ENGLISH

as a Teaching Tool to Non-native Undergraduate Students

Experiences, Methodologies and Recommendations

Benjamín Vallejo Jiménez
Rosa María Peláez Carmona
Coordinators

UNIVERSIDAD DE COLIMA

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enfoque académico

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Prologue

The book, *English as a Teaching Tool to Non-native Undergraduate Students: Experiences, Methodologies, and Recommendations* is a work with a structure that speaks on its own in regards to the collaborative, global, multicultural, and multidisciplinary teaching method organized and coordinated by Rosa María Peláez Carmona and Benjamín Vallejo Jiménez who, by way of their tried and true professional trajectory, in both Education and Research, maintain the highest commitment to their pedagogical duty in the University of Colima, a function that they carry out within the Faculties of Foreign Languages and Economy, respectively.

The geographic and institutional diversity from which they write their contents, thanks to Independent University, Bangladesh, City University of Hong Kong, the Benemérita Universidad Autónoma de Puebla, The Universidad del Caribe, the Universidad Autónoma Metropolitana, and of course my institution, the University of Colima, from where the educational experiences, as well as the ideas and proposals were developed and discussed which, finally, concluded with a joint project working online, and whose results we may share today as a most useful act in the field of English Teaching of non-native speakers to non-native students.

The nine articles that compose this work represent not only the documented, systematized, and shared experience by fourteen university professors of well-recognized professional trajectory but also, in a certain manner, the texts also offer pedagogical encounters and disagreements within the diversity of institutions and countries regarding the way of teaching the English language to non-native students.

The content includes, to begin, the title, "English Language in the Curriculum Internationalization Strategy" by Genoveva Amador Fierros, who shares a possible path to institutionally bolster the competency of the English language, as a non-native language, as a central part of a wide strategy to internationalize the profile of students by way of pedagogical experiences offered by the school curricula. On his part, Imtiaz A. Hussain, in his text, "English-Medium Classes, Carbonated Consequences", describes and compares his experience in teaching International Relations in three different contexts: Mexico, Bangladesh, and the United States, moreover, he emphasizes the impact of different factors on the perception of English that those who are involved have on English and of Teaching in English. While Ricardo Castellanos Curiel and Rosa María Peláez, in their article called, "Using EMI in an International Business BA Program in a Non-native Environment: Exploring Faculty's Expectations and Experiences", share experiences, challenges, and results of the use of English es the language for teaching non-natives in a recently born academic program in International Business.

The contribution made by Myriam Laura Sanchez Cesar in her book, Teaching in the International Degree Program at City University of Hong Kong: A Mexican Experience is particularly interesting in which she writes about her experience as a Mexican professor being an assistant at City University in Hong Kong, in China, after preparation in the method of Learning and Outcomes Based Teaching and Learning (OBTL). This last work contrasts with a case study called "English Skills for International business: BUAP Study Case", elaborated on the other side of the world, at the Universidad Autónoma de Puebla in Mexico, where Raquel Ismara León de la Rosa, Sxunasxi, and Marisol Valencia Criveli explore the feasibility and the impact of courses carried out in English at the university in the fields of Business and International Commerce and they also offer areas of opportunities for improvement.

This book is enrichened by the collaborations of Francisco Javier Haro Navejas and Claudia Marcela Prado-Meza, whom in their article, "Non-native Professors Teaching in English to Native Undergraduate Students: A Mexican Experience" offer a characte-

rization of the profile of the teaching staff, as well as the students and reflect upon the practice of teaching and future possibilities for an academic program focused on teaching English to non-native students through non-native professors. In the same sense, the text by Christine McCoy and Cador Roberto Parra Dorantes, titled "Integrating MOOCs as Course Materials into Higher Education Courses Taught in English: Advantages and Objections", stands out as, based on their experience in the Universidad del Caribe implemented strategies to integrate the MOOCs as teaching tools in courses taught in English.

On their parts, Yunuén Soto and Cintli Ayesa Cárdenas Barajas, from the Universidad Autónoma Metropolitana and the University of Colima, respectively, share in "Initial Experiences of Implementing Flipped Classroom in a bachelor's degree of International Business in Both Spanish and English-Language Modalities" the results of an exploration on how students and professors perceive the methodology called Flipped-Classroom in the process of teaching/learning. The exploration was carried out with both students who learn in English, as well as with students who learn in Spanish within the field of International Business.

The work would not be complete without the contribution of Miguel Alejandro Rivas who discusses in "Macro Environment: A Argument to the Case of EMI in the Context of Higher Education in Mexico: A Semi-political Analysis", the experience of adopting or developing an English program as a means of instruction (IMI) IN A Higher Learning Institution, the pros and cons perceived by professors, and discusses how to justify and defend said processes.

In short, the book, *English as a Teaching Tool to Non-natives Undergraduate Students: Experiences, Methodologies, and Recommendations* is the result of an important academic work of reflection and action on the practice of teaching in and of English as an institutional strategy intending to strengthen the international, intercultural, and global profile of students in the pedagogical activities oriented by the school curriculum.

Finally, I would like to thank and acknowledge the pedagogical effort of the group of scholars of different institutions, cultures, disciplines, and professional trajectories who generously

share their knowledge, experience and recommendations to the reading public; I am sure that English professors, Language departments and institutions, will find in this work, pedagogical coincidences as well as useful and sensitive contents to put into practice, since they are derived from diverse institutional, cultural, and geographical environments.

