class. However, the ice breakers are light, motivational activities and do not, for the most part, involve any in-depth teaching of

content. Therefore, it seems necessary to contemplate practice teaching of other types of activities that are more specific to the professors' content taught in CLIL courses.

2. Gathering resources, although not explicitly included in the portfolio as a pre-defined activity, were given by myself as the instructor as well as by participants on the course, on a regular basis. A few participants made mention of the usefulness and motivation having access to such resources gave them.

Example 1:

A2: *"[W]hen I was the last year with you at class and you show us all of resources, all of web pages, and a lot of sources of information, it was really motivating for me because... if you one day don't have time to prepare, you can simply go to these pages and extract some activities of actuality or a lot of.... Well, I think the diversity of the resources you gave us in this class were enough. It was a lot of information."*

Example 2:

A5: *"I mean, to give websites, I mean resources to teach it, I think they're very useful."*

Example 3:

A6: *"You gave us many resources, many of them how to make different writings... And, I haven't gone through everything because it's running right now, the courses. But, I'm more or less taking notes in order to go through this kind of information."*

The fact that several participants (four out of the seven) added several documents of resources—both peer and instructor provided—makes it relevant to consider this as a valid suggestion to be included in the redesign of P1.

3. Another suggestion that came up several times in the interviews was a call for more activities that incorporate speaking practice.

Example 1:

A1: *“I think we must to incorporate much more speaking activities in the portfolio.”*

Example 2:

Interviewer to A2: *“Ok. How could it be improved? In a perfect world, if you could ask for whatever you wanted.”*

A2: *“I think with speaking exercises. Because I think all of us can put a sentence in passive tense, and put interrogative, and write. But when we speak, we need to... I think so. We need to incorporate this grammar structure to our speaking in English.”*

Example 3:

Interviewer to A5: *“Would you have liked to have had more speaking activities?”*

A5: *“Yes. I mean, for me speaking is one of the things that I appreciate more in an English class because I don't have the option to practice English the rest of the week.”*

This suggestion comes as a surprise, as practically all the portfolio activities focus on speaking and discussion in some way. However, it will be necessary to review how more speaking practice can be incorporated into P2.

4. A final suggestion made of contents to add to the portfolio included a request for more academic English activities, in particular that focus on writing academic papers for journals.

Example 1:

Interviewer to PA2: *“So, in general English you think there’s more speaking needed. And what about in academic English?”*

A2: *“One of the needs that the teachers at the university have is the... write papers. And all the time that I send a paper to a congress they always say the same: ‘You need to improve your English’ or ‘Your technical English’ or... ‘no sé’. And this is other area that we need to improve a lot.”*

Although this may be a legitimate suggestion, it cannot be considered valid given that the participant did not include the academic writing template activity in their portfolio. And although almost all the other participants did, I cannot be sure that there is a need to include more activities in this respect. Therefore, specific activities focusing on writing in journals will not be considered for the moment. However, it will be brought up in the next phase with Group B to see if it may be useful to include in the final Portfolio 3 design.

5.2.4 Portfolio 1 Redesign

The results of the changes made to P1 due to the data obtained from interviews are summarized in the following section of figures.

Figure 20. Code 1: General Changes to P1.

Result	Sample Statement	Validity	Action taken
1. Lack of understanding of course objectives	A1: <i>"... I think that we didn't know what we have to do... uh, just until the last month..."</i>	Valid	Portfolio aims and objectives section added; Portfolio given a new look and feel with each activity having clear instructions and a delimited space for work established.
2. Need for more area-specific resources	A4: <i>"Yeah, more specific. Because the ones you gave were more general."</i>	Valid	Department and peer resources section added in new Gathering Resources activity.
3. Lack of knowledge of CEFR	Interviewer: <i>"What is your level of English?"</i> / A4: <i>"I don't know. I have no...I don't know. It's like 15, and C..."</i>	Valid	Included link to CEFR competency grid in Personal statement for professor-students to check their language level.
4. Lack of time to complete the portfolio	A4: <i>"Now, after my experience this last quarter, I think that if I would have had time probably I try to... I would try to complete my portfolio with new activities and with new tools... or... for the future."</i>	Valid	Course focus changed specifically to CLIL portfolio development exclusively, and time allotted in class for all activities.
5. Request for a CoP	A7: <i>"I think that the thing that can really help us is just the common place. I mean, the... like a blog or something where you discuss with another teacher your problem."</i>	Valid	Moodle platform space assigned by HR for CLIL portfolio development courses where all resources, materials, ideas can be shared.

Note. From own source.

Figure 21. Code 2: Contents to Eliminate P1.

Result	Sample Statement	Validity	Action taken
1. Overabundance of CLIL methodology in P1	Interviewer to A5: <i>"Ok. Were there any parts that you found not useful?" / A5: "Maybe, like...all the information that explains you what is CLIL and all...like the theoretic information related with this type of Content and Language Learning.</i>	Valid	CLIL methodology condensed into one introductory section with definition and competencies rather than using the Socrates-Comenius portfolio competency section.
2. Grammar resources not useful	A3: <i>"I don't think I would use the grammar resources, because... I don't think you are thinking of grammar when you are teaching..."</i>	Valid	In-class grammar activities eliminated.
3. No contents needing eliminating	A2: <i>"Less. Well...I think...Well, I can't remember an activity that we did and I say...and I thought that it was with no value for us. I think all of them were interesting because it was tools, it was resources that you can use in several moments in the future."</i>	Not Valid	Statement not taken into consideration.
4. Some activities not useful, but uncertainty as to which ones.	A6: <i>"I mean, it's hard to remember all the activities. I don't know. Some things were more or less useful, it depends.</i>	Valid	Change in selection process of sample for Group B to a more specific CLIL professor profile to better test the portfolio.

Note. From own source.

Figure 22. Code 3: Contents to Keep P1.

Result	Sample Statement	Validity	Action taken
1. Collaborative components fundamental	A5: <i>"I find useful...activities from different teachers that maybe you don't have. When there's more than one people thinking about one activity, they have different ideas so you can have like a wide choice of ideas..."</i>	Valid	All collaborative activities conserved, plus one added. A social, collaborative approach given to all activities, including individual activities.
2. Usefulness of Academic Templates	A6: <i>"I think it's useful to have some templates, sometimes, to... the templates may be useful as well...Yes... the syllabus."</i>	Valid	All academic templates conserved and more resources provided for each.
3. Keeping a glossary or vocabulary terms in the portfolio	A3: <i>" Well, I think the vocabulary... the vocabulary of the most used words in this context I think is important, to go and look for that."</i>	Valid	Glossary activity conserved and explanation + extra resources provided.
4. Assessment and Rubrics considered useful	A6: <i>"Well, now I'm starting... I keep on remember things like the rubrics, I think it's a useful thing to have in the portfolio."</i>	Valid	Assessment and Rubrics section conserved and further developed.
5. Ice Breakers and Burn Out Activities popular	A6: <i>"The ice breakers, for example. I think it's useful as well. I think on these kind of activities."</i>	Valid	Both activities conserved and further developed with sample activities provided.
6. Work on language Competency considered necessary; language components important	A5: <i>"For me, something that I'm missing ...in some cases is not that I need more resources to teach. I need to improve my English level, to be more confident with myself, to have more vocabulary..."</i>	Needs further testing to establish validity	Grammar, vocabulary, speaking practice, writing embedded in all activities, (*see personal statement or good practices activities in P2— Appendix M).
7. Reflection processes observed by instructor and informed by literature considered necessary even though participants did not explicitly provide evidence of such in their portfolios	Interviewer: <i>"So you reflected?"/</i> A1: <i>"Yeah... It's your fault...It was good, because... And I think I have some conversations with you because I preferred master classes [lecture classes] but I think it's not the best thing."</i>	Needs further testing to establish validity	Reflection activities adapted as to be more relevant and brief. Reflective questions embedded in the instructions of practically all activities in the portfolio. The word "optional" omitted from final reflection activity.

Note. From own source.

Figure 23. Code 4: Contents to Add P2.

Result	Sample Statement	Validity	Action taken
1. More opportunities for practice teaching activities specific to their fields	A4: <i>"Practice activities, obviously focusing in the key aspects of your course."</i>	Valid	Activity added to lesson plan template where participants create an area-specific lesson using the format provided and practice teaching it on the group.
2. Gathering resources regarded as considered useful	A6: <i>"You gave us many resources...And, I haven't gone through everything because it's running right now, the courses. But, I'm more or less taking notes in order to go through this kind of information."</i>	Valid	An activity dedicated to gathering resources added to portfolio.
3. A call for more activities that incorporate speaking practice.	A1: <i>"I think we must to incorporate much more speaking activities in the portfolio."</i>	Valid	Speaking practice and discussion added to almost all activities in portfolio (in pairs and groups).
4. Request for more academic English activities that focus on writing academic papers for journals.	A2: <i>"One of the needs that the teachers at the university have is the... write papers. And all the time that I send a paper to a congress they always say the same: 'You need to improve your English' or 'Your technical English'..."</i>	Not Valid	No activities added in this respect.

Note. From own source.

In addition to the actions taken described in the previous figures, there was some reordering of components, with introductory material at the beginning, including the Personal Biography focused on language learning via a grammar review. Then, the Initial Personal Statement is conserved as is, but Defining CLIL from P1 is embedded within Goals for CLIL Subject in P2. Good Practices in CLIL remains and a

collaborative activity called *CLIL Resources* is added right after. The CLIL Course Description and Syllabus remain the same in P2, however the CLIL Lesson Plan, although preserved, is moved towards the end of the portfolio. CLIL Teaching Strategies also continues in P2, but with individually described cases (a total of four). In P2 the Ice Breaker and Burn-out repositories are moved after Assessment and Rubrics in CLIL and the Academic Writing template. And the Glossary is placed at the very end.

To give greater coherence and clarity to P1, in the new design, in addition to including aims and objectives at the very beginning, each activity throughout was given an introduction that set a scene, provided reflective questions, or gave clear instructions of what to do. This would hopefully mitigate the fact that professor-students were unclear at many times of what they were doing in building the portfolio, or what activity would come next.

5.2.5 Assessment of Portfolio 2

Focus Group A: General Opinion. As previously described, to assess the redesign of each portfolio, a focus group was carried out with participants from the interviews. Three cycles of coding were used, the first of which corresponded to a general opinion, the second to further changes suggested, and a final one to emergent themes. The codes used under the family Assessment of P2 were: (1.) General opinion of P2, and (2.) P2 as a measure of teaching quality, and (3.) Usefulness of P2 as a teaching tool. The results in this respect were as follows:

Code 1: General opinion of P2. This first code was created with the intention of understanding the global opinion of participants made regarding the redesign of the portfolio. In this respect, participants' comments were as follows:

1. The portfolio was positively assessed with some suggestion for further improvements.

Example 1:

A3: *"I think it's very complete. I think it's very useful the links to these websites... because you have given a lot of examples there to use."*

Example 2:

A4: *"But I think that...I think as a technical tool, it's perfect. But you have to combine with the moderation... moderation [teaching] factors."*

Example 3:

A5: *"I found that it's a very good, a very good tool and everything is summarized, and it's much easier to follow this way."*

Example 4:

A7: *"[I]n principle, it's a good... It's just to add something more to the... before you look at the final assessment, maybe you can add, just like a questionnaire, you can have like a review questionnaire or something in order to help them..."*

Interviewer: *"Um-hum. Ok, so... like a synthesis?"*

A7: *“Exactly. Something like this. Well, this is something I used to do with my Spanish group.”*

2. Mention was made as to the positive effects of sharing experiences, knowledge and materials with teaching peers.

Example:

A5: *“I mean, I remember that some of the good things of the course... above all the tools, the examples that you get from other teachers. So... besides of to get ideas that make you change something, maybe we need to be in contact with more people that is teaching in English to help.”*

3. In one instance concern was shown for viability of this type of training due to lack of institutional planning where CLIL/EMI is concerned.

Example:

PA2: *“I think it’s a good idea, but it’s very difficult that this ideal situation can arrive. Because nowadays, the head of departments can’t know who is going to teach in English.”*

Code 2: P2 as a measure of teaching quality. This code was used as a result of comments made regarding this Portfolio being considered a demonstration of teaching skill.

1. There were some instances where professors considered that showing their department heads their portfolio was proof of teaching quality in EMI. At first, some participants brought it up on their own, and

Example 1:

A4: *“I mean, if I am the department... boss of the department, if you come with this prepared, perfect! I am going to probably consider for next year this pool of people who can teach in English.”* [--later adding this was in addition to greater development in language skills.]

Example 2:

Interviewer [to the rest of the group]: *“If you were a department director... and one of your employees came to you with this prepared and showed it to you, do you think that would be a positive thing to consider them?”*

A6: *“For sure!”*

Code 3: Usefulness of Portfolio 2 as a teaching tool. This code was used as a result of participants’ statements regarding how the portfolio, in general, was useful as a teaching tool.

1. The portfolio was considered complete and useful for preparing subjects to be taught in English by one participant, followed by a participant seconding the opinion by describing two instances where they actually shared theirs with other professors less experienced in EMI/CLIL, to whom they claim it was also useful.

Example 1:

A4: *“I think in general it’s very useful... it could be very useful with some persons, like in my case, I taught three years ago and nevermore, in English. But, I suppose that it’s very... very helpful or useful to prepare for a subject...”*

Example 2:

A5: *“I mean we can use your portfolio to.... I have given my portfolio to a colleague that is teaching now in English, just to give him an example of burn out activities, ice breakers, and all those things. Even though his subject is completely different, because my portfolio is about XXXXX subject, and he’s teaching YYYY subject, but just to have a general idea of it.”*

Example 3:

A5: *“And I remember now that I gave it to another teacher that came two years ago, teaching XXXXXX, and I gave her the portfolio...and it was very useful. So, the tools are useful.”*

Focus Group A: Further Changes Required. This second cycle of analysis intended to analyze further changes required to the redesign of P2. In this instance, codes were: (1.) Self-assessment of learning in P2, (2.) More templates, (3.) Digitalization of P2, (4.) Less Homework (HW), (5.) Make course mandatory, (6.) Make P2 more visual, and (7.) P2 training more intensive.

Code 1: Self-assessment of learning in P2. This first code in the second cycle of coding was the most frequent suggestions for change in the Portfolio. Participants made reference to the need to take time to reflect and organize their own ideas regarding their own learning on the course by including a more in-depth type of reflective self-assessment activity embedded into the Portfolio.

Example 1:

A7: *“Right. So, maybe you have to add also to the assessment... I mean, it’s just to...at the end of the lesson, you can think about... like... four or five questions of the most important thing that they have to learn from the lesson, before to do the assessment.”*

Example 2:

A4: *“But I think something more that you can consider is...a reflection about your learning process. What you have learned in this course and in this portfolio.”*

Example 3:

A5: *“So, in my case what I find interesting to use from the portfolio, but... maybe it’s something similar than what he said, but, what I like is when I finish teaching a subject, or during, sometimes, just to write down the things that I should improve, that I should change...”*

This suggestion comes somewhat as a surprise considering that no participants in Group A included any of the reflective activities in their portfolio. However, this

confirms their need to reflect. Therefore, the final statement was adapted to reflect their suggestions (see Figure 24).

Figure 24. Final Reflection Activity.

Final Reflection

C1: Personal Reflection

Take a critical look at the material and activities in your portfolio. How can you integrate what you have learned into your classroom? Which of the 8 CLIL competences do you think you master? Which ones do you need to work on? Have any of your ideas regarding teaching your subject(s) in English changed as a result of preparing this portfolio?

Discuss all of these issues with your group and then write a final reflection upon them. Use the 5-paragraph academic format for essays from your writing template. You may use the box below to outline your ideas.



Note. From “UE CLIL Professor Portfolio 2”, own source.

Code 2: More templates. This code describes a participant's suggestion for adding even more templates.

Example:

A6: *"I think in the... also, more templates... maybe having more templates... and an example of a rubric... for the...more templates."*

Due to the fact that this suggestion came up in the interviews and again here in the focus group, more templates were added to Portfolio 2, namely a rubric template added to the assessment section and an academic writing template to accompany the five-paragraph essay activity, which were in addition to the already included course description, course syllabus, and lesson plan (see Portfolio 2 in Appendix M).

Code 3: Digitalization of P2. The suggestion to digitalize the Portfolio was made by one participant.

Example:

A6: *"And maybe also the digital version, so you can click on the links, maybe you can complete it in the cell... and in there...because... I mean, sometimes you just have to cut and paste because you have some of the links, or maybe you can edit in on your Word."*

This suggestion had, in fact, come up during the course and in fact several attempts were made to digitalize Portfolio 1 through free tools that had come up in the Socrates-Comenius project (such as portals for blogs) or tools the participants suggested such as Google+. However, neither of these tools resulted to be useful and in fact were

not used, in the end, by any of the participants. Therefore, having had failed experience in class, this suggestion was discarded, at least for the moment until I could research more into the tools available for e-portfolios.

Code 4: Less HW. Mention was made of reducing the amount of assignments, which were usually given as homework.

Example:

PA2: *“And maybe you can to reduce the number of... of... ‘tareas’?”*

Interviewer: *“Homework Assignments.”*

PA2: *“Assignments! Because I didn’t have time to get to all of these assignments.”*

Due to the importance given by participants to time in the interviews, all assignments carried out for HW were included within the portfolio itself so as to have them done in class.

Code 5: Make course mandatory. This suggestion was made not only in this focus group, but in other focus groups carried out by participants in other studies, as stated below by A7.

Example:

A6: *“I was in class and I brought my doubts. But, I think it should be... at least mandatory in the first year, or somehow.”*

A7: *“This is another suggestion that the teachers give us in the focus groups.”*

Making the course a mandatory part of training for all Professors involved in English Medium Instruction could not be implemented as this decision was not in my control. Nonetheless it was brought to the attention of University decision-makers in meetings regarding Language Policy and Planning on EMI instruction at UE.

Code 6: Make P more visual. A participant made mention of the need to make the portfolio more visual.

Example:

A6: “...*Maybe an application, or... I don't know, some kind of... that will help you see...*”

Interviewer: “*More visual? Something that...*”

A6: “*Yes.*”

In this respect, each activity in Portfolio 2 was made to have a visual example as well as making the general design of the portfolio a better visual representation of UEM through the use of a cover page with campus photo, logo, and institutional colors (see Figure 25).

Figure 25. Cover Page Portfolio 2.



CLIL PORTFOLIO

NAME:

School:

Department:

Academic year:

English-taught subjects:

"To prepare students for a world that relies more and more on multilingual exchanges, educational systems should cater for skills in one or more languages, in addition to a first language. Additional languages can be seen as not only indispensable tools and targets for communication, but also as tools for cognitive and intercultural growth."
(Socrates--Comenius 2,1 Project)



Note. From "UE CLIL Professor Portfolio 2", own source. Permission to reprint university logo and photo granted (see Appendix N).

Code 7: P2 training more intensive. One participant made mention of the annual format of the course being too long to concentrate on the portfolio building.

Example:

A2: “...And the last trimester I would add in English class in order to prepare the portfolio. But only in one semester[trimester]. I think this can be made in one trimester and if you expand the time in months it’s very confused. It’s very fuzzy.”

The fact that participants mentioned difficulty in assessing their learning in the portfolio may have to do with the fact that the portfolio-building activity was inserted in a course dedicated to English learning. This made it difficult to have the necessary continuity for learning to be well-consolidated. Therefore this has been taken into account and the portfolio-building training detached from the English course and offered in and of itself in an eight- week intensive format, rather than the year-long format these participants experienced.

5.2.6 Emergent Themes Group A

The third cycle of analysis for both interviews and focus groups focused on detecting emergent themes. The results are exposed by subsections concerning those that came from interviews, and another from focus groups.

Interviews. Those common themes that came up beyond the specific questions posed from the interview script are reported below, as well as the number of times they came up in parentheses in order to get an idea of the prevalence of that theme.

Motivation of students (16). This was the topic that came up the most within the emergent themes, one which participants gave a lot of importance to. Participants made several references to student motivation, linking certain factors to either a negative or positive motivation from students. Issues such as career prospects and student profile, lack of English language levels of professors and students, or lack of motivation on the part of the professor were related to negative motivation. Where career prospects and student profile are concerned, participants stated that a great majority of students in the health, medicine, and dentistry fields don't find it necessary to learn in English because they are expecting to work in family owned clinics or state hospitals, in Spain, and don't see their futures in international locations. In these fields professors find it particularly difficult to transmit the importance of EMI to students who are going to work in "Mom or Dad's Clinic" and don't see an imminent need. In the case of English language levels, some participants mention overhearing students' negative perceptions regarding their EMI professors' English levels. Such perceptions, in some cases are shared by participants to some extent and in others not. In any case, the fact that students may have this idea causes stress in professors when teaching EMI courses and they request better teacher training directed towards increasing their English level as well as specific training in CLIL strategies. Where student language levels are concerned, participants say that students lack motivation due to the mixed-level classes. Lower level students give up due to their lack of ability, and higher level students get bored waiting for the class to "catch up". Finally, a participant (A1) mentioned the fact that there is a lack of incentive for

EMI teachers, which is transmitted to the students, because if the professor does not see any value in what they are doing, it is difficult to make the student believe in it.

On the other hand, positive motivation on the part of the students was linked to English medium courses in and of themselves as demonstrated through increased attendance and greater concentration in class; greater planning and the use of CLIL strategies on the part of the professor resulting in better classes and improved teaching; using certain learning methodologies, such as Case Studies or clickers in the classroom, which students enjoy; and the nationality of students, making a distinction between international or foreign students, whom several participants stated were highly motivated in EMI courses, in contrast to their Spanish counterparts.

General English skill students (9). With respect to the general English skill of their students, participants brought up concerns either with what they considered an inadequate level of English to participate in EMI courses or with a great disparity of levels in their classrooms, ranging from “*not a very good level of English to bilingual*” (A4) . In some cases, a lack of level was linked to a demotivation on the part of students in mandatory EMI courses. In others, a very high level of English on the part of students was linked to demotivation on the part of the professor, who felt inadequate to teach through EMI in such an environment. There was a general feeling that the English level of students is improving year-to-year, as well as the disparity of levels in the classroom. There was also mention made of the great variety of student profiles where English level and motivation are concerned, stating that they:

“[D]on’t have a good level of English but they are very motivated and are willing to learn, to participate and you can see that they are trying... Some of them speak very well English but they are not willing to participate. We have very different kinds of students. Also, we have students from abroad with, also, very different profiles, levels of English, interests” (A6).

Class configuration (9). A theme present throughout the interviews had to do with the varied configuration in participants’ classes and the benefits as well as challenges posed by the mixed-nature of the groups. Participants mentioned the advantage posed by EMI courses where numbers of students are concerned, one stating a difference of 9 or 10 in English medium courses as opposed to 150 in Spanish medium ones. The opportunity of learning in a multicultural environment is referred to by one participant as something they (and their parents) would have embraced if they had been given the same opportunity (A1).

Where group configuration poses challenges according to participants is in the disparity in language skills, as well as in classroom management, mentioning difficulties in getting the whole class to participate. Most participants describe their groups as a mix of several nationalities (Taiwanese, Chinese, Portuguese, Brazilian, Italian, Canadian, Dutch, Hungarian, and Irish are all mentioned) and also Spanish students, with a varied number of each. Several participants mention the varied nature of students according to their nationality, particularly stating Asian students as quiet and referring to the complexity involved in getting them to participate due to their reserved nature. One

participant mentions a certain difficulty in getting students to participate based on their having an intermediate level of English, stating Italian students as an example, although they say they have noticed an improvement from one year to the next.

Institutional needs (6). Under the category institutional needs, issues that arose had mainly to do with a lack of incentives on the part of professors to teach EMI courses, and the need for the institution to recognize the extra effort in preparing and hours of training involved in teaching these courses. Suggestions participants give for incentivizing include:

- allotting EMI professors more time to prepare their courses, either through a reduction of teaching hours or fewer hours of other obligations such as pedagogical training,
- increased pay for EMI courses,
- receiving greater recognition from their departments through perks or extra benefits.

Focus Group. In the case of the focus group, since the main objective was to gather data concerning participants' collective opinion of the portfolio redesign and possible need for further changes, any topic that came up outside of these two issues was considered emergent, and in some instances overlaps with questions posed or emergent themes from the individual interviews. The themes that came up repeatedly in the focus group and their prevalence were as follows:

Language needs and issues (22). Language skills were reported as lacking for different reasons, both on the part of the professors themselves as well as their students. Their comments were mostly directed towards their own lack in communication, bringing up the fact that there are complaints on the part of students regarding their professors' levels of English. They stated B2 or C1 as minimum level standards to teach, which they all possess, but they raised doubt as to whether their officially registered levels truly reflect the abilities required of those levels within the framework of the CEFR, making mention of external vs internal assessment of their CEFR levels and the need for both. They mentioned needs such as more support in their English development, working on their grammar abilities, help with vocabulary, and improved self-confidence in their level of English. Where students are concerned, they reported that in some cases they do not have a sufficient level to be successful in their EMI courses. Participants claim they need more support in this area on an institutional scale.

Need for ongoing development (12). Participants stated the need for a long term development plan where they could plan ahead for their teaching in English and prepare adequately for it over a longer period of time. Some of the comments in this category overlap with mentoring, motivation, and departmental needs and are therefore treated under the results of these code categories.

Motivation (10). Motivation was explicitly discussed in the focus group, where participants defined motivation in different ways, such as better planning and more time to prepare their courses well, or the opportunity to improve their English language skills.

Their feeling of pride in their teaching surpassed even the wish for economic incentives. Having more time to prepare their EMI courses is one of the greatest demands voiced by participants. Since time issues have been given great importance in both the interviews and the focus group, they are treated under a separate code in and of itself.

Incentives (9). One of the incentives participants mentioned was more time, which means fewer class hours assigned, so they could prepare their L2 courses well. Other incentives included being considered above others for teaching exchanges abroad and given economic support as well as substitutes to cover their courses, which both make it impossible for them to make use of the opportunities currently available. In the case of one participant an incentive was having a formalized contract with the university as he was hired on as an external collaborator.

Peer collaboration and CoPs (8). Mention was made of collaborating through the sharing of the portfolio with other professors. In addition, having specific forums where professors could find support and help each other was also brought up.

Communication competency (6). Lack of fluency on their own part came up as an issue of concern, particularly mentioning the need for more spaces to practice their conversation skills in English and “*acclimatize*” their grammar in use (A6 + A2). The suggestion was made to create an “*English Corner*” for break periods where professors could have coffee and “*converse freely between classes*” (A3). It was also said that professors need to be continuously immersed in English classes while they are teaching so they can have the maximum amount of practice time (A6). And finally, a few

participants stated that their fluency actually “*gets worse*” because of EMI blaming their need to speak more slowly and clearly as the reason for this “*loss of fluency*” (A5 + A4).

Mentoring (6). Several references to having “*personal support...someone to ask questions regularly and discuss with*” (A6) making implicit reference to a figure they called “*my English mentor*” (A4). The suggestion was that they could have monthly or periodical contact with this person to pose questions or ask for advice regarding their EMI. The fact that one participant (A7) who does research in CLIL mentioned that other professors have made this suggestion as well demonstrates that this is a need not only in this study, but that comes up in other EMI studies being carried out at UEM as well.

Time issues (5). The issue of not having enough time to plan ahead for EMI was brought up by several participants. It is interesting to note that one participant mentions that a teacher needs “*three times more time to prepare a good subject*”, which corresponds exactly to what the literature states regarding how much time CLIL instructors need to prepare EMI courses well.

5.3 Phase 2: Portfolio 2

5.3.1 Group B Participants

In this second phase, the group was comprised of six professors. This time, professors did not all share the same Spanish L1, as was the case in Group A. In this group, there were four participants for whom Spanish was an L1 and two participants with other L1s. English levels ranged from C1 in the case of four participants, to C2 in the case of the other two. In this instance, all professors taught courses in English, most

of them exclusively. Their teaching experience at UEM was four professors with 0-1 year experience (the same as in Group A), one professor with 6-10 years' experience, and one with over 10 years' experience. Where areas of study are concerned, the Schools to which they belong in this case were the same, although with different ratios of participant to each (not divulged to protect the identity of participants): Health Sciences, Biomedical Sciences, Engineering and Architecture, and Social Sciences and Communication. Once again, gender is not disclosed for purposes of possibly identifying participants.

Table 17

Group B Biographical Information

Participant	L1	English Level	Years Exp at UEM	Lang of Instruction
B1	Span	C1	0-1	English
B2	Other	C2	0-1	Eng + Span
B3	Other	C2	0-1	English
B4	Span	C1	0-1	English
B5	Other	C1	10+	Eng + Span
B6	Span	C1	6-10	English

Note. Own source. P2 analysis on Excel.

5.3.2 Portfolio 2 Document Analysis

Portfolio 2: Description. In the second design of the portfolio, the contents and types of activity included were:

Table 18

Portfolio 2 Contents

	Pre-defined Contents	Activity Type
1	Personal Biography	Language Learning
2	Initial Personal Statement	Reflective
3	Goals for CLIL Subject	Reflective
4	Good Practices in CLIL	Collaborative
5	CLIL Resources	Collaborative
6	CLIL Course Description	Academic English/Templates
7	CLIL Syllabus	Academic English/Templates
8	CLIL Teaching Strategies	Collaborative
9	Assessment and Rubrics in CLIL	Collaborative
10	Academic Writing	Academic English/Templates
11	Ice Breaker Repository	Collaborative
12	Burn-out Activity Repository	Collaborative
13	CLIL Lesson Plan	Academic English/Templates
14	Final Reflection	Reflective
15	Glossary	Language Learning

Note. Own source. P2 analysis on Excel.

In comparison with components in the first design, there is one extra collaborative activity in this portfolio, “CLIL Resources”. The distribution of the rest of activity types is the same, however with the changes in activities as described in section on Resulting P2 Redesign.

The contents added by participants in Group B were:

Table 19

Portfolio 2 Contents Added by Participants

	Added Contents	Activity Type
16	Glossary Webpages	Personal Added Content
17	Activity Templates	Personal Added Content
18	Self-assessment of Level (CEFR)	Personal Added Content
19	Vocabulary Images	Personal Added Content

Note. Own source. P2 analysis on Excel.

Group B's portfolio, where average of activities per participant are concerned, was half the size (on average) than Group A's, with 14.2 activities per participant, and a standard deviation of 6.91.

Table 20

Portfolio 2 Contents Submitted per Participant

B1	B2	B3	B4	B5	B6	Total Activities Submitted	Mean Act/Part	SD
7	13	8	17	26	14	85	14,2	6,91

Note. Own source. P2 analysis on Excel.

The break down as far as activity types in P2 are as follows:

Table 21

Portfolio 2 Number of Contents and Content Types Submitted

Contents	Activity Type	Total Activities	Mean Activities per Participant	SD
Personal Biography	Language Learning	6	1,0	0,00
Initial Personal Statement	Reflective	5	0,8	0,41
Goals for CLIL Subject	Reflective	5	0,8	0,41
Good Practices in CLIL	Collaborative	6	1,0	0,00
CLIL Resources	Collaborative	4	0,7	0,52
CLIL Course Description	Academic English/Templates	6	1,0	0,00
CLIL Syllabus	Academic English/Templates	4	0,7	0,52
CLIL Teaching Strategies	Collaborative	4	0,7	0,52
Assessment and Rubrics in CLIL	Collaborative	5	0,8	0,41
Academic Writing	Academic English/Templates	4	0,7	0,52
Ice Breaker Repository	Collaborative	14	2,3	3,27
Burn-out Activity Repository	Collaborative	6	1,0	1,55
CLIL Lesson Plan	Academic English/Templates	4	0,7	0,52
Final Reflection	Reflective	5	0,8	0,41
Glossary	Language Learning	2	0,3	0,52
Glossary Webpages	Personal Added Content	1	0,2	0,41
Activity Templates	Personal Added Content	2	0,3	0,52
Self-assessment of Level (CEFR)	Personal Added Content	1	0,2	0,41
Vocabulary Images	Personal Added Content	1	0,2	0,41

Note. Own source. P2 analysis on Excel.

P2 was much less abundant than P1, accounting for half the size where mean activity per participant is concerned. Unlike Group A's portfolios, Group B's did not include many Ice breaker activities, with a 2.3 average as opposed to P1's 6.4 average per participant. With Burn-out activities, the trend is similar, with an average of 1.0 activities per participant compared to 4.4 in the first group. In the rest of activities there is less variation than in P1, with an average between 0.7 and 1.0 in most of the rest of activities. The most notable difference in addition to the decrease in shared activities has to do with the Reflective activities, in particular the Final Reflection. In this case, no participants in Group A submitted this activity, whereas in Group B all but one participant included it in their submitted portfolio. This will be further analyzed in the qualitative results.

The relation of activities in which participants submitted no contents for Group B can be seen below:

Table 22

Number of Participants Submitting 0 Activities for Pre-defined Contents (P2)

Portfolio 2 Contents	Activity Type	N of Ps Submitting NONE
Personal Biography	Language Learning	0
Initial Personal Statement	Reflective	1
Goals for CLIL Subject	Reflective	1
Good Practices in CLIL	Collaborative	0
CLIL Resources	Collaborative	2
CLIL Course Description	Academic English/Templates	0
CLIL Syllabus	Academic English/Templates	2
CLIL Teaching Strategies	Collaborative	2
Assessment and Rubrics in CLIL	Collaborative	1
Academic Writing	Academic English/Templates	2
Ice Breaker Repository	Collaborative	0
Burn-out Activity Repository	Collaborative	3
CLIL Lesson Plan	Academic English/Templates	2
Final Reflection	Reflective	1
Glossary	Language Learning	4

Note. Own source. P2 analysis on Excel.

In this case, the activities most participants chose not to include were the Glossary, not submitted by four participants, followed by the Burn-out Activity Repository, with three participants opting not to include any activities. This greatly differs from Group A, where all participants submitted a great deal of both. A possible reason for this difference may lie in the difference in language levels, as Group B had

higher language levels and most likely less need for keeping a glossary and for including burn-out activities—which are light in nature where content is concerned. However, it will be necessary to analyze the interviews to find out more regarding this possibility.

Portfolio 2: Value analysis of effort. Where effort employed by participants in the activities submitted, the analysis of the range of value, results for Group B show:

Table 23

Effort Employed by Participants on Activities Submitted (P2)

Effort per Activity (1 no effort, 2 minimum effort, 3 some effort, 4 full effort, 5 beyond expected effort)			
Portfolio 2 Contents	Activity Type	Mean	SD
Personal Biography	Language Learning	3,2	0,75
Initial Personal Statement	Reflective	2,7	0,82
Goals for CLIL Subject	Reflective	2,5	0,84
Good Practices in CLIL	Collaborative	3,2	0,41
CLIL Resources	Collaborative	3,0	1,67
CLIL Course Description	Academic English/Templates	3,2	0,41
CLIL Syllabus	Academic English/Templates	3,0	1,79
CLIL Teaching Strategies	Collaborative	2,3	1,37
Assessment and Rubrics in CLIL	Collaborative	3,2	1,33
Academic Writing	Academic English/Templates	2,3	1,21
Ice Breaker Repository	Collaborative	3,2	1,17
Burn-out Activity Repository	Collaborative	2,2	1,60
CLIL Lesson Plan	Academic English/Templates	2,5	1,52
Final Reflection	Reflective	3,7	1,51
Glossary	Language Learning	1,8	1,60

Note. Own source. P2 analysis on Excel.

In general, the means were slightly lower in Group B in most activities where effort is concerned, with a total mean effort for activities of 2.8 as opposed to 3.1 in P1. The breakdown of results by activity type shows that the activity which participants in Group B employed the greatest effort in, as a whole, was the Final Reflection, with a mean result of 3.7, just a few tenths of a point below “full effort”. This result is completely the opposite of Group A, in which this particular activity had the lowest result with 0 submissions. Following, all with an average of 3.2, are 5 activities: the Personal Biography, Good Practices in CLIL, CLIL Course Description, Assessment and Rubrics in CLIL and the Ice Breaker Repository. Just a little lower, at 3.0 are the CLIL Resources and the CLIL Syllabus, and yet a few tenths of a point below, the Initial Personal Statement with 2.7. At the lower end of the scale with 2.5 or below (minimal effort) are the components Goals for CLIL Subject, CLIL Lesson Plan, CLIL Teaching Strategies, Academic Writing, Burn-out Repository, and finally with a value of 1.8 and four out of six participants not submitting any is the Glossary.

On an individual basis, the total mean effort per participant for all activities submitted and SDs from the Group B total mean for all activities (2.8) was:

Table 24

Mean Effort by Participant in Group B

Participant	B1	B2	B3	B4	B5	B6
Mean	2,1	2,6	2,1	3,7	3,3	3,0
SD	0,51	0,13	0,46	0,62	0,34	0,15

Note. Own source. P2 analysis on Excel.

The mean values by Activity Type for P2 show the following:

Table 25

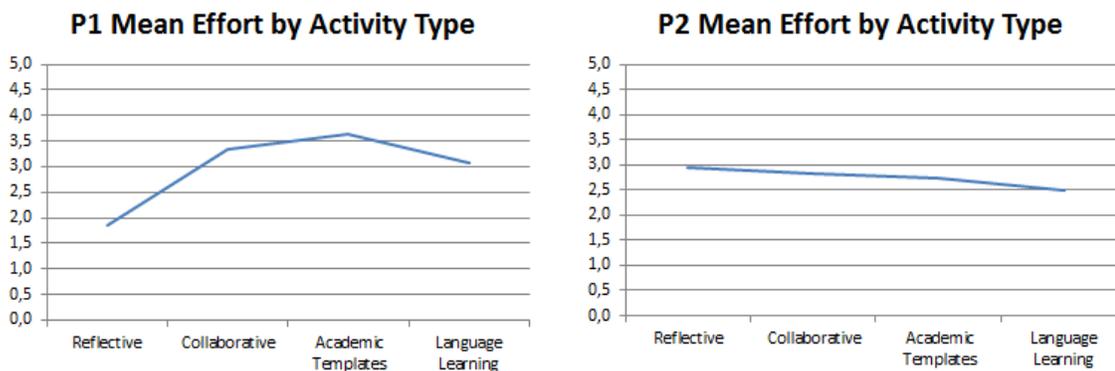
Effort per Activity Type (P2)

By Activity Type	Reflective	Collaborative	Academic Templates	Language Learning	Total All Activities
Mean	2,9	2,8	2,8	2,5	2,8
SD	1,16	1,30	1,29	1,38	1,27

Note. Own source. P2 analysis on Excel.

In P2 there was less variation in effort with all activity types being given similar importance by participants, as can be seen in the figure below.

Figure 26. Comparative Mean Effort by Activity P1 and P2.



Note. From own source.

The information in the table shows the extent of the lesser variation in Group B between categories, with all nearing a value of 3 (some effort employed/strict adherence to the activity with few external sources, materials or peer suggestions included), with the

exception of Language Learning components, which is near 2.5. This is a point of great interest, especially due to the fact that participation in class was intense, with high levels of collaboration—a fact that did not transfer to the portfolios where quantities of activities and values of effort are concerned in that specific category. It was the individual, reflective activities that participants employed the most effort in, quite the contrary to the results from Group A, in which this category had the lowest result (1.9). These issues will be focused on in the qualitative results section, where richer data will give clues as to possibilities for such.

In adding the variable of participant's language level to Group B, results differ in the following way:

Table 26

Effort per Activity Type and English Level (P2)

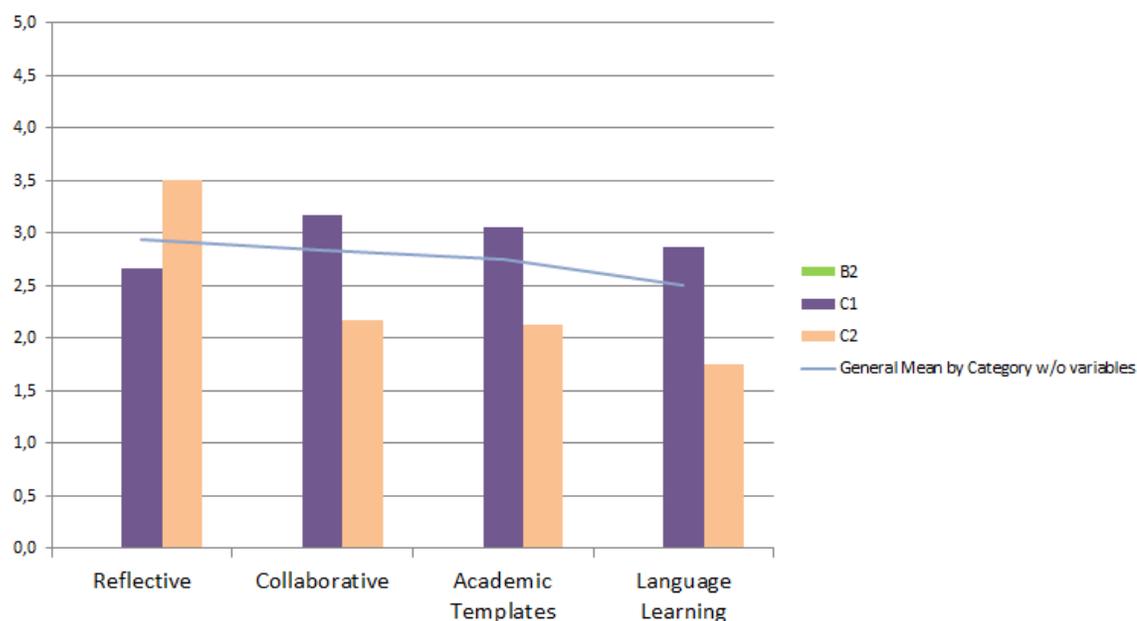
By Activity Type and English Level		Reflective	Collaborative	Academic Templates	Language Learning
B2	Mean	N/A	N/A	N/A	N/A
	SD	N/A	N/A	N/A	N/A
C1	Mean	2,7	3,2	3,1	2,9
	SD	1,23	1,24	1,34	1,46
C2	Mean	3,5	2,2	2,1	1,8
	SD	0,84	1,19	0,99	0,96

Note. Own source. P2 analysis on Excel.

In Group B there were no participants with level B2, all were level C1 and above. What can be observed in those participants with C1 is that they employed the most effort in Collaborative activities (3.2), followed closely behind by Academic Templates (3.1).

Language Learning was where they focused somewhat less effort, and lastly Reflective activities. Participants with a C2 level, however, show a very different trend, beginning with the Reflective activities, which they employed the most effort in (3.5)—contrary to their C1 peers. They also employed one point less effort exactly on both Collaborative activities (2.2) and Academic Templates (2.1) and even slightly less in Language Learning (1.8), which may be possibly due to their lack of a need in this respect. Figure 27 clearly shows the inverse trend with respect to effort in C1 vs. C2 participants.

Figure 27. Mean Effort per Activity Type and English Level (P2).



Note. From “UE CLIL Professor Portfolio 3”, own source.

The variable of years’ experience teaching at UEM offers the following variations where P2 is concerned:

Table 27

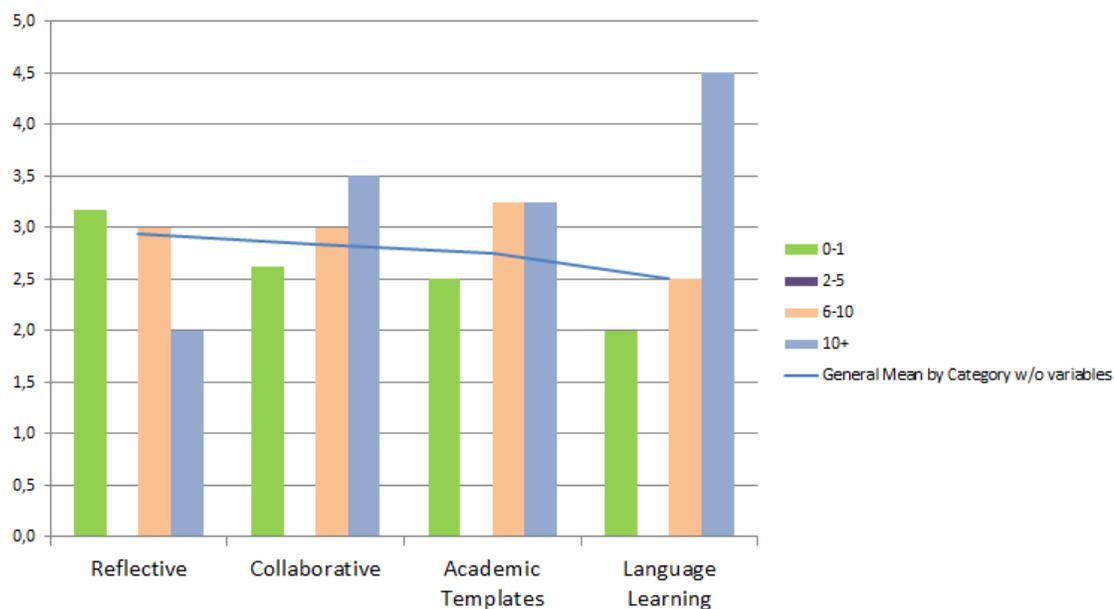
Effort per Activity Type and Years' Experience at UEM (P2)

By Activity Type and Years' Exp at UEM		Reflective	Collaborative	Academic Templates	Language Learning
0-1	Mean	3,2	2,6	2,5	2,0
	SD	1,27	1,31	1,41	0,93
2-5	Mean	N/A	N/A	N/A	N/A
	SD	N/A	N/A	N/A	N/A
6-10	Mean	3,0	3,0	3,3	2,5
	SD	0,00	0,89	0,50	2,12
10+	Mean	2,0	3,5	3,3	4,5
	SD	1,00	1,52	1,26	0,71

Note. Own source. P2 analysis on Excel.

In the case of Group B there were no professors in the category of 2-5 years. With the rest of categories, the data shows an inverse trend; with new professors placing the greatest effort on Reflective type activities (3.2) and the least on Language Learning (2.0), whereas the most experienced professor placed the most importance on Language Learning components (4.5) and the least on the Reflective (2.0). In the middle was the participant with 6-10 years' experience, showing less variation in the effort employed across the board, with Academic Templates leading (3.3) and Language Learning last (2.5).

Figure 28. Mean Effort per Activity Type and Years' Experience at UEM (P2).



Note. From own source.

The variable Language of Instruction in Group B offers the following results:

Table 28

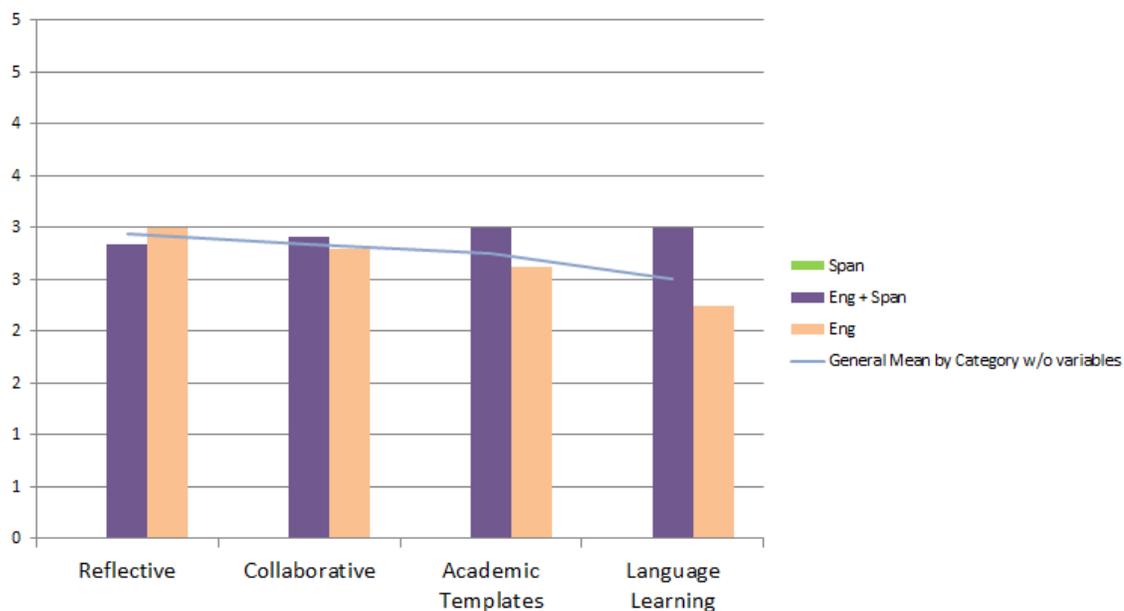
Effort per Activity Type and Language of Instruction (P2)

By Activity Type and Language of Instruction		Reflective	Collaborative	Academic Templates	Language Learning
Spanish	Mean	N/A	N/A	N/A	N/A
	SD	N/A	N/A	N/A	N/A
Eng + Span	Mean	2,8	2,9	3,0	3,0
	SD	1,33	1,44	0,93	1,83
English	Mean	3,0	2,8	2,6	2,3
	SD	1,13	1,25	1,45	1,16

Note. Own source. P2 analysis on Excel.

The data in this case shows little variation from the standard mean by category, with the exception of Language Learning, which is somewhat lower in the English (only) medium professors (2.3 as opposed to 3.0). It is also of interest that the English medium professors placed the most importance on Reflective activities (3.0), whereas the mixed participants (both English and Spanish medium professors) placed more importance on the Academic Templates (3.0) and Language Learning components (3.0).

Figure 29. Mean Effort per Activity Type and Language of Instruction (P2).



Note. From own source.

In Group B, the results by category of activity types and variables of language level, years' experience at UEM, or language of instruction show little variation from the general mean, with the exception of a few key points of interest:

- C2 level participants employed less effort than C1 participants in all categories with the exception of Reflective activities, where they were well above the mean.
- Participants with 0-1 years' experience employed less effort, in general, than their counterparts with more experience, except where Reflective activities are concerned, in which they gave the greatest effort of all.
- The most experienced participant (10+ years) focused the most on Language Learning components, highly surpassing the mean effort for this type of activity. At the same time this participant profile was well below the mean effort where Reflective activities are concerned.
- The variable Language of Instruction showed the least variation from the standard mean without variables applied, except in the case of Language Learning activities where those participants who teach in both English and Spanish employed a significantly greater amount of effort than the purely English medium professors.

5.3.3 Portfolio 2 Changes

Interviews Group B: First-cycle Coding. In the same way as with P1 in Phase 1 of the study, P2 was analyzed using the same code family, same codes and coding method, and will be presented in the same manner, with the following results obtained:

Code 1: General changes to P2. This code identified issue of a global nature concerning changes required to the portfolio itself as well as to the training course dedicated to developing the document. Results in the case of Group B were:

1. In Group B, time was a highly pressing issue. Suggestions were made regarding redistributing how time is used on the course so as to include all work within the face-to-face time, rather than having any homework. Reasons stated for this is that any assignments not done within class time accumulated undone and then they had to rush to finish their assignments on time and could not dedicate the thought they would have liked to. Their administrative workload beyond their teaching hours and course prep time made it very difficult for them to be able to dedicate time outside the course to portfolio-building. Reference was also made to the need for more time from their teaching schedule to dedicate to the course itself. One participant brought up the possibility of changing the term in which the course is offered from the third to the second trimester due to time restraints caused by increased activity at certain times of the academic year.

Example 1:

B2: *"You need more systematic changes to the way time is organized for... for teachers. You know, you need more of an investment in teaching resources, so that the teaching imbalance was reduced so that teachers would have more time to not only do this sort of thing [CLIL portfolio], but also flipped classroom, properly."*

Example 2:

B2: *"Maybe you could dedicate one session to... 'Right, Ok. This session we're going to develop the ice breaker activity.' You know, 'this next week.' And so on. So, it's absorbed within... within the structure of the course where people don't feel, 'Oh! I've got to do it at home'."*

Example 3:

B4: *"What I found a little more difficult is that I did everything towards the end. And I think that's kind of... I would have wanted to have it done around the course, not wait until the last minute to do things. And I think that's something that I, personally I think that I could have done a better job, because I was doing most of the things last minute."*

Example 4:

B6: *"But, maybe, we could dedicate... dedicate, or you... more time. Because, well... I think that they [the topics covered] are useful. I mean, I'm talking from my own... of course... from my point of view. And, yes. It is true that these kinds of ice breakers help a lot to make... but... the problem is that the time is limited."*

Example 5:

B5: *"It's the same reason why I didn't really use the one you offered me [CoP]. Because, we have little time and it has to be really resolving what we need in the moment. It has to be really dynamic."*

Example 6:

B3: *"So... Well, but I guess... you need time to do all the steps of the portfolio. Because it's a very complete portfolio, and I guess...I wouldn't change anything."*

Example 7:

B2: *"Yeah, well if you... thinking about where you've placed this within the structure of the university term... It's difficult. You can't have it in the summer. That's... that's a no-no. First trimester, everyone's back to work...So, the second one, probably. Third one, it's very small, very tight, there's only nine weeks. That's asking a lot. No, it has to be the second one. Has to be the second one."*

Taking into account the fact that Group B as a whole turned in, on average, half the activities in their portfolios as Group A (14.2 as opposed to 29.9), and that the course, although exclusively dedicated to the CLIL Portfolio, was allotted two-thirds the hours (24 as opposed to 36), along with the high motivation demonstrated by participants on the course, both in their own perception (explained in detail in the section dedicated to answering Research Questions) as well as their high attendance on the course, the statements from Group B regarding lack of time can be considered valid. The idea in the original planning of the course for Group B was that there would be one hour of homework per class, which would make up for the twelve-hour difference. However, the

fact that professor-participants indicate they do not have time outside the course to fulfill these hours means changes will be considered in both the breadth of the portfolio and the time allotted to and structure of the course.

2. The order in which activities appear in P2 was questioned by participants, with recommendations concerning changing certain activities to a different place sequentially so as to increase the coherence of the document based on the imminent needs of Professors in their course preparation, as well as to get more out of certain competency work that required greater knowledge before performing those tasks.

Example 1:

B4: *"So, it's like... I mean, I don't look at the end, right [laughs.] Because we are... serial process is the way it is. But, it's there, but I mean... I didn't read the material... And at the end I saw that I needed to do something from the beginning [referring to the glossary], but I didn't see it until the end. And probably you said it in class and I wasn't paying attention or something. Well...I would put it like, at the beginning, instead of at the end."*

Example 2:

Interviewer: *“[M]aybe the idea in the course would be to change the order of some things... For example, the ‘Good Practices’ [activity] doesn’t make sense to do at the beginning of the course.”*

B4: *“U-huh. Yeah, because you don’t have the knowledge, you don’t know what you’re doing and it’s better at the end.”*

Example 3:

B5: *“Like, for instance, the ice breakers and the burn outs are specific goals I need for a moment. There are some competences, for instance...or some kind of tools forever. So, organizing them specifically...Cause, if this is the first issue, the portfolio is really presenting you the lots of problems you are going to have, here are organized at least three or four examples to resolve them. And put this official documentation [referring to Academic templates], just something like the "musts" back, afterwards.”*

The fact that these two participants were the two participants with the highest averages in the group as far as effort put into their portfolio, with a 3.7 in the case of B4 and a 3.3 in the case of B5 makes their comments relevant. Particularly in the case of B4, who was the only participant to include all the activities in their portfolio, with their glossary scoring the lowest value where effort is concerned (the only activity where B4 scored below a 3), attesting to their statement that they were not able to employ the

amount of effort they would have liked to because they did not know of its existence until the end of the portfolio.

3. One participant suggested that the portfolio be in some type of electronic format so that it would be more easily accessible on the spot, in the classroom, in order to make it more useful.

Example:

B5: "...[R]ight now it's something that...it's ultimately organized, and I can use it. ...There must be... I must get into it just putting a file in directly. So, I put my mouse on a point, and I get the information directly, and not just like a document. I tried to use it immediately in my subject, what I've done with you with the portfolio, and the information was good. But I couldn't use it correctly, in the moment. That was the only issue."

Participant B5 was the only participant to include their own added contents to the portfolio, one of which was a glossary of technical vocabulary in digital format, which they used on several occasions in activities shared with the class. In addition, the fact that this participant states they actually tried to use it in their teaching and were not able to due to the format not being accessible in their moment of need, makes their point very valid, and one which will need to be seriously considered in the redesign of the portfolio if it intends to be useful in aiding professors in their daily work in the evermore technological classroom.

Code 2: Contents to eliminate. In Group B, opinions concerning superfluous contents had to do not with necessarily eliminating any activities, but rather with reducing the time dedicated to certain parts of the portfolio. In this respect, the results were as follows:

1. One participant suggested that the Academic Writing Essay template was not useful for lower level students and therefore should receive less attention in the portfolio.

Example:

B4: [Speaking about the Academic Writing activity] *“That’s good, but I think... I don’t know, I think... you could just... forget a little bit about this. ...I think it’s important, and I think I would do it, with some class, but they have to have a high level.”*

Although the participant states this activity should be “forgot about”, the fact that they state it is important and that they would use it with higher levels, along with the fact that other participants regard it as an activity that should be maintained, the decision has been not to eliminate this activity. However, because the participant did submit this activity with some effort (3 on the value scale), it is a valid statement and will be taken into consideration in the redesign of P2 so as to reduce the time dedicated to this activity and include information regarding the target level for the activity to be used on students.

2. A participant also mentioned the overabundance of time dedicated to Ice Breakers, reporting it as unnecessary.

Example:

B6: *"I think that probably we spent too much time in terms of... with ice breakers. Maybe you will need that if you have people more shy or with less experience, but... at the end, we had already felt... we felt very comfortable... So, we had broken already this ice. And, yes. It is true that these kinds of ice breakers help a lot to make... but... the problem is that the time is limited. So, you have to share."*

This participant's comment comes from the point of view of themselves as a student on the course. The fact that each professor shares their ice breaker with the class results in there being somewhere around ten (depending on the number of professors on the course) ice breaker activities shared. Their perception is that it is unnecessary for the objective of "breaking the ice". This is a valid statement, and the participant only included one ice breaker activity in their portfolio, as did the majority of other participants with the exception of one. Therefore, it may be considered valid that not all participants find this activity fits their CLIL needs. However, the purpose of this section of the portfolio in reality is to build a repository of activities professors can pull from. Therefore, in the redesign of this portfolio it will be taken into account that the activity repository be diversified so professors have practice teaching other types of activities than just Ice Breakers and/or Burn Out activities.

Code 3: Contents to keep. In the case of participants' opinions concerning which activities they would maintain in the portfolio redesign, they said the following:

1. In contradiction to the previous section, several participants made mention of Ice Breakers and Burn Out activities as activities they could pull from in a bind as well as to help them organize lessons. One participant even mentioned trying it out for the first time in class and surprisingly finding it useful. However, there was a certain amount of difference of opinions regarding the importance of these activities in relation to others, with some participants finding they should be pushed more and others stating they should be eased up on.

Example 1:

B1: [Speaking about Ice Breakers] *"I'd never used them. I started with an ice breaker. So... we were few in class... I said, "C'mon. Let's do this." I was... [laughs] You know, I found it useful... the burn out activities as well..."*

Example 2:

B2: *"I'd really encourage the... for us to do ice breaker activities. I'd probably be a bit more forceful with encouraging everyone to do that kind of thing. To... well, obviously it comes down to extra work, doesn't it?"*

Example 3:

B5: *"Like, for instance, the ice breakers and the burn outs are specific goals I need for a moment."*

2. Mention was made of the Academic Templates as “musts” within the portfolio. In particular the Syllabus and Assessment and Rubric templates were referred to

as competencies professors lack where preparing such documentation is concerned, and the Academic Writing template was said to provide a very useful academic structure.

Example 1:

B5: *"Well, first I would think that all the academic musts, some things like programs and so on [referring to course description and syllabus templates] I would put it in an annex... just in... documentation that must be there."*

Example 2:

B6: *"I mean, they don't know really what is the structure, they don't know what is assessment, they don't know what is a rubric... I think you have a very great... a very great course. That's my... point of view."*

Example 3:

B6: *"And we could develop more, for instance, especially I think that one of the lacks that many teachers have is in preparing a good documentation with... the syllabus. Very few teachers know how to make really a good syllabus. Or Academic Essay. I mean, we covered these topics. But, maybe, we could dedicate more time. Because, well... I think that they are useful... [N]ow I have a pattern, a most academic pattern, so really, this kind of thing, these kinds of portfolio templates; patterns are really very, very useful."*

In the case of Participant B5, they submitted all the academic templates, employing beyond the expected effort (5) on the syllabus template, full effort (4) in the assessment and rubrics template, and some effort (3) on the rest, with the exception of the academic writing template, which they employed minimum effort (2) on. In the case of B6 the trend is similar, having also submitted all the template activities and obtaining values between 3 and 4 on all of them. In this sense, both participants have demonstrated through their actions that their statements are valid. The only possible doubt comes where the academic writing template is concerned, which in the case of B5 little effort was employed whereas in the case of B6 full effort was employed. As previously mentioned this activity will be re-conceptualized in the new design of the portfolio.

3. Several participants discussed the CLIL Teaching strategies activities as useful and specifically made reference to putting them in use in their classrooms. In some cases participants mention strategies such as scaffolding or multi-modality as new learning to them. Others mention that the strategies are nothing new, but that they caused them to reflect and rethink some of their teaching.

Example:

B1: "The thing about Scaffolding was really useful as well, for me. Yes. I Remember, another thing we talked about in class... The different types of learning styles...I didn't know a lot about this. I would have wanted to know a little bit more."

Example 2:

B2: *"Because this is... this process has helped me formalize a lot of my strategies and made me think about what I do when, to be honest, I haven't really thought about it or written it down. You know, just seeing it. So, I think it's helped me organize what I do and how effectively I do it. It's given me an awareness about my strategies, which to me is extremely helpful."*

Example 3:

B3: *"[T]he exercise you did when we were discussing good practices... you had four examples and you gave situations. [Referring to the CLIL teaching strategies] ...I adapted this idea of a given situation for..."*

Interviewer: *"Scenarios?"*

B3: *"Yes, scenarios."*

Interviewer: *"For your students."*

B3: *"Yes, to discuss. And then they would do the role play."*

Example 4:

B4: *"So, I don't have very much experience teaching. That's what I like here. The things that we did made you have to think about how to teach. And that's what I... we need."*

4. Collaboration was regarded as particularly enriching by some participants, who spoke about the benefits of seeing how others do in their teaching practice. In one case, the participant links the success of the collaborative activities directly to the

portfolio, while in the other case the participant refers to learning through collaboration, but not necessarily due to the portfolio itself.

Example 1:

B4: *"To see different views, for me, is the most important thing... I mean, you have a way to do things... in XXXXX subject or YYYYYY subject... But, I think that's very enriching... But, finding a balance sometimes is complicated, because... where is the... where is the line? What should I do? For me, it's tough... And that's why it's important this [portfolio] because I can organize and see the experience of other people, see what they've done, what is more effective..."*

Example 2:

B6: *~~"People were very collaborative and even... well, because we were from many different disciplines. And it worked really very, very well. I think that it was one of the best courses."~~*

Where participant B4 is concerned, the effort they employed on the collaborative components was a value of 3 or above, with most of them scoring 4 and even 5 in the case of the collaborative CLIL Resources activity, attesting to their statement that they found these activities an important part of their training. However, in the case of B6 the point to which they found the collaborative components within the portfolio useful is questionable, as their effort employed was lower, scoring 2 (minimum effort) on two activities and 3 or 4 on the rest. Therefore, Participant B6's comment will be considered

within the context of their experience on the course itself, but not valid where the portfolio components are concerned.

5. One participant spoke about the usefulness of the linguistic components, mentioning in particular the Glossary and the verb tense explanations (embedded in activities such as the good practices, or within the personal biography).

Example 1:

B5: *"I have problems with verbs for... and terms. And if I can receive any of this input, I'm glad. There were lots of them, I think."*

This participant employed beyond the maximum expected effort (5) on the glossary terms activity and full effort (4) on the personal biography, which covers verb tenses. Therefore, their opinion is considered valid.

Code 4: Contents to add. With Group B, most of the comments regarding what to add to the portfolio had more to do with dedicating more time to particular sections or issues than with actual contents missing. For example:

1. A participant mentioned CLIL competencies as important, which were not a part of any assigned activity, but were presented at the beginning of P2 within the objectives and aims and definition of CLIL.

Example:

B1: *"So, going over more the competencies, I think for me it would have been more useful because I was really concerned about it."*

Although there was no explicit activity dedicated to CLIL competencies, this participant had several hand-written notes on the competencies explanation, as well as throughout their portfolio. Therefore, it may be considered a valid statement as the participant did in fact demonstrate that this was of particular interest to them.

2. The same participant also suggested the possibility of dedicating more training to multi-modal learning, covered in the activity CLIL Teaching Strategies.

Example:

B1: *"~~Yes. Maybe going over a little bit more in detail, because this part, I wanted to know a little bit more... About multi-modality. Because I think it is very important for the student. And I wasn't aware of that as well.~~"*

Where multi-modal learning is concerned, this participant did not include anything in their portfolio to this respect, not even in the CLIL Teaching Strategies activity, which had one scenario dedicated to just this. In fact, the participant only showed evidence of having worked on two scenarios, both of which had nothing to do with multi-modality. Therefore, the statement cannot be considered valid. Although it may be that the participant was not aware of it at the time, as they say—they did not find it important enough to include and I cannot know if they are simply “fishing” for a suggestion to answer my question.

3. In the interview with Participant B4, while speaking about the Academic Writing Activity not being useful for lower levels, they responded positively to a suggestion for incorporating an Abstract Writing activity.

Example:

Interviewer: [Discussing alternatives to the Academic Writing Template for lower level students.] *“Well, maybe if I, instead of an essay, maybe like, an abstract? If they had to write an abstract in English? A paragraph?”*

B4: *“Yeah, probably better. Yeah.”*

This change will be incorporated into the redesign of P2 and brought up to the rest of participants for assessment in the focus group to determine its usefulness.

4. There were a few participants who stated that the portfolio was not missing any contents, but then mentioned possible improvements.

Example 1:

Interviewer: *“Um... What materials do you think are missing? And what materials do you think are superfluous?”*

B2: *“Hmmm... There are really not materials missing... I think if this is missing anything it's missing more of a structure which demands the participants to be more active.”*

Example 2:

B3: *“Well... Missing? No. Not in my knowledge. It's very complete. You even gave us some tips and clues from your own work preparing it. No, I just added things, maybe you can say, more specific to XXXXX subject-related links.”*

Although both participants state the portfolio is not missing any components, they both immediately afterwards make suggestions regarding adding to it or adapting either the structure or the content. In the case of B2, in addition to their statement regarding demanding more active participation from all participants, when looking at their portfolio document data, they did actually include an extra personal activity (activity templates for ice breakers). Therefore both statements must be considered invalid, and in response to their recommendations more face-to-face class time will be allotted to activity-sharing activities and all participants obliged to share at least one. In the case of B3's suggestion, area-specific resource links will be provided in the resource activity, which participants on the course can then add to along with their peers. In addition, area-specific resources will be added to the Burn-out activities repository so that professors may incorporate light activities relevant to their specific fields. In this way, they will also have less searching to do on their own.

5.3.4 Portfolio 2 Redesign

The changes made to P2 as a result of the interviews with participants in Group B are summarized as follow:

Figure 30. Code 1: General Changes to P2.

Result	Sample Statement	Validity	Action taken
1. Lack of time within and beyond the course for professors to complete portfolio to their desire	B2: <i>"You need more systematic changes to the way time is organized for... for teachers...so that teachers would have more time to not only do this sort of thing [CLIL portfolio], but also flipped classroom, properly."</i>	Valid	Homework changed to in-class assignments so as to minimize the workload of participants outside the course. Proposal to HR to offer CLIL Portfolio intensive refresher courses in summer months when classes end to give participants the opportunity to continue working on and update their portfolios.
2. Need for reordering activities to increase coherence and outcomes	B4: <i>"So, it's like... I mean, I don't look at the end, right [laughs.] Because we are... serial process is the way it is... And at the end I saw that I needed to do something from the beginning... And probably you said it in class and I wasn't paying attention or something. Well...I would put it like, at the beginning, instead of at the end."</i>	Valid	The glossary was moved closer to the front, after the introductory activities and heading the academic resources. The writing activities were also situated within the section of academic resources. The Ice Breaker/Burn-out/Competency-specific activities were placed immediately after the CLIL Teaching Strategies, so as to be able to put their learnings into practice. The good practices activity was moved to the end of the portfolio.
3. Request to put portfolio in more useable format	B5: <i>"...I must get into it just putting a file in directly. So, I put my mouse on a point, and I get the information directly, and not just like a document."</i>	Valid	Included possibility of building an e-portfolio using the Mahara application within the university's personal learning environment (<i>Campus Virtual</i>) which all professors have access to.

Note. From own source.

Figure 31. Code 2: Contents to Eliminate P2.

Result	Sample Statement	Validity	Action taken
1. Academic Essay template not useful for lower level students	B4: <i>"I think... you could just... forget a little bit about this. ...I think it's important, and I think I would do it, with some class, but they have to have a high level."</i>	Valid	Abstract Writing activity included for lower level students. This provides guidance on practicing writing with all levels and professors can decide.
2. Too much time dedicated to Ice Breakers	B6: <i>"I think that probably we spent too much time in terms of... with ice breakers. Maybe you will need that if you have people more shy or with less experience, but... at the end, we had already felt... we felt very comfortable... So, we had broken already this ice."</i>	Valid	Distribute time dedicated exclusively to Ice Breakers among Burn-out activity and Competency-specific activity (new—see Contents to Add below). Therefore even time could be dedicated to a variety of types of activities.

Note. From own source.

Figure 32. Code 3: Contents to Keep P2.

Result	Sample Statement	Validity	Action taken
1. Ice Breakers considered useful	B1: <i>"I'd never used them... So... we were few in class... I said, "C'mon. Let's do this." I was... [laughs] You know, I found it useful... the burn out activities as well..."</i>	Valid	Ice Breakers conserved, but time distributed among other activities prepared in equal balance.
2. Academic Templates regarded as "musts" in the portfolio	B6: <i>"Very few teachers know how to make really a good syllabus. Or Academic Essay. I mean, we covered these topics. But, maybe, we could dedicate more time. Because, well... I think that they are useful..."</i>	Valid	All academic templates conserved and more resources provided for each.
3. CLIL Teaching Strategies mentioned as useful, and put to use in the classroom by participants.	B1: <i>"The thing about Scaffolding was really useful as well, for me. Yes. I Remember, another thing we talked about in class... The different types of learning styles...I didn't know a lot about this. I would have wanted to know a little bit more."</i>	Valid	CLIL strategies conserved. One situation changed due to overlapping and adapted to establishing rapport. One extra situation added according to a specific need (difficulties caused by national/international mix). One activity added that participants invent (to cover various situations not anticipated).
4. Collaboration regarded as particularly enriching	B4: <i>"To see different views, for me, is the most important thing... And that's why it's important this [portfolio] because I can organize and see the experience of other people, see what they've done, what is more effective..."</i>	Valid	Use of <i>Campus Virtual</i> e-portfolio encouraged for sharing work. (Also gives professors the option to share with students). CLIL CoP created in with the Vice Rectorate of Quality and Academic Innovation and Human Resources for continuing education of participants—to begin in the 2015-16 term).
5. Linguistic components helpful	B5: <i>"I have problems with verbs for... and terms. And if I can receive any of this input, I'm glad. There were lots of them, I think."</i>	Valid	Extra language resources added to the Resource Gathering activity. Personal Biography (Language activity) linked out to language resource handbook. Language Competency self-assessment added to CEFR section.

Note. From own source.

Figure 33. Code 4: Contents to Add P3.

Result	Sample Statement	Validity	Action taken
1. CLIL competencies merit greater importance	B1: <i>"So, going over more the competencies, I think for me it would have been more useful because I was really concerned about it."</i>	Valid	CLIL competencies updated to reflect recent studies in HE. Each portfolio activity indicated with the competency-(ies) in that section. Competency-specific Activity building added to shared repository.
2. Dedicating more training to multi-modal learning	B1: <i>"Yes. Maybe going over a little bit more in detail, because this part, I wanted to know a little bit more... About multi-modality."</i>	Not Valid	No specific changes incorporated to increase multi-modality, although increased inherently through other activities (e-portfolio, CoP) additional scaffolding and writing activities, and added video resources.
3. Incorporating an Abstract Writing activity	Interviewer: <i>"Well, maybe if I, instead of an essay, maybe like, an abstract? If they had to write an abstract in English? A paragraph?"</i> B4: <i>"Yeah, probably better. Yeah."</i>	Valid	Abstract writing activity added to give an option to use a shorter, less complex writing activity with students who do not have enough level to perform the full Academic Essay.
4. No added contents needed	B3: <i>"Well... Missing? No. Not in my knowledge. It's very complete. You even gave us some tips and clues from your own work preparing it. No, I just added things, maybe you can say, more specific to XXXXX subject-related links."</i> B2: <i>"Hmmm... There are really not materials missing... I think if this is missing anything it's missing more of a structure which demands the participants to be more active."</i>	Not Valid	More face-to-face class time will be allotted to activity-sharing and participants obliged to share at least one. Area-specific resource links will be provided in the Resource Gathering activity as well as in the Glossary of Terms. Area-specific resources will also be added to the Burn-out activities repository so that professors may incorporate them into their specific fields.

Note. From own source.

Additionally to the actions taken as described in the figures above, a table of contents was added to give greater clarity on the components included from the very beginning. This was done so as to avoid participants not knowing “until the end” what is involved or what they will be working on, as a few participants mentioned in the interviews (B2, B4). On the portfolio checklist titled *Your Portfolio Contents*, a final checkpoint was added stated as “Other: (add anything missing that you would like to include)” so as to make it clearer that participants can and should add individual activities useful to them. Another change was that all those activities which were transferrable to the classroom and could be adapted to be used with students included a tip or suggestion on how to do so (see Figure 34).

Figure 34. Excerpt from Personal Profile Activity.

You may use this as a short controlled biography-writing activity in the beginning of your course in a class writing blog or such. As the course and student language competency advances, you may use more intricate and academically-inclined writing tasks.

Note. From “UE CLIL Professor Portfolio 3”, own source.

This was an idea that came up in class and in some interviews where participants mention the use of other activities than I had not originally determined to be used with students, such as the resources gathered, which some mentioned sharing with students in addition to their peers. In addition, a change not mentioned in interviews but that came up in the course as we were using the portfolio had to do with the order of the examples given for the *Personal Profile* activity. Originally I had placed examples in order by verb tenses

from past to future. However, as we were doing it in class we saw that this ordering did not make sense when writing, and that it should be ordered according to how they would write their biographies, which would start with present simple, “*I am...*” Therefore changes in this activity are shown in Figure 35.

Figure 35. Grammar Review P3 vs P2.

Grammar Review (P2)	Grammar Review (P3)
<p>Present perfect + for or since:</p> <ul style="list-style-type: none"> • I have taught at UEM <i>for 2 years</i>. • I have taught at UEM <i>since 2011</i>. 	
<p>Present perfect continuous:</p> <ul style="list-style-type: none"> • I have been teaching <u>XXXX</u> <i>for...</i> • I have been teaching <u>XXXX</u> <i>since...</i> 	
<p>Present simple:</p> <ul style="list-style-type: none"> • My name is... • My current English level is... • My strengths/weaknesses are... • I teach in the School of... • I like.../ I enjoy... 	<p>Present simple:</p> <ul style="list-style-type: none"> • My name is... • My current English level is... • My strengths/weaknesses are... • I teach in the School of... • I like.../ I enjoy...
<p>Present continuous:</p> <ul style="list-style-type: none"> • I am teaching in English because... • I am teaching students from... 	<p>Present perfect (more permanent/results):</p> <ul style="list-style-type: none"> • I have taught at UEM <i>for 2 years</i>. • I have taught at UEM <i>since 2011</i>. <p>Present perfect continuous (more temporary):</p> <ul style="list-style-type: none"> • I have been teaching <u>XXXX</u> <i>for...</i> • I have been teaching <u>XXXX</u> <i>since...</i>
<p>Future:</p> <ul style="list-style-type: none"> • I would like to/ hope to/ expect to... • I will... 	<p>Present continuous:</p> <ul style="list-style-type: none"> • I am teaching in English because... • I am teaching students from... <p>Future:</p> <ul style="list-style-type: none"> • I would like to/ hope to/ expect to... • I will present at a conference in...

Note. From “UE CLIL Professor Portfolio 2” and “UE CLIL Professor Portfolio 3”, own source.

A slightly greater differentiation between present perfect simple and present perfect continuous was also added due to in-class discussion.

There were a few components from Group A that had been suggested from participants but required further testing. The two in question were that more work was

needed on language competency and that the reflective tasks should be eliminated. In the first case, the fact that the suggestion came up again in Group B (B5) and also came up in Focus Group B resulted in the language competency activities being conserved as well as adding a language self-assessment activity in the place of simply providing the CEFR resource. This would help professors have a greater notion of their capabilities language-wise, as well as provide them with an assessment tool they could use in the classroom with their students.

The second component, or group of components, pending further analysis were the reflective tasks, which Group A had deemed superfluous and in fact had not completed at all, in the case of the final reflection. However, in Group B these tasks were found not only useful, but crucial to learning and participants completed them with more effort than the others. The only change in this respect is that the reflective tasks, as with all other tasks, were made to be in-class activities so as to eliminate any outside work and enhance learning through the sharing and discussion of their reflections.

5.3.5 Assessment of Portfolio 3

Focus Group B: General Opinion. Among the three cycles of coding used for focus groups, general opinion, further changes suggested, and emergent themes, the first category generated the following codes: General opinion of P3, P3 too lengthy, and Usefulness of P3 as a teaching tool. In this section, it is important to recall that there was an extra participant (B7) who was a participant on the course and requested to be present in the focus group to assess the portfolio, but who was not interviewed. Because the

professor in question had completed the course and experienced building the portfolio, had turned a final portfolio in, and was an EMI professor teaching courses in English, it was considered their comments and suggestions could be of value and they were therefore allowed to participate in the assessment. Results were as follows:

Code 1: General opinion of P3. The global opinions of participants in their assessment of P3 were:

1. Participants' assessment of the portfolio was positive. They stated being impressed by the final outcome of the changes made and showed interest in receiving further training in the same way.

Example 1:

B5: *"Right, well it's... really work. Great doing this. You've improved a lot!"*

B4: *"Yeah."*

B5: *"Great work!"*

Example 2:

Interviewer: *"Ok. Anything else? Final thoughts? Final evaluation?"*

B7: *"We can take this right?"*

B4: *"It's much better now."*

B5: *"Better, but not shorter [laughs]."*

Example 3:

Interviewer: *"And we could even maybe offer like, CLIL Refreshers,*

Portfolio refreshers, in the summer maybe...”

B7: *“Yes, please. It’s a good idea.”*

B4: *“Yes, I think that there are things that are not reflected probably in the portfolio...a dynamic in the class that you didn’t think of and that you are gonna have later on.”*

2. Evaluation of specific changes concerning writing templates, which participants assessed positively.

Example 1:

Interviewer: *“...I’ve added one before this, page 22... abstract writing template, which was a suggestion that came up in the interviews for a more controlled type of writing activity.”*

B5: *“Um-hum. Where?”*

Interviewer: *“Here, it’s page 22.”*

B5: *“Ok. It’s a good suggestion.”*

Example 2:

Interviewer: *“And the academic writing template doesn’t help you with the cultural difference? Like, the fact that you have a template that structures...”*

B4: *“I think it’s fantastic. It’s a good example...And it helps. But what I mean is that in my class, I cannot dedicate the time for them to be trained. I think that they should... we should have subjects specifically for*

academic writing.”

3. Participants were impressed with the e-portfolio tool (Mahara) available through the university’s learning platform Moodle. One participant, B5 who had suggested in the interview that an electronic format would be preferable, was particularly positive about it.

Example:

Interviewer: *“...[I]f you go to page 5, I’ve included a section on building an e-portfolio... One of the things that B5 suggested, and it’s also actually come up in the past as well, is that this format on paper wasn’t very useful because, you know, you don’t take it everywhere with you, you don’t have it available, etcetera. So...there’s a tool now, in our Moodle campus as of this [academic] year...”*

B5: *“Um-hummmm?”*

Interviewer: *“...And, I’ve made an example page here so you can see...So, what we would do in the class is... professor-students would do it in class on paper and upload it or they could bring their computers and do it directly here.”*

B5, B4, B6: *“Um-hummm.”*

B5: *“With access to it, everybody can see my profile?”*

Interviewer: *“Only who you share it with.”*

B5: *“So I always define who can see my portfolio?”*

Interviewer: *“Exactly. So, here you have an option... when you...”*

B5: *“And you choose what to see and what not be shown?”*

Interviewer: *“Yes.”*

B5: *“Ok.”*

B7: *“But it’s in every course. I have it in all... in my Campus Virtual I have it in...”*

Interviewer: *“Yeah, you can...”*

B6: *“I haven’t seen it...”*

B5: *“...Great!”*

4. Concern was shown regarding the length of the new portfolio. A debate arose in the focus group regarding quality versus quantity and the increased length of the new portfolio, which will be further discussed below under the code “P too long”. I have included one example of the issue here as well since it concerns the opinion of one participant regarding their assessment of P3 in that it may be conceived by some Professors as overwhelming.

Example:

B6: [Responding concerning whether P3 was too long] *“In my opinion... in my opinion, it’s not really a matter of, let’s say, the workload in the quantity, but as well, let’s say, qualitative...”*

B4: *“Welllll....”*

B6: *“I mean, well, for sure that there are different opinions and you are*

more concerned with some problems.”

B4: “I agree with you. But the ones that are here it is because we finished. But what about the ones that didn’t finish? Why didn’t they finish? And that’s the problem, not us [laughs]. Because we finished. We did everything. And we valued the fact that it was good quality and we were learning. But, probably many of the teachers gave up. And why? That should be the question, right? It’s not about us as much, but other people, other professors.”

Code 2: P3 too long. This code was generated due to the discussion that arose concerning whether or not the new portfolio design was too long or not.

1. One participant had the opinion that the length of Portfolio was possibly too long and could potentially be demotivating to some Professors. Other participants regarded the length as necessary placing quality over quantity and the underlying problem being their own lack of time to dedicate to preparing the Portfolio as they would like.

Example 1:

Interviewer: “What can you tell me? You’ve gotta tell me some bad things or...”

B5: “Bad things?”

B4: “Bad things? Ok... [laughs] Well, one of the things we said is the load... the workload. And what I mean by that is that we’re saying that it

was too long. And now it's even longer."

Interviewer: *"I was expecting that comment. Ok. How..."*

B4: *"Well, it's better. But.... Probably... it looks like it's longer. But I don't know... if you change, tweaked a few things or not, but it looks longer than it was before."*

Interviewer: *"Ok..."*

B4: *"Which it was the main complaint [laughs] ... and... you might be in trouble because of this. Maybe."*

Example 2:

Interviewer: *"Do you think I need to shorten it? Would you take anything out of here?"*

B4: *"Well... in my case, I like it longer. But...[laughs] I felt... like I didn't have time to do things as good as I would like to. That's what I felt. That I was doing things at the last minute... fast... and I wanted to do it better. And I felt... well now that you wanna change it I wanna do it better. So, that's why I..."*

Interviewer: *"Did the rest of you feel that way?"*

B7: *"What I felt is that I didn't have time for filling in the way I wanted, but not for a matter of the length of the portfolio, for a matter of the lack of time in general."*

B4: *"Yeah."*

B7: *“In my professional life. So I didn’t have time... have time for doing everything that I want, so it’s not a matter of the length of the portfolio for me. Because, if this is useful than I think it’s OK.”*

B6: *“Yeah.”*

Code 3: Usefulness of P3 as a teaching tool. Participants’ opinions whereas the portfolio’s usefulness as a teaching tool is concerned were:

1. There were several mentions as to the usefulness of P3 by several participants who saw it as a guide to help them plan and prepare strategies for their English taught courses.

Example 1:

B7: *“The idea is to use this for our courses. Then, this is the main idea of this. ...[W]hen it was like the homework of the course that we had with you it’s true that it was a lot of work. But, if I take this as a guide for my course, maybe it’s not so long, because it’s a... full guide with some guidelines quite... yeah, I consider quite useful.”*

Example 2:

B6: *“Yes... I see two ways to see this. One is the portfolio as you are a student of a course [and] as a teacher, or the usefulness that you are going to use in your classes. So, if we’re talking-and I like very much your idea of usefulness-I mean, this is really very useful for your classes. So, this is, in my opinion... this is the good thing of little by little because*

you are incorporating to your reality... your problem, your problematic, your courses, your audiences, your students the things you are... you are saying.”