Dr. Christian Torres Ortíz Zermeño
President of the University of Colima

Epilogue

I have carefully read the book entitled *English as a Teaching Tool to Non-native Undergraduate Students: Experiences, Methodologies and Recommendations*, of which I have been invited to write the epilogue. I send sincere thanks to the authors for the consideration given to me as I was asked to perform this task. In addition, I also recognize, the initiative to carry out a collegiate work of research in which national and international experiences of teaching educational programs related to International Business, in English, are included, taking as a starting point, the project initiated in the Faculty of Economics at the University of Colima in August 2014, whose results, seven years later, are visible and timely for improvement and permanent analysis.

I remember it was in 2013 when we had the first thoughts of undertaking the venture of offering a degree program in English. At the time, the Bachelor's Degree in International Business in Spanish at the Faculty of Economics had just been created a year earlier; however, Genoveva Amador Fierros, General Director of International Relations and Academic Cooperation of the University of Colima and her work team envisioned the possibility that some educational programs could start materializing this possibility, particularly, the bachelor program for International Business. Thus, actions were taken, beginning with the training of teachers on the Content and Language Integrated Learning (CLIL) approach, a strategy that allowed bilingual classes to be taught through the modification and development of subject programs in both Spanish and English; reasons that lead us to thank the support provided by

the Faculty of Foreign Languages and the English Program of the University of Colima.

Two circumstances made it possible to accelerate the process of incorporating the teaching of classes in English in the field of International Business. The first one was the willingness and support of the University department directors: Genoveva Amador Fierros, General Director of International Relations and Academic Cooperation, Sara Griselda Martínez Covarrubias, General Director of Higher Education, Carlos Eduardo Monroy Galindo, Teaching General Coordinator, and Juan Jose Guerrero Rolon, General Director of Human Resources, who granted the go-ahead and the corresponding approval, with the endorsement of Jose Eduardo Hernandez Nava, president of our alma mater, the University of Colima, during the period 2013-2021. From the academic, educational and administrative point of view, it was possible to begin and strengthen a project of this nature, the first of its kind in the institution, which required making the necessary arrangements and the corresponding academic justification, particularly with the group of professors who would participate in such a challenging academic journey.

It is precisely the group of professors, the second academic circumstance that I was referring to, which had a major role in the launching of the program. Reasons for this acknowledgement are both the will and the vision that the professors of the Faculty of Economics had to start teaching all the subjects of the International Business Bachelor curriculum in English, which coincided with the affiliation of scholars with advanced proficiency in the language trained in universities in the United States or with teachers of the campus with suitable English proficiency. Among the major achievements of this group of teachers was the elaboration of the first program of study, manuals of cases, and learning strategies, in addition to multiple translations, to later take them to the real scenarios in August 2014, remembering the first generation of students, the diverse work meetings, as well as the implementation of the Harvard Business School cases in the integrative workshops with great fondness.

After seven years of launching the International Business bachelor program in English, many things have happened: the program was restructured in 2016, adding minimal changes since its emergence, its first generation graduated in July 2017 due to which by July 2021 the fifth generation graduated of an educational program that has sought to be sustainable over time. Interviews have been incorporated in the admission processes, activities to link with the productive sector, double grade programs of the University of International Studies of Zhejiang, China and the Technological Institute of Deggendorf, Germany or shared classes in the Columbus Hub Academic and Collaborative Online International Learning (COIL) platforms have been added to promote Internationalization at Home, which favors the interaction of students and teachers with their peers from other universities.

The results have contributed to the generation of theses in English, the obtaining of jobs for graduates in multinational companies, and that the State of Colima, the University of Colima, and the Faculty of Economics have become a benchmark by offering this type of programs thanks to the trust shown by the authorities of the university and the society of Colima.

The present work that is delivered today represents a fruitful effect of constant and persevering work, since now there are various educators who began with the teaching of International Business in English, and who now have the possibility to write about it, who through their public and institutional relations have had the possibility to invite studies from other universities in Mexico and foreign to share their experiences, methodologies and recommendations in teaching non-native students in relation to business disciplines in the English language. My recognition, gratitude and appreciation for each and every one of you.

I divide the final part of my words to thank the authors of this work, whose support of 50% of the chapters is written by researchers from the University of Colima; 25% by national specialists and the other 25% by international case scholars. The sustenance of the book is carried out with the collaboration of managers and academics from the University of Colima, specifically from the General Directorate of International Relations and Aca-

demic Cooperation, the Faculty of Economics, and the Faculty of Foreign Languages; from the Autonomous Benemerita University of Puebla (BUAP) and the University of the Caribbean, Mexico, the Independent University of Bangladesh and the City University of Hong Kong.

Within the scope of the University of Colima, Genoveva Amador Fierros, a forerunner of English as a means of instruction in higher education and internationalization projects at home, leaves her reflections about the English language reflected in the internationalization strategy of the curriculum, as well as in the construction of multilingual and multicultural environments; Ricardo Castellanos Curiel and Rosa Maria Pelaez Carmona apply the EMI (English Medium Instruction) approach to learn about the experiences and expectations of students and teachers participating in the Bachelor of International Business in English, through focus groups and the systematization of their results, with the use of *Atlas ti*, identifying findings that contribute to the continuous improvement of the referred program.