Example 3:

B5: “But the thing with the time is, you’re absolutely correct, but the time... increases only when you get better organized. That’s what I felt when I came here as a young teacher, I spent a lot of time and never got to my goals, really. And the only thing I have learned in these years is the better I organize, I have more time to do the things I really think is... are interesting. So, I think the good thing with the portfolio really is that it helps you to be organized. And when you are organized, you are going to have more time to focus on these things.”

Focus Group B: Further Changes Required. This was the second cycle of analysis where further changes required were studied. In the case of Group B, codes generated were: (1.) Need for more clarity, (2.) Customize P3, (3.) Need for clearer aims and outcomes, (4.) Make P3 incremental, and (5.) Making professors aware of their need to complete their portfolio as much as possible in the training. Results in this respect were:

Code 1: Need for more clarity. The most prevalent issue concerning changes required to P2 concerned the need for more understanding on the part of course participants from the beginning of the course and throughout as to the desired final result,

where the portfolio document is concerned. Participants stated unanimously that they weren't aware of the importance of the final result they were working towards until it was a reality and that they would have dedicated greater effort and time had they known the importance of the portfolio in aiding their EMI.

Example 1:

B5: *"If you explain correctly that moment, you really focus on the activity, of the final summary you normally made every day, then I understood. But without your intervention, the documents were not clear."*

Example 2:

Interviewer: *"That was another suggestion that came up, to show examples at the beginning of the course of completed portfolios..."*

B5: *"And looking at, 'He took this, this, and not this one.'"*

Interviewer: *"... and seeing how each one is different."*

B5: *"Yeah."*

B7: *"Yeah, yeah..."*

B4: *"That's one of the things I missed from the beginning. If you would have... uh... transmit this, a little further... the idea what I need to do. But you gave only a few pages..."*

Interviewer: *"Yes."*

B4: *"It would have been better if I had examples because then I have a better guidance... what I am to do. But I... Now, in retrospect, I think I*

missed that part.”

Example 3:

B5: *“Well, the thing is really that... it’s useful in the end, but everybody begins your portfolio course really with other expectations. You can tell whatever you want, but really, the first day we are not really understanding what you are saying. Everybody and me... well, with my colleagues with whom I spoke, at first before we went to your course, we talked about, I asked them ‘What’s this all about?’ ‘It’s something about training in English. It’s OK because you feel comfortable afterwards.’ But nobody really expected to prepare what you’re trying to train us in. To prepare the portfolio...”*

B6: *“I, personally, had some colleagues that asked me, ‘Well, in this course they teach how to make a PR [official curriculum] ...or syllabus?’”*

B5: *“Yes, I have also! That’s it. Everyone expects... different things.”*

Example 4:

B5: *“We don’t understand that; portfolio. ...Because you’re talking about something in English that should have something similar in Spanish, but we don’t have it as teachers.”*

Interviewer: *“I know, and that’s what a lot of people told me...So, I tried to incorporate a small section in the... explanations, for example, of what the CLIL portfolio is... And then the aims and objectives...”*

B6: *“You could precise a little more, depending, for instance, the subject and depending on the audience.”*

Code 2: Customize P3. This code describes suggestions by participants to indicate that the portfolio is customizable according to the needs of professors, their content area, and their target audience, or students.

Example 1:

B5: *“You can customize your approach.”*

B7: *“Customize, or just maybe add note with the... I put with the ice breakers for example, so I can take... ‘Oh, I think I need an ice breaker for my class and I don’t know how to do it.’ So, then I go to the ice breakers. But maybe, I don’t need this... this academic writing because in my class I really don’t need that so maybe I can focus on the more important parts for the development of my course. And maybe for my course, I don’t need everything. But, this is a guide for... when I have lack of information in one point... in one specific point, I can go to it.”*

Example 2:

B6: *“... [T]his is a case of tools and techniques and proposals, but... I think that you have to customize, not only to your subject, only the subject... the audience, the profile of the students.”*

Example 3:

B4: *“As long as you say, it’s customizable, and then you can kind of do as*

much as you can or want, that's probably fine. But I thought that we had to fill out everything... everything... like..."

B7: *"Yeah."*

B4: *"I felt a little bit... uh... 'Ok. I have to finish this. But I don't have time'."*

Code 3: Need for clearer aims and outcomes. A discussion arose concerning different ways of incorporating further aims and objectives as well as outcomes to different sections of the portfolio, in order to keep the participant continuously aware of what they should be focusing on with respect to their learning, not only as informed by the mentor/instructor, but also within the portfolio itself.

Example 1:

B5: *"I need, for instance, to be more precise with the aims and objectives...the outcomes. ...I have to tell them, all the lot of them, but I have to be specific week by week. I have to be, 'We are beginning this week with these kind of aims and outcomes.' And then day by day I'm adding. And at the final part of the subject, they understand the whole of it. And they feel all the days very focused on the activity."*

B4: *"In my case I think that I felt that I knew what I had to do when I was in class, and it was clear the aims of the activities..."*

B5: *"It's just that she did it when she explained it. But when you see the document, it wasn't that easy. Without her explanations it was difficult to*

know that, “Ok. The whole is something like that [the portfolio]. Well, later on we’re going to understand...”

Example 2:

B4: “I explain this the first day, and then two weeks later, my students don’t remember anything about... what had been said. And I explained everything very clearly, and it was the first day... you made an impression... but you have to repeat. You have to not assume that people are gonna remember what you are doing.”

Example 3:

B5: “Before you answer, I just wanted to add that the way to get his general perspective is quite different depending on the different kind of persons and teachers or students. So, I need it visual, maybe she needs it described, maybe he needs it situational...”

Interviewer: “So, you mean multi-modal?”

B5: “So, everybody needs to have in his way to be, once again, connected to the general aims.”

Code 4: Make P3 incremental. Making the Portfolio incremental, or dividing it up into a modular structure, was a suggestion that merited attention.

Example 1:

Interviewer: “...[I]magine another teacher wants to teach this course, they can take this and do it with the students and they would have all those

things that came up in those classes that were important. But, my concern is that if I give this to a teacher on the first day, is it going to affect their motivation? Are they gonna be like, 'Oh! God! I'm not coming to this course'." [laughs]

B4: *"You can take an incremental approach. So, just, give it item by item."*

Example 2:

B6: *"So, the problem is we say this... you can take only what you like... and everything is here... or as students we distinguish between a 'must' and a 'nice to have'. So what is really the 'must'? ... So, people probably, because... well, they are not lazy, but they have really very little time and they are going to do only the 'musts', not the 'nice to have'. But, if you really start from the beginning, at least this was my experience, 'Ok... This is useful for my problem I have now with this group.' So, this is another way to approach. ... So, if we are talking really of the usefulness, for me, the incremental approach probably would be very good. Because it's not at the end you make everything, but you are from the very beginning, you are really applying."*

B4: *"That would help, I think. To have a clear picture of what you are doing exactly, and grade all the things. Because sometimes, it looks like it's not incremental. This isn't modular. There are different things that*

you are doing and you don't know exactly how to integrate those, right?"

Example 3:

Interviewer: *"Ok. What about... if this were split into, for example, three sections, right? Three modules?"*

B5: *"Yeah, Yeah."*

Interviewer: *"An introduction..."*

B5: *"Yes, here, here and here."*

Interviewer: *"Exactly. Introductory material like basic methodology of portfolio and CLIL for example. Um.... Teaching strategies, collaborative work, activity building, blah, blah, blah... and then academic templates, for example, building things like that, and assessment, and things like this. And each section finishes... each section begins with aims..."*

B5: *"Um-hum."*

Interviewer: *"Each section finishes with a reflection that requires you to go back to the aims, look at the aims of this module..."*

B6: *"So, but you are producing, let's say, the final documents, the deliverables during these modules, or not?"*

Interviewer: *"Yes. You will get this [portfolio] the same. I'm going to insert a page [laughs] here and another one here."*

B6: *"Yeah."*

B5: *"Just to make it clearer."*

Code 5: Making professors aware of their need to complete their portfolio as much as possible in the training. At some point in the conversation the whole group agreed on the importance of making participants on the course aware of their need to complete the portfolio as much as possible and take advantage of the time on this training to the maximum.

Example 1:

B5: *“So the path to the portfolio is basic-to build it absolutely yours, and your skills. That’s why I think it’s so important that everybody goes to the course and the final issue is the result afterwards. Because then, they’re really capable. And then, they’re going to have time in the English classes. Right now my problem in my English classes is that I lack more time than in the Spanish, because I don’t feel capable to do the things the way I want like I do in English. So, the portfolio, I did only the things... the result you saw... it’s not complete. And If I don’t complete it, I’m going to lack time for the rest of my life in my English courses. I need to be fulfilling these expectations.”*

Example 2:

B4: *“I have an idea. I think... you did something that I really liked. You invited us to go to your class and then show them the ice breaker...How about going to your class the first day and then tell our personal experience? I think they can reflect on us... as professors completing the*

course.”

B6: *“With experience.”*

B4: *“And then, just telling them... what it was for us. What it mean for us.”*

B5: *“Just to add to... for...”*

B4: *“That would be... add like a... to the portfolio”*

B5: *“What you did... you say it’s something like a presence of our ... of any of us doing it. But I think we should bring our portfolio and show them our e-portfolio...All together, we could... all together take... or person by person...”*

Interview: [laughs] *“A group activity, doing it together. Ok, would you be willing to be videoed...”*

B5: *“Of course.”*

Interviewer: *“And allow me to publish the videos?”*

B6: *“No problem.”*

Interviewer: *“Like in the, not the video, but the link in here?”*

B6: *“You just bring make up.”*

B5: *“Yeah, make up.”*

B7: *“Yes.”*

Interviewer: *“So, do you think a video testimonial would be useful?”*

B5: *“Yeah.”*

B6: “*Yeah.*”

B5: “*But with an example... explaining an example... So they are going to see the result, not only my explanation.*”

5.3.6 Emergent Themes: Group B

In the analysis of emergent themes for Group B, results from interviews—first—and then focus groups are as follows:

Interviews. Themes of interest that came up in the interviews with Group B had mostly to do with institutional needs and motivational issues. The general English skill of students was also a recurring theme to a large degree, along with their needs where learning in a CLIL environment is concerned and issues regarding complexities in teaching due to varied group configuration (mixed-levels, mixed-cultures, etc.). To a somewhat lesser degree, participants spoke about internationality, finally the EAP skill of students and concerns about student satisfaction on CLIL/EMI courses. Below are the results as well as the prevalence (in parentheses).

Institutional needs (28). This emergent theme came up in Group A interviews as well, but the prevalence was much greater in the case of Group B (twenty-eight versus six). Under this code, issues that arose had mainly to do with:

- Not knowing what they are supposed to do in EMI courses, and specific mention made that the portfolio course provides them with understanding in this respect, including the CLIL philosophy at UEM.
- Needing to receive training before they start teaching EMI courses.

- Difficulties in CLIL courses due to institutional policy of not placing minimum level requisites for students to enroll in EMI courses and how the portfolio course helps them with strategies in this respect.
- The need for more guidance on a departmental level where EMI courses are concerned, including knowing who to go to for problems, which teachers are teaching EMI courses in their areas so they may collaborate with them, etc. Professors feel “alone” in these courses.
- Greater communication regarding available CLIL training on an institutional and departmental scale, as well as greater effort in encouraging EMI professors to complete such training.
- A call for systematic changes in the institution in the way time for training is organized for professors as well as allowing professors a say in their development objectives. Participants state hierarchical issues concerning top-down decisions. (This has, in fact, since then changed through the implementation of a new training and development program where professors are given much greater flexibility and decision-making where such issues are concerned.)
- More time allotted to EMI courses through reducing other departmental and institutional responsibilities placed on professors at UEM.
- Greater support from the Language Center in the way of continuing development in English language skills for EMI professors and/or providing help in the CLIL classroom through a team-teaching model.

- The need for the university to raise standards in EMI and language courses for both students and professors and give greater importance to training in CLIL.
- The need for the university to better match the skills and knowledge of professors and the EMI subjects they teach (meaning not asking them to teach subjects they are not experts in solely due to their language abilities).

Motivation students (24). Motivation was a hot topic with both groups, (nineteen mentions in Group A interviews). In the case of Group B, the different participants spoke of:

- Particular difficulties motivating first year incoming students versus upper level students, whom had already come into contact with and were more comfortable with doing courses in English. A participant stated that the CLIL course helped them with this difficulty stating:

“The CLIL course helped me to... everything... what I was thinking about, mainly the cultural... the differences between countries... all the things that I was noticing by myself really suddenly got sense” (B1).

- The fact that they feel receiving training in CLIL has helped them motivate students to want to continue studying EMI courses in following years, particularly international students due to the extra support and help they receive.
- The portfolio course having shown them that the objective in CLIL environments isn't necessarily that students obtain a high level of English, but rather that they

learn to communicate their subject matter in English. And this has helped student motivation on these courses.

- The importance of boosting students' self-confidence in L2-taught courses, as there is a generalized feeling that they cannot do it according to participants.
- Ice breakers and Burn out activity being good motivational strategies, and ways of engaging students in EMI courses to avoid attrition due to the fact that they make learning fun.
- The idea that there are different motivational challenges for professors whose L1 is not Spanish (at this university, at least), for example the need to reduce the students' sense of embarrassment at making linguistic mistakes in classes where the professor is a native/near-native English speaker. Some participants mention the importance of gaining rapport through playing the "silly foreigner" using fumbled Spanish expressions with students and asking them how to say certain things in Spanish so they feel less focus on them and their mistakes.
- Rapport as a particularly difficult thing to achieve in EMI courses, due to the varied cultures, L1s, and general barriers of understanding. This was a point all considered important to work on in CLIL environments.
- The fact that administrative problems with enrollment, communication to students, etc.... cause a good deal of demotivation in the student, which carries over into the classroom. Therefore, it is important for the institution to have a

smooth enrollment process and open communication, not only, but especially, in EMI courses.

- The English level of students in these courses being linked to their level of motivation in that those with levels that were too low to follow the course became frustrated and demotivated, whereas those with higher levels became just the opposite—and actually enjoyed the feeling of extra achievement at being successful in a course taught entirely in English.
- The role of the Language Center as being essential in helping those students with lower levels so they may be successful in EMI courses.
- The portfolio-building activity was linked by one participant to increased student motivation in that through this process, the professor becomes aware of their goals and their own expectations on EMI courses, as well as those of students. According to the participant, this results in greater confidence on the part of the professor and better informed students, which they stated resulted in high levels of student motivation.
- EMI courses were regarded as a good strategy for attracting foreign students, supported by (according to participants) the fact that many of the students chose such courses outside of their credit requirements solely on the basis that they are taught in English.

General English skill students (18). Regarding the English skill of students, Group B had double the mentions of Group A, but comments were similar, bringing up

some of the same concerns about the English level of students entering EMI courses at this university being inadequate and the difficulty in teaching groups with great disparity in levels. They insist, as Group A also did, students should be required a minimum level to enter such courses—something which at the moment is not imposed at UEM. It is interesting to point out that participants in Group B emphasize a new awareness concerning language skill and the importance of the language learning aspect of EMI—something they did not understand or focus on in the past due to their lack of skill in integrating language into their activities and in assessing language, which they all mention they generally shied away from.

- One Participant mentioned a change in their teaching beliefs and methods from enforcing an English-only policy to adapting in certain circumstances to student levels in benefit of student understanding.

“They are Spanish students so I adapted myself to their level... If not, I just would have continued speaking in English... and I wasn’t really aware... ‘Oh, but they don’t understand me...they’re not understanding me.’ Mmmm... I don’t know, now I am more aware of all those things, and it was because of this course.” (B1)

- There was repeated mention made of a big difference between teaching International students and Spanish students where language is concerned. In addition to considering that international students generally had a higher English language level than Spanish students, international students could only

communicate in English, which made the purpose of EMI go unquestioned.

However, Spanish students, when language barriers arose, did not understand a professor's insistence on using English.

- Several participants mention the students' English levels in EMI courses being low (below a B1).
- A participant mentioned the importance of knowing the level of their students at the beginning of the course—something they had not contemplated before doing the CLIL Portfolio course.
- One participant linked attrition to low English levels, stating those students that didn't have a high enough level to be successful in the course, ended up abandoning.
- A participant mentioned students needing a B2 level of English to be able to fulfill a university level EMI course successfully—which they understood as a level enough to be able to communicate in an academic setting.
- The Language Center was mentioned as an important method for students with low language levels to receive support.

Class configuration (12). Participants in Group B focused more on the varying levels of teaching difficulty according to the configuration of their class group than their counterparts in Group A, who were mostly concerned with getting mixed-culture groups to participate in class. In Group B participants mentioned three scenarios according to language level: (1.) All Spanish native groups, (2.) All international groups, and (3.)

Mixed-culture groups. Of the three the most difficult according to them were the third scenario, stating Spanish students at a clear disadvantage due to their lower English levels. In the all-Spanish groups the difficulty they mentioned was getting students to not resort to using Spanish in the classroom. With all-international groups, professors state classroom management is much easier as English is the only common language and is considered natural by all, however there is greater difficulty in their own English skill and confidence issues.

“...[F]or example, international students, they have a very high level of English, so for me it’s much easier because the group is more homogeneous. So, I don’t have problems. Sometimes they have problems with vocabulary, they don’t understand some words, especially because the vocabulary is specific to the subject, so they might not know about that. But they are able to follow you. But those are minor problems. What I struggle with most is with the Spaniards and their low level of English” (B4).

“Well, I have like four groups. Three are international and one is Spanish. This...well, it’s a very big change... because with international students I use my English because it’s the only way we can communicate, so it’s English for everything. For the Spanish students we speak in Spanish but we use English” (B1).

Another theme in the respect of class configuration has to do with year of study, with participants stating the particular difficulty in teaching EMI courses to first year students as opposed to second, third... due to motivational issues with students in first year being rebellious towards learning in English, as well as issues regarding the fact that even in EMI courses in the final year of studies, there are students with very low levels of English.

“I have first year and second year groups. And I notice in that a very big difference as well. Second year students are completely different. They accept English... they’re used to English a little bit, like, better than the others. First year students are very difficult students. For me, at least”
(B1).

Interviewer: [speaking about the low levels of participant B6’s groups] *“And even in second and third year their level is that low?”*

B6: *“Yes, even in fourth...Some. Some. Of course, there are people that have a very good level of English. Very few.”*

References to internationality (8). This is a theme unique to Group B, with issues arising concerning the special needs of international students, who largely choose EMI courses due to the fact that they are taught in English. Participants state that these students require a lot of help and support from their EMI professors, who tend to understand their difficulties, and therefore become sort of professor-advisors, which

requires a lot of extra work on their part. Participants also mention the advantage this poses for Spanish students to be able to learn to manage in multi-cultural environment, but also point out the complexities it brings to the classroom. Finally, a few participants mention the importance internationality has on their own English language improvement, on their teaching experience, and in their networking with professionals from “American” universities.

B1: *“I understand that they are out of their... their families, their... their country, and I always, apart from teaching, after class... if someone doesn't understand please come at the end and we will go over.”*

Interviewer: *“So your role becomes very heavily advising as well.”*

B1: *“Yes. Well, I can do that at the beginning, with all the groups. And they know that I am there.... It's really enriching...”*

EAP skills students (5). Also unique to Group B were issues concerning English for Academic Purposes, which in Group A only came up where professors are concerned, not students. This difference between groups may have to do with the fact that Group A English language levels were slightly lower and they did not have the same level of experience where teaching EMI courses is concerned. Therefore, in Group A the concern was more connected to their own lack of skills as professors, whereas in Group B the concern lay with the students' lack of skill in this area. Specifically, participants in Group B brought up issues such as students not

understanding that academic requirements, writing essays or papers in English, are important for them. One participant states that when they assign a seminal book or text to read, students say they won't read it because they cannot understand it.

“I'm not saying that we have to be... that we have to perform A English, but at least you should be, in the twenty-first century, you should be able to read a text if you are at university” (B3).

The same stands for writing with participants admitting to not focusing on writing in their EMI courses in favor of communication skills, due to the low academic level of students. And yet others refer to students demanding lecture-format classes, but not being able to follow. They feel that with higher level students, they can focus more on academic aspects and university-level lectures. However, they state they are doing lots of extra remedial work with them due to their lack of academic level in English.

“They wanna do the activities at home and they require more lecturing. But they don't have the level to actually follow the lecturing. So, I don't think they realize what they want, and that is something they are not prepared... they need to have a higher level if they want to work independently and in the more traditional way...” (B4).

Student satisfaction (5). In Group B there were fewer references to student satisfaction than in Group A (with eleven mentions in interviews). A few participants in Group B relate student satisfaction to the level of confidence transmitted by the professor, stating that the higher the confidence level the higher the “comfort” portrayed by

students. Other participants state that student satisfaction in EMI courses is dependent upon how much extra support the professor provides inside and especially outside of the classroom. Several participants portray the belief that receiving the CLIL portfolio training does affect student satisfaction indirectly, in that it gives them the confidence and knowledge they need to provide students with such comfort and extra support. One participant states that the training course “marginally” increases student satisfaction in that their opinion is that students are generally happy with the instruction they receive in EMI courses, but are unhappy with the “systematic” institutional problems they encounter, such as difficulties with administrative issues, enrollment, not receiving answers to their questions, and issues of similar nature.

“I think if the teacher knows about what he expects from himself and from the teachers, everybody’s benefitting from this kind of comfort. Because you know what you want and you’re doing specifically the activities to resolve these goals. Everybody’s feeling really quite comfortable with these dynamics” (B5).

“Well, I say marginally because it’s not... the student dissatisfaction is not really connected to the way class is given. I think it’s more connected with the organizational structure of the university and the fact that the students are... feel very motivated and then get let down quite quickly by a lot of university systems. You know, the matricula, or the fact that they send emails to some person and receive no response... you know, that kind of... systematic...” (B2).

Focus Group. Themes of interest that came up in the interviews with Group B had mostly to do with motivational issues, but unlike Group A were focused on the motivation of participants on the Portfolio-building course. Lack of time was also a recurring theme to a large degree, and then somewhat lesser the expectations of course participants and difficulties involved in teaching writing. Finally, there were a few themes that were brought up briefly concerning the use of the portfolio document, cultural issues in the CLIL classroom, mentoring, a need for ongoing long-term development, and peer collaboration. Below are the results as well as the prevalence in parentheses.

Motivation (18). In Group B motivation came up nearly double the times as in the Group A focus group. Whereas in Group A motivation on the CLIL portfolio course was linked to better planning and the opportunity to improve their English language skills, Group B regarded the completion of the portfolio—the final end product—as highly motivating, with several referring to the great awareness that comes about teaching through the CLIL methodology upon seeing their finalized portfolio and reflecting upon their work. However, their concern was that this didn't come until the end of the course, and that along the way several participants were probably lost to attrition due to the heavy workload, lack of time, and false expectations on the course, mentioning the fact that many faculty sign up for the course because they wish to improve their English skills, but then find that the course is too demanding. Some participants also mention that they would have liked to include more in their portfolios,

especially upon seeing the end result, and therefore adamantly suggest the importance of transmitting the benefits of this training from the very beginning, as well as using an “incremental approach” (bit by bit) to not overwhelm professors on the course at the beginning. Additionally, participants mention the possibility of being repetitive in explaining the aims and expected outcomes of the portfolio in different ways and at different times throughout the course and within the portfolio itself, giving specific examples such as having them visit future courses to show participants their completed portfolios and explain the importance of the training according to their own experience, peer-to-peer; or adding aims and outcomes to each section of the portfolio so that professors are continuously reminded of why they are doing what they are doing; or even video recording testimonials of professors who have completed the training for future participants to visualize as part of a flipped classroom assignment early on in the course. Another suggestion that came from the focus group was that greater customization of the portfolio would improve motivation, as professors do not all require the same training or resources in their portfolios—and they are only concerned with those that are relevant to their own teaching. Most of these suggestions are incorporated in the final portfolio design, as will be shown in the next section.

Where Group B coincided with A was regarding the need for more time to dedicate to their CLIL training and their desire to do so. Suggestions such as splitting the portfolio into modules with more time dedicated to each section; or offering intensive refresher courses throughout the year were considered desirable by all participants

present. In motivational terms, professors felt frustrated because they saw the usefulness of the portfolio and could not dedicate the amount of time they wanted to it.

Time issues (12). With Group B time was a major concern with more than double the prevalence, and a debate that sparked concerning quantity (namely whether the portfolio was too long and should be made shorter) versus quality (the fact that the contents of the portfolio were necessary and should not be compromised). However, all participants agreed that they did not have the time they consider necessary to build their portfolios to their liking, stating that although dense, they wished they could have filled it with more content. Suggestions such as following the before mentioned incremental approach or greater customization were offered as possibilities to maximize the time spent on the course per participant, giving the example of ice breakers where they mention that they do not need to spend so much time on this activity as each person can take one example and customize it (or not) to their courses.

Another discussion that came up was regarding the importance of taking full advantage of their time on the course in order to plan and prepare for future EMI courses, as this would save them time in the long run. In this respect, participants all emphatically liked the suggestion posed by the interviewer (myself) for offering refresher courses in summer (for example) where participants who had fulfilled the CLIL portfolio training could continuously update it and have short spurts of time to dedicate to increasing it.

“But the thing with the time is... you’re absolutely correct, but the time... increases only when you get better organized. That’s what I felt when I

came here as a young teacher. I spent a lot of time and never got to my goals, really. And the only thing I have learned in these years is the better I organize, I have more time to do the things I really think is... are interesting. So, I think the good thing with the portfolio really is that it helps you to be organized. And when you are organized, you are going to have more time to focus on these things” (B5)

Finally, one participant expressed their concern with a lack of time to be able to apply what they learned on the course in their teaching practice. They mentioned that they considered scaffolding a great tool, but could not implement it with fifty students’ research projects.

Teaching writing in English (6). One emergent theme that came up exclusively in the Group B focus group was regarding whether or not to teach writing in EMI courses, due to the complexity involved and the unpreparedness of students to be able to learn such skills. There is general disagreement in this respect, with one participant claiming it is necessary and doable (B6), one claiming it is too complex to embark upon (B4), another participant claiming they consider it important but have too many students to be able to correct writing (B7) and one abstaining from the discussion (B5). An interesting point in this respect is the opinion that writing skill is somehow linked to culture, namely American culture placing great importance on writing in academic environments and providing in-depth training in such to students from early on, versus Spanish culture, which participants say focusses very little (or none) on writing. This,

they say, translates into Spanish students not having writing skills at university and it being too late to teach them so in English when they do not even have the notions in their L1.

Another issue that came up is that they themselves, as Spaniards (well, the three that participated in this specific discussion—the one who abstained is not a Spanish native, which may be the reason for abstaining) do not feel comfortable themselves with this skill and would require specific training in academic writing in English to be able to transmit that knowledge to students.

“So, if you have problems, you are not going to be able to teach it right? So, that’s the big... I see the need for us to be trained in this, then transfer those skills. I feel most people... they are not prepared. Even with this. This is not enough. You should have an even longer training. And in the United States, you know very well that you have courses in every degree... just of academic training. Here, we don’t have absolutely anything at all. So, we are lacking that skill, but we don’t care about how to write well...”

(B4).

Expectations of course participants (5). A discussion came up in Group B (which did not in Group A) sparked by a participant’s comment regarding professors’ initial expectations on the course:

“Well, the thing is really that... it’s useful in the end, but everybody begins your portfolio course really with other expectations. You can tell

whatever you want, but really, the first day we are not really understanding what you are saying. Everybody and me... well, with my colleagues with whom I spoke at first before we went to your course, we talked about... I asked them 'What's this all about?' 'It's something about training in English. It's OK because you feel comfortable afterwards.' But nobody really expected to prepare what you're trying to train us in; to prepare the portfolio."

When asked what professors expected when signing up for the course, participants had different answers, ranging from improving their English, to receiving “a little” training in academic English, or learning how to write a course syllabus in English. Once again, having visiting professors who have completed the CLIL portfolio training come to classes to explain their experience or using video testimonials were considered good ways of remedying false or varying expectations.

5.4 Final Changes to Portfolio 3

Due to the large amounts of information and suggestions that came of Focus Group B and the analysis of emergent themes, further changes were implemented to P3, resulting in a final portfolio design that incorporated the following items and/or changes:

- The portfolio was split into three parts, giving it a modular structure, with a Part I, Part II and Part III. Each section includes its own learning aims and outcomes due to the suggestion from participants that they needed to be explicitly stated and repeated throughout the length of the course—not only at the beginning—to

ensure understanding at all times of the focus of their learning through portfolio building. This would also make the portfolio visually less “overwhelming”, which was a concern brought up in the final focus group.

- A section called *What is the UEM CLIL Portfolio?* was added in which the concept of a developmental portfolio is described in detail as well as a more in-depth explanation of the aims and objectives of the portfolio. This was added due to the agreement among focus group participants as to not understanding the concept of *portfolio* or the objectives of completing it, their suggestions to “*precise a little more*” (see Figure 36).

Figure 36. What is the UEM CLIL Portfolio?.

What is the UEM CLIL Portfolio?

C2: CLIL Fundamentals
C5: Research and Evaluation

The UE CLIL Developmental portfolio is a tool intended to aid and support faculty members involved in multilingual education. It tackles didactic issues regarding second language acquisition within their content courses and how to manage the specific problems often encountered in these classrooms, including how to integrate content and language objectives effectively through Content and Language Integrated Learning, or CLIL.

For many faculty, the teaching portfolio provides the formal process for making sweeping changes in pedagogy or methodology. As an instrument that grows out of substantial reflection and analysis tied to hard evidence, the document also offers teachers a credible system for valid assessment of performance. It utilizes a discipline-based format which validates the individuality and integrity of teaching, serving as a catalyst for substantive improvement of the philosophy, strategies, materials, outcomes, evaluations, and goals of teaching. (Zubizarreta, 2001, p. 2)

Portfolio Aims and Objectives

This portfolio is intended as a tool for developmental training in Tertiary CLIL. It is not meant for assessment purposes or for showcasing one's professional work, but rather is intended as a learning process in and of itself, resulting in a repository of tools, resources, strategies and reflections. It may be done in paper format or online through the UE Virtual Campus e-portfolio tool.

The main focuses are:

- *To share experiences, ideas, resources and strategies with other CLIL professors in order to reduce the stress and workload involved in teaching your courses in English*
- *To increase opportunities for individual self-reflection as well as collaboration among peers*
- *To offer you the opportunity to apply what you have learned in practice teaching settings where you give and receive feedback with peers to improve your teaching practice*
- *To increase your linguistic abilities in English*

6

Note. From “UE CLIL Professor Portfolio 3”, own source.

- In addition, a section regarding CLIL at UE was added in the *What is CLIL?* section that further contextualized the language policy concerning CLIL at

Universidad Europea, so that professors have a greater understanding of the institutional interest in their training in this methodology (see Figure 37).

Figure 37. CLIL at UE.

CLIL at UE

At Universidad Europea multilingual education is fundamental at all levels. As a Spanish-speaking university, communicative competency in English is considered a basic and cross-disciplinary requirement in all Degree Programs. In addition to English language instruction, English as a second language may be acquired through obligatory English activities in Spanish medium classrooms as well as through obligatory subjects taught in English in each year of each degree. The idea is that students gradually become competent in the use of English within their field of expertise. Therefore, professors at UE with the capability to do so may be requested to teach courses in English. The methodology suggested to do so is Content and Language Integrated Learning. This portfolio will help you gain knowledge and competency of CLIL and help you prepare to teach courses in English.

10

Note. From “UE CLIL Professor Portfolio 3”, own source.

- In the Building an e-portfolio section, an example of my own digital e-portfolio was added so as to allow participants to visualize what their portfolio would look like upon completion if they chose to do it in e-format. This was done in response to Group B’s insistence in the focus group that it was not clear to them until the end what they were supposed to do and in response to their suggestion to include a visual example.
- Regarding their opinion that it was necessary to inform future trainees of the importance of customizing their CLIL portfolio, an extra note was included in the instructions on the page *Your Portfolio Contents* explaining so (see highlighted part of Figure 38).

Figure 38. Your Portfolio Contents Instructions.

Your Portfolio Contents	C5: Research and Evaluation
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Which of the following components would you like to include in your portfolio? Which are missing? Some you will create on your own, others your teacher will provide for you, and yet others you will gather in collaboration with your peers. You may develop your portfolio as much as you like to meet your personal and professional needs adding any content you find useful throughout your teaching career and sharing content with each other. The following checklist will help you get started and serves as a guide to begin developing your portfolio. You can customize it to your needs, your teaching field, and your target audience. There are some activities you may do in your training that you may not want to include and others you may want to include more of and that decision is entirely up to you. Remember, this is YOUR Portfolio.

- Personal profile
- Reflective statement and goals for English-taught subjects
- Glossary of terms (adapt to your area of teaching)
- Bibliographic resources in English
- Teaching strategies
 - o Role of L1/L2/L3 in classroom
 - o Multi-level strategies
 - o Multimodal learning
 - o Scaffolding
- Activities bank
 - o Ice breaker and burn out activities
 - o Competency-specific activities (Reading, Listening, Speaking, Writing)
- Academic Templates
 - o Course description template
 - o Course syllabus template
 - o Lesson plan template
 - o Assessment and rubric template
 - o Abstract writing template
 - o Academic writing template
- Good practices for teaching subject content in English
- Final reflection
- Other: (add anything missing that you would like to include)
 - o _____
 - o _____

10

Note. From “UE CLIL Professor Portfolio 3”, own source.

- In the bibliographic resource gathering activity, there was a Multi-modal resources section added with some resources provided. This was done in response to some participants’ suggestions that they would have liked more

information regarding this (see Figure 39). There were also a few resources added to the English language and Content area resource sections.

Figure 39. Bibliographic Resources in English.



Note. From “UE CLIL Professor Portfolio 3”, own source.

- Finally, a brief section called *Tips* was included in certain activities to give participants clues as to how that activity might further help them or transfer to their students’ learning (see Figure 40.)

Figure 40. Example of Tips from Personal Profile Activity.

Tip: *You may use this as a short controlled biography-writing activity in the beginning of your course in a class writing blog or such. As the course and student language competency advances, you may use more intricate and academically-inclined writing tasks. You may also use the Writing Handbook resource provided to offer your students language support.*

Note. From “UE CLIL Professor Portfolio 3”, own source.

5.5 Research Questions Answered

In this section, an analysis of both the main and specific research questions posed at the start of the investigation will be presented for both groups A and B together. It will begin with the more specific subsequent questions, building up to the two Main Research

Questions at the end, as answers to the specific questions are required in order to reach a more global analysis as required of the Main Research Questions. The data analyzed to answer both Main and Specific Questions has been drawn principally from the interviews, as well as from focus groups and portfolio documents. Therefore, the answers to research questions are based on participant perceptions of their CLIL portfolio-building experience at UEM.

The ten specific questions are essential in order to answer the two main research questions. Answers to Specific Questions 1, 2, 3, 4, 5, 6, 9, and 10 were included in the interview scripts, coded, and analyzed in the second phase of coding to respond to RQ1. In addition, the assessment of participants of P1 and P2 through the focus groups will be used to answer this first main research question of whether the UE CLIL Portfolio was useful to their development as EMI instructors. Specific Questions 7 and 8 respond to RQ2 concerning the contents required in the portfolio, and are drawn from the first phase of analysis (both quantitative and qualitative) of the Changes to the portfolios. Results are as follows:

5.5.1 Research Question 1

The first Main research question to answer in this study is: *Is building a CLIL Portfolio with the help of a mentor useful to the development of EMI Professors at UEM?* Answering this question required obtaining responses from participants to the following specific questions, which were answered in the following manner:

SQ1: How did professors perceive the experience of preparing a portfolio?

The answer to this question differed somewhat from Group A to Group B, with the latter being much more positive overall than the former. In the case of Group A, there was greater variation regarding participants' perceptions of their experience preparing the CLIL portfolio, ranging from *"Very good... We have to speak really much and I think it was a good method"* (A1) or *"Oh, I feel good. I... in all moments that I prepared this portfolio I felt like, Ok, this is useful"* (A4) to feeling it was:

"[A] task, so it's another burden for you if you are going to classes and also you have to do that. It's like something you have to finish as soon as possible.

Because when you are preparing it you are not feeling that it's going to give you any help in that moment, just something that you have to do for the teacher.

Maybe if I had to teach in English..." (A3).

There were a few participants who stated it being *"a good idea"* regarding the activity as useful, such as participant A5 who referred to the importance of collaborating with professors from other fields and seeing different ideas, as well as enjoying the variety involved; or participant A2 who made mention of the need EMI professors have to *"have several resources when you start to teach in English to make it easier to prepare the class"*, although this was not the particular case of this participant and therefore they regarded the experience as *"not good for me"* stating that his/her immediate needs were to increase their level of English language. Another two participants mentioned that the action of preparing the portfolio would have been more useful if they had known better

from the beginning what the objectives were and what they were going to do. Both Participant A6 and A7 saw potential in the activity and thought some specific parts of it were particularly useful to them but felt they did not get the most out of the experience because they did not understand the outcome until the end of the course.

In the case of Group B, however, the entire group referred to the experience as being very positive with comments across the board to the effect that, *“So, the first thing... it was a great experience. I had a lot of fun in the class. And, it was a great... a very enriching experience”* (B4). Several participants made reference to it having been their first experience with portfolio-building and the impact it had on their teaching:

“I never did a course like this, so for me it was something new, and I think a good experience. ...For me it was useful. Really useful... So, for me it opened a world of... everything. This thing [the portfolio]” (B1).

“Well, first of all I must say that I was like confronting myself with something I never did before. So... I had my methodology of preparing my classes. But, when I came into your classes I learned that there was a lot of resources that I could, at least, introduce and... to improve the way I was teaching” (B3).

“[M]y first experience has been really with this course... And I found very, very useful, because as you realize, I’ve been teaching in English two years... So, this is why I really realize that the portfolio, the course and the portfolio in

particular... it was very useful, because I learned a lot of things. ...People were very collaborative and even... well, because we were from many different disciplines. And it worked really very, very well. I think that it was one of the best courses” (B6).

“I’ve not done it before. In XXXX Country, I went through a process of receiving surveys from the student that did endorse my teaching. But you don’t really go through an in-depth process-which is organized-to... in a way, categorize your skills... your skills set with your student audience. So this is something I’ve never done before” (B2).

In addition to these views, one participant mentioned the experience being useful, but preferring a different format, specifically an electronic format:

“Well, my experience was really that I think it’s useful... I think it’s important to have the documentation, not always to renew it when you begin, so it’s something... a basis to start with. But later on, when I had to work with Word [processor] I felt like it wasn’t really the actual... the resource I needed. It must be more dynamic, something like documentation in the cloud, or something like a web or something like a blog spot, or something really that I have all with me, or in the cloud and it’s something always fresh and new, and I can make inputs easily. But the Word is something, like, too static. Too ancient right now... So,

it's really the resource, not the design. The design is Ok, because you have everything to use immediately” (B5).

SQ2: Did they find it useful? If so, what was useful about it? Where usefulness is concerned, participants from both groups attested to finding the portfolio useful, either in its entirety or in some specific way. This opinion was expressed not only through their own personal perception, but also evidenced through the acknowledgement of using their portfolios for their classes.

“Last week I used it to... I used the glossary because I remembered that I wrote down some things and I didn't remember it now. So I remembered that I didn't know how to say like, ten to the negative power of...I think it was ten to the negative sixth power. So, that was very difficult for me. So I remembered, I looked for the portfolio... I mean, I check it many times” (A5)

“I found very, very useful, because as you realize, I've been teaching in English two years... So, this is why I really realize that the portfolio, the course and the portfolio in particular, but... First of all, it was very useful, because I learned a lot of things. ...The portfolio itself, I think that it's really a very good methodology or... It's a tool... a tool... probably... in order to improve, to improve the efficiency of these kind of things.” (B6)

What was useful about it varied between groups and among participants, with views ranging from the portfolio being very useful in English Medium instruction, to finding

great use from applying it in their Spanish-taught courses, as expressed by several participants in Group A.

“The most useful for me was at the beginning of the course because my boss told me... one Thursday that the next Monday I had two new courses, and the new thing is... it was...were in English. It was my first time in English... Because at the beginning were the moments that I hadn’t had time” (A4).

[In response to the question of whether they had used their portfolio]:

“Yep. Of course. And I did... I did in my Spanish, some things like ice breaker and some other things I used” (A1).

“This year I, for example... in the last subject I’ve started... just a month ago, I started with an ice breaker. So... we were few in class... I said, “C’mon. Let’s do this.” I was... [laughs] You know, I found it useful. I really like making... or applying everything I’ve learned. And then... more things we talked about... I... I used them already. ...The ice breaker I told you about; and all the things... the burn out activities as well... Maybe that [CLIL multi-modal learning strategies] was, again, very useful. Very useful.” (B1)

Most participants, especially in Group B, referred to the entire portfolio as being useful, while some specified certain parts of the portfolio being useful to them, including the

glossary, academic templates (such as the syllabus), or the sharing of ice breakers and collaboration among professors.

“This is a very good scheme. This is a very good scheme because it made me... it made me understand that... not only, as you said, it’s to plan your English classes, but you have to also think, ‘What are the needs and the requirements of your specific subject and the way you are going to communicate them to the students?’ And also, I guess the portfolio was good for... to organize. To organize your ideas and to put them in practice in the classroom.” (B3)

“It helps to organize the way we do things and also it helps us for the future. It’s material that you already need to have for your classes, so you are able to organize yourself well with that and I think that might be easier in the future. And that’s what I can see... that it’s gonna help me in the future, in the way I might be teaching.” (B4)

“I think when one of us, of the students, share with the other activities in English that they design it’s very useful because... well, I think it’s a way to practice and to put in the situation to teach in English. It’s very useful. And of course to make the syllabus and all these kinds of things that we need to do it because you must to incorporate in the Virtual Campus, so it’s very useful.” (A2)

Two participants from Group A link the usefulness of the entire portfolio to whether or not they have teaching assignments that include EMI courses, although in both cases participants mention the activity as useful in some way.

“Maybe if I had to teach in English, maybe if I have to teach in English, maybe I will go and use some resources that I have there, but until the moment, as I don’t teach in English, I haven’t done it. But, well... Well, I think the vocabulary... the vocabulary of the most used words in this context I think is important, to go and look for that. Also, resources as the ice breakers and the kinds of resources that we had been working on, I think that’s a good idea.” (A3)

One participant mentioned the information in the portfolio being useful, but not the format.

“Well, my experience was really that I think it’s useful... first of all, before I begin the course, I really... I think it’s important to have the documentation, not always to renew it when you begin. ...But later on, when I had to work with Word I felt like it wasn’t really the resource I needed. It must be more dynamic, something like documentation in the cloud, or something like a web... So, it’s really the resource, not the design. The design is Ok, because you have everything to use immediately.” (B5)

SQ3: Was it motivating and how so? When asked about the effect of building a CLIL portfolio on their motivation, participants were positive in general, stating aspects such as it improving their teaching, improving their English language level, helping them

reduce their workload and/or increasing their confidence teaching in English as motivational. Several participants made reference to gaining a new awareness about CLIL as motivational, as well as awareness about teaching methods they had not realized were of importance before the course.

“I like and I think probably it should be better for me because it’s... I need targets to be a good person or a good teacher. And it should be a target because these years, or in the last five years I was teaching the same every year, so it’s not any... I don’t know the name in [English] ... positive aspects for me. So, I thought that, probably the English or my English ability I improve a little bit probably is good.” (A1)

“Respondent: I think if they offer me the group for next year, I will teach it again. So, I like it. It’s an effort, but I like to teach in English. It keeps my English fluent... I’m motivated because it keeps my English fluent... a good level.” (A5)

“I’ve learned a lot with your classes, Victoria. Yes. I didn’t miss any class, because I was enthusiastic. And I understood it was an opportunity to learn, and to exchange ideas with other departments. And it was so nice because of the group. .. I guess it goes... all it goes in relation with... because if I felt more confident and with more skills and ideas to prepare my classes, I guess I would transmit that into them.” (B3)

“So, when I started teaching in English for me it was a lot of pressure because I teach international students so I was always thinking about their level of English... So, it was like it took away all my pressure. I understood what was the, really, objective of CLIL...of teaching in English... and it was like, ‘C’mon. You can do it.’ And I... it opened for me a new world.” (B1)

“Yes, I liked it. Because it was quite free, I... we felt like students and we felt the opportunities to use the resources. So, it’s not only telling you what could benefit the other persons, but you were feeling it was benefitting you already. ...I’m going to repeat this portfolio as much as I can, because I don’t think it’s just to make it once. I think you need to make at least once in a year.” (B5)

One participant stated that although they considered the portfolio a good motivational tool for EMI professors, it could cause demotivation if the professor involved did not have an adequate English language level, as was their case in their own perception.

Another also made reference to feeling inadequate due to their English level.

“Well, I think it’s a good idea [the Portfolio Course] to increase the motivation of the teachers because they can thought... they can think that there are several resources that they have, and they can to think, to prepare some new activities... When you... when I was the last year with you at class and you show us all of resources, all of web pages, and a lot of sources of information, it was really

motivating for me... But first of all we need to have a general level really appropriate to teach in English. ...[W]hen we redirect our time in class to these types of exercises when we have not covered this previous need yet, is very frustrating.” (A2)

“Well, I thought that last year there were... the levels of English were very different. It was supposed to be a higher level of English, and sometimes I felt that it was not... equal level on the class, that I should need maybe a little bit higher level in order to learn more from my peers...” (A6)

Another admitted that they thought the workload involved could be a cause of demotivation in some professors on the course, although they stated it was not their own case and they thought the workload was appropriate.

“So, I’ve found, so far, I think is that class that I have more homework, which is a good thing... I mean, I enjoyed it. It’s useful for me... But, it’s a lot of work. I liked it. And I think it’s useful for me. But for example, someone that is not teaching in English, right now... I think it’s, ‘Oh, this is way too much for me...’” (B4)

Finally, some participants did not respond concerning the portfolio experience, but rather their own feelings of motivation or demotivation where EMI is concerned, referring to a lack of incentives on the part of the institution or students’ lack of interest in receiving

tuition in EMI as causes of demotivation, while others mentioned their love for languages and working in a multicultural environment as motivational factors.

“I’d prefer not to... to teach in English. Because it’s not... it’s not valued by the university, and you have to do double work and you don’t have any compensation...” (B3)

“And this is another complaint... just that I think that the students that we have over here... they didn’t get so many problems in order to get everything. So, maybe for this reason they didn’t care about anything.” (A7)

“I found... at the beginning, I felt very excited because as I told you I think it’s really so very important to do that... for everyone, we are going to work for an international environment... So, to teach in English is a way to teach students how... the framework, the environment they are going to work [in] Yes, well I think the institution really should, well, push these kinds of activities, and, well... it’s my personal opinion, but really, these activities have great value.” (B6)

SQ4: Did it help improve their teaching and if so, how? Participants’ perceptions regarding whether preparing the CLIL Portfolio helped improve their teaching were for the most part affirmative, with some clear examples of how offered in the interviews. Particularly in Group B participants claimed to have gained great insight

and awareness concerning CLIL, which in their opinion helped them become better EMI professors.

“It did. It definitely did. Yes. Yes, Victoria. Yes, definitely, because I felt more confidently.” (B3)

“Yes, because first of all I was... appeared relaxed, which was the first phase I had to resolve. And, the next thing is that you gave me the resources, and all the other teachers, the resources to make any kind of improvisación... Improvisation... at any moment.” (B5)

“Yes. Sure. For sure...It really, really... a lot. A lot. A lot.” (B6)

“Yes, it can... I mean, not the portfolio... I mean, if you use the portfolio. Not for having a portfolio you are going to be a better teacher but it can help you if you are willing to use it, of course.” (A6)

Specific examples given by participants of teaching improvement achieved thanks to the portfolio include:

- Changing traditional methodologies of teaching for newer, more active methodologies: *“It was good, because... And I think I have some conversations with you because I preferred master classes [lecture classes] but I think it’s not the best thing. In some subjects you need a*

master class, but when they have to think, probably they'll work with other students... with all students... Yeah, and I changed my mind.” (A1)

- Adapting materials to the language level of the class: *“I did the session showing a video... and first I think several questions in order to try to preview what we are going to learn, and to preview what level the audience has. And then I showed the video, explained some things and... to put in common the predictions the audience has...” (A2)*
- Strategies for mixed-level groups and pair work/group work: *“Because, out of this [CLIL strategies], I got two important things. The first one: establish the level of English; and the second one: break the groups in class. ...[N]ext year, when I start the English with the internationals, the course will be with international groups, I will do that. I'm going, for sure, to do that. It's one of my objectives next year-break groups... this year I let them... put them by themselves... I just said, 'Get together in groups.' And they got together. Obviously, in friend groups. The Taiwanese, the [etc.]... But, next year I am not going to permit that.” (B1)*
- Reflection: *“I don't know if it improved my teaching, but it certainly helped me realize... be more aware about what I do. Because this is... this process has helped me formalize a lot of my strategies and made me think about what I do when... So, I think it's helped me organize what I*

do and how effectively I do it. It's given me an awareness about my strategies, which to me is extremely helpful. It... Well, I don't know if it's taught me anything radically new, I think there's been things that have been helpful, but as far as reflecting is concerned, it's been a massive help.” (B2)

- Planning: *“Because that means the teacher that prepared a portfolio, I think in my opinion, with a first view, is the most responsible and has planned everything better than the other one.” (A4)*

“Because you foresee some problems and you are able to have the resources. You are better prepared as a teacher, for sure. I mean, it's not... you haven't applied what you've learned probably, just immediately or at the same time. But, you are gonna realize that you have to take different problems, that it's not only just learning the materials, preparing the Power Points, and then lecturing. But you have to take other variables into account.” (B4).

In Group A there was greater variation in professors' perceptions, with some testimonies that evidence no change in teaching methods and no intention to do so, even though the strategies being used are not recommended in CLIL (such as translating materials rather than using authentic ones, or not assessing or giving any feedback on language use at all).

“I think, first of all I would translate, if I’ve done the same subject in Spanish, first of all I think I would translate. In many occasions, I think other things that I would use...” (A3).

“So, that’s what happened with my subject. I started teaching it in Spanish, and then they told me to teach it in English. So what I did was to translate all the presentations... The same activities, the same units, everything’s the same.” (A5)

“You cannot evaluate the language. You can evaluate just the topic that you are teaching... But for example, in the activities that we do in English, they can answer in English or in Spanish, doesn’t matter. And I never correct their mistakes. Just, if they can communicate the information more or less, it’s fine. Doesn’t matter.” (A7)

SQ5: Did it improve their level of English? Responses to whether the CLIL portfolio-building improved their level of English were varied, with an almost even number of participants stating one of three general responses—a full Yes, a partial Yes, or a No, not really. Those who responded a clear Yes gave explanations such as:

“Yes! Yes, of course. ...Yes, because I think my problem is writing... So probably, to force to make you an essay or make a portfolio and to look for vocabulary and to make slides, probably is good” (A1).

“Yes, I think... I mean, of course; yes. And also, it was very important the time, because we spent a lot of time, I think three hours a week in two sessions is good to have; a continuous feedback and work...” (A6).

“Yes. Ummm... Yeah, I think so. I think you made a difference as well... because what I’ve been saying concerning learning space... If you have a very dedicated space where people come to be familiar with what goes on in that space, I think that is a thing which can help people release their inhibitions about saying things...” (B2).

“Yes. Because the idea of exchanging vocabulary, you were there to help us and even the digital resources that you gave us opens your mind, your horizon” (B3).

Some participants stated yes, but gave explanations that raise doubt as to whether it really improved their level of English or just helped them to maintain it.

“I mean, every time that you do any English activity, you read, you write, you think in English, maybe it helps you to improve your English level. I don’t see the improvement very easily, but I think that if you keep doing things in English, you are not going to have a worse level of English. For sure that you are going to increase it, maybe not as fast as I want, but I think it could help you.” (A5)

“I went to an English school, so I studied everything in English. I left my school... I went to study the degree... in Spanish... and I just left my English. ...And now, it’s like... I don’t know... when you suddenly start remembering things and you feel comfortable again with something.” (B1)

“I think so. I mean, I’m always improving my English. It’s something that I... I just don’t wanna... call me a perfectionist. I mean, I always like to improve my English.” (B4)

“Mmmm.... maybe, yeah. I put some more... I have problems with verbs for... and terms. And if I can receive any of this input, I’m glad. There were lots of them, I think...” (B5)

The more negative opinions were as follows:

“But for me, it....it wasn’t good. I think what I really need in this moment was to practice the grammatical structure to speak in English. Because I can write, more or less; I can read, more or less; I can listen, but it’s very difficult to me to incorporate the structure to my speaking in English.” (A2)

“Ok, I mean... I don’t know if it was the best way to improve my English. Now if somebody lets me choose between different kinds of English courses, I don’t know if it was the best one. But I think that if you have prepared a first portfolio and

then you repeat the course, for sure that you are going to improve a lot your portfolio and you can use more activities than I used in the last quarter." (A4)

"I'm not sure. Because, I think that I would need, some more, maybe... I don't know how to say... phonetics, or... something like that... But, this is very specific, so..." (B6)

SQ6: Did it improve their academic proficiency in English? With regard to academic proficiency improving or not, answers were mostly positive, with some being positive with a certain degree of doubt. Participants either mentioned it helping them improve in that area, or stating that it helped them but in only one specific sense, or expressing uncertainty as to exactly how.

"Well, I think... I learned too much, but I don't know if it's just what I learnt or I like too much just to know how you study in United States... I think it was good." (A1)

"So, the portfolio is going... I think is going to improve my academic, because you can see different teacher resources or methodologies, or different things, and this is going to help the academic English level or your teaching even in Spanish as well. Every time that you learn a different methodology or more things about teaching, it's going to help you either in English or Spanish, so I think it's good." (A5)

“Yes. Yes. And... I for instance, learned complete things. But, I have to say that this academic essay... it’s important... I mean, as a matter of fact, I realize that I really wrote many papers, and maybe I’d forgot more or less. But now I have a pattern, a most academic pattern, so really, this kind of thing, these kinds of portfolio templates; patterns are really very, very useful.” (B6)

“I felt academically it was good, I had many titles of things that said I have a very high level of English, but in the end, the important thing, that is communicating with someone face-to-face.” (B4)

“I suppose. But, I don’t know... but I think... it must have improved. ...I had to re-work all the resources that you gave me. ...But, I haven’t really. I have just passed... too quickly.” (B5)

“Well, I think that it was useful just to know, for example... just to know the vocabulary... the academic vocabulary. Although in my case I am not going to use it right now. But at least I know where I can go to check for it.” (A7)

One participant was not very clear about whether it helped him improve his academic English or not.

“It depends on the approach that you give to your portfolio. I mean, if you prepare general activities for whatever kind of courses or areas of knowledges, or if you prepare a specific portfolio for... I don’t know, statistics...In my case it was a general one because I didn’t know, first if I were going to teach in English in the future...” (A4)

SQ9: Does the tertiary CLIL portfolio respond to their needs as English medium instructors? With this question there are several things to consider. First of all, what participants consider are their needs, and secondly their status as EMI professors. In the second respect, responses differ among those participants currently immersed in EMI (in Group A four professors and Group B six) with those training for a possible future as EMI professors (three in Group A). The former stated needs covered in the CLIL Portfolio training, such as teaching to internationals versus Spanish-national groups in English, CLIL classroom management, or planning and organizing English-taught courses; but the latter mentioned other needs not covered (or not covered in-depth) in the portfolio such as learning specific vocabulary, improving certain English language competencies at a specific level (such as writing at B2 level or speaking at C1 level), or increasing their English level as requirements that need fulfilling before receiving training in CLIL. The needs of both groups also differ according to general level of English, with Group B having a higher general level than Group A and expressing needs concerned more with language acquisition, whereas Group B’s needs focused more on teaching methods or collaboration among professors as covered in the portfolio.

Therefore, answers were positive in the case of the higher level, full EMI professor profiles and somewhat more negative in the profiles with lower English level and/or not full or only partial EMI professors.

“Yes, well I need... Yeah, I need it... Yeah, yeah, probably I need to improve my level, but I don’t think too much. But probably I don’t have the specific words to make a very good master class [lecture class] ...” (A1/non-EMI professor/B2)

“One of the needs that the teachers at the university have is the... write papers. And all the time that I send a paper to a congress they always say the same: “You need to improve your English” or “your technical English” I think that the portfolio is more directed to prepare things to teach in English... First of all we need to have a general level really appropriate to teach in English.” (A2/non-EMI professor/B2)

“...[I]t’s especially important for me in XXXX subject because we have a lot of hours... So, we need to change a lot the activities to maintain the attention... When I came to the university, I started to send some presentations to my colleagues and they were surprised, because everybody kept the materials for them, and well... they were surprised, and they liked it. But we don’t have the habit to meet and to share....” (A3/partially EMI professor/C1)

“So, for the assessment system and for the interactive activities of the beginning of the course, I used the portfolio for these. And after that, I don’t know why. Ok, because the portfolio, I think it’s a very good idea but if you propose the portfolio for your own teaching at the moment or the next year, officially. I think you oblige yourself to prepare a very very good portfolio. In my case, I didn’t do that, because it wasn’t officially. So, I just can to... can use three or four activities of my...” (A4/partially EMI professor/C1)

“So, last year was a little bit more difficult because it was the first year and I did have to prepare all the material. I had to prepare all the presentations, all the different activities. And this year I just need to actualize something...I mean update some things and to maybe do some new activities, that is just like punctual things. I just need to remind concepts, maybe just try to read in English, to update some of the vocabulary, but much of the work is already done. So, this year is much easier for me... And this year, when we were in some of the classes like... talking with our colleagues next to us with different web resources, and I really found out different webs from different teachers that I’m using at the moment. So, to be sharing the different tools that you use... I find it very useful. As I told you, the ice breakers, but the websites as well... I mean, you get many, many ideas from these lessons in these courses.” (A5/partially EMI professor/C1)

“The syllabus and some of the templates for the classes. Sometimes to organize the courses I use these templates. Maybe I design some activity for this or that specific lesson and I maintain it for one course to another if it’s well and in that way you can easily remake the courses.” (A6/Full EMI professor/C1)

“I think that the thing that can really help us is just the common place. I mean, the... like a blog or something where you discuss with another teacher your problem.... [M]aybe in this case it should be useful for teachers which are teaching the same topic. Because we are going to get the same problem. How to organize the class and so on. This topic is quite particular. Because everyone have their own plan.” (A7/non-EMI professor/B2)

“Well, I have like four groups. Three are international and one is Spanish. This...well, it’s a very big change... because with international students I use my English because it’s the only way we can communicate, so it’s English for everything. For the Spanish students we speak in Spanish but we use English. So, I made all these CLIL things or conclusions... Well... the CLIL course is a good thing.” (B1/Full EMI professor/C1)

“The kind of challenges I face are, I think, more to do with reducing this level or sense of embarrassment or shame about making a mistake in class. I like to learn about my audience first, and then try and adapt myself...”

Interviewer: Ok. Do you think that English medium instructors need this?

B2: I do, yeah. I do, because... you know, we face the same barriers and, you know, if you're [non-native Spanish—nationality excluded to safe keep identity] like myself, or yourself as well... you know, you may come in with different attitudes and ideas, and I think... if you have one or two people in the class that have that experience, it's useful for the other tutors to absorb... to absorb it.”

(B2/partially EMI professor/C2)

“It's to plan your English classes, but you have to also think, “What are the needs and the requirements of your specific subject and the way you are going to communicate them to the students? ...Well, this is one of the aspects that your course gave me very good clues to put in practice. And also, I guess the portfolio was good for... to organize. To organize your ideas and to put them in practice in the classroom...” (B3/Full EMI professor/C2)

“It helps to organize the way we do things and also it helps us for the future. It's material that you already need to have for your classes, so you are able to organize yourself well with that and I think that might be easier in the future. And

that's what I can see... that it's gonna help me in the future, in the way I might be teaching. And having this [the portfolio], is a good start... Just teaching in English is just the momentum here in Spain, it's gonna revolutionize everything in twenty years. So, the better prepared, it's gonna be the better for you, for your future career. ...So, the more resources that you have, the better. And... this helps. It's ver... It helps... it's reflective, it makes you think about the problems that you might have and ways to solve that.” (B4/Full EMI professor/C1+)

“[W]e have little time and it has to be really resolving what we need in the moment. It has to be really dynamic, with that. So, we should only offer what the people want. And... you gave me the resources, and all the other teachers, the resources to make any kind of improvisación... Improvisation... at any moment. So, when I feel stuck at a moment, I feel that I can really get any of these resources and resolve this stress... stressing moment... for everybody, not only for me, for the students... Really... I'm getting through this, what you are giving us right now... I'm really having the tools. I'm not really aiming much more. What's really... only really stressing me a little bit is that I may have to prepare with little time my next subject in English. That's really stressing. But the only thing. If these kind of courses I'm going to receive in the next trimesters, and always be incapable to work a lot more, to making these resources really organized, I'm give... having this... I need to have a language center with

language teachers and colleagues who understand me, working with me... just being... probably helping me... that's more than enough. And the other thing is that the planification for the next trimester is... with enough time. That's all. [referring to the lateness with which courses are assigned to professors at the university.] I don't really need much more.” (B5/partially EMI professor/C1)

“So... We would be very much interested in courses such as this one. ..And, well... it's my personal opinion, but really, these activities have great value. And not just to fill other needs, but maybe... What I need, for instance... I'm being obligated to attend courses that really... I mean, it doesn't make any sense... about, I mean... Public Speech... So, really, you should... the institution should really be focused on courses that bring value, like this one, because this is methodologies really to teach... And so... prepare the teachers.” (B6/Full EMI professor/C1)

SQ10: Do professors think the experience of preparing a CLIL portfolio improves the learning outcomes of their students and if so, how? Responses from Group A give little if any information that would suggest their CLIL portfolio might affect the learning outcomes of their students positively. Mostly they commented regarding the low motivation of their students to learn English (A1 and A6), their opinion that students perceive the English level of EMI professors as not adequate (A2). In two

cases (A4 and A5), participants mentioned that the portfolio prepares the professor better and improves their teaching, implying that this might improve their students' learning.

“Ok, if I improvise something, for sure I can't transmit the same thing to the student than if I have planned well. So, for sure they are so clever, so they perceive if you have prepared your activity or you are improvising, so then that's... Yeah, for sure. In Spanish, in English, in whatever kind of language.”

(A4)

“Yeah, because if you have the portfolio, you have many tools to help you teach in. So, I think it would improve the teacher's teaching... I've never been talking with them about it.” (A5)

In Group B, however, responses were positive, with participants clearly believing their students' learning motivation and/or outcomes improve (or will improve) thanks to their CLIL training.

“Yes, because you are adapting all the time to them. You are aware... you are aware of their... of all the different types of students, of all the different deficiencies of the students... That's one of the things that we got out of the course... That what you have to be aware is that there are going to be students there that don't understand you. Others will understand you, and you have to be in the middle just asking... I try and take away the pressure a lot. So that they want to learn in English. You know? So they are happy about it. Because if not,

it's like "Ahhhh. This is in English! Oh my god, I cannot do it! I cannot do this!"

(B1)

B2: *"So, you know... what I've taken from this is something... is... organizing my teaching strategy and making sense of it. That's what I've taken from this...*

That's what I've taken from this."

Interviewer: *"And does this transfer to your students' learning?"*

B2: *"I think so. Because, having an awareness about what I do and how I do it gives me great power and authority to be a teacher and to influence my students.*

Sounds very manipulative, doesn't it? Influence my students into...improving their learning, basically. I think it is valuable, yeah."

"And I saw something nice in my students. They progressed. ...Yes. There were people that couldn't speak, they were afraid. ...They didn't dare themselves to speak, or to make a phrase. Even if they had mistakes or the pronunciation was not so good, I never stopped them... expressing... Well, I did what you recommended us: don't be... don't get blocked... When you want to speak and to express an idea, think of the many possibilities that you have... Well, I did a very participative... Participative? ... Classroom and I adopted some technical aspects from our intercultural mediation classes. And that's why I saw... when... I was happy when they progressed, and they said, "Well, I feel more confident." (B3)

“Well, I think so. I think it’s a good experience, it’s definitely gonna... It will change the way you see things. So I already notice, with some of the other teachers, they told me that this is a new paradigm for them. ... And that’s why it’s important this [portfolio] because I can organize and see the experience of other people, see what they’ve done, what is more effective... In this sense, it’s not... I wouldn’t say it’s my fault. It’s just not teaching well, but I must explore different ways and then see what’s more effective. And at the same time, be careful. It’s not that because it worked with this group, it means that it’s gonna work with this other group. So, that’s the way I think. And I think this helps [the portfolio].”

(B4)

“Yeah, because if not, I really think that any English teacher is not really aiming what he needs and what his students need. He has to have this kind of reflection; reflexión, no? And I think it’s a must.” (B5)

“Yes. For sure. ...Yes. Yes, because... I’ve realized that, because I made questions related with the English activities, even in the exams. I mean, that are not in the notes or in the books, but... For instance, select... and are very related with something that they learned. ...Because, especially if we understand that like learning goals... I mean, for instance, to have an idea how to carry out a

brainstorming. So this is something that really they do with these kind of activities, and then, you can test... hm? Even with questions... with... or with tactical works, but sure... sure that really improved their learning. ...Yes, I think they feel now... much more comfortable with these kinds of activities. Because, well, it's just a way to break down... to share different parts of the class.” (B6)

So, what is the answer to the main research question *Is building a CLIL Portfolio with the help of a mentor useful to the development of EMI Professors at UEM?*

According to what data suggests from the perceptions of participants in this study; Yes under the following conditions:

- That course participants be professors with knowledge and/or experience in teaching university courses in English as a second language, in CLIL or EMI environments, or whom are currently teaching EMI courses—not those who merely need to incorporate some English lesson plans or activities in their L1 courses, as these professors clearly did not share the same needs or motivations as those fully immersed in EMI.
- That course participants have at least a C1 level of English. In fact, the more comfortable they feel with their English level, the better their experience with and development through the CLIL portfolio.

5.5.2 Research Question 2

The second main research question was: *What contents are necessary in a CLIL portfolio intended for training professors so that it may be useful to their development in*

EMI? To answer this question, as with the first main research question, it is necessary to answer some of the specific research questions first; namely, SQ7: *What extra materials did they include in their portfolios and why?* And SQ8: *What changes need to be made to the portfolio in order to improve it?* The fact that main RQ1 had a positive response under the conditions of being a full EMI professor and having an adequate (C1 according to most participants) level of English makes the data from Group B more relevant to answer these questions, as only this group as a whole fits those criteria. In addition, the fact that most of the suggestions for adding materials and changes made by Group A were incorporated into the redesign of Portfolio 2 make the questions more relevant to be answered by Group B. Therefore, according to the portfolio document analysis, interviews analysis, and focus group analysis from Group B, data show as follows:

SQ7: What extra materials did they include in their portfolios and why?

This question is important to understand what materials are useful to professors that I had not foreseen and that may be beneficial to include in the final portfolio design. It is important to distinguish that these “extra” materials refer to those that were not indicated at all in the portfolio checklist or anywhere else as possible materials to include. But rather, participants added them of their own free will for reasons they explained in the interviews. The results regarding such are indicated below.

- One participant (B4), in addition to the glossary of terms, included a list of online glossaries of terms in their specific field of teaching. This participant spoke in the interview in depth about the key role that specific vocabulary played in their

subject and how important it was to them and the learning of their students. This participant also repeatedly highlighted the importance of communication skills and good pronunciation in English—for which they mention the glossaries are a very useful tool.

- Two participants (B2 and B4) included as an addition to their ice breaker lesson plan, templates for preparing the activity that could be adapted to other courses and/or fields of study. Their reason for doing so was so that other professors on the course could use their activities in courses of other disciplines.
- One participant (B5) added the self-assessment grid of the CEFR but did not refer specifically to why s/he added it other than the fact that competencies in these courses are very important.
- The same participant (B5) added very technical subject-specific vocabulary visual aids that s/he had prepared for classes. In the interview mention was made of how important it is to share these with colleagues and students and the fact that they have them on a common repository in the university's Moodle campus for others to access.

In summary, the extra materials added to portfolios in Group B included technical vocabulary resources, ice breaker activity templates, and in one case the CEFR self-assessment grid. With the exception of the last example, which we cannot be sure as to the intention of the participant in including it as it is not mentioned; all others were based on the idea of collaboration and sharing among colleagues and students.

SQ8: What changes need to be made to the portfolio in order to improve it?

According to the data provided by Group B participants, improvements to the portfolio would include:

- Reducing the amount of out-of-class assignments as they were highly pressed for time and had great difficulty dedicating more time than that provided on the course.
- Supplying the portfolio with greater clarity and coherence where objectives and expected outcomes are concerned.
- Offering the portfolio in a more useable format, such as an electronic format, where participants have access to their materials at any time they may need them.
- Spending less time on participants presenting ice breakers and more time on presenting competency-specific activities as part of their teacher practice on the course.
- Making the portfolio more customizable where area-specific vocabulary and resources are concerned.
- Reducing the importance given to academic writing for higher levels, and focusing more on writing for lower level students, as this is a competency many of their students are not yet prepared for.

- Continuing to focus on collaboration and encourage it even more, not only within the course, but also beyond (in their departments and with non-course participants and students).
- Reflective components were of particular importance to Group B participants, and therefore need to be given continuity in the portfolio. This is a key point considering that in Group A reflective activities were not submitted or given much importance and required further testing, which has resulted in reflection being crucial to their development as CLIL Professors.

According to the data from participants concerning the two specific questions posed in this section, the answer to Main Research Question 2: *What contents are necessary in a CLIL portfolio intended for training professors so that it may be useful to their development in EMI?* should be that it needs to include above all, a balance of reflective and collaborative components that include CLIL classroom management, planning, organizing, teaching strategies, etc., as well as abundant area-specific vocabulary and resources customizable to each participant's need where field of teaching is concerned. Activity repositories should be included that offer a variety of activities, among which ice breakers are important, but so are other competency-specific activities also related to their particular fields. Academic templates are considered musts, but participants seem to think these require less work and therefore they are relegated to a secondary role as "annexes" that need to be there, but should take up little time and energy from the course. Where language components are concerned, some materials are

considered beneficial, but in general professors in this group were confident of their English level and mentioned more a wish to “maintain” it, which they considered would happen naturally due to their instruction in English. They debated regarding the importance of academic writing and whether this was or was not beneficial to students, although they considered it beneficial in any case to their own development. Where information from oneself, information from others, and products of student learning are concerned, Group B included in their portfolio mostly information from themselves and some components for student learning (rubrics, assessment criteria, lesson plans, etc.). But where the information from others came into play was in the classroom through collaboration—which they found highly enriching and essential to their development even though they did not include many activities from others in their own portfolios.

5.6 Summary

In this chapter dedicated to Results, the data that has been gathered and analyzed from both phases of the study has been presented, including an in-depth description of Group A and B participants, their levels of English, years of experience teaching in CLIL environments, and languages of instruction. Results from their portfolios have been analyzed in quantitative descriptive terms, which gave both a global picture of the portfolio contents and content types submitted by participant, and the types of contents submitted in relation to whether they were Reflective Activities, Collaborative Activities, Academic Templates, or Language Learning Components. This data was crossed with the three variables mentioned above (level of English, years of experience and language

of instruction). However, no statistical analysis was carried out as the main objective of the quantitative data lay in corroborating the data obtained from participant interviews as the study is principally qualitative in nature. The most relevant data, therefore, came from the interviews, which had the dual objective of establishing what changes were required to improve the portfolio as a training tool, and answering the research questions posed (both the specific and main research questions). Finally, the focus group served to assess the decisions for redesign taken by myself as researcher and ensure that they adequately represented the thoughts and views of participants and in fact resulted in improvements according to their opinions.

6. Chapter 6: Discussion, Conclusions, and Recommendations

6.1 Introduction

The purpose of this dissertation has been to contribute to making the extremely challenging task taken on by EMI and/or CLIL professors at UEM easier by creating a training tool designed to respond to their specific needs through empirical study, namely the UEM CLIL Portfolio. The nature of the study is a Case Study where a portfolio-based approach was used in two phases to train faculty in tertiary CLIL. The UEM CLIL Portfolio was created with the intention of being a developmental portfolio where trainees learn through the process of building it in a collaborative setting with a mentor using a competency-based learning approach in line with the principles of social constructivism, communicative language learning, collaborative learning and problem-based learning. In this final chapter, key findings will be briefly summarized, the final portfolio design proposed presented, limitations of the study exposed, recommendations given, implications for positive social change discussed, and finally a conclusion delivered.

6.2 Key Findings

This section will review the key findings in this study, analyze and interpret the findings according to the conceptual framework, and describe how they confirm, disconfirm, and/or extend our knowledge of CLIL in higher education, specifically regarding CLIL as the basis for training tertiary professors who teach in an L2, in this case English.

6.2.1 Portfolio Documents Submitted

Where description of portfolio documents is concerned, Group A's portfolios were more abundant than Group B's by approximately double the average. Group A participants also employed greater effort on activities in general as a group, according to the mean effort, (3.1 versus 2.8). However, results from interviews do not indicate that Group A had greater interest in building the portfolio, as in fact according to participants' testimonies just the opposite occurred. Group B was more positive about the experience and usefulness of building the portfolio to their teaching than Group A. One reason for this seems to be that the profile of professors in Group B was better matched to the training activity, and it better covered their needs. In this respect, data shows that the participants in both Group A and Group B that taught full courses in English greater valued the portfolio training, as evidenced both in the quantitative information gathered as well as in their interviews. Data also showed that participants with lower than a C1 level preferred a type of training that focused more on their language needs than those with C1 and above (the case of the full EMI professors), regarding the portfolio training as an added value, but not within their immediate training needs. Another possibility for the difference in enthusiasm among groups is that the second version of the portfolio, used with Group B, had been improved upon in comparison to the one used with Group A. However, this cannot be confirmed nor disconfirmed with the data obtained in this study. Finally, the concern for time and the fact that Group A had double the time in-class to dedicate to their portfolios due to the course being thirty-two weeks long and

dedicating half that time to the portfolios, and Group B having to do it in an intensive eight-week format surely influenced the number of contents submitted and mean value where effort is concerned. Nonetheless, Group B participants preferred CLIL training in an intensive format precisely due to their lack of time to dedicate to their development suggesting refresher courses to improve upon it. Their intense concern for their lack of time contributed to their prioritizing “*musts*” versus “*good to have*” in the words of Participant B6, and mostly employing strictly the effort required as instructed in the activity. As time was a crucial issue for all participants, it will be discussed as a key finding on its own hereafter.

The quantitative data concerning differences in portfolio contents submitted according to variables of English language level, years’ experience teaching, and language of instruction showed little conclusive data, which is considered normal due to the low number of participants in the study in accordance with the requirements of qualitative studies and number of participants. The only key findings in this respect are the following possible considerations supported by the qualitative data:

- The already mentioned preference on the part of participants with lower English levels for a greater focus on language improvement components and reasons for such.
- The category of Reflective Activities had one point greater where mean effort is concerned (per quantitative data) and much greater importance by participants (per qualitative data) in Group B. This ties in directly with Group B’s testimony

as a whole of the great impact the training had on their awareness and teaching improvement, as reflection is essential for this. In the European Framework for CLIL Teacher Education's first module, a great deal of the training is dedicated to just that—Awareness—with almost half of the section dedicated to “Examining good pedagogy and CLIL” defining learning based on awareness, including: “Awareness-raising of personal established teaching practice, Language awareness and knowledge about language learning, Content awareness and knowledge about content learning, Content-subject specific awareness, and Awareness of language user profiles, identities, and affective factors” (Marsh et al., pp. 31-32), all of which are included to some extent in the UE CLIL Portfolio training. The fact that in Group A the category of Reflective Activities was given the most importance by the participant who taught exclusively in English indicates a possible trend where Reflection is most important to full EMI professors, also supported by the qualitative results. This would support the European Framework for CLIL Teacher Education, which defines the first competency of Personal Reflection as “Commitment to one's own cognitive, social and affective development is fundamental to being able to support the cognitive, social and affective development of students” (Marsh et al., p.17).

- Where years' experience is concerned there was very little to point out other than the result that newer professors placed greater importance on Reflection than veteran professors in both groups. This might be explained by the new professors

having more to learn not only about CLIL, but about teaching in general due to their limited teaching experience. Some of the new participants stated in their interviews that they felt they had learned a lot about teaching methodology and methods. This seems to indicate that the social learning aspect of the Portfolio is advantageous especially to new professors, who are learning from more experienced peers.

6.2.2 Adequacy of Portfolio Contents

The establishment of adequate portfolio contents lay primarily in two recommendations. The first of the two came from the portfolio-building literature Zubizarreta, J. (2001) based on Seldin (1993, 1997, 2004) which advised including information from oneself, information from others, and products of student learning. In this respect, according to the results, although collaboration was highly valued by both groups evidenced mainly from the interview and focus group results, the inclusion of material from others (peers' activities in this case) was not as important to them as the actual learning they received from their peers. They did, however, demand many support materials from the instructor (myself). They also gave very little attention to products of student learning—other than in the case of tools and strategies for assessing students in language and content. Mostly they focused on their own information and the things they specifically needed on an individual basis. Therefore, for the purpose of training tertiary CLIL professors at UE, it does not seem that including material from others is a priority for trainees. In fact, what they required is a more individualized strategy, with

information specific to the needs of each professor according to areas/fields of instruction. It is certainly essential, in any case, to provide as many activities as possible that use a collaborative learning approach, allowing professors to later personalize their portfolios as much as they wish and include information from others only if they desire.

The second issue concerning adequacy of portfolio contents had to do with covering the CLIL competencies trainees required. For this, there were typologies created of necessary activities based on the literature and course participants' needs, resulting in four categories of activities: Language Activities, Academic Templates, Collaborative Activities, and Reflective Activities. The framework for Portfolio 1 in this respect was informed by the competencies highlighted in the Socrates-Comenius 2.1 Project. Portfolio 2 incorporated the competencies as marked by the European Framework for CLIL Teacher Education.

In general terms, Group A believed there was an overabundance of CLIL methodology in their training, whereas Group B thought one of the strengths of the portfolio lay in their learnings on CLIL. Group B specifically mentioned over and over again the impact it had had on their "awareness", which is of major importance in CLIL Teacher development, as will be discussed further in one of the points hereafter. Not only were they satisfied with the competencies they had acquired, but wished to continue doing so, through repeating the CLIL portfolio training, receiving further CLIL competency training, or publishing in the field, all of which were mentioned as by participants in interviews. This certainly had much to do with motivational matters

(Group A was more interested as a whole in improving their language skills whereas Group B was searching to acquire greater competency for their EMI courses). But in any case, evidence from interviews and focus groups shows that both groups thought building the CLIL portfolio was useful and a positive first experience (as this was a first experience for participants). The fact that the Socrates-Comenius portfolio model was dense and targeted to lower levels of education may have contributed to the idea on the part of Group A that there was “*too much CLIL*” as they did not associate it directly to their training needs and lacked time to dedicate to something with a great workload. Whereas, the competencies set forth by the European Framework for CLIL Teacher Education seemed to work better. This may be due to the fact that the competencies therein are not directed solely to primary or secondary education, but also focus on adult learners, making it more relevant to tertiary level learning. Group B expressed that the competencies they had learned were important to them in their instruction in English. Of course, the motivational factors already mentioned regarding the EMI status of Group B professors surely had an impact on their greater enthusiasm towards their learning through the CLIL portfolio training.

Language Components. Both groups in general agreed that the most important language competency they need in their training is speaking. They also agreed that working on area-specific vocabulary and keeping a glossary was useful, both in their teaching and to aid in their students’ learning. Thirdly, many attested to the importance of academic English in their practice and in the classroom. On the other hand, where

grammar is concerned, with the exception of one participant (A2--with a B2 level), both groups regarded components dedicated to this as unnecessary. In this respect, this method of training should be considered only with professors who have a consolidated advanced level of English and feel confident in their language skills. Those participants who expressed being less confident in their English language capabilities (only occurred in Group A) also found the portfolio overwhelming or even demotivating in one case. In the Group B focus group, participants warned about this same effect stating that a professor who does not have the required level (in their opinion C1) would be overwhelmed and demotivated by the UE CLIL Portfolio training.

The changes incorporated into the portfolios regarding language components were, in the case of P1:

- A link was included to the CEFR competency grid in Personal statement for professors to check their language level. This was done in response to statements from Group A participants that they did not know their language levels nor were they aware of the abilities involved.
- In-class grammar activities were eliminated due to the agreement from all participants but one that working on grammar was not useful and unnecessary.
- The glossary activity incorporated more explanation and resources, as this was considered important by participants.

- Language learning (grammar, vocabulary, speaking practice, and writing) were embedded in all activities, to integrate language practice with other competency-building activities.
- Speaking practice and discussion were added to almost all activities in the portfolio per the consensus that this was the skill they needed to improve the most.

The fact that Group B participants required little or no changes with respect to the language components attests to the redesign of P1 to P2 being an adequate improvement in this respect. In P2, changes made to language components included:

- Additional language support resources were added to the Resource Gathering activity.
- The Personal Biography (Language activity) was linked out to a very complete language guidebook to use as a reference whenever needed.
- A full language competency self-assessment activity was added to CEFR section for professors to become familiarized with how to self-assess language capabilities.

The Focus Group to assess the redesign of P2 to P3 participants did not require any changes where language components are concerned. However, due to their insistence on the usefulness of being provided support resources, one minor change was made regarding language components to P3, which was that in the bibliographic resource

gathering activity, there were a few resources added to the English language resource section.

The changes applied throughout the various phases of the study where language components are concerned have resulted in a final portfolio that embeds language learning into almost all activities, much like CLIL does—so that professors are continuously working on their language skills, but without specific lessons dedicated to learning English language. In this sense, the portfolio favors a model of language acquisition rather than language learning, according to the conceptual framework as explained in Chapter 2. In this way, professors learn by doing, through experiential learning (another focus of the portfolio's conceptual framework). Integrating language acquisition into all other activities models CLIL to professor-students and allows them to transfer that learning to their students.

Where CLIL competencies are concerned, the final portfolio design takes into account the following in its language components, as established by the European Framework for CLIL Teacher Education (Marsh et al., 2010):

- to deploy strategies to support language learning in content classes (PDC 3, 4, 5, 6). (p. 19)
- support continuous language growth through a repertoire of didactic strategies (e.g., Zone of Proximal Development, error awareness and correction, first language transfer and interference, translanguaging, anti-plateauing strategies and modelling) (PDC 3, 6). (p.21)

- to define their level of language competence according to the *Common European Framework of Reference* (CEFR), and to articulate related developmental needs (PDC 8). (p.17)

Academic Templates. In the case of Academic Templates, both groups reported them as highly useful. Group A was particularly positive in their interviews about the importance of these activities and also employed the highest mean effort here according to the quantitative data. The reason for this may be explained by the fact that this group had varied professor profiles, with full EMI professors, professors who must carry out regular CLIL activities in their L1 courses, and possible future EMI professors. The group was also varied in English levels, ranging from initial B2 to high C1. This translated to varied needs where CLIL training is concerned. However, preparing a syllabus or course description in English for a CLIL course, learning to structure a lesson plan in English, or having a writing template for essays in English are activities that aided their work since these are things the university requires of all professors in any case. Therefore, it was a need they all shared.

In the case of Group B, they considered the Academic Template components as “academic musts” but at the same time did not believe they required a great deal of effort, understanding them more as necessary “annexes” to their portfolios. In the focus group with participants, a debate arose concerning whether the academic writing template was useful or not—with participants divided on the matter. Those who spoke out against it mentioned that their students are not prepared or capable of carrying out an academic

essay successfully—even with the tools provided in the portfolio. They also stated a lack of time to dedicate to such. However, about half the participants stated it was indeed useful to them. Therefore, rather than considering whether or not to eliminate the activity, which was useful to at least some—a shorter more controlled Abstract Writing activity was added so as to provide professors with an option to choose from—one targeted at lower level students (Abstract Writing) and another more complex (scaffolded) activity for higher level students (Academic Essay). This would allow for greater customization of the portfolio, as suggested by Group B participants.

In interviews from both groups, the syllabus was specifically mentioned as useful. Some Participants from both Group A and B also pointed out that Academic English was of particular importance to them, as it also is in CLIL learning environments—both for professors and students. The Academic Templates respond to this need as they embed EAP within each activity.

Where changes to the portfolio Academic Templates are concerned, due to the positive opinion of participants in Group A and lack of criticisms, the changes were few, including mostly further developing those already existent:

- All academic templates were conserved, with additional resources added to each.
- An activity was added to the lesson plan template where participants create an area-specific lesson using the format provided and practice teaching it on the group.

In the redesign carried out with Group B, changes consisted in:

- An Abstract Writing activity added for lower level students including guidance on practicing writing with all levels and allowing professors to decide upon which to use depending on the capability of their students.
- All academic templates were conserved with even further resources added to each, including area-specific resources to aid professors in their field of teaching.

The changes made to the portfolios in respect of the Academic Templates have yielded a final portfolio that allows for customization in certain activities through providing a greater range of area-specific resources which professors choose depending on their field, which leads to greater concept formation in professors and eventually in their students through the transfer of their knowledge. This is essential in good CLIL practice.

Being able to teach with effective opportunities for concept formation is probably the most important skill for staff (1). This requires that they have a full grasp of key words in English specific to their field of teaching. This can be anything between 300-500 domain-specific words and staff needs to be highly skilled in using this vocabulary of their discipline. At the same time they need to be able to use socio-constructivist methodologies to give students some space for responding to carefully structured teaching and learning tasks. (Marsh et al., 2013, p.29)

In addition, the final portfolio design allows professors to choose, in the case of the Abstract Writing or Academic Writing activity, from a series of activities depending

on learner capabilities, adding to their ability to adapt to learner needs and abilities. This is a competency that is necessary to master when teaching in CLIL environments as described in the European Framework for CLIL Teacher Education (p. 21): “CLIL Teachers are able: to identify key concepts of content subjects and make them accessible to learners by modifying teaching to take into account students’ diverse language competences and needs (PDC 6, 7)” (Marsh et al., 2013).

Finally, the changes employed to the portfolios allow professors to plan and prepare a lesson plan within their field and practice teaching it in class to receive feedback from their peers. As planning is one of the most fundamental of the CLIL competencies established by both the Socrates-Comenius 2.1 (2009) and European Framework for CLIL Teacher Education (2010).

Collaborative Components. This category is the one with the most abundance of activities and submissions in the portfolios, as well as where the most time is dedicated, as the basis of the conceptual framework of the UEM CLIL Portfolio is collaborative, experiential, and problem-based learning, as explained in Chapter 2. Therefore, these types of activities are at the fundamental basis of the portfolio and have been given special attention. According to results, the activities in this category had the most impact on participants’ learning and were where the most changes were made in regards to portfolio components, mostly to add substance to the already provided activities and adding more activities to this category. For both groups, collaborative

work was considered a change agent towards reflection and improved teaching, as evidenced from interview and focus group results.

Group A's portfolios were particularly abundant in this category, mainly due to the sharing of Ice Breaker and Burn-out Activities, which they found of great use—most likely due to the fact that their needs and capabilities where CLIL activities were concerned fit very well into this type of “light”, low cognitive and low linguistic demand activity. It is an interesting juxtaposition to the opinion of Group B concerning Ice Breakers and Burn-out Activities, as their results show just the opposite—that there was an overabundance of time dedicated to such activities, and more time should be spent with more cognitively demanding and linguistically demanding activities—specifically those focusing on CLIL competency. The fact that Group B had greater EMI teaching loads and more advanced levels of English language competency are explanations for such differing needs and a clear indication that the final portfolio design needed to undergo important changes in this category towards a model that better covers the needs of the second cohort of professors.

The initial changes made to the first portfolio redesign under per Group A results were as follows:

- All original collaborative activities included were conserved, and one more was added to plus one added—namely, an activity dedicated to gathering resources from several sources, forcing participants to establish networks of support where they can find authentic materials and language support when needed.

- A social, collaborative approach was given to all activities, including individual reflective activities, which are firstly discussed with peers or the group.
- Department and peer resources sections were added to the new Gathering Resources activity.
- A Moodle platform CoP was assigned by HR for CLIL portfolio development courses where all resources, materials, ideas can be shared.
- Assessment and Rubrics sections were conserved and further developed to aid in professors learning how to assess not only content, but also language.
- Ice Breakers and Burn-out Activities were conserved and further developed with sample activities provided and practice teaching included.

In this group, special mention was made in several interviews of the usefulness of the rubrics template to aid them in CLIL assessment. This was most likely due to the fact that professors did not feel confident in assessing language, as they are not language experts. This was a theme that was common, and was particularly relevant in this case due to the group's overall feeling as to their lack of language capabilities. This activity was also one they could use for their L1 courses, which was particularly useful to this group due to the high volume of participants who stated using their CLIL portfolios for their regular L1 courses.

In Group B, collaboration was regarded as particularly enriching, and participants were especially positive about their learning and motivation achieved through this approach. Changes suggested by this group for P2 included:

- Adding a Competency-specific lesson building activity to the section dedicated to the shared activities repository, so that it would include Ice Breaker Activities, Burn-out Activities, and Competency-specific activities.
- Shifting the amount of time dedicated to Ice Breakers and Burn-out Activities more toward Competency-specific Activities. Therefore even time could be dedicated to a variety of types of learning and motivational activities.
- The CLIL strategies activity being conserved but with some changes involved, which include: one of the situations being changed and adapted to difficulties in establishing rapport; a situation being added with regards to problems caused by mixes of national and international students in one group; and one activity added where participants invent a situation according to their own personal experience.
- Offering the possibility of building the portfolio in digital format, through the use of an e-portfolio application included in UEM's Moodle campus. This format would facilitate the sharing of portfolios among peers and also allow professors the option to share materials with students.
- A CLIL CoP was created in collaboration with the Vice Rectorate of Quality and Academic Innovation and the Human Resources Department for the continuing education of participants who have completed the Portfolio Training course to continue sharing and collaborating.

The end result obtained from the changes aforementioned is a portfolio that aids in the development of CLIL Professors through providing the tools necessary to learn to

build peer, departmental and institutional support networks. In this training method the instructor is a mentor—a facilitator—who creates the conditions for trainees to learn from each other, through the sharing of experiences, the collaborative search for solutions to complex situations and problems, seeing how others do, receiving peer feedback, having ample opportunities to practice in a safe environment among peers, etc. Within this model, the following competencies from the European Framework for CLIL Teacher Education (Marsh et al., 2010) are targeted, among others:

- to nurture cooperation with colleagues and have a repertoire of cooperation strategies and skills (PDC 4, 5). (p.21)
- to cooperate with colleagues so as to reflect on and improve learning (PDC 6, 7). (p.21)
- to create supportive structures to foster contact and communication with other speakers of the CLIL language (PDC 6, 11). (p. 22)
- to articulate CLIL-specific assessment needs and goals, and to develop and implement related assessment tools (PDC 8, 9, 10). (p.23)
- to assess learning resources and environments and to identify potential difficulties and solutions to overcome these (PDC 4, 8, 11). (p. 25)
- to articulate techniques for developing cooperative networks aimed at choosing, creating, adapting and accessing materials or developing learning resources and accessing learning environments (PDC 8, 11). (p.25)

- to co-create with students a non-threatening environment that is driven by learning and the active participation of all students (PDC 5, 7). (26)

In this way, the UEM CLIL Portfolio as a method of instruction creates a true professional learning community, in accordance with that established by the European Framework for CLIL Teacher Education, which enumerates the following tendencies:

- having shared values and visions
- assuming collective responsibility for student learning
- fostering reflective professional inquiry
- facilitating collaboration, which includes open and frank debate
- promoting group, as well as individual learning (Bolam *et al.*, 2005). (2010, p.

13)

Reflective Components. Reflection is the first competency defined by the European Framework for CLIL Teacher Education (Marsh et al., 2010), where it is described as the “Commitment to one’s own cognitive, social and affective development is fundamental to being able to support the cognitive, social and affective development of students” (p. 17). It is an essential part of teacher education based on portfolio building, as described in Chapter 2 and one of the most important factors in CLIL learning and teaching, as discussed in the literature on CLIL in Chapter 3. The positive impact of the reflective components on participants’ learning and teaching improvement through their developmental portfolios supports the literature as evidenced by the testimonies of participants in their interviews, in both groups, but especially in Group B.

Where Group A is concerned, it was surprising to find that very little attention was paid to the reflective activities in the portfolio, in the sense of submitting reflective activities as well as in the mean effort employed on such tasks. Especially after listening to participants express in their interviews and focus group how they had indeed reflected, causing them to incorporate changes they considered improvements in to their teaching methods and re-conceptualizing some of their previous notions concerning instruction not only in an L2, but in teaching in general. For some it may have just been a matter of lack of time to dedicate to actually writing their thoughts down. And certainly, the fact that the final activity was tagged as “optional” translated to “unnecessary”, as no participants in Group A submitted this activity. Nonetheless, the portfolio building training in and of itself caused participants in Group A to reflect and change and evolve, and therefore is considered adequate in this respect.

For Group B reflection was crucial, as evidenced over and over again in the testimonies of all participants, who mentioned the great awareness they had gained, through their reflections: that the problems that occurred in their L2 classrooms were common and not due to their insufficiencies as professors; that they were not alone in their feelings of inadequacy or lacking of understanding concerning what to do in these subjects—there were other professors in the same situation; that teaching in an L2 is more difficult than most people think and it requires a great deal more skill, effort and a lot of extra time for all CLIL/EMI Professors (and not just them). Through reflecting they also came to conclusions in some cases that what they were doing in the classroom

regarding translanguaging, was not necessarily wrong and under controlled circumstances could be beneficial—boosting their confidence in this respect.

For these reasons, although Group A employed very little effort on the physical activities to be submitted in the portfolio, it was decided to keep them. Reflective activities were, however, adapted so as to be more relevant to tertiary professors (as the original activities were based on the Socrates-Comenius 2.1 Portfolio—which as previously stated had a primary and secondary education focus) and were made slightly briefer. Reflective questions were embedded in the instructions of practically all activities in the portfolio to encourage the practice of reflection in all learning goals.

In the case of the second portfolio redesign, there were no changes made with respect to reflective components as results from Group B confirmed that these activities should not be eliminated. The fact that Group B found these activities to be fundamental in their learning attested to the decision to keep these activities in P2 as adequate. The final portfolio design proposed in this study, where reflective components are concerned, responds especially to the following competencies as defined by the European Framework for CLIL Teacher Education (Marsh et al., 2010):

- to explore, and to articulate their own understanding of, and attitudes towards, generally accepted principles of teaching and learning. (p. 17)
- to explore and to articulate their understanding of, and attitudes towards content and language (L1, L2, L3) learning, as well as learning skills development in CLIL (PDC 3). (p. 17)

- to define their own pedagogical and content (subject field) competences, and related developmental needs (PDC 3). (p. 17)
- to explore and to articulate the necessity to cooperate with colleagues and other key CLIL stakeholders, and describe mechanisms for cooperation (PDC 4, 8, 11). (p. 17)
- to work according to the principles of grounded professional confidence (PDC 6). (p. 17)

6.2.3 Time and Motivation

Aside from Portfolio contents submitted and the changes and redesigns of Portfolio 1 and 2, other major key findings that affected the final portfolio proposed included the implications of time and motivation within the context of the UE CLIL Professor's daily work. These two factors sparked additional changes to be made so as to respond to the needs of UE professors beyond those originally targeted in the study regarding portfolio contents, and have to do with the structure and actual design and delivery of the portfolio training.

One of the greatest concerns in both groups had to do with time, or rather a lack of time to dedicate to the course, to dedicate to preparing their EMI courses, and to dedicate to their own advancement and improvement in both language skills and CLIL. Where preparing courses is concerned, participants stated needing double or triple the time, which supports the literature on recent studies which states a need of three hundred percent more time:

...These involve effort to develop and this is why recognition and some form of compensation is an issue. This diminishes over time but research has shown that it can take 300% more time to construct lectures and other formats in the additional language, compared to the domestic language. The most common form of incentive is to reduce the workload of the staff member during the start-up phase. (Marsh et al., 2013, p. 18)

The suggestion made by Marsh, Pavón and Frigols concerning providing staff with a reduced workload as a way to incentivize them also came up in the interviews repeatedly, both with Group A and Group B participants, once again confirming the literature in that this is a viable and desired incentive, even more so than monetary compensation, which participants stated as secondary. A clear indication of how the portfolio responds to CLIL/EMI professors needs where lack of time is concerned is the fact in both Group A and B participants attest in their interviews that they only truly understood the importance of their portfolio training once they had finished it, regretting in many cases, not having invested more time and energy during the course because they realize that having these courses pre-planned and organized is going to save them time. Several participants even spoke of their awareness that they need this training time to prepare their courses as it will help them save time in the future, which is exactly one of the major aims of the course—as stated in the initial chapters.

However, at the same time, it was necessary to ensure that participants on this training course were able to understand the importance of taking full advantage of the

course from the very beginning—and not only at the end upon seeing the final product.

In this respect, there was a lot of attention given to this matter in both focus groups to try to search for changes in the portfolios that could bring such understanding at the initiation of the course and ensure professors did not have to “regret” not having taken more advantage “if they had known and understood”. The Group B was particularly useful in this respect and therefore the following additional changes were carried out:

- The portfolio was given a modular structure, dividing it into Part I, Part II and Part III. Each section was provided its own learning aims and outcomes to ensure participant understanding at all times throughout their CLIL portfolio-based learning. Where workload is concerned, this would serve to make the portfolio seem less “overwhelming”.
- A section called *What is the UEM CLIL Portfolio?* was included where the developmental portfolio was defined and an explanation of the aims and objectives detailed. This would avoid misunderstandings as to the concept of *developmental portfolio* or towards the objectives sought.
- A section explaining CLIL policy at UE was added in the *What is CLIL?* section that further contextualized the language objectives concerning CLIL as established by university stakeholders, in an attempt to broaden professors’ understanding concerning the institution’s interest in their CLIL training.
- In response to participants’ repeated mention that it was not clear to them until the end what they were supposed to do with their portfolios, and in response to their

suggestion that including visual examples could aid in better understanding the final product, an example of my own digital e-portfolio was included in the section on building an e-portfolio.

The additional changes aforementioned will hopefully provide the understanding participants deem necessary for this method of training to respond to their needs where time is concerned—allowing them a greater understanding from the start of their training as to the future impact their portfolio training will have on saving them time. Although the final design proposed has not been tested due to the limitations where the scope of the study is concerned, the literature on good CLIL practice suggests that such changes are adequate:

Lever 13: Learning Success Benchmarking

A modular approach is recommended for English-taught degree programmes, one that involves continuous assessment and is directly linked to use of grading criteria linked to academic credits. This is to avoid problems resulting from unduly heavy final assessments such as end of semester examinations. It also enables staff to continuously monitor performance, identify challenges affecting certain types of international student, and maximize the use of formative assessment. (Marsh et al., 2013, p. 27)

Although this statement is made with regard to students in English-taught degree programs, the same applies to the portfolio training, especially where “maximizing the use of formative assessment” is concerned. It is this continuous assessment and

monitoring of performance which will aid participants on the CLIL portfolio training course to better understand the implications of their CLIL learning.

Understanding CLIL policy is also essential of CLIL Educators per the European Framework for CLIL Teacher Education, which establishes as its second competency as CLIL Fundamentals, explaining it as: “An understanding of the core features of CLIL, and how these link with best practices in education, is central to the CLIL approach, as are building inclusive and constructive relationships with students and other stakeholders” (Marsh et al., 2010, p. 18). Under this competency, the “can do” statement which best describes the changes made to the final portfolio design where adding contextualization of CLIL policy is: “to contextualise CLIL with respect to the school, regional and/or national curriculum (PDC 1, 4)” (p.18).

A few more final changes made came thanks to suggestions from Group B participants concerning their wish for more multi-modal resources and their interest in sharing their learnings with their students:

- The bibliographic resource gathering activity added one more section for Multi-modal resources, which provided some resources for professors and allows them to add to them.
- Brief tips were included in certain activities to help participants learn possible ways to transfer activities they had done to their students’ learning. More than a change, these were really statements that incorporate the teachings of the mentor into the actual portfolio learning.

The fact that all final changes made were co-constructed with EMI professors suggests that they will be an improvement, in any case, to the previous design where awareness of CLIL, planning, and time-saving are concerned.

6.3 Proposal for Final Portfolio Design

Due to the aforementioned conclusions concerning the key findings of this study, the consideration is that the UEM CLIL Portfolio is indeed an effective tool in the training of Tertiary CLIL/EMI professors at Universidad Europea. Appendix O shows the final portfolio design recommended to this end.

6.4 Limitations

The limitations to generalizability of the study and trustworthiness that arose due to its execution are as follows:

- Results from Group A were not generalizable enough due to the group mix of partial CLIL professors (who taught in Spanish but incorporated obligatory CLIL activities in English in their classes) with full EMI professors. Additionally, some participants in Group A had lower than a C1 level, which from the results has shown a difference in needs regarding the depth of the language training necessary in the portfolio—with B2 level participants requiring and demanding more focus on language training and less on CLIL. In this sense, the second phase purported more generalizable data.
- There was a difference in motivations on the course between groups—Group A participants had signed up for an English language training course and Group B

for a CLIL training course. This resulted in more positive results from Group B participants concerning the portfolio as a training tool for them than in Group A, whom were more critical of the tool. However, both views were essential in improving the tool and the fact that Group B participants were full EMI professors attests to the adequacy of the portfolio as a tool for training CLIL-profile professors who wish to improve their teaching. Nevertheless, the fact that the experience of building the portfolio was valued positively in general by Group A and unanimously by Group B indicates that the UEM CLIL Portfolio has positive effects on CLIL Professors, and may be more or less useful depending on their degree of urgency and necessity to teach courses fully in English.

- There was a certain amount of interesting data concerning participant motivation excluded due to the fact that exposing it would compromise the identity of participants.
- The triangulation strategy used to compare information from interviews was indeed an effective method for establishing validity of participants' comments and suggestions.
- In the case of the two interviews that were shorter than the rest, in one case (B5) it was in the end not only not an issue for concern, but one of the most productive interviews where suggestions for improvements to the portfolio were concerned. However, in the case of the interview with lost information due to technological problems with the recording (A3) although notes were taken it was impossible to

use explicit citations as information to corroborate suggestions and therefore resulted in not being able to support or negate certain statements made and those not being taken into account.

- The issue with the loss of data from the first round of interview analysis in Atlas.ti did not affect outcomes as the coding was repeated from the very beginning and the analysis could be carried out without further incidences.
- In the end, the initial concern for possible misunderstandings due to conducting the interviews in English did result in some loss of data at the time of analyzing it, although not the same happened with focus groups. However, the amount and type of data lost was not substantial and did not threaten or impede the analysis or results.
- The use of the focus group as an auditing measure was effective, and not only served to this end, but also to propose further changes and improvements.

6.5 Recommendations

The fact that there is little literature on training professors in L2 instruction at tertiary level, as discussed in Chapter 2 and 3 of this dissertation, makes this study of interest as a starting point from which new studies may be conducted and this portfolio tested and improved upon further for future training of professors. Particularly, it is recommended to put into practice and study the final portfolio proposed in this study, as the scope of this dissertation does not allow for another phase of study with the final portfolio design. This will happen in the immediate future, as the final portfolio design

will be used in the upcoming editions of CLIL training at UE (Madrid) and studied in the same manner.

Another recommendation for further research is grounded in the limitation of studying only professors' perspectives upon the portfolio's effectiveness in their own training, as is the case of this study. A project suggested for the near future concerns studying the impact of the UE CLIL Portfolio training of professors on their students' learning and satisfaction, which would require a more longitudinal study. One more limitation that should give way to further study involves this portfolio's exclusive focus on English as the second language, whereas it could be recommended to adapt to other L2 instruction and studied in these cases.

Where recommendations for practice are concerned, it seems imperative to point out that the developmental portfolio proposed for training CLIL Professors in this dissertation should not be put into practice without a skilled mentor trained in CLIL and knowledgeable in social and collaborative teaching methods, as it has been devised under such notions. In this respect, results showed that even though participants had their different opinions regarding the portfolio where their motivation, its usefulness, etc. were concerned, they highly valued the instructor, as evidenced in the professor satisfaction questionnaire results provided in Chapter 2. They also mentioned, in several instances, the importance of the learning environment cultivated and the rapport established. The relationship between mentor and participants is therefore considered fundamental in the success of this method of training.

Other recommendations for practice include that professors who do not have a consolidated advanced level in English and/or are not confident in their English language capabilities not be recruited for this type of training as results have shown it may cause demotivation in such cases. To this end, the level recommended is a minimum C1 level to ensure the target audience does indeed have the language capabilities to be successful on the course.

Additionally, it is recommended that the communication regarding this type of training be as clear and informative as possible so that professors know when they sign up what it will involve. To this end, it should include a description of the profile of professors it is intended for (Professors teaching subjects in English where English is an L2), the objectives of the course (with a clear indication that this is not a course focused on improving language skills), the fact that it is a demanding course (where time and workload are concerned), and a description of outcomes (the competencies participants on the course will have acquired upon completion). This should help ensure that the professors that sign up for the course are in fact motivated to do so, fostering the group dynamics required of a method of training based on collaboration and socio-constructivist learning.

A final recommendation for practice is that, if possible, a balance of professors with more and less experience in teaching in CLIL environments be included in the groups comprised for this method of training. Since experiential learning is one of the

foundations of this method of instruction, it will be beneficial to the group learning dynamic if the experiences shared are varied.

6.6 Implications for Positive Social Change

It is often said that teaching is one of the worst paid professions. If one takes into account the fundamental role teachers play in educating the future citizens and leaders of our world, we could at least say it is disproportional. Yet, teachers commonly express how their job is one of the most gratifying. In my case, as a teacher trainer, it is still more gratifying to be able to contribute to helping teachers who are continuously seeking to improve their students' learning and expand their competencies, usually for the sole sake of becoming better teachers. The study presented in this dissertation was inspired by such teachers—CLIL professors at UE (Madrid)—who wanted to improve in the very challenging task of becoming able to teach in English, a non-native language for them and for most of their students. To this end this dissertation intends to provide those professors and others like them, with a tool that will allow them to achieve the teaching improvement they seek, ultimately improving the learning of their students and future global citizens and workers.

At the same time, it intends to contribute to the lifelong learning of faculty at UE as the portfolio is a tool that is in continuous development and evolution. The European Framework for CLIL Teacher Education describes lifelong learning as eight interdependent key competences that:

[D]escribe the essential knowledge, skills and attitudes central to lifelong learning. They all emphasise critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. The eight key competences are: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression (European Parliament and the Council, 2006). (Marsh at al., 2010, pp. 11-12)

Where lifelong learning is concerned, the developmental portfolio proposed in this dissertation aspires to improve UE CLIL professors in the key competencies of communicating in a foreign language, learning to learn, and cultural awareness and expression, through emphasizing critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings as described above.

Finally, one of the greatest personal accomplishments gained from this study has been my own learning from the professors who undertook the portfolio training, resulting in my advancement as a CLIL Professor trainer due to the continuous search for feedback on how to improve the method of instruction proposed. In this respect, this study may be a useful model for other educators in Tertiary CLIL to replicate in their classrooms and

therefore improve their expertise in training EMI/Tertiary CLIL professors and become drivers of positive educational and social change.

6.7 Conclusion

As 2020 quickly approaches, education is undergoing giant changes thanks to new technologies, which are not only changing the tools teachers and students use in the classroom, but changing the very definition and confines of the traditional classroom, opening education up to a wider audience of students from all over the world. The need to internationalize higher education is becoming an imminent reality for institutions all over the world, and at Universidad Europea we are attempting to do so in a responsible way through research in CLIL and multilingual education, the development of an explicit language policy, training of EMI professors in CLIL, and the drawing up of language strategies and program planning, among others. The very notions of plurilingualism and multiculturalism at the heart of CLIL not only educate students to learn both content and language, but also teach them competencies and skills they will need in the future, such as working in teams with people who do things in different ways and see things from different angles, intercultural communication, understanding and respecting others, etc. In this respect, this dissertation hopes to contribute to the improvement of multilingual higher education by putting forth a model for training faculty via the mentored preparation of a CLIL Teaching Portfolio.

7. References

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Appendix A: Permission to Use Data from “Tertiary CLIL UEM Internal Research Project” by Strotmann et al., 2012

De: ERIGIT STROTSMANN
Para: VICTORIA MARIA BARMOND LOZANO
CC:
Asunto: RE: permission to use Tertiary CLIL data

As far as I am concerned, that's fine.

Prof. Dra. Marga Barmond
Language Center / Instrumental Office
Facultad de Ciencias Sociales y de la Comunicación
Edif. 5382 / 5127
victoria.barmond@uem.es

 Universidad Europea

De: VICTORIA MARIA BARMOND LOZANO
Enviado el: lunes, 26 de octubre de 2015 12:28
Para: ERIGIT STROTSMANN ; FRANCISCO MONTELEONES MARIN; MARIA BAILEN ANDRINO; SONIA BONILLA IJIMEZ
Asunto: permission to use Tertiary CLIL data

Dear all,
I would like to include some data from the tertiary cil questionnaire to professors in my dissertation (regarding motivations). May I have permission to do so?

Thanks!!

Victoria M. Barmond
Coordinador de Área
Language Center
T: +34 91 211 5137
Universidad Europea
UEE-ES

Repondre à cet e-mail le 27/10/2015 10:05

De: FRANCISCO MONTELEONES MARIN
Para: VICTORIA MARIA BARMOND LOZANO
CC:
Asunto: RE: permission to use Tertiary CLIL data

Sonia Vicky!
Fijate! :)

Prof. Dr. Francisco Monteleones Marin
Departamento de Biología (Teaching of Learning)
Facultad de Ciencias Biomédicas - Campus de Biomédicas
No. 5002 0718 01

Universidad Europea - European University
C/ Tapo, s/n, Villavieja de Oca, 28070 Madrid
UEE-ES

 Universidad Europea

De: VICTORIA MARIA BARMOND LOZANO [mailto:victoria.barmond@uem.es]
Enviado el: lunes, 26 de octubre de 2015 12:28
Para: ERIGIT STROTSMANN ; FRANCISCO MONTELEONES MARIN; MARIA BAILEN ANDRINO; SONIA BONILLA IJIMEZ
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Thanks!!

Victoria M. Barmond
Coordinador de Área
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T: +34 91 211 5137
Universidad Europea
UEE-ES

De: MARIA BAILEN ANDRINO
Para: VICTORIA MARIA BARMOND LOZANO
CC:
Asunto: RE: permission to use Tertiary CLIL data

Of course!!

De: VICTORIA MARIA BARMOND LOZANO
Enviado el: lunes, 26 de octubre de 2015 12:28
Para: ERIGIT STROTSMANN ; FRANCISCO MONTELEONES MARIN; MARIA BAILEN ANDRINO; SONIA BONILLA IJIMEZ
Asunto: permission to use Tertiary CLIL data

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Thanks!!

Victoria M. Barmond
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 Universidad Europea

Repondre à cet e-mail le 27/10/2015 10:05

Un autre de mes adresses de e-mail est sur internet.

De: SONIA BONILLA IJIMEZ
Para: VICTORIA MARIA BARMOND LOZANO
CC:
Asunto: RE: permission to use Tertiary CLIL data

Dear Vicky,
From my side you can use whatever you need from the project ☺

Best,
Sonia

Dra. Sonia Bonilla
Profesora Titular de Biología Celular e Histología Depto. Ciencias Biomédicas Facultad de Ciencias Biomédicas Universidad Europea de Madrid C/ Tapo, s/n, Villavieja de Oca
28070 Madrid
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----- Mensaje original -----
De: VICTORIA MARIA BARMOND LOZANO
Enviado el: lun 16/10/2015 12:28
Para: ERIGIT STROTSMANN; FRANCISCO MONTELEONES MARIN; MARIA BAILEN ANDRINO; SONIA BONILLA IJIMEZ
Asunto: permission to use Tertiary CLIL data

Dear all,
I would like to include some data from the tertiary cil questionnaire to professors in my dissertation (regarding motivations). May I have permission to do so?

De: Jose Maria Lopez Lago - [compartir] [mailto:jmlago@urp.es]
Para: VICTORIA MARIA BARMOND LOZANO
CC:
Asunto: RE: permission to use Tertiary CLIL data

Dear Vicky:

Of course! Good luck with the rest of the dissertation! ☺

José Mª López Lago
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 Universidad Europea

De: VICTORIA MARIA BARMOND LOZANO [mailto:victoria.barmond@uem.es]
Enviado el: martes, 24 de noviembre de 2015 15:21
Para: Jose Maria Lopez Lago
Asunto: permission to use tertiary CLIL data

Dear José,
I would like to include some data from the tertiary cil questionnaire to professors in my dissertation (regarding motivations). May I have permission to do so?

Thanks!!

Victoria M. Barmond
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UEE-ES

Appendix B: Professor Satisfaction Questionnaire Human Resources

RRHH

CUESTIONARIO DE EVALUACIÓN DE ACCIONES FORMATIVAS

UEM

Logo

Nombre del Curso: Formación en inglés Duración: un año

Fecha: 8/06/2012

Grupo: A4

Formador: Victoria Bamond

A continuación encontrará una serie de ítems que tienen por objeto recoger sus impresiones sobre el curso que acaba de realizar. Esta información servirá para mejorar la calidad de esta acción formativa, por lo que le rogamos que conteste el cuestionario con sinceridad y franqueza. Para ello, tache la opción que, según su opinión, le merece cada enunciado, teniendo en cuenta que: El 1 indica el grado más bajo de acuerdo con cada enunciado; El 4 indica el mayor grado de acuerdo con dicho ítem.

Valoración de los Objetivos y Contenidos del Curso

	1	2	3	4
1	Los objetivos y contenidos del curso son adecuados a mis necesidades profesionales			
2			3	3
3	Lo aprendido en esta acción será útil para mi desarrollo profesional			
4			1	5
5	El enfoque y contenidos del curso han sido adecuados a mis conocimientos previos			
			1	5

Valoración del Desarrollo y Metodología de la Intervención

	1	2	3	4
6	La metodología utilizada ha sido adecuada al contexto y audiencia del curso		2	4
7	La estructura de la acción formativa ha sido coherente y ordenada		4	2
8	Se ha logrado un alto grado de participación y motivación de los asistentes		2	4
9	La logística y organización del curso han sido satisfactorias		1	5
10	La duración y horarios del curso y el tiempo dedicado a cada tema han sido los adecuados		1	5
11	La documentación entregada ha sido adecuada		1	5

Valoración del Formador

	1	2	3	4
12	Las explicaciones y presentaciones del ponente han sido claras y efectivas			6
13	El formador posee un alto nivel de dominio de los contenidos			6
14	La capacidad de respuesta y actitud del ponente para aclarar dudas han sido buenas			6
15	El formador supo gestionar de forma efectiva a los asistentes, adaptándose con flexibilidad a las necesidades del grupo			6
16	El formador consiguió crear un clima de trabajo abierto, armónico y efectivo			6

Valoración Global de la Acción Formativa

		1	2	3	4
17	Grado de cumplimiento de mis expectativas			4	2
18	Valoración Global de la Acción Formativa			2	4

Sección de Preguntas abiertas:

¿Qué aspectos de la acción formativa añadiría o ampliaría? ¿Por qué?

Añadiría más presentaciones de los profesores
Me gustaría un curso para prepararnos específicamente para obtener el Advanced
Haría más grupos de trabajo con diferente flexibilidad horaria. Los trabajadores a tiempo parcial no podemos seguir con regularidad
Gramática y research preparation in English
Un compromiso por parte de los departamentos en facilitar la asistencia y participar de forma activa y completa a todas las clases y los trabajos necesarios para sentir realmente el nivel
Enseñanza especializada con respecto a las materias de cada profesor

¿Qué aspectos o ejercicios de la acción formativa eliminaría? ¿Por qué?

Los trabajos a realizar. No hay mucho tiempo para realizar el trabajo dentro del tiempo
Grupos más reducidos todavía
El exceso de temas únicamente académicos
Los contenidos más generales

¿Cuáles han sido los aspectos positivos que destacarías del curso?

La elaboración del portfolio que incluye materiales y metodologías docentes para dar clase en inglés
La predisposición del formador a ayudar y sus explicaciones. Ha sido un gran apoyo poder contar con un profesor de inglés para responder dudas surgidas al impartir clase, tanto de pronunciación como de vocabulario específico y gramática.

La profesora, sin duda es muy buena docente y nos ha ayudado mucho
Lo práctico de las clases y la metodología además de la cercanía del profesor
La preparación de la profesora, el compartir la experiencia con los distintos departamentos de la universidad
Orientación hacia la enseñanza y en participar en el desarrollo de asignaturas (actividades, programa...)

¿Cuáles han sido los principales aspectos de mejora del curso?

Me gustaría hacer más énfasis en la gramática y la pronunciación
la flexibilidad en los horarios
Puede ser un horario que sea realmente compatible con las clases y con el trabajo en la universidad
Especialización por áreas de contenido

Observaciones

Más efectivo one-to-one learning process
El curso debería ser más exigente con los alumnos para realmente conseguir el objetivo de subir el nivel de conocimientos del idioma. Para eso se necesita una ayuda desde los departamentos para quitar otras responsabilidades.
Thank You!

Appendix C: Example of Portfolio 1 (Participant A3*)

**Note: All information that may identify the participant has been eliminated and marked with red X's. Permission to reprint granted by participant (not included in appendix to preserve identity).*

CONTENTS

1. Initial personal statement
2. What is content and language integrated learning to you?
3. Good practices for teaching in English
4. Course description(s)
5. Syllabus(i)
6. Lesson plan(s)
7. Teaching Strategies (multimodality: i.e. teaching multi-level groups)
8. Ice breakers
9. Activities for burn-out (emergency back-up activities)
10. Glossary of terms
11. Final statement

Name: [XXXXXXXX]

Institution: Universidad Europea de Madrid

School: Facultad de Ciencias Biomédicas

Subjects that I teach: [XXXXXXXX]

Languages I use for teaching: Spanish, English

Date of beginning work with this portfolio: 23 February 2012

What is Content and Language Integrated Learning for you?

- What aspects of learning in your subject are particularly relevant for an integration of language learning?
I think main concepts in [XXXXXX] have been developed by English-speaking authors, so it will be very useful to study original publications. Communication skills training in English will allow students to practice oral speaking, which will complement reading, writing exercises and understanding oral presentations.
- Is language in your subject used to develop concepts and thinking skills or as a tool for communication?
Language is used in [XXXXXX] and communication skills to develop concepts and also as an important tool for communication. English can be used to study main concepts but also to help students to develop critical thinking and also to improve their communications skills in the therapeutic relationship.
- What is the role of L1 in a CLIL environment?
L1 can be used in glossary

Good Practices for Teaching in English Employee training in English/Group A4/2011-12

- Offer video links to complement the contents presented in the class
- Prepare different activities with different levels of English beforehand (adapted to students' different levels of English)
- Promote participation of the students in class without correcting them or being too strict with language
- Inform the students how you are going to evaluate
- Clarify that we are not going to take into account use of English or their level of English in the evaluation
- Be confident
- Use a textbook
- Ask the students their level of English the first day
- Give the pupils advice to learn English (for example watching films and giving them extra material)
- Make sure they understand that this is not an English language course

- Look for the right pronunciation of the keywords
- Mix nationalities in groups
- Make a common glossary
- Do very frequent hands on assessments
- Have students keep a learning journal

COURSE: [SUBJECT XXXXX]

- 1. Read the article "XXXX"**
- 2. Answer the following questions.**

1. Which of the following factors are causative factors in the experience of [XXXX]?
 - a. previous experiences
 - b. current expectations
 - c. distractions
 - d. current emotional states
 - e. cognitions

2. What is the definition of [XXXX]?

3. Which are the three characteristics that are very relevant to the promotion of [XXXX]?
 - a. _____

b. _____

c. _____

4. What is the meaning of “direct relationship between [XXXX]”?
(page 121)

5. Why does the author recommend limiting the first session to a [XXXX]?

Answer yes or not to the following questions. Justify your answer.

6. [XXXX]?
a. Yes b. No

7. [XXXX]?
a. Yes b. No

8. [XXXX].
a. Yes b. No

SYLLABUS

COURSE

[XXXX]

COURSE DESCRIPTION

[XXXX].

ECTS CREDITS

6

CONTEXTUALIZATION

This course is in the [XXXX] semester of the [XXXX] year. [XXXX], students will work with fictitious situations and hypothetical [XXXX] and the course's objectives will be met in these terms.

[XXXX] is about providing satisfactory attention to the clients considering their individual [XXXX] as long as they are in an [XXXX]. Students will have to learn –and apply- several concepts from [XXXX]. Concepts as [XXXX].

GENERAL COMPETENCIES

Students will have to acquire the following abilities:

Responsibility

Communication skills

Planning

Team work

Autonomous learning

SPECIFIC COMPETENCIES

1. To analyze [XXXX] considering three dimensions ([XXXX]) and the way these can have major influence in the [XXXX] process.
2. To identify and give appropriate answer to possible [XXXX] that may have some kind of influence on the [XXXX].

3. To assess the way how [XXXX] have influence in the individual experience of each [XXXX] and understand how they may need specific approaches.
4. To analyze and assess [XXXX] in order to promote [XXXX].
5. To know and domain communication and the ability to have good interpersonal relationships in order to provide a [XXXX]. [XXXX].
6. To keep an open-minded and flexible attitude towards different cultures and societies under the principle of universality.

TOPICS

1. [XXXX]. Introduction.
2. [XXXX]
3. [XXXX]
4. [XXXX]
5. [XXXX]
6. [XXXX]
7. [XXXX]
8. [XXXX]
9. [XXXX]
10. Communications Skills

EVALUATION AND ASSESSMENT

Based upon the UEM teaching model and the EHES the assessment will be continuous and constant through the semester. Therefore, student's evaluation will be done every day with each particular activity (50%) that will be issued and a final objective test (50%).

CRITERIA:

1. The course will be considered as passed if the student finally reaches 5 point out of 10.
2. If grade 5 is not reached, the student has a second opportunity in July.
3. If any student missed a particular activity he/she will not have the opportunity to make it up later it is therefore very important to attend classes. Justifying reasons for not attending are: illness, severe family situations, sports competition meetings.

LESSON PLAN

Esp: [XXXXXX]

Module: [XXXXXX]: Conceptual frame

Objective: The objective is to get to know each other and Foster a comfortable learning atmosphere. The aim is also to know the specific study object of [XXXXXX] and to introduce the concept of [XXXXXX].

Contents

Activity	Time
Activity 1. Ice breaker Tell your partner why you are studying [XXXXXX] and why you think [XXXXXX] can be useful in [XXXXXX] practice.	10 min.
Activity 2. Presentation. Study object of [XXXXXX] Differences between [XXXXXX] and [XXXXXX] and [XXXXXX]. Differences between [XXXXXX] and [XXXXXX].	15 min.
Activity 3. Reflective activity journal Write in pairs about what the following quotations make you think: “[XXXXXX]” “[XXXXXX]”	10 min.
Activity 4. Case Analysis of a case differentiating elements concerning [XXXXXX].	30 min.
Activity 5. Current events: social dimension Discussion about news about how economical crisis is affecting to use of [XXXXXX].	30 min.

ICEBREAKER: THE CRYSTAL BALL

If you had a crystal ball, what would you like to see in it related to the future discoveries of your speciality? This is an ice breaker that opens minds, considers possibilities, and energizes your group when discussion is dead.

Use For:

Introductions in the classroom or at a meeting, or to energize a group when discussion has become dry.

Time Needed:

15-20 minutes, depending on the size of the group.

Materials Needed:

A glass ball will add more fun.

Instructions for Use During Introductions:

“Think about all you know about your speciality and all the research, unresolved problems or dilemmas, and great discoveries to come in the future which will bring light to your speciality and will suppose very significant advances. Think of which of these future discoveries you would like to see in a magic glass ball”

Give the crystal ball to the first student with instructions to give his or her name, say a little something about what he expects of this class, and what he would like to see in the magic crystal ball.

Example:

Hi, my name is [XXXXX]. I expect of this class to know more about how to use [XXXXX] to improve [XXXXX]. If I had a magic crystal ball, I'd like to see the active principle which will contain the [XXXXX] which will end once and for all with [XXXXX].

ICE BREAKER ACTIVITY + ACTIVITY FOR BURN-OUT**ARE YOU CREATIVE?**

Methodology:**ACTIVITY 1: Ice Breaker Activity**

The main goals of this part are:

- To know more about your classmates
- To know more about their opinions
- To introduce the issue of the discussion.

The teacher will ask the students four easy questions to introduce the topic. The students will work each question by pairs. Every question will be discussed in the entire group and everyone will tell to the group the opinions and the answers of their pair.

QUESTION 1: What did you want to be when you were a child (in a professional sense)?

Spaceman, football soccer, actor/ actress, doctor, fireman/firewoman...

QUESTION 2: When you were a child, What did your parents want you to be? What did your parents wish for you to be? Doctor, Consultant, Civil worker...

QUESTION 3: In the high school, what did your teachers advise you to study at University?

QUESTION 4: What is your job nowadays?

QUESTION 5: Are you happy with your job? Do you think in some change?

Complete the grid with your own answers:

Q1	Q2	Q3	Q4	Q5

Complete the grid with the answers of your classmate:

Q1	Q2	Q3	Q4	Q5

ACTIVITY 2

PART 1

Watch the video and pay attention in the key points

<http://www.youtube.com/watch?v=MZIJN0JVro&feature=related>

PART 2

1. By pairs discuss about which are the key points of the video.
2. Participate with your opinion in the group debate.

Complete the grid with your own answers:

Q1	Q2	Q3	Q4	Q5

Complete the grid with the answers of your classmate:

Q1	Q2	Q3	Q4	Q5

Complete the grid with your own answers:

Q1	Q2	Q3	Q4	Q5

Complete the grid with the answers of your classmate:

Q1	Q2	Q3	Q4	Q5

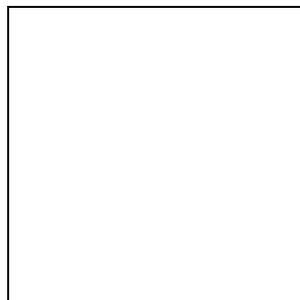
SEARCH PEOPLE GAME / ICE BREAKER ACTIVITY

You have 3 minutes for this activity. Stand up and look for somebody who...

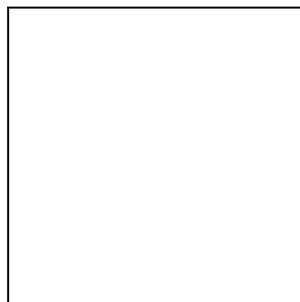
...has a pet <hr/> <hr/>	... has blue eyes <hr/> <hr/>	... lives in a small village <hr/> <hr/>	... has more than two children <hr/> <hr/>
... rides a horse <hr/> <hr/>	...climbed a mountain <hr/> <hr/>	... bet in a casino <hr/> <hr/>	... travelled to Asia <hr/> <hr/>
... can speak three languages <hr/> <hr/>	... can play handball <hr/> <hr/>	... knows some twins <hr/> <hr/>	...has any "famous" friend <hr/> <hr/>

FIND YOUR PARTNER AND ENJOY

Name of your partner:
Profession:
Hobbies:
Story about the picture:

**FIND YOUR PARTNER AND ENJOY**

Name of your partner:
Profession:
Hobbies:
Story about the picture:



Lesson Plan 1: ICE-BREAKER LABEL

Objective

The aim of this activity is to break the ice in the [XXXX] class. It will give me some information between the students. They should realize that labels are not good, and probably you can be tagged in one aspect and in the opposite nearly at the same time.

Activity:

1. You need some post-it.
2. You must paired the students.
3. They have to write in the post-it, the tag that someone has referred to them in any part of their life.
4. They have to paste the post it in the part of the body that they want.
5. Then they have to speak with their mate, and explained who and when tagged.
6. Then they have to explain why they have paste it in that part of the body.

Aim:

The aim of this activity is to realized that labels depends on the other,(how they looks you) not in you.

Activity. How does the Internet work?

Description.

The main goal of this activity is to introduce you the concept of Internet and what happens when you send an e-mail (for example) to a friend.

Step 1. Work in groups. Think about Internet and make a list of terms you can relate with it.

Step 2. Watch the video “How Does the Internet Work ?” at <http://www.youtube.com/watch?v=i5oe63pOhLI&feature=related>.

Step 3. Try to define the terms you have got in your list. All of them have appeared in the video?

SPANISH-ENGLISH BILINGUAL GLOSSARY

[XXXXX]

ESPAÑOL	ENGLISH
trastos, bártulos	gears
pandilla, grupo	Bunch
botín	haul
obseso, entusiasta, friki	geek
poner un poco de esto aquí y un poco de esto otro allí...	to take a dollop of something here and a dash of something dear
Describir algo sin entrar en detalle	broad strokes
Molestar, irritar	rankle
Disuadir, impedir	deter
Principio activo	Active principle
Dilema	Dilemma
Hallazgo	Find, discovery
Promoción	Graduating class
Tarea	Assignment
Cita (literal)	Quote
Cita (a un autor en un artículo)	Citation
Claustro	Faculty
Facultad	College/School
Curriculum Vitae	Resume (US) / CV (UK)
Carta de presentación	Cover letter
Asistir de oyente	To sit in
Trabajo de campo	Field work
Beca	Scholarship, grant
Trimestre	Term (Fall term, Mid term, Spring term)
Clase de teoría (60% teoría)	Content sessions (60% content based)
Clase de prácticas (40% hands-on)	Hands-on sessions (40% hands-on)
Becario	Intern
Prácticas en empresas	Internship
Prácticas en la universidad	Practicum
Examen tipo test	Multiple-choice test
Examen con preguntas cortas	Open ended question test
Examen sorpresa	Pop quiz, surprise test
Centro (educativo)	Institution
Estudiante	Undergraduate

Licenciado	Graduate (US) / Postgraduate (UK)
Licenciatura	Bachelor's degree
Instalaciones	Facilities
Matrícula	Tuition
Tasas	Fee
Rector	Chancellor (US) / Rector (UK)
Selectividad	S.A.T./A.C.T. (US)
Director de departamento	Department chair
Ejemplo	Illustrative sentence
Bedel	Consierge
Empleado de mantenimiento/limpieza	Janitor
Fotocopiadora	Copy center
Cafetería	Dinning hall, cantine
Punto	Dot
Barra /	/ Slash \ Backslash
Doble barra	Double slash //
Guión	Dash, hyphen
Guión bajo _	Underscore
Al cuadrado	To the second power
Asterisco *	Asterisc
Almoadilla #	Pound
Arroba @	At
Número de expediente	University ID /university number

CONJUNCTIONS AND TRANSITIONAL EXPRESSIONS*

**Note: Participant A3 included five pages of conjunctions and transitional expressions compiled from different web-sites. Permission to include has not been granted and they have therefore been eliminated.*

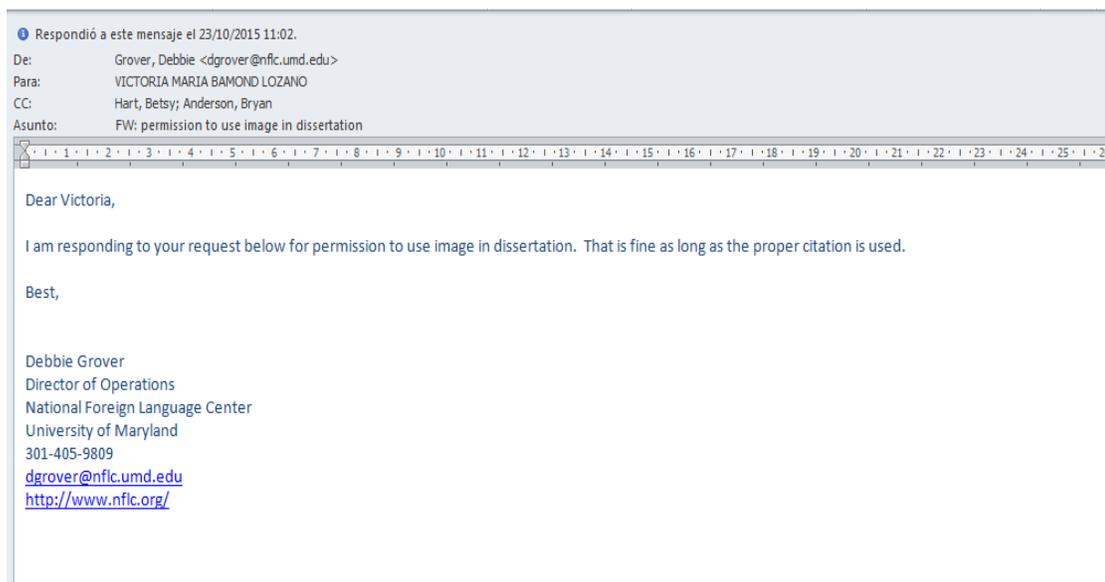
Formal Writing Handbook



Shelbyville High School

Note: Full Handbook included in A3's portfolio. Permission to use and include in dissertation granted by the Shelbyville High School principal (see Appendix P).

Appendix D: Permission to Reprint Image from “*Content-Based Instruction: Defining Terms, Making Decisions*”, Met, M., 1999.



Appendix E: Permission to Reprint Image from “CLIL: Content and Language
Integrated Learning” by Coyle, Hood and Marsh, 2010.

● Mensaje enviado con importancia Alta.

De: Claire Taylor <ctaylor@cambridge.org>
Para: VICTORIA MARIA BAMDOND LOZANO
CC: Kay George; Chloe F Landucci
Asunto: FW: Help obtaining permission to use CUP image

Dear Victoria

Figure 3, page 41, from Do Coyle, Philip Hood and David Marsh, CLIL, (2010).

Thank you for your recent permission request, to include the above extract in your forthcoming doctoral dissertation, for non-commercial publication, in print and electronic format.

Non-exclusive permission is granted free of charge for this specific use on the understanding that you have checked that we do not acknowledge another source for this material.

Please ensure full acknowledgement (authors, title, publication date, and Cambridge University Press).

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Yours sincerely

Claire Taylor
Senior Publishing Assistant
Cambridge University Press
University Printing House
Shaftesbury Road
Cambridge CB2 8BS
UK

Working days: Monday, Tuesday and Wednesday.

Appendix F: Informed Consent Participants

Informed-consent form

I voluntarily agree to participate in the evaluation of the Portfolio as a method of instruction in CLIL teacher preparation. I understand that this evaluation is being conducted by Victoria Bamond, Area Coordinator for the UEM Language Center, to improve the Bilingual teacher training program and is also the basis of her doctoral dissertation.

I understand that the evaluation methods which may involve me are:

1. Analysis of my portfolio and/or
2. A 30-60 minute interview and/or
3. A focus group.

In the case of interviews and focus groups I grant permission to be audio and/or video recorded and transcribed, and to be used only by Victoria Bamond for analysis of data. I grant permission for the evaluation of data generated from the above methods to be published in an evaluation report in the dissertation and future publication(s).

I understand that any identifiable information in regard to my name and/or any other personal information will *not* be disclosed in the dissertation or any future publication(s).

Research Participant

Date

Appendix G: UEM Human Resource's
CLIL Developmental Portfolio Course Description 2013



UE CLIL Professor Portfolio

For Professors teaching subjects in English



Datos de la Acción Formativa

Duración: 8 weeks
Modalidad: face to face
Fecha: April 20th to June 12th
Inscripción: A través del Portal del Empleado
Nº de plazas: 30



Formadores

Victoria M. Bamond Lozano



Metodología

CLIL (Content and Language Integrated Learning)
Communicative Learning
Collaborative Learning



Objetivos

The UE CLIL Developmental portfolio is a tool intended to aid and support faculty members involved in multilingual education. The main focuses are:

- To share experiences, ideas, resources and strategies with other CLIL professors in order to reduce the stress and workload involved in teaching your courses in English
- To increase opportunities for individual self-reflection as well as collaboration among peers
- To offer you the opportunity to apply what you have learned in practice teaching settings where you give and receive feedback with peers to improve your teaching practice
- To increase your linguistic abilities in English



Contenidos

<p>What is CLIL? Personal Profile Language Competency Self-Assessment Initial Reflective Statement Goals for my English-taught Subjects Glossary of Terms Bibliographic Resources in English Teaching strategies Activities Bank</p>	<p>Icebreaker Activities Burnout Activities Academic Templates Course Description Template Course Syllabus Template Lesson Plan Template Assessment and Rubrics Template Abstract Writing Template Academic Writing Template Good Practices in Tertiary CUL Final Reflection</p>
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Universidad Europea
LAUREATE INTERNATIONAL UNIVERSITY

Appendix H: Interview Script

Hi XXXXX.

First of all, thank you for giving me your valuable time; I know it's not easy. Before I explain what I'd like to get out of this interview session, I'd like you to read and sign the informed consent form and ask your permission to record this session.

[signing of form]

[begin recording]

The reason I've asked you here today is to ask you some questions in order to get some additional information about the portfolio we prepared in last academic year's training course. I'm writing my doctoral dissertation on developing an effective tertiary CLIL portfolio for teaching content in English as a second language. The objective of this round of interview sessions is to get feedback from those of you who prepared the CLIL portfolio in order to propose a new design and test its effectiveness.

[Just in case any of the respondents wish to have more information regarding the objectives of my study:

- To develop an effective tertiary CLIL portfolio model (The UEM Portfolio) that could serve as support for teachers teaching content courses in English in public and private higher education institutions in Spain.
- To study the effectiveness of using a teaching portfolio for teaching content in English (CLIL) and whether or not it improves students' learning outcomes and satisfaction with the course.
- To empower teachers with the ability to obtain the support they need on their own when institutions fail to do so—through the preparation of an effective portfolio and also possibly through building communities of practice.]

Grand-tour questions:

- What are your general feelings regarding the experience of preparing a CLIL portfolio?
- Did you enjoy doing it?
- Have you made any changes to it?
- Have you applied it to the classroom or do you intend to?
- How useful are the linguistic components?

- How useful are the collaborative components?
- How useful did you find the classroom practice activities done in the A4 training course?
- Did the preparation of a portfolio improve your general English level?
- Did it improve your knowledge of English in your field?
- Did it improve your knowledge of academic English?
- Has having prepared a portfolio affected your stress levels regarding teaching in English?
- Has it affected your motivation?
- Has it influenced on the amount of work needed to prepare a class in English?
- Do you think having prepared a portfolio has affected how you teach?
- Do you think having a CLIL portfolio influences student outcomes? How?
- Do you think applying a CLIL portfolio in English-taught classes has an influence on student satisfaction or motivation?
- What could improve the portfolio?
- What do you think about including the preparation of a CLIL portfolio in the English training offered by the university?

Thank you so much for your collaboration.

Componentes Lingüísticos

- Grammar exercises
 - Zero conditional
 - Modal verbs
 - Conjunctions and transitional expressions
 - Phrasal verbs
 - Relative clauses
 - Like vs. as
 - Passive vs. active
 - Prepositions
 - –ed vs. –ing
 - Future
 - Future perfect (course descriptions)
- Vocabulary
 - Technical glossary

- Classroom language
- Daily vocabulary that came up in class
- Rules of pronunciation (applied to technical vocabulary)
- Intonation
- Skills (for course descriptions)

- Writing
 - Formal vs. informal writing
 - Linkers
 - Structure of an academic paper
 - How to write a thesis statement/topic sentence
 - Rubric for assessing student's writing activities
 - Writing sample I corrected using rubric
 - Preparing a course description (active vs. passive)
 - Preparing a course syllabus
 - Preparing a lesson plan
 - Reflective statements (beginning and end of portfolio)

- Resources

Appendix I: Transcription Template

Biographical data:

Interview length:

Transcription:

Interviewer:

Respondent:

Interviewer:

Respondent

Interviewer:

Respondent:

Interviewer:

Respondent:

Interviewer:

Respondent

Interviewer:

Respondent:

Interviewer:

Respondent:

Interviewer:

Respondent

Interviewer:

Respondent:

Interviewer:

Respondent:

Interviewer:

Appendix K: Transcripts Interviews

Interviews Group A:

Interviewer: Victoria Bamond (The Researcher)

Respondent: A1

Interview length: 33:32

Interviewer: First of all, thank you...

Respondent: You're welcome.

Interviewer: ...for the interview. I know it's hard to get some time and I know that you're all very busy.

Respondent: No, no...it's Ok.

Interviewer: But, um... I actually had a very good experience with your group last year in the training course, and I wasn't sure what I wanted to do with my PhD, but from the feedback that you gave me in the questionnaires; a lot of people made mention to the portfolio, so I thought it would be an interesting aspect to study and go into a little deeper. And because you guys are the ones who did it, really, I wanted to get more information to design a better portfolio as a method of instruction for teachers who are going to teach in English. Because in our course, I think one of the things was that some people wanted to improve their general level of English, some of you were going to teach in English, some of you were not. So, it was a little bit different than what we want to do in the future, which is offer this only to teachers who are going to teach in English. So, I just want to get your... I have some general questions about it to get your opinions, first of all, about how you felt doing it.

Respondent: Well, I think it was very good because you tried to... to all the persons who was there... we have to speak really much, and I think it was good the method. Because I don't like the method of just going with the book and just have to write all the time. So, I think it's, for us it's very good; and we don't have many homeworks. So, I think it's good. I think I'm not... because of my schedule, I couldn't come all the time that I want, or that you need. But, it was good for me.

Interviewer: Ok. Um, on the questionnaire, you said you're not teaching this year in English, have you ever taught in English before?

Respondent: No, no, no.

Interviewer: Is it something you would like to do?

Respondent: Yes. I like, but it's not in my... it's not in my... it's not... I like and I think probably it should be better for me because it's... I need targets to be a good person or a good teacher. And it should be a target because these years, or in the last five years I was teaching the same every year, so it's not any... I don't know the name in English... positive aspects for me. So, I thought that, probably the English or my English ability I improve a little bit probably is good. Because teaching in [XXXX Subject] the vocabulary is too easy, it's very easy. So, probably, I think it should be better, but no one tells me that I teach in...

Interviewer: Nobody has offered you the opportunity?

Respondent: No.

Interviewer: No? And would you like to?

Respondent: Yes.

Interviewer: Have you made it... Have you expressed your interest in teaching in English?

Respondent: Yes, I did.

Interviewer: Ok.

Respondent: I think...

Interviewer: Ok. Do your students want to... in [XXXX Subject], do they want to have classes in English?

Respondent: They have. Yeah.

Interviewer: They do?

Respondent: They have. Yeah, I think they have two or three subjects in English. But I think they don't know the really important that it is to speak in English. Because I have been in England two weeks ago in a university... on my own, because we have problems here so I go on my own... and I was talking with Spanish students from this university who were in that university, and they said, the teachers from there said that they don't have really good level of English to study in.. abroad to study abroad. And I said to the students that they have to improve their level of English because probably the work is not... is in a foreign country, it's not in Spain. And, but, they don't... I don't know. The students here... I think our subjects in English, they have just 10 students or 9 students. And we have 150, so probably if... I studied here, so when I studied here, if probably you had the chance to study in English, my parents and I had said, Ok, you are going to study all the degree in English.

Interviewer: Why do you think the students don't want to study in English?

Respondent: I think they don't have the level, at the start of the career. And probably they fight study in English. But, I don't think it's really difficult. Because, I don't know in any other degrees, but in our degree the names are the same. So, I don't know. Probably... and our exams are not an essay, are not written. They are test exams, so it's not difficult. I don't know. Probably they don't think that English is really important. They think that they are going to work in Spain, not as business or law, or anything where probably their future is away.

Interviewer: So you think that might change now with the current situation in Spain, with the difficulty in finding jobs?

Respondent: Yes, but... I think we have a problem with our career because, like it's a [XXXX Area] if you are going to work in England, you have to pass exams. You have... and it's difficult, I tried. I tried to make it in Canada, in the United States, in England, and it's very difficult because you have to pass an exam. But it's not the same for people who come from Argentina or from Chile to here. They don't have to pass an exam. They just have to collegiate [become members of an official association] I think is the name. They have to write to....to...

Interviewer: To the association.

Respondent: ...the association. But they don't have exams or anything. And you have to convalidate the degree and... but for us it's difficult. But it's easy to go to teach there. So, you can go to teach in the university but you can't work as a [XXXX career].

Interviewer: Ok... Ok.

Respondent: So, I think that things are changing now with Bologna [process]. But not yet.

Interviewer: What about... How would you feel if your boss said to you tomorrow, “In the third trimester I want you to teach this course in English.”

Respondent: I think I would be really happy. Because... probably today I don't have the level to feel comfortable. But I wouldn't be frightened. I would be excited because I have to rewrite or remake the slides and... [Huffs]... Probably it was, I don't know the name... an expectation. Probably it was good for me. Probably makes me to read more, to read more in English, to...

Interviewer: Do you think that you would use the portfolio at all to prepare your class?

Respondent: Yep. Of course. And I did. I did in my Spanish, some things like ice breaker and some other things I used to make it now... here... in...

Interviewer: In activities in class?

Respondent: Yes, in activities in Spanish. But probably it should be good. I think... you need some, like you said, some little, five minutes to have another thing... probably I use.

Interviewer: Would you feel stressed?

Respondent: When?

Interviewer: If you had to teach in English?

Respondent: Yes, but I like.

Interviewer: You like it.

Respondent: Yeah.

Interviewer: You like the challenge.

Respondent: Yeah. The challenge. Yeah, yeah... that's the word. Yes, I like it.

Interviewer: Ok. You said something about your level... that you would like to have a higher level to teach in English.

Respondent: Yes, well I need.

Interviewer: You all say that.

Respondent: Yeah, I need it. [Both laugh] I need... I'm sorry. Yeah, yeah, probably I need to improve my level, but I don't think too much. We said, in Spain, I have a really good face to make it. So, I don't have problems. But probably I don't have the specific words to make a very good master class [clase magistral—lecture class] but I think I don't have any problem.

Interviewer: Ok. What's your current level? C1?

Respondent: I don't know.

Interviewer: You don't know your current level?

Respondent: I think I have the level to speak with you but I don't know. I think, C1. Probably C1 is the first level to begin teaching? Yes probably I have C1.

Interviewer: Yes, because I think all of you had either B2 or...

Respondent: Yeah, but in our class there were people who speaks very very well than me. So, I was...

Interviewer: Well there was a variety of everything.

Respondent: Yeah, well I think C1 probably. I don't know if some teacher has more level but yeah, yeah.

Interviewer: Ok. What level do you think you need to teach in English?

Respondent: I don't know.

Interviewer: Your personal opinion. Not what the university says, but your personal opinion.

Respondent: I think, to make it really good or just to has... to dis... I think, an Advanced [referring to the Cambridge Certification]. I don't know what is the....

Interviewer: C1.

Respondent: I don't have an Advanced level. But I think probably the C1... I don't think that the problem was speaking. It was most writing or writing an exam or writing a slide. Probably it's worse than speaking. I think.

Interviewer: Ok. Did any activities that you can remember from the portfolio help you with that? With writing? With what you think you need?

Respondent: I think... when I said.... When I make the first... the first class, the little class from 5 minutes, do you remember?

Interviewer: The show and tell?

Respondent: The show and tell [Ice breaker]. I think it was really good for me. Because to make a slide in English, to look for words... because I know the words in Spanish, probably I know the word in English, but I don't have in my fast brain, so just go to find it was really good. But, I know the words in English when I read, but I can't use it from my own.... you know?

Interviewer: Yep.

Respondent: If I read, I know what I'm talking about but I don't have the fluently, the fluent vocabulary. And, uh.... What else? Well, I think... I learned too much, but I don't know if it's just what I learnt or I like too much just to know how do you study in United States, how do you say in English the relation between our years, I think it was good.

Interviewer: Academics... in other countries.

Respondent: Yeah, yeah. I don't remember... I don't remember... more.

Interviewer: Ok. What about the collaborative components that we did together as a group? The collaborative things we did by sharing activities and resources?

Respondent: I think you helped me because when I teach in Spanish, I never make that works with four persons or five persons. And when I stay with you I see it was very good for them, for the students [us], and they... I change in the way I teach. And seeing this form of teaching from the student's table [from the side of the student], it was really good.

Interviewer: So you reflected?

Respondent: Yeah.

Interviewer: Upon your own teaching.

Respondent: It's your fault.

Interviewer: [laughs.] Well you guys made me reflect a lot too.

Respondent: Well...

Interviewer: And I learned a lot too.

Respondent: It was good, because... And I think I have some conversations with you because I preferred master classes [lecture classes] but I think it's not the best thing. In some subjects you need a master class, but when they have to think, probably they'll work with students... with all studies.

Interviewer: Yeah, I think we had that discussion before in class, didn't we?

Respondent: Sorry?

Interviewer: I think we had that discussion in class, didn't we?

Respondent: Yeah, and I changed my mind. So, I think the...

Interviewer: Well, it's good to mix up things, right? Sometimes it has to be a master class...

Respondent: Yeah, I think it depends on the subject. Now, I'm teaching [XXXX Subject] and they have to... I need some master class because if you don't make a master class then when they are

going to work and they have to prepare some [XXXX]. I think it's good for them to prepare in groups in class or at home and then come and they have to express what they learned and I just have to make a few... a few...

Interviewer: Activities?

Respondent: No. A few... Corrections?

Interviewer: Ok.

Respondent: About what they have done. I think it's good. But I think we discuss about this.

Interviewer: Yeah, we did. I remember.

Respondent: Good.

Interviewer: Do you remember any of the linguistic activities that we did in class? Like when we did the course descriptions we went over passive? We did syllabuses... yeah, you did the syllabus [checking his portfolio].

Respondent: [thinks...] Ah! The syllabus was...

Interviewer: This is yours, right? [Shows activity] Wasn't this one yours?

Respondent: Yes. This is mine. Yeah, yeah. The syllabus.... This is when we make all the things that we have learned, then we have to write and... It was the syllabus?

Interviewer: For your course.

Respondent: Yeah. Yeah, yeah, yeah. It was good because it's the way that you remember all that you learnt in a... I think if we had an exam, probably I improve a little more.

Interviewer: Ok.

Respondent: Because, I think I will study this and probably I have to... will study more... It's not a big exam, just to know that you have an exam probably makes you... It's another step that I like. It makes you study a little more and probably... It should be, not a hard exam. Just a test, to learn... and to know your change between the first day of the class and the last day of the class.

Interviewer: To force you to review the things...

Respondent: Yes. Yes. I don't know if you share...

Interviewer: If you did the course again, but you knew you were going to have to teach in English, would you have done it differently? Your portfolio? Would you have made it differently?

Respondent: No. No. I think we need to make a portfolio in Spanish, just for teaching in Spanish, so probably it's better to make it in English. Because sometimes you have your.... like you said, your brain has to stop. So probably to have the portfolio you have many things there that you can... can help. It's good.

Interviewer: Ok. Ok.

Respondent: But we don't make it in my degree. In my department, no one has a portfolio I think.

Interviewer: No?

Respondent: I don't think so.

Interviewer: It's not normal to make a... maybe they don't call it a portfolio, but a... like a teaching...

Respondent: No one. No one. No one tell us anything.

Interviewer: Ok.

Respondent: So it was, for me it was worth talking about because we don't have so many classes with other degrees, but not in [XXXXX Degree].

Interviewer: Do you think that it's possible to improve your general level of English doing this type of activity?

Respondent: Yes! Yes. Of course.

Interviewer: Yes?

Respondent: Yes, because I think my problem is writing. Or one of my big problems is writing. So probably, make to force to make you a essay or make a portfolio and to look for vocabulary and to make slides, probably is good.

Interviewer: Do you think your level improved in the course?

Respondent: I think so. But I think I have the problem that if you can't follow speaking in English or teach in English, or write in English, your level stops.

Interviewer: When you say follow, do you mean continue?

Respondent: Yeah, sorry.

Interviewer: Yeah, Ok. What about students? Have you heard any feedback from students about their English-taught classes? Or...

Respondent: Of the students that we... all together?

Interviewer: In general. Any students at the university. Have you heard them... have they come to you to tell you anything about the classes? Or do you have any opinion as far as if they're motivated or not?

Respondent: What, in English?

Interviewer: Yes. Their English-taught classes.

Respondent: Yeah.

Interviewer: What do the students think about them?

Respondent: Oh, I don't know.

Interviewer: No?

Respondent: Let's see. I don't know. I think.... I used to teach in the [XXXX] year. So I think some of their subjects [in English] are in the [XXXX] year, so probably I don't get that students this year. So... and I think this is the [XXXX] year that they have, so I don't have many spend with them.

Interviewer: Ok, cause you said before...

Respondent: Sorry.

Interviewer: No, it's Ok. You said before that they didn't really see the importance. So I was just wondering...

Respondent: No, in the Spanish.

Interviewer: Cause the students come to us a lot and they say things about their English.

Respondent: No... No, no, no. Because I think we make the groups of English classes or Spanish classes and we don't mix them. So... When I told them that they have to speak in English to make a... they have to make an essay in English; they have to make discussions about abstracts in English; they have to make it... and they say that they don't need it because they are going to... my future is here, working in a [XXXX] or in a [XXXX]. And I say, you have to make that acceptance because probably it's not true. Probably some of us has to go to Mallorca and then you need English.

Interviewer: Yeah [laughs.]

Respondent: Or to Malaga. Or wherever.

Interviewer: That's funny... to Mallorca you need English.

Respondent: Well, it's... I don't know if it's important to you but like, my level of English... it wasn't really good and it was the reason I worked in the [XXXX] for five years. Because I travel all over the world, and I have to go with the [XXXX] and they don't know... they can't speak English.

Interviewer: I've heard many people say this at this university. Many people have had opportunities only because of their English.

Respondent: But only. Because I think they have other persons with my level of knowledge. But the English was the... And they said when we are going to a country and no one can speak English, they say Ok [A1]. They need me. So, English is very important, but I... Well, when I was a child, my mum was studying in the British Council and my sister was living in the United States, so every day in my life my mother said, the English is good for you. And I say, no... I prefer to make sports, or to play any other thing. And then after, after this year I say to my mum as you have... You were right. They don't know.

Interviewer: Ok. Do you think if you were going to go into a course now, to teach the course in English, would your teaching change as opposed to before making the portfolio?

Respondent: Sure. Sure... sure. But, I think you give us many tools with the portfolio. So, probably, I use... I don't know how, but probably you open our mind with the portfolio. But I don't know... I think with the syllabus, when we said all of the words we learned during the year, probably many of them... many of the academic words I don't remember, and I don't remember right now... I'll probably just have a look and I say, Ok. You have. You have. I think so.

Interviewer: Ok. What tools... what would you change about this?

Respondent: About?

Interviewer: About the activities that we did in the portfolio.

Respondent: Uhhhhh.... I think that we didn't know what we have to do... uh, just until the last month. So probably, if we had... if we know, if we knew in the first day what we are going to do at the end of the course, probably we use... this portfolio should be... double. Because I think we missed some things that we need. Because it don't takes me so much time. And probably it should be better just to know because I think we... I don't know if you have the... but we don't have the... or I didn't know what we have to do in the course.

Interviewer: It wasn't clear.

Respondent: Yes, I think so.

Interviewer: What you were supposed to do.

Respondent: Well, I don't know if you have clear or if you tell us you are going... or you told us, but we don't have clear what we have to do.

Interviewer: Ok. Ok. You said you would make double, because there's lots of things that you need. What kind of things would you have added to it?

Respondent: Oh, many of the activities we made in class, probably.

Interviewer: More activities?

Respondent: Yeah. Ummm... probably... well it's because I only go to class one day a week. But, probably our syllabus, or my syllabus should be double. I have to make more show and tells.

Interviewer: Ok.

Respondent: I think that. I think so.

Interviewer: Ok. And do you think it was an advantage to do all those activities in class, cause you said you had no homework?

Respondent: Yes, yes.

Interviewer: And you like that?

Respondent: Yes, yes. Well... my...

Interviewer: Why do you like that?

Respondent: You have to know that your life and our lives are very busy. That's the work that I told you that has this. So, if we can learn English and we don't have to spend so many time at home at eleven in the morning, in the evening, or something... Probably, your way make us to not fail the course, not fail on my own, so not go on my own...

Interviewer: Not abandon.

Respondent: What?

Interviewer: Not abandon.

Respondent: Yes, yes. Don't give up. No?

Interviewer: Yes. So you have to do the same with your students.

Respondent: No. I don't say because.... Well, well probably. Probably. Probably.

Interviewer: [laughs.] Actually, our students have a lot of homework. So you guys got lucky.

Respondent: Yes, yes. But they don't have child or any other work or any jobs.

Interviewer: Yes. This is their job.

Respondent: Because if my job was only to stay in the university, probably I tell you, "Vicky, give me all the homework" because it's good for me. But this is not the main thing in my life so it's... it should be something that adds but that don't rest anything... I don't know *restar*?

Interviewer: Yes... take away.

Respondent: Take away anything.

Interviewer: Ok. Is there anything you would get rid of?

Respondent: I think... when... I don't remember well, but the CLIL... I don't remember what was that so probably it was something that I don't... [Interviewer laughs.] Probably I don't...

Interviewer: That was the methodology... of content and language integrated learning. It's what you do when you teach your course in English.

Respondent: Yeah, yeah.

Interviewer: That was boring?

Respondent: I think so. I think so.

Interviewer: Ok. You're not the first person to say that [laughs].

Respondent: *Como se dice*... I'm very... I'm going to tell you the truth.

Interviewer: Of course! That's why we're here. Well, the idea is to make it better, so it's good to know that I need to give clear instructions to the students so they understand what they have to do... that this part, you know, maybe reduce it. Other things increase...

Respondent: And an exam... an exam could be any other show and tell, but... but...

Interviewer: An evaluation.

Respondent: Yes, yes.

Interviewer: Ok.

Respondent: We need to know what's the way that we are going, so we probably... Ok, so probably you are going well but I think you could make more than you made. Or...

Interviewer: Ok. Anything else you want to add? Or do you want to ask me anything?

Respondent: No... Um, I think the course is really good, but in the university they have to... not to obligate it, but to make us to continue the education in English and I don't know if it's the problem from the UEM Lab [Language Center] or of the university or from our department, but when I make this, no one has tell me that... oh very well. You have been a year going to class, or... the hours that we spend in our course... I think just the half of the hours it was for the obligated hours that we have to make in the university for improve, I don't know...

Interviewer: Yes. Continuing education.

Respondent: Continuing education. Just the half of the hours. And it's not fair.

Interviewer: Ok. So, you think that the university needs to give you more incentive? More praise?

Respondent: Yes, just... just incentive. To say, Ok, you get the C1. Now you need to go to the C2 and to give facilities [*facilidades*]... I don't know if in time, or just... I think it's good for the university and then they say they are going to make you a course for C2 because it's good for the university and it's good for you too. And then, we are going to... *quitar*?

Interviewer: Take away.

Respondent: Take away one hour of class. Or not class, or one hour of the permanence in the university. Or because I have six hours in the class and three hours in the university after the six hours. So, if I have to spend one hour and a half with you, I have one hour and a half to mail the students, to... and it's the reason I couldn't make any more courses because I didn't have time. And I think it's good for the.... So, my sister and my brother-in-law... my brother-in-law is teaching in [XXXX University in UK]. So, it's curious, it's very good... and they say, [A1]... When I told him how we teach here and how they teach there... pffffff. It was... and they earn not much money than here. So I think it's... I don't know. We miss that someone feel that we can... we can... *crecer*?

Interviewer: Grow.

Respondent: Grow in English level. And if we don't believe in this we are going to transmit this to the students, and...

Interviewer: Ok, that's interesting. So, do you think that if you had more incentive that you would pass on to the students, motivation?

Respondent: Yes. Of course. Because I make this course, probably I think that in this year I'm going to have any group in English, or have a group in English, or practice in English. And I don't have this, so probably I say, "Why I make this?" Probably if I think why I do this? Nobody's going to... *valorar esto*?

Interviewer: To value it.

Respondent: To value this, so how can I say to the students if you study English you are going to be... in your *subconsciente*...

Interviewer: Subconscious.

Respondent: ... because I know it's not true, but...

Interviewer: But you don't believe it yourself.

Respondent: I did, but in my dreams, probably I said, “Why did you make this? Why did you make this effort? Probably I was better reading my [XXXX Degree] books than this, because that was one year.” And it was good for me and I like, and I mean, I had fun, and I was good. But...

Interviewer: It’s a big commitment.

Respondent: Yeah. Yes. I think so. And I don’t know if you can make anything in the UEM Lab [Language Center] to say, “Ok. I have teachers that studied for this and probably you don’t use it [them].” Probably, you can, I don’t know if you can make any feedback them. “Ok, which of these students are teaching in English?”

Interviewer: Yeah. In fact, this year we’ve been given a scholarship for a research project...

Respondent: Yeah?

Interviewer: Yeah. To improve the teacher training course and what we want to do is we want to offer also a course online.

Respondent: Ohh.

Interviewer: And, so we want to get as much feedback as possible so... I mean, this is not for that, but the things you are telling me... all of you, inevitably we’re going to also take into account because it is important to us. I mean we do want to make it better.

Respondent: Probably the online course is good because I don’t need to stay here. But I can... If you say, “[A1], you have an online course from 12 to 2 on Tuesday... Probably in my [XXX office], yeah. But probably you have to make that I am a class I am not at home. I am making things, but...

Interviewer: But you also need to be praised for it. Somebody has to tell you, like you said before, you know, Good job. You’re doing this. This is... yeah. This is important.

Respondent: I studied here, I am teaching here, this is my university. I don’t want to.... I want to improve and go higher. And this is very few things, very few money to make an online course. And it should be good for us. For the UEM Lab [Language Center] and for the teachers. [Silence]

Interviewer: Ok. Good. I’m gonna stop the recording. Thank you so much.

.....

Interviewer: Victoria Bamond (Researcher)

Respondent: A2

Interview length: 33:32

Interviewer: Hello. Ok. So, let me explain to you a little bit what this is about. First of all, thank you for your valuable time. The reason I’ve asked you here is ‘cause I want to get some additional questions about the, specifically the portfolio aspect that we did in the classroom last year, because what my objective is is to try to design a better portfolio that we could use here at UEM, kind of like a template for other teachers so that when teachers who are targeted to teach in English or who want to teach in English, to include that type of training or preparation in their form...in their *formación*, so they could have something a little more specifically focused on teaching in English for their classroom; have that type of a resource. So, what I wanted to do is

look at some of the things and get some feedback from you about what could have been better, what you might change or take away or add, this type of information. So, I'm gonna ask you some general questions and you just speak... whatever your opinion, and as much as you want. Ok?

Respondent: Ok.

Interviewer: So...first of all, tell me about your general feeling...because when we did the course the focus wasn't necessarily for teachers teaching in English, but...How did you feel about preparing a portfolio?

Respondent: Well, I think it's a good idea because when you start to teach in English you need to have several resources in order to... in order to... it was more easier to prepare the class. But I think it was a problem in my particular case because I think that I don't have the level enough to...to start to teach in English. So, it's a good idea if you really have the level enough to teach in English. But, I think it's not my case because I don't have the training to speak in English. I don't have fluency, I don't have the grammatical expressions in the... incorporated in the language. So, I think it's a good idea, I think it's a very good way to have a pool of activities, resources, webpages, a lot of things that you need or you can need when you teach in English. But for me, it...it wasn't good.

Interviewer: Ok. What would have been better?

Respondent: I think what I really need in this moment was to practice the grammatical structure to speak in English. Because I can write, more or less; I can read, more or less; I can listen, but it's very difficult to me to incorporate the structure to my speaking in English. From more easier one to the more specific, but I... I think so.

Interviewer: Ok. Have you ever taught in English? In the past...I know this year are not teaching in English, but in the past, have you ever taught...?

Respondent: No.

Interviewer: No. Never.

Respondent: No, I have some speeches in congress... and it was very difficult for me. But I never taught in English.

Interviewer: Ok. Is it something that you think you would like to do?

Respondent: Sorry?

Interviewer: Is it something that you would like to do in the future?

Respondent: I think... I think so. But now, it was very difficult for me. And several students tell me that they've... they...they had...they have several subjects in English, and these subjects are taught by one of my mates, but they think that we don't have the... enough level to teach properly in English.

Interviewer: The students perceive this.

Respondent: The students, yes.

Interviewer: Ok. What is a proper level to teach in English?

Respondent: I don't know.

Interviewer: In your perception. What do you think?

Respondent: Level in the European scale?

Interviewer: Yeah, for example.

Respondent: I don't think so. I think C1 is a... I think C1 is a good level. But I don't think that we have the level that I have assigned.

Interviewer: Ok. What level do you have assigned?

Respondent: C1.

Interviewer: C1. Ok. So you feel that you need more preparation in English?

Respondent: Yes, in speaking in English. It's the....it's the quarry of the problem because when you taught you need fluency, in order to explain things. And I think it's difficult.

Interviewer: Ok, and what do the students say, more specifically? What do you think that they perceive when they say this, that they think the teachers don't have the level?

Respondent: Well, I see... they say me that one of the teachers is carrying out an activity consists on identifying one area of improvement at university and they must try to speak with several personnel of the UEM in order to change things at the university. And there are five groups of students, and one of them is carrying out...is focused on the level English of the teachers, or the preparing or the training of the teaching.

Interviewer: Ok.

Respondent: And they said that they know... they view...they see... they can see that some teachers have problems during the class. And they know it. And it's very... [Long pause—negative face]

Interviewer: Ok. So you have a C1 level, and you've been through training for teaching in English, some partial training. What do you think you need to be able to... in addition to raising your level of English...would you feel prepared right now if somebody said, "I want you to teach next course, a subject in English"?

Respondent: Well, I can remember one session with [XXXX English teacher] that she took some...on the class...several oral exercises in order to practice one and another times, very easy. It was an easy sentence in English we must to change the structure of the sentence in order to put an interrogative or... but only speaking. This is the kind of exercise that I think we need to do a lot, a lot of exercises of this kind because we need to automatize the use of the structure at the speaking.

Interviewer: Ok. So, like grammar in use?

Respondent: yes.

Interviewer: Applying it to real situations?

Respondent: yes.

Interviewer: Ok. Within the portfolio, I'm going to point out some activities and see which ones you thought were more useful or less useful for this type of thing. Because one of the things

that I think... There were three different aspects of the portfolio: one are the grammar activities that we did in class which we did focusing on, for example, the course description, OK, which we did using passive, or focusing on the syllabus—how to write it in English. Then there was the collaborative part where you did things together as a group, you did practice teaching, you shared activities, right? And, just... I don't know if you can remember some of the things we did, I have your portfolio here...but, which ones do you think were more useful, less useful, what do you think we would need to incorporate more of?

Respondent: I think... when one of us, of the students, share with the other activities in English that they design it's very useful because... well, I think it's a way to practice and to put in the situation to teach in English. It's very useful. And of course to make the syllabus and all these kinds of things that we need to do it because you must to incorporate in the Virtual Campus, so it's very useful.

Interviewer: Ok. And the glossary? You had a very...

Respondent: Yes. It was very useful too. But...

Interviewer: It's interesting because most of the teachers in their glossaries included technical vocabulary for their area of studies. And you put very colloquial vocabulary. And that's very interesting to me. And it goes with what you're saying.

Respondent: Because, I think that in [XXXX subject] the English vocabulary is so extensive that I don't need to put here "XXXX term" or "YYYY term" or... because all the terms in [XXXX subject] are in English. So I need to incorporate the normal language to my speaking.

Interviewer: Ok. Do you think that preparing a portfolio, if it were done a little bit more extensively over a course, would it improve your level of general English?

Respondent: What you mean portfolio...when you say portfolio what do you mean? These types of activities?

Interviewer: Yes.

Respondent: These types of activities are right. I think that I need speaking activities.

Interviewer: Ok. So would you incorporate into the portfolio more practice activities?

Respondent: Yes. More practice activities.

Interviewer: Ok. Is there anything you would include less of?

Respondent: Less. Well...I think...Well, I can't remember an activity that we did and I say...and I thought that it was with no value for us. I think all of them were interesting because it was tools, it was resources that you can use in several moments in the future. But the....the...high percentage of them were right. I think we must to incorporate much more speaking activities in the portfolio.

Interviewer: Ok. Do you think that it helps improve your academic level of English, cause in English we have different types of English that we measure. We measure general level of English, which would be like your C1 level, right, the skills reading, writing, speaking, listening. Then we have levels of academic English, which would be knowledge of technical vocabulary in

your field, knowledge of classroom language and things like this. And then you have... well, actually, that's it. So, in the general English field you think there's more speaking needed. And what about in academic English?

Respondent: One of the needs that the teachers at the university have is the... write papers. And all the time that I send a paper to a congress they always say the same: "You need to improve your English" or "your technical English" or, "your..." no sé. And this is other area that we need to improve a lot.