Francisco Javier Haro Navejas and Claudia Marcela Prado Meza analyze the Mexican experience of teaching of non-native English teachers to non-native and native undergraduate students, recognizing the University of Colima as an active actor in the global process of internationalization in higher education. Researchers study the evolution of the International Business Program in English, which is taught at the Faculty of Economics, in order to improve contextual understanding, promote quantitative aspects, as well as the implementation of TIC´s among students and professors who participate in said program, in addition to promoting the entrepreneurial culture. For their part, Yunuén Soto Duran and Cintli Ayesa Cardenas Barajas inquire about the initial experience in the implementation of the Flipped Classroom in the International Business Degree in English and Spanish, applying a triangular methodology to detect the opinions of students and teachers (electronic survey, Teaching Journal and Focus Group), particularly the experiences found in small and large groups of students.

In the national examples, Raquel Isamara León de la Rosa and Sxunanxi Marisol Valencia Crivelli make a study case to know

the viability and impact of courses in English, as well as the identification of areas of opportunity through the SWOT approach applied to the Bachelor's Degree in International Business and International Trade, establishing globalization as a catalyst for teaching in English. Both authors prepare a course evaluation, using the English Specific Purpose (EPS), which results make it possible to generate short, medium, and long-term recommendations related to the topics of infrastructure, teachers, training, and certifications in the English language.

Christine McCoy Cador and Roberto Parra Dorantes, from the University of the Caribbean, Quintana Roo, refer in their chapters to the disadvantages and advantages of integrating MOOC's as course materials within the teaching of English in higher education, identifying that the MOOC's represent a positive alternative to supporting the curricular transition from Spanish to English, however it is still expensive. It registers low levels of interaction as well as completing the courses taken by students and teachers.

Finally, in the international chapters, Imtiaz A. Hussein, from the Independent University of Bangladesh describes his experience as a professor of English and of teaching International Relations in countries such as the United States, Bangladesh, and Mexico, finding wide differences between the native and non-native speakers of the English language, and in the case of Mexico, between public and private schools, through the analysis of the dynamics of exogenous and endogenous contexts, concluding with the detection of what is referred to as popular and professional English; For her part, Myriam Laura Sanchez Cesar shares her experience as a PhD student at the City University of Hong Kong, specifically that reached in her role as a tutor, for which she required training in the OBTL (Outcomes Based Teaching and Learning), whose experience in disciplinary subjects taught groups of 60 to 120 students, led her to implement arduous days of planning and preparation, obtaining a better administration of her time.

In conclusion, the present book reflects teachings and learnings from non-native teachers to non-native students, through the use and mastery of English as a second language, which contributes to strengthening the internationalization mechanisms of the Uni-

versity of Colima, the BUAP, and the University of the Caribbean. In particular, the experience of the seven years of implementation of the Bachelor of International Business at the Faculty of Economics of the University of Colima is benefited by allowing its teachers to find suitable methodologies for their evaluation such as EMI, entrepreneurship, Flipped Classroom, EPS, SWOT, MOOC's, dynamics in endogenous and exogenous contexts and tutorships, which at first glance would improve its operation and functioning in the short, medium, and long term. Many congratulations to the specialists who have made this present research a reality, which will undoubtedly be a benchmark for its reading and use at the local, national, and international level.

With great appreciation,

Jose Manuel Orozco Plascencia
Director of the Faculty of Economics
University of Colima

Introduction

This book is the result of an initiative by professors teaching in English, which focuses on the implications of the transition from a native language teaching system to a non-native language educational experience. Each chapter's reflections target higher education stakeholders, particularly university presidents, administrative officers, and professors who are either already using English as a medium of instruction or are interested in initiating such programs. The book comprises three sections, including: *Institutional approaches towards curricular internationalization*, *English-Medium Instruction (EMI)*, and *Teaching strategies and conditions*. It has been assembled using the knowledge and experiences of Mexican colleagues, both male and female, working in Mexican institutions such as the University of Colima, the Meritorious Autonomous University of Puebla, and the University of the Caribbean. A non-Mexican professor who taught in several institutions, including CIDE, University of the Americas, and the Ibero-American University, and a Mexican female colleague who studied and taught at the City University of Hong Kong, also contributed to the book.

This book is the outcome of the Research on Teaching Entirely in English in the *B.A. of International Business in the University of Colima's* investigation project, which intended to influence student entrepreneurship. The project was developed by the *UCOL-CA-109 Business Transdisciplinary Studies research* group, whose members have been working closely on the B.A. in International Business's English modality since its inception. Two of the five members have been teaching in English in the IB Ba program since its launch in

August of 2014 and two other members joined two years later, all of whom are still part of the program.

To contextualize the intention of this book, we can go back to the late 1980s and early 1990s when the Mexican government started its liberalization journey through free trade agreements, including the first one signed with the United States of America and Canada in 1994. The country also joined international organizations such as the World Trade Organization (WTO) and the Organization for Economic Co-operation and Development (OECD). In this process, public universities had to design and implement specific policies for international mobility (for both students and professors) and create programs to strengthen the use of the English language at all educational levels.

Therefore, promoting international mobility and teaching in English have been two main actions encouraged by the University of Colima, especially since Manzanillo, Mexico's main port, has close commercial relationships with the Asia-Pacific Region and a strategic trade position with the United States of America and Canada, providing ideal conditions to boost Mexico's international trade, making it the largest containerized port in the country.