Interviewer: Ok. Do you think having a portfolio...? I want you to imagine that you are in a situation where you have to teach a course in English. Ok, so your boss says, "Ok, next year in September you're going to teach this in English." Do you think having a portfolio would affect your stress level in any way? Or not having a portfolio would affect your stress level in any way?

Respondent: I think it's a good tool in order to take activities for one day that you have no time to prepare properly the session; and it's a good tool to reduce the stress level. But it's in... a few level... In a few level? Reduced level?

Interviewer: Yes. Reduced. A little bit.

Respondent: Yes. A little bit.

Interviewer: Ok. Do you think you...? I understand you think that the stress level would be very high for you.

Respondent: Yes. Yes. [Laughs] Yes, because...

Interviewer: How would you feel if your boss said that to you right now?

Respondent: My boss offered me, at the beginning of the course, at the beginning of the academic year to teach in English. But I said that I don't feel prepared to teach in English. It takes very much time to prepare teach in English than in your proper language. So, if they let me one only subject in a trimester I think that I could do it, but with three subjects it's very difficult. I have no time.

Interviewer: Ok, and do you not have that option? To just teach one course in English? Begin with one course and then maybe another course? It has to be three or nothing?

Respondent: Well, I ...I.. I don't know what [s/he] later thinks but... [s/he] say me, "Well, don't worry. Next year."

Interviewer: Ok. Well, good. At least it gives you the chance to... What would you suggest to the university as an institution? If you could suggest whatever you wanted? What kind of things would you suggest as far as who teaches in English or how?

Respondent: Well, the first thing I suggest is that they measure the level of the teachers again because I have the perception, I probably am wrong, but I have the perception that we are ascending in the level of English one year to another but we don't really have the level that we have assigned at the page of the Human Resources.

Interviewer: Ok. We're talking about the general English level?

Respondent: Yes, the general English level.

Interviewer: OK. OK.

Respondent: And the other thing is that when one teacher must prepare an English subject, they need much more time. And this is not... this is not planned in the university.

Interviewer: Ok. How much more time would you need than to prepare a Spanish class, for example? Yeah, percentage-wise. How much more time would you need? If you told the university I need...

Respondent: I think eighty percent much, more, much time.

Interviewer: Eighty?

Respondent: Eighty. A lot. Much more time. [Laughs] And, we... from the training... teacher training program, we need to practice, as I say you yet... speaking exercise. A lot. A lot.

Interviewer: Ok. Ok, how... imagine now, imagine that you have the level that you feel comfortable to teach in English. And you have, you go into a classroom with your portfolio. How would that affect your motivation?

Respondent: Sorry?

Interviewer: How would that affect your motivation as opposed to right now if you had to teach in English?

Respondent: Well, I think it's a good idea to increase the motivation of the teachers because they can thought... they can think that there are several resources that they have, and they can to think, to prepare some new activities, some news, and... When you... when I was the last year with you at class and you show us all of resources, all of web pages, and a lot of sources of information, it was really motivating for me because... if you one day don't have time to prepare, you can simply go to these pages and extract some activities of actuality or a lot of...

Interviewer: Lesson plans?

Respondent: Yes, lesson plans. It was very useful.

Interviewer: Ok. So, how do you think you could change the students' perception of the learning they are receiving in English? These students that have spoken to you?

Respondent: I think there are two ways. One, we need to explain them that the objective is to practice English and the teacher is an expert in their field of knowledge, but is not an expert in English. And never mind, it's not a... a big problem. And for other... the other way is to improve, improve. I think nowadays we teach in English when we don't have enough level.

Interviewer: Ok. Do you think, because you told me the students think that the teachers are not prepared... do you think the students are learning in their English classes... English-taught classes?

Respondent: I don't... I'm not sure because I haven't taught in English before but...

Interviewer: What is your general perception, within your School at least, of the students and their levels?

Respondent: I have speak with other colleagues about this and they think that, it's very surprising but at class, when they taught in English the students are more alert in class, more... pay more attention, and they seems to be more motivated in English.

Interviewer: Ok. That's interesting. What about... do you have any thoughts or information about their satisfaction with the English-taught courses, in general? Not on a questionnaire or anything...just... Have you received any feedback about their satisfaction?

Respondent: From the point of view of the students or the teachers?

Interviewer: The students.

Respondent: Well, I don't... the only perception that I have is these students that talked with me to put into contact with other people here in the university that they can talk to. But I don't have other contact. But I can... from the point of view of the teachers... we talked with the... we talked over coffees, and all of us thinks that the teacher training is not well-directed to our problems. And I think it's for these speaking exercises that I told you before and... They think that they pass from one level to another artificially. There is not a good perception of the teacher training.

Interviewer: Ok. How could it be improved? In a perfect world, if you could ask for whatever you wanted.

Respondent: I think with speaking exercises. Because I think all of us can put a sentence in passive tense, and put interrogative, and write. But when we speak, we need to... I think so. We need to incorporate this grammar structure to our speaking in English.

Interviewer: More oral practice?

Respondent: Yes.

Interviewer: Ok. And how could that be incorporated into a portfolio setting?

Respondent: I think that the portfolio is more directed to prepare things to taught in English. I am speaking from the general level. Not directed to the taught in English. I think this is the second phase that a teacher must follow. First of all we need to have a general level really appropriate to teach in English. And then, these kind of exercise. But when we redirect our time in class to these types of exercises when we have not covered this previous need yet, is very frustrating.

Interviewer: Ok. So jumping to the portfolio, jumping ahead for example, without having the previous training is stressful or demotivating?

Respondent: Yes.

Interviewer: Ok. Ok. And... you talked about the resources, you said they were very useful. What other types of resources would be useful to you in addition to web pages with lesson plans, or what else did we look at? We looked at different types of videos, repositories, blogs...

Respondent: Well, I think the diversity of the resources you gave us in this class were enough. It was a lot of information.

Interviewer: What about the library here? Have you ever consulted anything here at the library in English?

Respondent: Sorry?

Interviewer: Have you ever consulted anything here at the library, at our library in English? Have you ever gone to find resources?

Respondent: No.

Interviewer: No. Ok. Cause this is something we would also like to look into. Ok. In class, when we did the presentations... you gave this a very high mark. Do you remember what you did?

Respondent: Yes. I did the session showing a video... and first I think several questions in order to try to preview what we are going to learn, and to preview what level the audience has. And then I showed the video, explained some things and... to put in contact the predictions the audience has and that they has at the end of the video.

Interviewer: Ok. And you found that useful?

Respondent: Yes.

Interviewer: For your English level as well as...?

Respondent: Yes, for my English level and for my experience at class.

Interviewer: Ok. I think we did three presentations in class. I'm not sure if you did all three of them. We did the show and tell [ice breaker] at the beginning of the year, we did the presentation of the activity, and then we did an ice breaker and we did a burn out activity, I think. How many more activities of that type would you like to do? Because you said you would like to do more oral practice, no?

Respondent: I think it's not to prove, or to experience with some things that we need to do in class. I think it's more essential. I think it's grammar exercises with a paper and one student to other, to make questions, to repeat and repeat and repeat... the grammatical structures.

Interviewer: Ok, so like drills? Do you know what a drill is? A drill is something you learn and then you practice it over and over and over again. Like in Sports. It's the same concept. In Sports you practice how to dribble the ball and you spend weeks dribbling the ball. And then you learn how to pass and you spend weeks passing the ball. So... speaking drills... in groups.

Respondent: Yes.

Interviewer: Yep. Ok. Do you have any questions for me?

Respondent: No.

Interviewer: No? Ok. Let me just make sure... Ok... so as a final question... I think you've said it but I want to see what your general summary is of the situation. So what do you think about the university including a course that would be focused on preparing a portfolio in English?

Respondent: I think it's a good idea, but the portfolio course must be thought for teachers that has covered the general level of English before.

Interviewer: Ok. I think that's all.

Respondent: Ok.

.....

Interviewer: Victoria Bamond (The Researcher)

Respondent: A3

Interview Length: 12:04 [This interview was cut off due to technological problems]

Interviewer: [previous thanks given but not recorded]... I know it's very difficult and we're all at the end of the year [laughs] going crazy. And... what I'd like to get out of this session, the information... the kind of information I would like is information about... thinking back, and it's a long time ago, you have to put your thinking cap on...

Respondent: Yes.

Interviewer: Thinking about the course we did where you guys prepared a portfolio as the final project, what things we could include in the portfolio that were missing... or what things were not as necessary in order to improve because what I would like to do is propose a training course only for teachers who will be teaching in English... for them to prepare a portfolio in order to begin teaching... to have a resource to help them. So we did one design of the portfolio, I received feedback, do a second design, and receive more feedback so we can make a final design. And the idea is that there are three different types of components in the portfolio: linguistic components, which I think there was not too much of; collaborative components, where you share material with other teachers, like the ice breakers or the burn out activities; and then the third thing are things that you practiced in class, applied, things that you can apply in the classroom. So, what are your general feelings about the experience of preparing a portfolio, first of all?

Respondent: Well, you feel it as a task, so it's another burden for you if you are going to classes and also you have to do that. It's like something you have to finish as soon as possible. Because when you are preparing it you are not feeling that it's going to give you any help in that moment, just something that you have to do for the teacher. Maybe if I had to teach in English, maybe if I have to teach in English, maybe I will go and use some resources that I have there, but until the moment, as I don't teach in English, I haven't done it. But, well... my feeling was that. That it was a task that you have to do to pass the classes.

Interviewer: Ok... so, an assignment. So, you're not teaching in English. Do you have any prospects of teaching in English in the future? Would you like to?

Respondent: I'd prefer not to... to teach in English. Because it's not... it's not valued by the university, and you have to do double work and you don't have any compensation.

Interviewer: Exactly.

Respondent: So, I don't... I'm not... it would be more work and we already have a lot of work. So, I would have to translate to... to... adapt...

Interviewer: You would translate your material?

Respondent: ... to adapt the materials, so it could be a big effort for me to speak for an hour, an hour and a half or two hours in English. For me it's an effort. So, I'd prefer not to. But, I don't know. I am preparing myself, in order to... just in case. Just in case.

Interviewer: For the worst, you're preparing for the worst [laughs]?

Respondent: Yes. Yes. Well, I love... I love languages. But, I know that it would be difficult for me.

Interviewer: What would make it attractive for you to teach in English? Or what would make you want to do this? Because if you love languages, it should be something that you would enjoy.

Respondent: I don't know. In this moment, I am not very motivated... in this place... for do more effort, because I feel that every day we have to do more things, for the same...

Interviewer: What would you ask for, if the university said... Ok, we're going to... What do you need? We want you to teach in English... What do you want?

Respondent: Well, first of all, less hours of class. Because we have to prepare, to dedicate more time to prepare. It's the first thing, I think. I don't think they are going to... or they are thinking to pay more to that teacher. That would be another way of compensating.

Interviewer: Ok. Ok. Imagine the university says... Ok. We're going to give you less class time so you have more time to prepare, we're going to pay you a little bit more, we want you to teach in English... Now, in a perfect situation like this... what things in the portfolio do you think would be beneficial or would help you and which ones do you think wouldn't?

Respondent: Well, I think the vocabulary... the vocabulary of the most used words in this context I think is important, to go and look for that. Also, resources as the ice breakers and the kinds of resources that we had been working on, I think that's a good idea. I don't think I would use the grammar resources, because... I don't think you are thinking of grammar when you are teaching. You are thinking in communicating, in getting the attention of the students, and motivating them. You need the vocabulary and also the resources, but I don't think it's... for me it wouldn't be so important, the grammar or that kind of things.

Interviewer: Ok. What about academic English? Writing structures or essay rubrics, or things like that? An academic CV template, or something like that?

Respondent: Well, maybe for some exercises, with... written exercises, maybe it would be useful, these templates, to know the academic words that we don't usually use, but when we talk we don't use, words we use would be a good idea to do that.

Interviewer: Ok. Do you use any...? Have you ever made a portfolio or have you ever prepared something similar for your Spanish classes? Your classes in Spanish?

Respondent: For my students or for me?

Interviewer: For you, as a teacher... in your preparation... for a course.

Respondent: Uhhh... maybe you can call it a portfolio. I have a lot of... how do you say *carpetas*?

Interviewer: Files.

Respondent: Files, with different activities for the students... some of them are compulsory. And some are things that I do in class. I have it very organized in my files, for every... every... *asignatura*?

Interviewer: Like an e-portfolio? For your subject?

Respondent: Yes. Yes.

Interviewer: Like an electronic file.

Respondent: At the beginning, I started to make my paper files, but finally... I can organize it better in my computer. I have a lot of activities to prepare for the students. Also, the presentations, and the exams, but I try to increase the amount of activities. For example, it's

especially important for me in the HCAP [horario compatible con actividad profesional – working adult students] because we have a lot of hours. Every weekend we have six-hour classes. So, we need to change a lot the activities to maintain the attention.

Interviewer: That's interesting. Nobody has commented anything about the HCAP. That's an interesting focus.

Respondent: Well, now with the... this new organization with trimesters, we have longer classes, and also we have to create a lot of activities. Because in [XXXX degree program] we have three-hour class[es]. And... you need to do different things with them.

Interviewer: Ok. Do you ever share any of those activities with other teachers? Or do other teachers share activities with you?

Respondent: Sometimes. Sometimes. Yes... sometimes. Not usually. Cause we don't have the habit of sharing materials. When I came to the university, I started to send some presentations to my colleagues and they were surprised, because everybody kept the materials for them, and well... they were surprised, and they liked it. But we don't have the habit to meet and to....

Interviewer: That's something very, I think, cultural. Because in Spain, it's the same impression I get... people don't like to share their material. But, I think it's very useful, no? For teachers to share materials, especially new teachers coming in.

Respondent: Yes, I think so.

Interviewer: Because it makes the work less.

Respondent: Yes, I think so.

Interviewer: Ok, and you said something about translating. If you... imagining back that you're going to teach this course in English, how would you prepare for this course? Would you take your... you said you'd take your material in Spanish and translate it? Or...

Respondent: I think, first of all I would translate, if I've done the same... *asignatura es subject?*

Interviewer: Subject.

Respondent: ...the same subject in Spanish, first of all I think I would translate. In many occasions, I think other things that I would use... [Recording stopped unwillingly].

.....

Interviewer: Victoria Bamond (The Researcher)

Respondent: A4

Interview length: 49:21

Interviewer: So... First of all, thank you.

Respondent: You're welcome.

Interviewer: For giving me your valuable time. Before I... I'd like to explain a little bit why we're here, OK? So that you know a little bit about what I'm doing. I've asked you here today to get some information about the portfolio we prepared last year in the training course for my doctoral dissertation, which... what I want to do is design, thanks to the feedback of the teachers who have made a portfolio, design a better portfolio that we can use as a method of instruction for teachers who will be targeted to teach in English or who want to teach in English in the future. So, the idea is that we would have different offers for teachers; an offer for C1 level, for example... General English, and then an offer for teachers who would like to teach in English to prepare them specifically for that.

Respondent: OK.

Interviewer: OK? So, the idea is to get feedback, since you did it, of what things we could change or add or subtract, or... and then design a new one, put it into practice, get feedback, design a new one, put it into practice with different groups of teachers. OK? That's the idea.

Respondent: Ok, but one thing. For example, this year I taught in [XXXX] quarter in English, but I haven't to teach again... I don't know until when.

Interviewer: That's OK.

Respondent: The practice is just to give you feedback of this experience but I don't have to repeat again the design of the portfolio...?

Interviewer: No. Actually, what I'm gonna do is get feedback from those of you who did it, the group that were together, and then give it to other teachers.

Respondent: Oh, Ok.

Interviewer: And have them try to use it, and then get feedback, and give it to other teachers.

Respondent: Ok.

Interviewer: Ok? So... what I want from you guys is your feedback, your experience about it so that we can design it a little bit better every time.

Respondent: Ok.

Interviewer: Ok. So, you taught this year in [XXXX] trimester? You taught in English?

Respondent: Yeah.

Interviewer: Ok. What did you teach?

Respondent: Ok. The name was something like [XXXX] and the second course was [XXXX] or something like that. The name, the official name was in Spanish so I'm trying to translate the name.

Interviewer: Ok. Before I ask you about those courses, I'd like to start with the portfolio. How did you feel about the experience of preparing one in a class?

Respondent: Oh, I feel good. I... in all moments that I prepared this portfolio I felt like, Ok, this is useful. At those moments I had never taught in English but I guessed that maybe in some months, at this time, my boss called me to start to teach in English and so I suppose, I supposed at those times that it was a very useful activity for me; for my future in a short time.

Interviewer: Ok. And, was it useful for you?

Respondent: Yeah. What... Ok, it was useful. I recognize that I just used a couple of activities. The most useful for me was at the beginning of the course because my boss told me... one Thursday that the next Monday I had two new courses, and the new thing is... it was...were in English. It was my first time in English, so it was... again... I'd just arrived from [XXXX]...

Interviewer: Wow!

Respondent: ...on Thursday and, "Ok. Come with me to tell you..."

Interviewer: How did you feel when your boss told you that?

Respondent: Ok, it was... Ok, that's completely crazy. And I... how I say... I advised him?

Interviewer: Mmmhmm.

Respondent: Ok, this is not a good idea because, I'm willing to try it but I promise you that for sure, that the service is going to be worse than if it was in Spanish. And with this short time to prepare the material... and so on. So, and exactly, I... the service decreased three or four... I was in four and a little bit more [Note: this is referring to the satisfaction results from students], and

I think three point eight, three point nine. So, it was very good in comparison with what I expected.

Interviewer: Ok. Why... why do you think it turned out better than you expected?

Respondent: Ok, because I didn't feel comfortable in my classes. I felt like, "Ok, I'm sure that my English is not at the level." I know that English is the tool, and this... and the speech that we always listen and that I share these values... but the point is, Ok, I can't explain as well as in Spanish. And whatever kind of experience, whatever kind of comparison, whatever kind of example and less.... How do we say *menos todavía*?

Interviewer: Even less.

Respondent: Even less the technical things.

Interviewer: But you said you got a 3.8 or a 3.9 on your teacher evaluation?

Respondent: Yeah.

Interviewer: Why do you think you... that's a high mark for...

Respondent: Yeah, I don't know.

Interviewer: You don't know? The students....

Respondent: Ah, Ok. Maybe, the methodology... and, um... I don't know. I think it's the basic model of my teaching process or something like that. I always use innovation teaching and these kind of things. So, maybe, based on this point.

Interviewer: Did the courses that you taught in English, did you also teach them in Spanish or had you taught them before in Spanish?

Respondent: No. Not exactly this course, no.

Interviewer: You had to invent all the material?

Respondent: Ok, I taught some courses very related with this in English because I'm in the [XXXX] area, so more or less... But it was the first time with this... like... something like [XXXX subject] and I always [XXXX subject], [XXXX subject], and [XXXX subject]. So, the base of the [XXXX subject] I used, obviously, all the material that I can reuse.

Interviewer: Yeah, I think you used some with us in class.

Respondent: Yeah! Yeah. You remember.

Interviewer: Yes, I do.

Respondent: So, yeah. This is the situation.

Interviewer: Ok. You said that in the portfolio there were some things that were very useful at the beginning.

Respondent: Yeah, at the beginning. Because at the beginning were the moments that I hadn't had time because... Ok, when you teach in English one month you more or less update your materials, your ideas. But the first two weeks I used some of these activities that we designed in order to meet new people, or between them, the students. So, this kind of activity, I used it even more than the rest of the portfolio because the portfolio, the point is that when you are completely sure that you are going to teach in English, you are more involved in the project of the portfolio than when... in my case I hadn't taught and I didn't... How do you say, *no imparcial*?

Interviewer: Yeah... I didn't teach.

Respondent: I didn't teach at those moments. So, I think that when you are... how do you say... when you assume that it's completely necessary for your... to continue breathing... you... you... how do you say... you *aprovechas*...

Interviewer: take advantage more

Respondent: take advantage more than.

Interviewer: Ok, so if you had known you were going to teach in English, you would have taken more advantage of the portfolio.

Respondent: Yeah. For sure.

Interviewer: Ok.

Respondent: And it was just in this point that I... how do you say... I... *me lo huelo*.

Interviewer: You had that intuition.

Respondent: Yeah, yeah. I have that intuition.

Interviewer: Why?

Respondent: Ok. Because I was doing an international stay in [XXXX Country]...

Interviewer: Oh.

Respondent: Yeah. For three months, so it was [XXXX month] of the other one...

Interviewer: Previous.

Respondent: ...previous one... [XXXX month], no. [XXX Months]. So, when I arrived, I thought, Ok. Maybe this year is not the year, but probably the next one, I have all the tickets.

Interviewer: [laughs] Ok.

Respondent: But officially any of my...

[Two lines eliminated due to identifying information]

Interviewer: Yes. [Laughs] Ok. Um... imagine if you had done the same situation, right... your boss tells you you're going to teach two courses in English but you had never done a portfolio. Just a normal English class. Would there be a difference?

Respondent: I think that... Ok. My mother always said... says me that you haven't got grandmother. But, it's true. I think... I consider I am an innovative person, so I think according with the level of your innovation, or innovative rate, I don't know... innovative...

Interviewer: ...spirit?

Respondent:spirit, yeah... you can arrange this situation in some way or another. So, I suppose that if I never had prepared this portfolio I think that I had invented anything according to the past experience of the beginning of the course. But I think that... I don't know if it's good or not, but some people, they aren't creativity...

Interviewer: ...creative?

Respondent: ...creative, Ok. So, I suppose that for these kind of people it's perfect.

Interviewer: Ok.

Respondent: I think. I always... I'm actually, I'm implementing some innovative activities in my... according to the teaching period, in Spanish even. So, I think that I always create something new that I think that adds value for my students and for my teaching.

Interviewer: Did you do that in your English courses? Did you do innovative...?

Respondent: In my English courses... em. No. [Laughs] No, because I used at the beginning a couple of activities of my portfolio, and that was enough to give me a little bit of time to prepare a traditional system. But, obviously, for example, for the assessment system... to design and to explain it, the portfolio, some portfolio activities treat... *trataban, ¿no?*

Interviewer: Yes, yes, yes.

Respondent: these... these points. So, for the assessment system and for the interactive activities of the beginning of the course, I used the portfolio for these. And after that, I don't know why... Ok, because the portfolio, I think it's a very good idea but if you propose the

portfolio for your own teaching at the moment or the next year, officially, I think you oblige yourself to prepare a very very good portfolio. In my case, I didn't do that, because it wasn't officially. So, I just can to... can use three or four activities of my... I don't know how many we prepared, but maybe eight, nine, ten.... Wow!

Interviewer: [laughs] There's your portfolio.

Respondent: [surprised] Wow! I didn't remember. Ok. Yeah, but... Ahhh, Ok. I remember, well...

Interviewer: Well, some of those are not all yours, because... In fact, it's very interesting... your portfolio. You're the only one who did it this way, and I'd like to ask you... actually, that's one of the things I wanted to ask you about. You have here Portfolio [A4]: Mates' activities, and you have all of the... How many? One, two, three... about ten, twelve activities that your classmates prepared and then you... that they shared, right? And then you have Teacher's activities, which I understand are mine. Ok... no... and then you had... there was more, but they're not on here... and then you had Own Activities, and you had about another fifteen that were your own.

Respondent: Yeah, that was what I was thinking actually, in my own materials, because... Ok. I think that when you... Ok, when you are too deseperated...

Interviewer: ...desperate.

Respondent: ...desperate, sorry... you take probably the activities of your classmates. But, when you have to use some activities, not all the activities from your day-to-day... day-to-day?

Interviewer: Yeah, day-to-day.

Respondent: ...day-to-day, you... I think, this is the reason why I'm thinking just in my own activities, like the portfolio because the rest of activities of my classmates, or even your activities, I consider that, I remember that I add to my... how you say? Shoulders? No. Folders.

Interviewer: Yes.

Respondent: Folders, to my folders. Yes, because it was appropriate in the creation of this homework for your part.

Interviewer: Exactly. Because you had to do it.

Respondent: Yeah, yeah. But, I... this fifteen that I prepared, that it was, it were my own activities, that was just the activities that I was thinking about in my portfolio. I forgot that the rest of the... when you wrote me in the email saying that you are doing your dissertation about these portfolio activities, I thought about my own activities.

Interviewer: Mmmhmm. Well, the idea of the portfolio is that you would have more of your own activities and then take from others whatever you think is yours, you know. So...

Respondent: Yeah. For sure. I think that for example... but, I use some of the activities of my classmates in other Spanish courses... yeah.

Interviewer: Where you do English activities?

Respondent: For example... Ok, find the classmate that has climbed to the... blah, blah, blah. And you have to meet this kind of...

Interviewer: And why in your Spanish classes, and not in your English classes?

Respondent: I don't know. Because it was a new group for me and I considered that it was a great idea the first day, more than a presentation or to explain the assessment system that they meet themselves, and...

Interviewer: Did you assess their English language at all?

Respondent: Did you...?

Interviewer: ...assess their English language in your English courses?

Respondent: Yeah. *¿Si evalué el inglés?*

Interviewer: Mmmhhmm.

Respondent: Ok. For my students? Ok, no. Because probably they won't... this competition... for sure. They won't be... Ok.... Some of them, they didn't have a very good level of English, but others, they are bilingual, so...

Interviewer: So was there a big disparity in levels?

Respondent: Yeah, yeah. I remember you and all the classmates that talked about that the previous academic year.

Interviewer: Did you get any advantage from any of the strategies that we did in class, in that case?

Respondent: Ok. No. I tried, I tried...

Interviewer: What did you do with them?

Respondent: I tried to... the distribution of the groups, the work groups... I tried to include the different levels... Ok, the bilingual with the very good speakers and the people who hasn't got any idea in English. Or just *Hello, my name is...blah, blah, blah*. So, that was just my tactic.

Interviewer: Ok. And you say that you had students in your class that were almost bilingual. How did you feel teaching...?

Respondent: Very bad.

Interviewer: Yeah?

Respondent: [laughs]. No, Ok... I feel... I got, how do you say... trust...commitment...trust

Interviewer: ...a rapport.

Respondent: Ok. Yeah, I gained trust and I balanced my lack of good English with the technical knowledge and these kind of things. But anyway, you can't compare my feeling in the same situation in a Spanish course because it's... Ok, I think for me it was a very big effort because at least I'm in front of you... I think I am very... how do you say... perfectionist... person. So, I'm assuming at the time I'm talking with you that I'm very far from you in the level of my English and I just gain trust with my knowledge in the specific knowledges about the... according with the course.

Interviewer: Was it an issue for the students? Did you perceive that the students had any problem with your English?

Respondent: No. Ok, I feel bad not for me, really it was for the institution. Because I thought, Ok... if I am going to an island... Ok, no... I'm going to Chile and some international student perceives that I'm their professor and I can't speak Spanish, what are they thinking about the system? It's like, Ok... I think that this situation obviously could be better and I'm part of this system so I have to do that. But, for sure that a bilingual professor add more value than me in general in the same situation... Ok, with the same knowledge and the same competences and with the bilingual level... Ok, they are in a better position than me.

Interviewer: Ok, obviously. And what about a teacher who doesn't have the same level but better English?

Respondent: Better English?

Interviewer: A teacher with less knowledge of the content, less skills, but more English?

Respondent: Ok. It's the same situation. I think I'm a perfectionist... how do you say the pronunciation?

Interviewer: Yeah, perfectionist. You said it right.

Respondent: Perfectionist person. So, if I divide the three key points of my teaching in knowledge, competence and language, if any of these three key points are not good I think that I'm going to feel bad.

Interviewer: Ok.

Respondent: So, it's not just for the language, if I teach a course that I have no idea in the knowledges or the technical knowledges I'm going to feel the same as I felt in [XXXX] quarter. Tri..tri... how do you say... trimester?

Interviewer: Trimester.

Respondent: Ok. Trimester.

Interviewer: Ok. In the preparation of the portfolio, do you think while you were preparing the portfolio... or another teacher preparing a portfolio... Do you think they improve their general level of English? Not their academic level, just their general level, their speaking, their reading, their writing, their listening?

Respondent: I think so.

Interviewer: Yeah?

Respondent: Yeah. Because you are going to do an activity that at the same time is useful for you and you are doing regular activities, with grammar, with... to communicate your activities if you present them. So, yeah, I think it's a good method to improve your English. Maybe it depends on your English profile. If you have lack of grammar, specifically in... probably you have to do any other activities more specific to... how do you say... to avan...

Interviewer: To advance.

Respondent: To advance.

Interviewer: Ok. What about in your case? Do you feel that you improved your level of English?

Respondent: Ooph! It's a very difficult question because at those times I'd just arrived from [XXXX Country] and I had contact with the English in other areas of my professional life. So I can't identify if these portfolio activities were the guilty of my improvement at those times.

Interviewer: What about your academic English level? Your knowledge of technical words or your classroom language?

Respondent: It depends on the approach that you give to your portfolio. I mean, if you prepare general activities for whatever kind of courses or areas of knowledges, or if you prepare a specific portfolio for... I don't know, [XXXX subject]...

Interviewer: Yes. For example.

Respondent: In my case it was a general one because I didn't know, first if I were going to teach in English in the future, and I didn't know...the second one I forget it, so [laughs]... But, so, yeah... I think you can give different approaches to your portfolio in order to... your... how do you say...?

Interviewer: Your focus?

Respondent: Yeah, your focus; intentions.

Interviewer: Are you motivated to teach in English? Do you consider you're motivated?

Respondent: Now or in the future?

Interviewer: Yeah.

Respondent: Uh... depends of if I'm very busy or not. If I'm not very busy probably. Two days ago I talked to my boss... *Ok, if you have to assign me a new course in English it's Ok. But if I'm not very busy with [XXXX subjects] and my dissertation.* And so on. Because... why? Ok, I think it's the quickness of my person. I'm very perfectionist, so I try to do everything in a high level and that means that it's impossible to achieve all my goals. So I have to assume that I'm going to... I'm not going to achieve all of these goals. So, if I have time I think it's a challenge and I think it's interesting because it obliges you to improve your English. Now, this year, for example, except these courses, I didn't touch English.

Interviewer: How much more effort does it take you to prepare an English class than a Spanish class?

Respondent: ...pew!

Interviewer: A big deal?

Respondent: For example, with a percentage?

Interviewer: For example. Or in how long it takes you to prepare a class...

Respondent: Yeah, if I use for example three hours to prepare a class, with the class if it's in English, I think that almost double time. For me. But I think that it depends on the person, again.

Interviewer: So, is there an incentive for you to teach in English? Do you feel that there...?

Respondent: Ok. I mean, I'm completely sincere with you. If I can avoid English courses with my actual level of things to do...

Interviewer: Workload. With your workload.

Respondent: workload... I'm going to avoid it.

Interviewer: Ok. And what would you need in order to feel more motivated to teach in English?

Respondent: For example, it's just one thing. Time.

Interviewer: For example, if you could make a wish list. Time?

Respondent: For me, in my incentives it was time. It would be time because... Ok, for example, if you have to teach two courses in Spanish, give me one in English. Because with this ratio, maybe I would like to do that. But, the point is that this is not the condition, so I assume that. It's a pity because I think that if our bosses incentive us with for example, half time of classes, if you choose English like the levels of your teaching, in two, three years you probably improve a lot. All days with English, I mean, I was with just less than three months, because it was when the Christmas season, but I felt very comfortable with my English in other areas just with the practice of my two courses. And I have another one in Spanish at those times, but it was... it's my opinion. I think if you incentive to your professors with more time to prepare your English with... Ok, with more or less a high level of English, that is not my case [laughs]...

Interviewer: What is your level of English?

Respondent: I don't know. I have no...

Interviewer: You don't know your level of English? Ok, if you had to make it up? If you had to invent it?

Respondent: I don't know. It's like 15 [old system of levels--pre-Bologna and the CEFR], and C...

Interviewer: C1?

Respondent: Yeah. But I have no idea about this classification.

Interviewer: You don't know how you got the C1?

Respondent: With all my life... but I mean, I don't know what does mean, this C1... or I don't know the order, I have no idea.

Interviewer: Have you ever seen the "can do" statements?

Respondent: No.

Interviewer: Where it says... each level in the European framework has a list of statements that are stated in Can do statements. So, "The student can..." and they have the scales. We... you remember, we did it in class?

Respondent: Yeah.

Interviewer: So a C1 is more or less a person with a very high academic level...

Respondent: Really?

Interviewer: Yeah... of English who can read just about any text, including in specific fields and understand it; listen to news, for example, and understand what's happening in the world; it depends on the different skills. Speaking: a person who maybe could give a conference in English, would be...

Respondent: For example, but... I think I could explain my ideas, my technical ideas and even my dissertation in English, but assuming that my English is not so high as I would like. I don't know. I think it's a weakness of me [laughs].

Interviewer: Do you think that your level of English, independently of a C1 level, your level of English is sufficient to teach in English?

Respondent: Depending of the students I have [laughs].

Interviewer: [laughs]. Ok.

Respondent: For example, I have two courses. In these two courses in English one of these two courses was beginning speakers. They were [XXXX areas students]... or something like that but not... very bad English level, so I... if the gap exists I feel comfortable. But in my advantage, not in their... So... the other one it was Ok. It was people from Netherlands, Ireland, Hungary... Hungaria...

Interviewer: Did you get any feedback from them? Did they ever tell you anything about your teaching, or...?

Respondent: Just in the teaching sense, or in my level of language according with the...?

Interviewer: Either one.

Respondent: No... they were happy with the course. Yeah. But I felt... *Ok, I'm giving you less than I can because... that's the... that's my feeling.*

Interviewer: Yeah, I understand that. What would make you feel like: *Ok, I'm happy now with my level. I feel like this is where I need to be.*

Respondent: Sorry?

Interviewer: What would make you feel satisfied with your teaching in English? What would you need?

Respondent: I need that this gap exists or I improve my level.

Interviewer: Improve your level in what? Anything in particular?

Respondent: No. In the fluency, in the way I think in English, directly. That for example, after a couple of months without use my English, this is the first time I talk in English after a couple of months, so...

Interviewer: Today?

Respondent: Yeah, today. So, I'm a bit... a little bit difficult for me at this moment because I know that in one hour I'm speaking as the... at least in the fluency sense, at the same level I had, as I had when I was teaching in these courses but I need this day to day touch with English and less time to prepare my courses in comparison with the Spanish one. And with this condition probably I choose this challenge. Because I assume that it's good for me. And I try it, when you told me thirty minutes ago *Ok, I prefer that we talk in English, Ok...* I didn't know that when you emailed me. But at the same time, two seconds after that I thought, *Ok, it's an opportunity for me to improve my English.*

Interviewer: Yeah. Well, I like to do it in English just because I like to give you, all of you, the opportunity to practice your English whenever you can, so... But you can speak in Spanish if you like.

Respondent: No, no, no. Now I prefer in English [laughs].

Interviewer: Now you prefer in English! [Laughs] Ok, imagine you have a new teacher coming in and your boss says... *Ok, I want you to train this teacher.*

Respondent: Train? In Spanish?

Interviewer: Train. Train them to...

Respondent: But train them in the technical...

Interviewer: Coach them. More than train, coach.

Respondent: Ok, coach them.

Interviewer: Coach them. So, you have a new teacher coming in and.. Two new teachers. One with a portfolio that they've prepared to teach in English and another one without. Is there gonna be a difference in them if you tell them: *Ok, tomorrow you're gonna teach in English.*

Respondent: If I have to choose between... portfolio, for sure. For sure, it depend of the... with the same level of English, the same level of ... how you say... CV?

Interviewer: Yeah. The same qualities, or qualifications.

Respondent: Curriculum?

Interviewer: Yeah, curriculum.

Respondent: For sure.

Interviewer: Why?

Respondent: Because that means the teacher that prepared a portfolio, I think in my opinion, with a first view, is the most responsible and has planned everything better than the other one.

Interviewer: Ok. Do you think it would affect the students' perception?

Respondent: Yeah.

Interviewer: How?

Respondent: Ok, if I improvise something, for sure I can't transmit the same thing to the student than if I have planned well. So, for sure they are so clever, so they perceive if you have prepared your activity or you are improvising, so then that's...

Interviewer: Did you see that with your students in class?

Respondent: Yeah, for sure. In Spanish, in English, in whatever kind of language.

Interviewer: In Spanish do you prepare any type of a portfolio, or something that you...?

Respondent: Not exactly. The point is that while you teach, during the years, for sure that without... how do you say *sin conciencia ninguna*?

Interviewer: Without knowing.

Respondent: Without knowing, yeah, without knowing you are preparing a kind of portfolio of materials, activities, and cases. So, finally you have in your... how do you say... folder? In your folder you have a portfolio of all you need to teach your course. It's a kind of portfolio.

Interviewer: Yeah. Yeah.

Respondent: Yeah. But if you do it with intention I think you think even more in any of the activities that compose your portfolio.

Interviewer: Ok. In the portfolio that we did, what I... one of the things that I tried to do was... components that were focused on linguistic aspects, like grammar; we did the course description, in which we used passive; we used writing... when we did the writing we used linkers, prepositions and try to incorporate language lessons in those types of things. And then there were components that you did as a group together, that you shared or that you prepared on your own. And then there were practice activities that we did in front of the class. Which of those do you think... should there be more of one, or less of another, proportionally? If you could design it better?

Respondent: I think that with Bologna system as more practice you can prepare, you can take advantage... more advantage I think. Because at the end, you have to prepare the course description, the assessment system, and so on, but the... it depends of your course, obviously... of course. But I think in general, in Bologna courses you would take more advantage of practice activities. Practice activities, obviously focusing in the key aspects of your course. I mean, in my case, probably practice one... yeah, it was related with my course because it was easier for me at the moment I started to design the activity. But if I had to prepare a portfolio for the course that officially I am going to teach in English next year, I'd try to... how do you say... go more deep?

Interviewer: More in depth.

Respondent: ...depth, in the intention of the results that I want to provoke... how do you say *provocar*?

Interviewer: Yeah, provoke.

Respondent: ...to provoke, so I think the practice is even more important in Bologna. Because with a small base of grammar and... I mean, Ok, with the linkers, the linkers with my level, I assume that I am not going to use the best linkers in my speech. But I think the practice one is more useful for the kind of teaching... my teaching. Ok. I don't know the rest of the teachers...

Interviewer: Everybody says the same thing.

Respondent: Oh, Ok.

Interviewer: [laughs] Yup. You all agree. Ok. What would you think about a course if that the university offered where throughout the course you prepared a portfolio to teach courses in English? Would you think it's useful? In addition to other training courses in English, other General English courses, like C1 level, or whatever.

Respondent: But do you mean, for example, for a teacher that has to start to teach in English?

Interviewer: For example.

Respondent: Not for all the teachers... English teachers that usually teach...?

Interviewer: Not obligatory. But maybe somebody who wants to... next trimester, they tell you you have to teach six courses in English.

Respondent: No, please. Yeah, I think it could be very useful for me, if I have this opportunity and it was my situation that next trimester I had... I will have six courses, probably I want to teach [take] this course, the portfolio course, yeah. I think, yeah.

Interviewer: Ok. Would you share...

Respondent: After my experience, after... I already lived this experience so I know now that it is useful.

Interviewer: Yeah, well in your case I think it's easy because I think once you have an idea, like you said in Spanish you have a folder where you prepare your course and you have all your information. This is really the same concept. But, I think the problem with teaching is particularly when it's your first time. If you've done it, then you have experience... How do you prepare a course description? How do you say the skills? For example, the university has all these skills we include...

Respondent: Ok, Ok. I didn't find too useful at the beginning...

Interviewer: How do you assess writing?

Respondent: For example, how... yeah, it was my case. I didn't know how it is said, *evaluación continua*. And Ok, yeah. So, I think it's... it could be even compulsory for the teachers who have to prepare... has to prepare...

Interviewer: Have to.

Respondent: Have to. Who have to, no? Teachers is plural, ok?

Interviewer: Sí.

Respondent: ...who have to prepare and who have to teach their first time in English; and voluntary for the teachers who already taught. Because I think even the... Ok, I mean... I don't know if it was the best way to improve my English. Now if somebody lets me choose between different kinds of English courses, I don't know if it was the best one. But I think that if you have prepared a first portfolio and then you repeat the course, for sure that you are going to improve a lot your portfolio and you can use more activities than I used in the last quarter. So I think it could be interesting to offer teachers who is going to teach the first time in English compulsory, and voluntary for the rest of them. I think so. I would repeat it again.

Interviewer: Would you share your portfolio with other teachers?

Respondent: Ehhh, no.

Interviewer: [laughs]

Respondent: Because really, I forgot maybe forty activities and I just remember my fifteen, my own activities. And nobody asked me, obviously. But if I had found anybody who needs something like that, for sure that I can.

Interviewer: Have you used any of the resources?

Respondent: Sorry?

Interviewer: Have you used any of the resources that you included? Like the webpages for lesson plans... or some of the videos, pages for language support...

Respondent: Ok... no.

Interviewer: Ok.

Respondent: No. I...I... how do I say... I support the... some webpages and some different tools that some of the old English teachers in this home recommend me. But I didn't remember, actually, a dictionary that I use, some specific webpages related with specific [XXXX] cases, [XXXX University] and so on.

Interviewer: Yeah, there were a bunch of them.

Respondent: But I knew them for a while. I mean, I use some of these tools but more related with my topic than the tools that you gave us.

Interviewer: More specific?

Respondent: Yeah, more specific. Because the ones you gave were more general. I could.... I would... *Yo habría podido?*

Interviewer: I would have been able to.

Respondent: ...been able to use yours, your general ones.

Interviewer: Well, you don't have to. If you had your own, which are more specific, and you incorporate them into your portfolio, that's *your portfolio*, based on your needs.

Respondent: Yeah, but the point is I didn't include, I didn't have in my portfolio because I didn't use this technique to continue completing my complete the base of my portfolio. It was a mistake.

Interviewer: You think that was a mistake?

Respondent: Yeah, for me, now... Now, after my experience this last quarter, I think that if I would have had time probably I try to... I would try to complete my portfolio with new activities and with new tools... or... for the future.

Interviewer: Ok. So you think the portfolio would have been more useful if you had had more time?

Respondent: Yeah. For sure... As all.

Interviewer: Ok. Do you have any questions for me?

Respondent: Pass all my points to the *Rectora* [Chancellor].

Interviewer: No. [Laughs] No names. Nope. But you know what? I think this is obvious.

Respondent: Obvious, but...

Interviewer: And all of you coincide. And in fact, we talked about it in class, the experts say the same thing. Teachers need time to prepare a course that they haven't taught in a...

Respondent: Yeah. Imagine that they were told the opposite? [Laughs]

Interviewer: Then we would be in an even worse situation... [Laughs] Ok. Alright. Well, thank you. I'm going to stop now.

Respondent: That's all?

Interviewer: Yeah. Unless you have... Do you have anything to add? Do you have any questions?

Respondent: No. In which state, or in which phase are you in your dissertation? I mean, we can see the results?

Interviewer: I'm gonna stop this now...

.....

Interviewer: Victoria Bamond (The Researcher)

Respondent: A5

Interview length: 34:27

Interviewer: Ok, so...I'm going to explain it again just for the record. Ok. Thank you, first of all, for your valuable time. I really appreciate it and I know it's very difficult for you to find time. What I'd like to explain, what I'd like to get out of this interview session is additional information about the portfolio we prepared in last academic year's training course. I'm writing my doctoral dissertation on developing an effective tertiary CLIL portfolio and the objective is to get feedback from those of you who participated in this training and who prepared a portfolio, in

order to design a new portfolio and try and test it again with other teachers. So, I'd like to go over first the questionnaire that I sent you and you are currently teaching in English?

Respondent: I'm teaching at the moment.

Interviewer: How many courses are you teaching in English?

Respondent: Just one, it's [XXXX subject] for [XXXX Degree] Students.

Interviewer: Ok, so you're teaching one course in English. Fully in English?

Respondent: Fully in English.

Interviewer: Ok. And your students are mostly...What types of students do you have in class?

Respondent: It's an intercultural class with Taiwanese students, like [XXXX number] of them. Then I have like maybe another [XXX] of Italians, and then I've got Spanish, Canadian, and some other... from Brazil, Portugal. I mean I have different nationalities together.

Interviewer: Ok. And do you think you will continue to teach in English?

Respondent: I think if they offer me the group for next year, I will teach it again. So, I like it. It's an effort, but I like to teach in English. It keeps my English fluent.

Interviewer: Ok. Tell me a little bit about your experience.

Respondent: So, last year was a little bit more difficult because it was the first year and I did have to prepare all the material. I had to prepare all the presentations, all the different activities. And this year I just need to actualize something...I mean update some things and to maybe do some new activities, that is just like punctual things. I just need to remind concepts, maybe just try to read in English, to update some of the vocabulary, but much of the work is already done. So, this year is much easier for me.

Interviewer: Ok. What was your experience preparing the portfolio in the training course? How did you feel about it?

Respondent: I found it useful, and I find useful the things that you are going to have...activities from different teachers that maybe you don't have. When there's more than one people thinking about one activity, they have different ideas so you can have like a wide choice of ideas...I mean you have a... you can choose maybe for an ice breaker, or any activity... I remember the burn out activities...just to have some activities just in case maybe you explain the lecture too fast and you have some time that is...before you finish the lecture. So, I mean, I like that part. To have like, different activities, some of them maybe are more related with my field, some of them not. But, maybe I have different ideas that I can maybe use. So I found that part useful.

Interviewer: Ok. Were there any parts that you found not useful?

Respondent: Maybe, like...all the information that explains you what is CLIL and all...like the theoretic information related with this type of Content and Language Learning. Maybe I found more useful the practical things.

Interviewer: Ok. Have you used your portfolio in your teaching at all? Have you referred to it, or have you taken any of those activities that you shared in class?

Respondent: Last week I used it to... I used the glossary because I remembered that I wrote down some things and I didn't remember it now. So I remembered that I didn't know how to say like, ten to the negative power of...I think it was ten to the negative sixth power. So, that was very difficult for me. So I remembered, I looked for the portfolio... I mean, I check it many times.

I have another file with different [XXXX] expressions that is useful as well for me to check sometimes because I don't remember how to say something, so I go there.

Interviewer: Did you add that yourself?

Respondent: No. Because I remember one... in one of the colleagues... I mean, one of the other teachers in the course sent it to everyone, and it was a file that I already included in the portfolio together with all the other activities.

Interviewer: Ok, and you included that on your own. Have you made changes to your portfolio since, have you adapted it at all to your teaching?

Respondent: I didn't have time. And I just started two weeks ago... the course in English. So, I haven't teach in English this year. So, I'm just beginning.

Interviewer: Ok. Do you remember the resources...? I have your portfolio here, and in fact your portfolio is one of the most complete of everybody that turned one in. And you have so much. In fact, look.... [Laughs]...ten to the negative sixth power.

Respondent: It's a difficult expression for me... to think about.

Interviewer: Yeah, yeah, yeah. No, it's important for me to know what kind of things help you and what kind of things are unnecessary, what to focus more on and less on.

Respondent: For me, something that I'm missing from the English classes is...in some cases is not that I need more resources to teach. I need to improve my English level, to be more confident with myself, to have more vocabulary. But I think just speaking, reading, watching TV or some things like that will improve my English. So I don't know if just going to English lessons is going to improve my English. I mean, I think I have the same English level for many years ago. And even though I keep trying to improve it, for me it seems like I am in the same place. I don't get better.

Interviewer: Ok. Do you think that you... What do you think that you could use... What would make you feel YES, I have the level of English that I think I need?

Respondent: I have been living in other, I mean speaking... English-speaking countries before and when I'm speaking English frequently I get more confident with myself speaking in English. So I get more fluent and it's easier for me to teach or I mean to manage with English. But here in Spain, only when I teach in English is the only moment that I'm speaking in English. And maybe in the English courses. But we are so many students that we don't have that much time to speak. And if we speak, we speak with the other students. So, for me... and we need to speak with someone like... For me it's better to be speaking one hour with you for the interview or for the meetings that we do... that improves more my English than maybe an English class that I'm sitting there and maybe I do an activity. But I think for conversation purpose, just to be speaking for an hour, just not in a class just to speak a little bit in English.

Interviewer: In real situations.

Respondent: Yeah. Just to try to... not to focus too much in the teaching, and just in the English level. Maybe just to speak.

Interviewer: What is your current English level? Officially?

Respondent: A C1.

Interviewer: A C1. Ok. Do you feel that that's correct? Your level is a C1.

Respondent: I mean, if I don't speak English for a while, maybe it goes down to a B2. In some moments of my life I could be maybe a C1. It depends. And I realize when I speak that I make

many mistakes in some moments and maybe in some others I can be speaking more or less with a good level.

Interviewer: Yes, but making mistakes doesn't necessarily mean you don't have the level. It's what type of mistakes are you making.

Respondent: Yeah, I mean, I know that I'm making myself under... I mean, when I'm explaining the lecture, I realize that they understand me. But I would like to feel more confident. Like, I listen to some of them, they are maybe bilingual. And I don't think...I'm never going to be like that. So, to feel so confident, and relaxed that I can... So, I try to pronounce every single word very clear, so that they understand. So, finally I don't find myself in the same way as with the Spanish lessons because I try to do everything very slow, very clear and I think they understand. So, for teaching, it's good. But when I finish, my brain is...[laughs]

Interviewer: ...fried. So what about your Taiwanese students, and... you have Taiwanese, Italian, a few Spanish you said...

Respondent: Yeah, [XXXX number]. [XXXX number] Spanish...

Interviewer: So, do you feel the students have the level to learn the content in English?

Respondent: This year I think most of the students have a good level of English, much better than last year. Last year, maybe two or three were bilingual, maybe five or six—good level, and the rest intermediate, and some of them didn't know any word in English, so they couldn't pass the course... because they didn't have enough level.

Interviewer: How do you feel about your level as compared to the students' level?

Respondent: I feel like maybe two or three students of the whole class have a better level than me. And when I listen to them... maybe it's not only the level, it's the pronunciation. They have a pronunciation that I'm not going to have ever. I think you need to learn it years ago.

Interviewer: You were always very interested in the pronunciation in class as well.

Respondent: Yes. I think it's important. I mean, if you don't pronounce correctly, you can... the students can understand different things. I mean, I think pronunciation is very important.

Interviewer: What do you do in your preparation for example, outside of the classes that we had? Cause in class you would bring lists of words and you would practice them, but outside, now that you're on your own? How do you prepare?

Respondent: To prepare my class?

Interviewer: Yes.

Respondent: I have like three or four books of [XXXX subject] and I try to read and to listen to things in English related with [XXXX subject] to understand... I mean to try to remember the pronunciation of specific things. I also have a resource, it's an online link, a webpage, a website, where you can put a word and you can listen to the word and I can find most of them, so I try to listen to the words I'm not sure how to pronounce it.

Interviewer: Ok. Do you think any of this could be incorporated into a training course, if I were gonna prepare you to teach in English?

Respondent: I mean, to give websites, I mean resources to teach it, I think they're very useful. [XXXX English Teacher] is teaching me English for Content and Language and all this stuff, and gave us another website for the same thing, to help us with pronunciation, and I think that is a really useful tool.

Interviewer: Ok. In the portfolio we focused on different components. There were some components based on grammar, like we did work on the passive and we used it to make a

course description, for example. We also did linkers, prepositions, and we used a writing template, which you actually have in your portfolio. And then there were vocabulary components, based on the glossary, for example, which focused on technical vocabulary or colloquial or academic vocabulary. And then there were writing components as well. And then in class there were some practice activities like you... we had three oral presentations. So, of those different components, which ones would you like more of, or less of, or...

Respondent: I think I like most of them, but I like the variety. So, to do a little bit of grammar, and to do practice, I mean to do some exercises. We did as well a syllabus. So, it was useful as well to read things related to the syllabus to help you prepare the syllabus. I liked to do a representation to... like to do like teaching practice. So, that's good as well. And to have some feedback of some of your mistakes or the things that you do worse. I think I like the vocabulary, the glossary. That is very useful for me. I remember asking you every single word [laughs].

Interviewer: But that was good, because then you have it, and you're using it.

Respondent: Yeah. So, I think I like to do different things, because you don't need to focus on just one activity. So, it's nice to do vocabulary, to do a little bit of grammar, to do a little bit of words and of practice teaching.

Interviewer: Would you have liked to have had more speaking activities?

Respondent: Ehhh... Yes. I mean, for me speaking is one of the things that I appreciate more in an English class because I don't have the option to practice English the rest of the week. So, you think in the English class is the only place where I'm going to speak in English, apart from my teaching now. And one of the things that I like of teaching English is to keep my English in more or less the same level, or try to increase the value of it, 'cause when you don't practice it, you just lose it.

So...

Interviewer: Do you have any colleagues in your department that you practice English with? Or other teachers who teach in English that you contact? Or...

Respondent: I know some of them that teach in English, but I've never speak in English with them. I mean... We could, but they have a very good level of English, maybe they don't need it. I don't know.

Interviewer: Well, just like you would, maybe, consult one of your colleagues in Spanish.

Respondent: Or, I can... maybe in some cases maybe I can, I mean, consult any words or some things but I don't really speak with them... I don't practice my English with them.

Interviewer: Ok. Do you think that the preparation of a portfolio could improve your general English level?

Respondent: I mean, every time that you do any English activity, you read, you write, you think in English, maybe it helps you to improve your English level. I don't see the improvement very easily, but I think that if you keep doing things in English, you are not going to have a worse level of English. For sure that you are going to increase it, maybe not as fast as I want, but I think it could help you.

Interviewer: So, would you say it helps you to maintain your level of English?

Respondent: Yeah. For sure.

Interviewer: Ok. And what about your academic level of English? Not general.

Respondent: My academic?

Interviewer: Yes.

Respondent: So, the portfolio is going... I think is going to improve my academic, because you can see different teacher resources or methodologies, or different things, and this is going to help the academic English level or your teaching even in Spanish as well. Every time that you learn a different methodology or more things about teaching, it's going to help you either in English or Spanish, so I think it's good.

Interviewer: Ok. If you had to teach a course next September, your boss says to you, "I want you to teach this other course in English?"—a course you've never taught before. Would... Well, how would you feel, first of all?

Respondent: It depends if I know the topic, I mean the...

Interviewer: Yes. Imagine the content is not a problem for you. You know the area...

Respondent: Because... [s/he] already... [s/he] already...

Interviewer: [S/he's] asked you this? [Laughs]

Respondent: ...for another topic that I've never taught before in Spanish, and it was like a big challenge. So, if I know about the topic, I will accept the... the... to teach in English another course. I know that it is going to take me a long... to prepare it. But now I have more tools to help me to prepare the course. So...

Interviewer: How would you prepare the course? What would you do, starting from zero? If you've never taught it...

Respondent: So, first of all, look for different books, try to look for, maybe, university websites that are related with the course. Try to ask for some material in Spanish, if somebody has already taught this subject before. Start doing the presentations, the slides. So, first I would focus on the slides, and then I would just think about the activities, the syllabus... Well, first of all, before the slides, I would try to design a program [curriculum] if I don't have it. Normally, they have the program, if the subject is not new in the university. If it is new, I will focus first of all in the program, maybe helping... maybe looking first in internet for some other similar subjects or courses and try to design a syllabus. And then I will start preparing presentations, activities, and doing like a lesson plan.

Interviewer: Ok. Do you think at any point you would find it helpful if the library were involved in helping you find resources in English? Would you ever think to consult the library about resources...?

Respondent: I have already consulted for, I mean for some databases that I couldn't find and some books. So, they are really helpful.

Interviewer: Yeah, they are.

Respondent: And I have already asked for some English books in [XXXX subject] this year. Because last year I found some of them but this year I realized that there were two that I lacked and they... they have it now. So...

Interviewer: Ok. And imagine that... you said you would... if there was not already a program that you would prepare the program. Imagine that there's not a program, what would you do? How would you prepare this?

Respondent: So, I will try to look for, in different universities, for the same subject. I will read the different programs. I will try to design my own, looking at different things, looking at what I think that is important to be taught in the subject. And starting from that part I will start designing the slides, the presentations.

Interviewer: Ok. Do you think there would be any different method doing it in English or in Spanish?

Respondent: I will do the same.

Interviewer: The same thing.

Respondent: Yes. Maybe I will consult different websites. Maybe... I will visit some English websites to be... it's going to be more useful because everything is already in English, so I don't need to translate it. So, maybe I will... I will focus more on the Spanish websites if my course is just in Spanish. Maybe I can consult any English websites, some of them are very good, from American universities. I'm already using it. So...

Interviewer: Ok. And if it were a course that you teach in Spanish and now you have to teach in English?

Respondent: So, that's what happened with my subject. I started teaching it in Spanish, and then they told me to teach it in English. So what I did was to translate all the presentations. And they want us to do exactly the same things as with the other courses. So we have like ten groups in [XXXX Degree program], they need to have the same... the same things. The same activities, the same units, everything's the same. So, what you... what I have to do is to translate everything. So, when we plan a case study, what I do is translate the case study and design it exactly the same in English and in Spanish.

Interviewer: Ok. And when you practiced it in class, did you have any issues, or...?

Respondent: What I realized is maybe in English I give a little bit less details for some things and I focus in the main points because I speak slower than in Spanish. And maybe I try to be very clear and maybe if I compare my lessons, because I teach one in the morning... in Spanish, and the same one in the evening in English. So, I realize that I teach more or less the same, but maybe I will give... I think I give more details because I have more vocabulary in Spanish. So... but I think that maybe in English they understand it better. I don't know why. Maybe it's a better group... or I go slowly and this is better for them, but I think they understand it better [laughs] than in Spanish.

Interviewer: [laughs] You do a better job in English than in Spanish. Have you ever encountered an example that didn't translate? Or something... I don't know. A saying, or something very particular to Spain that maybe a Taiwanese student wouldn't understand?

Respondent: The thing is because this is [XXXX area of knowledge]... and in the [XXXX] area we don't have these cultural problems many times. So, something you will say...

[Line eliminated due to identifying data.]

Respondent: Yes. So, and many times the pronunciation is more... I mean, maybe just the end of the word that it changes. But more or less, many words are just the same... just with a different end.

Interviewer: Ok. How do you feel as far as your stress levels, when you are... like now your boss has told you to teach a new subject in English?

Respondent: Last year I was very stressed, it was a big challenge for me to think that I was going to teach in English. I couldn't really believe it. But this year that I've already done it, I'm fine. Maybe the first day, but I always get stressed the first day to meet a new class, to see how... who are the students... how is going to be the relation with them. So, just the first impression I think is very important, so I get a little bit stressed the first day. But then, I think I'm fine. I mean, I try to do my best. Some days I speak fluent... fluently, and some days not as

fluent. I don't know why. But I think maybe it happens as well in Spanish. Some days you just teach a subject, or a unit, and you feel like you did it alright. And some days you feel like... "Bah! I could do it better. I don't know what happened today, but..."

Interviewer: What about motivation? I think... it seems to me you're a very highly motivated person. How does... Why are you motivated to teach in English? Are you motivated to teach in English?

Respondent: I'm motivated because it keeps my English fluent... a good level. I can see... I can have students from different parts of the world... they tell me things. I mean, I love to meet people from different places. You learn many things, and I think it's a very nice experience to have an intercultural class like this. And, I like it.

Interviewer: Last year there was a student in class who said she had to teach from one year to the next, six subjects in English. Do you remember?

Respondent: Yeah.

Interviewer: [XXXX subject].

Respondent: Yes, she was in our English class... [XXXX name].

Interviewer: Yeah. How would you feel if next year you had to teach six subjects in English?

Respondent: Stressed.

Interviewer: [laughs] Finally! [Both laugh] No—Ok.

Respondent: Yeah, really stressed. Yeah because many jobs to... I mean, you need to use many hours a day to prepare an English subject, and if you have six different subjects, it's a nightmare.

Interviewer: Do you take longer to prepare your English-taught classes?

Respondent: A little bit longer. Yeah, I mean, if I have to prepare from the beginning, like to translate everything, it takes me much longer. If I just need to like, remember things, maybe it takes me double. So, maybe one hour I will read and try to remember the things before the class, and I will leave at least two hours, or two hours and a half to do the same thing in English. So, it always gives me double work.

Interviewer: Ok. Do you feel that you have the proper incentive for teaching in English? I mean, from your department, from the institution... you don't have to be specific, but do you feel incentivized?

Respondent: From here not, because it doesn't matter that you teach in English or not, that you teach one subject or four different, you are going to be paid the same. You are not going to have any different recognition, so here there are not any incentives. They don't pay you more or they don't give you less hours, if you teach in English. So, really, incentives... there aren't.

Interviewer: Ok. Would your teaching change if they did? If they said, "OK. You're gonna teach in English but instead of one hour for class prep, you have one hour and a half." Or, "You're gonna get paid more." Or something like that.

Respondent: I mean, that would be much better. Nowadays you need to do what they tell you, so it's not a matter of choice. I mean, it would be much better if they appreciate or they give you something extra because you teach in English. And you do a greater effort than some other people. But for the moment it's not like that, so...

Interviewer: Have you ever published any papers in English?

Respondent: Yeah.

Interviewer: I think you have, right?

Respondent: Yes.

Interviewer: Yes? How did that feel? What kind of an experience was that?

Respondent: To publish in English?

Interviewer: Yeah.

Respondent: Well, I mean all the papers are already in English and when you start doing the Thesis you realize that you need to write in English. So, I mean, it's... [XXXX area of knowledge].

Interviewer: Ok. Do you think a portfolio... imagine a new teacher coming in who has no experience teaching in English and little experience teaching in Spanish here at the university... Do you think the portfolio would help that teacher?

Respondent: Yes, I already gave my portfolio to a teacher that was going to be teaching this year in English for the first time. She was very stressed, and I gave her my portfolio just in case that it was useful, and she really... grateful... How do you say...?

Interviewer: ...was grateful.

Respondent: ...was grateful with me because it was very useful, that's what she told me. I don't know if she really used it or not.

Interviewer: I'm sure it was, because first of all, your portfolio is full of stuff. And just from the activities... one of the things you said at the beginning of the interview, "sharing the activities with each other gives you a lot of..."

Respondent: yeah.

Interviewer: Have you used any of your other peers' activities? Have you incorporated them into...?

Respondent: I haven't had time yet because I just started two weeks ago and we have done not so many classes. But maybe I will.

Interviewer: Ok. Do you think that this preparation of having a teacher go into a class with a portfolio already pre-prepared, right? Would it influence on the students in any way?

Respondent: Yeah, because if you have the portfolio, you have many tools to help you teach in. So, I think it would improve the teacher's teaching.

Interviewer: How do you think the students feel in general about their preparation in courses taught in English?

Respondent: I've never been talking with them about it. So, well... in some cases maybe I think that some of the teachers are a little bit stressed speaking in English. So... but I heard that from a Spanish student of another faculty. I don't know exactly...

Interviewer: Yeah, well that's...

Respondent: ...what those teachers... or... but he realizes that in some cases the teacher seems very stressed speaking in English.

Interviewer: And you heard a student say that?

Respondent: Yeah.

Interviewer: That's interesting. What about... what do you think... Now, you've only been with your students for two weeks, but, how do you perceive their motivation, their satisfaction, in the classroom? Are they motivated, are they...?

Respondent: Yeah.

Interviewer: Yeah?

Respondent: I think they are motivated and most of them come to every single class. And they participate. So, for the moment, I have a good feeling about them.

Interviewer: Hmmhmm. Is there any difference, do you think, in motivation levels between different cultures or different students?

Respondent: Yes.

Interviewer: Yes?

Respondent: Half of the class, I mean, all the Taiwanese people sit in half of the class and all the rest sits in the other one. The same for last year. And even though they are very polite and quiet, the Taiwanese, it's very difficult to make them participate. And, sometimes I realize I'm giving the class like... to the other part of the class because the only ones that are answering my questions are the other ones. So, I just try to focus with the whole class, but they are so quiet that maybe you don't realize that they are there. It's very difficult for them... to make them participate. Even though you ask a direct question to them, "no, no, please, no, no." They are always quiet, quiet.

Interviewer: And, well... have you ever used any different strategies?

Respondent: One of the strategies that I used last year was... I normally, every time that I finished a topic I project multiple choice questions, so, with the answers. So, I ask them to answer the question and to justify the answer. So, at the beginning if I ask a volunteer nobody wants to talk. So, then what we do is then... "OK. So, we are going to do it the whole class together. So, just raise your hand if you think that the correct answer is the answer A." Then they raise their hand... But, I ask, "You need to raise your hand in any of the choice. I'm not writing down in this course, you need to participate." So then, when we start speaking, then they start to participate. Somebody justifies something, and when you listen to one or two students, later on there's more students who want to speak. So, that was one of the strategies I used. I mean, for the moment it works. So, I would like to try the clickers to do those questions but I haven't done the... there's a course to use the clickers.

Interviewer: Yeah.

Respondent: This year I haven't seen it before. So...

Interviewer: Me neither.

Respondent: Because I have all these multiple choice, I think, well maybe if they are pressing a button or something, maybe it's going to be more fun for them and maybe they will...

Interviewer: It's like a game.

Respondent: Yeah. So, I'll see.

Interviewer: And do the students have a homogeneous level of English, more or less? Or is there a big difference?

Respondent: Mmmm... Last year, maybe the Taiwanese, in general, apart from [XXXX number] that didn't have a good level of English, they have a very good level. And for the Italians, the level was intermediate. This year's... this year we have a better level in the Italians, and maybe the Taiwanese have an intermediate level, most of them.

Interviewer: And do you ever resort to Spanish in the classroom?

Respondent: No, because most of them, they don't speak in Spanish. So, I think when I finish the class, one of the Spanish girls asked me something and I answered in Spanish. Like, "Can I close the window?" or something like that. But normally, I never use Spanish. I think it's different if you have a class of Spanish students than if you have just people that just speak English. So, I don't have a problem with Spanish in that sense.

Interviewer: Ok. So, just to sum up: a final question. What would you think about if the university offered a course imagining that the teachers already have a C1, high level of English, where the teachers would prepare a portfolio to teach in English? Do you think this would be effective?

Respondent: I think it's a good idea.

Interviewer: You think it's a good idea?

Respondent: I think it's very helpful to have a portfolio. And this year, we were in some of the classes like... talking with our colleagues next to us with different web resources, and I really found out different webs from different teachers that I'm using at the moment. So, to be sharing the different tools that you use... I find it very useful. As I told you, the ice breakers, but the websites as well... I mean, you get many, many ideas from these lessons in these courses.

Interviewer: Ok, great. Do you have any questions for me?

Respondent: No.

Interviewer: No? Alright. Well, thank you!

Respondent: You're welcome.

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Interviewer: Victoria Bamond (The Researcher)

Respondent: A6

Interview length: 25:25

Interviewer: Well, thank you for giving me the time, I know it's difficult. The reason that I wanted to ask you for the interview is because I'm doing my dissertation for my PhD on using the portfolio as a method of instruction to prepare teachers who are going to teach content courses in English. So, I want to get some feedback... what we want to do is design a portfolio based on what we did last year but making it better; putting things in that maybe you think are better or taking out things that were not necessary or... just your general feedback about it to design a new one and then give it to teachers who are going to teach in English to try to see how it works and then do another run of the re-design of the portfolio.

Respondent: So having like to prepare a portfolio to give, um...

Interviewer: ...to give teachers as training, part of their training to teach in English would be to prepare this portfolio. So, my first question is about your experience preparing the portfolio.

Respondent: Eh, during the class last year? So...

Interviewer: Your general opinion, how you felt about it. Did you enjoy doing it?

Respondent: Well, some of the things we did, I used to do it already. The glossary, I did it on my own way, but still I think it's important to keep on the glossary. But of course, the glossary would be different for each teacher. If you're thinking of preparing a glossary it has to be specific, or it maybe it could have some academic general words, but also it has to be specific, I think. I think it's useful to have some templates, sometimes, to... the templates may be useful as well. I have to think what was on that portfolio because I don't remember much nowadays. And also on the classes, we had some specific classes if I don't...

Interviewer: Yeah, the original idea was that we included in the portfolio activities that were based on grammar, for example... We did how to write a course description. So we learned how

to use the passive, we learned about the... how to say specific skills in English. But we used it to make a course description, which you could put in your...

Respondent: Yes... the syllabus... we worked on that.

Interviewer: The syllabus. So, in one sense, it was applying the grammar to teaching in English and to different things...

Respondent: Yes, it's very useful. I mean, grammar, for the sake of it is not very useful. I mean, it has to be focused on that.

Interviewer: Ok. Then, the other thing we did is you did collaborative things where you prepared activities...

Respondent: The ice breakers, for example. I think it's useful as well. I think on these kind of activities. Um... what else?

Interviewer: The burn out activities.

Respondent: Yes. I think we all have our burn out activities but it's also good to share and sometimes to think on it and... I mean, I had it but I didn't have a name for it.

Interviewer: Right.

Respondent: And it's good to see others ideas.

Interviewer: Have you applied any of your other colleagues' activities in your classes, because this year you have taught two...?

Respondent: Two courses in English.

Interviewer: In English. In the [XXXXX] trimester?

Respondent: In the [XXXXX] trimester.

Interviewer: Ok. And did you make use of any of the elements from your portfolio?

Respondent: Yes, of course. The syllabus, and some of the templates for the classes. Sometimes to organize the courses I use these templates. Maybe I design some activity for this or that specific lesson and I maintain it for one course to another if it's well and in that way you can easily remake the courses.

Interviewer: Ok. And going back to the question... did you use any of your colleagues' activities in the end?

Respondent: I am not sure if I used, not at least consciously that I used other colleagues' activities because most of them were from very different areas of knowledge. So, right now I don't remember using a specific idea.

Interviewer: Ok. What do you feel is missing in the portfolio for you?

Respondent: In the portfolio, I would have to think about it.

Interviewer: What would be useful to you as a teacher? Imagine you're going to be going into a course, because you have some experience teaching in English. But, imagine a teacher who has none.

Respondent: Well, now I'm starting... I keep on remember things like the rubrics, I think it's a useful thing to have in the portfolio. I think we worked on that. And... also... yeah, the rubric. I think is important also the different kinds of... how you speak and the works of academic language, I think we worked on academic language as well. And I think that was useful. I mean, there's an academic glossary at the webpage of the uni, but we worked on the use of that and I think that's important, not only the word, but how to use it and false friends, because we saw the different false friends. And.... to write, also we... I remember that we wrote in different kinds of... no?

Interviewer: Yes.

Respondent: Different kinds of descriptions, not only course descriptions, but I think we had letters we worked also on...

Interviewer: We did formal and informal letters, e-mails. We also did essay structure, the academic structure: introduction, body and conclusion...

Respondent: To have different templates and guidelines in order to write in different academic contexts, on messages or courses...

Interviewer: So, is there anything you would eliminate? Or do less of?

Respondent: [laughs] I mean, it's hard to remember all the activities. I don't know. Some times were more or less useful, it depends. And some of the activities sometimes were not so, at least not that I remember very useful. But I could not say. I mean, you always get anything, if you are willing, I mean, maybe a word, some vocabulary... so, it depends.

Interviewer: I think in that aspect you were a very active person, anyway, and you did pick up on specific things and ask about the specific things that you needed. Sometimes it was just vocabulary, and you kept a glossary like a whole notebook the whole year, and you kept adding to it all year. I remember that. And then I asked you for your glossary and you gave me this big book [laughs].

Respondent: That's why, because even if the topic is not of your interest you always find some things.

Interviewer: Do you think that you improved your English level?

Respondent: Yes, I think... I mean, of course; yes. And also, it was very important the time, because we spent a lot of time, I think three hours a week in two sessions is good to have; a continuous feedback and work, because as much as you work and in order to listen, to make a lot of... I mean, discussions and all that is... to listen to other people, to listen to somebody native speakers so you can pick up sometimes pronunciation and some... and in order to... this continuous feedback allows you to ask every week, *"Ok, this week..."* many people or I, we would ask, *"...this week I had to think on this situation, and I didn't really know what was the..."* So, I think it's also, not only the portfolio, but it's also very important to have somebody you can ask and have feedback along the week. So, I think that that was also very useful.

Interviewer: Ok. Tell me about your experience teaching in English. Was this year your first time teaching in English? No?

Respondent: No. This year was the [XXXXX] year.

Interviewer: And how do you feel about, in general, your teaching in English?

Respondent: Well, as time goes by you feel more confident and I think you teachers have also... English teachers have also an important role in that because in the intensive courses, and also during the lessons, you would say, *"OK"*—you gave us support, I think. And I think that is important, so—to have support. *"Ok, you don't have to worry, you're doing fine, you just keep on working on this or that, but..."* I think that's important.

Interviewer: Did you feel any motivational issues regarding the difference in levels among you and the students, or...

Respondent: Well, I thought that last year there were... the levels of English were very different. It was supposed to be a higher level of English, and sometimes I felt that it was not... equal level on the class, that I should need maybe a little bit higher level in order to learn more from my peers.

Interviewer: You yourself or the students?

Respondent: Me, me, myself. I thought sometimes I need somebody... some people that speak much better than me or not much more, many other words in order to have to improve, to improve my skills.

Interviewer: And this year you haven't felt it so much?

Respondent: This year? Well, this year as well, more or less. It's very different, the dynamics of... I don't think we could make a comparison this year-last year because it's a very different dynamic and topics, also less time. We only have... this is more of work, homework and it's very different. The other class, it was much more practical, we had to speak a lot more, we had to... there was more, maybe interaction in class. I don't know... maybe. I think.

Interviewer: Ok. So, do you think in general you have the level to teach in English?

Respondent: The level to teach in English?

Interviewer: Do you feel confident?

Respondent: Well, yes. I feel, every year, as time goes, I feel much more confident. And... and by the students... according to students it seems that it is getting better—the classes. So, I think I feel more...

Interviewer: Ok, so your perception of the students is that it's getting better because of the satisfaction results, or...?

Respondent: Yeah.

Interviewer: Feedback?

Respondent: Both.

Interviewer: Ok. So, as your level increases the student are more satisfied?

Respondent: Yeah, but I wouldn't say me level, my English level may have been increasing but it's also in order to have again the same courses, in order to develop maybe the portfolio, and developing, I mean, as you get more time to work on a same subject and from the same point of view and from the same language, because it's not the same to change the language. I mean, you have to remake all the things... everything. So, I think it's a little bit of everything. Of course it improves with the classes, with the practice, I mean, everything counts.

Interviewer: Do you think the portfolio makes you a better teacher?

Respondent: Yes, it can... I mean, not the portfolio... I mean, if you *use* the portfolio. Not for having a portfolio you are going to be a better teacher but it can help you if you are willing to use it, of course.

Interviewer: Ok. Would you recommend a new teacher coming in who knows nothing and they're gonna start teaching in English, would you recommend that they go through the training and prepare a portfolio?

Respondent: Of course. Everything can be useful, and the portfolio gives you many ideas, like the rubric, the syllabus, the... I mean, ice breakers. It's good to have a reference like that of materials and that you can start from. Also, you have your... of course, your materials and everything but this can help you too, of course.

Interviewer: Have you heard any comments from students about other courses taught in English, or do you have any opinion or idea about their general opinions of the courses in English?

Respondent: Mmmm... No, I haven't comments with students of other teachers. I don't remember having this kind of conversation.

Interviewer: Are they motivated in your English classes? Do you think they like to learn in English?

Respondent: Well, I have very different kinds of students. This year and every year. I have, like... Erasmus, I have students very motivated here and some that they are not. I mean, we have multi-level English students. Some of them maybe don't have a good level of English but they are very motivated and are willing to learn, to participate and you can see that they are trying. Some of them don't. Some of them speak very well English but they are not willing to participate. We have very different kinds of students. Also, we have students from abroad with, also, very different profiles, levels of English, interests.

Interviewer: How do you manage this in class?

Respondent: As usual. We dialogue, we debate, we comment on the differences sometimes. And I try to push a little bit the students, to speak, those who don't participate easily.

Interviewer: Do you, going to the rubrics, do you evaluate their English?

Respondent: Their English?

Interviewer: Yeah.

Respondent: Well, the first thing I say in my presentation is *"I am not an English teacher and I am not going to grade your English. Of course, we need to understand each other, but as they can see I'm not a native speaker, but that doesn't make the class any different. Don't worry about... that is the first thing... don't worry about your English. We are here to learn [XXXX subject]."* Of course, you need to make an effort to communicate, but that's the same thing in English or Spanish, or anywhere. I demand them to communicate and to try and to work, but not... Sometimes if they ask me for a word, *"Somebody knows how you could say this or that?"* Sometimes I may even ask native speakers, *"How would you say this... or that?"* And sometimes they find many, find some options. But sometimes you find out that even native speakers don't know many words of your field of work. I mean, you'd be sometimes surprised by the level of English of native speakers. [Laughs] I mean, sometimes even some words from Latin roots are easily... are more easiest understood by Mexican students than... Sometimes the Mexicans will say, *"Oh, I know perfectly what this means."* And the English speakers will say, *"I don't know what this is about."* because the root of the word sometimes is different.

Interviewer: Yeah, well, it's an academic setting too, and the students are new to it. Ok....

Respondent: Well, you can ask me anytime, if you have any other things or you can send me an email, I can...

Interviewer: Well, what I normally do, today I haven't had time, I was running late, is I print out your portfolios and I bring your portfolios. And your portfolio was very complete... I bring a screen capture of all the things you did to get an idea. But really, what I really want to get from this is... Now, I'm gonna go back with all the information you give me and redesign based on what you're telling me. So that the next group of teachers who use this can get better use of it. So, really the idea was to get your opinion on what kinds of activities maybe I need to put more in of or less of.

Respondent: Also, for example, you could complete with [XXXX Teacher] who this year has given us a lot of resources, we have worked a lot on material resources. You gave us many resources, many of them how to make different writings and [XXXX Teacher] gave us a different kind of materials that are also very useful. And also, this year, for example, I gathered resources from other teachers because this year there are more teachers from my field, so they were

more useful. And, I haven't gone through everything because it's running right now, the courses. But, I'm more or less taking notes in order to go through this kind of information. And I think it's also useful to have a list of resources well, well... I mean, in different areas, for example all you gave us about how to write the structure of the texts and so on. And [XXXX Teacher] gave us more in the software kind of... we were working... [Interviewer: Yeah, s/he works a lot with technology.] ...we were working more on screen casting and these kinds of things. So, I think they are complementary. You can, maybe, complete that, on that part.

Interviewer: So, would it be useful, for example, to have a portfolio template by area where we would already include resources for example, for [XXXX Area]...

Respondent: Sure, sure, yes.

Interviewer: ...or for [XXXX Area].

Respondent: Yes. Because I don't care about many of the sources for [XXXX Area] or whatever. I mean, it's useful to know, I mean, you always learn from anything... I mean, it's not a waste of time, of course. But, it's much more useful when you have resources related to your field.

Interviewer: Ok. That's a good idea. I like that. Ok. I think that's all. Oh, one more thing... I think I've kind of asked it, but would you... Ok, now I remember... a teacher coming... because you have experience, you've taught some things in English, so I presume that you have... It's like when you have to teach a subject for the first time you have to prepare it from scratch. But then the next year you have it prepared. Would it take you a big difference compared to the Spanish classes to prepare an English course from scratch?

Respondent: From scratch?

Interviewer: A new course that you've never taught before.

Respondent: Well, I mean... yes. It's different because you need to gather new bibliography, new materials. But more or less the same dynamics, but of course different materials. It's more or less the same, well a little bit more. Of course, it's harder to work on that because your fluency maybe is... are less fluency, and you may be a little bit slower because sometimes you have to be more careful or whatever. But, it's more or less the same. I think, in order to prepare. But of course, it's totally different the same subject from Spanish to English. I mean, it's not a matter of just translate, but different bibliography, different find...

Interviewer: So you don't translate your courses from Spanish to English.

Respondent: No.

Interviewer: So, how do you prepare them?

Respondent: I may use some things, some ideas, but the first thing I do is gather bibliography, search on internet for sources, and... because sometimes I use videos or... and they have to be in English, I cannot use... or texts. Now we are making a text analysis, or I give... I cannot give them Spanish bibliography. I have to prepare a new bibliography of course.

Interviewer: And many teachers do this.

Respondent: But, I mean, how can you tell an international student that they have to read the book in Spanish? I mean, I take the books, I cannot, I mean, I think it's much harder to translate than to work directly with English materials. And that is what I do.

Interviewer: Ok. So you think it takes less time to directly start with the English materials and prepare your course than if you do it in Spanish and then translate?

Respondent: Yes. Of course. And, in fact, sometimes I bought the same book in Spanish and I bought it in English. So, and I start to read it because you get the vocabulary, and if you are translating, I think it's much more confusing for you, for students...

Interviewer: Ok. Thank you [participant looking at watch due to class schedule so I had to finish]. Do you have any questions for me?

Respondent: You're welcome. No.

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Interviewer: Victoria Bamond (The Researcher)

Respondent: A7

Interview length: 46:56

Interviewer: Ok, here we go... Ok, so first of all, thank you, for giving me the interview. I know that you're all very busy. The reason I've asked you is to ask some questions to get additional information about the portfolio we prepared. The objective of the study is to use the portfolio instruction that we did in class, since I have like fifteen portfolios that you all turned in, meet with you, see what aspects we could eliminate or that weren't so necessary, which things you think were missing... in order to design a better portfolio, in fact, we're already designing a second portfolio, to be used with future teachers who are going to be possibly teaching in English. And then, do the round again, another session of feedback, observations, redesign of final portfolio to be able to use in the training... for English training. The idea is to offer different types of English training, as you already know from the other research project... One, which would be more directed towards general English levels, and another one which would be directed towards people who need to be teaching courses in English. So, that's the idea of the interview. So, I'm going to ask you some very general questions. I have your portfolio. What are your general feelings regarding the experience of preparing a portfolio? Did you enjoy it? Did you... In a course?

Respondent: To be honest...

Interviewer: Yes, please [laughs].

Respondent: ...when we did all the... most of the stuff it was at the end of the course, so... it was... I mean, it was true that at the beginning we did some stuff, but at the end we moved to another kind of class and so on... So, at the end you have to remember the stuff that you did at the beginning and then put everything together within the last three weeks, or something like this work that we did. I didn't remember so well how I prepared the portfolio. I remember that I did it quite complete, because in principle I was thinking to use it. Maybe not for English teaching, because I'm not teaching in English, but just at least use the ice breaker activities.

Interviewer: So, you would use the ice breaker activities in your Spanish classes?

Respondent: Exactly.

Interviewer: But, for English activities...

Respondent: Not really.

Interviewer: ..Or in Spanish?

Respondent: Yes, in Spanish.

Interviewer: Ok.

Respondent: Just for Spanish. Because the activity we did in English are so well-organized, so you already have enough... you already know in advance which are the steps that you have to follow, and so on. So, it's quite complicated to add new stuff, because we don't have time in order to improve the activities. So... the only thing that I've choose from the portfolio that we did is just the ice breaker activities.

Interviewer: Did you make changes to your portfolio? To use it in Spanish?

Respondent: I changed the language.

Interviewer: Did you just translate and use the same thing, or just...?

Respondent: I mean, we... the thing that I used it was the idea. Because the activity it was more focused in the expertise of everyone, so I adapt some of the activity for my topic.

Interviewer: Ok. So you just used the idea of a portfolio for your Spanish subjects.

Respondent: Exactly.

Interviewer: Ok. And you applied them in the classroom.

Respondent: If I, sorry?

Interviewer: Applied them in the classroom.

Respondent: Yeah.

Interviewer: Ok. In the... thinking about a situation where you would teach in English in the future, for example... right? If you were going to prepare this again or do the activity again for an English course... the parts... how useful are the linguistic components?

Respondent: Well, it's depending. The question that exists over here... you cannot evaluate the language. You can evaluate just the topic that you are teaching. I know that probably we are going to give our mistakes to our students, which is something quite bad. But for example, in the activities that we do in English, they can answer in English or in Spanish, doesn't matter. And I never correct their mistakes. Just, if they can communicate the information more or less, it's fine. Doesn't matter. So, for me it's not really a question of evaluation about the language, because I know that I have a lot of mistakes. So, from my point of view as a teacher, I think it should be better to try to correct my mistakes, before to start to teach in English. Because, it's as when you are young and you are listen your father or mother talking in, whatever, so you are taking the same mistake. Our students are more or less as our daughter and son sometimes. So, probably they are going to take the same mistakes that we have.

Interviewer: Ok. So, what do you think the student could gain, theoretically, from a course taught in English? If we can't evaluate their language, what can they gain from using the language, using English?

Respondent: Mmmm... I can't follow you. I don't know which is the question. I mean, because for example in Spanish, if they have some mistake, they fail the activity. They cannot pass the activity. But I can't do the same stuff with the [English].