Teaching entirely in English, the subject matter of this book, has brought new challenges for all the agents involved, including professors, administrators, and students. This has resulted in discussions about how to address these challenges. Our research group, UCOL-CA-109, has shared some of the outcomes by publishing two book chapters and an article. The first chapter in the book, titled "In Search of Improvement: The Case of the B.A. in International Business Taught in English" was written by Claudia M. Prado-Meza and Ricardo Castellanos Curiel in 2017. The second book chapter, "Special Conditions of the Teaching-Learning Process of International Business Taught Entirely in English in a Mexican Environment" was authored by Benjamín Vallejo Jiménez and Ricardo Castellanos Curiel in 2019. Finally, Rosa María Pelaez and Claudia M. Prado-Meza wrote an article in 2020 titled "Do They Learn in My Classes? Reflections for the Improvement of Teaching Practice in a Degree Course Taught in English".

To ensure that these conversations continue and flourish, we began asking our colleagues to share their experiences with the objective of learning from each other and to encourage other universities to identify the factors that contribute to the success of these initiatives. By the end of 2018, we had invited other professors in the B.A. program and later reached out to professors from public and private universities in Mexico and other countries. This resulted in a compilation of experiences about teaching in English outside of English-speaking countries, highlighting some of our colleagues' best practices and how teaching in a foreign language prompted them to innovate in the classroom and incorporate a multicultural approach. The outcome of this exchange is included in this book, which consists of five chapters on our experiences related to teaching at the School of Economics at the University of Colima and four others by colleagues from other institutions.

This book represents the collective effort of professors involved in teaching in a non-native language, either for themselves or their students. The chapters offer perspectives and tools that can assist other professors facing similar needs and conditions as those presented by the authors of each chapter. Furthermore, considering the limited amount of existing literature on this topic, particularly by these types of authors, the book provides a valuable resource that supports the use of English as a medium of instruction and enriches the theoretical framework upon which these courses are based.

As previously mentioned, the book is organized into three sections: Institutional Approach towards Curricular Internationalization, English-Medium Instruction, and Teaching Strategies and Conditions. The criteria used for the presentation of chapters range from the primary purpose of including English as an instructional strategy, to general conditions and outcomes while implementing those methods, and finally, the more specific elements to be analyzed within an institution.

The opening chapter of the first section, titled "English language in the Curriculum Internationalization Strategy" by Genoveva Amador Fierros, discusses the use of English as a tool for teaching and learning within the framework of the University of

Colima's internationalized curriculum. This approach facilitates an intercultural and global environment for both teachers and students, attracting international students to the university. Amador Fierros outlines the actions that have been taken to improve students' English language proficiency at the University of Colima. This chapter highlights the three main areas of the institutional teaching strategy: curriculum content, available services for students, and available services for teachers.

Amador Fierros, who serves as the General Director of International Relations and Academic Cooperation, emphasizes that using English as a medium of instruction is a crucial component of the Internationalization at Home strategy. This approach helps to overcome cultural barriers that hinder language learning. Learning disciplinary content in English enables students to understand and communicate with their peers effectively. Teachers also benefit from this approach as they can improve their language proficiency while mastering academic disciplines using methodologies such as Content and Language Integrated Learning (CLIL).

In summary, according to Amador Fierros, teachers, students, and institutions benefit significantly from using English as a medium of instruction.

Miriam Sánchez César, a Mexican professor who pursued her doctoral degree in Asia in 2015, recounts her teaching experience in the International Studies Degree Program at City University of Hong Kong in her chapter titled "Teaching in the International Studies Degree Program at City University of Hong Kong: A Mexican Experience". Her chapter is significant as it sheds light on the experience of a young Mexican woman studying and teaching in Asia.

The chapter is organized into three parts. Firstly, the structure of the training provided by City University of Hong Kong (CityU) to Teaching Assistants (TA) is discussed, along with the methodology recommended to structure tutorials. Secondly, Sánchez César describes her experience as a tutor at CityU, highlighting the challenges and problems she encountered. Finally, the author reflects on her growth and improvement not only as a tutor but also as a person, identifying her areas of improvement and the outcomes of her tutorship intervention.

Sánchez César's work portrays an intellectual adventure in the Asian-Hong Kong environment, which differs from that of Mexican universities, yet shares the same foundation rooted in Europe and the United States. As a Mexican woman and non-native English speaker, Sánchez César faced several difficulties, including issues with her pronunciation, which may be attributed to her being a foreign, non-Anglophone woman. Another major challenge she encountered was balancing her research and teaching responsibilities. Despite finding teaching to be an enjoyable activity, it became burdensome at times. Additionally, she observed a prevalent memorization-based learning system that did not promote an active teaching-and-learning process.

Overall, Sánchez César's chapter provides valuable insights into the challenges and experiences of a Mexican professor teaching in an international program in Hong Kong.

"English Skills for International Business: A BUAP Case Study" is the third and last chapter of the first section, authored by Raquel Ismara León de la Rosa and Sxunasxi Marisol Valencia Crivelli from the Benemérita Universidad Autónoma de Puebla (BUAP), the oldest and largest university in the state. In this chapter, the authors share their experience in creating the program, which, in a way, could be compared to that of the University of Colima's: a program taught entirely in English offered in a public university, but in this case, the program was delivered entirely online.

The results are divided into two groups: students' and professors' perceptions of the program. According to the former, the teaching staff, the sequencing of courses, and the materials used to teach them are crucial in determining the program's strengths or weaknesses. Professors, on the other hand, also expressed several challenges in teaching large classes with students with varying levels of proficiency. The chapter concludes our first section with several recommendations to improve the program, divided into different categories, to enable it to take action and avoid analysis paralysis.

Opening our second section, "English-Medium Instruction", Imtiaz Hussain Hussain (professor of International Relations for almost four decades), is our most experienced colleague using

English as a tool for teaching both native and non-native students. Born in Bangladesh, in the context of the cultural British imperialism heritage, he has been an English language speaker since kindergarten. He wrote the chapter "English-Medium Classes: Carbonated Consequences", where he explains his Mexican teaching experience in three different institutions: Centro de Investigación y Docencia de Económicas (CIDE), Universidad Iberoamericana (UIA) in Santa Fe, and Universidad de las Américas (UDLA) in Mexico City.

Therefore, for the sake of some truly wonderful and well-intentioned individuals carving a career, no Mexican university has a choice but to (a) adopt English, (b) require "cutting-edge" credentials from its faculty, (c) embrace the world more than shielding behind Spanish or Mexican fortresses, and (d) go out and challenge the world instead of hiding behind a U.S. linkage, a Canadian sponsor, or West European ancestry. English remains the indispensable passport for accessing all and on far more favorable terms. Seizing the opportunity remains the challenge.

Nevertheless, the issue points to a reality that every teacher instructing in English must confront: how much they should "go with the flow" because that fetches more favorable student evaluation. Stamping his/her foot down to get the authentic English version through (then leaving it to the student to either institutionalize the authentic version or attenuate it through the "go with the flow" approach) may be an evaporating art.

Our second chapter in section two, "Macro environment, an argument to the case of EMI in the context of higher education in Mexico. A semi-political analysis", presents an argument for the use of EMI in the context of higher education in Mexico. Miguel Alejandro Rivas López provides a semi-political analysis, in which he comments on the different challenges the country faces, especially in terms of innovation and competency, when compared to other countries, due to only 5% of the Mexican population being proficient in English. Furthermore, English is not a mandatory subject in 52% of higher education programs. Professor Rivas proposes EMI programs as a medium to promote international competitiveness in general and as a way to improve Mexican

national competitiveness, especially during the current complex times we are facing due to COVID-19. He then draws from his personal experience as a professor in the International Business B.A. program at UCOL and shares some of the challenges he has encountered over the years, particularly due to the lack of theoretical material in English regarding specific topics relevant to the Mexican context. Regarding the students' aspect, the author mentions having to teach students with mixed levels of English proficiency as a challenge he faced, which was also encountered in the BUAP case study.

Finalizing our second section, Ricardo Castellanos Curiel and Rosa María Pelaez, in the chapter "Using EMI at an International Business BA program in a non-native environment: Exploring faculty's expectations and experiences", conducted a qualitative case study to explore the expectations and experiences of professors teaching in English at the International Business Bachelor program at the University of Colima. In order to understand how personal background influenced their experience teaching through EMI in Mexico, one key idea of this research was to segment the interviewed teachers. The authors interviewed two groups of professors. The first group consisted of four male colleagues who were born in Mexico and who learned English through various Mexican programs. The second group comprised two female and two male professors, two of foreign origin and two Mexicans who had pursued postgraduate studies abroad.

When asked about the expectations they had about teaching in English in the IB BA program and how they approached this endeavor, the participants' experiences varied. For some participants, there was no clear identification of expectations, and they agreed that they either had no specific expectations or that these changed soon after they had started teaching in the program. According to the authors, participants considered teaching in English to be harder, more time-consuming, and more challenging than teaching in their mother tongue. The outcomes of their research showed that using EMI increased responsibilities and that it was more complex to deal with students whose abilities were unevenly distributed, making teaching increasingly difficult.

Readers will find that teachers' expectations differ from each other. Some lacked specific expectations or changed them quickly. The absence of expectations is explained by teachers not thinking they could teach in English in Colima. Even in some interviews, it was expressed that using EMI could improve their English language level.

Starting our third section *Teaching Strategies and Conditions*, "Initial experiences of implementing Flipped Classroom in a BA in International Business in both Spanish and English-language modalities" by Yunuén Soto and Cintli A. Cárdenas Barajas, the authors analyzed their shared experiences as a native and non-native speaker, respectively, along with two other professors (non-native speakers) when implementing the Flipped Classroom (FC) approach in their classes during the fall semester of 2017. Two of these courses were taught entirely in English, and the other two in Spanish. At the beginning of the third section, "Teaching strategies and conditions", we find that the authors conducted an online survey answered by the students, along with teachers' journals and a focus group with the four participant professors.

Overall, most of the students felt that FC enriched their learning experiences compared to traditional models, while some students did not find many differences between FC and the competency-based model already in use in the School of Economics. However, an interesting aspect they found was that some students felt that FC was not beneficial for them and preferred traditional models because the professor's figure was not as prominent as usual. Finally, they observed that language is an essential element to consider when providing pre-class material, especially video clips, which are a key element of the FC approach. The authors expected to start developing their own teaching material in the future if they continued with this approach. It is important to note that the authors also commented on the need for specific material in English that they have not been able to find, which is why they are proposing to develop their own.