Interviewer: Why not?

Respondent: Because... [Laughs]... because they didn't allow us to do this kind of things.

Interviewer: No?

Respondent: No.

Interviewer: Because, if... I understand that you may feel that you aren't prepared enough to correct certain mistakes or that you don't detect certain mistakes, but if you detect a mistake, shouldn't you correct it?

Respondent: I'm not going to correct.

Interviewer: No? Ok.

Respondent: I mean, I can correct them, but I cannot evaluate according to the mistake. You know what I mean? I mean, I can write... if I saw something written in the wrong way, I can correct it. But...

Interviewer: Ok. What about if the student uses the wrong terminology?

Respondent: In the class?

Interviewer: Yes. For example, on a test that you gave in English the student uses the wrong word or the wrong terminology for something?

Respondent: I can tell them.

Interviewer: Yes?

Respondent: I mean, I think that I should tell them. Because as I told you before, I mean, it is their mistake and they are keeping the mistake, and this is not good name.

Interviewer: And if you publish in your program that you are going to take off points for grammar mistakes, then in the class can you take off if the student is advised, and they know this? It's difficult?

Respondent: Mhhmmm. It's difficult just because in principle they don't have to be bilingual in order to take the course in English. And the most of the teachers, we are teaching in English, they [we] are not bilingual neither. I think that this is the problem.

Interviewer: Ok.

Respondent: I mean, if you publish in the rules, probably, that they have to take care about the grammatic mistakes and so on, you can do something. But they cannot fail just because they cannot write properly in English. I mean, they cannot fail [XXXX subject] because their grammatical mistake in English. But for example, they can fail it just because they have mistakes in Spanish. This is the reason why we don't used to do evaluations by writing. We used to do just tests. I mean, in the activities you can correct, they can fail the activities, but it's quite complicated that they fail... that they cannot pass the signature just because they have some mistakes in Spanish or in English or whatever.

Interviewer: So do you think it's easier for a student to pass the course in English than it would be if they did it in Spanish?

Respondent: Not really. I mean, I think that there is not really any big difference between.

Interviewer: What is the advantage that a student has studying it in English?

Respondent: Well, it's depending on the topic. From my point of view, it's depending on the topic. If they have... in my case, if they are learning some topic in English it's quite easy to keep updated in this topic, just because the most of the information is in English. So if you try to learn everything in English, and to look for whatever information in English, it's going to be useful for you in order to keep updated and to try to try to communicate with another [XXXX professional] from another country, and so on. So, in my case I think that it should be useful. But some of my students, they don't have any interest to improve or whatever. They just want to be [XXXX professional] and that's it.

Interviewer: So they lack motivation. Ok. What about the collaborative components in the portfolio... yes: sharing activities with each other, preparing activities together, getting feedback...

Respondent: For the students or for the things that we did?

Interviewer: For you in the course that we did.

Respondent: The only collaborative activity that we did it was the ice breaker activity I think. So for me it was useful, because as I have told you, I have used some of the activities for my Spanish course. So, it was useful. Because at the end you can take challenges from another teacher and use in your class, and at the end, everything is new. Because sometime at the end of the course, your students are tired and you are tired too, because you are doing exactly the same things in the same way. So I think it should be useful to have a blog, or... I don't know; something where the different teachers from the different topics, not from the same topic because at the end, it's going to be exactly the same, come up some ideas. For example, this year with [XXXX Teacher] at the beginning of the course that we did also some activities and so on, I give some of my activities from my course in [XXXX] to [XXX Professor], to another teacher who is teaching in... teaching [XXXX subject]... so s/he used my activity, and it was nice because at the end s/he give another meaning to the same activity. I was watching the activity just from the [XXXX subject] point of view and she was watching the same activity from another point of view. So I think that it was useful, in that case it was quite useful.

Interviewer: So, do you think that this type of collaborative spaces with other teachers—I think in your department you do a lot of this—is useful?

Respondent: It is. It is. We try to collaborate in different course[s]. I mean, the most of the time it is not written in any place, but we try to collaborate. Because, in my department the most of the teachers we come from the [XXXX] field. So, we used to work all together. So, maybe this is a reason.

Interviewer: So, if you had a new teacher who was coming into your department, who was going to teach in English, would you recommend preparing a portfolio to that teacher? Would you help them? Would you give them your portfolio? What kind of actions could you suggest?

Respondent: Well, the thing that we used to do is just to give them the presentations in Spanish. I mean... it's...

Interviewer: What do you mean by presentations?

Respondent: They're the PowerPoints.

Interviewer: You give them your PowerPoint in Spanish? And what do they do with it?

Respondent: Depending of the person. Sometimes they just translate the presentation to English.

Interviewer: Ok.

Respondent: Ah! I used another of the... another thing from the portfolio. Because now, too... I have forget it. But right now I used to tell to the student to do a glossary or something like this.

Interviewer: Oh, the glossaries.

Respondent: Hm. Hm. And I try to do it with them sometimes too.

Interviewer: And how do you do it?

Respondent: Because the most of... some of them, they come to ask me how to improve the time they are using for this target, so usually you used to tell them. Ahh, and also I have been using some of the links for the tools... to do... puzzles, and this kind of thing.

Interviewer: Ok.

Respondent: So, instead that just do some scheme and so on, some summaries or whatever, I used to tell them, try to, when you finish the... the... activity? No, it's not activity. *Tema?* The *tema?*

Interviewer: The topic?

Respondent: Topic? Not the topic.

Interviewer: The assignment?

Respondent: Exactly. The assignment. Try to write your own exam questions and try to do like a small paper with the most important words that you find in the topic. And in principle, some of them, they think that it's useful. So, I think that that can be a.... But, I never review the glossary that they did, because they keep it for them. I say just to do it, they do it, and...

Interviewer: Do you give them a format...?

Respondent: No.

Interviewer: You let them do it how they want? And they have to put it in English?

Respondent: Yes, and Spanish.

Interviewer: And Spanish. So they put the word, and the translation, and then they have to write an exam question? No?

Respondent: No. It's more simple. Just because I'm not teaching in English, this is the problem.

Interviewer: But you have them keep an English glossary.

Respondent: Hmhm.

Interviewer: Ok. And why do you think that's useful to them?

Respondent: Because, they force them to... I mean, maybe it should be useful if they write an example using the word that they think that is important for them. Just because in this way, they are forcing to use it. They are not... they don't have just to memorize and that's it. They have to use it. So at the end it's like when we are telling them to try to study just linking different topics from the different part of the signature [subject], cause this is the way in order to keep it in your mind, other way, at the end of the term you are going to forget everything. So, maybe it's not as useful as I wish, it's true... But, well, it's the first step.

Interviewer: No! Ok, I think it's good. Do the students enjoy the glossary?

Respondent: Mmmmmmm... [Laughs].

Interviewer: No?

Respondent: Not really.

Interviewer: [laughs]. What are their complaints?

Respondent: No.... just because they have to do it, I think.

Interviewer: What kind of activities do they enjoy in class? Are there any activities that you've done in English that they have enjoyed?

Respondent: One, which is a [XXXX] case, is fun for them.

Interviewer: Case Studies.

Respondent: Hm. Whenever which is more linking with the future as [XXXX professional]... perfect. If it is not... if they just have to learn the basement of the stuff, this is not really funny.

Interviewer: Do they see English as important in their futures?

Respondent: Depending. But not for the most of them. No. I think that I told you once, there is one girl in one of my groups who used to translate for the rest of the class. So, imagine how important for them is speaking in English.

Interviewer: [laughs]. Ok. Do you think it's important for them?

Respondent: I think that it's important for them. I think that it's very important for them. I mean, if they don't want to use it in their future job, well, it's fine. Just to enjoy the trip when they are travelling. I mean, if they don't want to use it as... well, I don't want to go abroad for

work or to work or whatever, it's funny. You prefer to stay in your country, you prefer to stay in your city, it's fine. But at least, just because when you go outside, when you go abroad, you want to talk with the people. At least just try to speak a little bit. It's not necessary to speak fluently, or to speak correctly... doesn't matter. Just try to do it. And this is another complaint... just that I think that the students that we have over here, they didn't... find... found... they didn't get so many problems in order to get everything. So, maybe for this reason they didn't care about anything.

Interviewer: And they don't see any type of fear, or feel any fear for the future in the economic situation in Spain; that it's changing and that they may have to go abroad to find jobs?

Respondent: No.

Interviewer: Not these students? Not the [XXXX] students?

Respondent: [laughs]. No.

Interviewer: They're going to work at [XXXX]?

Respondent: Hm.

Interviewer: So, this is a very difficult job, motivationally, huh?

Respondent: Actually, it is. But at least I am happy because in [XXXX] degree, at least it's a little bit better than in [XXXX] degree. For the [XXXX degree] people, the future is so clear. Really, really clear. Especially because there are many students from [XXXX Country]... I mean in [line eliminated due to identifying data].

Interviewer: The degree?

Respondent: Hmhm.

Interviewer: It's extremely competitive.

Respondent: Exactly. Because it's the own... the [several lines eliminated due to identifying data].

Interviewer: Well, I think when you do a degree like [line eliminated due to identifying data].

Respondent: Hm. Well, that is true that they didn't care about English. I don't know how is the situation in the English classes. I know how is the situation when they come to the [XXXX degree] English class and so on.

Interviewer: I think it's similar. From what the teachers tell me. [Several lines eliminated due to identifying data].

Respondent: Talking about Erasmus and so on, there are not too many students from [XXXX degree] that decide to go abroad to do one year, or whatever.

Interviewer: I know.

Respondent: Actually, I mean, we were talking about going abroad for one year, or just to stay abroad for a while, in summer. No!

Interviewer: And the students in [XXXX degree], they have, every year, the same as in other degree programs, they have to study two courses in English, fully in English, right?

Respondent: But, two courses like the English class or something like this?

Interviewer: No, no. Not English as a subject, but for example, [XXXX subject] in English. Exactly. They have to do two each year in English.

Respondent: But right now?

Interviewer: Yeah. Always.

Respondent: Really?

Interviewer: Yeah. Do they... do you get any feedback from them as far as their opinions of this? Of doing these courses in English? Or...

Respondent: I mean, in [XXXX degree], like right now... we don't have any teachers with teaching [courses] in English in first or second year in [XXXX degree], really. Some of my colleagues, they are teaching in English, but in [XXXX Degree]... for the [XXXX degree], not for the [XXXX] degree.

Interviewer: No?

Respondent: And the opinion that I got from them is just that the most of the students come from Thai, or from China, or from whatever, so it's fine. But the two or three Spanish students that they have in the class, they are totally lost. There is a [XXXX] degree which is called like [XXXX] or something like this, which is in English. All the topics [subjects] are in English. And it's quite funny because they have like three or four students. So, I don't know for how long it is going to be keeping.

Interviewer: And do you hear any feedback from the students? Do they make any comments about it?

Respondent: From the students which are learning in English?

Interviewer: Uhum.

Respondent: Not really.

Interviewer: Do they have a good opinion about it? Or they don't say anything?

Respondent: I don't know because I am not in this field, so...

Interviewer: Going back to the portfolio, do you think it improved your English?

Respondent: The portfolio?

Interviewer: Uhum. The activities that you prepared, or that we did in class?

Respondent: Well, I think that it was useful just to know, for example... just to know the vocabulary... the academic vocabulary. Although in my case I am not going to use it right now. But at least I know where I can go to check for it.

Interviewer: So it improved maybe, your level of academic English?

Respondent: Exactly.

Interviewer: Ok. Do you think that having this portfolio... if your boss told you tomorrow that you were going to teach in English in the next term...? Do you think having this would reduce your stress? If it would cause you stress. Would it cause you stress if your boss said that? Would you be stressed if your boss said, "I want you to teach a course, or two courses in English next term."?

Respondent: Well, in [XXXX] my boss proposed me to teach for a while, in the time that another teacher was abroad.

Interviewer: A substitution?

Respondent: Yes. [Line eliminated due to identifying data]. And it was a topic that I'm not an expert on it. So, it was quite stressful. [Both laugh]. But not just because of English, but because the topic.

Interviewer: Ok. So, it was an easy answer.

Respondent: Yeah. I mean, as I told you, I think that the portfolio could be useful just to check a look and to know where I have to go to check for it... for the information. But about the stressful...

Interviewer: No? Do you think that having a template where you have a course description, and how to prepare it in English, your syllabus, maybe even a glossary, if you kept one, rubrics for assessment...?

Respondent: Rubrics. For example, I have been using it. This year, it was the first thing that we used for some practical class, the rubric. And I think that it's quite useful. But for example it was more useful for me, more than the portfolio, or the training that we did at the beginning of the English course this year, it was most useful a course that we did as a formation [training] course at the beginning more than this kind of course.

Interviewer: Ok. What did you do in that course?

Respondent: They teach us how to do a rubric. So, they give us different example and we prepare a rubric about something.

Interviewer: But not an English course.

Respondent: No, it was a Spanish course.

Interviewer: A Spanish course on how to assess or how to prepare a rubric.

Respondent: How to do evaluations, how to evaluate an oral presentation, how to evaluate some writing activities... this kind of...

Interviewer: Ok. Do you think that this would save you any time on preparing work?

Respondent: After to prepare the portfolio?

Interviewer: Yes. If you had to teach a course in English, with the portfolio that you have, would it save you time on planning or preparing any of your work?

Respondent: I don't think so.

Interviewer: No?

Respondent: I mean, it can be useful as I told you, just to know where you can go to looking for some information. So in this point, maybe you are saving time, that's true.

Interviewer: Do you need more time... do you think you would need more time to prepare a course in English than you would to prepare your courses in Spanish.

Respondent: Yes.

Interviewer: How much more time do you think?

Respondent: Like double or something.

Interviewer: Double?

Respondent: Yeah. Last year for example it was... it was... it was quite funny actually because the books from the... the books that I used for my class... to prepare my class, the most of them were in English. But just because since we have to pick up from the library, the text books in English, they don't want to take it. I mean, in the library you have the same book in Spanish and in English. And we use the same book that they use, that the students use. So when you go over there, all the books which are in Spanish are booked. And not the ones which are in English. So we used to use the English ones. So, it was funny because I was reading in English, but writing in Spanish, and writing the presentations and so on in Spanish. So at that time it was funny because I thought, it's a pity that I don't have to teach it in English because I'm reading in English.

Interviewer: Yes, but this is also the idea of using authentic materials in English, because many teachers tell me that when they prepare their English course, they take their Spanish course and they translate it all into English, which I think is much more time than if you just take materials in English and prepare it in English.

Respondent: That's true. That's true. But, the question over here is we don't have time in order to do something nice. So, although you think that you are losing time, doing just some translation, at least you know what you have to... which is the protocol that you have to follow. So, if you have time, then you can start to read and you have to do it by yourself, and write something that is really important for you, and something that is not really important for you but it was for the teacher that give you the presentation, and so on. But the teachers that are teaching in English over here, at least in my department, they are doing the translation. And [XXXX Professor], most of the time, s/he is doing also this. S/he's...

Interviewer: Yeah, s/he told me too. S/he said that she translates material. Because s/he says that s/he has to do the same, that s/he has to teach the same thing...

Respondent: ...in Spanish than in English.

Interviewer: ...in the English course that is taught in the Spanish course. But I still think that it would take less time to find examples already in English than to translate everything.

Respondent: Yeah, but for example, for the joke... I mean, not the joke... for the examples that you give to the students that... I agree with you. It's better to keep it directly in English, because the other way you are probably not keeping the correct translation. It's true. It's true. But for the main topic of the subject, just do the translation. Especially, because... as I told you, just... I mean, the last year I was doing in the opposite way. I was reading in English and writing in Spanish.

Interviewer: So, what kind of improvements would you suggest to the portfolio? In order to take it, because the idea would be to be able to use this where we would give teachers a more organized, clear, with set... with instructions, portfolio; things that would be useful to them if they were going to teach in English, with examples in English, with a glossary in English, etcetera, so that they could prepare their course in advance... have time to do it. And then when they would go into the classroom, they would have this, just like you do in Spanish class, your set of examples, your set of lesson plans, ice breakers, grammar help for students, or links where they could go for help if they needed pronunciation. Sometimes, [XXXX Professor] says that she uses one of the dictionaries [online] with pronunciation a lot. Just these types of things. So, what would you suggest to improve what we did in the course?

Respondent: I think that the thing that can really help us is just the common place. I mean, the... like a blog or something where you discuss with another teacher your problem.

Interviewer: A collaborative work space?

Respondent: Yeah, it's like that but for teachers, maybe in this case it should be useful for teachers which are teaching the same topic. Because we are going to get the same problem. How to organize the class and so on? [Puff]. This topic is quite particular. Because everyone have their own plan. So, for example, I prefer to start the class doing a summary of the previous class, and another teacher prefers to start just from the beginning. And at the end of the class, you do like a summary of all the class. Or for example, if you have to do like an old class, for two hours or three hours, well, over there it's quite practical. Because some teachers prefer just to do one real class, one hour just for teaching, and the other two hours just to do a summary, to do like a game or something like this. So, I think for me it would be more useful to have like a chat or something.

Interviewer: Ok. What kind of information would you like to be in this chat?

Respondent: Links for... maybe a dictionary or whatever. Links in order to... in my case, for example... I was planning to do like an activity in order to give the student a link for a journal. A scientific journal. Right? So every week they have to find in like a journal, a relation with the topic that we are teaching in the class. And once per month, they have to do like a summary or to do a presentation, or whatever. Maybe it would be also useful some links like updates in the different topics for the teacher. I don't know if there is. Probably.

Interviewer: Yeah, well, with this type of space you need to have... for it to work, you need to have a person who is a... what do they call it? Like a... who is permanently promoting. Yes, a person who is like a champion of that space, and they are... sparking conversation, asking people to upload things, collaborate, maybe putting a discussion topic each week, "What do you think about..." I don't know. Or links to different journals, and, "There's a very interesting topic here." Because if not, people don't use it.

Respondent: That's true. That's true.

Interviewer: But it's a good idea, and a lot of teachers say the same thing. That they would like to have something like this. Ok. Anything else you want to add? Do you want to ask me anything?

Respondent: It was useful for you, some of the things that we were talking about?

Interviewer: Now today, or in general?

Respondent: No, right now.

Interviewer: Yes! In a lot of ways. A lot of things are useful in many different areas. Right now, I'm writing, for example, the introduction to the dissertation, and most of the things that you say are the same as...

Respondent: ...they told me... the teachers [laughs].

Interviewer: Yes! There is a little bit of difference, I find, for example, depending on departments. But... it's true that in the [XXXX degree] it's very difficult to motivate the students, to find... because in the end, for a teacher to be able to be successful teaching in English, and to not burn out... because it's a very difficult thing, it's very time consuming, more so than in your natural language... and the situation is always... not natural, because you're not an English speaker and you're with, in most cases, students who are not English speakers, so it's difficult. But, in most cases there is... if the student sees necessity, they find it useful, then it's just a matter of having to plan and preparing your things properly, knowing how to break up things into smaller chunks, so the students understand it... strategies for what to do when you have very mixed levels in the classroom, students with very low levels, students with very high levels, things that we did throughout the course. But, in cases like yours, where there's little motivation on the part of the students, they don't see any need for it, it's just an added difficulty.

Respondent: Because, I'm thinking just about my class right now. So, it's quite complicated sometimes to force them to participate in the class, so imagine if the class is in English!

Interviewer: Hmmm. [Laughs]. Yeah.

Respondent: So, it's quite complicated just to get some questions and some answers. Sometimes when you are doing some questions, and it's in Spanish, and they are things that they really enjoy and so on, they don't want... so imagine when it is in English.

Interviewer: But I think that the portfolio, my personal opinion is that it could help teachers teaching in English to do if... when we did it in class, from the feedback that everyone is giving

me, it wasn't structured enough, and it was a little bit like as we went along we did things and at the end put it together. And I think that it should be structured from the beginning with very clear instructions, and something physical that the teacher can actually put their activities into. And then there's lots of suggestions from teachers about things that were missing, [eliminated line due to identifying data].

Respondent: Yeah, that's true, because we didn't know it was planning to be a portfolio until the end. Well, not exactly the end.

Interviewer: Yeah, it wasn't clear. The instructions weren't clear. So, I think it could be very useful, and in fact... the fact that you told me that you used it for your Spanish courses because you don't teach in English, to me says that it is useful in some ways because...

Respondent: ...it is. It is.

Interviewer: ...because if you use it for your Spanish, because you said you had never prepared one for a Spanish course before, then, to me that's very indicative. And a few other teachers have said the same thing, that they've used it in their Spanish courses. So, now, it's just a matter of making it... redesigning it so that it's much more structured, so that teachers get more from it as well. Not only in possible future English courses, but in their English training, that you learn.

Respondent: I think that... this is my point of view, right? If we know in advance which is the goal, we are going to get more involved in the course. If we know from the beginning that at the end we have to collect whatever, in order to do this at the end, we force ourselves in order to do it. But just because we can see the benefit of the work. And probably it's exactly the same with the students. Because we are students. Right now we are on the other part of the dime. So...

Interviewer: Exactly.

Respondent: And it's exactly the same with my students. They are more involved when they know in advance what they have to do.

Interviewer: Yes. That's always... it has to be very clear from the beginning. The objectives, and what you are going to assess. The same with you guys. Many of the teachers said they weren't clear about what they had to turn in. If there was a minimum of pages, or a minimum of activities or... I think in this sense I feel like I'm not.... Like I'm a peer. Not like a teacher with students. In that sense, I didn't think it was necessary. I just thought that each person would do what they thought was needed. But, teachers needed to be told...

Respondent: ...Yeah.

Interviewer: ...You need to do this. So...

Respondent: .. Yeah.

Interviewer: Ok. Well, thank you...

.....

Interviews Group B:

Interviewer: Victoria Bamond (The Researcher)

Respondent: B1

Interview length: 44:21, 0

Interviewer: Ok... Well, first of all... thank you for your time. I know it's hard and we're all really busy. And, I've just explained a little bit what the objective is of the interview; and it's to get your opinions regarding your experience doing the CLIL portfolio, and how you might improve it, or suggestions you might have so that when we redesign it and make a new one it will be more useful. Ok?

Respondent: Great.

Interviewer: So, first of all... How was your experience making a portfolio?

Respondent: It was a... I think it was a positive experience because we really made a summary of what we were doing in class and we reflected, and we tried to reflect it in the portfolio. Because if not, it was just going to class and taking notes, but not making work by ourselves. So, I think that it was really useful because it made us focus what we talked about in class and then we wrote it down; so we did it in class and then we wrote it down in the portfolio. So, I think it was useful. I never did a course like this, so for me it was something new, and I think a good experience.

Interviewer: Ok.

Respondent: Ok, as a general thing. And, well, it was just going to class and trying to get everything. You know, writing it down. For me it was useful. Really useful.

Interviewer: Is it useful in your teaching outside/beyond the class... what we did in the class?

Respondent: Yes. Yes. I really didn't know what this was about, so I really... they all... all my friend teachers recommended me to do the course from last year, so I was... "Well, I'm teaching in English so... why not?" So, I really didn't know what was CLIL about. It was my first contact with this. So, when I started teaching in English for me it was a lot of pressure because I teach international students so I was always thinking about their level of English... it was higher than mine... at the beginning. But, when I came to this course I really realized that it was not all about that... that teaching in English. So, it was like I took away all my pressure, I understood what was the, really, objective of CLIL...of teaching in English... and it was like, "C'mon. You can do it." And I... it opened for me a new world.

Interviewer: Yes? I'm happy to hear that.

Respondent: Yes, yes... because now I'm teaching in English other subjects... I started another subject now, just after the course, and it was like.... "I can do it." They are Spanish students so I adapted myself to their level... and all of that was because of this. If not, I just would have continued speaking in English with the level of English... and I wasn't really aware of all that... "Oh, but they don't understand me...they're not understanding me." Mmmm... I don't know, now I am more aware of all those things, and it was because of this course.

Interviewer: So you started with international students, and now you're teaching Spanish students in English?

Respondent: Yes.

Interviewer: And how does this change?

Respondent: Well, I have like [XXXX] groups. [XXXX] are international and [XXXX] Spanish. This...well, it's a very big change... because with international students I use my English because it's the only way we can communicate, so it's English for everything. For the Spanish students we speak in Spanish but we use English. So, I made all these CLIL things or conclusions... I use them for that and I just try and explain them that English is our method of study, or the way or the language of study. But we can be a little bit more... like, not really hard about it, if they don't understand they can speak to me in English [I think she meant Spanish]. Also to take the pressure out of them.

Interviewer: [You mean] they can speak to you in Spanish?

Respondent: Yes, I let them of course. But I make them try and speak to me in English, like you did in class. A little bit... I don't know. It was like getting all the conclusions... what all the teachers exposed in class, their experiences... and I use them for that. I think it was really, really useful. Because I learned to lower... or adapt myself to the students... but you have to teach in English. "C'mon, teach in English!"

Interviewer: And do you notice a difference in the students?

Respondent: Yes, of course. A very, very big difference. There's different kinds of students, depending on the country, they're very similar regarding the country they come from, but not between different countries. I mean, I get the French people, and they have a similar behavior, when studying, or using the language, or the level of the... of English. The same... I don't know... Swedish, for example this year, or Norwegian, or... Taiwanese. They have... they all like... are in groups, you know, and we talked about it in the class. They make groups because they come from the same country. They have been, like... bred, or... developed (no?), you know... in the same culture, in the same way. So, I think it's very important. And now with the Spanish students, I have the same thing. I have a group of French people... they speak in English more or less alright. But the rest of the Spanish people, they are like... just... they cannot do it [laughs]. They are like... they cannot do it.

Interviewer: What year are they?

Respondent: [XXXX] year.

Interviewer: [XXXX] year. Ok.

Respondent: So, I... they have... you know what you told us? You have to know their level of English before. So, I looked up every single one of them and they have more or less A1, A2. So, it's really low. So, it's difficult.

Interviewer: Are all your groups [XXXX] year groups?

Respondent: No, [XXXX] year... I have [XXXX] year and [XXXX] year groups. And I notice in that a very big difference as well. [XXXX] year students are completely different. They accept English... they used to English a little bit, like, better than the others. [XXXX] year students are very difficult students. For me, at least. But at the end, I was really happy to teach them. And this is what I say... The CLIL course helped me to... everything... what I was thinking about, mainly the cultural... the differences between countries... all the things that I was noticing by myself really suddenly got sense. In some way, the first class when we talked about this, it had sense. For me, at least. Because, I was noticing that by myself.

Interviewer: So, maybe you felt... and I'm supposing this... you felt like you were not alone?

Respondent: Yes. But it was like... somewhat like, late. Because I was, like... the first year I came here they told me you have to teach [XXXX subject] in English, I made up the subject, because it was the first time, so it was like, "Oh my God!" At the beginning I was really, really nervous. I didn't know what I was... what they expected me to do. Everything in English? Not everything in English? When I came to the people, to the students, they were like really international... more Taiwanese than others, so it was difficult because of their country, nationality... so that was a difficult year for me, a difficult start. But I made it. It was like, "English, English, English..." I didn't understand them... they didn't understand me, because my English was really like British, or more standard... One of them spoke American.... And he was like... he didn't bother about trying to make him understand... make us understand him.

Interviewer: Make himself understood.

Respondent: That's it. And he didn't bother about that. He was like, [in a whiney voice] "I don't understand you." ...a little bit... That was the only problem I had. And the other one was that the other groups... they just didn't speak English. Nothing. Nothing.

Interviewer: Hmm... that's rough.

Respondent: So... we were there. We were there in some part. And they made a very very good effort. And now last year I started, but it was different. And I was pressured because of the English, but knowing what I was going to find. And after this [points to portfolio], much more better. It's like... "OK. I can do it."

Interviewer: So, do you think this is motivating? The activity of making a portfolio with peers?

Respondent: Yes. Because, for example... Well, explaining what is CLIL is very useful at the beginning. Maybe going over a little bit more... each of the areas.

Interviewer: The competencies?

Respondent: Yes... the competencies. Because I was... I knew more or less the CLIL core because I was thinking about them. But really, it was like... a little bit more about this, I think... So, going over more the competencies, I think for me it would have been more useful because I was really concerned about it. And more things, I..... I don't know. And the conclusions... important. The conclusions... the things about Scaffolding was really useful as well, for me. Of course the ice breakers are a little bit... I mean, I never used them. I never used them, you know, in [XXXX Area of studies] we are so... we have to study so much that you cannot stop to... "C'mon. Let's have a break." So some of the things we talked about in class I think were useful for some subjects, or some kind of... areas, but especially in my areas, I have more difficulty to be.. to...

Interviewer: To apply...

Respondent: ...to apply in class. Yes, the thing about the ice breakers... maybe, yeah... I can do one or two over the year. But not more than that. Because I don't have time.

Interviewer: Well... one or two would be fine.

Respondent: This year I, for example... in [XXXX subject], the last subject I've started... just a month ago, I started with an ice breaker. So... we were few in class... I said, "C'mon. Let's do this." I was... [laughs] You know, I found it useful. I really like making... or applying what... everything I've learned. And then... ummmm... yes, more or less, more things we talked about... I... I used them already. I was doing them by myself. And, I don't know what else. The ice breaker I told you about; and all the things... the burn out activities as well...

Interviewer: You did as well?

the other day..." You know, these things. If I explain in English, some will understand the funny thing. Others will get... just continue in the computer lost. If I do it in Spanish, they suddenly... tshhhh... they all listen to me. So, it's like a way of going back and forth. I do that. I started last week.

Interviewer: That's good.

Respondent: And what I was saying to you... the thing about, well the international students... after class I always say to them, that if they need anything, they can contact me. Because, well... I know it's difficult, they feel like... in a different country...they can't speak Spanish, most of them. And sometimes, here there is a lot of support inside the university but outside they feel a little bit lost. So, for example, [XXXX area] things, or... where can I go if I... at the end, I always try and make that connection between Madrid and the university. And if they ever need something, of course, I offer my help and support... to all the groups. I do that, especially to the international students. And I try encourage them, and say to them, "OK. I know you are here and this is difficult, but you have to study, you have to keep on going, going. I tell them..."

Interviewer: So your role becomes... very heavily advising as well.

Respondent: Yes, well... I can do that at the beginning, with all the groups. And they know that I am there. But at the end, the answer comes from the students. You know? And it's something that is... Ummm... for me it's interesting: to know which students at the end will accept my help. And I have students that I maintain that contact... they need something they know it... they send me emails... "Oh, I have this problem, where can I go?" "Oh, OK... go, I don't know... here in Madrid they have a service where..." I don't know. I'm always like... And for me, that makes me really, really happy.

Interviewer: Yeah.

Respondent: Yes. It's really enriching. That's what I say.

Interviewer: Yeah. That's the fulfilling part about teaching. Right?

Respondent: Yeah. It doesn't happen with all the students, but with those with which it happens, it's great. You know, it's like... helping others, well... this is the thing.

Interviewer: So, do you feel your teaching is improving?

Respondent: A lot! After this [points to portfolio]... a lot.

Interviewer: And, what about your English level? Did this activity... Do you think it helped your English?

Respondent: Mmmm.... yes.... but... I think what really helps my English is just teaching. Teaching internationals. It's just...

Interviewer: Because you're using it every day?

Respondent: Yes. You know what I do now? I always talk to my students in English, because I have more English students [means English-speaking] than Spanish students. So, I don't know if they are English [speaking] or Spanish or Italian... I just don't bother now. I just speak to them in English. And if they say to me, "No... I am from... blah, blah, blah..." because at the beginning I had [XXXX] Spanish groups. So they'd say, "No, that..." and they'd answer me in Spanish and I'd change to Spanish. But now, my default language is English.

Interviewer: Good.

Respondent: Of course. Yes. I lost my English... I caught up with it last year when I started [XXXX subject]... And now... I feel...

Interviewer: I remember you saying at the start of the course that you had lost your English... or you thought you had lost your English level.

Respondent: Yes, because I was... I went to an English school, so I studied everything in English. I left my school... I went to study the degree... in Spanish... and I just left my English. And I said yes to teaching [XXXX subject] in English because I wanted to get my English back. And now, it's like... I don't know... when you suddenly start remembering things and you feel comfortable again with something. Because, I used my English every day when I was little. I just spoke in English. So, now it's like... "phewwww", I mean...really happy.

Interviewer: Yeah, you feel comfortable?

Respondent: Yeeesss. Of course. When I have... in the [XXXX professional practice], when I... when we have... another important thing about this, that comes out from this... When I have English [clients] or [clients] from other countries that don't speak Spanish... Well, it's like... "I can make it!" So, this helps me also in my work. They look for me. "[A1] knows English!" "S/he can speak in English with the [clients]." So, this... It's great.

Interviewer: And do you transmit this to your students? That importance?

Respondent: Yes.

Interviewer: Cause that's what they're gonna have to do.

Respondent: I do that.... Do you know where I am doing that? In this course that just started I did that....the thing about the English as a method, as a way of communicating...like, I insist a lot on that. It opens the.... You know?... we talked about that in... It opens a world of opportunities. There was.... It's not here [in the portfolio]. There's a page missing.

Interviewer: The English Mania? The video?

Respondent: Yes, yes. We were... You remember?

Interviewer: Yes. Where it says that the English... It says that English is the language of communication, but that your mother-tongue is your life...

Respondent: That's it! That day... one day we showed about that... Well, I wrote down English opens up the world of opportunities. And I'm sure about that. That... that I tell to my students. This year, for example, the Spanish students... that I am encouraging them to catch up their English... to study more English... Because of that. You have to learn/know English, and use it as a method of communication. You don't know... you don't need to know...to have a high level of English. We are not looking for that. We are looking.... but I didn't notice that... I just noticed after this [points to portfolio]. And I tell them... "You have to know English to be able to communicate in certain situations. That's your aim here." So, I try to explain them that. And, you know who... also... I'm doing these interviews to the new students... to the access...?

Interviewer: In admissions?

Respondent: Yes, in admissions. I'm doing the interviews to the international students... they are English, so I speak in English with them. And I do the opposite.

Interviewer: What do you mean?

Respondent: Well, for example... In [XXXX degree], in [XXXX] year, they start their [internship]. The [line eliminated due to identifying data]...remember, we had a... we had a classmate... [XXX name] was it? S/he was in the [XXXX practice] and s/he was always telling us the difficulty she found because the international students didn't know Spanish.

Interviewer: Exactly.

Respondent: Remember that? Well, I do that with my students now in admissions. I tell them, “You have a high level of English. You are French... you are Italian...” whatever. “Well, beware, that in fourth year here you go to [internship]. And you must be able to speak in Spanish. Because the [client] is Spanish. So, you’re going to be able to teach everything/to study everything here in English, but you must catch up with your Spanish!”

Interviewer: That’s important.

Respondent: So, I do the opposite now...with those students...just with those students, of course. And that’s because of this classmate. Because she told us that in class. So, I got that, and now I’m using it. And I’m making a lot... I’m giving it a lot of importance when I train them in admissions. And I tell them, “Beware that you have to know Spanish. In fourth year your [clients] are going to be Spanish. And you must be able to communicate with them. You don’t need a high level of Spanish, but you must be able to maintain a proper conversation.” So, I’m... like that. You know?

Interviewer: But, that’s one of the things I like this...because CLIL is not particular to English. We use English in our class because that’s the language that you need. But you could do the same thing in Spanish.

Respondent: That’s it. That’s the.... That’s something that I got out, for me, again. I suddenly was like... we are here with the English, English, English, but we will need Spanish as well.

Interviewer: Yep.

Respondent: “And you [students] will need Spanish when you get outside the university.” I tell them. “So, don’t focus on English, not here, it’s...” I think... One of the things that I like at this university is this, the opportunity to study in English. I think it’s... I believe in that, so I think it’s one of the greatest things. And I say to the students, “You have this opportunity. It’s great for you. But don’t forget that you’re in Spain and you will need Spanish, in some part of your degree.”

Interviewer: And in a lot of cases, what you do with your Spanish students, the connecting of the English and the Spanish is important because they also need to know in Spanish. And if you only allow English, if you limit it to English, they’re losing the Spanish competency. Whereas, if you use them both, they’re learning both. So, sometimes... It depends, you have to be careful. But, it is an advantage to have the two languages.

Respondent: Yes. Remember, another thing we talked about in class... maybe the oral, verbal, written? The people who learn more...?

Interviewer: Multi-modality?

Respondent: Yes.

Interviewer: Yes. The different types of learning styles....

Respondent: This! Well, it was the first thing I said... I didn’t know a lot about this. I would have wanted to know a little bit more. That’s what I said... that this... maybe going over with more detail each of the parts. We just said, “What about this? What do you think about...” Remember, in class?

Interviewer: Yes. It was a very light introduction.

Respondent: Yes. Maybe going over a little bit more in detail, because this part, I wanted to know a little bit more.

Interviewer: Ok.

Respondent: About multi-modality. Because I think it is very important for the student. And I wasn't aware of that as well.

Interviewer: Umhum. This is really in teaching practice, in general. It's not particular to CLIL. What we went over in class—but you're absolutely right—was how these are particularly necessary when you're teaching in a second language. So in this case, multi-modality helps you in a lot of cases to explain things in another language. For example, if you use visuals the students understand it better than if you only speak. Or...

Respondent: That's it. That's what I... And I wasn't aware of that. And after this [points to portfolio] the same... it was like, "C'mon. Of course" The different... is useful because they are reading on the board. If I speak, maybe they are not understanding me, but they can follow it with them [notes on board]. What about....well, I don't know. It just made me think about this.

Interviewer: Ummhum.

Respondent: So, I think I would have... uh... But, I downloaded this and I read all you sent us about the CLIL courses, or....

Interviewer: Umhum.

Respondent: So, for me it opened a world of... everything. This thing [the portfolio]. This was... to... to focus the level of English...

Interviewer: So, do you think it's useful for other teachers who will be teaching in English to go through something like this before they start?

Respondent: Before they start. Yes. Before they start, you said it! I think it's really useful, before they start, because they... You just understand what you are going to do. I think it's useful before. For me, it's useful because I was just already there [teaching in English], and I really got lots of things out of it because I... as I was already teaching, I was able to identify better all my deficiencies and all the things I could include in all of my classes. So, for me maybe... I got a lot out of it, I cannot deny it. And I recommend it to other teachers. But maybe before, because it takes the pressure out of me. It's a before and after.

Interviewer: On the part of students, do you think it improves their learning outcomes—a teacher who has undergone this type of training? Does it improve their learning?

Respondent: Yes, because you are adapting all the time to them. You are aware... you are aware of their... of all the different types of students, of all the different deficiencies of the students... of what they are, what they... I don't know. Suddenly, you are like... ummm... Well, I ask all their names, just to know who they are... and I know that this group here, there's three that speak English, one that doesn't speak English... I don't know. So, you can improve that. You know that this student is not listening... But, I don't know. This is... Now, that you are... they told you... I don't know. They tell you, "Teach in English." You suddenly... I thought that if you were going to teach in English, your students will all speak in English. I was thinking that. I thought about that.

Interviewer: Well, in some cases it might be. It depends on the model of the institution. In this case, I think the model here is to... is kind of like an almost immersion model where they start... and every year they go more and more and more into English instruction.

Respondent: that's it.

Interviewer: And they graduate, hopefully with a level....

Respondent: But I didn't know that. So, for me it was surprising to teach in English to students who didn't speak in English. Well, in my case. But then I said... what I said to them [students],

because they asked me at the beginning of the course, this last term... “The exam is going to be in English?” “Yes. Everything is going to be in English. But I’m not evaluating your level of English.” That was the first thing I told them. And the other thing is that, “You need English... you need to expose yourself to English. Just hearing, maybe just hearing, and reading a little bit. Just that. Make that effort by yourselves, and maybe next year, it will be easier for you. But if you don’t expose yourselves to this, [eliminated line due to identifying data].

Interviewer: That’s true. And I think that the more exposure they have, even if you’re starting in [XXXX] year... because it’s true that a lot of teachers say—and I know it’s difficult for the teacher—that the students don’t have the level. But they will.

Respondent: They will. I am sure. If we start.

Interviewer: If you never start, they’ll never have the level. And I believe that... I think that... “Yeah, they don’t have... well, that’s fine, we have to adapt a little bit to them as well.”

Respondent: That’s it.

Interviewer: And we have to pull them through so that they get to the level.

Respondent: Well, that’s one of the things that we got out of the course.

Interviewer: Cause I don’t think it’s fair to exclude students because their level’s not good enough.

Respondent: That’s it. But what you have to be aware, is that there are going to be students there that don’t understand you. Others will understand you, and you have to be in the middle just asking... maybe at the end of the class to these four, three, five students... “Did you understand? Do you have any questions? Why don’t we go over this in Spanish?” I offer them that. “After the class, I’ll explain this to you in Spanish if you want.”

Interviewer: And some students will take your offer, and others won’t make the effort, and some will fail, and others won’t.

Respondent: I have that... I have both things. One has failed because I offered and he didn’t want anything. “Well, it’s your problem.” And others come; we go over it in Spanish; I ask them, “Do you want me to go over it in Spanish?” And the same with the exam. I also—we talked about this—if they need special words, “Hey, this is not in English” I insist on them that if they have any doubts, not about the content, but about... I don’t know, for example, what’s a [XXXX]? Or specific words... you can ask me. I give them that opportunity, because they don’t bring the dictionary. So...

Interviewer: Umhummm.

Respondent: I try and take away the pressure a lot. So that they want to learn in English. You know? So they are happy about it. Because if not, it’s like “Ahhhh. This is in English! Oh my god, I cannot do it! I cannot do this!” They enter... they came into class like that. “No. In English, it’s impossible. We don’t speak English. And we don’t want to teach... to have this in English.” Blah, blah, blah. “I am... No. You have to do it in English. It’s this way. But, you will see that it’s not so hard.” And it’s going. Up to now, it’s fine.

Interviewer: Hmmm.

Respondent: Yes.

Interviewer: What about on the part of the institution—this is the last part of the interview... the questions that I have? What kind of... Well, if you could make like a wish list? Or, what kind of support, or what do you think the institution could do for teachers teaching in English? Or are they doing it?

Respondent: Well... the CLIL course is a good thing. Because we know each other. We get to know teachers. I don't know. Maybe...

Interviewer: On the part... I'm talking about all the way from the top, all the way down to the Deans, the departments, the colleagues, the language center...

Respondent: One thing that I miss is that I don't know who is teaching in English and who is not teaching in English. So, mmmm.... Now, I'm here now for [XXXX] years, I already more or less know the teachers in our subject, you know. I have my group, my [XXXX] year group. "OK. I'm teaching this, this, and that. Who's teaching this? Who's teaching that?" I can get to know that. But maybe, make it easier for us to know all the teachers, who's in charge of this? The people in charge is the.... *Director de departamento*... There's no... But really, for the English [speaking] students we are, like a little bit... we are there, but... we are like... not free, but a little bit free, because it's like a new thing now.

Interviewer: Umhummm.

Respondent: Each year, I think this is going to change. Because this year, suddenly we had to split the [XXXX] year in two.

Interviewer: Umhummm.

Respondent: In [XXXX degree], for example, we started with more than sixty people and the group had to be split in two. So, suddenly, you have two [XXXX] year groups in English. Look at that. So that means that next year there will be two [XXXX groups] in English. And that's a very good thing. And I think that that's great for the university, and for all. Now, for the teachers, I don't know. I really.... [???] Pleasure. I really... I like teaching, I like what I do a lot. But as I... maybe as I'm here like [XXXX] hours a day every day, I don't feel... I don't know... feel like...

Interviewer: Disconnected?

Respondent: Yes... I'm disconnected, but I'm in contact. But, I come here every day, [XXXX] hours, [XXXX] hours, but I don't know if I... Well, maybe it's my way of being. I'm like that.

Interviewer: Well, but other people have mentioned very similar things. And one of the teachers in that group, and I don't remember who it was right now, who I interviewed in the past few days mentioned that s/he would like a mentor, a professional within the department who knows... has a lot of knowledge of English in that area who could help the teachers who are teaching in English. Something like the Language Center, there would be a contact person in the Language Center but then there would also be a contact person within their department or within their school.

Respondent: Yes. Yes. I'm... yes, well...

Interviewer: Which kind of sounds similar to what you're saying about how you miss a leader, or somebody...

Respondent: Yes. Yes.

Interviewer: Like you have a group that oversees your instruction in Spanish, but nobody oversees your instruction in English.

Respondent: Yes. That's it! Because it's so different to teach in Spanish than in English. And I'm sure that my... my... For example, the teachers who teach [XXXX subject] in Spanish, aren't aware of all the things that are in class. So it's an extra thing that we are doing that you just... can like share with other teachers who are teaching in English. You know, you feel different because your students have different necessities than those from... that live here. You know, so you feel different because of that. I feel completely different when I go to class. And that's

maybe because... and that's why I have different relationships with my students. I mean, I offer them the help because I feel that... I feel that they need it. You know?

Interviewer: Umhumm.

Respondent: So, that makes us different!

Interviewer: Of course.

Respondent: I think... well, well, because of what I was saying, because it's my way of behavior, or whatever. But, I feel like that. I... Yes, when I go there to... it's very difficult. I now know teachers who teach in English and I speak with them a lot. This course helped me to do that. To know... "Ok, I'm not alone. There's more people like me. I have to speak to them to share... share... I don't know... uhhh situations... share your practice... And this helped me to do that. Cause I... I wasn't aware of that. And what about if you ask—and I ask them now... and what... this student or that, not just focusing on students, but maybe on attitudes in class, doing this and that—what do you think about if I did this? So, I am now a little bit more, like aware of everything.

Interviewer: Hmmm.

Respondent: So, before of that, I was like, "There's something strange going on."

Interviewer: [Laughs]

Respondent: "There's something strange going on. I'm doing things that a teacher maybe..." I don't know. I'm like, "Why do I have to ask them, why do..." I don't know. [Laughs]. But suddenly after the course, it was... I put a name to everything. And now, I am able to go a little bit further on, get other colleagues, talk to them, ask them, share, and apply what I've learned to the class. So, it's like a little bit more comfortable for me, of course. And that's it, I think. And, the institution, I don't know. Because, I don't... I don't... I don't know.

Interviewer: That's fine. Maybe there's nothing...

Respondent: No. These things [looks at the portfolio] are... the language, or... just that fact of trying to improve, or help the teachers who teach in English... just this...it's... it's great. But it must be like an open offer. Because, I did it because a friend told me, "Oh, I did it last year, it's really, really... it's really entertaining. You can get good things out of it." And I did it, like... "Ok. Let's go. I was free, I didn't have a lot of classes, so it was like, it's going to be great."

Interviewer: So, it was almost like a... coincidence. Like, by chance.

Respondent: Yes. But a very good coincidence, like everything in my life.

Interviewer: [Laughs].

Respondent: Yes. Life is coincidence. Being in the right place in the right moment.

Interviewer: Yeah.

Respondent: Of course. I always say that.

Interviewer: [Laughs].

Respondent: Yes, that's life.

Interviewer: It's true. I believe in that as well.

Respondent: Believe me. Believe me. I'm like that. I'm like, suddenly... Opportunity! It's like... and then afterwards you ask yourself, "And this? It was just being the right day, the right place, the right time." If not... coming here, coming...

Interviewer: But that's part of it. Because you are in the right place at the right time, on the right day—right time, but it's twenty four hours that you found to dedicate to this.

Respondent: Yes.

Interviewer: Which not everybody does.

Respondent: Yes.

Interviewer: So, it's not 100% by chance.

Respondent: Yes. [Laughs].

Interviewer: [Laughs]. There's a lot of effort...

Respondent: Yes, well... I was reading this [the portfolio].... And yes.

Interviewer: Anything else that you think you want to add? Or that's...

Respondent: Let's remember... I'm using, like... I'm going over this, and it's like... I... It was useful!

Interviewer: Yeah?

Respondent: Yes. I'm doing, more or less, these things in class. And the thing... I remember the ice breaker or burn out activity, the... Vertigo [refers to a burn out activity I did with them the last day of class with the U2 song].

Interviewer: [Laughs].

Respondent: Do you know what I'm doing now? I'm looking for a song...

Interviewer: I can't believe you're using that in class because... I thought, when I did the activity, I was kind of... questioning whether I should do it or not, but I thought, "Well, since the objective, (and really) here is to improve English..." I thought, "Well, I can do it, even if it's just for fun. Because you'll at least improve your English." But, I thought it's really not applicable in another context.

Respondent: Do you know what I'm going to do?

Interviewer: [Laughs].

Respondent: If I have time, with these students that don't know English, that their level is low... because of course, if they have high level, they understand... about the song. But my actual [current] students with a low level... It can be motivating. That's why I'm going... I want to use it. Because I am now looking for a song... Yes, yes, don't laugh!

Interviewer: No, no! It's so exciting! [Laughs].

Respondent: [Laughs]. And I am now looking for a song that is more or less easy, an actual [current] short song so that I can catch their attention. And one of these days after the exam maybe, when they are in, you know, after studying... And I'm going to make them come to class and I'm going to say to them, "We need to give more theory." And I will bring the activity with me. As a way to demonstrate that English is useful. That they will need it.

Interviewer: Hm.

Respondent: And it's what my end of term with this group... It's going to be that. [Laughs]. A song. [Laughs].

Interviewer: But that's great. Because I think it really makes them enjoy their learning experience.

Respondent: But, I'm going to do that.

Interviewer: And I think it's perfect after a test, to... to... especially if they think, "Ohhh... god. We have to go over more theory!" And then you put something that's like, that's fun, I think it's great.

Respondent: So, just believe me that it was really useful.

Interviewer: Good! I'm so glad!

Respondent: Yes.

Interviewer: Cause I was questioning whether to do it with this group [my current group] again. But you guys had a lot of fun with it. And another one of the teachers said the same thing. S/he said, “Don’t get rid of the Vertigo activity.”

Respondent: No, no, no, no.

Interviewer: [Laughs].

Respondent: No, no, no. Because it was, really... for me, it was... [smiles]

Interviewer: I learned that activity at a conference on teaching in English, and we went with friends, and they did it to us... we were the students. And I had so much fun, I said, “I have to use this!” [Laughs].

Respondent: [Laughs]. You see, that’s why... I’m preparing it in my computer. [Laughs]. Just believe me! And I remember it, it was like... it’s... but... and I said to myself, “It doesn’t have anything to do with this. But I said... No, it has to do with English... to...”

Interviewer: It’s motivating! Like you said. If the student doesn’t come... if everything is difficult, and the student... cause this is what happens, they stop coming.

Respondent: Yes.

Interviewer: You know? So, if you have to do... be a little silly and have a little fun for them to come, then they’re gonna learn.

Respondent: That’s it! That’s the way to catch them! With this special group that don’t speak English, I think it’s the best thing. Because they are young, [XXXX] year, blah, blah, blah... This will. I’m sure. I’m sure.

Interviewer: They’re gonna love it.

Respondent: Well, Victoria...

Interviewer: Thank you so much!

Respondent: I talked a lot! [Laughs].

.....
Interviewer: Victoria Bamond (The Researcher)

Respondent: B2

Interview length: 50:38, 0

Interviewer: Ok. So, first of all... I’m gonna read my little spiel [for the record as I had already explained the objectives of the interview off record and the importance of his participation in the interview]... thank you for your valuable time. I know that you guys are all very busy. And as I just explained a little bit, this is the result of my study for my dissertation. I’m interviewing your group of students to design a new portfolio that will improve upon this one. So, my first question is very general about your experience on the course, preparing a portfolio. Had you done it before?

Respondent: No, I’ve not done it before. In [XXXX Country], I... I went through a process of receiving surveys from the student that did endorse my teaching. [Line eliminated due to identifying data.] And you don’t really go through an in-depth process—which is organized—to... in a way, categorize your skills... uhhh... your skills set with your student audience. So this is something I’ve never done before. Despite the fact that in my own terms I’d probably say I’m a pretty good teacher. But, also... I don’t know... someone that... just would not really be interested in doing something like this. Because I tend to adapt myself more, as you would have

guessed, to class dynamics and all of them [students] rather than... try and learn of a formalized way and insert that formalized way on my student audience. But that's not to say it's not useful.

Interviewer: Umhum.

Respondent: Because I did learn some very useful things about this, you'd never think twice. [Several lines eliminated due to identifying data.]

Interviewer: Ok. What are they? How are they different?

Respondent: Well, I think some of them have very good levels of English and they find it a bit strange to be teaching English to what are mostly Spanish students, number one. Number two: from the... observations of what takes place in the [classroom] in my department, I think it's quite easy for them to sort of slide into Spanish. But that's not to say it's wrong, because as we discussed in the course maybe there are moments that you do that, instead of continually using English. Now, I'm not getting off saying it's wrong. Currently, I think some aren't really so motivated to really improve the students' English when the class reflects a similar level of motivation to use English. So, I think those are the sort of the primary challenges they face. The kind of challenges I face are, I think, more to do with reducing this level or sense of embarrassment or shame about making a mistake in class. And it may happen as well that maybe they feel more pressure to be speaking in English with someone who [is not a Spanish native speaker]... although they know me, they perhaps feel more the fact that what they say may be wrong. [Line eliminated due to identifying data.]

Interviewer: And in the course you gave us a strategy that you use for that.

Respondent: Ummm... yeah. I'm trying to fish what it was. It was the social little ice breaker.

Interviewer: Well, also, you said that you establish a certain rapport with them by using Spanish expressions. Like, you say, "*mola mazo*" [means that's really cool]. Was that the word?

Respondent: *Mola mazo*... yeah, in [XXX subject]... may not be suitable for the issue [learning in English], but of course they use all sorts of language in my class. Which, you know, maybe knowing the class type before I would [?] on something like that. So, you know, I pick up on that. I think it's useful for me to use those... use that as a way to... a kind of a tool to find common ground in a way. "So, look. I can play your game if you like. And I can make mistakes with terms that you use every day, and confuse the way in which those terms are used so that you enjoy it. So, that means, apart from us agreeing on you correcting it, you should be prepared to make mistakes in English." And we can all sort of laugh about it a little bit, anyway. So, that's the idea. It is hard to teach them this.

Interviewer: But does it work?

Respondent: I think it does. Yeah, I think it does. I don't think they realize that it is a tactic, you know... that it is quite a strategic way of getting them to speak the language.

Interviewer: Umhmmm.

Respondent: But... You see... You know, you gotta cultivate these things organically, don't you?

Interviewer: Yeah.

Respondent: Sometimes. Generally, that's what I do. I like to learn about my audience first, and then try and adapt myself. And... You know, I think we've discussed this in the course... it's related to how I do research.

Interviewer: Umhmmm. I think it was also interesting in the course to have [speakers of non-Spanish origin]... in the course. Because...

Respondent: Has that happened before?

Interviewer: No.

Respondent: No.

Interviewer: And it gave the teachers a certain sense of confidence in the sense that, “Oh! It’s not just a language thing.” Um... creating materials, you know... it’s hard to teach in a foreign language. [Line eliminated due to identifying data.] And I think it really relaxed them...

Respondent: Yeah, because... I mean, I don’t know if I reflect it on them much but I face similar barriers when I’m teaching in Spanish, though I’ve much improved. When I first started here, I was given a Spanish *asignatura* [subject], and [XXXX] trimester I was given three. No English whatsoever. Three Spanish. So, it’s a very steep learning curve for me.

Interviewer: Do they require to know your Spanish level before doing that?

Respondent: No.

Interviewer: No. So there was no minimum level set for teaching in Spanish and however, there is a minimum level set for teaching in English?

Respondent: No. Which is a problem, actually, because formally, I have no qualification whatsoever in Spanish. This is anonymous, isn’t it? [Laughs.]

Interviewer: [Laughs.] Absolutely.

Respondent: Which, I can’t... I don’t know, I mean... which is [?] because obviously they contracted me on other merits... thinking, “Ok, this guy can work on research then, basically. He can pick up the language to the extent that he can give classes.” And yeah. I’m not far off that. I’ve still got some work to do. You know... I can see it. And I don’t think I’ll ever be perfect in Spanish. Cause I’ve only been learning it for six years [ironically].

Interviewer: Those motivational issues that you say that the non-native English speakers have in their class, did you feel those same issues when you were teaching in Spanish?

Respondent: Ummmm... No.

Interviewer: Ok.

Respondent: No, but that may be has more to do with the fact that I think the students like that I make mistakes like those. And, you know... you’ve gotta create this sort of, very nice learning atmosphere where they’re almost also teaching me in a way. So, it was almost like a role reversal. But, you know... in the end, I didn’t mind that there were things I couldn’t explain directly, but were quite happy for the class to realize through their own—sort of—way. If that makes sense.

Interviewer: Yeah, so the learning was reciprocal. You were learning from them, they were learning from you...

Respondent: It was, yeah. And I mean, I think now part of this will all start to change now. That’s why... I suppose, it’s improving. As I get lots more of an authoritative command over the language and terminology, the... that button starts to shape up. Having known that that has been the strategy in the past, it could be still, useful for me to come in as this sort of common [non-Spanish speaker], who... stumbles from time to time with the language, and... and, you know, you’ve gotta help him out a bit.

Interviewer: Yeah.

Respondent: I think that’s quite useful as well.

Interviewer: Yeah, it’s a good strategy. Yes it is.

Respondent: I’m probably describing something really technical that you’ve got a name for.

Interviewer: No, I don’t.

Respondent: No? No?

Interviewer: No. I'm not that smart. [Laughs].

Respondent: Then maybe, something exists—what we're talking about—exists in some abstract way.

Interviewer: No. It's just rapport. It's establishing rapport. And connecting with your students. And the interesting thing about this is that the biggest, one of the biggest concerns of teachers who are [Spanish speakers], is that they can't establish that rapport with students because it's a foreign language to them, and it's a foreign language to the students, in most cases. But, what you're telling me, which is what I suspect also... it's not so much to do with that. It has more to do with the personality of the teacher, in the sense that... you teaching in Spanish can establish the same rapport that you can teaching in English.

Respondent: Yeah.

Interviewer: So, you just have to take on that role of, "I mean, you have to help me out here..."

Respondent: It's a bit... Yeah, yeah.

Interviewer: "I don't know... you know, that language so well."

Respondent: It is a raw hand. I think, you know, if I was to try and empathize with Spanish teachers teaching English to Spanish students... you know, I feel that they could usefully play a similar role... useful, sort of... well, what the hell does that mean? What's that all about? You know, generate a bit of banter and a bit of laughter and... I think that could work. Obviously, it depends if... you know, that sort of thing was... I don't remember that... something like that being... I don't know, included in the... CLIL...

Interviewer: About what? The banter and the...?

Respondent: Yeah... the idea that they could... you know, use... have this role reversal tactic and be clumsy with the language that they are not familiar with. But maybe... you know, Spanish teachers generally don't like to appear that horribly clumsy. You know, here... it is...

Interviewer: It's cultural... to a certain extent.

Respondent: From what I can see here, a lot of the teachers like their authority. They like the fact that they have this... I don't know if status is the right word... but, this profile. I'm not sure there are too many that are really prepared. I mean, you know... not like [Participant B5]. I think [B5]'s fantastic. I mean, you know... s/he gave the impression that s/he could do that. But, I think a lot of them have this very sort of, firm authority about, you know... what a *PROFESOR* should do, and, you know... what students should do.

Interviewer: Yeah, I think there's a little bit of cultural... in that, in the sense that Spaniards do have a very high level of *sentido del ridículo* you know? They're afraid to...

Respondent: Yeah.

Interviewer: ...be laughed at, or...

Respondent: ...make fun of themselves.

Interviewer: But I think it has more to do, in this case, with the education in Spain, and I think that's changing a lot also. And when we go watch teachers you see a big difference from like five years ago.

Respondent: Yeah.

Interviewer: But, it's still... kind of in that transitional process where in Spain, it's traditionally been... you know, the teacher is the... the porter of all knowledge and is going to tell you what

you need to know. And a very lecture-based type of structure. And I think that's starting to change now a lot.

Respondent: Yeah, but, I mean... I mean, from what I know, and I'm not Spanish so you'll have to correct me, but... there is the other extreme. Where you make the teacher totally redundant and impotent to the point where you do things like *flipped classroom*... where, you know... basically the teachers are sort of managing, and not really... I mean...

Interviewer: Yeah, well, that's the idea of some of those methodologies...the idea of the teacher as a facilitator and as a guide.

Respondent: So, you know... in some ways, I... and I know you'll take this as anonymous... Although I'm participating in a project of flipped classroom, it really bothers me because I don't necessarily think it's the way forward, to just try and adapt so far to what you're doing to the student curve. You know, you have to have a...

Interviewer: Well, I think the flipped classroom right now is a boom, so everyone's crazy about it, but I think it's just one more learning methodology and teaching methodology amongst a bunch of other active methodologies. And it's like an extra resource to add some multi-modality into your classroom and add some changes, and not make it be so boring. But, I don't think that the intention is that every single class is supposed to be a flipped classroom. It's just one option.

Respondent: Well, what I mean is that there's danger that what you could do is, you know... and after talking to some of my colleagues, basically, the kind of... well, the way of setting themselves up is that they... to reduce the level of work they receive, they just send work for their students. So, they're quite happy with this very, sort of "passive" role of just...

Interviewer: Well...

Respondent: Some of them, I'm talking about. Not all of them. So, don't think...

Interviewer: Ok. But, I think... In a way, I think that's a misconception on the part of the teachers. Because if you really do a flipped classroom well, it takes *more* time than just going to a classroom and teaching what you know.

Respondent: Yeah.

Interviewer: I mean, you've gotta set up the materials, find the *right* materials, you've gotta... you have to be tech-savvy. You have to know how to present... because a flipped classroom doesn't just mean you upload a video or you upload an article and have somebody do it before the class. There's a lot more involved. So, it is quite diff... it takes a lot of time. And I think the problem is... you know... It is an excuse for people who don't want to work, but because they're not doing it properly.

Respondent: Probably it's that then.

Interviewer: I think so. That's my opinion, I'm not an expert either. But I've seen really good flipped classrooms and they take a *really* long time to prepare. Like just one class!

Respondent: Well, I mean... that's the whole thing about... all the beauty of this [looks at portfolio] is, you know... the idea, the concepts, the way you've gone about formulating the basis for this learning strategy [CLIL] is fantastic! Now, does it fit within the institutional, every day functioning of how things are here? Well... that's difficult.

Interviewer: Ok. Why?

Respondent: Well, because, you don't have time. Yeah, there's a, you know... you can have people that are just sort of... sitting by and doing minimal amounts. Then you've got other kind of people that do completely the reverse... that are so obsessed with preparing their classes,

and... you know, learning everything about *educación superior* and, you know, all this business, that's fine. And then... and then you have a cohort of people who are just extremely worried that they *need* to do this... don't quite do it...uhh... as well as they could, but then finally have to do something else. So, I mean [sighs]... It... I... I just think that the way that the institution runs, doesn't allow this kind of thing to flourish as it probably could.

Interviewer: How should it... run to flourish?

Respondent: Well, you need structural changes. You know, changes in... to change the teaching culture. You need more systematic changes to the way time is organized for... for teachers. You know, you need more of an investment in teaching resources, so that the teaching imbalance was reduced so that teachers would have more time to not only do this sort of thing [CLIL portfolio], but also flipped classroom, properly. And also, you need to reorganize the kind of "last minute" way things operate here. I mean, you know... people... you just receive emails, that... you know... "This afternoon there's gonna be this exhibition..." they tell me last week. You know, so I think there are structural barriers... I don't know whether it's like this at other institutions in Spain, but certainly here.

Interviewer: When you say *institution*, who do you refer to?

Respondent: This university.

Interviewer: The university as a whole?

Respondent: Umhmmm. Yeah... as I don't know outside...

Interviewer: No, I mean... within the university, is it ... who's responsible for this? The department? The academic leaders of the university? The Language Center? The...

Respondent: Well, I mean from the top down, basically. Because, from what I can gather... [Under his breath] *Anonymous, isn't it?* [Laughs.]... [XXXX university administrator] holds all the cards for how this is... you know, structured. And s/he's very... I've looked at [their] CV and [they've] got like fifteen Master's [degrees] or something like that. And a lot of them are in education, *educación superior*, or... you know, something similar. Or astrology [laughs]... I don't know what else.

Interviewer: [Line eliminated due to identifying data.]

Respondent: Well, Ok.

Interviewer: [Line eliminated due to identifying data.]

Respondent: Well, Ok. Ummm... And I just think that... you know, when you have someone top down that is... who believes so whole-heartedly in the ideology of bombarding students with lots of classes, lots of activities, and all this kind of thing, where ... you know... should feel the same sort of thing should happen to the teachers, that they should be... go through a very... sometimes I think, over-rigorous process to be equipped with the tools to do the job. And... I just think there's danger, in that... you know, things don't get done properly.

Interviewer: Where does it fail? Because from what I understand, and I'm not always correct, the leader, [eliminated due to identifying data.] Maybe it doesn't get down to the teachers, or... too much...

Respondent: I really wish... I really wish they could do a study about the structure of how decisions are made at this university. I mean, through what happens from *Rectora* to *Decano* to Department Head, I'm not sure. And...

Interviewer: Umhum. Where do you feel that you're not receiving enough support? Do you think your department gives you enough support? Does your Dean give you enough support? Does...

Respondent: Well... I really don't get how... I don't quite know how the process works. I mean, it seems to be a very one-way process. I don't think that communication goes vice versa. So, you have someone top-down saying, "Well, this happens." Then you got several people saying, "Ok. This happens and it needs to happen now!" And... you see what I mean? So, these... these... Well, I hate to use the word "orders" but they are orders...

Interviewer: Yeah... hierarchy.

Respondent: ...seem to be planned out quite haphazardly, to different levels of management who then farm off similar levels of responsibility to those lower, and of course none of this, sort of management structure want the responsibility or... the stress of this. So, you know, they plan on having... make, sort of, very difficult deadlines on things. And, you know, basically, the bottom of the ladder is the *professor*, who has to try and do all these things at the same time. So, that's why I refer to the structure... I just don't know what happens from the *Rectora* to the department lead. And, I don't know how...

Interviewer: I don't know, either. That's why I ask you guys for your opinions, as far as... to kinda see where this is happening.

Respondent: I bet... I bet my colleagues say the same. I bet they said the same.

Interviewer: Yeah. A lot of them feel that it's somewhere in the middle. Like, they don't feel like their departments give them enough support, as far as time, for example, to prepare these types of courses which take longer. In your case, you would need more time to prepare your Spanish courses. But, you would need more time.

Respondent: I definitely need more time, because... I mean...

Interviewer: They need more time to be able to do these types of courses because they say... like a few people said they signed up several times. And this was the first time they did it because they hadn't been able to do it before.

Respondent: Yeah.

Interviewer: Or, other people say that they should be able to do this before they start teaching in English.

Respondent: Ok, but...

Interviewer: They need to, kinda like, prepare. So...

Respondent: I'm sure there's things that my department head could do... my direct boss could do to, you know... reduce some things, that create more time. But, you know... when the Dean wants statistics on the number of times that you've used UEM Personal or someone else's used UEM Personal [UEM's virtual platform] and s/he wants it in an hour... and it's more or less fairly pointless to have anyway... you know, even my boss's hands are fairly tied.

Interviewer: Yeah.

Respondent: So, sometimes these bizarre, seemingly pointless requests, which all my colleagues see absolutely no point in doing, come down, and we have to sort of race to get them, you know, very quickly.

Interviewer: So, the teacher is over... over... over...

Respondent: Overburdened.

Interviewer: ...overburdened with administrative tasks?

Respondent: Absolutely.

Interviewer: You don't have time to do... to prepare your teaching well.

Respondent: Well that's... and that's where... I mean, that's why they... and again, it's not the fault of this, but that's what prevents this from being something... a lot better. But also...

Interviewer: "This" you mean the course, the portfolio?

Respondent: The portfolio, but also other areas of, you know, higher education courses that the university offers to the staff. I think, you know, it's fantastic you can choose these things, surely! What I'm saying is that what this produces is all different levels of individual responses from the *profesores*. So, again... coming back to this different cohort of teachers which respond to these kind of pressures... so, you have a cohort of people that say, "Oh, yeah, I'll do that tomorrow" and then just... you know, they don't end up doing anything but somehow get by, and turn in their work late and things like that. Then you have the cohort of people that "Oh, [beep] I've gotta do this!" and they spend the whole weekend working on it and they've got no personal time. And then you've got this other cohort of people who don't quite do it right, but somehow do it, and... So, there are different responses to the way this pressure filters down from the top. I hope I'm making sense.

Interviewer: Yes, totally. Well, I understand that there's a lack of time to... Those three cohorts that you described to me have more to do with teaching in general, like good practices in teaching.

Respondent: Yeah.

Interviewer: The problem is that you're not being given time to develop that properly, in any case.

Respondent: Yes! I think... I want it just to be, if we stop my... ummm, fancy of all the system here as well, and be critical of my colleagues.

Interviewer: Ok.

Respondent: Yeah? Because, yeah I think it is something cultural. A lot of my colleagues complain that they don't have time. But what they do with the time at university is they waste it. So, you know, there's a lot of going for coffees, lot of smoking, there's a lot of... and maybe it's to do with the open plan environment and how it's, you know, very easy to skirt around the room and sort of distract other people. The actual... the actual, sort of, working environment is very difficult to concentrate in. It's difficult to do meaningful work, which is why I think some people end up doing things outside of work; because they don't... they're not efficient with their time in work. So, that's why they complain, they see the university, the institution as this sort of very oppressive structure which does damage to them. But, they are not working enough in work time. So, I don't... I rarely do anything at home, to be honest. But, I don't go for two hour lunches. Because, you know, I have a personal life. [Line eliminated due to identifying data.]

Interviewer: [Line eliminated due to identifying data.]

Respondent: And maybe you go for lunch sometimes, but...

Interviewer: Yeah, but you do... lunch is quick and you get back and...

Respondent: ...go on.

Interviewer: Yeah, the idea is that you wanna finish so that you can go home, and... start your life. [Laughs.] But, in Spain, I find that there is a much more... ehhhh... the relationships at work do become a lot closer.

Respondent: Oh, yeah!

Interviewer: Even, whether it's superficial or not I'm not gonna go into, but they do... people spend a lot of time at work, and people spend a lot of time building relationships... yeah.

Respondent: Totally. It's very important, I think, for people to have these images at work. And the way they... the time and investment they place into maintaining these images. Almost like identities, I suppose. You know, you need to be seen here to work late, to be able to be seen in the office by the boss. The boss needs to see you in your desk, although it's completely counter-productive to... in my view, to produce the things that they want. It's like the Human... it's like, you know, it doesn't trust its employees, that... You know, at the gathering when they introduced the system of *fichar* [clock in]... you know... this was another blow to trusting employees to do their job. Ummm... you know... you have to... sign in... I mean, I've been called up a few times by my boss, you know, saying, you know, "Where were you on Friday?" "I was, you know, working... at the university, working" And... you know, "Oh, we didn't see you at all." You know, and I got a *bronca* [reprimanding] the other day because my boss couldn't find me on Friday at six-thirty in the evening. "Sorry." It's just... it's just, absolutely [beep]ing bizarre how... Sorry, the language, but, it's just... it's just that, to me it makes no sense... completely the opposite of what I've come to being, what I've come to know professionally. I've never had a job where I had to be in the same place, five days a week, in a department. Never had a job like that... never.

Interviewer: Hmm. Not in the academic world.

Respondent: No.

Interviewer: No. Well, it's not really normal in Spain either.

Respondent: No?

Interviewer: No. This model that is used here... no. [Line eliminated due to identifying data.]

Respondent: Yeah?

Interviewer: Yeah. People go... teachers go to teach their classes. And the rest of the time, you won't find them there. They'll be there for their tutorial hours, they have certain hours every week, and they're there, and that's it. Classes and their tutorial hours... their advising hours or tutorial hours, or whatever they're doing. And then they're not there.

Respondent: I mean I can... I can appreciate that this is a company, which operates as a university, so I appreciate that the laws are very different. But if it wants to be... if it wants to grow and flourish in things like research, then the whole structure needs to change. You know, I mean... everything.

Interviewer: Hmm. Does this type of activity [points to portfolio] improve your teaching, do you think?

Respondent: Ummmmm...

Interviewer: Talking about teaching....

Respondent: I don't know if it improved my teaching, but it certainly helped me realize... be more aware about what I do. Because this is... this process has helped me formalize a lot of my strategies and made me think about what I do when, to be honest, I haven't really thought about it or written it down. You know, just seeing it. So, I think it's helped me organize what I do and how effectively I do it. It's given me an awareness about my strategies, which to me is extremely helpful. It... Well, I don't know if it's taught me anything radically new, I think there's been things that have been helpful, but as far as reflecting is concerned, it's been a massive help.

Interviewer: [Line eliminated due to identifying data.] Do you think this type of portfolio helps non-native speakers to learn or improve their English?

Respondent: Yes. Ummm...

Interviewer: Or their academic level of English, maybe?

Respondent: Yeah, I think so. I didn't think that when we had the classes, I thought the levels of English were pretty good.

Interviewer: Yeah, your group was.

Respondent: Yeah. And, I bet that you probably get...

Interviewer: It wasn't normal, either.

Respondent: No?

Interviewer: No. Not to have all those... no. Not in one group.

Respondent: But again, I think... I think that comes back to the fact that the dynamics are very different. [Line eliminated due to identifying data.]. I'm not trying to...

Interviewer: No, no, no...

Respondent: [Line eliminated due to identifying data.] Plus I think you made a difference as well. I think, what... you know, cause... because what I've been saying concerning learning space... If you have a very dedicated space where people come to be familiar with what goes on in that space, I think that is a thing which can help people release their inhibitions about saying things, or... Do you know what I mean?

Interviewer: Yeah.

Respondent: So...

Interviewer: But it's hard. Like now... my group that I'm doing now, is very different. Most of the teachers have like one month to four months experience at the university. Their language level is alright, but... I don't know. Some of them, it's kind of "iffy" even, if they are adequate to teach in English. And then I have, like one student who has a very high level at the university, who's been here a long time, with a REALLY high level of English. So, the dynamics are totally different because the high level student doesn't want to talk, because they don't want to be the one...

Respondent: ...who's doing all the work, yeah.

Interviewer: And the others are embarrassed, so, it's hard. In your group, there was a lot of advancing with strategies, and people telling each other, you know, what they do here, what they do there, or what might be done. Because, you know... it was kind of genius in that sense.

Respondent: And... What was I gonna say? Well, I... I... You know, that kind of thing only reflects what goes on in class. I mean, you have a similar breakdown of class. I mean, one or two students who are fairly gifted in English. Then you have this large group of people who have this, sort of, mediocre knowledge, but more or less understand you. And then you have a couple people that have no [beep]ing clue. And, so I think there's this...

Interviewer: More of a bell curve, but... [Laughs]

Respondent: Oh really! Ok. [Laughs.]

Interviewer: I mean, it's much more difficult.

Respondent: I'm sorry for the use of language.

Interviewer: It's Ok. Don't worry about it.

Respondent: Just put some...

Interviewer: You just be yourself.

Respondent: Just put some stops there.

Interviewer: Just be yourself.

Respondent: Yeah. Ok.

Interviewer: No one's gonna listen to it anyway. I'm just gonna extract data. So, don't worry about it.

Respondent: Ok.

Interviewer: Um... What materials do you think are missing? And what materials do you think are superfluous?

Respondent: Hmmm... There are really not materials missing. Because probably I haven't given enough thought to reflecting on CLIL as a... as a teaching strategy. Ahhh...

Interviewer: Well, not necessarily CLIL, just teaching in English... in a non-native language. You teach in Spanish, so think about it. If you were doing this for a Spanish course... that you teach in Spanish. What would you want?

Respondent: What was missing?

Interviewer: Thinking about this as a tool that's supposed to help you... prepare your classes.

Respondent: Yeah. I'd really encourage the... for us to do ice breaker activities. I'd probably be a bit more forceful with encouraging everyone to do that kind of thing. To... well, obviously it comes down to extra work, doesn't it? Cause obviously you have to do extra work to something you might not be whole-heartedly dedicated to at first.

Interviewer: No, but I think... actually that it kind of surprises me all the time, because I would expect teachers to have light activities ready that they can bring to class. And they just have to do it in English.

Respondent: A lot of people improvise, you see.

Interviewer: I can see. But that's one of the things that I want them to learn from this [points to portfolio] is that when you're doing it in a foreign language, it's not so easy to improvise.

Respondent: No, no, no. Completely. I mean, what... when we had to... well, just a few of us did the ice breaker activities. And I know how a lot of us... gave you some excuses to start with, but I was... I did want to do it. I thought, I honestly thought that everyone should do that. I think there should have been more participative...

Interviewer: I think they should.

Respondent: More participation for the class leading in these sort of things. Because... And maybe it comes back to the workloads or... you know... few hours speaking English. But, you know... when I was saying this... you know, about my level of Spanish... you know. Well, Ok. We all make mistakes, but... And really, that's the attitude that they need to have, really. But I think that... I don't know how you would make it more... uh, compulsory to do actual things every week, so that everyone... you know, had some ownership in what was doing. I think that, you know, the activities that we sat and we... you know, you'd put a video clip on and we'd talk about it...or you know, we sat in groups and we did these, sort of, other tasks. That's fine. But, I think if this is missing anything it's missing more of a structure which demands the participants to be more active.

Interviewer: Ok.

Respondent: In the classes. So, I don't know. It's just...

Interviewer: Ok. Yeah, I agree. Ummm... I think maybe redistributing the time that I dedicate to different things... dedicate more to practice teaching?

Respondent: Well if there's... if, you know... when you've already used up all that they've actually got to do then maybe you could dedicate one session to... "Right. Ok. This session we're going to develop the ice breaker activity. You know, this next week." And so on. So, it's absorbed within... within the structure of the course where people don't feel, "Oh [beep]! I've got to do it at home."

Interviewer: Umhum.

Respondent: I don't know...

Interviewer: Yeah, so... preparing it, instead of for homework...

Respondent: Yeah. I think that that whole thing can put some people off. I know that... if I'm honest, I did not fill this out as I went along [the portfolio].

Interviewer: I know.

Respondent: It was only after four or five weeks I thought, "[beep]! I better start preparing some stuff in here."

Interviewer: Right. And how do I get you guys to do that? Cause in every course I try more and more to emphasize it more and more, because it always repeats itself. That the idea is that the time that you're in this course IS to develop the portfolio. I mean, that's kind of... it's kind of like a response to your need to have more time to prepare your classes.

Respondent: Yeah, yeah, yeah.

Interviewer: But, it doesn't work out that way.

Respondent: No, no, no.

Interviewer: And I have to be doing something wrong, because...

Respondent: No. I don't think it is. There's only so much you can do. It comes back to...

Interviewer: Because everybody does the same thing. They do... they wait to the end, and at the end when you say, "Ok. Turn in your portfolio." "Oh, wait! I need a few weeks!" [Laughs.]

Respondent: Yeah. I know.

Interviewer: To get it together.

Respondent: I didn't wait that long, but I realized after four weeks, "Holy shit! I'm not taking this seriously enough. I need to do some stuff." So, I did put some things in here. And it's not complete. Because, I think there's one section missing. And I am sorry about that.

Interviewer: It's Ok.

Respondent: But, I think, coming back to... you know, some of the issues I have in my class, there's only so much that you can do. I mean, some people come... some teachers come in with the attitude, "Oh [beep]! I've got to do this course. I've gotta complete my *formacion* [compulsory university pedagogical training]. If it takes me so long I'll do the minimum, get this *lio* out of my way as soon as possible." How do you break down the... that kind of attitude, I've got no idea. Because that... you know, people are coming in with that already established. And maybe... I just... just...

Interviewer: I know, because I teeter with this a lot. Either... I think it's counterproductive to be so strict at the beginning and say, "Ok. If you're not gonna be able to come, then don't come." Or, "If you can't come to the full class, then don't come."

Respondent: No, no.

Interviewer: Because then nobody will be able to come. And I think... I always think that, "Well, if they learn *Something...*"

Respondent: Yeah.

Interviewer: At least they're learning *Something*. You know? If they can only come to half the classes, well at least they're learning half of the... I don't know. And at the same time, I think that also produces a confidence level where a lot of people do walk in halfway through the class consistently. Or they don't take it seriously. I don't know. I have to play with that a little bit.

Respondent: Ummmm...

Interviewer: Think about it. Reflect.

Respondent: I mean, is this structure strictly dedicated to eight weeks, of course. So, it has to be eight weeks?

Interviewer: It doesn't have to be.

Respondent: Do you think that...? I mean, would you... How am I...? I'm asking you the questions now. [Chuckles.]

Interviewer: We've done it in different formats.

Respondent: Yeah?

Interviewer: We've done it in one week, five hours a day, in the summer. We've done it year-long. The year-long one... students said it was too long.

Respondent: Well, yeah a bit. If you get strapped in the ...

Interviewer: Well also, just... you know... It's a lot of time. Ummm... We did a lot of language, though, in those. There was a LOT of language work. It was with, like, B2 level teachers. Um... And then we've done it in this eight week format. Just because, it was comfortable for human resources to do it in that format; twenty-four hours over a certain number of days. And the truth is that in the... in this format, there is a higher attendance and more people who sign up.

Respondent: Yeah?

Interviewer: Yes. In the intensive, lots of people sign up because it's in the summer. And then most people come to one or two classes.

Respondent: I think people... the kind of people you're gonna get in... doing the week-long one in the summer, if that's what happened, are the kind of people that don't give a [beep] about much. It's all just, sort of, ticking boxes.

Interviewer: Well, I think in most cases, at least the choice of this... once they come, they might think, "Oh, this is worth it." They might change, you know? Hopefully [laughs]. But, when they're making the choice, they don't know what this is. They just know it's, you know, intended for people who teach in English. So, they sign up because they don't have enough *formacion*?

Respondent: Yeah.

Interviewer: And, in July, it gives them 24 hours in a week; they get rid of it quickly and they have their *formacion*?

Respondent: Yeah, yeah, yeah.

Interviewer: So...

Respondent: Yeah, well if you... thinking about where you've placed this within the structure of the university term... It's difficult. You can't have it in the summer. That's... that's a no-no. First trimester, everyone's back to work...

Interviewer: September, nobody came.

Respondent: Forget that. So, the second one [trimester], probably. Third one, it's very small, very tight, there's only nine weeks. That's asking a lot. No, it has to be the second one. Has to be the second one.

Interviewer: And the first. We do it two trimesters normally.

Respondent: Unless you run parallel sessions in the second.

Interviewer: Last year we did second and third. Oh, parallel groups.

Respondent: Yeah, parallel groups.

Interviewer: That's a good idea.

Respondent: Because you wanna maximize and not waste your time at the same time. Although, you'd have to look at the attendance statistics and things like that.

Interviewer: The best one has been the second semester, trimester one.

Respondent: If you have... because obviously what's going on in the back of people's heads is... if you have people thinking, "Oh, you know, it's June, July now... shoot. Better get something done." If it gets to that then... you know?

Interviewer: Then you don't get motivated people?

Respondent: Yeah, I think there is this period of time where you're much more likely to find more motivation in people rather than at beginning of term.

Interviewer: Ok. What if the university made it obligatory for teachers who teach in English to do this course, at some point?

Respondent: Would that involve a very serious meeting with Human Resources if they didn't? Because that's what we've been threatened with if we don't do our sixty hours [referring to compulsory pedagogical training hours]. Ummm... Yeah, obligatory....

Interviewer: I don't know what it would entail...

Respondent: ...alarm bells. Obligatory!

Interviewer: I'm just wondering, as far as a strategy for... for making people go.

Respondent: That's tricky. Cause, you know, it could become a sort of response of, "Well, hell, they're ordering me. Well, I have to do this." And you don't know whether that can counter this sort of natural direction to "So, I have to do this." [Line eliminated due to identifying data.]

Interviewer: I don't think necessarily CLIL or anything like that. I think there's an interest for... to improve the quality of the courses taught in English.

Respondent: I'm not... I'm not convinced...

Interviewer: But not necessarily through this.

Respondent: I'm not convinced they should make it obligatory... yet. I would probably be tempted to run more trials about finding an effective period of time to run it within its most... finished, cleaned... right?

Interviewer: Yeah, yeah, alright...

Respondent: Well, there are some things you can improve. So, once you have something which you've polished and you've thought, "This is the slot time we can do this." You know, "It seems to be working." Is it necessary to make it obligatory? I think that's a step, or a decision to make in the future, not now.

Interviewer: Ok. Do you think that English medium instructors need this?

Respondent: I do, yeah. I do, because... you know, we face the same barriers and, you know, [line eliminated due to identifying data]... you know, you may come in with different attitudes and ideas, and I think... if you have one or two people in the class that have that experience, it's useful for the other tutors to absorb... to absorb it. I just think it's an interesting dynamic as well. [Several lines eliminated due to identifying data.]