In "Non-native Professors Teaching in English to Native and Non-native Undergraduate Students: A Mexican Experience", Francisco Javier Haro Navejas and Claudia M. Prado-Meza present a

study focused on the University of Colima, which hosts the pioneering Bachelor of Arts in International Business program that has been completely taught in English since August 2014. The program was launched with limited resources, drawing on the enthusiasm of its professors who had taught or studied using English language in Mexico and other countries. Some professors were trained through the Content and Language Integrated Learning (CLIL) program, while others were trained in federal programs, such as the Project 100,000 Scholarship, where they studied in certified centers belonging to higher education institutions in the United States of America.

Their study draws on a mixed methods approach, combining qualitative and quantitative research and data, aimed at overcoming bias and weaknesses by triangulating data sources, seeking convergence across qualitative and quantitative methods. It is important to note that this chapter, and to some extent this book, is an outcome of the academic tasks of the Research Group Transdisciplinary Business Studies, also known as *Cuerpo Academico* (CA) 109. Their aim is to strengthen their academic practice by researching and reflecting on their actions within the framework of a Mexican public university. The authors have three main objectives: achieving a better understanding of the profile and academic context of both professors and students in the program, seeking ways to improve the teaching of quantitative aspects in the program, and studying how information and communication technologies (ICT) are used inside and outside the classroom by both students and professors.

To obtain a profile of a segment of the academic community, three online surveys were conducted: two among students and one among all the professors who teach in the Faculty of Economics. The answers allowed the authors to identify key traits of the profile, but above all, to reflect on the need for their students to change their approach to see themselves as entrepreneurs rather than just employees. Additionally, they concluded that one of the program's goals should be to encourage students to work abroad.

Our last chapter, and finalizing our third section, the chapter "Integrating MOOCs as Course Materials into Higher Education

Courses Taught in English: Advantages and Objections" is written by Christine McCoy Cador and Roberto Parra Dorantes. In this chapter, they share their experience of integrating Massive Open Online Courses (MOOCs) as a teaching tool in elective courses taught in English to students whose first or native language is not English. Both authors are full-time professors at the Department of Economics and Business at the Universidad del Caribe, a public university based in Cancun, Mexico. They have participated in a decade-long initiative at their institution to teach core courses in English to undergraduate students whose first or native language is Spanish. However, the support from the administrative authorities has varied over time, resulting in uneven progress of the project. Despite these challenges, the authors have innovated in their teaching practices by integrating MOOCs into their courses. They mention that this tool can benefit both professors and students, allowing faculty to refresh and update their knowledge and inspire new ideas about activities that can be implemented in class, while students gain access to a diversity of valuable perspectives that would be difficult to achieve in any other way.

SECTION 1

INSTITUTIONAL APPROACH TOWARDS INTERNATIONALIZATION OF THE CURRICULUM

English Language in the Curriculum Iternationalization Strategy

Genoveva Amador Fierros

Introduction

Proficiency in English as a second language is generally an expected result of the internationalization policy of many Latin American universities whose mission and vision establish a commitment to the training of professionals capable of communicating and performing adequately in the global market, whether it be in academic, political, or diplomatic environments as well as in diverse and multicultural societies.

At the Universidad de Colima, a public institution located in Mexico, English language learning is considered a key element within the set of strategies designed for the internationalization of the curriculum. In the context of higher education, the curriculum refers to the document that integrates not only a list of subjects with their hourly loads and academic credits to be taken by students (study plan), but also and above all, states the vision of the educational institution regarding the type of person, professional, technician, or scientist it aspires to train, placing him/her in a socio-cultural and political context. It also identifies the academic objectives and goals that will lead to the graduate pro-

file (also known as professional, technical, or scientific profile), expressed through a set of competencies that the graduate will be able to achieve during his or her education at the university. The educational model in which the curriculum is inscribed, and the methods and strategies that will be used to help students achieve the graduate profile are also contents of the curricular document. It is important to make these clarifications because it is in the curriculum that an educational institution assumes or not its commitment to the internationalization of its students' profile.

Although the justification for including the teaching of English as a second language in a comprehensive strategy of internationalization of the curriculum might seem obvious, it is necessary to point out some reasons, especially for those who argue that since Spanish is the second most spoken language in the world (Mateo, 2018) it would be sufficient for the adequate performance of future professionals in a global context. I state the opposite. The first thing we need to highlight is that the English language is considered Lingua Franca (Jenkins, 2009), as an effective communication tool in the diplomatic, scientific and cultural fields by facilitating interpersonal communication, regardless of geography, culture, or mother tongue.

Knowing how to communicate professionally in English as a second language expands the sphere of basic communication tasks, allows progress towards international understanding, and puts people on the path to multilingualism. As stated before, English has become the hegemonic language (Serrano, 2015), being the most widely spread language in geographical terms, since at least 106 countries speak that idiom (Mateo, 2018), as well as for its use in business and academic media, in official and interpersonal communication in meetings, forums, symposiums, and international conferences; being also the language in which most scientific advances are published. On the other hand, correlations have been found that place English-speaking societies as more open and egalitarian, apart from the tendency to greater investment in research and development, as well as to publish in the highest scientific value journals (EF, 2018). These data could be enough to consider providing English language competence as part of the set of elements aimed at internationali-

zing the students' profile in any higher education institution that aims to prepare people who know how to function in a global context and access universal knowledge.

English Language Teaching in the Context of a Strategy of Internationalization of the Student´s Profile

Now more than ever, the world requires professionals who are capable not only of performing adequately in their discipline, but they must also be able to communicate effectively in a second or third language and possess and practice a set of values such as solidarity, empathy, respect for diversity, and compassion, and be capable of building peaceful environments through their civic and professional practice (UNESCO-IESALC, 2021). It is documented that people who interact for a long time, tend to learn about each other's values and the English language provides the opportunity for students to do so by allowing them to interact with individuals from almost anywhere in the world. Therefore, the teaching of English should not be seen as an activity isolated from the rest of the learning experiences designed by an internationalized curriculum; on the contrary, it should be integrated into the central institutional purpose of generating the conditions for the development of international, intercultural, and global competence in students. English language proficiency opens up a range of developmental possibilities for individuals to inform and communicate with peers from all over the world and also leads to better intercultural understanding.

In the introduction to this chapter, a set of desirable characteristics in the framework of the skills and competencies sought by a strategy of internationalization of the curriculum in higher education was presented. We will now focus on showing how English language proficiency, as a competency to be developed by all students in higher education, requires the collaboration of several educational strategies that nurture and collaborate to achieve the purpose that every internationalized curriculum seeks to achieve: to prepare students to be able to inform themselves adequately

and communicate effectively in multicultural and multilingual environments and contexts in which English is chosen as a means of communication for common understanding. The experience at Universidad de Colima can serve as a good starting point.

A Path to Multilingualism

At the University of Colima, several actions have been developed as part of an institutional strategy to help its students understand the importance of mastering English as a non-native language and, in general, to see it as the beginning of a path that could lead to the use of languages as a strategy aimed at increasing the guarantee of success in professional development and practice (Hernández y Amador, 2020). The language teaching strategy at the University of Colima is being developed in three main areas: The contents of the curriculum, the services available to students, and the services available to teachers.

Curriculum Content:

1) Inclusion of English as a subject in the curriculum within all educational programs in high schools and undergraduate levels.
2) Offer of programs or subjects taught entirely in English.

Services Available for Students:

3) Personalized learning services through the English Learning Centers (CEI) located in each of the institution's campuses (optional activities).
4) Instruction in a second non-native language when students have reached the desirable level of English (Mandarin Chinese, French, Korean, Japanese) (optional co-curricular activity).
5) Extra-curricular and co-curricular activities such as conversation clubs, international fairs, and internationalization days, in which native students and/or teachers from English-speaking countries and other languages participate alongside locals (Hernández y Amador, 2016; 2020).

Services Available for Teachers:

6) Preparation of teachers in language proficiency through courses and/or international certifications, which would make it easier for them to subsequently teach their classes in English and include sources of information in English as part of the formal bibliography of their courses.
7) Training of teachers in second language teaching methods, such as the Content and Language Integrated Learning (CLIL).

This is a possible path when a university has set itself the goal of language proficiency for its students. It is also the possibility for democratizing the internationalization experiences of the student profile by offering the same opportunity for all as part of their curriculum. In the strategy presented, students have the freedom to accelerate their international proficiency development process if they so choose by having the opportunity to participate in optional activities, such as: free access to language study centers (LSC), membership in language and culture clubs, and participation in international fairs and/or internationalization days. For students who have reached the required academic level of English as a mandatory subject included in the curriculum, they have the option to join other activities such as classes taught in English or the study of a second non-native language that strengthens their area of study (Mandarin Chinese, Japanese, Korean, French, etc.).

Challenges in Using English as a Vehicle for Disciplinary Learning in Spanish-Speaking Contexts

It is well known that the use of English as a means of communication in Mexico is low among the general population, and the same phenomenon is reflected in public universities, despite the fact that this language is introduced as part of secondary and preparatory education, prior to attending university. This means six years of English language study without any significant impact on the learning results of the students when they reach higher education. This is a reason to support the emphasis that an internationaliza-

tion strategy of the curriculum should place on English language teaching having in account all mentioned before this section.

According to the EF English Proficiency Index (EF, 2018) the eighth edition of the world's largest ranking according to English proficiency ranks Mexico in the 57th place out of a total of 88 countries included in the global report in the largest sample yet studied. According to this report, Mexico ranks low with an EF EPI score of 49.76, ranking ninth in the Latin American sample out of seventeen countries included in the study. For a global overview, the countries with the best proficiency in English as a non-native language are, in order of highest score: Sweden, the Netherlands, Singapore, Norway, Denmark, South Africa, Luxembourg, Finland, Slovenia, Germany, Belgium, and Austria. These are the 12 countries classified at a very high level of proficiency within five classification ranges: very high, high, moderate, low, and very low. There are 15 countries classified with high proficiency, including Argentina, which appears in 27th place in the overall list, being last place in that range (high proficiency). In the list of countries classified at a medium or moderate level, there is an absence of Latin American countries, which again appear in the classification of low and very low levels. Mexico, located after Brazil, Guatemala and Panama, as mentioned above, is classified with a low level of English language proficiency.

That is the size of the challenge for public universities in Mexico with regards to helping their students develop proficiency in English as a second language. This is not just another thing to learn. It is clear that there are barriers that seem to act as a vicious circle: from teacher qualification, through the organization of the curriculum, as well as the motivation, participation, and emotions of students (Serra, 2017; Abarca, Larrea y Guijarro, 2018). Other barriers are expressed in behavioral patterns that are part of the unspoken culture, such as feeling shy to speak in another language, fear of making mistakes, not having the right accent, or looking ridiculous in front of classmates. All these factors are the biggest challenges because they do not refer to the simple absence of knowledge or content, and because, being multifactorial, they cannot be addressed with a single institutional or teaching

strategy. It is necessary that a fundamental part of the institutional strategy for teaching English as a second language be directed at eliminating the cultural barriers referred to above and building confidence among students.