Interviewer: Yeah, but that's the same effect that the students... that teachers need to do with their students, I think. Like, I think... students who go to an English medium course who are not English speaking natives are thinking, "Oh my god. I have to go to this course in English!"

Respondent: You think that they do?

Interviewer: Yeah, they do. I think so. And, you know, if the teacher doesn't do that with them... they don't make it a little bit of... not dumb... not baby it down and not dumb it, but make it fun for them and do a little... you know, have a little bit of a nice atmosphere, then the students... My teachers tell me that at the beginning of a course, they have like, close to twenty students enrolled, more or less, in these courses.

Respondent: Yeah.

Interviewer: And, by like the third week, they have twelve to fourteen...

Respondent: Yeah.

Interviewer: And at the end of the course, they said they have six or seven that finish the course.

Respondent: Yeah.

Interviewer: And, I mean, it's obvious that...

Respondent: Yeah, yeah, yeah.

Interviewer: Because it doesn't happen in their Spanish taught courses.

Respondent: No, you're right.

Interviewer: It's not like a... widespread thing of students, even though, you know, you always have some dropouts, but... in these courses it's very high.

Respondent: Well, I think, you know, the process of going through this... I mean, the reason why I think it was fairly well attended, was partly because that learning space was cultivated. And the same thing happens in my class. [Lines eliminated due to identifying data.]

Interviewer: Yeah, that's important.

Respondent: So, these moments happen. I think in... during these kind of courses that's what you're looking for as well. You're looking for people to break their own personal shackles of... of feeling a bit, either insecure or unmotivated and get involved. I mean, to be honest, if I'm honest with you, I did think... a *little* bit..."Oh [beep], I've got to do this!"

Interviewer: Ok.

Respondent: But, I did want to do it at the same time. So... Because I knew it would help me.

Interviewer: Ok.

Respondent: But at the time when I elected this, my boss was on my case about my... s/he sent me several emails about *formación*, so it could be more, instead of "Oh I've got to do CLIL.", "Oh I've got to do my sixty hours." Because in January s/he sent me this really formal email saying, "Look. You've done zero hours. What the hell happened with you?" "Well, maybe you didn't tell me that I need to do sixty hours. Could it be that?" [Laughs.] See what I mean? And even though s/he sent me the emails, I'm worried about...

Interviewer: But I think that's normal. I expect that, when I go to the class... It's a lot of work, and I expect it. And when I send homework, I suspect...

Respondent: You have to know what you're battling against, you know? You're battling against the pressure that people feel they have when they go to these sessions. We had one the other day, it was an absolute failure, it was... How was it called? [Lines eliminated due to identifying data.] We had a two hour session, which we had on Monday, and there were all sort of

technological difficulties from the start, you know? Within ten minutes, we were all, “Oh, [beep].” You know?... [?] So, you’ve got this room full of people, most of them were there to tick the box, and that just killed the session because, you know... people start looking at their watches after half an hour, “Oh, I’ve got to go to class.” And by the end of it, six people, from a room of thirty people... absolute failure! It was just embarrassing; it was horrible.

Interviewer: Oh, god!

Respondent: I mean...

Interviewer: But, you were an attendee? Or you were giving the....?

Respondent: No, I was an attendee.

Interviewer: Oh, Ok.

Respondent: I stayed till the end.

Interviewer: [Laughs.]

Respondent: [Laughs.] I mean, to be honest, it wasn’t the [instructor’s] fault, because... you know, the university should have made sure that everyone could access this “thing” so that everyone with their own laptop could download it, because... And again, it comes back to the same thing, because they sent an email on Friday saying download this app, or this thing, this link, for your course on Monday morning. [Yelling], [Beep], what are you doing? You know... this is basic stuff!

Interviewer: It goes back to that last minute...

Respondent: Yehesssssss!

Interviewer: ...functioning... Ok. A few more questions. Do you think that a teacher who does this type of activity... Do you think their students improve their learning?

Respondent: My immediate response would be that you’d have to do some kind of research to... to find out.

Interviewer: Well, for sure. This is just your perception. Like, would it be useful for improving learning of...?

Respondent: I would have thought so. I would have thought so, at least... I mean, I would of thought half of the people that did that course took something fairly valuable away that they can use in their day-to-day teaching life. Different things, because you know, we all take away different experiences and ideas. So, you know... what I’ve taken from this is something... is... organizing my teaching strategy and making sense of it. That’s what I’ve taken from this.

Interviewer: Yes.

Respondent: That’s what I’ve taken from this.

Interviewer: And does this transfer to your students’ learning?

Respondent: I think so. Because, having an awareness about what I do and how I do it gives me great power and authority to be a teacher and to influence my students. Sounds very manipulative, doesn’t it? Influence my students into...improving their learning, basically. I think it is valuable, yeah. And I’m not just giving you what you want to hear, Ok?

Interviewer: No, no, no. Ok. Well, you can give me what I want to hear if it’s negative too [laughs.]

Respondent: Well, I have, thank you very much. [Line eliminated due to identifying data.]

Interviewer: [Laughs.] Ok. And do you think it improves their satisfaction with the course?

Respondent: The students’?

Interviewer: Yes.

Respondent: That the teachers that have learned this and if they... whatever they implicate in the classroom, does it increase the satisfaction? Anything that gives...

Interviewer: Like, a student who does a course with a teacher who's had some training in CLIL, prepared a portfolio for their... and then prepares a class... you know, thinking of taking the correct steps... in theory, the correct. Would their students be more satisfied than a teacher who doesn't do this type of activity and prepare that [pointing to portfolio].

Respondent: Marginally.

Interviewer: Ok.

Respondent: Well, I say marginally because it's not... the student dissatisfaction is not really connected to the way class is given. I think it's more connected with the organizational structure of the university and the fact that the students are... that start here are... feel very motivated and then get let down quite quickly by a lot of university systems. You know, the *matricula*, or the fact that they send emails to some person and receive no response... you know, that kind of... systematic... I think that's where there's a lot of dissatisfaction. But, the surveys of satisfaction which we run as a reflection of our teaching capacity, I would think are generally fairly positive. Anyone that has an awareness of what they do and that can be more equipped to improve their teaching ability is, in my view, going to benefit the class. And the students will... you know, I think the students will marginally be happy about... I'm trying to say that if we're talking about the satisfaction of students, I don't think there's a great deal wrong with what teachers do.

Interviewer: Ok.

Respondent: I think it's more to do overall, with the fact that the students feel bad.

Interviewer: Ok. Good. Anything else you want to tell me, or ask me?

Respondent: Ummm... for now, no. I can always send you something reflective, can't I?

Interviewer: Ok. I'll stop this now, since you're looking at it [laughs.] Sorry...

.....
Interviewer: Victoria Bamond (The Researcher)

Respondent: B3

Interview length: 43:19, 0

Note: This transcript has not been published due to the express request of the participant.
.....

Interviewer: Victoria Bamond (The Researcher)

Respondent: B4

Interview length: 42:04, 0

Interviewer: First of all, I'd like to thank you for your time, I know it's a difficult time of year and we're all really busy. And, just explain a little bit that this is going to be used for... what I'm doing is interviewing those of you who have done the course and turned in a portfolio in order to design a third, this is the second design... We did one originally, from those interviews we designed this one, and then we want to design a final one to be used at the university in the

same type of course, with other teachers who will be teaching in English. So, what I want from you is just your general experience doing it, your opinions, ask you some questions, and then things that you think might be missing or things that you think might be added... This type of thing.

Respondent: Ok. So, the first thing... it was a great experience. I had a lot of fun in the class. And, it was a great... a very enriching experience. Not only because of the content, the things that we discussed, the way you taught the subject... but also, I think the group having different perspectives helped to see the same ideas at different angles, and I think that's very good. Because you need to do an effort to see the same aspect at different angles. And that's very important. So, that's one of the things that I could highlight about this I enjoyed the most. And, about the portfolio, I think it's a great idea too. And it helps. It helps to organize the way we do things and also it helps us for the future. It's material that you already need to have for your classes, so you are able to organize yourself well with that and I think that might be easier in the future. And that's what I can see... that it's gonna help me in the future, in the way I might be teaching. And having this [the portfolio], is a good start.

Interviewer: Umhum.

Respondent: Especially with new classes. Things I saw... What I found a little more difficult is that I did everything towards the end. And I think that's kind of... I would have wanted to have it done around the course, not wait until the last minute to do things. And I think that's something that I, personally I think that I could have done a better job, because I was doing things, most of the things last minute.

Interviewer: Umhum.

Respondent: I think it was decent. But, I thought that maybe you could try to work... I think you did... but sometimes...

Interviewer: But something's not working, because it's not only you... and everybody... and in the last group, the same thing happened, and in this group, it's happening.

Respondent: So, I was thinking about this, and I thought, Oh... maybe the thing is that we don't really know what's going on, until the end we don't realize about everything. And one way that you could do it is just to show a portfolio from previous years as an example. But, the problem with that is that you lose a little bit about the point here. It's about being creative and having your own answers. You have a model that you are kind of just looking one way, right? Kind of, copying or reproducing something.

Interviewer: Umhum.

Respondent: But, things that... for example, with the vocabulary... I think I didn't realize that until the end. And I said, "Oh. Ok. So, what do I do now?" I remembered a few words I didn't know, but I didn't do the task of the course. So, for that, I thought, maybe it wasn't clear or I didn't understand well. Because I remember, maybe because you uploaded it, you gave us like a few pages [of the portfolio]... maybe you have everything, then you go over a bit about everything before. That might help. I mean, it's Ok, it's fine. But, I think we did many activities and then we did it later, or whatever... you kind of worked on that later. But, sometimes, I think for some activities, especially the vocabulary, at least for me, maybe because I didn't pay attention or it wasn't clear... So, I thought that I missed that. And then it was too late later to kind of do it. I tried to do something, but it was kind of fixing something that I actually didn't do.

Interviewer: Well, also, this is meant to take work away from you. The idea is that if you do it along the weeks of the course, you won't have to do it all at the end. Because, the idea is that the course is an excuse to prepare your material.

Respondent: The way I would do it... Well, probably, because this [glossary activity] is at the end... So, it's like... I mean, I don't look at the end, right [laughs.] Because we are... serial process is the way it is. But, it's there, but I mean... I didn't read the material. So, I was reading the first part that I had in paper, but I didn't print it out. I was just kind of looking at the computer but going day-by-day, right? And at the end I saw that I needed to do something from the beginning, but I didn't see it until the end. And probably you said it in class and I wasn't paying attention or something. Well, I messed up.

Interviewer: Well... or sometimes in class, some people come in five minutes later and they don't hear it, or...

Respondent: Exactly.

Interviewer: But there needs to be something that I need to do so that people really get that message from the beginning that the idea of the course is to do it as you go along.

Respondent: Well I... I would put it [glossary activity] like, at the beginning, instead of at the end. Or, I don't know...

Interviewer: Which one? The glossary? The vocabulary activity?

Respondent: Yeah, yeah.

Interviewer: Put it at the beginning?

Respondent: Maybe. Or say, "You have to do this from day one." Or "Please emphasize that." I don't know if you think it happened to other students...

Interviewer: Yeah.

Respondent: For me, it was... I realized too late about this. So, I didn't have many problems with any words, but I could have done something else.

Interviewer: Well, the thing is, what I've done in the portfolio is I've put it in order of how it would be easiest to use as a resource once it's finished.

Respondent: Oh, Ok.

Interviewer: But, I think, maybe the idea in the course would be to change the order of some things, cause like the... For example, the good practices doesn't make sense to do at the beginning of the course.

Respondent: Umhum. Yeah, because you don't have the knowledge, you don't know what you're doing and it's better at the end.

Interviewer: Exactly. Yet, it's at the beginning of the portfolio.

Respondent: Yeah.

Interviewer: So, I was thinking, "Ok. Well, maybe I need to move that to the back of the portfolio and move the glossary to the front."

Respondent: Yeah.

Interviewer: Because you don't see the glossary until the end of the end [laughs.]

Respondent: Exactly.

Interviewer: Ok, so I need to reorder it.

Respondent: So, that's basically it. And the other things are a great help.

Interviewer: Did it save you time, in any case?

Respondent: What do you mean?

Interviewer: Did it save you time... one of the things that teachers tell me a lot is that they don't have time to prepare their courses, because they need more time.

Respondent: I think that depends on your level.

Interviewer: Umhum.

Respondent: I think some of the activities, if you have a B1, or A2, I think they might be... If you wait until the last minute to do it, then it's gonna be overwhelming for your, for sure.

Interviewer: Umhum.

Respondent: So... And you know how it is, without much time. So, sometimes we do things last minute and for this... it's too much... just to do it in a couple of days. If you don't have the level.

Interviewer: Umhum.

Respondent: Definitely. I think it's just way too much. You are not able to dedicate as much time as you want. So, it's good to practice a little bit every time, but you know how it is... We don't have the time sometimes. So, I've found, so far, I think is that class that I have more homework, which is a good thing.

Interviewer: What [surprised]?

Respondent: I mean, I enjoyed it. It's useful for me. But, comparing with... I mean, I've been here for [XXXX time]...

Interviewer: A lot of work.

Respondent: But, it's a lot of work. I liked it. And I think it's useful for me. But for example, someone that is not teaching in English, right now... I think it's, "Oh, this is way too much for me. And I don't have the level and I can't express myself well and I could be a little over conscious of what I'm saying or the way I'm putting things."

Interviewer: What level do you think you need for the course and what level do you think you need to teach in English?

Respondent: Well, I would say it depends. I mean, if you want to teach, the higher the better. Because then you feel more comfortable and you have more resources. For example, for me, I can read something, I can copy something like that, I can do a decent job. Because my level is, kind of, good, so I have the resources. But a person with B1, a person who has trouble... not only preparing things, but also communicating with the students. I have students that they have... they are actually native... native speakers... So, if you don't have the level, you can't communicate with them. You're not gonna understand... they're not gonna understand you because you have... probably have a thick accent, and that's where it can be traumatic.

Interviewer: And even your high level... because you have a high level, you also have a very good pronunciation, [line eliminated due to identifying data]... Do they intimidate you at all? Do you feel like a native student in your class?

Respondent: So, in my class, I have one where... the class has, probably... a low level of English, because sometimes they don't even understand what I'm saying. So, with the natives, I don't have any problems. But with the ones that have a low level, I need to struggle. I need to, kind of, have... what I need to do. I don't wanna lose the ones that have the high level, so... Unless they are only coming the ones that have the low level, I would just try to change the dynamic and do something different. But if there's just... very different levels in the class... I don't know. I just kind of, go to a middle point. And, that's where I have... I have a problem, with the low level people.

Interviewer: And is there anything here [in the portfolio] that helps you with that? That gives you any types of tips or strategies, or...

Respondent: I think so. I think that the... just realizing that there could be a common... and trying to investigate that... I think, myself... is good. So, you need to realize that there could be problems. If you don't see there's any problem, then I think that's the real problem. Right? We were discussing those things... sometimes you don't realize some people might not understand you. Or, that there are different ways you can express your message. So, that's good to realize that it might be... it's not only that I learn what I'm gonna teach, and just abide what I have to say, and the student are kind of the sponges. It's gotta be more interactive, so you need to see what you have—the audience. And for me, [line eliminated due to identifying data], but what I see now is that I need to adapt. Until I don't see that... students... I don't see the level, what they know, I might need to change the way I'm teaching the content too, so it's definitely more dynamic. So, for me, I'm trying to detect all the different problems and then to see the way I can do my... the best job. And there's definitely times, for some of the teachers, we were talking about the level, right? They don't have time, they cannot think about those problems yet. They are just too involved trying to learn about the subject, or just focus on the conversation, or trying to same things. They cannot spend time thinking about, if the problem is the social dynamic in the class, which better treatment and, you know... improve learning.

Interviewer: Umhum.

Respondent: So...

Interviewer: When you took this course, were you... you were already teaching in English, right? [Line eliminated due to identifying data.]

Respondent: [Lines eliminated due to identifying data.]

Interviewer: Umhum. Yeah. Do you think that this type of activity of doing a portfolio would help somebody... would you recommend it, for example, to somebody [line eliminated due to identifying data] who was going to teach in English... and make it part of their...

Respondent: Yes, actually I would do it. I would do it. Because you foresee some problems and you are able to have the resources. You are better prepared as a teacher, for sure. I mean, it's not... you [maybe] haven't applied what you've learned probably, just immediately or at the same time. But, you are gonna realize that you have to take different problems, that it's not only just learning the materials, preparing the Power Points, and then lecturing. But you have to take other variables into account.

Interviewer: Ok. And do you think... have you used any of the things that you prepared in class?

Respondent: Yeah. For example the [XXXX...]

Interviewer: The [XXXX activity]?

Respondent: Yeah, [XXXX activity]. I use that. I think it's a little different and in general it's surprising for some of the students and they usually like it. So, some other things were the [XXXX], it's part of my class too. And I try to prove some of the things, too, there.

Interviewer: Ok. And have you added to it at all? Have you added anything to it since doing it?

Respondent: I've been changing it.

Interviewer: You've been changing it.

Respondent: Because every time... so, I'm trying to improve. There are things that I think... I mean, [lines eliminated due to identifying data].

Interviewer: Umhum.

Respondent: [Lines eliminated due to identifying data]. That's what I like here. The things that we did made you have to think about how to teach. And that's what I... we need. I think... I would say... I come from the [public university], and there's a different way... I mean, I like... there are ways probably I'd change, right? But, I like this dynamic. Things are changing and you need to adapt to the current times. So...

Interviewer: Umhum.

Respondent: Especially to see what's going on, and to see things are changing. And who's gonna be a good teacher if it's not the present time? Just teaching in English is just the momentum here in Spain, it's gonna revolutionize everything in twenty years. So, the better prepared, it's gonna be the better for you, for your future career.

Interviewer: So, do you think this has helped you as far as your teaching methods?

Respondent: Sure.

Interviewer: Not only language-wise, or teaching in English, but teaching in general?

Respondent: I think so. This is very... it's like I told you, sometimes you have ideas and it helps you organize your ideas and to have a better idea of what your audience is and how to try different methodologies. Sometimes something might not be working, so you have the chance to see different ways of teaching and at the same time you see that experienced teachers... that tell a little bit about what they're doing. And that's valuable too. You are not alone.

Interviewer: Your group was very special because... you had teachers... first of all, you all had a pretty good level of English. Almost everyone had a very high level of English. And then, also, [lines eliminated due to identifying data]. So, I think it was, like, the perfect mix.

Respondent: Umhum.

Interviewer: The group I have now, for example, [lines eliminated due to identifying data].

Respondent: That's very important. To see different views, for me, is the most important thing. Because sometimes you are in your... even just to go to a different building... they have different perspectives. I mean, you have a way to do things... in [XXXX subject] or [XXXX subject]... or [XXXX subject] we are kind of in between things, so I'm used to that. But, I think that's very enriching... to see... how you see things is gonna help me to prepare for my classes for sure. You have the... also, in English... usually the English teachers have the... this order in the way they have their lesson plan, and you can just take the things, that traditional way of lecturing, and boring classes... we are doing active methodologies right now, right? But, you need to be open to different ways... what's gonna work. How the students are gonna retain more. How it's gonna be more significant for them. And on top of that, what happens if someone is using... not... just not... using a different language, right?

Interviewer: In your groups... what's the dynamic in your groups? Spanish students? Foreign students? Mixed?

Respondent: It's comp... it depends. It changes so much, I don't know. I can't tell a bet because there is, for example, international students and they have a very high level of English, so for me it's much easier because the group is more homogeneous. So, I don't have problems. Sometimes they have problems with vocabulary, they don't understand some words, especially because the vocabulary is specific to the subject, so they might not know about that. But they

are able to follow you. But those are minor problems. What I struggle with most is with the Spaniards and their low level of English. And sometimes, I've just gotta... I need to pull from them, I'm more like a facilitator in the sense of, I'm telling them, "This is a good experience for you. You're gonna improve your English. You need to relax. You have to take things..." You know, it's a different thing with the high level group. I just focus on my lectures, on the activities and everything. But, it's more, like a more traditional way. You go, and you move forward. For the other group, I think I have to do an extra... extra work. I need to be a motivator and tell them that they need to relax. They need to worry about English and about the way their English is gonna do things that make them improve, with the English, but in the end I don't care much about the level. But, you know, I need to do a little bit of something different.

Interviewer: Yeah, that's perfect, though. Do you think that this activity improved your English level at all?

Respondent: I think so. I mean, I'm always improving my English. It's something that I... I just don't wanna... call me a perfectionist. I mean, I always like to improve my English.

Interviewer: That's why you speak so well. And what about your academic English level? Because you have a pretty high academic English level.

Respondent: You know, I need that. Because I stopped a long time ago. With the... I had the advanced [Cambridge certificate] but that was like seven or eight years ago. And I didn't take any other exam. So, I think, when I went to [XXXX Country], I think everything changed radically. So, my grammar was good... and kind of... reading and writing were fine, but I wasn't able... I mean, I had a problem communicating with people over there. I wasn't happy.

Interviewer: In [XXXX Country]?

Respondent: Yeah. Also, it depends. Sometimes some people are shy, or you are over conscious, and that's my case. So, for me... I wasn't happy interacting with people. I didn't understand, talking on the phone was trouble for me. So, I wasn't happy with the way I was pronouncing things. I could say many difficult words, but they couldn't understand what I was saying. So, I wouldn't see the point of emphasizing that. So, I needed to change. I thought it was a good time for me to go over some of my communication skills, and it was a good time because I could practice at the same time. So, it was harder... Actually for some time I thought I went backwards because I needed to relearn many things. Especially the way I was saying some words or expressions or the intonation. It's not perfect, by any means, now. But I'm happy... I mean, I am happy that I am able to communicate well. I have problems doing those things, but I still am conscious that it's not perfect. Well I can, kind of, try to mimic the way [XXXX people] talk and try to... not only the way [they] talk, but also the cultural aspect. And you can kind of blend that too. It might help. So, I was focusing more on other things like communication skills, pronunciation, and I think that's the important part, at least for me. And now I see that the grammar, sometimes I make more mistakes, but I don't care much about those things. I think it's better, kind of, to have a good flow in the conversation and to be able to communicate well. So, that's what I try to transmit to my students. I try to put them to work with every aspect. But communication I think is important, so I make them talk in groups and stuff like that, because in the end, that's what you want. I felt academically it was good, I had many titles of things that said I have a very high level of English, but in the end, the important thing, that is communicating with someone face-to-face, I thought... um...

Interviewer: You struggled with.

Respondent: Yeah, I had problems with... I had problems with this. Probably because I was over conscious of what I was saying or something, and it was harder for me to improve. But, I think that's the important part and I try to communicate that to my students, too. That it's Ok... reading, writing... you have to practice that. But, in the end, you need to be able to communicate in English.

Interviewer: Ok. Do you think...? What do you think, for example, that we could incorporate into this to give it more communicative skills? Because a lot of teachers tell me that. They need more fluency, they need more... it's always based on communication. And I feel like in the course, we do a lot of group work, but I don't know if in the portfolio itself there's much that helps communication skills.

Respondent: Well, it has... I think it has. It depends, when you talk about the lesson plan, you can, for example, force someone to use... to realize there is this component and then try to incorporate that with an activity. For example. Maybe that could be an idea.

Interviewer: Umhum.

Respondent: I don't know.

Interviewer: And did you feel comfortable enough with your ability to practice in class? With this class? Did you have enough opportunity to practice your communication skills?

Respondent: I think so, yeah. We had time to chat, to discuss and we had a lot of variety... class. So, I think it was good.

Interviewer: Ok. What about students? Do you feel that their learning outcomes, or their learning results improve with, maybe, a teacher who has done this course, or has done a portfolio, prepared this type of thing? [Line eliminated due to identifying data.]

Respondent: Well, I think so. I think it's a good experience, it's definitely gonna... It will change the way you see things. So I already notice, with some of the other teachers, they told me that this is a new paradigm for them. Just... they have to think differently, and do... that's probably the good part for me. [Line eliminated due to identifying data.]

Interviewer: [Line eliminated due to identifying data.]

Respondent: Yeah. So, it's better to change, I want to change. I want to learn. Right? But you are used to... you have habits. Then you need to break the habits. That's harder, I think, you need to change in a different way. But, that's what I like about this university. That... it's changing. Maybe it's sometimes changing too much, but you need to adapt to the new technologies. So, I think it's a good thing. You can get many positive things about this, and apply those things to your class. And I do. I try to apply those things.

Interviewer: Do you think your students, and this is your own perception, are satisfied with their English course, English-taught course?

Respondent: Well, the thing for me, I think they do, but you have to do... I have to do what I told you, an extra thing for them, kind of motivate them to do it. To make them realize that they can improve their English. But, what I feel is that some of them are not taking the best out of this experience. What I mean is, if I could decide about this, I would just raise the bar a little bit, so the requirements would be a little bit more... tougher.

Interviewer: So, do you mean their level of English to get in?

Respondent: Yes, their level of English. Sometimes they have A1 or A2, and it's not like one or two students. It's gotta be half of my students. And that's not enough. I mean, I need to kind of invent things, because they aren't able to follow me.

Interviewer: What year are they?

Respondent: I mean sometimes I don't know what they think or what they want. For example, I have now a group, it's [XXXX subject], and they're... this is a special group, I think [laughs]. It's a bit problematic. But they don't really know what they want. Because if you wanna do activities in the class that are a little bit more dynamic, then they complain. They wanna do the activities at home and they require more lecturing. But they don't have the level to actually follow the lecturing. So, I don't think they realize what they want, and that is something they are not prepared... they need to have a higher level if they want to work independently and in the more traditional way... just reading the slides and studying those things, then they have to have a higher level. You cannot do that if... I'm giving them the opportunity to work with different skills, and in different ways, right? And they don't realize, I don't think they realize what they want. So, for me it's kind of hard. What do I do? Because I don't think they are following me. I mean, I'm just doing... those are complicated things that I'm explaining.

Interviewer: I know. The problem is, in many cases, I think, just the fact of their age, and I think they, in many cases, cannot realize that. I think they realize it after they leave. Students come back a lot of times, and they tell us...

Respondent: Always!

Interviewer: I wish I had taken more advantage of this...

Respondent: So, that's one of my points. Sometimes I realize, "Ok. So, I don't need to dumb down this. So, there may be something to this that is gonna... somebody gave some ideas that will just... be there in the future, and they can realize about that... So, that's what I try to do. But, finding a balance sometimes is complicated, because... where is the... where is the line? What should I do? For me, it's tough. I don't know... now, what should I do, or... I'm just trying and then see the effects, the result... And that's why it's important this [portfolio] because I can organize and see the experience of other people, see what they've done, what is more effective... so I can see different resources that I can put into place, in those situations. But, the good thing is that it's not... I don't like to have, like a... categories, or a way to think, a fixed way. In the public universe you can have different groups and very different dynamics, so you need to be... to adapt to what you have. So, the more resources that you have, the better. And... this helps. It's ver... It helps... it's reflective, it makes you think about the problems that you might have and ways to solve that. It's... because sometimes you might feel... what I sense is that a lot of professors, they think, "Oh, those are the students." So the students work that way and you have to do your job. And, yeah. But I need to see the way that they work, the best way they can learn. And, what can I do for them? In this sense, it's not... I wouldn't say it's my fault. It's just not teaching well, but I must explore different ways and then see what's more effective. And at the same time, be careful. It's not that because it worked with this group, it means that it's gonna work with this other group. So, that's the way I think. And I think this helps [the portfolio]... at least I see it's helping me because I can see different... different things and how they work, or not... and then try.

Interviewer: What other things might, on an institutional-wide scale, help you with teaching English? What other things can the institution do in addition to offering this type of course?

Respondent: I think for this... I think... for example, there is one class that they... we don't know what happened with the teacher, but we have a major problem because they are talking about communication skills for students, and then... the little things that are important, right? And, I think they don't realize that you have to help, I would say... I wouldn't say that a C1, not even a B2, I think I would say the minimum a B2... But you cannot put an A2 and then try to teach those things.

Interviewer: Are there really teachers with an A2 teaching in English?

Respondent: That...Two problems. One: they're not English teachers; even they can dominate the subject, I'm talking communication skills is complicated, and at the same time, you... the bar is just too low. So, in the end, you cannot just... do something that is relevant, I think. In my opinion, you are doing something that is superficial, that is not relevant. So, I think the university... they should realize that you need to raise the bar for the students, and for the professors, I think too. To have a better quality in the way they teach.

Interviewer: Umhum.

Respondent: In general, I think if you have a lot of variety in class, you cannot reach to all of them. It's impossible. And I tried at the beginning, it's impossible to reach every student, right? But, if you just have more... variety, it's gonna be more difficult. So, for me, it's something that I could... I see that it should be changed. It's not the same. It's not... or... you are able to speak English, you can teach whatever. Right? So...

Interviewer: Which happens sometimes too, in places.

Respondent: Yeah. So we do it, we do our best... I mean, I do my best job, in some of the subjects... But, it's not what I'm... my best... thing, right? That I can... I can provide other things that I know more and I'm not teaching that. So, it's kind of, "Why are you putting someone that doesn't know about the subject there, doing something; and me, that I know about that..." Sometimes, I don't... like [XXXX subject], or something like that. So... people don't like it... and some professors don't like it and they are teaching that. So, why do you wanna have someone teaching something that they don't like, and they don't know much about? So, it's something that I think they, a little bit should work with more, is trying to understand also the teachers... the professors... and what they know. And which way we can kind of put the right people in the right place.

Interviewer: And what about on the department level? What could your department do to give you more support? I don't know what kind of things they do, and all the departments are different. But, if you wanted to suggest, or make a wish list to your department, what...

Respondent: Well, [line eliminated due to identifying data] so... I understand that I need to adapt, that it's gonna take a little bit of time, right? But, I think I'm happy. But, the problem with the [XXXX professionals] is that we are all over the place. And we have, sometimes, different views... I might give a more [XXXX focus], with a strong... [XXX focus] behind... So, I see things in a different way than other [XXXX professionals]. And most of them are [XXXX type professionals]. And they kind of, rule, because they are the majority. So, in my case it's kind of, I would say, in our case... a [XXXX field] department would be the answer. So having...

Interviewer: Right... a [XXXX field] department.

Respondent: a [XXXX field] department, by ourselves. At the same time, I like this because you are mixed with other people with different ideas, so it's also nice.

Interviewer: What about as far as teaching in English? Do you feel you have the support necessary? The resources? Or... What would you ask for, from your institution?

Respondent: [Line eliminated due to identifying data.] So, I think... uhhh... you are just putting the building blocks, right now. So, I don't have any complaints. I like what I do. I worked independently for a long time, so I feel comfortable doing that too. So, in that sense, I also value that. I think here... in Spain, it's a little bit more focused on what the boss says, or something. Or what the syllabus says, or something. In [XXXX Country] it's a little bit different, right? The way.... Right? It's just the professor... sometimes... right?

Interviewer: Yeah. [Line eliminated due to identifying data.]

Respondent: [Line eliminated due to identifying data.]

Interviewer: [Line eliminated due to identifying data.]

Respondent: Yeah. So, that's what I feel... I feel... maybe I'm more [XXX nationality] in some ways [laughs]. After a while, that I see that you... just have to teach that... and, yeah, of course, but... you need to be a little bit flexible at the same time. Right? It depends on your students.

Interviewer: [Lines eliminated due to identifying data.] Here in Spain, since there's not like a separation between your first year or years and your last years, it's much more controlled all along the way, I think. No?

Respondent: But sometimes you see that there's a lot of overlapping, and it's not well designed.

Interviewer: There is a lot of overlapping.

Respondent: So... I don't know.

Interviewer: The students say that, you know? The students say that they have a lot of the same things in different subjects. Like, the same content, the same...

Respondent: And you would say that is the structure? And... I would expect that, right? There's classes that are key, right? But, sometimes... someone specializes in something, you would expect... a little bit of more... It's what I tell you, that this university has to work a little bit of... and kind of put in the... right pieces, just in the right places... right? I think that you would see the difference also in the way the students would learn. Motivation, I think, is key. If you are motivated to do something, I think it's critical that. So, in that sense, it's what we were talking, that sometimes it's not that your developing is good, and you can teach everything, right? There's needs or something like that that you need to cover sometimes, right? But, I think it would be... if we go to this model that is kind of... giving a better... better learning experience, I think everyone's gonna benefit the most. But, I think it's... takes time, but a little bit of effort, too. So, that's what I think. But, I'm happy with the subjects, and the... I'm learning a lot, so... So, things that it could be important for me to teach in English... I don't know. I think, I value also communication between different professors. I think that's key.

Interviewer: Do you use... other professors'... do you contact other professors?

Respondent: I try, but this is... so... The department where I am, for [XXXX professionals]... it's what I told you, that we are a little bit spread out...

Interviewer: Spread around.

Respondent: Yeah, spread around. So, we don't have a unified thing, that it could be... it's nice too, at the same time. But, sometimes...

Interviewer: It doesn't help you prepare your content in English.

Respondent: Exactly. So, it's up to you.

Interviewer: Oh, god!

Respondent: Yeah, especially... there are not many English teachers. So, it means, you're on your own, basically, to... It's difficult more me, also, to translate everything from Spanish to English. I prefer to just do it from scratch. Then, just do it the way I want.

Interviewer: Ok. What about if there were like, a common space, in the Moodle campus, or something for all teachers...

Respondent: We have something, but I learned about this... I mean, I learn bit by bit [laughs]. There are resources, but it's the internet, basically. So, for example, in my case, I have... I do it with some American websites. They have some specific topics... so you can join, you have...

Interviewer: Teacher forums?

Respondent: Forums...

Interviewer: Yeah.

Respondent: For the teachers that are specific to some orientation or just some angle, right? So, I'm learning from that too.

Interviewer: But do you think it would be useful here at the university if we made a space on the Moodle, for example, and uploaded resources and things... and we had all the teachers teaching in English, and then you could find other teachers, who are [XXXX professionals], maybe, and contact them? Would you use it? Do you think teachers... or other teachers would use it?

Respondent: I would just... I'm open to use... you must first check that they work and the students are learning in an effective way. So, I'm open to do that too.

Interviewer: Ok. And then, just one more thing that I would like to know about this is what do you think is superfluous, or boring, or is there anything you would get rid of? Or that we spent too much time on?

Respondent: I enjoyed, I think, all of the things. But... ummm... Maybe there was something... What was that? Let's see... when we did the... academic writing.

Interviewer: Umhum...

Respondent: That's good, but I think... I don't know, I think... you could just... forget a little bit about this. Because it's not.... it's academic writing, which is good, but I think... I don't believe they are implementing this at the university.

Interviewer: Well, that's just a normal outline for...

Respondent: Yes. It's academic writing. But at... here, do they care much about this? And, ummm... I think it's good. For example, this is something that I didn't think about, that I could implement, but... that's why I was saying before, I don't think most of my students would have the right level.

Interviewer: Ok.

Respondent: So, for me it's more important that they start writing and then feel a little bit more comfortable. But it's... in my case, what I do is I give them... If I don't understand something, I tell them to repeat it or put it a different way. But, I don't think they have this level. Usually, I prefer to use short sentences. Long essays, I think is probably just too much.

Interviewer: So, more communication and less writing for the level of the students here?

Respondent: That's what I would do, in general. I think it's important, and I think I would do it, with some class, but they have to have a high level.

Interviewer: Maybe like a postgraduate level?

Respondent: And what I do sometimes, they do it in groups so it's more dynamic, they have to negotiate... although sometimes the one that has the higher level... the better level is just the one that will do it. Right? But, unless they can participate some other ways, because this is, for some of them, it's not possible. They cannot do it.

Interviewer: Umhum. Ok.

Respondent: So... unless they are interested in doing that, then we can make it a necessary class. For example, when I teach [XXXX subject] or [XXXX subject]... so, they need to know the different parts, right? Of an article. And I teach them what you should expect to have in different parts. So, they know a little bit about the structure. But, it's not... in Spanish, I do it, so they have to write it. But, in English, I don't know. I'm a little bit worried about it now. So, for them I prefer that they can recognize the pattern, when they read. That is easier to control it. But, writing is just a very high level for them, so I...

Interviewer: Well, maybe if I, instead of an essay, maybe like, an abstract? If they had to write an abstract in English? A paragraph?

Respondent: Yeah, probably better. Yeah.

Interviewer: Which is something they actually might do, at some point... Because I know when they are doing their final projects, they do them in Spanish, but they usually are asked to write an abstract in English.

Respondent: So, what I do, in my classes, is I try to integrate everything. For example, they have a video, so they can listen... they have some questions so they can read, and at the same time they can write. But not too much.

Interviewer: Uh-huh. Short controlled writing.

Respondent: It has to be a short thing, and I tell them, "A couple of lines usually is enough. You shouldn't write more." Because, sometimes it's disorganized, so I have... I keep most of the questions that we think that are based on the videos... there are a couple that are open, so they can express themselves and develop, like, more creative skills.

Interviewer: Um-hum. Creative writing.

Respondent: But what I try to do is I try to integrate the different skills, instead of focusing just on one.

Interviewer: It's more interesting too.

Respondent: Yeah. And they kind of... yeah... It's just easier for them, too. But...

Interviewer: Ok. Anything else? Suggestions?

Respondent: And... that's it.

Interviewer: Ok.

Respondent: I think it was a very good class. I would like to take it again also.

Interviewer: You guys were such a good group.

Respondent: So, you need... again, if you need help with something... we can go and do something in your class.

Interviewer: I will ask you. I'm gonna stop the recording now...

.....
Interviewer: Victoria Bamond (The Researcher)

Respondent: B5

Interview length: 22:04, 0

Interviewer: Ok. So, the idea is... Well, first of all, thank you for your time. I know that everybody's very busy. And, the purpose of the interview is to get feedback about you, from both the course and the activity of making a portfolio for an English-taught course, to see how it can be improved and to design... It's a three step phase. We did one, we interviewed teachers, we made this one...

Respondent: Yes.

Interviewer: And now we're interviewing those of you who used this portfolio, to make a new one, which will be the final one used at the university to train teachers.

Respondent: Alright.

Interviewer: So, first of all, tell me, just generally about your experience making a portfolio in the course, etc....

Respondent: Well, my experience was really that I think it's useful, that it's... First of all, before I begin the course, I really... I think it's important to have the documentation, not always to renew it when you begin, so it's something... a basis to start with. But later on, when I had to work with Word [processor] I felt like it wasn't really the actual... the resource I needed. It must be more dynamic, something like documentation in the cloud, or something like a web or something like a blog spot, or something really that I have all with me, or in the cloud and it's something always fresh and new, and I can make inputs easily. But the Word is something, like, too static. Too ancient right now.

Interviewer: Ok.

Respondent: So, it's really the resource, not the design. The design is Ok, because you have everything to use immediately. Something of previous experience or something new you are hearing right now and you introduce it. But later on, just a Word is not really the file that's the correct.

Interviewer: Good. So, the idea is to put this on a... to make like an e-portfolio?

Respondent: Yes, something... If it's... I don't really know how to manage it better, because right now it's something that you put and it's ultimately organized, and I can use it, put it... and it's not something I have to organize pages by pages, or one after the other... There must be... I can... must get into it just putting a file in directly. So, I put my mouse on a point, and I get the information directly, and not just like a document. So it's not really what I'm using, day by day.

Interviewer: Ok. That's a great idea. And it's the only... you're the only teacher who gave that idea, I'm really surprised.

Respondent: I tried to use it immediately in my [XXXX subject], what I've done with you with the portfolio, and the information was good. But I couldn't use it correctly, in the moment. That was the only issue.

Interviewer: Ok. You also added a lot of things to your portfolio.

Respondent: Did I? Really? I made [put it together] it in one afternoon... that already, well I felt so bad...

Interviewer: Well...

Respondent: Because I took things that I had and I mixed it up.

Interviewer: Maybe the...

Respondent: I have more of these [?]

Interviewer: [XXXX added resource]...

Respondent: And I have lots of them because right now, well I interchange them with my colleagues, other teachers, and with students. And they give me feedbacks every time I make a new subject. And these are part of the images I normally use. But once again, it's something like, documents everybody...

Interviewer: If you had this in a place, in an e-format and in a place where you could access it, like you described, would you be willing to share it with other teachers in your department?

Respondent: Yeah, of course. Yes. I already did it in the common virtual campus.

Interviewer: And how do you use that? How do other teachers access that space?

Respondent: Every teacher of the School of [XXXXX] has access to these virtual campus resources. So, if you want, he can copy one of our resources, e-resources, or he just has to open Virtual Campus and get there, and get it... to see it.

Interviewer: And do teachers make use of it in your department?

Respondent: That's what I really regret. I try to organize a course, last year in summer, and only six teachers came who were teaching in English. And as I know right now, I only think there's one or more... or two have really read it. I don't know really if they're using it. Because one of them is a [XXXX] teacher, who is really not benefitting of it, because he has his own resources already completed. And the other one's a [XXXX] teacher, of [XXXX] subjects, and he's not really interested in the model. He didn't really use it. So, I think it's... we are too little number of teachers with interest, and right now I don't really think they're using it.

Interviewer: Ok. Why do you think... because we've tried to do this before on Moodle... make a common space where all the teachers who were teaching in English could access... the problem is that people don't make use... they don't access it. I don't know why.

Respondent: Yes. The same reason why... it's the same reason why I didn't really use the one you offered me. Because, we have little time and it has to be really resolving what we need in the moment. It has to be really dynamic, with that. So, we should only offer what the people want. The rest of offering is really... no sense. Because, you do the work, but it's really... it's just that with the students... I really don't put in the Virtual Campus... only the things they are going to use, as little information... because, right now it's type of... too much information and people really don't have the resources to organize themselves. So what they do is just don't open or don't use no information if they can. So, it's only the information that they want. Be specific with that. The rest is [?]

Interviewer: Ok. If there were a space for... that was common to all teachers, not only in your department, would that be useful?

Respondent: Well, no. I think there should be something like a translator. Because, if you have resources, of any kind, language or whatever kind of scientific resources, the teacher... there should be something like a coordinator or translator who's really receiving what teachers want and then filtering whatever resources there are. So, really, that is the help. Most of the teachers always told me, when I was [XXXX position], I think this is no longer existing, but, always they told me that when you arrive at the university as a teacher, they want something from you... they want something specific. Resolve it and be as successful as you can. But in between, there's no help. And really what they want is the help they're looking for. Not *any* kind of help. It's just the help they need to fulfill best. And normally if they have little time, they have to have the concrete answers they wish for.

Interviewer: Ok. So more than, if I understand this correctly, more than a translator, it would be more like a language coordinator.

Respondent: Yes. Something that really...

Interviewer: Something like that?

Respondent: Yes. Something that really filters the information to the people.

Interviewer: Ok. Good ideas. Did you find the course motivating?

Respondent: Yes, it was.

Interviewer: Yeah?

Respondent: Yes, I liked it. Because it was quite free, I... we felt like students and we felt the opportunities to use the resources. So, it's not only telling you what could benefit the other persons, but you were feeling it was benefitting you already. That's important to translate the atmosphere, what to do on your own.

Interviewer: And did you... do you think it improved your teaching?

Respondent: Mmmm... yes, because first of all I was... appeared relaxed, which was the first phase I had to resolve. And, the next thing is that you gave me the resources, and all the other teachers, the resources to make any kind of *improvisación*. How...?

Interviewer: Improvisation.

Respondent: Improvisation... at any moment. So, when I feel stuck at a moment, I feel that I can really get any of these resources and resolve this stress... stressing moment... for everybody, not only for me, for the students.

Interviewer: That's also...

Respondent: Also important.

Interviewer: Ok. Do you think it improved your level of English?

Respondent: Mmmm.... maybe, yeah. I put some more... I have problems with verbs for... and terms. And if I can receive any of this input, I'm glad. There were lots of them, I think.

Interviewer: I think that... you know, it's common to [XXXX] speakers, but there's one particular verb tense, [line eliminated due to identifying data].

Respondent: Probably. Yeah.

Interviewer: But you speak very well, your level is very high.

Respondent: But, I don't feel relaxed. I'm never getting that feeling.

Interviewer: Nobody ever does. Ok. What about your academic proficiency in English?

Respondent: What's that?

Interviewer: Academic level, did it improve your Academic English?

Respondent: I suppose. But, I don't know... know it, but I think...

Interviewer: [Laughs.]

Respondent: ... it must have improved.

Interviewer: Well, for example, in your... maybe your writing, or if you were to publish, or if you were to teach a course in English in an academic setting? Something like this.

Respondent: I had to re-work all the resources that you gave me. Because I didn't really. If I did it, I should have done it as a good student for the course, probably it would. But, I haven't really. I have just pasted... too quickly.

Interviewer: Ok. What changes would you make to this? In addition to making it more accessible, or...?

Respondent: Ummmm...

Interviewer: As far as the activities in itself, or...

Respondent: You mean for the portfolio? Or for the course itself?

Interviewer: Yes, for the portfolio. What is it missing, or what is there too much of? What would you get rid of? What would you add?

Respondent: Mmmmm... Good question. May I [requesting to browse through portfolio]?

Interviewer: Yes.

Respondent: Well, first I would think that all the academic musts, some things like programs and so on [referring to course description and syllabus templates] I would put it in an annex... just in... documentation that must be there. Something like a... and really the portfolio could be more... the different resources I need, for instance, to fulfill some specific goals. Like, for instance, the ice breakers and the burn outs are specific goals I need for a moment. There are some competences, for instance, or the communications, or for studying and using some kind of tools forever. So, organizing the specifically: if you want to resolve these kind of issues, here you have to organize by these kind of examples. Cause, if this is the first issue, the portfolio is really presenting you the lots of problems you are going to have, here are organized at least three or four examples to resolve them. And put these official documentation, just something like the "musts" back, afterwards.

Interviewer: Maybe like annexes?

Respondent: Annexes. Yes. Something like that. Because portfolio... the first goal I think you are searching really is that it is going to be used. And if the usefulness is really explained as the first issue, and really fulfilling these goals that teachers are probably going to have... What's the... with these transversal competences that normally are difficult to resolve, I think that's motivating.

Interviewer: Ok, great. Ok. As far as your students... are you teaching in English at the moment?

Respondent: Yes.

Interviewer: You are. Do you think it improves... doing this... as a teacher, to do this type of activity... Does it improve the outcome of your students' learning?

Respondent: Yeah, because if not, I really think that any English teacher is not really aiming what he needs and what his students need. He has to have this kind of reflection; *reflexión, no?*

Interviewer: Yes. Reflection.

Respondent: And I think it's a must.

Interviewer: And do you think it affects their satisfaction in any way?

Respondent: Because I think, if the teacher knows about what he expects from himself and from the teachers, everybody's benefitting from this kind of comfort. Because you know what you want and you're doing specifically the activities to resolve these goals. Everybody's feeling really quite comfortable with these dynamics.

Interviewer: Umhum.

Respondent: Because most of the times, English teachers [referring to L2 teachers]... if... ummm... are aiming something like chaotically, because they really don't know if the issue is resolving the aim of the subject. He has to ref... make a reflection on this, and then if he's... discussing with other teachers, and configuring his own portfolio... he's really feeling sure that this is what he wants. And then it's... benefitting for everybody.

Interviewer: Great. What would you ask for from the institution as an English... a teacher teaching in English? What more can the institution do to give you more support? If you had a wish list...

Respondent: [Long pause.] Really... I'm getting through this, what you are giving us right now... I'm really having the tools. I'm not really aiming much more. What's really... only really stressing me a little bit is that I may have to prepare with little time my next subject in English. That's really stressing. But the only thing. If these kind of courses I'm going to receive in the next trimesters, and always be capable to work a lot more, to making these resources really organized, I'm give... having this... I need to have a language center with language teachers and colleagues who understand me, working with me... just being... probably helping me... that's more than enough. And the other thing is that the planification for the next trimester is... with enough time. That's all. I don't really need much more.

Interviewer: Ok. So, if I understand correctly, it would be something like a service that the Language Center would offer where as a teacher you could come and get help to prepare a new course in English that you're going to teach?

Respondent: Yes. And like you did right now. I'm going to repeat this portfolio as much as I can, because I don't think it's just to make it once. I think you need to make at least once in a year. I don't know which trimester to search for, but I have to... this has to be periodically. Because you don't have to think this is fulfilled once. And then, if there's only this contact... you have somebody to talk about... and then if there is this coordinator... that we talked earlier, to have these specific resources organized for your... for your immediate necessities.

Interviewer: Ok.

Respondent: So...

Interviewer: Ok. A lot of ideas.

Respondent: If it helps...

Interviewer: Yes, it does! Yeah, of course. Because they're things that we can propose. The coordinator, we do have... language activities here. I think that we have a problem with communicating this, because a lot of people don't know that they have that support here.

Respondent: Yeah? [XXXX Teacher]?

Interviewer: Exactly. Well, [XXXX Teacher] now is in [XXXX], but we will have a [XXXX] person...

Respondent: But here's what... [XXXX Teacher], when we talked in the first trimester, when I was still in contact with him/her, [XXXX Professor] and me... and I did so... we tried to translate the... well... it's more... he... he's waiting to make this translation but he cannot because he's not an [XXXX professional]. So, he can't... Language Center is something like the big element... he's the contact... for us... so he can be specific to that, to the language. But then, to all these [XXXX professionals], there must be another specific person who makes this conversation with [XXXX Teacher].

Interviewer: Ok.

Respondent: Perhaps, we need a little bit of time... to really tell them... "Ok. You have resources. We need resources. I'm going to gather all these issues, from [XXXX Degree], for instance, or from [XXXX Degree]... and bring together these. And please, help me to answer them specifically to this." And offer them, in Virtual Campus, specifically this. Or whatever. Something like make a demand... and little... just to make the contact.

Interviewer: Yes.

Respondent: And this needs a little time. It's not a lot of time. I think that something like... pfff... whatever... What can it be? Something like one hour a week, or whatever, you know... the whole trimester. Because if you fill these hours in the whole trimester, it's something like a week of preparations. Or make a specific course in summer, or whatever.

Interviewer: Ok. So, we need a Language Center coordinator who coordinates with a language expert, or somebody with language knowledge...

Respondent: Yes.

Interviewer: ...within the faculty...

Respondent: Yes.

Interviewer: ...but who would have knowledge of [XXXX Degree].

Respondent: Yes.

Interviewer: And they would work together... the person from the faculty would tell the language coordinator their needs...

Respondent: Umhummm.

Interviewer: ...and the language coordinator would gather the resources?

Respondent: Yes.

Interviewer: Ok. That's the model? [Laughs.]

Respondent: Yeah. It's it. I didn't explain myself.

Interviewer: No, no, no. You did. Perfectly. I didn't... I was thinking about it from my perspective, and you were thinking about it from your perspective...

Respondent: Yeah. Yes, yes. I'm sorry.

Interviewer: No, no, no. Ok. And finally, really... my last question is would you recommend this course and...

Respondent: Yes, of course.

Interviewer: ...and this activity to other teachers?

Respondent: And to repeat it, I think. I'd repeat it. Normally, the people think that just mark this and forget it. I did it already.

Interviewer: I think, well yeah... some people... I think in some cases, the problem there with repeating it is the fact that because it's pedagogical hours that you receive...

Respondent: Yeah?

Interviewer: Human Resources doesn't want people to do the same thing all the time for their pedagogical hours.

Respondent: Yes, of course.

Interviewer: But we might be able to propose that somebody repeat it voluntarily, or maybe we seek some type of credit, but different type of credit. I don't know.

Respondent: Yeah, some type of... something maybe not equivalent, but something to make you.... keep in touch with the matter. If you forget it, I think, once done, it's already forgotten, and then you lose it. You lose the benefits. It cannot be the same, but something... a reminder... to still go on working.

Interviewer: Ok. Well, if you are interested, just so you know, a pre... personal insider information, in July we're gonna offer an intensive course, which is more specifically based on—because you said this in the interview—to the activities; preparing specific activities. So we'll do one of these five-day intensive courses where we do... prepare articles, where we prepare... presentations... where we prepare... we used to do it...

Respondent: Yeah, I couldn't access to them because I had too much things to do because it was that day, that hour, and I couldn't. But it was interesting. I remember, I think it was you, or [XXXX Teacher] I think was telling me...

Interviewer: Yeah, some people... and [XXXX Teacher] and [XXXX Teacher] and... yes...

Respondent: Yes. [?] inspiring.

Interviewer: I think this time we're gonna do it, but I think it's gonna be a little more organized, because when we used to do it, each person would choose what... like [XXXX Teacher] would do one thing, I would do another thing and [XXXX Teacher] would do another thing. And I think now we're gonna structure it a little more based on activities, so.... I think it's kind of similar to what you're suggesting of only working on activities for specific problems.

Respondent: Yeah. And if you know earlier to prepare them, or who can help you to prepare them, that would be more benefitting.

Interviewer: Ok.

Respondent: But I think it's happening.

Interviewer: Yeah. I hope so.

Respondent: Bit by bit.

Interviewer: Little by little.

Respondent: I am confident, I'm confident...

Interviewer: Baby steps [laughs.]

Respondent: Yes. But we do. We do.

Interviewer: Do you have any other... Do you have any questions, or any other comments?

Respondent: No.

Interviewer: No?

Respondent: I think it's fine.

Interviewer: Ok. I'll stop...

Respondent: Great work.

Interviewer: [laughs.]

.....
Interviewer: Victoria Bamond (The Researcher)

Respondent: B6

Interview length: 55:35, 0

Interviewer: [Recording started late]...difficult especially this time of year, to give up some time for this. Well, it's very important to me, so thank you. And, the reason I asked you here today is to ask some questions to get additional information about the portfolio, mainly to start with... whatever you want to tell me. But, to start with, your experience of making a portfolio in the course.

Respondent: Well, I have to say that if we are talking about portfolio... let's say, methodology, in general, I am very fond of what I think is a very useful... new methodologies in education, which is probably one of the strengths of this university, like Case Methodology or... I mean, more... learning... problem... Problem-based, learning based on problems... These kind of

methodologies. As a matter of fact, probably, the portfolio was probably the only one I didn't really work very much, yes?

Interviewer: Oh, really? Yeah?

Respondent: Yes. Because, well I am... especially I come... you know, [line eliminated due to identifying information] so that means Case Methodologies, especially. They really worked that. But the portfolio, I found, in a certain way, interesting. But my first experience has been really with the course [my course].

Interviewer: Um-hum.

Respondent: And I found very, very useful, because as you realize, I've been teaching in English [XXXX] years. This is the [XXXX] year. [Line eliminated due to identifying data] I found... I felt very excited because as I told you I think it's really so very important to do that, not only because... well, it's... in a way, we can attract students from foreign countries and... But, even for everyone... for everyone, we are going to work for an international environment.

Interviewer: Um-hum.

Respondent: So, to teach in English is a way to teach students how... the framework, the environment they are going to work [in]. So, I realize it was very, very interesting, but I started to have problems. Which kind of problem? Well, the main problem is really that some students don't have the... well, enough level. And, I realize that here, maybe... this is something that I really talk with many people, but... you know, maybe in the Student Affairs [Office], when some students say, "But I don't know my level in English." "Well, don't worry. Don't worry. You go to class and you will see." So, it's really a bit frustrating because I realize that some students start, well... the first, second class, and they can't follow. So, this is why... well, and they give away... they give away the class of course. So, this is why I really realize that the portfolio, the course and the portfolio in particular, but... First of all, it was very useful, because I learned a lot of things. Well... the problem, this issue we are treating is... a bit complex, because there are many, many, many things involved. For instance, this kind of ice breaker to break the anxiety that some people feel to talk in another language; or these kind of other activities we did... The portfolio itself, I think that it's really a very good methodology or... It's a tool... a tool... probably... in order to improve, to improve the efficiency of these kind of things. Now, not all problems have been solved. That's for sure. I...

Interviewer: You have very particular problems.

Respondent: Yes. And, in fact, I seem, for instance... or some subjects that they are... and tell me [?], tell me now... they are different... Now, I have these kind of subjects... I have more than fifty percent of students are not students of the actual... title of the degree. You understand? Not [?] They are foreign students that just make this choice because it's a subject in English and maybe because... well, they are interested in [it]. And, even... that I think it's a good thing, they are [XXXX subject]. Because I have students now from universities in the UK that say, "My... a fellow told me that this..." So, I think this is probably one of the things we're looking for. I mean, in terms that... it's a way to attract foreign students.

Interviewer: Yeah?

Respondent: That way, it's an interesting place for some European students to come. Or, well, we have not only European Erasmus Program, but from Northern African countries, and... But, I'm losing the students... the Spanish students.

Interviewer: Um-hum?

Respondent: Go less and less and less. So, at the end, I have... For instance I have this... [XXXX subject], but I have students that are not interested in [XXXX subject]. They are interested in [XXXX subject].

Interviewer: Ok.

Respondent: And why? My question is why?

Interviewer: Ok, so it's not only a problem of students not having the level of the language... Now, it's also a problem of the students not having the level of the content.

Respondent: Yes. So, I have to...

Interviewer: You have to adapt?

Respondent: ... to make more... For example, more transversal.

Interviewer: Uh-huh. Ok. Well, that's interesting. That's the first time I've heard that.

Respondent: Probably that happens because students want to... well, to make this subject. And, well, they have to... well, their choice must be English-taught subjects. So, they look... well, there are few. This one. Sure again... don't worry. But they speak about [?]

Interviewer: All the time, maybe that's why...

Respondent: And... this is not bad. This is not my main concern. Because you know that... even we are talking about... well, a market that is very multidisciplinary. So, it's good. Especially for the... about [XXXX subject]. Even for [XXXX subject]. I mean, [XXXX professionals] must know about other things than [XXXX field] issues. It's not a case of [?]. This is very specific and a problem. And with this... with this much... well, in principle it was oriented to [XXXX subject], but now it's completely [?] because I see that the students are interested in...

Interviewer: Ok, so you're individualizing your classes to the... to the...

Respondent: Yes, to the objects.

Interviewer: Exactly.

Respondent: Exactly.

Interviewer: Ok. So this is a lot of work for you.

Respondent: Yes it is. Yes it is. But, well... there is as well some interesting things that we... you have the students interested, they learn, they appreciate it, and this is what I think a teacher can be. The worst thing is, really, trying to force... to force the students with a very low level of English.

Interviewer: Um-hum.

Respondent: Many students!

Interviewer: What do you consider the appropriate level for a course that you teach in English?

Respondent: Probably, probably, I should say... B2. B2. But, I'm not really very aware what B2 means. So, this is a... perhaps people able to communicate. I would say so. Not, I mean, as I always told you, I'm not very much concerned with the exact grammar. I mean, if people say "people is" instead of "people are" or "she say" instead of "she says"... these kind of things. Instead, as I told you, I remember you explained that many times... some American friends told me, "You speak like an Indian." That's something that...

Interviewer: [Laughs.]

Respondent: But, I'm not concerned if it sounds Indian. What I want, because otherwise it's impossible to follow a class, is that people understand and are able to communicate.

Interviewer: So, what is too low? What's too low? When you say there are students... some have too low a level.

Respondent: Well, too low a level is when a student must say something in English and he or she starts, “Because...”, “Well, uhhh...” And they can’t...

Interviewer: Communicate.

Respondent: They can’t communicate. And even, reading... reading... Well, I try to use very academic texts.

Interviewer: Um-hum.

Respondent: Such as articles and they have many problems... but, not with the specific terms, but normal English terms. So, but this is the real level, so I’m always... I’m learning to see these generations... Spaniards never study English at school.

Interviewer: So, mostly it’s the Spaniards that have lower levels?

Respondent: Yes. The Spaniards, in general, here at this university have a very low level. I don’t know if you’re aware of that.

Interviewer: Yes.

Respondent: Because you are responsible for that.

Interviewer: [Laughs.] Yes. Yes, I know.

Respondent: But, very low! I mean, enough low... low enough to be impossible to make a course. And this is something that we are not going to change. Because we cannot say... I mean, maybe, another issue could be... or another solution could be to duplicate the courses... the subjects. One in Spanish, one... but another is impossible in the circumstance. Well, it’s not... it’s not a [?] So... it’s really a problem. But, we can cope with it? Well, it’s a bit... I’m not happy, but I have to say that the solution is that these students with a very low level, give away the subject. So... I they away, so... and... they have a level, then... that...

Interviewer: When you say give away, do you mean they abandon? Or...?

Respondent: Yes, abandon, yes. Give away or give up...

Interviewer: *Eso...* give up.

Respondent: Give up, give up.

Interviewer: Ok. So, what would you... in the case, when you get students in that... in the beginning, before they give up, what kind of solutions do you propose for them when they have really low levels? Or, what strategies?

Respondent: Well, to make... I say that they should make an effort; that they are going to improve their English, their level of English; that they should focus on the content, not in English language, but in parallel, they should, well, take advantage of that and improve; that they can go, they can follow courses here at the Lab [Language Center—formerly called UEM Lab], because the Lab, the Language Center is really wonderful and they should... Well, I mean, you have this facility, so, well... And, well, I try... I try to make this activity... this activity of... that is, the way you used... the same way we did in the course. I mean, I made groups of three or four. That helps as well, with the... with the methodologies... with the... methods of more participation, more participative methods, and this is really very good because I used... You know that these young people are really very, very interested in subjects like [XXXX], [XXXX], [XXXX], well... all these kinds of things of the kind... even, [XXXX]. Well, so... these kind... really, of subjects, they are really very much interested. So, that helps to talk, and... of course, we carry out work related with the content. But, that helps a lot. Only, you need a minimum level. Because I mix... for instance I cannot put only a group of Spaniards because they tend to speak in Spanish. So, I have to put... fortunately we have people that don’t speak one word of Spanish.

Especialmente el inglés. No sé cómo vienen aquí... un año... beben cerveza y [risas] y no saben una palabra de español. Bueno, ellos saben, pero ellos... no pueden hablar. Pero, como tenemos gente que no habla español, eso significa que tienen que hablar en inglés. Tienen que hablar en inglés. Y eso, yo diría, mejora... mejora las cosas un poco.

Entrevistador: ¿Qué nivel enseñan hasta su año de estudios? ¿Enseñan primer año de estudiantes, segundo año, tercer año?

Respondente: ... en inglés, solo el grado... nosotros decimos *Grado*, [línea eliminada debido a identificar datos]. Pero aquí en *Universidad Europea de Madrid*, solo [XXXX] y [XXXX] años.

Entrevistador: Um-hum. Y en [XXXX] y [XXXX] años su nivel es tan bajo?

Respondente: Sí, incluso en [XXXX].

Entrevistador: Oh, incluso en [XXXX]. [Línea eliminada debido a identificar datos]

Respondente: Yeah. Some. Some. Of course, this is not... there are... there are people that have a very good level of English. Very few, but... Spanish, I mean.

Entrevistador: You mean the level here?

Respondente: Yes. This is less. This is... girls, completely girls. And I appreciate very much those that are... not a very perfect level, I mean, I'm not... probably it's not a C2 or a C1, they are not bilingual, of course. But, they are not shy and.... Hm?

Entrevistador: Um-hum.

Respondente: Especially girls. I don't know why. It's a fact. I don't know why [risas].

Entrevistador: [Risas.]

Respondente: Really, it's a fact that girls, probably are more... eh?

Entrevistador: Well, maybe. Biologically, in theory we have more language ability.

Respondente: Maybe.

Entrevistador: But at a younger age. There's a point where they cap off.

Respondente: But your accent and... mmm... well... And there are others that... impossible. Like a Gauss scale. Maybe with the last part bigger or larger than I would like.

Entrevistador: [Risas.] Ok. Did you find this activity motivating?

Respondente: Yes. Very much. Very much.

Entrevistador: Ok. Did it help improve your teaching?

Respondente: Yes. Sure. For sure.

Entrevistador: Did it improve your level of English?

Respondente: I'm not sure. Because, I think that I would need, some more, maybe... I don't know how to say... phonetics, or... something like that.

Entrevistador: Yes.

Respondente: But, this is very specific, so...

Entrevistador: What about fluency? Do you feel comfortable with your fluency?

Respondente: Well, I mean, yes. I feel comfortable.

Entrevistador: A lot of teachers... It's just because a lot of teachers mention fluency... that they would like to...

Respondente: I think that the most important thing in teaching is, first of all, to know about the subject. So... I'm not teaching English. I'm teaching in English. It's not the same thing. So, I think I have... well; enough now to teach because what I dominate is the subject. This is the important thing, in my opinion.

Entrevistador: Good. Did you think it improved your academic proficiency in English?

Respondent: Yes. Yes. And... for instance, learned complete things. But, I have to say that this academic essay... it's important.

Interviewer: The writing?

Respondent: Yes. I mean, as a matter of fact, I realize that I really wrote many papers, and maybe I'd forgot more or less. But now I have a pattern, a most academic pattern, so really, this kind of thing, these kinds of portfolio templates; patterns are really very, very useful. So, in fact, if there were more, more courses about that, for a specific... I would be very much interested in doing that. Because probably there's a lack of... I have to say something... I have... I started [?]. Everybody at the university teaching in [XXXX year]... And, I discovered some courses, very, very good, by [XXXX Teacher], I don't know if...

Interviewer: Yeah.

Respondent: Yes.

Interviewer: [Line eliminated due to identifying data.]

Respondent: Oh, oh. I see. So this is why. So... very, very good. And I attended, I think, a couple of courses... it was concerning general teaching educational methodologies, like Case Methodology, but very, very interesting. Especially, as well, with people... our colleagues, our teachers... and they were all very, very interesting. And, I don't know why, these courses disappeared in the... in the... in the last couple or three years. I don't know why. Until I discovered just this course of... key. So, I realize that, well... because, I have a lot of respect for everything, for everyone, for every course... But, you know, I'm... with... I found that really many courses... I mean, Digital Blackboard [a course offered at UEM]—I'm not interested in this kind of course. I mean, they are not going to bring anything to me. But this course, for instance, really is very... So... And I think that other people have, as well, this... these ideas... We would be very much interested in courses such as this one.

Interviewer: I think that just because, in the case of [XXXX Teacher], for example, I think it was his own initiative to teach those types of things. So, he would speak to Human Resources and they would set up the courses. And with me it has been the same. We talk to Human Resources every year and decide what kind of courses might be interesting and do them with the budget that they have, etc. So I think it just has... maybe just the fact that [XXXX Teacher] was here and now he's not here anymore, so now he doesn't teach those courses. But, I will definitely make a note of it to talk...

Respondent: And even for instance this... these... the topics, the topics we are covering here could be, I think, developed.

Interviewer: Um-hum.

Respondent: Some of them, at least. And, I think it's very interesting because, well... you follow... you follow, in the... the American University patterns, and don't forget that the American Universities... And I don't know why many people say that they are not good because they are very easy. And I say, "Have you been in some?" [Line eliminated due to identifying data.] So, I think this... for instance the pattern for the essay, or in general, many, many things... many, many things that could bring a lot of value—added—to each of us here.

Interviewer: Hm.

Respondent: Because, in fact, teaching in Spain has been very much focused on, you know, exclusively the content. But not on this kind of... let's say on... other tools, other approaches. So, it's a kind of approach of... I think it's very, very useful and brings... with him [it], a lot of

value... for all; for teachers. In fact, we are a Spanish university, but we belong to a... to Laureate, right? There's something that I don't understand. Why we didn't take advantage that we belong to a network like Laureate? It seems... very little relationship. It seems to me. All that could be much higher.

Interviewer: Probably. I don't know, because, for us, for example, in the English department, it has made a big difference... in the changes in the past few years; having Laureate as a support structure and backing. And the quality has improved, the student satisfaction has improved... um, but we work very closely with them because we are... they suggested the types of structures and the materials to use, and we did... We don't question it... but, I don't know in the other departments how close the relationship is, or...

Respondent: I think it's not very... we are not very close in ourselves. We don't take advantage of that, of these opportunities. You can do so many things...

Interviewer: It could be maybe in the language...

Respondent: Yes, but our... even our colleagues in Latin America are much more, I think, proactive. In international programs and... So, really we are very... I think, very enclosed in... here in Villaviciosa [laughs].

Interviewer: I know, it's true. It's true. But I think this has been something, I don't know... as a half Spaniard I've always looked at... kind of from the outside, it always seems like that to me in Spain. That people... I don't know if it's because the quality of life here is very good, the weather is good, in general—at least in most of Spain—people have all their basic needs covered... So, what I always found is that Spaniards don't like to move too much. In general.

Respondent: Yes, that's true. Maybe... well, at first it was these isolation issues in the dictatorship, but, well... I mean, young people now haven't lived this... ever. So, this is not a reason. This is... old. Maybe it's what you say... This is a country where people don't want to move. Primarily...

Interviewer: I think it's changing a little bit now. Students in the past few years, maybe because of the crisis situation... I think they are more aware...

Respondent: Yes. But this is because this is a MUST now.

Interviewer: Yes.

Respondent: You know?

Interviewer: Yes.

Respondent: To go somewhere... they have to do that. But yes, this is true. And it's a pity because we can... For instance, some of the things that, this has been really very helpful... but with these kind of activities that developed in the portfolio, I could teach as well, how... I mean, how, really, people work in international environments. I mean these kind of things, for instance. What... what it means to have a meeting. I mean, that is not the same in Spain [laughs]. I mean, what is an agenda of a meeting. Things that... or topics like... written items, oral issues, breaks; what you do... what you should do on a break. Things like that.

Interviewer: Cultural issues.

Respondent: Yes. Cultural issues, but cultural working issues.

Interviewer: Professional.

Respondent: But... professional. Because, well, our professional students are going to work in international environments, that for sure. And how to...

Interviewer: So they're missing that professional angle?

Respondent: The other day in the... The other day it was very interesting because it reminds me a joke that I was told when I started to work in international projects—[lines eliminated due to identifying data].

Interviewer: [Laughs.]

Respondent: The joke is that: When the coffee break arrived... so, the American asks for an American coffee. The Italian, for an espresso. The English, tea. The French, red wine. And the Spaniard says, “I agree with everything. With every former...” Hm? So... It was not funny.

Interviewer: [Laughs.]

Respondent: But, the other day, it happened—the same—in class. So, it was a way to remember the joke. And I told them. And all my students laughed at [it] because we were... I don’t remember now the issue, but it was something like... Yes, like the [?] with the [XXXX topic]. You know that they are [lines eliminated due to identifying data].

Interviewer: Um-hum?

Respondent: On the coast of [XXXX city].

Interviewer: I didn’t know that.

Respondent: A very professional... But, this is related... and this is very controversial so everyone was in some... a different... something different... I mean, the... a [?] in something... But, well, I said, “[XXXX Name]—a Spanish student,” and she said, “I agree with you.” [Laughs.] So, this is not... talking about the Spanish, we have this idea... we don’t understand anything, but...

Interviewer: So, you were offended back in the day, but then it actually happened to you in class [laughs].

Respondent: So, but... this is probably because... well, we are not... probably, this was a demonstration that people were not accustomed to go to this kind of forum... this kind of meeting... to this class because we have been isolated for a long time. Maybe, maybe. Anyway, I think that we, as teachers, we should try to change that. I mean, to prepare people, to teach people to develop skills and competences to... well, to move easily in the professional environment they are going to... to move [in].

Interviewer: Yes. Hm. Ok. Do you think that this type of activity or if it... maybe it’s your personal opinion... improves learning?

Respondent: Yes. For sure.

Interviewer: Of your students?

Respondent: Yes. Yes, because... I’ve realized that, because I made questions related with the English activities, even in the exams. I mean, that are not in the notes or in the books, but... For instance, select... and are very related with something that they learned.

Interviewer: Um-hum.

Respondent: Because, especially if we understand that like learning goals... I mean, for instance, to have an idea how to carry out a brainstorming. So this is something that really they do with these kind of activities, and then, you can test... hm?... Even with questions... with... or with tactical works, but sure... sure that really improved their learning.

Interviewer: So, you’ve used things from your portfolio, you’ve applied them to class...

Respondent: Yes.

Interviewer: Have you noticed any difference in student satisfaction? Your personal perception, or no?

Respondent: Yes. I think they feel now... much more comfortable with these kinds of activities. Because, well, it's just a way to break down... to share different parts of the class. What is sure that it's completely impossible is to make it... already in Spanish I like to [?]. It's really a bit boring and a bit... you know, for this kind of... and well, in English... and when English is not the mother tongue and students are of different levels... this is completely, I would say, in my opinion, almost impossible; impossible to reach your goals. So, we... the only way is... it's not only the better... the only way... is something similar to have... I mean to make a portfolio of activities, like... such as... well, these.

Interviewer: Ok. What do you think, as far as the institution... the institution is concerned... How do you think activities like this teacher training and these types of things affects the institution? Or how do you think the institution should approach...?

Respondent: Yes, well I think the institution really should, well, push these kinds of activities, and, well... it's my personal opinion, but really, these activities have great value. And not just to fill other needs, but maybe... What I need, for instance... the... I mean the, probably the model... the model of the university is one of their assets... of this university and they are very proud, and they want to focus on that because... well, if you see the claim, well, the claim would be... "Your best..."

Interviewer: "Your best version of you" or something like that. [University claim]

Respondent: Yes, something like that. Another claim is... or another asset is the... and it doesn't mean to make, in my opinion and with all respect to all colleagues, but I have to... I'm being obligated to attend courses that really... I mean, it doesn't make any sense... about, I mean... Public Speech... people that are continuously saying, "Vale? Vale? Vale? Vale?" teaching [laughs] public speech. So, really, you should... the institution should really be focused on courses that bring value, like this one, because this is methodologies really to teach. Or the... well, the kind of... and the... So, it should... the point of the institution... for instance, I think that this idea of English-taught classes is really very, very good. Probably, it's one of the things that can make survive the university, because we are realizing that we can attract students from foreign countries and as well, our students, Spaniards, should be interested in that or, I mean the parents, because they think that they... hm? I am remembering now the interviews with the students that the parents attend. When I ask for their level of English, always the mother says, "Well, she has been in Ireland" or something like this, so they are really very, very proud of that and they have made an investment and they want to do that and they know that their... But, I mean, you... it's not only the statement... the statement that we are going to teach classes in English. This is a statement, Ok... But now, do it well.

Interviewer: Um-hum.

Respondent: And so... prepare the teachers. I mean, help them with these kinds of courses. Don't allow to work with so high difference of levels. Well, this is an opinion.

Interviewer: No, no, no. That was my question next, as well.

Respondent: So... Do it well. Do it well. I mean, it's not enough just with making a statement. This is always... I put always the same example of this movie of Woody Allen, *Bananas*, no? It says, "From tomorrow the official language is Swedish." I mean, you can make this statement, but...

Interviewer: [Laughs.]

Respondent: ...people are not going to speak in Swedish. So, we've got no right to... Well, maybe this is a bit exaggerated, but this is the idea that I'm trying... we can make this statement, but we are not putting really the right... resources.

Interviewer: So training teachers well...

Respondent: Making the...

Interviewer: Making the groups more homogeneous. What else? What about on a departmental level? What can the departments do to favor the education in English medium instruction?

Respondent: Yeah...

Interviewer: Because I think, in my opinion, the institution, I think, does a lot. I think they can do more, but I think they are very proactive in this area. And... on a smaller scale, the teachers, who are involved, like you, or the teachers who teach these types of things, like me... we are very proactive. I think there's a gap in the middle.

Respondent: Yeah!

Interviewer: And that's...

Respondent: And this starts, for instance... and please, please...???

Interviewer: That's just my opinion.

Respondent: ...please understand that I speak always with the... a lot of respect for all professionals...

Interviewer: Of course!

Respondent: ...of this university. I mean, I have... because of my age and because I have one other work, and so when... It's not, I mean, I don't... I'm not going to... for my career, my professional career, but... with all respect, I think... For instance, if you see the department... the directors of departments, do you think it's a requirement to know English?

Interviewer: I don't know.

Respondent: No. No. It is not. I mean, it's more important, more important... of course, for instance, the PhD, this is a must... and then, I would say that other... other requirements. But, for instance, [line eliminated due to identifying data]. A plus. I mean, we have people that have been... have taught at Princeton University in my department, and they are not considered because they are not of the... So, with all respect, I mean, this is not the... the director of department... those that I know... are not really... don't have this international...

Interviewer: Profile.

Respondent: Profile.

Interviewer: Ok.

Respondent: They are more in the... they are very... if they are making research in innovation... of the education, because this is the issue that is... well, the preference here... So, well... really... as well as, the same as we were talking, this is a culture of isolation. So we, we're here, so... So, it's difficult to... to be motivated. I mean, if you are not interested... I'm going to say something: when I ask why they select, they choose [XXXX subject], that is... where they are talking about [?] [XXXX topic], [XXXX topic], things like that... Why do they select this subject to be taught in English? Because the only one that had the level to [?] was me. [Laughs.] So...

Interviewer: This is the... this is where the gap is. This is where the gap is. Because that's exactly the question that we are asking ourselves and that we are trying to work with departments... Why do you choose *this* subject to be taught in English? And a lot of times, the

answer is what you just said, it's the only teacher who has the level to teach, and that's what that teacher teaches. And then in other cases, for example, it's because it's a math subject and math is numbers and it's easier. And I think this is a mistake because it's...

Respondent: Yes, mistake... it's...[laughs].

Interviewer: ...it's not easier. In fact, in many cases, the teachers don't even know the names of the symbols, because they've never used it before.

Respondent: Surely, this is the most amazing you said in the course. I remember that I asked you... to teach maths in Swahili... you said that it was better, the results were better. It's amazing. You said it was a fact, as well. So there's a gap there. But, what I'm saying... I mean, to have this kind of internationality or English... I mean, English is not just, it's not only language, it's internationality, because this is what the... well, it's the *lingua franca*, I mean, it's the language that is international. So, it's not a priority in departments. They are talking about other things and even the... I have to say, for example, [line eliminated due to identifying data].

Interviewer: That's surprising. Because, most... mostly because...

Respondent: It's not a requirement.

Interviewer: ...because... in the Human Resources department, there is a very active protocol as far as hiring people and they do have to have... and they will discard people if they don't have a certain level.

Respondent: Yes, but we're talking about people that joined the university maybe five years ago...

Interviewer: Maybe.

Respondent: ...Six years ago. But, I have to say something I realize... because I... I... would say, encourage them... I have found two colleagues that they asked me if I knew... [Line eliminated due to identifying data].

Interviewer: Yeah.

Respondent: So, I mean, I... and the... I understand that they have to pay the trip, I mean the plane...

Interviewer: The flight.

Respondent: The flight, the flight, yes. So, I mean... that maybe for them, it's a certain kind of effort, and they are very much interested. So, this is why, well, I think that something is changing. Because these people... well, I... understand that I'm always talking in a positive way, not...

Interviewer: No, no.

Respondent: ...not... But, sometimes I talk with them and they tell me, "For us, it's enough if we can write papers in English." And I mean, they use translators, they use Google, and these kinds of things. So, I think, really, this is enough... Not to be a researcher... this is not only to read or to write, you have to talk, you have to converse. So, I think that things are changing.

Interviewer: Um-hum.

Respondent: But, until now, I should say... I should say that the level, at least in my department, is very, very low. And there are... [Line eliminated due to identifying data].

Interviewer: Um-hum.

Respondent: Enough level... enough level... and that's all. And in the others, I think, they have levels between A2 and B1. So...

Interviewer: [Lines eliminated due to identifying data.]

Respondent: At least what remains, after...? [Laughs]...

Interviewer: [Laughs.]

Respondent: ...such a course, because it was harsh, more or less. But, there were people with very good level.

Interviewer: Yes.

Respondent: This one that had studied at [XXXX country] and had a very good level, and [XXXX Professor].

Interviewer: [Lines eliminated due to identifying data.]

Respondent: Well, I thought the same, but I thought that it worked. If this is a sample... so that means that the level is very good. But, if I see in my department, it's...

Interviewer: It's not a representative sample?

Respondent: No.

Interviewer: What about the collaborative group work? What...

Respondent: Very good. Very good.

Interviewer: Yeah?

Respondent: Yes.

Interviewer: Did it help you?

Respondent: It really, really... a lot. A lot. A lot. It really was... I think, maybe you were back here juggling very well both things. I mean...

Interviewer: [Laughs.]

Respondent: Because you need both. I mean, to... uhhh...

Interviewer: What did Einstein say, ninety-nine percent effort and one percent luck, or something like that? [Laughs.]

Respondent: Yes. [Laughs.] No, really, really. People were very collaborative and even... well, because we were from many different disciplines. And it worked really very, very well. I think that it was one of the best courses. [Line eliminated due to identifying data.]. It was really...

Interviewer: [Laughs.]

Respondent: Well, you know... these things happen...

Interviewer: [Line eliminated due to identifying data.]

Respondent: It's because of that, because... In one of my classes I had...

Interviewer: Me too. Me too.

Respondent: Ok, no problem... It's a personal choice.

Interviewer: Yes. The great thing about that group was also all of your experience teaching. Because right now, for example, all my group is very young teachers... some of them have been teaching for one month.

Respondent: Ah, so... very, very...

Interviewer: So, it's very useful, for them... the course... The problem is in the collaborative activities...

Respondent: They don't have experience.

Interviewer: It's difficult to teach each other.

Respondent: Well this is quite a challenge, because they are... you know, like a... you have to paint.

Interviewer: Well, they're extremely motivated as well.

Respondent: I have to say that I have found people from my class... in other places, like in the underground... in the Metro... and we were, "Hi, Hi. How are you? You did the Portfolio! Victoria's class..." [Laughs.]

Interviewer: [Laughs.] It gave you something in common.

Respondent: Yes.

Interviewer: That happens a lot here at the Language Center, with students. Because students normally go to class with the same students, in the same departments... and here, they meet students from other departments, from other.... And it's a... part of the enjoyment in their classes is the mixing and they meet girls and boys from other departments and...

Respondent: That's very nice. That's something that I really like very much. For instance, I... [Lines eliminated due to identifying data.]

Interviewer: Uh-huh. Sometimes it comes naturally.

Respondent: It would be nice... if we... because I think this is very rich, right?

Interviewer: Um-huh.

Respondent: The issue that people can switch from one language... this is going to help very much and especially if you work in a... in an international environment. I remember I worked [lines eliminated due to identifying data].

Interviewer: But I think these students, even if they stay in Spain, they are going to work in those environments.

Respondent: For sure.

Interviewer: Because the... I think it will be very rare to work in a place where you have nobody from another country or from another language.

Respondent: You can be sure of that. This is... as I say, it's a MUST. It's not an extra.

Interviewer: Um-huh.

Respondent: But we are far from this objective [laughs].

Interviewer: I know. Well... we're working, to get there. We are far from it, but we are, I think, far ahead of a lot of other universities.

Respondent: You think so?

Interviewer: I think so.

Respondent: Even *Carlos III*, that you are...?

Interviewer: [Line eliminated due to identifying data.]

Respondent: Yes?

Interviewer: Um-hum. *Carlos III* has a... I could say the Business department is more advanced than what we do here with English [line eliminated due to identifying data].

Respondent: [Line eliminated due to identifying data.]

Interviewer: Yes, but [XXXX Institution] is a very, very particular institution.

Respondent: Very international.

Interviewer: Yes. If you compare with the universities all over Spain, I think in this university, as far as English medium instruction... In others they have more, they have stronger language programs, they have stronger language centers or bigger language centers... but they don't teach so much in English. And I think here, eventually, it will improve... I think it will get better. I think this is starting to be a first step. Now they are talking about making these courses mandatory for everybody who teaches in English. I think it will be better.

Respondent: I don't know if you know that I used to be a [line eliminated due to identifying data].

Interviewer: No, I did not.

Respondent: In fact, I came here because of that. But it was a long... I don't know if you know [XXXX Person].

Interviewer: Yes I do.

Respondent: Yes? The [XXXX position]. Well, s/he has the... model. [Their] model was more than... I remember when s/he told me, [lines eliminated due to identifying data].

Interviewer: Um-huh.

Respondent: ...well, you know very well... But, this is a model that cost a lot of time to build.

Interviewer: Yes.

Respondent: So, probably it's more pragmatic, an approach like [XXXX]. You know the place is very much based on English, too. And, well... it's also international... as well as networking. But, I mean, we will cope with the kind of PhDs... with the Ministry of Education, of ANECA and... But, they are more... more focused on English, but... well... It sounds like a model... Well, it has its advantages and its disadvantages. [Line eliminated due to identifying data].

Interviewer: Um-hum.

Respondent: So, just like the [lines eliminated due to identifying data]. And I remember perfectly when I talked with these... well, CEOs, they said, "Ok..." they... English... I mean... Well, first of all, first requirement... first requirement. We need for you... we need... Ah! Let's say the stages, and things like that... and scholarships for... we call them "*prácticas*". So, first requirement: English. Second: to go... to want to go...

Interviewer: Away?

Respondent: Yeah. And third: to know... [?] of those. So, this was the... So... after, I understand perfectly the *Universidad Europea de Madrid* has, let's say... I mean, chose another model that is to integrate... because this model of [XXXX person] was completely separated from here. I mean, [XXXX Name] said, [lines eliminated due to identifying data]. Well, it is a model.

Interviewer: Yeah.

Respondent: And in fact, it worked very well, because we... But now we have another model. Ok. I mean, it's a different model. But, we shouldn't lose this idea of the focus on the industry needs... on the... hm?

Interviewer: Yeah.

Respondent: Well this is a [?] Of course, it doesn't mean that you don't need an academic variable. But, don't lose this approach, this focus... I don't know how to call it, but...

Interviewer: Yeah. I think that goes back to what you were saying... of your opinion that people at American universities maybe are not "so rigorous" or... because maybe in many cases the approach is more practical. And I think there's this opinion that a practical focus is not "so theoretical" and therefore is not "so academic". But, I don't think this is true.

Respondent: But the reality is... well, I mean, the... Maybe, if you ask me, "What is the difference you found... the most important difference or significant difference between American universities and Spanish universities?" And I would say, "The relationship with industry; with the market." This isolation here, that you don't know... you don't care [laughs]... what happens. Well, I think it doesn't make sense.

Interviewer: Um-hum. That is also changing.

Respondent: I mean we cannot compare, but if you see... because in America you have very different models... but Stanford, for instance, ninety... ninety... ninety percent of the income don't come from the... I mean, the students. It comes from the state sponsorships.

Interviewer: Yes.

Respondent: Sponsorships.

Interviewer: Sponsorships.

Respondent: From agreements with industry. So, this is completely impossible to manage here. Because, well... And... Stanford is probably one of the first...

Interviewer: Always in the top five.

Respondent: Other... Harvard... is different. Because Harvard is... well, it's an elite people and...

Interviewer: But it's similar. It's just a different type of networking. Stanford, would most likely be a wider-ranging network, whereas at Harvard they have their "clubs" that always give to the university and that's probably a smaller network... probably. I'm not sure about it, but I think that the model is probably similar.

Respondent: Anyone I talk to in... well, at least the universities I know... [Lines eliminated due to identifying data]. So, really, I think they're very professional.

Interviewer: Yes, there is a level of professional...

Respondent: I love the... love the American universities. Really there are many and this mix of private/public works very well. In fact, this is the number one.

Interviewer: Ok. Alright, to finish off, because I know somebody who I think has booked this place in ten minutes.

Respondent: Yes, and I have an exam.

Interviewer: You have an exam... I just wanted to ask, is there anything you would add to this or anything you would take away... to this [the portfolio]?

Respondent: Well, let me see... I... I think that probably we spent too much time in terms of... with ice breakers. In order to... maybe you will need that if you have people more shy or with less experience, but... at the end, we had already felt... we felt very comfortable... So, we had broken already this ice. And we could develop more, for instance, especially I think that one of the lacks that many teachers have is in preparing a good documentation with... syllabus... syllabus. Very few teachers can... know how to make really a good syllabus. Or Academic Essay. I mean, we covered these topics. But, maybe, we could dedicate... dedicate, or you... more time. Because, well... I think that they are useful. I mean, I'm talking from my own... of course... from my point of view. And, yes. It is true that these kinds of ice breakers help a lot to make... but... the problem is that the time is limited. So, you have to share...

Interviewer: Um-hum.

Respondent: ...and maybe all these kinds of resources... But, I think there are works that people don't know how to do... these. Just go to the PR [programs published online] of the online campus. You'll see some that... this is... I mean, they don't know really what is the structure, they don't know what is assessment, they don't know what is a rubric. Oh... Remember I'm not only talking about a commercial point of view... that is why... I mean, because, this is what our potential customers... what you can see. But, as well, I think it's very important because it's credible. I think you have a very great... a very great course. That's my...

Interviewer: Thank you.

Respondent: ...point of view.

Interviewer: No, no, no... that's what I want to know because the idea of this study is to improve this. This is the second design. So, the idea is to improve this and make one that will finally be a tool to use at this university.

Respondent: But don't discard the U2 song.

Interviewer: The... [Laughs.]

Respondent: Not the U2 song. It's very nice!

Interviewer: Ok, we gotta go [reservation is up]. Ok, then we'll discard some of the other ice breakers.

Respondent: Yeah. Others. Not the U2 song!

Interviewer: [Laughs.] Ok. Thank you.

Respondent: Ok?

Interviewer: Yes. Thank you so much.

Respondent: And I hope I'll see you again.

.....

Appendix L: Transcripts Focus Groups

Focus Group A:

Focus Group A Portfolio Study, January 22, 2014, 12:55

Interview length: 1:09:25

Interviewer: Victoria Bamond (The Researcher)

Participants: A2, A3, A4, A5, A6, A7

Interviewer: Ok. So, would you like me to remind you?

Respondents: [nod yes]

Interviewer: Ok. Um, the idea... What I'm doing in my dissertation is taking the work that we did on the portfolio that you prepared for the course that we did in 2011-2012, the English course. What I have done is propose to design a portfolio to be used not within an English course but only for preparing teachers who want to teach in English or will in the future... and to have them prepare a portfolio that would help them prepare for those classes before they start teaching. Ok? So, the idea was that I sat down with you and interviewed with each of you to get your suggestions on what kinds of information was missing, or what was superfluous, all of your suggestions. And what I did based on all of your suggestions was design a portfolio where I think... [Laughs and stresses] *I think*...from the suggestions that were the most common, I have made it more clear what this is. Because in many cases you told me it wasn't very clear from your point of view what you were supposed to do. Um... I've included/taken out a little bit of the methodology because some of you told me there was too much methodological stuff in it, and tried to put in some more language-oriented things, and just kind of based on all of your suggestions made a new design. So, what I'd like to do is for you to look at it, because this is the product of all of your feedback and suggestions, and just... whatever opinions you have, if they're good, if they're bad, if they're ugly...

Respondents: [take a few seconds to browse through a copy of P2, which they have all been provided with at the start of the session.]

Respondent A7: Ok. This is the design of the portfolio, right?

Interviewer: Yes.

Respondent A7: And this is the thing that is going to be your final draft, or something?

Interviewer: This is not the final one.

Respondent A7: It's one of them.

Interviewer: Yeah. This is the first design... and then next week I start with another group of fifteen or twenty teachers. They're gonna do it using this. And then, from their feedback there'll be a final portfolio proposed as a tool. And the idea is that teachers could do a training course where they would just focus on making this portfolio in order to prepare for their classes that they teach in English. Content classes that they teach in English.

Respondent A5: Are we going to give these back to you?

Interviewer: No, this is for you to keep. [Answering one participant's notion to write on the portfolio] You can write on it, yeah [laughs]. Actually, we used this [portfolio] one time, but there were very, very few students because it was July. So, I think there were like three students who did it. And the experience was positive.

Respondent A5: In English?

Interviewer: Yes.

Respondent A2: This portfolio is going to be used in order to one year produce a definite... teachers in English can prepare properly?

Interviewer: That is the ideal situation. But the truth is probably teachers who already teach in English can do it also.

Respondent A4: Provided money... uhum...

Interviewer: The ideal situation would be that before a teacher... this would be part of their developmental training, on their way to teaching in English.

Respondent A2: I think it's a good idea, but it's very difficult that this ideal situation can arrive. Because nowadays, the head of departments can't know who is going to teach in English.

Interviewer: The idea, and this is kind of outside of really this, but this is based on a macro-scale more of language policy within universities, which is also alternatively being worked on, parallelly. Um...but the idea is that teachers would decide their own development path. That would be the ideal situation, where a teacher who wants to teach in English, obviously for motivational purposes, will choose that track of development and will be able to say, "Ok, well you need first, to get this level of English. You need to be certified B2 level, for example, or whatever the university establishes. Or C1. You need to do these training courses. And then you can go and teach in English." That would be the ideal situation. I think. [Lines eliminated due to identifying data.]

Respondent A5: A B1?

Respondent A4: That's impossible. [Participants all discuss] No, no, no, I mean it may be possible in other places, but in general, if you want to teach, with a B1...

Respondent A7: Also here? There are some teachers who have B1?

Interviewer: No. In this university, no. No. In this university the requirement established by policy is C1. However, in some cases, if there's nobody for C1, they've used teachers with B2, which is fine. A B2, a strong B2 level is fine. As long as the teacher knows about their content in English, it's fine. But across Europe, it's not so high. It's a B1 level, as the general recommendation of the European Commission. So.

Respondent A5: And what is the level of the First Certificate?

Interviewer: B2.

Respondent A5: If you don't have even the level of the First Certificate, your level of English... I don't know how you can transmit all the information properly. I mean, most of the time when I'm teaching in English, I'm wondering if I'm using the technical correct words. It would be better if I had more vocabulary and things like that. Because, I mean, you're teaching at a university, so there is... You're not teaching in a high school or thing like that. So, I think it's important to know the... I don't think a B1 is going to be enough. As a way to communicate.

Interviewer: I don't think so. I think that probably at this university, over the years it will go more towards what you're saying. I think it's going to take a little bit of time.

Respondent A5: And that's the thing some of the students were complaining about when we were doing all of these focus groups with the students, and they were complaining sometimes about the level of the English of the teachers. That sometimes they couldn't understand the teachers. So, here we are supposed to have a C1.

Interviewer: Yeah, some of you may not be aware [line eliminated due to identifying data].

Respondent A5: Yes.

Respondent A6: Well, I think some of them come to class because of the level of English. I mean, I have... I didn't... I've never had complaints because of the level of English wasn't enough. I can see that some students can report, I mean, the problem we have all seen all along, that some students don't have the level for the course.

Respondent A5: That's one of the things we've seen. I have a Taiwanese student who doesn't know a word of English and he came here to study XXXX Degree in English without knowing how to say Hello, How are you... I mean, just... nothing. It was, I mean, finally, after two years he passed the subject, but he was studying in Chinese and then translating everything! It was... He was working a lot, but I don't understand why at this university they don't ask for a minimum level of English.

Interviewer: For the students?

Respondent A5: For the students as well.

Respondent A7: Yeah.

Respondent A6: And also it's not the same a lower level of English or Spanish that you know what he doesn't or she doesn't understand than from another country. Because the lower... I mean, you can more or less give some clues or see what they don't understand more or less; when it's somebody with another language, it's even harder. I think.

Interviewer: Well, the problem now is, and this is one of the reasons why there's so much interest in training teachers, because the problem now is that enrollments... international enrollments are increasing and the projections more or less show that 20 or 30 percent of the classroom is international. It's not one or two students anymore. And it's growing. So, when... now... before it was one or two students, well... Oh, well! You drag them along as well as you can. But when it's 20 or 30 percent of your class who's not understanding, and they're all from different countries with different language problems, then it's a problem for the teacher. So now the teacher needs to learn strategies just like when they learn technological things that go into your classroom and you have to learn how to use them. Now you have to learn what to do with a class of 30 percent students who don't understand you because they're from Taiwan, Italy, from United States, from... So... So for me the interest is on the perspective of giving teachers strategies.

Respondent A5: I mean we can use your portfolio to....

Interviewer: I'll be using it next week.... Oh, you have?

Respondent A5: I have given my portfolio to a colleague that is teaching now in English, just to give him an example of burn out activities, ice breakers, and all those things. Even though his subject is completely different, because my portfolio is about XXXXX subject, and he's teaching YYYY subject, but just to have a general idea of it.

Interviewer: Cool!

Respondents (all): [laugh]

Interviewer: He can sign up for the course next week, if he wants, if he has time.

Respondent A3: [Line eliminated due to identifying data.]

Respondent A7: Maybe, Vicky... it's just a suggestion...

Interviewer: NO, please!

Respondent A7: Because in principle, it's a good...

Interviewer: If you don't like it, I won't use it [laughs]

Respondent A7: It's just to add something more to the...

Interviewer: Si... On lesson plan 1

Respondent A7: Exactly. Because it's supposed that you had to do this lesson plan per lesson, right? On the topic? If you have twelve lessons, you have to do twelve...

Interviewer: Twelve lesson plans.

Respondent A7: Right. So, maybe you have to add also to the assessment, before you look at the final assessment, maybe you can add, just like a questionnaire, you can have like a review questionnaire or something in order to help them... take the main topic of the person. I mean, it's just to... when you prepare your lesson, at the end of the lesson, you can think about... like... four or five questions of the most important thing that they have to learn from the lesson, before to do the assessment.

Interviewer: Um-hum. Ok, so... like a synthesis?

Respondent A7: Exactly. Something like this. Well, this is something I used to do with my Spanish groups.

Interviewer: Um-hum.

Respondent A7: And I think... It seems that they find it's quite useful for them.

Interviewer: Yes, because it makes them think about what they've learned, and... Ok. Excellent.

Respondent A4: I think in general it's very useful... it could be very useful with some persons, like in my case, I taught [XXXX] years ago and nevermore, in English. But, I suppose that it's very... very helpful or useful to prepare for a subject... But I think something more that you can consider is the... for example, if you... if you prepare a part... or a tool... or, I don't know... a reflection about your learning process. I mean, for example, all during the course you are going to teach new words, new technical things, and it's not just enough to consider this new... new things that you learn in English in the glossary, but also you can consider a specific part to assess your own learning process. I don't know if... It's just an idea.

Interviewer: Ok. So, let me see if I understand this. You include here a reflection activity where you assess your own learning process in this course.

Respondent A4: Yes.

Interviewer: What you have learned in this course, or...?

Respondent A4: What you have learned in this course and in this portfolio...

Interviewer: Yes?

Respondent A4: And at the time you teach your course, I think... for me, for example, I considered it would be not enough to learn during the process, and I think if you make a reflection every day and you... you can, at the end of the course, you can have a summary of your evolution in English, in terms of technical things, specific things of the area, or something like that, it's better for your own learning process.

Interviewer: So, like a reflective journal?

Respondent A7: Like your own glossary or something like that.

Respondent A4: But it's not just exactly a glossary. It's... Ok, I don't know. It's something... it could be terms...

Interviewer: It could be concepts...

Respondent A4: ...It could be concepts, ideas or a specific papers that you read...

Respondent A7: Scientific papers or something like... maybe at the end you are not going to use it to show to your students, but it was just for you.

Respondent A4: Yeah.

Respondent A7: As in order to be ready just in case someone asks you something.

Respondent A4: Something like that. It's a... an idea... but I think it would be useful.

Interviewer: Yeah, I think it's a good idea.

Respondent A4: Maybe if there are three courses in English with this methodology, you can improve and you can see what have you improved during this experience. I don't know. If this is something like the format, or...?

Interviewer: No. Well, there's a lot of ways to do it, but it's good because this is for the teacher. Not for the student [the portfolio itself].

Respondent A4: Yeah.

Interviewer: So, anything that helps the teacher... I think it's great. Good. There's one thing that's not in this portfolio that some of you suggested, that will be in the next one... eh... which is... instead of the glossary being the teacher from zero, making it all themselves, we're gonna include in the final one glossaries by area with some words already pre-established, as well as a common core glossary with... it's not very long either, so it's very easy to use... um... common education and academic terms. And it's... actually, we found it because it's offered by Cambridge to prepare teachers for the CLIL module—certification exam... and so, I thought... some of you told me that it would be better if you had resources or terminology already incorporated by area, or if the portfolio were more individual, personalized by areas. So that's one thing that we're gonna include.

Respondent A6: I think one of the key things in order to work... or make it useful is that you have personal support. I mean, you have resources... normally, but you should have someone that would be... you have their email, or... someone to ask questions regularly. And to discuss with. If there's... for each teacher teaching in English there should be maybe an English teacher following or helping, like a...

Respondent A4: My English mentor. [Laughs].

Respondent A6: Yes!

Interviewer: That's what it is.

Respondent A6: And, so you could discuss and follow the process. I mean, this is very useful, but I think it's even more useful if you have someone to help you...

Interviewer: Yeah, so it doesn't stop here. This is useful, but then you have more...

Respondent A6: And this... I would have like to have someone in the first year, like... "Ok. How is this week?" And discussing, or preparing... um... making a review of your... what we did, but that was because we went to the class.

Interviewer: Exactly.

Respondent A6: I was in class and I brought my doubts. But, I think it should be... or at least mandatory in the first year, or somehow.

Respondent A7: This is another suggestion that the teachers give us in the focus groups. For the same... You didn't come to the teacher group. Right?

Respondent A6: No. When was it?

Respondent A7: It was in...

Respondent A5: Like in June.

Respondent A7: ...or something.

Respondent A6: I was not here. I was on vacation. [Group laughs].

Respondent A7: This was something really important that everyone says...

Respondent A5: Yeah, because I think when they are just preparing activities or things they... they do have some doubts like... "How can I say this?" Maybe they check for the translation and... but maybe they can't use these words. So, I would like to check when someone... if this is the proper word to use it.

Respondent A2: But now at the university we have a similar program because there are several teachers that his mission is to make others who is going to start to teach Spanish, other subjects, one year.

Respondent A7: Really? I didn't know we have this.

Respondent A2: Yes.

Respondent A7: Maybe it's just in your school.

Respondent A2: We have currently a teacher here at the university.

Respondent A4: I always heard it, but I never seen it.

Interviewer: Well, now you see it. There it is. [Laughs]

Respondent A2: And we have... a conference once a month and we think about the way of teaching, and I suppose I suggest some actions, and so on. I think it could be a good idea to make the same program with English teaching teachers.

Respondent A6: Yeah. Someone you could invite to your class from time to time and listen to you, and "Ok. You are... maybe you could use this or that" ... whatever. And, well... I notice this year, that I haven't been to English classes, that even though the class has gone on well, and so on... that you... I haven't developed, maybe... as much as other years in my English, or... because I didn't have these classes.

Interviewer: Alright. But it's a different need, also. Your English classes are to improve your English level and they are limited in that sense. I mean you... it's easier when you are teaching, maybe, in English, and you have English classes because you can write your questions down and then ask your teacher the day that you have class. But, that's very limited. What you're talking about is something different. You're talking about like a community of teachers that you can have access to. Or one mentor that you have access to over a period of time and you can consult at any time.

Respondent A4: I think that a first complement of these tools, of this methodology is that the university... I don't know if pay you, but I think that as you told before, it's necessary to ask some requirements to start to teach in English. The same points that you mentioned before. But, at the same time, I think the university could be more involved in the... in your evolution of this learning process. For example, paying you a stay abroad for one month every year, or something like that. I think if you bet... I don't know if this is the perfect verb to use in this sentence.

Interviewer: If you?

Respondent A4: Bet. *Apuestas?*

Interviewer: *Sí.*

Respondent A4: If you bet for a pool of people who is doing a lot of effort...

Interviewer: If you bet on.

Respondent A4: Ok. Bet on... you have to... not just, "OK. Go to... go home and prepare your class through this methodology that Vicky...

Interviewer: Invented... [Laughs].

Respondent A4: I mean, Ok... it's perfect, but I think you get a little of... Ok, probably every year you can improve your class... your classroom... your lesson, but... For example, I... in my case, I touched English in courses [XXXX] years ago and nevermore. So, if... I suppose that if these last [XXXX] years I continued teaching in English, probably my level improved. But, it's... when you get a level with this methodology in your class, I think you stop.

Interviewer: Plateau. *Se llama.* You plateau. Plateau is a... how do you say plateau in Spanish?

Respondent A3: Meseta.

Interviewer: Meseta?

Respondent A4: Plateau, yeah.

Interviewer: You plateau, you stay there always... at the same...

Respondent A4: If you want, as an institution, that your pool of people that are teaching in English continue improving and get a... more level of English... Ok. It's enough maybe for the first two years teaching in English with this methodology, but I think you have to complement this methodology with another...

Respondent A6: So the key issue is motivation.

Respondent A4: Yes. Probably.

Interviewer: It's a difficult thing though, to do because... I agree with you totally. But it's also difficult because... right now if we say, "Ok. We are going to... Anybody who wants to teach in English who has the minimum requirements, blah, blah, blah—we're gonna let them go abroad a year... You will have...everyone will want to go abroad. But it doesn't necessarily mean everybody is gonna take advantage...

Respondent A7: ...in order to improve their English you really think that they need abroad?

Interviewer: Oh, no. I don't think that. I think that everybody's an adult, they know what they're doing in their profession. No, but I don't think you could respond to the demand. I think that everybody would want..., which is good, but at the same time, it would be very difficult. It's, it's... I think right now, what we're trying to look at is getting people help right now, not exactly in the mentoring system, but something similar for publishing articles in English.

Respondent A4: Oh, Ok. Great!

Interviewer: And I think that's maybe a first step, to get people to publish, and then the next step would be... because right now people can ask for "estancias", I mean there's a certain number of stays abroad for people. So, but it would be... I think, everybody... every single one of you have said that incentive and motivation is lacking. So, something has to be done within that sense.

Respondent A5: Even though the university offers you the possibility to go abroad and most of the times we don't know... I mean, there are no vacancies, because all the ones...

Interviewer: In my department, last year there were spaces not used.

Respondent A5: Because you need to find someone to take over your classes, or you have to go in July, and some things like that, so finally it's not that easy...

Respondent A3: Um-hum. Right. Because... They don't expect you to go... to travel, because you have to...

Respondent A5: So the thing is, they allow you to go, it's not very difficult to get the possibility... I mean, they give you like 500€ and they pay you for the trip, but finally, you spend more money than what you get, so...

Interviewer: But that's why I mean that it's difficult suffice the demand. Many people will want to do it, but...

Respondent A5: But not all the people will want to do it because finally you... everything is more complicated. You aren't completely done with here, so you will need to be in contact with emails, doing sometimes exams, and some other things, and you have to do some other things where you go.

Interviewer: So, what kind of prize would you like as a teacher teaching in English, you have your level, you've done the portfolio, you did everything you're supposed to do to do well in your class, you teach in English, you spend double the time preparing your classes.. What "caramelo" would you want?

Respondent A3: To reduce the amount of time of classes.

Respondent A4: Yes. To calculate the... how many time... I mean, how much time do you need to prepare...

Respondent A5: To have, maybe, less classes per week.

Respondent A6: A contract [laughs].

Interviewer: So, permanency.

Respondent A4: A special contract... A contract with a reduction of your time...

Respondent A3: I have to go... [He had to leave earlier because he has a class]

Interviewer: Ok.

Respondent A3: I think it's very complete. I think it's very useful the links to these websites...

Interviewer: Um-hum.

Respondent A3: ... because you have given a lot of examples there to use.

Interviewer: Great. If you have any other suggestions at any other moment, because you remember later...

Respondent A3: Ok.

Interviewer: ...send me an email. And also, just for the record, if any of you need help preparing your classes, you can always contact me. [lots of noise as he leaves]. Thank you A3.

Respondent A6: I think in the... also, more templates... maybe having more templates... and an example of a rubric... for the...

Interviewer: Oh... "bien".

Respondent A6: More templates.

Interviewer: More templates.

Respondent A6: Um.... or... forms for the lesson plan. And it's always useful to have a rubric template. And... and maybe an application, or... I don't know, some kind of... that will help you...

Interviewer: More visual, no? Something that...

Respondent A6: Yes.

Interviewer: ...more visually organizes things for you.

Respondent A6: So, and for the rubrics at least an example, or... More visual.

Respondent A2: I think that this portfolio is made as if a teacher could make all that... all he wants. But, it is not true because he or she must use previous legal documentation and there aren't in any way in this portfolio, or I don't see it, that he or she must know which legal documents must... to read in order to make programming, according to the titulation... a grade... she is going to... to teach.

Interviewer: So, for example? Are you talking about like ANECA type things?

Respondent A2: Yes.

Interviewer: Ok. For example? Cause I don't have a knowledge in that, so I don't know what kind of legal documents you look at on a regular basis.

Respondent A2: Yes. Every degree has a memory...

Interviewer: Like a report? The "*memorias*" is a report.

Respondent A2: In this memory, now, it's very detailed, because it has... at least in my case, it has a table with the type of evaluation that he can... he must to take into account... the present dates of the final grade that she is going to use, for this... for each system of evaluation... So...

Respondent A6: Well, it depends on the degree, some are more developed than others. I've seen some more detailed, some very general...

Respondent A7: So what do you do with this?

Respondent A6: You have the competencies...

Respondent A7: You can have all this information in the course description, right?

Interviewer: Yes, well... what I was thinking of in assessment was, for the particular example of grading things, but... maybe in [flips through portfolio] course description... I think it would be...

Respondent A7: Maybe over there you can write a link...

Interviewer: Exactly.

Respondent A7: ...for a specific degree, or something...

Interviewer: Exactly. What I'm wondering, just because I think it would be too heavy to put into the portfolio. It would probably take up a lot of space. But, I'm wondering if... how does... I would have to maybe, choose the parts focused on bilingual education, or teaching in a foreign language or something like that. But, it would be all in Spanish and it's Spanish regulation.

Respondent A7: In Spanish and in English. It's also in English.

Interviewer: The official documentation is in English? Oh, that's cool.

Respondent A7: At least part of the official documentation is in English.

Respondent A6: I don't remember it.

Respondent A7: At least for XXXX degree.

Respondent A6: I know that in YYYYY degree there is no...

Respondent A7: It's not.

Interviewer: So, maybe if in...

Respondent A7: At least to the Spanish one.

Interviewer: To the Spanish one? Hm. A link to the ANECA regulations? Is that the only organization that you need the regulation by, or is there...?

Respondent A7: Yeah.

Interviewer: Ok. And this is a concern... Is this a concern for you as a teacher teaching in English... if you teach... a thing in English? How does that affect you? How does ANECA affect your assessment in a course like this?

Respondent A2: I think it's the same that in Spanish. It depends of how the memory is redacted [she means stated] because sometimes they bring... how can I say... they.... Detail and another one is very general.

Respondent A6: General.

Interviewer: And does it affect your teaching in any way?

Respondent A2: Yes!

Interviewer: Yes?

Respondent A2: At least in my case, because it is so detailed that sometimes I have to use an evaluation assessment that I don't really...

Respondent A7: [?—can't understand what she says here, but A2 responds yes and the interviewer laughs.]

Interviewer: That's very interesting. [This has changed in the last few years along with other educational guidelines. In Spain educational legislation has gone from being very inflexible and specific to more general under Bologna, in order to adapt to the European model of mobility. Assessment was particularly strict where certain degrees that certified the degree-holder to do certain work, like engineering or architecture. Whereas now it has become more flexible and reverted more towards accrediting institutions and not individual degrees subject-by-subject.] Because in this course, with you guys it was, the same with assessment as always, such a fuzzy issue (fuzzy is "borroso"). And especially when people teach in English, it seems to me, that they're afraid to assess certain things about language, for example. But, I think it's necessary. How can you not?

Respondent A5: Because we are not English teachers.

Interviewer: I know.

Respondent A5: So how can I... maybe I'm wrong.

Respondent A6: Yeah.

Respondent A5: I cannot assess their English level...

Interviewer: No. Nor their grammar... But, maybe... maybe not...

Respondent A5: I mean, it has to be clear so that I understand.

Interviewer: Exactly. But that's where the rubrics come in.

Respondent A6: I never assess their... the lang...

Interviewer: You can say, "Ok, I'm going to assess you, but based on whether I understand you or not. If I understand you... I'm not going to assess all of your grammar mistakes, but it has to be enough so that I can understand you." For example. And that's fine.

Respondent A6: Or at least the effort to communicate.

Interviewer: Participation, effort...

Respondent A6: But not the grammar, or anything.

Interviewer: Um-hum. What's interesting, from what A2 says, how that later goes into your evaluation. For example, the participation factor, or the... would have to go into one criteria, whereas the mistakes would have to go maybe into another criteria. Or the use of terminology, the proper use of terminology would be a different criteria than participation. Or something like that. Ok.

Respondent A5: So, in my case what I find interesting to use from the portfolio, but... maybe it's something similar than what s/he said, but, what I like is when I finish teaching a subject, or during, sometimes, just to write down the things that I should improve, that I should change, or

maybe things that I found out later than when I was teaching in a chapter, for example, I found a nomination, or... so, these are things to include for the next course. So, maybe I realize that there is a mistake and I should change part of the chapter or the unit, or whatever. So the things that... I always write down a list so that the next time that I'm preparing the course I remember all of this material, the new material, the things that you need, and like that. And I do it in English and in Spanish, just generally. But it's really useful for me to make a blank page, just to write ideas or things to improve on, things that I found or later, or things like that.

Interviewer: Yeah. I think that's important also, in this. Because what happens, I think, in my opinion, is when you do this it's like teaching from... all over... like when you start... again.

Respondent A4: Yeah.

Interviewer: When you start teaching, that's how you feel. Like, it's all new to you. And, even though you've been a teacher for many years and maybe these types of exercises escape you because you think you are... I mean, you've been doing this for many years and you don't really need... you can sit down and reflect, you don't need to make the effort of... But when you're doing it now in a second language, it's like doing it new and I think it's important to take those steps and do it. Cool.

Respondent A7: [Whispering] I should go.

Interviewer: Yeah. And thank you. I really appreciate all your guys' time, I know you guys are really busy. Bye. Ok, one thing I wanted to ask you guys, what do you... what is your opinion about self-assessment, as a teacher, of your language?

Respondent A5: How can you self-assess your...?

Interviewer: For example, if I included a section where I gave you specific skills or competencies, right? "I can do this in English" kind of. Doesn't have to be can do statements, but things that you can or should be able to do at a specific level, or whatever. And then you as a teacher would assess yourself and say, "Ok. Yes, I can do this, I can do this, I can do this and see where your strengths and weaknesses are; see if you... cause many of you say, "Oh, I don't have the level necessary." Compare that to what the experts say about what you need to teach in English, and you could kind of have like a goal as to what you have to reach, or maybe you have surpassed it and you don't even know it.

Respondent A4: I think it could happen inside the... a questionnaire in this section. If you define well all the points... Well, I mean, for example, in my lessons the institution of... ANECA and cases like that, assess me how can I use the technology in my class, or the... or English. Or in my courses in Spanish. If you can achieve a perfect definition then you can say all the points that you as an expert consider a person have to have...

Interviewer: [correcting] has to have.

Respondent A4: Has to have, I think only, it's... if it's in addition to these points and you understand well all the points... But all the points have to be well defined. Or this could be possible and useful for you to know the opinion of the expert. But, it's the... it's just isn't a typical question... I mean, it's not exactly...

Interviewer: Do you prefer to assess yourself or would you prefer an external person to tell you?

Respondent A4: No, I think that you can complement... I prefer an external person to assess me.

Interviewer: Really?

Respondent A4: Yeah. But, at the same time, you can complement this assessment by this external person with a self-assessment. But, just in the assessment, the self-assessment has to be very well defined and expose all the possible situations, all the possible competencies that... and skills you need. And I think you can bond external assessment with self.

Respondent A6: I think most of the times you agree, at least I agree, with the external assessments or even I'm harder with myself than... [Laughs]...most of the times. You know, I didn't do it that well. I thought I didn't do it. But, most of the times we, I think we know. At least I knew, more or less.

Respondent A4: Yeah. I was thinking in the instit... like the university. If I... If I have to decide if you teach in English next year or you continue, maybe you can go over your self-assessment with the assessment... external assessment. I don't know. Although you can probably...

Interviewer: Um-hum

Respondent A6: If they expand... I mean, you cannot judge for the first year, for example. You have to have at least two, three years in order to have, like your goals.

Respondent A4: Yeah.

Respondent A6: I mean, your goals cannot be the same your first year than the third year. So you, at least, I think you need three times... three years to compare.

Respondent A4: Yeah.

Respondent A6: Three years.

Interviewer: If you were a department director, would you... and one of your employees came to you with this prepared and showed it to you, do you think that would be a positive thing to consider them?

Respondent A6: For sure.

Interviewer: Yeah?

Respondent A6: For a position or for where?

Interviewer: For a position if it were someone external, or for teaching in English if they were internal.

Respondent A6: Welll.... Yeah. I mean, sometimes they ask for a sample of your syllabus, or your...

Interviewer: [Line eliminated due to identifying data.]

Respondent A6: As a sample of writing, a sample of syllabus...

Interviewer: Exactly.

Respondent A6: This is asked all the time.

Respondent A4: But I think that... the point is the shadow of this proposal, I think as a technical tool, it's perfect. But you have to combine with the moderation... moderation fac...

Interviewer: Factors?

Respondent A4: I mean, if I am the department... boss of the department, if you come with this prepared, perfect! I am going to probably consider for next year this pool of people who can teach in English. But it's not enough. I... like... [Stops talking]

Interviewer: Ok. I'm gonna ask each of you a question for all of you to answer individually. Kind of like on the television shows when they ask for a "titular" or a headline. What is the formula, outside of this...? What is the formula for a good quality program teaching in English; content in English; a bilingual program? A quality bilingual program. What's the formula?

Respondent A4: Technical tools, plus moderation factors. What I was trying to said.

Interviewer: No, no. You said it fine.

Respondent A4: Ok.

Interviewer: You said it perfect. I'm wondering if there's more. Like, what is the perfect picture?

Respondent A5: Well, for me apart from the technical tools, like this year we have English lessons to... just English lessons and most of them are conversation, so, that keeps your level... enough or improve your level so you get improvement. Because I remember that last year when I was teaching, I couldn't attend to the English classes and my fluency was worse than the first year.

Respondent A4: Um-hum.

Respondent A5: So, even though it was the [XXXX] year, I struggled more with the English. And it was the same subject. So, apart from the courses that you give with CLIL and the tools and everything that was useful for me and I remember now that I gave it to another teacher that came two years ago, teaching [XXXX subject], and I gave her the portfolio...

Interviewer: Yeah, I remember that you told me that in your interview.

Respondent A5: ...and it was very useful. So, the tools are useful. But, apart, you need to continue speaking in English all the time. Because here we don't tend to speak English really normally, and if you stop speaking in English your level decreases. So to continue being a good professor... it's like with your other subjects, you need to continue reading things, learning things every single day.

Respondent A4: Yes, I think so.

Respondent A5: So you have to continue learning English. And practicing English. So, I think both things must be together. Not only the methodologies on how to control a course with different levels of... and things like that, but both things together.

Interviewer: Ok. Ok.

Respondent A6: Yeah, I agree with the support, technical and personal support, and also to teach good... eh... good classes I need teaching experience, and from that experience, you need to have... Ok, you are going to teach this but to teach it these three years. I mean, you cannot be, "Ok, I am going to prepare this. I don't know what I am going to teach next year or if I'm gonna teach at all." And so, you have to have a plan, and the very first year I'm going to focus on... most of us the first year focus on, or are very worried about the language itself. And next year what I'm going to do is this and that. And so you can have a.... a...

Interviewer: A development plan?

Respondent A6: A kind of plan, you can plan ahead and that makes the teaching... with support...

Interviewer: But, like you said, you need... prolonged experience in it too... because that's a lot of work.

Respondent A4: Yeah.

Interviewer: So, like to work towards that and then one semester have a course and then maybe not again...

Respondent A6: But also, I think from an institutional point of view it's a waste of resources. I mean, you teach somebody how to teach, and next year you don't use it, or you change it... So, if you have established a time... a... development time...

Interviewer: Like a track?

Respondent A6: a development track, which is nonexistent here, you can develop better your courses, as well.

Respondent A4: I think that... I consider, for example, this comment like what I'm trying to say as motivation. You need this part, yeah. And probably motivation is too general, but motivation could be tangible through this planning, long-term planning; through reducing your teaching to be able to prepare well your courses; it's not... I don't think, for example, it's money. Because probably if you teach twenty hours in English and you... your salary increased, you are not going to be well in your... your courses. It's more...

Interviewer: No, but just as there is a "*reducción docente*" or "*presencial*" for...

Respondent A4: Yes.

Interviewer: ...research...

Respondent A5: How do you say "*reducción docente*"?

Interviewer: Ehhhh... [Laughs]. You would say teaching... a reduction in teaching hours. A reduction in teaching hours.

Respondent A4: It's almost... Ok.

Respondent A2: Well, I think that first of all, you need to know if you are going to teach in English one year [she means in advance]. Because it's impossible that one week to another your head of department says to you, "Next week, you are going to teach in English, this is your subject." And you, in this year, first of all, I think that I would need English classes in order to acclimatize my grammar English. I can write well, but I don't have fluency and I must to have English classes that, in the way of repeat and repeat and repeat and repeat and repeat all of the grammar structures. And I think it's the key. And the last trimester I would add in English class in order to prepare the portfolio. But only in one semester. I think if this can be make in one trimester and if you expand the time in months it's very confused. It's very fuzzy. Fuzzy?

Interviewer: "*Sí, eso es.*" Yes, the idea, now the courses are trimester. They're... actually they're not even a trimester—eight weeks/twenty-four hours.

Respondent A2: Yeah. And when you start to teach in English, you could have a mentor that monthly or periodically is in contact with you in order to... to...make questions or suggestions... or something like that.

Interviewer: I think this is something we can suggest immediately, outside of the research. Because, actually in our department, all of the departments are undergoing a process of learning how to be mentors. And there's... and in our department, our language department, not in Arts and Communication, cause in Arts and Communication they're also involved... But, in our department it's been considered that it's not necessary. Because the idea of us mentoring another person... First of all, with our class load it's very difficult to include because they're all very... everything's very maximized, but... that's an option nobody has... nobody has considered...

Respondent A5: But maybe it could be something like...

Interviewer: ...and, I think it's a possibility. Not mentoring our... among ourselves, but maybe being language mentors in a different context.

Respondent A5: If we had something like a forum, between people that teach in English maybe you put a question and maybe it's... I mean some teachers of English... and when you can you can answer that.

Respondent A2: Yes!

Respondent A5: And maybe there's some other teacher that knows the term. I remember last year I was... I don't know how to say when you take care of the exam... you're looking for the people not to copy?

Interviewer: You're monitoring.

Respondent A5: Yeah, monitoring the exam... So, it was in English and I read it and it said "First term exam" or something like that, "second term". And I didn't use that. So I realized that... I mean, when I was putting my... my first test was like, "First test", "Second test"... I didn't know that this should be used, like "First term", "Second term". I mean, things that for some of the teachers are very common and very normal. So, maybe we don't need just to be in contact with a specific mentor, but maybe it will be just a "*foro*"—and you send a question and maybe somebody else will give an answer. Like, "How do you say tutorial session?" or "How do you say... whatever?" So...

Interviewer: But see, what I'm thinking now is we have, for our students we do this... We have a tutor that is involved... For example, my students... I have all the architecture students. And I have a space in Moodle where all of the students in Architecture have access to that space, they can ask me questions; I post information that they need to know about their English, and... we have tutorials if they want for their projects and things like this.

Respondent A5: So, it would be the same for us.

Interviewer: It would be the same for teachers, but... the idea is that the group would be among teachers, by department maybe, or whatever, and they would have maybe a contact person that could... you could ask questions amongst yourselves or... because a lot of times I won't know the answer, if somebody from architecture says, "How do you say—yo qué sé... *botafumeiro*..." I don't know. But something that I learned in Spain because in the United States there's no building with a "*botafumeiro*" [laughs].

Respondent A6: But there must be a word, no? For...

Interviewer: I'm sure there is, but... [Laughs]... or... "*yo qué sé*". Or... I don't know, a bunch of words. I remember because I had a class in Art History here in Spain, and I thought, "Oh my God! I don't know these words in English!" [Laughs.] But... Oh, like the flying buttresses. How do you say this? On the Gothic Cathedral?

Respondent A6: "*Arbotantes*."

Interviewer: "*Eso*." For example.

Respondent A4: [Line eliminated due to identifying data.]

Interviewer: Yeah [group laughs]. So, there are things that I won't know, but for sure, somebody in the department will know.

Group: Yes, yes.

Respondent A5: I mean... I mean, I remember that some of the good things of the courses... above all the tools, the examples that you get from other teachers. Like, "In my case I used this and it was very good." So... besides of to get ideas that make you change something, maybe we need to be in contact with more people that is teaching in English to help you.

Respondent A4: Yes. I think in this line, not exactly in the... according with this report of being in contact with other people but, in... according with their fluency, I... and maybe it's a stupid idea, but it's come from one of mine and I ...

Interviewer: There are no stupid ideas.

Respondent A4: Yeah. For example probably it's very difficult to... the performance of this idea, but... in exactly the same as you find smoking areas, you can find English Corner. And when you go to the area...

Interviewer: We tried to do that. We tried to do that in the cafeteria with the English table, and it was always empty or full of Spanish-speaking students. [Group laughs]. It's a great idea, it's just difficult because you need somebody, you need an advocate. You need somebody who's there all the time saying, "Come here and speak to me in English."

Respondent A4: Probably you can consider the more fluency period in the cafeteria and... I suppose that people who need this kind of fluency probably... Probably two years ago, if you tried to do this, two or three years ago, probably you found half the... "*asistencia*"?

Interviewer: Attendance.

Respondent A4: ...attendance than now. Because now, for example, with... if I... in the case that I have to prepare my new... again, a course in English, then I suppose that more of us want to go once per week, or... even, even if you have ten minutes and you need a KitKat, you go there and you disconnect.

Respondent A6: And free coffee and candy. [Group laughs].

Respondent A5: Yeah, because when I teach in English, instead of increasing my fluency, I think sometimes, because I try to speak slower, more clearly, my accent just gets worse.

Respondent A4: Yeah.

Respondent A5: Because... yeah, so finally I'm like, "Wow, you have a very strong Spanish accent!" And then if I just speak with someone directly, it's better. But when I'm teaching, it gets worse. Like, "He-llooo everyone". Maybe just, just to be clear and because I'm not speaking with someone and I'm just speaking myself... I'm not... I try to make them speak, but it's not that easy and it's not that easy with Taiwanese because it's very, very difficult to make them participate. So, finally it's like you're speaking with them four hours a week, or eight hours a week...

Respondent A6: I think that maybe it's not so good if it's foreign students, but for Spanish students, it's... I mean if you have a perfect British accent, I mean they wouldn't get it. I'm sure of that.

Respondent A5: Yeah, but maybe for Spanish [students] it's much better. They were telling me, "You have a very strong accent." I was like... well I knew it, but I think last year it was... my accent was worse.

Respondent A2: I have heard of my colleagues that they had the perception that they always have the same errors and they never correct them. Well, they teach in English. Because you teach in English the first year and you have several grammar errors and these errors repeat and...

Interviewer: Fossilize.

Respondent A6: Yes.

Respondent A2: Yes. And, it's difficult to feel comfortable in class with this idea in the mind.

Interviewer: Hm. I understand that feeling, but also, on the other end, sometimes... I mean, I'm not excusing it because you should feel like you are improving all the time, and you should improve and somebody should be correcting your mistakes. But sometimes, also, I think you are more critical with yourselves than the students would be, for example. Because I had teachers... and students tell me this even now, that didn't speak English perfectly but they were experts in

their subject and it was never questioned. I mean they had to be really bad for you to say, “Oh my God! What is this guy talking about?” Normally you say, “Ohh.. so he’s not a very good English speaker.” But, you didn’t... It didn’t matter because he wasn’t teaching English. You know? He was an expert in whatever field. And I think the students, at least, the students that we’ve consulted in this... they don’t really... I think when they say the teachers don’t have the English level, I don’t think they’re talking about the same thing. I think they really think the teacher doesn’t have the level. And I don’t think it’s that often.

Respondent A6: Well, sometimes that is some excuse to attack the teacher because maybe they don’t like the class or they’re not...

Interviewer: That’s also true.

Respondent A6: I’m sure of that. It’s dangerous.

Interviewer: Yeah. We did observations last year, lots of them. And I have to say I was sooo impressed with the level of the teachers teaching in English. I was really impressed. I didn’t see anything that I could criticize. Lots of space for improvement, and lots of things the teacher feels they need and that they should have, a lot of work that needs to be done motivationally—and to incentivize, but I didn’t see any teacher... I myself observed nine or ten a couple of times, and then my colleagues observed another nine or ten. And the feedback was very, very positive. So... I was surprised because I’ve heard so many things... and then when I went to the classroom, I thought, “Noooo. These teachers are really, really good.” They really know their subject, they really know the terminology, they use it with no problems...

Respondent A4: Yeah, but probably they need three times more... maybe they don’t sleep because...

Interviewer: I’m sure. I’m sure. [Group laughs]. I’m sure. That’s what I mean, there’s a lot of work to be done. But I don’t see the same thing that the students... a lot of them say they see. I don’t see the connection there.

Respondent A4: Yeah.

Interviewer: Or, there’s different perceptions. I mean, the students also have different... they judge using different things. So... Ok, great. I have so many good ideas now. Most of them have nothing to do with the issue [laughs]...

Respondent A5: I found that it’s a very good, a very good tool and everything is summarized, and it’s much easier to follow this way then when we have... In my case, I have like different parts, but it’s...

Interviewer: It’s more user-friendly, maybe?

Respondent A5: Yes. It’s very user-friendly, that’s what I mean. With everything that I put, with the links... I found the links specifically very useful, because you have here all the information there is on everything.

Interviewer: Ok, let me see if I can put more... Ok, we’ll see. I’m gonna start with this next week. I’m gonna use this with...

Respondent A6: And maybe also the digital version, so you can click on the links, maybe you can complete it in the cell... and in there...

Interviewer: Yeah, some people said that. That they prefer to do it digitally.

Respondent A6: Yes, because... I mean, sometimes you just have to cut and paste because you have some of the links, or maybe you can edit in on your Word. And some of us, I think more and more, are writing sometimes with an editor and so you can correct our mistakes on...

Interviewer: Ok, so I'm gonna ask my students to bring...

Respondent A6: I have proposed, sometimes I have proposed a message and I write it beforehand on Word and say, "Ok. I.." And it was there.

Interviewer: Ok. I'm gonna propose to the students in the class, the teachers to bring their computers and then if they prefer to do it then they can do it like that.

Respondent A6: Well, maybe before, you can explain here [in the portfolio] and then... I don't know. Maybe both.

Interviewer: Ok. And I am going to bring your suggestions and your proposals up to... propose them up to the superior... beings... and see if we can maybe do something with the mentoring program, or with NetUEM where they would give us some spaces, something like this.

Respondent A2: Sorry... Have you noted that we need more time to prepare in these subjects when we teach in English?

Respondent A4: We were preparing for that [laughs].

Respondent A5: We really are as many teachers, and we all agree with that, so....

Interviewer: I think that's an empirical fact. [Group laughs]. It's empirical data. But I'll make a note just so that you feel better.

Respondent A6: Yeah, but that's because sometimes you... you want to teach in English...

Interviewer: It's universal.

Respondent A6: ...on your account. I mean, we take for granted that you speak English and it's the same effort.

Respondent A5: It's up to you...

Respondent A4: Yeah. [Group laughs].

Interviewer: I think this... to me, in my opinion... is a little bit like when you teach an online course. In an online course, as far as your "official" teaching hours it's less than a face-to-face course and for me, I have, even teaching the same online course over and over, for me it's double the work.

Respondent A4: Yeah.

Interviewer: Not only the admin, because I know the university does not take into account your administrative load, fine. So, I will do my grading at home and I will do that. That's part of teaching, I think, all of life. But, no... the time to prepare to do the course, to have students learn about the technological tools they have to use to... for me it's always double the time. And I'll never understand why it's less time...

Respondent A4: And it depends on the size of the group. Because if you have a group with forty...

Interviewer: I have a group... in my "formacion interna" group online I have seventy almost...

Respondent A4: Wow!

Interviewer: people. I can't even...

Respondent A6: Know them.

Interviewer: I can't even do it from home... when I try. Luckily they're not very active [laughs]. But if I want to look at all of their blogs, and all of their forums, and give feedback like... it's impossible. I did it once to everybody. And then the second time I thought, no. Impossible. So, I understand this as something similar.

Respondent A4: Yes.

Interviewer: You need double the time and I don't know why the people don't see this.

Respondent A2: And maybe you can to reduce the number of... of... “*tareas*”?

Interviewer: Assignments.

Respondent A2: Assignments! Because I didn’t have time to get the feedback to all of these assignments.

Respondent A5: It’s impossible.

Interviewer: And then it looks bad on you as a teacher. And my boss just said to me last week, “Oh, what about your evaluations from your online group?” And I thought, “Oh, I don’t know but I don’t want to see them.” Cause I’m sure they must think it’s horrible. [Laughs].

Respondent A4: I’m agree with you that the online course is more... or is similar to this, but I think it’s similar in terms of time. But, I think it’s very important how you feel comfortable. Because all of your... in an online course you feel like, Ok, I need double time, but the... you feel comfortable with how you monitor the...

Interviewer: Sometimes. If you have experience yes. Some teachers who are new into the online experience don’t know how to use the tools...

Respondent A4: Yeah, but I think, in my opinion, the... when you teach in English it’s like when you do all the time a self-assessment about your English level and this... “*ponderar*”?

Interviewer: The wondering.

Respondent A4: Yeah. And in the case of an online course, Ok... you need more time, more work time, but... Ok, it’s... all sorts of doubt all the time. I think. Here it’s a thing, a feeling, how do you feel is very important to your....

Interviewer: Your self-confidence. No?

Respondent A4: Yeah. Self... self-confidence. And... it’s very important for you... the performance of your course. And right now the performance is OK. If you write well and you express well, but not... I think it’s more difficult and more complex. The self-confidence in the CLIL.

Interviewer: Yeah, I think you’re right.

Respondent A4: It’s more or less the same. It’s not justice.

Interviewer: No. In your case, what I think I understand is that the motivation factor has to be much stronger with the English...

Respondent A4: Yeah, yeah.

Interviewer: It’s not only the time factor, here. It’s also a motivational factor that you need.

Respondent A4: Yeah. That’s it.

Interviewer: Ok. Thank you so much and I will keep you informed...

Focus Group B:

Focus Group B Portfolio Study

Interview length: 1:06:38

Participants: B4, B5, B6, B7

Interviewer: Victoria Bamond (The Researcher)

Interviewer: ...More than slowly, clearly, because I did this with Group A and it was impossible to hear... some of the things. Ok. So, this that I’ve given you each a copy of is the final portfolio

design, or... so far, I might still make changes depending on what you say today, of the interviews that we had and the information I've received from all of you who did the course. So, what I'd like you to do is take a look at it and give me your feedback... assessment... Do you think it represents the things, the kind of things you suggested? Are there things that are worse? Or better? Or...?

Respondent B5: You have highlighted what you've changed? Or do I have to remember?

Interviewer: I'll tell you a little bit about what the changes were. Ok, while you're flipping through I'll just tell you a little bit in summary the things that you suggested. Almost everybody agreed in some respect, in different ways sometimes, but everybody had comments regarding the time that it took to do this.

Respondents: Um-hum.

Interviewer: That it was a lot of time; that it was better to do it all within the class time because as homework it was difficult for you to do; that some of the activities that maybe were more important could be pushed to the front, reordered, and then annex some other activities to the back so that you could choose which ones you wanted to add on to the end or not; but have the most important things right at the beginning of the course and at the beginning of the portfolio. Um... so one of the factors was time. That was generalized among everybody. Another factor was, um... the... order of the activities. That some of you did some things at the end that you didn't realize, or it wasn't clear from the beginning all of the things that you were going to do so you didn't... you felt like... you know, at the end when you didn't have time to do it, this was important, etcetera. What have I done with this portfolio? First of all, well, I've added a table of contents so that from the first page you can see what there is in the portfolio, Ok? What kind of things are there. Um... I've included a section on competencies where it explains a little bit what those major competencies were because a lot of people told me in the interviews that they would have liked a little more awareness of the competencies within the structure of the portfolio. So, each activity actually has a reference in the top right hand corner of which competency it refers to

Respondent B5: C1, then C5...

Interviewer: Exactly.

Respondent B5: Um-hum.

Interviewer: So, competency one would be personal reflection. All those activities that are regarding personal reflection have a C1 code on the top of it.

Respondent B5: Um-hum.

Interviewer: All those with CLIL fundamentals have C2, etcetera. Ok? There's a little more explanation of CLIL at UEM and what kind of things are done here...

Respondent B7: Um-hum.

Interviewer: A language competency self-assessment, which we did in class... Some of the things which I've incorporated we actually did in class but they weren't in the portfolio (it's on page 9).

Respondent B5: Um-hum

Interviewer: So, we did this in class, we looked at the, at the framework [CEFR] but it wasn't actually in the portfolio. I put the glossary terms at the beginning.

Respondent B4: Um-hum.

Interviewer: Um... with examples that... specifically, what most of you asked for was an area specific... terminology.

Respondent B5: Um-hum.

Interviewer: So, to not make the portfolio too big and put in all the terminology in it, what I did was link to an area specific glossary provided by Cambridge which has maths and science, um... architecture... [Line eliminated due to identifying data.]

Respondent B5: Great!

Interviewer: [Laughs.] ...design, languages... Ok, and it's area specific, in addition to some other types of dictionaries for pronunciation, academic terminology, etcetera I've included some resources because it was mentioned that people... a lot of people made mention of the fact that the resources were useful, so I've actually included all the resources that we keep on the course in here. Um, I actually have the links and I'll explain this, in a second, why they don't appear here... Ok?

Respondent B5: Ok.

Interviewer: I've included some extra strategies that some of you suggested, such as what happens in a classroom where your students... you have a lot of international students where English is not their second language...

Respondent B6: Ok.

Interviewer: Ok? For example, um... I've added a situation where you need to scaffold, Ok? Which was another thing that a lot of people mentioned was useful to them. And then a situation that you invent, to kind of keep it open so that in the collaborative work, things can come up that we don't know about, like they did in the class with you, for example, where I had not predicted that problem [referring to native English speakers in the class mixed with non-native speakers] and the teachers might have it. So, that way, it might come up in the class. In the activities bank, what I've done is put the ice breaker and burn out activities together and then I've added a section on competency-specific activities where teachers will actually do an activity for reading, writing, speaking and listening. Ok? And I've kind of given an example of what are the skills to use with lower level students, what are the skills to work towards, up until the higher level students... And the idea here is because all of you told me that... there was mixed opinions about the ice breakers... some people thought they were very useful, other people thought we spent too much time on them... some people thought that it was important to practice teaching, they wanted more practice teaching. So I thought maybe, instead of the ice breakers... making more ice breakers, which really are just little introductory activities, maybe we could incorporate other types of activities that you could share with each other that would be more useful within your areas. Right? A little more "*chicha*" [meat—beefed up activities].

The templates are annexed—all of them at the back... together. So you've got the course description template, the syllabus template, rubric template, all of these kind of... so that teachers can choose which ones they think are more important or not, because some of you stated that writing was important, and others said that No... because... you know, your students don't do academic writing. And I think one of there could be in the levels. Maybe if you have first year students or second year students it's kind of hard to do academic writing with them, but if you have fourth year students you really want, maybe, to do this type of activity. So, I've annexed them at the back so teachers can pick and choose and I've added one before this, page

22, abstract writing template, which was a suggestion that came up in the interviews for a more controlled type of writing activity.

Respondent B5: Um-hum. Where?

Interviewer: Here, it's page 22.

Respondent B5: Ok. It's a good suggestion.

Interviewer: Um-hum. Which is something students have to do, generally, in projects... they always ask for an abstract in English no matter what language you write it in, and it's a short paragraph, and I thought this was a good suggestion to include as a... alternative to the full academic writing activity, right? So, you could have a shorter, controlled writing activity and then a more in-depth activity if you wanted to choose. And it links out to a really fantastic presentation by the Purdue Owl, which I've included in the resources, which is a really, really, excellent resource that all the students at university in the United States use insistently. So... I've put the good practices in the back because there were some suggestions made that you really don't know the good practices until you've acquired the information on the course and they were at the beginning, so it was kind of hard to do that activity.

Respondent B5: Ummm...

Interviewer: And... if you go to page 5, I've included a section on building an e-portfolio. And I've left this for last even though it's at the beginning to explain... because I wanna show you on the computer. One of the things that B5 suggested, and it's also actually come up in the past, as well, is that this format on paper wasn't very useful because, you know, you don't take it everywhere with you, you don't have it available, etcetera. So, I've met with the people from *Calidad* and have done a course actually—I don't know if any of you have done the e-portfolio course—but there's a tool now, in our Moodle campus, as of this [academic] year...

Respondent B5: Um-hummmm?

Interviewer: ...which uses Mahara, which is a... international tool for e-portfolios, which is actually exportable, so you can export all the things that you use there. And, I've made an example page here so you can see. Ok, you have your profile, which is what normally comes up if people access your profile in the Moodle campus, which there's... right now little information because I haven't done anything with it. And you can create pages here... OK, there's "*páginas*", you create pages, you design them, however you want, there's different formats of different boxes and things that you can do... Ok? You can place an image, your biography... which would actually tie in very well with the biography... your profile here [in the portfolio], right? It's the same thing. So, what we would do in the class is... either students would... professor-students would do it in class on paper and upload it, or they could bring their computers and do it directly here.

Respondents B5, B4, B6: Um-hummm.

Interviewer: Which would be... actually save time, right? You make an activities bank, where you upload all the activities you're sharing... Your personal reflections could go in the blog, the initial reflection, the final reflection, the good practices, and things like that...

Respondent B5: With access to it? Everybody can see my profile?

Interviewer: Only who you share it with.

Respondent B5: So I always define who can see my portfolio?

Interviewer: Exactly. So, here you have an option... when you...

Respondent B5: And you choose what to see and what not be shown?

Interviewer: Yes.

Respondent B5: Ok.

Interviewer: And you can share certain documents, for example with all your students and colleagues, and other documents only with colleagues, and other documents only for myself.

Respondent B5: Ok.

Interviewer: You choose what you wanna share. When you go... when you modify—and I don't have much practice cause I just did the course and I've just been playing with it, Ok? But, in each section you choose... who you want to share it with... uh, "*aqui*"—display page; share page...

Respondent B5: Oh, Ok.

Interviewer: And you choose which ones you wanna share. So, I kind of made a template just to see... so you could have an idea of what it would look like... a glossary, where actually I used a text box to put words—fictitiously—that come up in that class, but you can also...

Respondent B5: Link...

Interviewer: ...attach documents, you know, if you do the full glossary and then you just wanna attach the glossary and then add things on later.

Respondent B5: So, this is only for the CLIL portfolio?

Interviewer: No. This is for everything. You can use the e-portfolio...

Respondent B5: Really? It's all in English. That was why I was startled... at the beginning it was in Spanish and later on everything's defined in English.

Respondent B7: Some things are in English and some in Spanish.

Respondent B5: "*Una imagen*", "*My biography*", "*Activities Bank*" ... So it's changed from...

Interviewer: Oh, no! These are my titles!

Respondents (all): Ahhhhhh.... [laugh]

Interviewer: Yes, the default, "*una imagen*" which I did not change is in Spanish.

Respondent B5: Ah! Ok.

Respondent B7: But it's in every course. I have it in all... in my Campus Virtual I have it in...

Interviewer: Yeah, you can...

Respondent B6: I haven't seen it.

Interviewer: As soon as you go into the Moodle campus it's up here. And then you choose your profile... I think I have to get out of this page first. Ok... so, you can go to your profile, alright? And this is a horrible picture of me with some information.

Respondent B6: It's not a picture at all. It's a shadow.

Interviewer: And then you have your blog, if you want to go only to the blog... You have your "*archivos*"—anything that you upload goes into the "*archivos*". But then you can make your pages. So you can do... I already made one for... *CLIL portfolio*. You can make one for whatever course you teach, [XXXX subject]... or blah, blah, blah... and you can put it up. And you can share it, you can make groups in the Social... here... Ok, "*mis grupos*" and you can decide in the e-portfolio which groups you want to share that specific information with.

Respondent B5: Great!

Interviewer: So, I thought that this was very useful...

Respondent B5: Um-hum.

Interviewer: ...because we've actually looked for software that would do this, but it's either very expensive or very difficult to use. And because everybody uses the Moodle campus, once you

have all this uploaded... like here, I've only uploaded a few things, you know, but this is here so wherever I am I can access that document if I need it. And I can change it, and etcetera.

Respondent B5: Right, well it's... really work. Great doing this. You've improved a lot!

Respondent B4: Yeah.

Respondent B5: Great work! Now you are finishing your [doctorate]?

Respondent B7: That's why you needed to have this focus group...

Interviewer: Yeah [all laugh].

Respondent B5: Only one week notice. [all laugh]. Impressive! What can we tell you?

Interviewer: What can you tell me? You've gotta tell me some bad things or...

Respondent B5: Bad things?

Respondent B4: Bad things? Ok... [Laughs] Well, one of the things we said is the load... the workload. And what I mean by that is that we're saying that it was too long. And now it's even longer.

Interviewer: I was expecting that comment. Ok. How...

Respondent B4: Well, it's better. But.... Probably... it looks like it's longer. But I don't know... if you change, tweaked a few things or not, but it looks longer than it was before.

Interviewer: Ok...

Respondent B4: Which it was the main complaint [laughs]... and... you might be in trouble because of this. Maybe.

Interviewer: Ok, so...

Respondent B4: So, I don't know if you can change the model work for some of the activities... or make it could be a little bit more guided in the way you answer. Or you can be... you can have a limitation in the words that you can put into some of the activities so it wouldn't be too long, maybe.

Respondent B6: In my opinion... in my opinion, it's not really a matter of, let's say, the workload in the quantity, but as well, let's say, qualitative. I mean, for example, you have said that maybe, maybe there could be a possibility that ice breaker were too many. Eh? Or too much time for that. But now you are really seeing things, especially to deal with or to cope with concrete problems, as you have mentioned. I mean, the kind of... that some students... his, their mother tongue is English, and things like that. So, in my opinion, it's not only a matter of... because this is really... in my... this is really quite a job. I mean, It's not a trivial thing to teach in English, and the CLIL, eh... concept. So... eh... maybe, maybe it takes... it takes a long time. Eh? To do that. So, it's not a problem of the time. It's really to improve, to optimize... optimize. No?

Respondent B4: Welllll....

Respondent B6: I mean, well, for sure that there are different opinions and you are more concerned with some problems.

Respondent B4: I agree with you. But the ones that are here it is because we finished. But what about the ones that didn't finish? Why didn't they finish? And that's the problem, not us [laughs]. Because we finished. We did everything. And we valued the fact that it was good quality and we were learning. But, probably many of the teachers gave up. And why? That should be the question, right? It's not about us as much, but other people, other professors. I could be that a lot are (?) but they didn't because they were overwhelmed or they thought that

they didn't have the skills or it was too much for them... I don't know. I don't know what the po...

Interviewer: No, it's actually valid, and in fact when I was preparing this, I was thinking the same thing, that the major concern was time and that it looks, at least, like it's longer. Actually, I don't think it is, because what I've done is try to incorporate the things that we did in the class, actually in both groups, in here so that it is more guided. And so that, imagine another teacher wants to teach this course, they can take this and do it with the students and they would have all those things that came up in those classes that were important. But, my concern is that if I give this to a teacher on the first day, is it going to affect their motivation? Are they gonna be like, "Oh! God! I'm not coming to this course." [Laughs]

Respondent B4: You can take an incremental approach. So, just, give it item by item.

Interviewer: Give them little bits?

Respondent B7: The idea is to use this for our... for our courses, then. This is the main idea of this. But I take this model... then I... for the... when it was like the homework of the course that we had with you it's true that it was a lot of work. But, if I take this as a guide for my course, maybe it's not so long, because it's a... full guide with some guidelines quite... yeah, I consider quite useful. I really... maybe I don't need to fill in all the information that is linked here. Maybe only the information when I see that... I see that I have a lack of tools for developing some of the CLIL...

Respondent B5: You can customize your approach.

Respondent B7: Customize, or just maybe add notes with the... I put with the ice breakers for example, so I can take... "Oh, I think I need an ice breaker for my class and I don't know how to do it. So, then I go to the ice breakers. But maybe, I don't need this... this academic writing because in my class I really don't need that so maybe I can focus on the more important parts for the development of my course. And maybe for my course, I don't need everything. But, this is a guide for... when I have lack of information in one point... in one specific point, I can go to it.

Interviewer: Would it be helpful if, at the beginning, in the table of contents for example, I stipulated that some of these are optional things? Like the annexes in theory are optional. You don't have to do all of them because a lot of teachers already have a course description in English. They already have this information.

Respondent B5: Yes... but it's... I think we are talking really that... all this information you gather really, has three types of... of use, really. One of them is the final document. You have it in your home and whenever you need it you take it. The other thing is trying to improve personal abilities. You... just thinking on somebody that has to be formed day by day. And the other thing is how it's to be seen from the students... when the teachers are students... And only they are the same as the other students. We really want to know, day by day the activities, and come into the classroom know[ing] today it's about these types of outcomes, with these kinds of dynamics and these kinds of resources. That's all I wanna know. So, day by day I know what I have to do. And at the final point, I can see the whole. But I need different kinds of explanations for the same information in something like, three ways of presentation needed for it. Some is the whole, like your doctorate work, just to understand. The other thing to be explained by somebody, and the other thing is just in the classroom, where you have to see it bit by bit.

Interviewer: Yes, chunk by chunk.

Respondent B5: So... but I think right now, I think that the document... I like it. For me, as a document

Interviewer: So, for the course guide?

Respondent B5: Yeah. For the guide, for me, it's perfect. Once I did it. But, if I come at the first day, I need another kind of presentation of the same information. Just taking... like, I tried... when I present, prepare my next tr... quarter subjects, I need, for instance, to be more precise with the aims and objectives...the outcomes. This kind, for instance. I have to tell them, all the lot of them, but I have to be specific week by week. I have to be, "We are beginning this week with these kind of aims and outcomes." And then day by day I'm adding. And at the final part of the subject, they understand the whole of it. And they feel all the days very focused on the activity. Because they know today it's about this. And maybe the day by day work with teachers is similar.

Interviewer: Um-hum.

Respondent B4: In my case I think that I felt that I knew what I had to do when I was in class, and it was clear the aims of the activities. I didn't feel very... that I was lost, if that's...

Interviewer: Do I need to maybe, instead of...

Respondent B4: (?) your efforts to the first day, if you had to have a... picture.

Respondent B5: It's just that she did it when she explained it. But when you see the document, it wasn't that easy. Without her explanations it was difficult to know that, "Ok. The whole is something like that [the portfolio]. Well, later on we're going to understand..." you put it back...

Interviewer: Right.

Respondent B5: ...but right now I'm just listening to you. If you explain correctly that moment, you really focus on the activity, of the final summary you normally made every day, then I understood. But without your intervention, the documents were not clear.

Interviewer: Ok. The idea of the portfolio is that it should be mentored. So, to do it on your own would not be considered a developmental portfolio.

Respondent B5: Um-hum.

Interviewer: It would be just your show... like in [XXXX area] right? You showcase the things...

Respondent B5: Yeah,

Interviewer: ...that you... Would it help if instead of just putting like the code for the competencies, writing it out? Because the idea is that this is what you're... the objective of *this* activity is *this* skill, to practice *this* competency.

Respondent B5: So it's the aim of the activity, outcome of the activity... Ok. So, we are going to make that. We are doing it, the activity, and then learn the outcome. It's something like, what we want to do, we do it, and then what was the result of the activity. To make it more clear. Something like a module, you understand completely. Maybe. Just a proposal.

Interviewer: What do the rest of you think about that?

Respondent B6: I think it's a good idea, and especially what you have mentioned of optional, or... I mean, the philosophy of... this is a case of tools and techniques and proposals, but... I think that you have to customize, not only to your subject, only the subject... the audience, the profile of the students...

Interviewer: Um-hum.

Respondent B6: ...And, of course, yourself. I mean, the teacher. So, really, this is not something that is... to apply everything.

Interviewer: Exactly. That's one of the things that I don't... I'm not really sure why it's not clear from the beginning. Um, because you told me, several of you, that it wasn't clear. But, it does... the idea of the portfolio is that you choose what components you want to include in it. I mean, I have to give you all of the materials so that you can choose from it, but you choose really. You don't have to do it all. And a lot of you when you turned in your portfolios, you all apologized—many of you—“I'm sorry I didn't get to do *this* activity.” Or “I didn't get to do *that* activity.” And, I think... I tried to respond, “It's OK. You didn't have to do *all* of the activities. It was... It's *your* portfolio.”

Respondents: Um-hum.

Interviewer: So, I tried to make that clear by saying, you know... [reading directly from portfolio]: “You develop your portfolio as much as you like to meet your personal and professional needs, adding any content you find useful throughout your teaching career and sharing it with each other.”

Respondent B6: Beware whether you say as much as you like, or as much as you need, probably... because...

Interviewer: As much as you need [taking note in portfolio]. And then it says, “Here's the following checklist...” what I did was add... and they don't come out here [referring to the check boxes]... make it a checklist where it says, [reading directly from portfolio]: “Tick off the components once you have included it.” But you don't have to include all of them. You include the ones that you need.

Respondent B5: Well then, maybe we have the same problems as the students [laughs]. It's... we don't read the instructions.

Interviewer and Respondent B6: [laugh].

Respondent B5: It is not understood, really.

Interviewer: Ok, well...

Respondent B5: Well... then... For instance, and... there are quantities with my students, I tell them, “This is about that” and he [they] listens to me, and then they think they have to do it all. I told them that it's not necessary. But, they don't really understand. And now, what I have to do is give them three examples of profiles, or possible profiles. And then I say, “This is the complete.” Then three possibilities, and they know. “Ahhhh...!” And now I do understand. There are different kinds of... But if I don't visualize typical results, they don't understand.

Interviewer: That was another suggestion that came up, to show examples at the beginning of the course of completed portfolios...

Respondent B5: And looking at, “He took this, this, and not this one.”

Interviewer: ... and seeing how each one is different.

Respondent B5: Yeah.

Respondent B7: Yeah, yeah...

Respondent B4: That's one of the things I missed from the beginning. If you would have... uh... transmit this, a little further I'd... idea what I need to do. But you gave only a few pages...

Interviewer: Yes.

Respondent B4: ...And for me it's... my personal thing... for me it would have been better this because I have a big picture of what I need to do, how to plan, what I expect from the class. It would have been better if I had examples because then I have a better guidance... what I am to do. But I... Now, in retrospect, I think I missed that part.

Interviewer: Ok, so there's two things here. One, your suggestion was little by little. And what I didn't say because I didn't want to interrupt at that moment was we did that the first time around. I gave it to them little by little and each class we did a section and I told them, "At the end we will put it all together and you will have a portfolio." Nobody understood it.

Respondent B5: No.

Interviewer: Until the end. Which is what you were saying...

Respondent B5: Yeah.

Interviewer: ...to give them, you know, the little chunks and at the end you see the whole.

Respondent B5: This is, once again, what we said here about the students. You can give them all the information you think they need at the first day. It doesn't matter. You have to repeat it in the middle and you have to repeat it in the end.

Interviewer: Right.

Respondent B5: You cannot put all this information in your head. It's impossible.

Interviewer: Right. Which is why this has actually come from the suggestions that "It wasn't clear.", "I would have preferred to know from the beginning because there were things that I didn't do that I would have like to have done.", "It's very useful and I didn't do it properly.", blah, blah, blah. This happened with the first group. So we kind of decided to put it all together.

Respondent B5: Um-hum, um-hum.

Interviewer: And then we wanted to improve it and now the problem is that it's too much. So, if we go back to little by little... It's gotta be... in the classroom, where they are given little by little, but I think... I don't know what you think... If it's better to know from the beginning that this is what you're gonna do, and have all the information.

Respondent B6: Yes... I see... um... I see two... two ways to see this. One is, I mean... a portfolio, the portfolio as you are a student of a course, as a teacher. Or, the usefulness... that you are going to use in your classes. So, what I mean... if we're talking—and I like very much your idea of usefulness—I mean, this is really very useful for your classes. So, this is, in my opinion... this is the good thing of little by little because you are incorporating to... your really... your problem, your problematic, your courses, your audiences, your students the things you are... you are saying. But, if we see that teachers as well, we are students in your course. So, the problem is we say this... you can take only what you like. So, this is... and everything is here... or students that distinguish between a "must" and a "nice to have". So what is really the "must"? So, you are going to make the minimum effort. So, this is why if you say, "Ok, at the end you have to do that"... So, people probably, because... well, they are not lazy, but they have really very little time and they are going to do only the "musts", not the "nice to have". Well, this is... But, if you really start from the beginning, at least this was my experience, "Ok... This is useful for my problem I have now with this group." So, this is another way to approach. And really you are customizing... well, because, you don't think that, for instance, with my students it doesn't make sense to make this academic writing, because they are... well, you have to start with "people is" or "people are", hum? So... you know what? But... So, if we are talking really of the usefulness, for me, the incremental approach probably would be very good. Because it's not at the end you make everything, but you are from the very beginning, you are really applying. I don't know if... the...?

Interviewer: Yeah... No... yeah, yeah, yeah. Absolutely. I understand. I'm just thinking of how to...

Respondent B5: Well, the thing is really that... it's useful in the end, but everybody begins your portfolio course really with other expectations. You can tell whatever you want, but really, the first day we are not really understanding what you are saying. Everybody and me... well, with my colleagues with whom I spoke, at first before we went to your course, we talked about, I asked them "What's this all about?" "It's something about training in English. It's OK because you feel comfortable afterwards." But nobody really expected to prepare what you're trying to train us [in]. To prepare the portfolio. Really, they didn't expect it. Ok, if they brought some activities, it's OK. But really they didn't want to fulfill the complete objective. The portfolio wasn't really in their mind.

Interviewer: What did they want?

Respondent B5: They wanted to train to talk with others, and make their English more easy... for them... just to train...

Interviewer: To improve their English language?

Respondent B5: No, it's (?)... they're not something like academic, organized, portfolio like you expected. If they did it afterwards, Ok. But it's really not in their mind. They did it, just really, to improve a little bit.

Respondent B6: I, personally, had some colleagues that asked me, "Well, in this course they teach how to make a PR?" [A PR is the official legal curriculum professors must provide of their course syllabus, program, etc...] PR... or syllabus?

Respondent B5: Yes, I have also! Syllabus... /sailibus/ or /silibus/?

Interviewer: /Silebus/

Respondent B5: /Silebus/. That's it. Everyone expects... different things. That's the thing.

Respondent B6: That's what... But, I think that what... really they are concerned with their problems. I mean, the ones they have. So... But, this is something that really can be dealt with. Because you can mention... there is a glossary... you know the... I mean... the... Actually, you mentioned it.

Interviewer: Right, but the idea behind the portfolio is exactly that. Everybody can have a different experience depending on what they need. Because you're building it for your own needs. The only thing that you're doing is that you're helping each other or you're getting help from others in strategies, tools, you're discussing problems that occur that in fact, I think you realize once you're in the class, or at least this is my experience, they're all very similar. Like, you all have very similar problems, you hear how other people deal with them... That's really the idea. And then, what you take away, the final product, depends on you and what you think is important. Because it's actually the... the important part about this is the learning process, not the product in itself. And I think what most of you found useful, at least from the interviews, is that: awareness, words like awareness, words like, "I don't feel I'm alone." usefulness, motivated, things like this is what came up. Not really... when I ask about the contents, all of you have very little to say. You have a lot to say about other things. So, that's fine, because that's gonna depend. One person might really... it might really be useful for them to come away with a PR template, or the program template, and that's really all they need. But they also learn strategies and things like that. So, for somebody else... one of the people who's not here today said that the academic writing was so important, they use it all the time. And you [B4] told me that no way. Like, you'd never use this because your students can't do this.

Respondent B4: Yeah. Well, I can teach it for years to students... I mean, I understand that that's one of the problems in Spain, we don't put any care about academic writing. But, my students they...

Respondent B6: They don't do it in Spanish.

Respondent B4: It's just the concept is different. It's not about English. If I put more weight on the English than I would be unfair to the students, because I'm just evaluating other knowledge, not English. So, that's why I let them practice and I don't consider that essential. I'm not gonna count that on my subject. On my course. Because otherwise, I'm gonna be unfair, and the ones that have the higher level, they're gonna get better grades. And that's something that I don't wanna do. I mean, I let them practice, but it's a secondary objective in their case. If it would be that I had classes with fifth year, or something like that, I would consider that would be more important. But usually they are non-natives. So... it's a huge disadvantage for the ones that have a lower level.

Interviewer: Right. But that's the important thing that you need to learn from the course, not whether you use the academic template or not. In your case...

Respondent B4: I understand that...

Interviewer: ...the thing that would be worrying is if you're thinking, "Oh, no! I'm not doing academic writing with my students and I really should." So, then you go and you try to get them to do academic writing and they can't because they're not capable of it. But if you come out and you say, "Ok. I feel comfortable now that I'm not giving them academic writing because they're first year students, they have to build up to that"—whatever. Then...

Respondent B4: What I mean is on the contrary. Spaniards, they don't know how to write.

Interviewer: Ok...?

Respondent B4: I mean academic writing. And it's hard to tell this but we want training in this [refers to the academic writing template]. So, we have different problems...

Respondent B6: It's true [laughs].

Respondent B4: So, if you have problems, you are not going to be able to teach it right. So, that's the big... I see the need for us to be trained in this, then transfer those skills. I feel most people... they are not prepared. Even with this. This is not enough. You should have an even longer training. And in the United States, you know very well that you have courses in every degree... just of academic training. Here, we don't have absolutely anything at all. So, we are lacking that skill, but we don't care about how to write well. And you can see it, when they write. They don't know that you have to start with the big idea, then at the end you have to summarize. They don't have a good structure. They don't have to have.... a... they don't have a good logical flow of ideas. Some of them know. But, you can see that in comparison to the United States, or other countries they put more weight into academic writing. So, I see that there's a need for us to know about this, but this is not enough in order to implement that. That's my opinion on this.

Interviewer: Um-hum.

Respondent B4: But for sure, this is very important for us. And it's hard. I would say if you ask around to do it... this... in a good way, it's hard. Cause we don't think the way that the American's think. Or English people. We weren't trained for that. We are chaotic, we try to go in an indirect way... Um, you are going in a direct way. You are clearer. The way you say things. In Spanish, things are too messy.

Interviewer: And the academic writing template doesn't help you with that cultural difference? Like, the fact that you have a template that structures...

Respondent B4: I think it's fantastic. It's a good example...

Respondent B6: Here, let me...

Respondent B4: And it helps. But what I mean is that in my class, I cannot dedicate the time for them to be trained. I think that they should... we should have subjects specifically for academic writing. And especially for this. For English, that would be the ideal. It's not enough...

Interviewer: To train teachers or for students?

Respondent B4: For everyone [all respondents laugh].

Respondent B7: I experience this. Now, I am teaching [XXXX subject] and [XXXX subject], and it's really hard, not only for them, especially for them, but also for me. It's really difficult for me to explain this, because I give them some... some guides... some tools, and... but it's really difficult to... for them to... to integrate or to... to... yeah, to integrate all these ideas in a writing. It's really, really difficult. And I really don't know how to... how to do it. Sometimes, what I have to do is to explain a little bit in Spanish because it's the only way. But it's also a problem, because most of my Spanish [taught] students are Italian. So again, it's the difficulty of the language...

Respondent B6: More chaotic.

Respondent B7: Yeah, yeah. It is more chaotic. So... It's also... eh... It's something difficult for... even for teachers, I think. Because it's a matter of... It's not only to learn some concept, it's a structure of mind. And it's necessary...

Interviewer: Scaffolding.

Respondent B7: Yes.

Interviewer: It comes back to scaffolding. It's because, what happens, what I see with a lot of teachers in the observations that we do is that they assign a writing activity, directly. And then the student... There's very little guidance or control. And the problem with that is that students need, even in the United States, you need to do controlled... you start with paragraph writing... your topic sentences... First you learn how to write a topic sentence. Then you write a paragraph. Then you write two paragraphs and you do a transition. Then you write an introduction. And then you learn how to write a conclusion. And the thesis statement. And then, you know, after little by little, practicing, practicing, practicing, practicing... at the end of the year you might do a five paragraph essay, which is only five paragraphs. You have to take a lot of time. But if time is a problem, then this is not... any use...

Respondent B7: Yeah, I cannot take... because I have like fifty students in each class and it's a lot of time to correct everything, so... this is the perfect scaffolding, but we wouldn't have time with so many... believe me, with so many students to correct everything and to follow group by group, I have like fifteen groups, and I cannot... I cannot guide fifty research projects in a proper way. I cannot do that. So...

Respondent B5: But the thing with the time, is... you're absolutely correct, but the time is really... increases only when you get better organized. [Line eliminated due to identifying data.]...the better I organize, I have more time to do the things I really think is... are interesting. So, I think the good thing with the portfolio really is that it helps you to be organized. And when you are organized, you are going to have more time to focus on these things. The thing normally is that I don't really know what are the main goals of your work. The work is, when I

see the aims and the focus and so on... It's like saying, "Ok. We want that every teacher comes to these courses and have for instance some stimulation. Because there are activities they didn't even think of them. And then, they come, and they hear them, and then maybe they incorporate them. The other thing, that they make a really complete portfolio because it's a big work right now but you are going to have the benefit in the future, because you are going to be organized and have then, all the time you are lacking right now. It's something like, when I think of my students once again, it's that, I may have an activity in class they are really interested in it. But if it isn't really a new routine for them, they didn't really learn it. They liked it, they go out of this classroom and they say, "Ahh! I loved it!" For instance when you make some of these... with the papers... one of these activities of the... of the table... You say, "Hey! I really spent a good time and I learnt English"—what I've talked with my mates—but later on, if I didn't incorporate it, I didn't learn anything really. So the path to the portfolio is basic—to build it absolutely yours, and your skills. That's why I think it's so important that everybody goes to the course and the final issue is the result afterwards. Because then, they're really capable. And then, they're going to have time in the English classes. Right now my problem in my English classes is that I lack more time than in the Spanish, because I don't feel capable to do the things the way I want like I do in English. So, the portfolio, I did only the things... the result you saw... it's not complete. And if I don't complete it, I'm going to lack time for the rest of my life in my English courses. I need to be fulfilling these expectations.

Respondent B6: If you can do that, you can...

Interviewer: That is the objective of the course.

Respondent B5: But, the portfolio.

Interviewer: The objective of the portfolio, of building the portfolio is that you're going to spend the time that you need to prepare for your English courses doing it in the class, with peers. That's the idea.

Respondent B5: That's the... but later on, when we... when we talked about the content, I think the content is perfect, and the only thing is to get people to resolve it really in the classroom, and if not, to be conscious they have to do it, because it's the only way to have English classes the way they need, in an organized way. I think, I think not everybody was conscious that the final result...

Interviewer: How do I make them conscious? Because that's what you all are saying.

Respondent B4: I think that happens, at least to me, with the students. For example, he was talking about being clear with the objectives, why you want them to do this, and then see what you have to do and what is maybe the outcome...

Interviewer: So, these objectives are not clear?

Respondent B4: No, no.... what I mean is just [laughs]...

Interviewer: No, no, I'd like to...

Respondent B4: No, no... it's in the culture. It's... different.

Interviewer: Ok.

Respondent B4: I do that, I think it's well done, I explain this the first day, and then two weeks later, my students don't remember anything about... what had been said. And I explained everything very clearly, and it was the first day... you made an impression... you have to repeat. You have to not assume that people are gonna remember what you are doing. You have to kind of give a glimpse of what you are doing all the time, try to integrate things. I think, for me, it's... I

realize with my students that they have all the time evaluations. What they need to do is try really hard to follow, and even if they have it in the Campus [virtual], they don't pay any attention to it—most of them. And for me it's worse. What the heck are they doing? So, what I think is.. and it's what I'm saying, right? You have to be really clear, but at the same time you have to kind of remind people of why you are here, what was the objective, not only the first day, but little and several times along the way. That would help, I think. To have a clear picture of what you are doing exactly, and grade all the things. Because sometimes, it looks like it's not incremental. This isn't modular. There are different things that you are doing and you don't know exactly how to integrate those, right?

Respondent B5: Before you answer, I just wanted to add that the way to get his general perspective is quite different depending on the different kind of persons and teachers or students. So, I need it visual, maybe she needs it described, maybe he needs it situational...

Interviewer: So, you mean multi-modal?

Respondent B5: So, everybody needs to have in his way to be, once again, connected to the general aims. And maybe in between, that maybe she's going to be a teacher and she's going to make summaries of his portfolio he's got resolved [finished] to that week, for instance. So, she's going to give the results for others. Not you. So, she's translating to other students where he is right now evolving after two weeks or three weeks. So, somebody can recognize it easier; where we are right now.

Interviewer: Ok. What about... if this were split into, for example, three sections, right? Three modules.

Respondent B5: Yeah... Yeah.

Interviewer: An introduction...

Respondent B5: Yes, here, here and here.

Interviewer: Exactly. Introductory material like basic methodology of portfolio and CLIL for example. Um.... Teaching strategies, collaborative work, activity building, blah, blah, blah... and then academic templates, for example, building things like that, and assessment, and things like this. And each section finishes... each section begins with aims...

Respondent B5: Um-hum.

Interviewer: Each section finishes with a reflection that requires you to go back to the aims, look at the aims of this module. What have you accomplished till now? What have you included in your portfolio? Compare with your partner, with your colleagues. These kind of things, the different... similar... and then you go on to the next section.

Respondent B6: So, but you are producing, let's say, the final documents, the deliverables during these modules? Or not?

Interviewer: Yes. You will get this [portfolio] the same. I'm going to insert a page [laughs] here and another one here.

Respondent B6: Yeah.

Respondent B5: Just to... to make it clearer.

Interviewer: Section One, Section Two, Section Three. Aims, outcomes. Aims, outcomes. Aims, outcomes. And then, at the... you will still have the full document, but the... when we come to the class, you're gonna work on section one for two weeks...

Respondent B6: So, we don't discuss, you don't discuss... yes...

Interviewer: ...Section two for two weeks, section three for two weeks, and then the last two weeks we're gonna...

Respondent B6: But it is producing the deliverables, hum? From the very beginning. Not wait until the end of the course to make...

Interviewer: No, no, no. Exactly the same as it is...

Respondent B5: It's my mistake...

Interviewer: No, it's actually... You know what? Everyone will continue to do it all at the end I'm...[laughs]

Respondent B6: We are like the students [all laugh].

Interviewer: Conceptually, what I don't want, what I'm very concerned about is... Ok, everybody has told me, everybody who has completed it has said that... that's... I'm happy with that. I think it's fulfilled its intention. I'm worried about the motivation. I'm worried about coming to a course where you get this and say, "Oh my God! I'm not coming back to the course." I'm worried about, "Oh my God! This is gonna be so much work!" And I'm just thinking that maybe conceptually, it it's chunked... You know, even though you get the full global picture of what you're gonna see, or what you're gonna produce at the end, having it maybe in sections and then you stop, and you review, and then... we start with another...

Respondent B4: I think that...

Interviewer: You're making funny faces? [Laughs]

Respondent B4: Yes, because it happens to me too... in my classes. Because I have different levels. And you have to come to a middle ground. And I think we can see... I imagine myself, if a B1, A2 went to your class, and you show me this, I would freak out. And you are telling me that I have to...

Interviewer: For what level? What level?

Respondent B4: A2, B1... only in B1...

Interviewer: But if you're A2, B1 you won't be coming to my class.

Respondent B5: It's C1.

Respondent B4: Theoretically. I can only assume that in my classes they have to have at least B1 and I have many people with A2.

Interviewer: No, but that... in the "formacion" courses you have to...

Respondent B4: What I mean is sometimes that... that level doesn't reflect the reality.

Interviewer: Ok. Ok. I understand.

Respondent B4: I would say in writing it would be... like you need to have... it's the highest level...

Interviewer: Um-hum?

Respondent B4: I mean, it goes after all the other things, usually. And then you have to do... a lot of writing and some people don't feel comfortable. And... they might come at first because they don't know what you are asking for, or understand very well based on the English... I'm just guessing, I don't know. But it's my guess. And then you ask for too many things and that's intimidating. If I have to teach classes and I have to do all those things, even if I realize it could be useful, it might be above my level.

Interviewer: But how do I make you understand you only have to do as much as you want to do?

Respondent B4: What I do in my classes, I tell them... for example, with writing, I tell them... "This is not an English class. You can just write. It's just practice. This is gonna be good for you. Do as much as you can. As long as I understand you, that's fine." That's what I do. It doesn't work at least for some, but then it does. And I think if you could emphasize that fact, from the beginning... that it's not about... it's for you to kind of... progress... get better...

Interviewer: Well, what I've done in this portfolio, I included, because a lot of people said—or not a lot of people, some people—said that they didn't understand what a portfolio was. Or what type of portfolio this was. Because I think people have different ideas of what the word portfolio means. For some people it might be, you know, familiar with the business aspect...

Respondent B5: Don't understand that portfolio... because you're talking about something in English that should have something similar in Spanish, but we don't have it as teachers.

Interviewer: I know, and that's what a lot of people told me, and a lot of people have told me that they've done this for their Spanish courses after this course. Like, they've done one in Spanish. And prepared things in Spanish.

Respondent B5: Um-hum.

Interviewer: So, I tried to incorporate a small section in the... a lot of this, this isn't really work, a lot of it, even though it's longer [laughs]. It's just explanations, for example, of what the CLIL portfolio is. So, a little thing about what it does. And then the aims and objectives. So, if I... in the aims and objectives, explain that this portfolio is your own personal, customizable, portfolio and you can include as many or as little activities as you want, blah, blah, blah... Will that be sufficient? If I put a big note that says "Read this!" [Joke: laughs]

Respondent B6: You could precise a little more, depending, for instance, the subject and depending on the audience.

Interviewer: Yes. Well, it says that it should be adapted to your own area of studies.

Respondent B5: What you can do there for instance is the type of dynamic that we use in, once again, with students. That is, you can tell it so nobody says, "Ok, I'll do it later." As always. And then, the other thing is that, "Please. Would you mind next time bring me an example?" And one of the teachers has to be a representative of what you are telling. At least one of them. So, it's not you telling something, it's somebody making a specific example of what you want as a result.

Respondent B7: Um-hum, um-hum.

Respondent B5: And they can do it, because it's only once every three weeks I can make a specific work from one week to the other. So, that makes it easier for everybody.

Interviewer: Um-hum.

Respondent B6: [Directed towards Respondent B4] You mention, for instance, that you have basically A2 and B1 students hum? The level?

Respondent B4: It depends. It depends on my classes.

Respondent B6: Because I have, for instance, I have English people, from UK, so the level is mother-tongue. And then from several countries. So, sometimes... I remember once, one student said, "Because this is too many accents"... You know, this is the way it is. You are going to work in this kind of environment. So we are practicing, really, what they are going to meet in their international projects. They are going to be with Indians that say "tirty". And the other people that have...

Respondent B4: This is not about the accent. The accent...

Respondent B6: Well, yeah... not only the accent. But, the academic writing, forget about it!

Respondent B5: I think anything we do is really useful, because of that. Because you are really having these accents, problematics of incorporating activities, and so on. But the thing is that really, the result is so important, we have to do all these things and get the work to be done. Bit by bit. This is really even motivational.

Interviewer: Ok. What about this... If after the portfolio aims and objectives, which is like the first page, there's a small reflection that says, "How much time do I have to dedicate to this portfolio? What are the priorities I want to focus on? Go to page... skim over page 7, which is the portfolio contents and decide." Would that help? On the first page, to say, "How much time do you have to dedicate to this work, what are your priorities and what contents do I need?"

Respondent B6: The minimum effort. This is the danger.

Respondent B4: I have an idea. I think... you did something that I really liked. You invited us to go to your class and then show them the ice breaker.

Interviewer: Um-hum?

Respondent B4: How about going to your class the first day and then tell our personal experience? I think they can reflect on us... as professors completing the course.

Respondent B6: With experience.

Respondent B4: And then, just telling them... what it was for us. What it mean for us.

Respondent B5: Just to add to... for...

Respondent B4: That would be... add like a... to the portfolio

Respondent B5: What you did... you say it's something like a presence of our... of any of us doing it. But I think we should bring our portfolio and show them our e-portfolio...

Interviewer: Wait a minute... I have a better idea [jokingly]...

Respondent B5: Even more better... So... [all laugh]

Respondent B4: That's impossible!

Interviewer: Yeah! Ok. Testimonials... Ok, the problem is... I like these ideas and that's why I had you come to my class, because... the problem is I can't do that within the portfolio. I can't say, "Have somebody go to your class..." They might not even have somebody who's ever done it before. But, if I make a video... and I think you just offered to do this [laughs]...

Respondent B4: Noooo... I want to be out of here... far [all laugh].

Interviewer: What if I link in here testimonials, where you would actually, I would actually video record you, or some of you, showing your portfolio and your experience? And then I could have on the first day, ok... have the students watch these videos, these are real teachers who have done the portfolio course in the past...

Respondent B5: At home, at home they can do it...

Interviewer: At home or in the classroom, whatever. But you don't like homework, but a video is OK, no?

Respondent B5: A video is always OK.

Interviewer: So, we could do this the first, at the beginning of the portfolio. They could watch testimonials, short testimonials. Seven minutes, right? Or, what's the maximum?

Respondent B5: Yeah, yeah.

Interviewer: Three... three to five minutes, right?

Respondent B7: Right, before they.... [Laughs].

Interviewer: We do the five minute videos?

Respondent B5: Something like that.

Interviewer: If I took videos of some of you, you don't have to answer me right now, but...

Respondent B5: All together, we could... all together take... or person by person...

Interviewer: We could do it...

Respondent B6: That video could be the U2 song.

Interviewer: [laughs] A group activity, doing it together. Ok, would you be willing to be videoed...

Respondent B5: Of course.

Interviewer: And allow me to publish the videos?

Respondent B6: No problem.

Interviewer: Like in the, not the video, but the link in here?

Respondent B6: You just bring make up.

Respondent B5: Yeah, make up.

Respondent B7: Yes.

Interviewer: I can ask the communication people to come make...

Respondent B6: Yeah. A professional...

Interviewer: Ok.

Respondent B5: I think... it's not only persons speaking, I think the portfolio has to be seen. I need to see somebody telling, "I chose... blah, blah, blah... to this... because I had this and I was motivated by that."

Interviewer: So, do you think a video testimonial would be useful?

Respondent B5: Yeah.

Respondent B6: Yeah.

Respondent B5: But with an example... explaining an example. Maybe you just have to choose a classroom where you can see the documentation. Something like... I... I'd say, if I right now take this and you'd ask me something, and I'd say, "Ok. I chose these ones because I am [XXXX professional] and I had this and wanted to make this. So they are going to see the result, not only my explanation.

Interviewer: Exactly. That's what I mean. You have to show the result, because in fact the important thing for them to understand is that each portfolio is different. They don't all... yours for example, [line eliminated due to identifying data].

Respondent B5: Yes? Honestly, I don't remember.

Interviewer: Yes. [Line eliminated due to identifying data].

Respondent B5: Yes, yes.

Interviewer: Um.... Somebody included the scientific chart... with all of the vocabulary from the scientific.. um.... International System of... of...

Respondent B5: Meters, feet...

Interviewer: Yes. Exactly.

Respondent B6: International measures, hum?

Interviewer: Somebody else included a specific glossary... like... Some people customized theirs and it would be interesting to see... for people to be able to see from the very beginning that it doesn't have to... you don't have to do every single activity and that it doesn't have to be exactly the same.

Respondent B6: But I would not forget the proposal of B4 because the ice breaker... to tell the experience... because I think it's closer. I mean, it's more...

Interviewer: What do you mean by the ice breakers?

Respondent B6: Well, I mean that... that... starting the course with an ice breaker that should be that the teachers that have already done the course...

Interviewer: Yeah, have them come?

Respondent B6: Yes... because not everyone will connect with the video.

Interviewer: Oh, I will continue to do that.

Respondent B6: I mean, the video is a bit... it's cold. I mean maybe the... the ice breaker... an ice breaker speaking is closer.

Interviewer: Well, in my classes, that I do, I will continue to have you guys... as long as you are willing to come to my courses and explain it, because, it was very different... the... the response from the students once... when they see other people who have done it come and say...

Respondent B7: Is there going to be an advanced course, or is...?

Respondent B5: They are all the same. I think, the same.

Interviewer: It's the same course. What has happened this year, and I will tell you this now, um... there's been a... we've written a course with Laureate that's 100% online, moderated...

Respondent B6: Yes, I have...

Interviewer: Yes! [Excited] I know.

Respondent B6: I am very much interested.

Interviewer: It's different. It's not portfolio-based. It's... it's more... it's module based, yeah... it's more CLIL and building activities and a little bit more of methodology. And we have also... I'm also composing for the next year, a second, more advanced CLIL course to continue on the portfolio because almost everybody has told me that the first time through you don't really do it... like it's something that you have to continuously be working on.

Respondent B6: You feel that you need more, hum?

Interviewer: Yes! No, no, no... and you need more. And those of you that have done it, your skills are much more advanced, and what happens is... in courses that... some of you have already done this who have done courses afterwards, the levels are visibly different. And it's been hard to integrate the groups because we have people who don't understand with people who understand. So, one of the proposals has been to do a second, advanced... it'll be different, so it's not the same, obviously. You're not gonna... but, for those of you that have already done it... to do a little bit more um... work, with actual activity-building within your content areas.

Respondent B5: Um-hum.

Interviewer: Yeah. So, things have become... and a lot has come out of this, so... Ok. Anything else? Final thoughts? Final evaluation?

Respondent B7: We can take this right? [the new portfolio].

Interviewer: Yes.

Respondent B6: So you are going to repeat, but without exams?

Respondent B7: Laughs.

Respondent B6: With the final work?

Respondent B7: No, no, I mean, the final work, it's Ok. I mean... And I filled in everything because I thought everything was to be completed. And I promise that I read all the information.

I promise. But I didn't get that point. Um... but the point is that it's not necessary to, yeah... to answer everything. No?

Interviewer: No.

Respondent B7: And maybe some parts are just... in your researches or your teachings for your classes.

Interviewer: B4?

Respondent B4: It's much better now.

Respondent B5: Better, but not shorter.

Respondent B6: [Laughs] As you already said.

Interviewer: What if I change the page numbers? [Respondents laugh]

Respondent B4: They're all on the bottom of the handouts.

Interviewer: No, but... if I start on like page 20.

Respondent B5: Make... (?) so it's...

Respondent B6: I suggest a new project for you. To implement academic writing for teachers.

Respondent B4: I don't think that there's time.

Respondent B6: In Spanish. It would be a good idea for the university.

Interviewer: Ok. Do you think I need to shorten it? [Referring to the portfolio] Would you take anything out of here?

Respondent B4: Well... in my case, I like it longer. But... [Laughs] I felt... like I didn't have time to do things as good as I would like to. That's what I felt. That I was doing things at the last minute... fast... and I wanted to do it better. And I felt... well now that you wanna change it I wanna do it better. So, that's why I...

Interviewer: Did the rest of you feel that way?

Respondent B7: What I felt is that I didn't have time for filling in the way I wanted, but not for a matter of the length of the portfolio, for a matter of the lack of time in general.

Respondent B4: Yeah.

Respondent B7: In my professional life. So I didn't have time... have time for doing everything that I want, so it's not a matter of the length of the portfolio for me. Because, if this is useful than I think it's OK.

Respondent B6: Yeah.

Respondent B7: The more resources we have the better. So, I think it's a matter of the lack of time in general. Or at least for me.

Respondent B4: As long as you say, it's customizable, and then you can kind of do as much as you can or want, that's probably fine. But I thought that we had to fill out everything... everything... like...

Respondent B7: Yeah.

Respondent B4: I felt a little bit... uh... "Ok. I have to finish this. But I don't have time."

Respondent B6: You're not really thinking in incremental approach. I mean, first step is to tell teachers that it's not to translate the slides [laughs]... the Power Points they have in Spanish into English. You know, many do this. And so, this is really, very ambitious. So, let's...

Respondent B5: The thing right now when I hear B4, I feel similar as s/he did. It's something... like I did the course, but I felt a little bit frustrated when I submitted my work, I felt I did the least I could have. And it wasn't the way I normally work. And then you said, "Hey, you did it

Ok. I didn't expect more." I felt something like startled to say, "Hey!" [Other respondents all agree]

Interviewer: Well, I think that maybe what needs to be communicated is that this is a chain, like a growing beast, that... It's something that you're gonna be contributing to throughout your career, in the sense that you don't have to do it all NOW. You do as much as you can in the time that you have, and then, little by little you add to it as you have time to do so. And we could even maybe offer like, CLIL Refreshers, Portfolio refreshers, where, in the summer maybe... or June offer a course for a week... those of you who have a portfolio and want to work a little bit on it can use like a week to come together and work on it... something like that.

Respondent B7: Yes, please. It's a good idea.

Respondent B4: Yes, I think that there are things that are not reflected probably in the portfolio. Because you... uh... you have awareness. Things that you didn't realize, or a dynamic in the class that you didn't think of and that you are gonna have later on. And other things that you are now reflecting here, but I'm pretty sure we learned much more than what is shown here. And that's why I did like the course. Because it was offering much more than this.

Respondent B5: That's why... nobody, when I think of faculty-specific activities, I always say no because when I mix up is when I really learn new things. That's why I think it's really helpful what we reflected over here, and different kinds of philosophies, and... and... ways of dynamic, and so on. So... it's still OK.

Interviewer: It's an easy course to teach [laughs]. Because you all really learn from each other... and all I have to do is get you talking.

Respondent B6: No... it's not easy I think.

Respondent B5: [XXXX subject], [XXXX subject] and so on, they're all so different and we learn from others. So, it's OK. But I think with all the... you are going to avoid... with all these improvements you are going to avoid the absurd, frustration we had, maybe. That's the only thing maybe to avoid. With a little bit more of communication, presentation, and clearness of this methodology surely everybody is going to be happier... with what they do. And learn the same. The learning is not discussed. It's the way you feel about the learning you're having, really.

Interviewer: That's interesting. Ok, well... it's over an hour already... thank you so much to all of you!

Appendix M: Portfolio 2 Template

Note: *Permission to include university logo and photo granted by UEM Marketing Department (see Appendix N).*



CLIL PORTFOLIO

NAME:

School:

Department:

Academic year:

English-taught subjects:

"To prepare students for a world that relies more and more on multilingual exchanges, educational systems should cater for skills in one or more languages, in addition to a first language. Additional languages can be seen as not only indispensable tools and targets for communication, but also as tools for cognitive and intercultural growth." (Socrates--Comenius 2.1 Project)





This portfolio has been designed by Victoria M. Bamond for her doctoral dissertation titled *EL PORTAFOLIO CLIL COMO EJE DE LA FORMACION DE PROFESORES DE CONTENIDOS IMPARTIDOS EN INGLÉS COMO LENGUA EXTRANJERA*, registered in the Universidad Carlos III de Madrid. It is the second design in a series of three. It is intended solely for the purposes of this study and may not be reproduced, published or sold.

March 10, 2013

Author: Victoria M. Bamond
Dissertation Chair at UC3M: Maria Victoria Pavón Lucero
Director of Doctoral Program at UC3M: Jorge Urrutia
Co-Director of Doctoral Program: Birgit Strotmann, UEM
Supervisor at UEM: Águeda Benito

Portfolio aims and objectives

This portfolio is intended as a resource for CLIL teacher autonomy and community support in both language and content.

The main focuses are:

- To increase your linguistic abilities in English
- To share ideas and resources with other CLIL teachers in order to reduce the workload of preparing your courses in English
- To offer you the opportunity to apply what you have learned in practice teaching settings where you give and receive feedback and share activities to increase your repertoire
- To increase opportunities for self-reflection through collaborative work among teachers

What is CLIL?

Content and Language Integrated Learning: *“a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role”* (Marsh, 2002, 58).

Areas of CLIL Teacher Education:

- Learner Needs
- Planning
- Multimodality
- Interaction
- Subject Literacies
- Evaluation
- Cooperation and Reflection
- Context and Culture

Retrieved from: <http://clil.uni.lu/CLIL/Project.html>

Your portfolio contents

Fill your portfolio with the following components. Some you will create on your own, others your teacher will provide for you, and yet others you will gather in collaboration with your teaching peers. You may develop your portfolio as much as you like to meet your personal and professional needs adding any content you find useful throughout your teaching career.

- Personal statement
- Reflective statement and goals for English-taught subjects
- Good practices for teaching in English
- Bibliographic resources in English
- Course description
- Course syllabus
- Teaching strategies
 - Role of L1 in classroom
 - Multi-level strategies
 - Multimodal learning
 - Scaffolding
- Assessment and rubrics
- Academic writing
- Ice breaker activities
- Burnout activities
- Lesson plan(1)
- Final reflection
- Glossary of terms*

**although the glossary appears at the end of the portfolio, you should be adding to it continuously from this very moment!*

Personal statement

Write a short biography of your teaching experience and future desires as far as teaching subjects in English is concerned. Include your current English level based on the Common European Framework of Reference for Languages (http://www.sprachenzentrum.uzh.ch/angebot/sprachen/pdf/Raster_Selbstbeurteilung_Englisch.pdf). What are your strengths and weaknesses in both content and language? It should be stated in first person singular (I) and make sure to use correct grammar. Your teacher can help you.

Grammar Review	Your biography
<p>Present perfect + for or since:</p> <ul style="list-style-type: none"> • I have taught at UEM <i>for 2 years</i>. • I have taught at UEM <i>since 2011</i>. <p>Present perfect continuous:</p> <ul style="list-style-type: none"> • I have been teaching <u>XXXX</u> for... • I have been teaching <u>XXXX</u> since... <p>Present simple:</p> <ul style="list-style-type: none"> • My name is... • My current English level is... • My strengths/weaknesses are... • I teach in the School of... • I like.../ I enjoy... <p>Present continuous:</p> <ul style="list-style-type: none"> • I am teaching in English because... • I am teaching students from... <p>Future:</p> <ul style="list-style-type: none"> • I would like to/ hope to/expect to... • I will... 	

How do you think preparing a portfolio can help you? Discuss with your group and with your teacher.

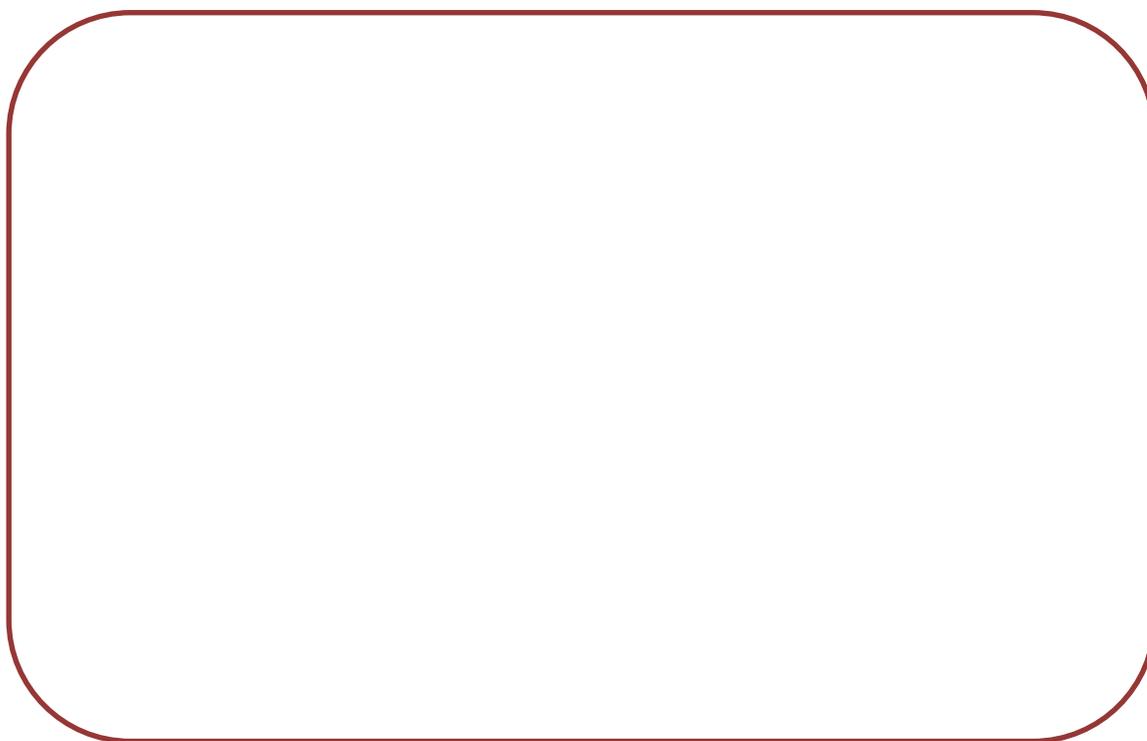
Initial reflective statement

Take a few minutes to reflect upon the role English plays in the learning process of your students. Write a reflective statement and discuss it with your partners from other subjects as well as with your language teacher. When you finish discussing, you may make adjustments to your statement if you wish.



Goals for my English-taught subjects

Establish your goals for the subjects you teach in English. State goals in list format using infinitive.



Good practices for teaching my subjects in English

Your teacher will give some examples of good practices in CLIL. Discuss with the group what you think are some good practices for teaching your subjects. Decide as a group on at least 10 of them and write them below in order of importance. You should state good practices in gerund form (-ing).

Bibliographic resources in English

Gather bibliographic resources that you can use to help you prepare the material for your courses taught in English. This will help you find materials in English without the need for translating them from your mother-tongue, which is both time-consuming and produces situations that are not authentic.

Assignment:

Consult the web, your teacher, peers, department, and the library and include between 2-5 resources from each. Use APA format (the library can help you with this).

Internet resources:

English teacher's resources:

Peers' resources:

Department resources:

Library resources:

Course description

Go to the following University of California, Irvine online course catalogue: http://www.editor.uci.edu/catalogue/prgrm_index.htm. Find your area of studies and look at the course descriptions. How are they stated? What information is included? What vocabulary is used? What verbs are use and in what tense? Who is the subject/object? Discuss these questions with your teacher and group and then write a course description for each of the courses you teach. Your teacher should help you correct it.

Course syllabus

Go to the following website and read the presentation on syllabus design: <http://www.slideshare.net/cupidlucid/syllabus-designing-presentation>. Look at the explanation of the difference between a syllabus and curriculum. Discuss the questions regarding preparing a syllabus with your teacher and group.

Assignment:

Write a syllabus for each of your courses. You may use the following guidelines and checklist to help you.

Guidelines for planning a syllabus:

- Develop a well-grounded rationale for your course.
- Decide what you want students to be able to do as a result of taking your course, and how their work will be appropriately assessed.
- Define and delimit course content.
- Structure your students' active involvement in learning.
- Identify and develop resources.
- Compose your syllabus with a focus on student learning.

Syllabus checklist:

- Title of course
- Instructor Information
- Purpose of the Course
- Course Description
- Course Policies
- Course Calendar
- Course Objectives
- Instructional approaches (teaching methods)
- Bibliography in English
- Course Requirements
- Assessment
- Language help (resources) and Learning Tools

- Situation 3: In your subject, it is very important for students to learn terminology in English. However, you notice as the course advances, that students are becoming less and less engaged. You start thinking about your teaching methods, which usually consist in starting the class with a list of terminology and explaining the meanings, use, pronunciation in English. You often use websites of dictionaries to ensure the student receives the correct information. What could be going wrong? What is multimodal learning and why is this competence of particular importance in a CLIL classroom? How can you incorporate it into your course?

- Situation 4: At the beginning of the course, your students were doing well, in general. But now that you are getting into the more difficult technical aspects of your course, students are having difficulty understanding. Scaffolding is a technique where the teacher supports learners by breaking learning into a step-by-step process offering the student learning in “chunks”. This strategy is particularly important where a second language is concerned as there are skills that a student may or may not master, making it impossible for them to be successful in certain activities. What are the skills in English? Which skills are receptive and which are productive? Which skills are easier to manage and which are more difficult? Think of a concept your students usually have difficulty understanding and discuss with a partner how you could make it easier for students to learn this concept in English.

Assessment and rubrics

There are many issues to consider regarding assessment in the CLIL classroom, and it can be quite a difficult task for you as a teacher. Discuss the following questions with your group and teacher and decide what is best in your English-taught subject(s).

- Will you assess the students' performance in English in any way? How?
- How will you assess their use of terminology?
- Are you going to assess effort and participation?
- What types of activities can you evaluate as part of your assessment? Take into account all types of assessment: diagnostic, formative, summative.
- Will you differentiate between beginner and advanced level students in your assessment? How?
- Are you going to assess writing? How?
- Will you include self-assessment in your course? How?
- What other issues do you think need to be dealt with regarding assessment in the CLIL classroom?

Rubrics are helpful tools in assessing activities in the CLIL classroom. They help to give general feedback regarding both content and language use without the need for in-depth corrections, which teachers are in many cases not prepared to do. Following is an example of a five-point rubric for assessing an academic paper.

- 1—The student can use proper academic essay structure
(5 paragraphs, 4 sentences per paragraph, introduction, conclusion...)
- 1—The student can write a proper thesis statement in English.
- 1—The student can incorporate and understands the terminology required.
- 1—The student can communicate their ideas well in English.
- 1—The student can use original work and citations in the proper proportion.

Assignment:

Think of an activity you use often in your class, a presentation, collaborative activity, case study, etc. Create a five-point for rubric for assessing it.

Academic writing

Both you and your students need to know how to write an academic essay or paper in English. It's important to organize your ideas. You should know what the main idea of your composition is going to be, give information to support your main idea, and give a conclusion or summary that demonstrates that your main idea has been proven. It's important to make an outline or mind map before you begin writing and give your essay a title. In English, all the important words in a title (words that are not articles or prepositions) need to be capitalized and the first word of the title is always capitalized.

The first part of your essay should be an introduction, which includes your main idea. The main idea is stated in your "thesis statement" which is a sentence that explains what your essay is going to talk about or try to prove. The thesis statement is usually the last sentence of the first paragraph.

The next part is called the body. It should have at least three paragraphs (a paragraph must contain at least four sentences). Each paragraph explains one of your reasons to support your thesis statement and begins with a topic sentence. The topic sentence introduces the topic you are going to develop in that paragraph. It is important to use linkers (conjunctions) between one paragraph and the next to ensure a smooth transition. Some examples of conjunctions are: therefore, however, first of all, finally, etc...

Finally, the composition should have a conclusion. In the conclusion you should reiterate the most important points of your composition and repeat your thesis statement. Usually it is the first sentence of your closing paragraph.

Assignment:

Use the structure on the following page to help you write a 5-paragraph academic essay. You can decide with your teacher on what the topic of your essay should be.

Title of Essay

I. Introduction

[Thesis statement]

II. Body

a. [Topic statement]

b. [Topic statement]

c. [Topic statement]

III. Conclusion

[Thesis statement]

Ice breaker activities

What is an ice breaker? Have you ever used any in your classroom? How can they be useful in your CLIL classroom? Discuss with your group and teacher and write a definition for ice breaker in the box.

This section of your portfolio is meant to be a repository of shared ice breaker activities. The idea is that the more activities you include the less work you will have to do when preparing your course. Create an ice breaker activity and practice teaching it on your classmates. Here is one for you to start with.

Find Someone Who...

Instructions:

Students must mingle around the class looking for people who fulfill the requirements on their paper by asking different people questions. Once they have found someone, they must write it on their paper and then continue mingling until they've gone down the whole list.

Find someone who...

- ...enjoys the same hobby as you (fishing, playing an instrument, travelling, knitting...)
- ...comes from the North of Spain.
- ...has lived abroad.
- ...had the same thing as you for breakfast this morning.
- ...is of a different nationality than you.
- ...speaks a language other than English or Spanish.
- ...has played a competition sport.
- ...has a good recipe for a dish you love.
- ...has visited a city you have always wanted to visit.
- ...plays an instrument.
- ...likes the same music as you.

Burnout activities

Watch the following video of expert David Marsh speaking about CLIL: <http://www.youtube.com/watch?v=-Czdg8-6mJA&feature=related>. Discuss the following questions with your group.

- What does David Marsh say is required in CLIL?
- Where does it work best?
- What does he say CLIL teachers need?
- What motivational aspects does he mention throughout the interview?
- Do you agree with what he says?
- Do you disagree with anything he says?

One of the areas David Marsh mentions in his interview is the high burn-out rates in CLIL teachers. This section of your portfolio is meant to be a repository of shared fun activities. They are meant for times when your students and/or yourself are tired and just need a break. Create a burnout activity and practice teaching it on your classmates. You can include your colleagues' burn out activities in this repository as well. You may also find lots of free downloadable lesson plans online that will help you if you don't have time to prepare! <http://learning.blogs.nytimes.com/category/lesson-plans/>

Lesson plan (1)

Planning is one of the 8 competences required in CLIL teaching. Although it is important in any type of teaching, it is particularly relevant when teaching in a second language to avoid situations where the teacher does not have clear objectives or is not ready to respond to certain doubts, causing for embarrassing and stressful situations.

Which of the following should be made explicit in a lesson plan that integrates content and language? Why? What else should be included? Discuss with your group.

- Objectives
- Standards
- Materials
- Procedures
- Time
- Assessment

Look at the following explanation of how to develop a lesson plan: http://crlt.umich.edu/gsis/p2_5. What vocabulary is new to you? Discuss with your group the words you know/don't know and add the words you don't know to your glossary.

Assignment:

This is your chance to apply all that you have learned preparing this portfolio. Prepare a lesson plan for one class of a subject you are going to teach in English. Include it in your portfolio as a template for other lesson plans. You can use it with your group in a practice teaching setting where you will be the teacher and they will act as students.

Final reflection

Take a critical look at the material and activities in your portfolio. How can you integrate what you have learned into your classroom? Which of the 8 CLIL competences do you think you master? Which ones do you need to work on? Have any of your ideas regarding teaching your subject(s) in English changed as a result of preparing this portfolio? Discuss all of these issues with your group and then write a final reflection upon them. Use the 5-paragraph academic format for essays from your writing template.

Glossary of terms

This glossary is a continuously evolving tool that will help you in your day-to-day teaching. You can include academic terms, classroom language, technical terminology within your field, measurement conversions, formulas, or anything you find useful. It may be useful to include web resources that will help you with pronunciation, such as online dictionaries. The following is an example format.

CLIL

Content and Language Integrated Learning: *“a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role”* (Marsh, 2002, 58).

MICROORGANISM

Check pronunciation at: <http://www.macmillandictionary.com/>

SYLLABUS

A detailed document which lists all the areas covered in a particular programme of study, and the order in which content is presented. <http://www.alte.org/projects/glossary.php>

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- Zubizarreta, J. (n.d.). The Teaching Portfolio for Improvement and Assessment of Teaching Performance Resources for by John Zubizarreta Director of Faculty Development Columbia College.

Web resources:

Common European Framework of Reference for Languages Grid

http://www.sprachenzentrum.uzh.ch/angebot/sprachen/pdf/Raster_Selbstbeurteilung_Englisch.pdf

Glossary format

<http://www.alte.org/projects/glossary.php>

Interview with David Marsh (Cambridge University Press)

<http://www.youtube.com/watch?v=-Czdg8-6mJA&feature=related>

Macmillan Online Dictionary

<http://www.macmillandictionary.com/>

New York Times Learning Blogs—lesson plans

<http://learning.blogs.nytimes.com/category/lesson-plans/>

Syllabus design

<http://www.slideshare.net/cupidlucid/syllabus-designing-presentation>

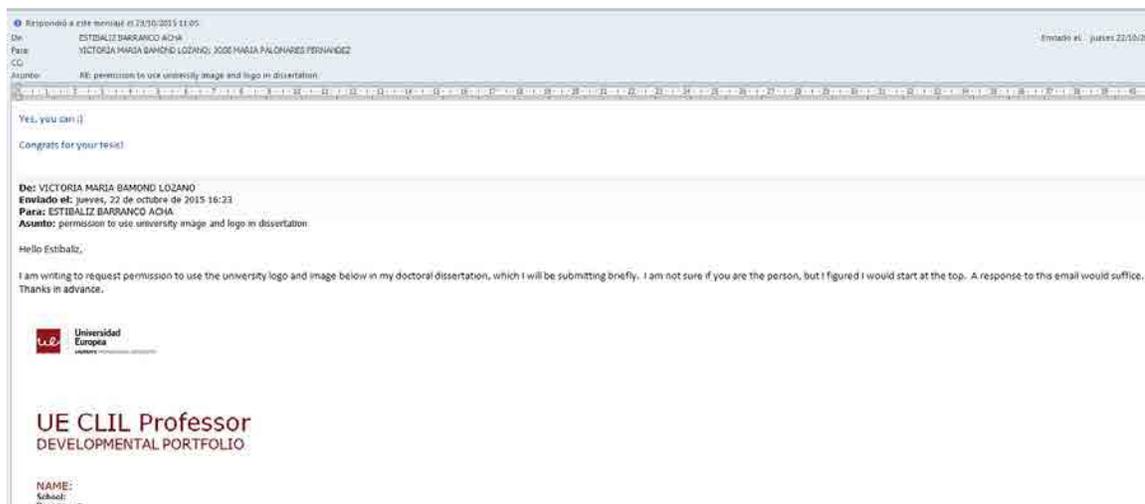
Univeristy of California, Irvine Course Catalogue

http://www.editor.uci.edu/catalogue/prgrm_index.htm

University of Michigan Center for Teaching and Learning

http://crlt.umich.edu/gsis/p2_5

Appendix N: Permission to Reprint University Logo and Photo



Appendix O: Portfolio 3 Template

Note: *Permission to include university logo and photo granted by UEM Marketing Department (see Appendix N).*



UEM CLIL Portfolio

NAME:

School:

Department:

Academic year:

English-taught subjects:

"To prepare students for a world that relies more and more on multilingual exchanges, educational systems should cater for skills in one or more languages, in addition to a first language. Additional languages can be seen as not only indispensable tools and targets for communication, but also as tools for cognitive and intercultural growth." (Socrates--Comenius 2.1 Project)





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January 2015

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Dissertation Co-Chair at UEM: Birgit Strotmann

Director of Doctoral Program at UC3M: Jorge Urrutia

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**PART I:
UNDERSTANDING CLIL
AND THE UE CLIL PROFESSOR PORTFOLIO**

Learning Aims and Outcomes Part I:

In this section you will:

- Learn the basics regarding how to build a developmental portfolio on paper or e-format
- Be introduced to Content and Language Integrated Learning (CLIL)
- Establish your Portfolio Contents
- Practice language skills and grammar through your personal profile
- Carry out a self-assessment of your language competencies according to those set by the Common European Framework of Reference for Languages (CEFR)

By the end of this section you should be able to:

- Understand what it means to build a portfolio and what contents will help you in your English Medium Instruction (EMI).
- Understand the basis of CLIL and your strengths and weaknesses within the competencies required for CLIL instruction
- Write a proper personal profile in English using appropriate grammar to use in your English Medium courses
- Know your own language competencies within the CEFR
- Reflect upon the importance of CLIL instruction and establish goals for your English-taught Subjects.

What is the UE CLIL Professor
Developmental Portfolio?

C2: CLIL Fundamentals
C5: Research and Evaluation

The UE CLIL Developmental portfolio *is a tool intended to aid and support faculty members involved in multilingual education. It tackles didactic issues regarding second language acquisition within their content courses and how to manage the specific problems often encountered in these classrooms, including how to integrate content and language objectives effectively through Content and Language Integrated Learning, or CLIL.*

For many faculty, the teaching portfolio provides the formal process for making sweeping changes in pedagogy or methodology. As an instrument that grows out of substantial reflection and analysis tied to hard evidence, the document also offers teachers a credible system for valid assessment of performance. It utilizes a discipline-based format which validates the individuality and integrity of teaching, serving as a catalyst for substantive improvement of the philosophy, strategies, materials, outcomes, evaluations, and goals of teaching. (Zubizarreta, 2001, p. 2)

Portfolio Aims and Objectives

This portfolio is intended as a tool for developmental training in Tertiary CLIL. It is not meant for assessment purposes or for showcasing one's professional work, but rather is intended as a learning process in and of itself, resulting in a repository of tools, resources, strategies and reflections. It may be done in paper format or online through the UE Virtual Campus e-portfolio tool.

The main focuses are:

- *To share experiences, ideas, resources and strategies with other CLIL professors in order to reduce the stress and workload involved in teaching your courses in English*
- *To increase opportunities for individual self-reflection as well as collaboration among peers*
- *To offer you the opportunity to apply what you have learned in practice teaching settings where you give and receive feedback with peers to improve your teaching practice*
- *To increase your linguistic abilities in English*

Building an E-portfolio

C6: Learning Resources/Environments
C8: CLIL Management

To facilitate access to your contents and sharing, you may build an e-portfolio using the Mahara tool available when you enter the Virtual Campus.



Note: Permission to use images from “UE Campus Virtual” granted by UEM Vicerrectorate of Quality and Academic Innovation (see Appendix Q).

This e-portfolio is an exportable tool that uses international standards and allows you to organize all your information and have it available at a click. There is a social community of practice aspect to it that allows you to share those components you wish with colleagues. All components in this portfolio may be designed directly within the tool or uploaded from files. For more information watch the following video interview with Jordi Adell: https://www.youtube.com/watch?v=Ev8tE5aa8R8&feature=player_embedded.

How do you think preparing this portfolio can help you? After watching the video, discuss with your group and with your instructor. Then go to the online application and create your e-portfolio CLIL page with the help of your instructor. You may do all activities from here on directly in your e-portfolio or on paper in class and then later upload them.

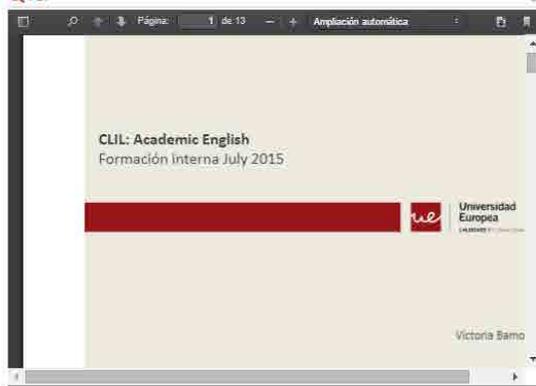
Below is an example of what it might look like with content uploaded.

ABOUT ME



My name is Victoria Bamond. I teach English to students and faculty as well as train professors who teach subjects in English (CLIL-Content and Language Integrated Learning). I have been at UEM for almost 16 years. I am originally from Miami, Florida but am half Spanish (on my mother's side) and came to live in Spain when I finished my two degrees at the University of Massachusetts, Anthropology and Spanish. I am now finishing my PhD and expect to read my dissertation at the end of 2015. Some of the things I like to do in my free time (when I have some) is baking and decorating cakes, swimming (I was a competitive swimmer from the time I was 9 years old), knitting (yes! knitting--it's very relaxing), and working out at the gym.

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REFLECTIONS

Goals for English-taught subjects

Creado por VICTORIA MARIA BAMBOND LOZANO por 21 septiembre 2014, 5:40

- To evaluate the students' level and teach at an appropriate level
- To assimilate English as a second language
- To know different lifestyles and cultures from other countries
- To make finding work easier in the students' futures
- To be able to communicate with foreign people
- To be able to describe persons, places, jobs, things, professions...
- To improve the development of skills with a bilingual teacher
- To associate meaning with pronunciation
- To understand oral and written texts
- To use non-verbal communication
- To read, write and understand simple texts

Comentarios (0)

First Day

Creado por VICTORIA MARIA BAMBOND LOZANO el 17 septiembre 2014, 3:04

For me the beginning of the course has been a bit haphazard. It started with several time changes to the course, with the problems and issues associated to such changes: students whose classes overlap, who cannot attend at that time, who don't like the new Schedule... However, the students have been very flexible and mature, and above all understanding. We are finally able to use the technology needed in the course to complete the e-portfolio, which is a big alleviation because without it the course was going to be difficult at best, impossible at worst. In any case, I am excited about teaching this course as this is my area of research and the topic of my PhD dissertation, so it will be great to put all my findings to use in the classroom. And I also expect to learn a lot from my students, because I believe that is the best part of teaching.

Comentarios (0)

2 posts

GLOSSARY

CLIL-Content and Language Integrated Learning: The learning of both content and language with a dual focus

AICLE-Aprendizaje Integrado de Contenidos en Lengua Extranjera: CLIL in Spanish

BICS-Basic Interpersonal Communicative Skills

CALP-Cognitive Academic Learning Proficiency

EMI-English Medium Instruction

Scaffolding-(Andamiaje) breaking up learning into "chunks" that students are able to access cognitively

ZPD-Zone of Proximal Development: basis of Scaffolding as explained by Vygotsky and is the point of learning just above a learner's capability which they can acquire with a little bit of help from instructor, peers, or support materials

Thesis statement-the most important sentence in a paper, it describes the main idea of the paper and answers the question "What am I going to prove?"

RESOURCES

College lesson plans by area of study (NY Times)

<http://learning.blogs.nytimes.com/category/lesson-plans/>

MIT Open Courseware: <http://ocw.mit.edu/index.htm>

Common European Framework of Reference for Language: <http://freepdfs.net/self-assessments-grid-council-of-europe-sprachestratum/ab690842973aabc8d4f6ca95e285e1/>

Syllabus Design: <http://www.slideshare.net/cuiciducidry/labius-designing-presentation>

Macmillan Dictionary: <http://www.macmillandictionary.com/>

Oxford Dictionary: <http://www.oxforddictionaries.com/>

Dentistry Glossary: <http://www.mouthhealthy.org/en/>

Computer Glossary: <http://foldoc.org/>

International System of Units (Science + Math): http://formacionpedagogica.com.es/moodle_cyfp/curso/phi/64799/mod/urles

Cambridge Handbook for CLIL Teachers: <http://www.cambridgeenglish.org/images/90-cil-handbook.pdf>

English by Areas of Study: <http://www.eslhome.com/es/lep/>

Business: <http://globalede.msu.edu/>

BBC Learning English web: <http://www.bbc.co.uk/learningenglish/>

TED Talk about English Mania:

http://www.ted.com/talks/jay_walker_on_the_world_of_english_mania

Ficheros Adjuntos

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Tip: The e-portfolio will help you in your L2 teaching as you will be able to continuously build to it, get ongoing help from peers, and share resources and activities directly with your students.

What is CLIL?

C2: CLIL Fundamentals

Content and Language Integrated Learning: *"a foreign language is used as a tool in the learning of a non-language subject in which both language and subject have a joint role" (Marsh, 2002, 58).*

The European Framework for CLIL Teacher Education *of the European Centre for Modern Languages sets out the following Developmental Competencies for training CLIL instructors:*

1. Personal Reflection (C1)
2. CLIL Fundamentals (C2)
3. Content and Language Awareness (C3)
4. Methodology and Assessment (C4)
5. Research and Evaluation (C5)
6. Learning Resources and Environments (C6)
7. Classroom Management (C7)
8. CLIL Management (C8)

Please read through: http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/european_framework_for_clil_teacher_education.pdf

This developmental portfolio includes activities targeted to each of these competencies, and are indicated as Competency 1 (C1), Competency 2 (C2), Competency 3 (C3), etc... at the top right hand corner of each component for your knowledge and awareness.

CLIL at UE

At Universidad Europea multilingual education is fundamental at all levels. As a Spanish-speaking university, communicative competency in English is considered a basic and cross-disciplinary requirement in all Degree Programs. In addition to English language instruction, English as a second language may be acquired through mandatory English activities in Spanish medium classrooms as well as through required subjects taught in English in each year of each degree. The idea is that students gradually become competent in the use of English within their field of expertise. Therefore, professors at UE with the capability to do so may be requested to teach courses in English. The methodology suggested to do so is Content and Language Integrated Learning. This portfolio will help you gain knowledge and competency of CLIL and help you prepare to teach courses in English.

How does this model affect your teaching? How do you feel about this academic philosophy?

Your Portfolio Contents

C5: Research and Evaluation

*Which of the following components would you like to include in your portfolio? Which are missing? Some you will create on your own, others your teacher will provide for you, and yet others you will gather in collaboration with your peers. You may develop your portfolio as much as you like to meet your personal and professional needs adding any content you find useful throughout your teaching career and sharing content with each other. The following checklist will help you get started and serves as a guide to begin developing your portfolio. You can customize it to your needs, your teaching field, and your target audience. There are some activities you may do in your training that you may not want to include and others you may want to include more of and that decision is entirely up to you. Remember, this is **YOUR** Portfolio.*

- Personal profile
- Reflective statement and goals for English-taught subjects
- Glossary of terms (adapt to your area of teaching)
- Bibliographic resources in English
- Teaching strategies
 - Role of L1/L2/L3 in classroom
 - Multi-level strategies
 - Multimodal learning
 - Scaffolding
- Activities bank
 - Ice breaker and burn out activities
 - Competency-specific activities (Reading, Listening, Speaking, Writing)
- Academic Templates
 - Course description template
 - Course syllabus template
 - Lesson plan template
 - Assessment and rubric template
 - Abstract writing template
 - Academic writing template
- Good practices for teaching subject content in English
- Final reflection
- Other: (add anything missing that you would like to include)

Personal Profile

C1: Personal Reflection

Write a short profile of your teaching experience and future desires as far as teaching subjects in English is concerned. You may do this on paper or directly in your e-portfolio in the biography section on the home page. It should be stated in first person singular (I) and make sure to use correct grammar. You can check the following Writing Handbook to help you:

<http://www.shelbycs.org/hs/pdf/writinghandbk.pdf>

Grammar Review (P3)	Your biography
<p>Present simple:</p> <ul style="list-style-type: none"> • My name is... • My current English level is... • My strengths/weaknesses are... • I teach in the School of... • I like.../ I enjoy... <p>Present perfect (more permanent/results):</p> <ul style="list-style-type: none"> • I have taught at UEM <i>for 2 years</i>. • I have taught at UEM <i>since 2011</i>. <p>Present perfect continuous (more temporary):</p> <ul style="list-style-type: none"> • I have been teaching <u>XXXX</u> for... • I have been teaching <u>XXXX</u> since... <p>Present continuous:</p> <ul style="list-style-type: none"> • I am teaching in English because... • I am teaching students from... <p>Future:</p> <ul style="list-style-type: none"> • I would like to/ hope to/expect to... • I will present at a conference in... 	

Tip: *You may use this as a short controlled biography-writing activity in the beginning of your course in a class writing blog or such. As the course and student language competency advances, you may use more intricate and academically-inclined writing tasks. You may also use the Writing Handbook resource provided to offer your students language support.*

Language Competency
Self-Assessment

C1: Personal Reflection
C4: Methodology and Assessment

What is the local language (L1) of the place where you teach and what other languages (L2, L3...) do you use in the classroom? What is your current level in each based on the Common European Framework of Reference for Languages? What are your strengths and weaknesses in languages?

Look at the following competencies in English language.

http://www.coe.int/t/dg4/education/elp/elp-reg/Source/assessment_grid/assessment_grid_english.pdf

Language Awareness is a crucial part of CLIL. Think about the following questions and discuss them with a partner.

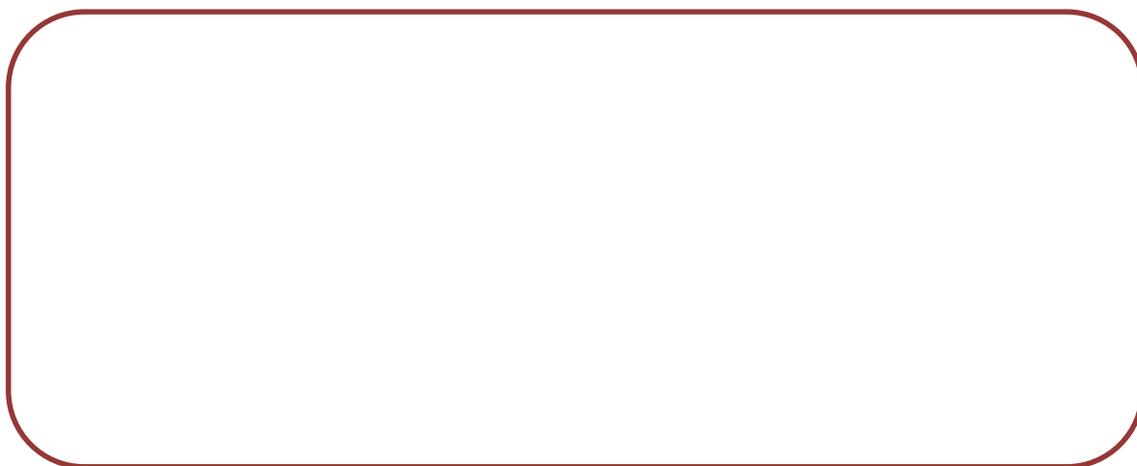
*Where would you assess your English language level?
Where would you assess the English level of your students?
Are their levels homogeneous or mixed?
How does this affect your teaching?
Do you adjust your teaching to the capabilities of your students? How?
Are your students aware of their language competency in L2?
Is your classroom strictly conducted in L2 or do you allow L1?
If so, in what instances do you allow L1 use?
Do you take your students' language capabilities into considerations when choosing content? Do you adapt the content in any way?
What other questions can you ask yourself regarding language in your teaching?*

*(You may find self-assessment grids for other languages at:
http://www.coe.int/t/dg4/education/elp/elp-reg/self_assessment_grids_EN.asp)*

Initial Reflective Statement

C1: Personal Reflection

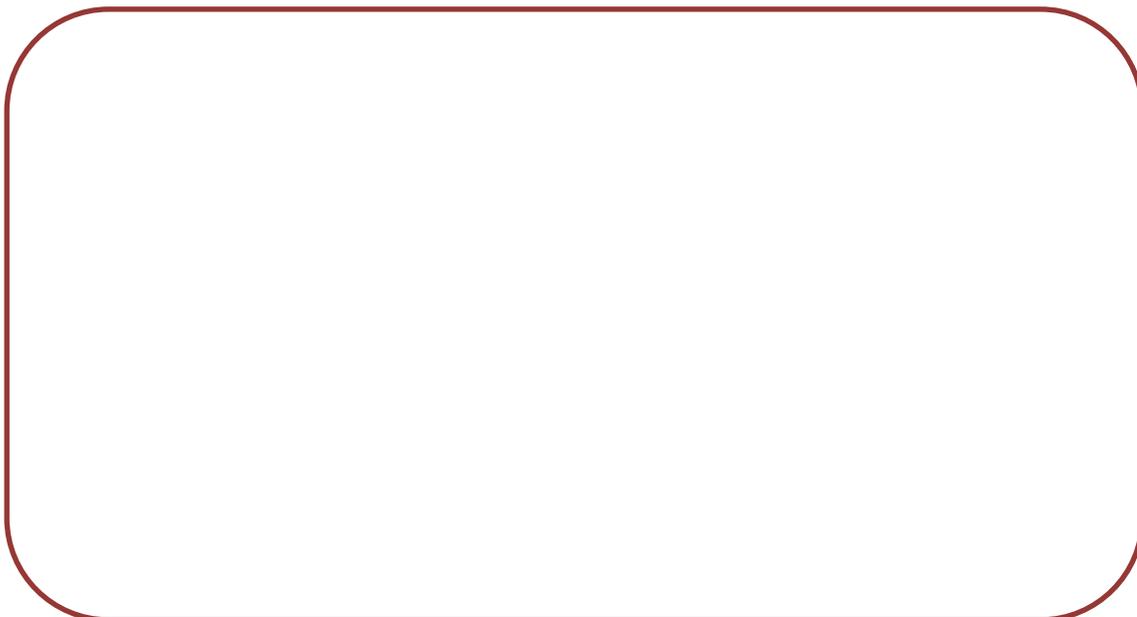
Take a few minutes to reflect upon the role English plays in the learning process of your students. Write a reflective statement and discuss it with your partners from other subjects as well as with your language teacher. When you finish discussing, you may make adjustments to your statement if you wish.



Goals for my
English-taught Subjects

C3: Content and Language Awareness
C6: Learning Resources/Environments

Establish your goals for the subjects you teach in English. State goals in list format using infinitive (to + verb). Then think about your expectations on this course and how you can integrate the two so as to meet your goals.



**PART II:
ACADEMIC RESOURCES**

Learning Aims and Outcomes Part II:

In this section you will:

- Create and maintain a Glossary of Terms for academic, CLIL, or area-specific vocabulary
- Gather bibliographic resources in English from various sources to help in preparing your EMI courses
- Prepare Academic Templates to use as models when you prepare all future EMI courses (course description, syllabus, lesson plan, assessment and rubrics, abstract writing and academic writing templates).

By the end of this section you should be able to:

- Use and refer to terms that are necessary for you and your students in future EMI courses
- Manage the types of resources you need in preparing and teaching your EMI courses, including area-specific ones, language support, technological tools, etc. as well as know where to go for new ones if needed
- Learn to collaborate with peers and share resources to minimize workloads and obtain support when needed
- Draw from a pool of templates for course descriptions, syllabi, lesson plans, assessment and rubrics, abstract writing and academic writing templates whenever you prepare a new EMI course.

Glossary of Terms

C6: Learning Resources/Environments

This glossary is a continuously evolving tool that will help you in your day-to-day teaching. You can include academic terms, classroom language, technical terminology within your field, measurement conversions, formulas, or anything you find useful.

Pronunciation: *It may be useful to include web resources that will help you with pronunciation, such as online dictionaries:*

<http://www.macmillandictionary.com/>

CLIL and Academic Terminology: *You may find terminology related to CLIL in the Cambridge Teacher Knowledge Test (TKT) Handbook glossary:*

<http://www.cambridgeenglish.org/images/22194-tkt-clil-glossary.pdf>

Area Specific Terminology: *Below is a word list by area of studies extracted from the Cambridge TKT Handbook. You and your students should be familiarized with the following terms:*

<http://www.cambridgeenglish.org/images/tkt-clil-handbook.pdf>

Your own terminology: *Please add any terms you like to your glossary.*

Bibliographic Resources in English

C6: Learning Resources/Environments

Gather bibliographic resources that you can use to help you prepare the material for your courses taught in English. This will help you find materials in English without the need for translating them from your mother-tongue, which is both time-consuming and produces situations that are not authentic.

Consult the web, peers, department, library, etc. and include between 2-5 resources from each. There are some provided for you.

CLIL resources:

-  CLIL Teacher Knowledge Online
-  EU projects URL
-  CLILcom URL
-  EuroCLIL net URL
-  CLIL teacher development URL

Content area resources:

-  International System of Units
-  ESP in many fields URL
-  ESP and Official Exam preparation URL
-  New York Times Learning Blogs--Lesson Plans URL
-  Find Articles URL
-  Business, Trade, Law URL
-  Multimedia and Translations URL
-  BBC News URL
-  BBC Learning English URL
-  Mendeley free reference manager URL
-  Syllabus design URL
-  University of California, Irvine Course Catalogue URL
-  University of Michigan Center for Teaching and Learning URL

 Honolulu Hawaii University Lesson planning URL

English language resources:

-  CEFR Levels (A1-C2) URL
-  Glossary format URL
-  Macmillan (US)--includes pronunciation URL
-  Oxford (UK)--includes pronunciation URL
-  Collins (UK)--includes pronunciation URL
-  Wordreferece--includes forum URL
-  Dentistry Glossary URL
-  Computer Dictionary URL
-  Writing Handbook

Peers' resources:

Multi-modal resources:

-  TED Talks URL
-  TED Ed (to build lessons)
-  Voxopop voice Tool
-  Prezi (for presentation building)
-  Kahoot (game building)
-  Hot Potatoes (Game and Quiz building tool)

Library resources:

Others:

Academic Templates

C4: Methodology and Assessment C6: Learning Resources/Environments

The following section includes a variety of templates for your possible day-to-day needs. You may include whichever you find useful for regular reference.

- **Course Description Template**

Go to the following University of California, Irvine online course catalogue: http://www.editor.uci.edu/catalogue/prgrm_index.htm. Find your area of studies and look at the course descriptions. How are they stated? What information is included? What vocabulary is used? What verbs are use and in what tense? Who is the subject/object?

Discuss these questions with your teacher and group and then write a course description for each of the courses you teach. Your teacher should help you correct it.



- **Course Syllabus Template**

Go to the following website and read the presentation on syllabus design: <http://www.slideshare.net/cupidlucid/syllabus-designing-presentation>. Look at the explanation of the difference between a syllabus and curriculum. Discuss the questions regarding preparing a syllabus with your teacher and group.

Write a syllabus for each of your courses. You may use the following guidelines and checklist to help you.

Guidelines for planning a syllabus:

- Develop a well-grounded rationale for your course.
- Decide what you want students to be able to do as a result of taking your course, and how their work will be appropriately assessed.
- Define and delimit course content.
- Structure your students' active involvement in learning.
- Identify and develop resources.
- Compose your syllabus with a focus on student learning both of content and language.
- Compose your syllabus with a focus on internationality—include international resources, original videos and content in English, examples that include multiple cultures.

Syllabus checklist:

- Title of course
- Instructor Information
- Purpose of the Course
- Course Description
- Course Policies
- Course Calendar
- Course Objectives
- Instructional approaches (teaching methods)
- Bibliography in English
- Course Requirements
- Assessment
- Language help (resources) and Learning Tools
- Is my syllabus international?

- Lesson Plan Template

Planning is an important aspect in CLIL teaching. Although it is important in any type of teaching, it is particularly relevant when teaching in a second language to avoid situations where the teacher does not have clear objectives or is not ready to respond to certain doubts, causing for embarrassing and stressful situations.

Which of the following should be made explicit in a lesson plan that integrates content and language? Why? What else should be included? Discuss with your group.

- Objectives
- Standards
- Materials
- Procedures
- Time
- Assessment

Look at the following explanation of how to develop a lesson plan:
http://crlt.umich.edu/gsis/p2_5.

What vocabulary is new to you? Discuss with your group the words you know/don't know and add the words you don't know to your glossary.

Tip: *Remember to consider the capabilities of your students within language skills: reading, listening, speaking, and writing and make sure your lesson plan is "doable". Also be careful to incorporate a variety of modalities (visuals, audios, movement, etc.) and multicultural examples that students from all backgrounds will understand and relate to.*

This is your chance to apply all that you have learned preparing this portfolio. Prepare a lesson plan for one class of a subject you are going to teach in English. Include it in your portfolio as a template for other lesson plans. You can use it with your group in a practice teaching setting where you will be the teacher and they will act as students.

- **Assessment and Rubrics Template**

There are many issues to consider regarding assessment in the CLIL classroom, and it can be quite a difficult task for you as a teacher. Discuss the following questions with your group and teacher and decide what is best in your English-taught subject(s).

- Will you assess the students' performance in English in any way? How?
- How will you assess their use of terminology?
- Are you going to assess effort and participation?
- What types of activities can you evaluate as part of your assessment? Take into account all types of assessment: diagnostic, formative, summative.
- Will you differentiate between beginner and advanced level students in your assessment? How?
- Are you going to assess writing? How?
- Will you include self-assessment in your course? How?
- What other issues do you think need to be dealt with regarding assessment in the CLIL classroom?

Rubrics are helpful tools in assessing activities in the CLIL classroom. They help to give general feedback regarding both content and language use without the need for in-depth corrections, which teachers are in many cases not prepared to do. Following is an example of a five-point rubric for assessing an academic paper.

- 1—The student can use proper academic essay structure
(4+ sentences per paragraph, introduction, thesis statement, conclusion...)
- 1—The student understands and can incorporate the area-specific terminology.
- 1—The student can communicate their ideas well in English and be understood in an international context.
- 1—The student can use original work and citations in the proper proportion.
- 1—The student has consulted and properly cited a variety of international resources.

Think of an activity you use often in your class, a presentation, collaborative activity, case study, etc. Create a five-point for rubric for assessing it.

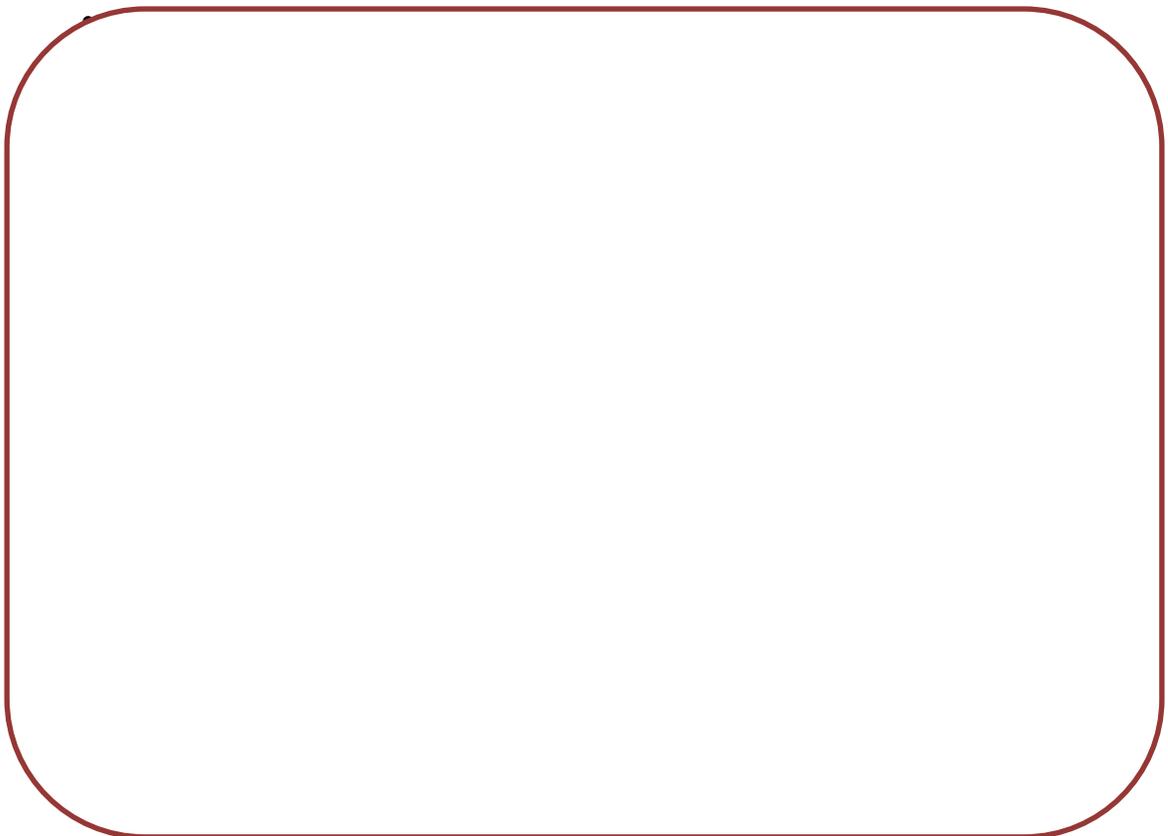
- Abstract Writing Template

Abstracts are an important part of academic dissemination, and are normally required to be written in English, even when the article is written in another language. Have you ever written an abstract in English? Have you ever required your students to do so? How could you incorporate this short, controlled writing activity into your course? Which students could it benefit? The following resource will help you and your students learn the basics about how to write a scientific abstract. You can use this activity with students who have lower levels in English, as well as higher level ones.

Go to the Purdue Owl Online Writing Lab and download the presentation on Abstract Writing:
<https://owl.english.purdue.edu/owl/resource/706/1/>

Then write an attractive 200 to 300 abstract for the following article and have a peer give you feedback. Would they want to read your article after reading your abstract?

http://www.britishcouncil.org/sites/britishcouncil.uk2/files/clil_recommendations_august_14_pdf.pdf



Both you and your students with higher levels in English need to know how to write an academic essay or paper in English. It's important to organize your ideas. You should know what the main idea of your composition is going to be, give information to support your main idea, and give a conclusion or summary that demonstrates that your main idea has been proven. It's important to make an outline or mind map before you begin writing and give your essay a title. In English, all the important words in a title (words that are not articles or prepositions) need to be capitalized and the first word of the title is always capitalized.

The first part of your essay should be an introduction, which includes your main idea. The main idea is stated in your "thesis statement" which is a sentence that explains what your essay is going to talk about or try to prove. The thesis statement is usually the last sentence of the first paragraph.

The next part is called the body. It should have at least three paragraphs (a paragraph must contain at least four sentences). Each paragraph explains one of your reasons to support your thesis statement and begins with a topic sentence. The topic sentence introduces the topic you are going to develop in that paragraph. It is important to use linkers (conjunctions) between one paragraph and the next to ensure a smooth transition. Some examples of conjunctions are: therefore, however, first of all, finally, etc...

Finally, the composition should have a conclusion. In the conclusion you should reiterate the most important points of your composition and repeat your thesis statement. Usually it is the first sentence of your closing paragraph.

Use the structure on the following page to help you write a 5-paragraph academic essay. You can decide on your own or with the help of your instructor/peers what the topic of your essay will be.

Title of Essay

IV. Introduction

[Thesis statement]

V. Body

a. [Topic statement]

b. [Topic statement]

c. [Topic statement]

VI. Conclusion

[Thesis statement]

**PART III:
PUTTING CLIL INTO PRACTICE**

Learning Aims and Outcomes Part III:

In this section you will:

- Learn about challenging situations that arise in CLIL environments and strategies for managing them
- Create a bank of lesson plans in collaboration with your peers to use in future EMI courses that will help minimize your workload through sharing of activities
- Learn how to scaffold activities and incorporate the 4Cs model (Content, Communication, Cognition, and Context)
- Practice teaching to receive feedback from your peers that will help you improve your teaching
- Establish good practice for CLIL instruction
- Reflect upon your learning in this course

By the end of this section you should be able to:

- Better manage difficult situation that may arise in your EMI classroom
- Refer to a variety of lesson plans with different focuses to prepare your EMI courses
- Scaffold more complex lessons to ensure understanding by students
- Recognize and apply good practice in CLIL and EMI
- Reflect upon and incorporate improvements into your EMI teaching.

Teaching strategies

C3: Content and Language Awareness

C4: Methodology and Assessment

C7: Classroom Management

There are situations that occur in a CLIL classroom that require specific teaching strategies.

Look at the following examples. For each one discuss with your group and instructor what to do and make notes of possible strategies.

- Situation 1: Students are continuously using L1 (native language) in the classroom. First of all, ask yourself if you've been clear with your students on the role of L1 in your English-taught subject. Are they allowed to use it? In what situations? What can you do to combat the use of unwanted L1 in the classroom? Should your expectations of students' use of English be the same for first year students as for final year students?
- Situation 2: You have students in your classroom with very mixed levels of English. Some are native Spanish speakers and English is their second language, others don't speak any Spanish at all and use English as their common form of communication. First of all, are you clear on their abilities in English? Have you done an initial assessment of their English level? What can you do with the higher level students so they don't get bored? What can you do with the lower level students so they are not left behind? How are you going to comprise pairs and groups according to different levels for collaborative activities? Are you going to take into account language abilities in your assessment? How?
- Situation 3: Your students are not native English speakers, for the most part. They are from different parts of the world and have different L1s. How can you establish rapport with students from different cultures?

- Situation 4: In your subject, it is very important for students to learn terminology in English. However, you notice as the course advances, that students are becoming less and less engaged. You start thinking about your teaching methods. What could be going wrong? Is there enough variety in your teaching? Are you targeting all types of learners? What is multimodal learning and why is this competence of particular importance in a CLIL classroom? How can you incorporate it into your course?

- Situation 5: At the beginning of the course, your students were doing well, in general. But now that you are getting into the more difficult technical aspects of your course, students are having difficulty understanding. They are becoming demotivated and you feel you are losing them. Scaffolding is a technique where the teacher supports learners by breaking learning into a step-by-step process offering the student learning in “chunks”. This strategy is particularly important where a second language is concerned as there are skills that a student may or may not master, making it impossible for them to be successful in certain activities. What are the skills in English? Which skills are receptive and which are productive? Which skills are easier to manage and which are more difficult? Think of a concept your students usually have difficulty understanding and discuss with a partner how you could make it easier for students to learn this concept in English.

- Situation 6: Invent a situation that happens to you often in the CLIL classroom. Discuss it with a partner and see what strategies you can come up with together.

Activities Bank

C3: Content and Language Awareness
C6: Learning Resources/Environments
C7: Classroom Management

The following section will be a bank of shared activities among peers. The idea is for each professor to develop one activity for each of the following categories, and then share it with the rest of participants. This will result in obtaining a great number of activities from different teachers that you may apply to your teaching for each one activity you prepare, therefore lessening your workload.

- Ice breaker activities

What is an ice breaker? Have you ever used any in your classroom? How can they be useful in your CLIL classroom? Discuss with your group and teacher and write a definition for ice breaker in the box.

Create an ice breaker activity and practice teaching it on your classmates. Here is an example.

Find Someone Who...

Instructions:

Students must mingle around the class looking for people who fulfill the requirements on their paper by asking different people questions. Once they have found someone, they must write it on their paper and then continue mingling until they've gone down the whole list.

Find someone who...

- ...enjoys the same hobby as you (fishing, playing an instrument, travelling, knitting...)
- ...comes from the North of Spain.
- ...has lived abroad.
- ...had the same thing as you for breakfast this morning.
- ...is of a different nationality than you.
- ...speaks a language other than English or Spanish.
- ...has played a competition sport.
- ...has a good recipe for a dish you love.
- ...has visited a city you have always wanted to visit.
- ...plays an instrument.
- ...likes the same music as you.

- **Burnout activities**

Burnout rates are high in CLIL and activities are needed for times when your students and/or yourself are tired and need a break. Watch the following video interview with CLIL expert David Marsh:

<http://www.youtube.com/watch?v=-Czdq8-6mJA&feature=related>.

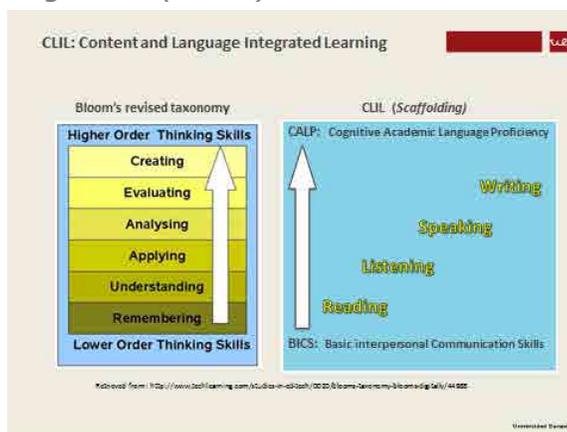
- What does David Marsh say is required in CLIL?
- Where does it work best?
- What does he say CLIL teachers need?
- What motivational aspects does he mention throughout the interview?
- Do you agree with what he says?
- Do you disagree with anything he says?

Create a burnout activity and share it with your classmates. You may also find lots of free downloadable lesson plans online that will help you if you don't have time to prepare!

<http://learning.blogs.nytimes.com/category/lesson-plans/>

- **Competency-specific activities**

The four competencies in English are reading, listening, speaking, and writing. Reading and listening are passive skills; speaking and writing are productive skills. It is advisable that lower level activities include more reading and listening and as levels increase, they be required to do more productive skills, taking them from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS).



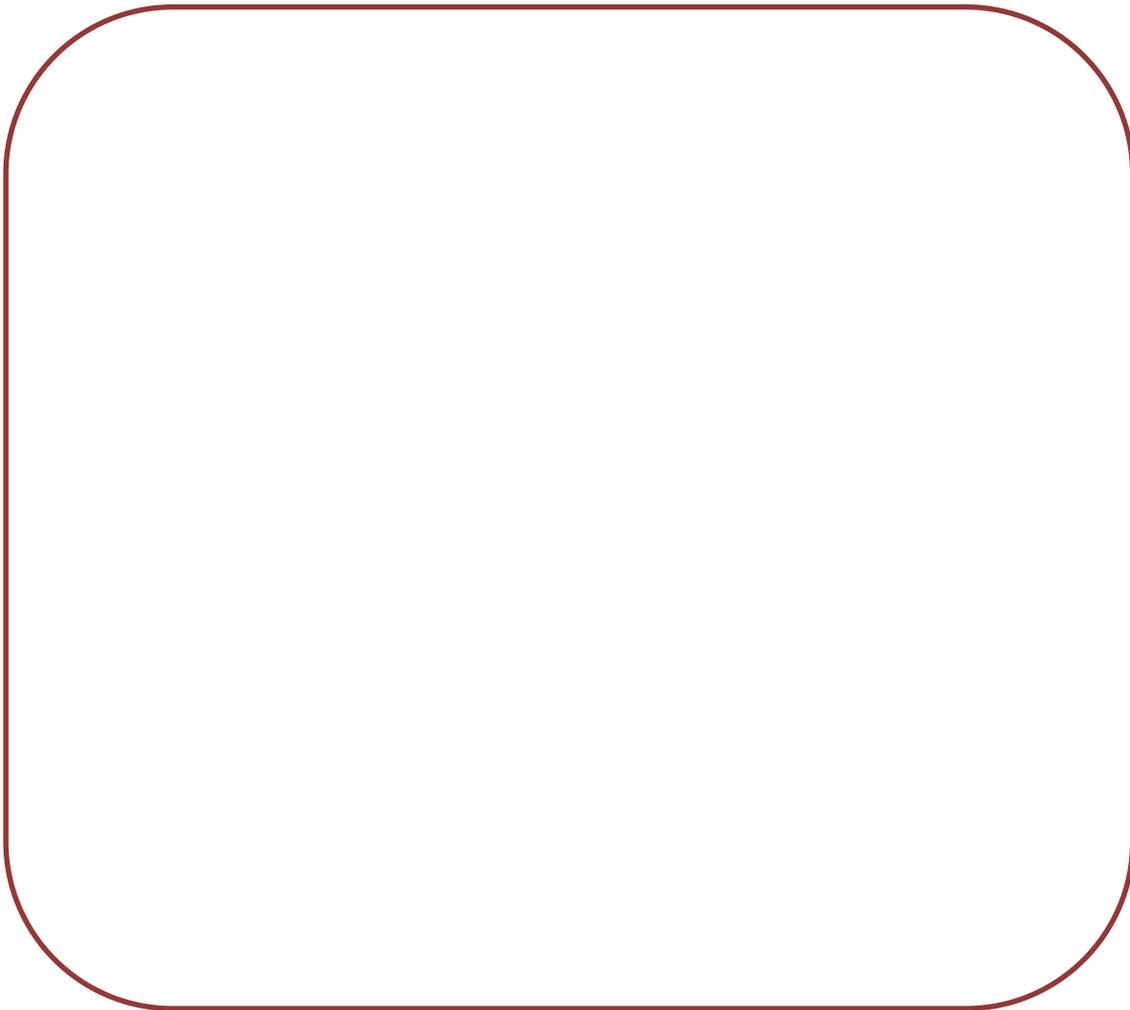
(Note: *Own source.*)

Go over the presentation on scaffolding competency-specific activities provided by your instructor. Then, create a competency-specific activity to share with your peers in one of your next classes.

Good practice in Tertiary CLIL

C1: Personal Reflection
C2: CLIL Fundamentals
C8: CLIL Management

Now that you have completed your training, think about all the strategies you've learned. Discuss with your instructor and group what you think examples of good practices in CLIL are. Decide as a group on 10 and write down in order of importance. You should state good practices in list form, which requires using gerund (-ing) nouns.



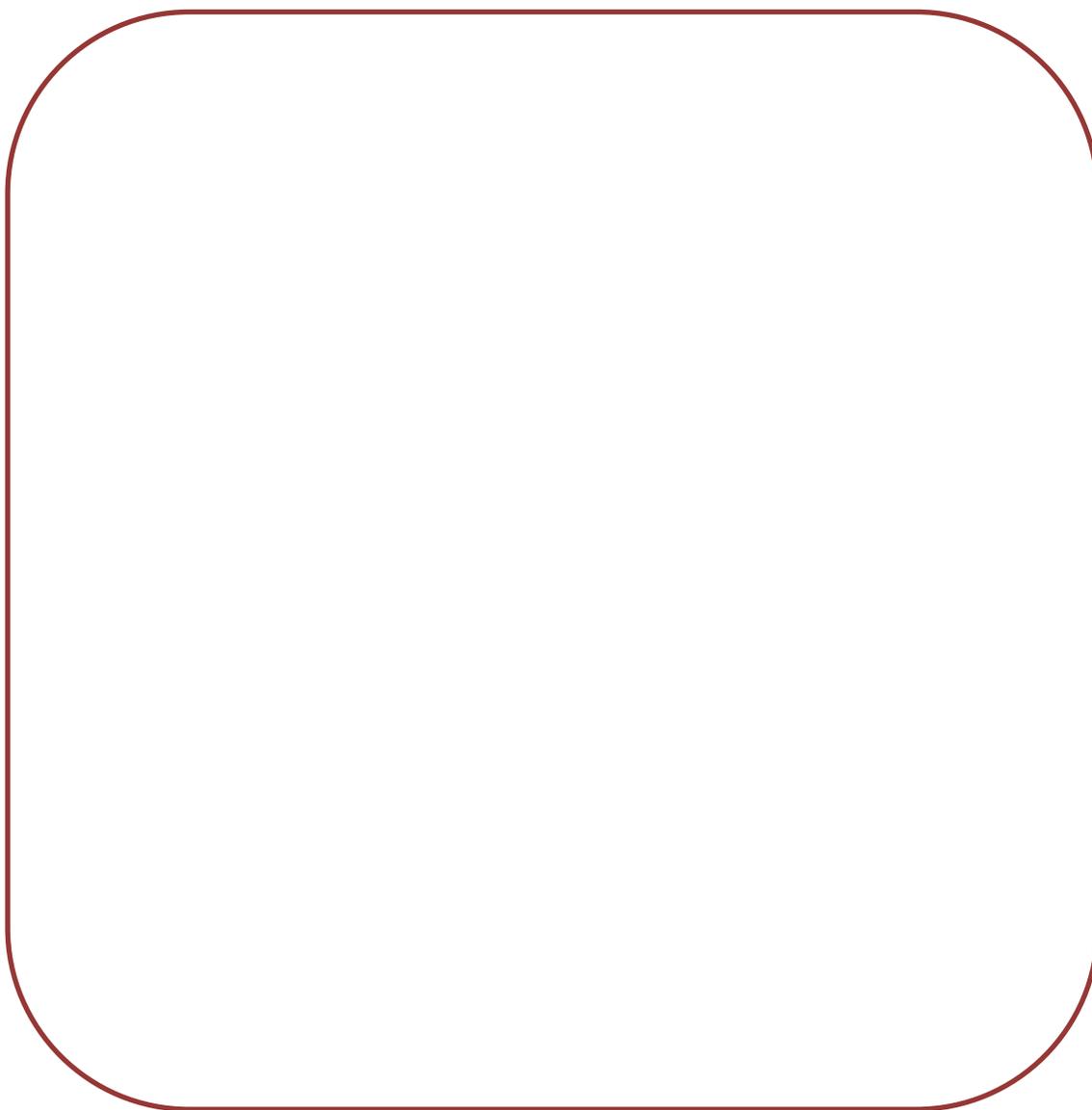
When you finish, read the following publication on CLIL practice in higher education and check to see how many of your suggestions appear as good practices: <http://www.viu.es/download/universidad/publicaciones/ensuring-quality-english-degrees.pdf>. This resource will serve to benchmark your future teaching practice.

Final Reflection

C1: Personal Reflection

Take a critical look at the material and activities in your portfolio. How can you integrate what you have learned into your classroom? Which of the 8 CLIL competences do you think you master? Which ones do you need to work on? Have any of your ideas regarding teaching your subject(s) in English changed as a result of preparing this portfolio?

Discuss all of these issues with your group and then write a final reflection upon them. Use the 5-paragraph academic format for essays from your writing template. You may use the box below to outline your ideas.



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- Newby, D. (n.d.). European Portfolio for Student Teachers of Languages A reflection tool for language teacher education Authors : DOSSIER INDEX USERS ' GUIDE.
- Zubizarreta, J. (n.d.). The Teaching Portfolio for Improvement and Assessment of Teaching Performance Resources for by John Zubizarreta Director of Faculty Development Columbia College.

Web resources:

British Council CLIL Recommendations:

http://www.britishcouncil.org/sites/britishcouncil.uk2/files/clil_recommendations_august_14_pdf.pdf

Common European Framework of Reference for Languages Grid

http://www.sprachenzentrum.uzh.ch/angebot/sprachen/pdf/Raster_Selbstbeurteilung_Englisch.pdf

Glossary format

<http://www.alte.org/projects/glossary.php>

Interview with David Marsh (Cambridge University Press)

<http://www.youtube.com/watch?v=-Czdg8-6mJA&feature=related>

Macmillan Online Dictionary

<http://www.macmillandictionary.com/>

New York Times Learning Blogs—lesson plans

<http://learning.blogs.nytimes.com/category/lesson-plans/>

Purdue Owl Online Writing Lab

<https://owl.english.purdue.edu/owl/>

Syllabus design

<http://www.slideshare.net/cupidlucid/syllabus-designing-presentation>

University of California, Irvine Course Catalogue

http://www.editor.uci.edu/catalogue/prgrm_index.htm

University of Michigan Center for Teaching and Learning

http://crlt.umich.edu/gsis/p2_5

Appendix P: Permission to Reprint Writing Guidebook by Shelbyville High School

Principal



Appendix Q: Permission to Use Image from UEM Virtual Campus