Exposing students to the use of foreign languages as the only way to communicate and to learn the contents of the educational program can be one strategy to address cultural barriers in learning English. Attracting students from different nationalities, whose mother tongue is not English, allows building multilingual and multicultural environments that use English in the classroom as a means of communication and understanding between the various nationalities but also as a means to learn disciplinary content, (i.e., they will not study grammar or perform activities that have the English language as an end but rather as a means, as a vehicle for learning other content).

This way, international students become facilitators and a motivating factor for local students and vice versa, since both groups of students find the non-native language useful at the very moment and stop seeing it as a learning task or as something to be used in the future. This way, the construction of multilingual and multicultural classroom environments with the participation of international students may represent an opportunity to design new ways of facing the challenges of using English as a vehicle for disciplinary learning in Spanish-speaking contexts. However, a planned internationalization strategy is required both to prepare teachers to teach their course in English in non-native English-speaking environments and to attract international students to the classroom to learn alongside their local peers who share the same international, global, and multicultural learning aspirations and needs.

Classes taught in English: A Resource to Eliminate Cultural Barriers and Master the Language

Exposing students to thinking, speaking, writing, communicating, and studying in a non-native language in a university environment makes the student focus on the communication as much as the learning process rather than focusing on the language itself. It is

about helping students gain proficiency in the foreign language by making them forget that they are learning the language. Classes taught in English represent an opportunity for students to increase their proficiency in a foreign language because they help break down certain barriers that are part of the unspoken culture.

Tacit culture has been defined by Mary Ellen Colon as "that which we know but do not know that we know it" (2020). It refers to all the learning that, as human beings, we acquire through daily coexistence and life experiences linked to the context, and which are almost never elevated to processes of reflection. These are processes that no one teaches, nor are they named, they are only lived and learned. Thus, for example, within each culture, people learn to keep a certain physical distance between one person and another when conversing without anyone telling them what that distance should be and why; they also develop a cultural sensitivity towards smells that are classified as pleasant or unpleasant depending on personal and social experiences throughout life in each context, so that certain smells perceived as pleasant by people from one geographical and cultural region may be entirely uncomfortable for people who grew up in different cultures. Another example of learning that part of tacit culture is the tendency to take for granted certain verbal and nonverbal communications within each culture simply because they are associated with patterns of daily behavior and would therefore be difficult to understand for people from other cultures whose patterns of daily behavior are totally different. These examples become relevant when identifying that the learning acquired within the framework of the tacit culture can become barriers to effective communication or to the learning and acquisition of a skill or competence such as proficiency in a non-native language.

Feeling self-conscious about speaking a foreign language is a feeling that is built through a certain mode of socialization that is very common in certain contexts of Mexican culture, and if one were to try to describe or explain the feelings or emotions that give rise to behaviors that inhibit students' speaking in English, they would be difficult to understand in other cultures where they simply do not exist. The fear of making a fool of oneself for not

knowing certain vocabulary, the insecurity of being or not being understood by the speaker, or speaking English with a certain accent, are examples of such feelings or emotions developed as part of the unspoken culture. Speaking English in many sectors of Mexican culture is, perhaps, one of the strongest cultural barriers in the Mexican student population.

Subjects taught in English have been implemented at Universi Colima as part of the Internationalization at Home strategy and have been, at the same time, an excellent resource to counteract or eliminate the cultural barriers that prevent students from achieving an adequate command of linguistic competence. There are several aspects that combine to produce positive results. First, by using the language as a vehicle for learning disciplinary content, all students need to participate, focusing not on perfecting the language but on understanding what they hear and being understood by others. This way, it does not matter how they express themselves in their non-native language, but that they manage to understand the ideas and concepts of the class as well as communicate with each other effectively. When listening to classmates from diverse cultures speak in English, students realize, for example, that the Mexican accent is the least important thing when they focus on the content of the communication. It is then that the English language really begins to be used as a learning tool and the value of communication is recognized regardless of the language they use for that process.

On the other hand, it is natural to find different levels of English language proficiency among students in the same class group when implementing a strategy designed to help all students increase their language proficiency. This fact, which could be seen as a weakness, becomes a real strength when encouraging those with higher levels to collaborate with those with lower levels of proficiency, with the explicit idea that collaborative learning helps them to progress together. In terms of values, the idea of collaborating for the learning of others is not only based on human solidarity but also on the understanding that someone becomes a better person by contributing to the improvement of another person, a process also known as a "virtuous circle" that works well in the educational task.

When the institution has an academic offer with English as the language of instruction, it is more likely to attract foreign exchange students whose native language is not Spanish and may or may not be English. This strategy becomes a facilitator for the formation of multicultural and multilingual environments which, in turn, helps to eliminate or attenuate cultural barriers.

The arrival of foreign students in the classroom either to study and obtain a degree or as part of a student exchange program is a pedagogical factor for intercultural learning and becomes a learning multiplier when local students and the ones from different cultures study in English as a non-native language. The multicultural and multilingual environment then becomes a facilitator for all students by eliminating cultural barriers because both local and international students face the same challenges in communicating in a non-native language.

Competent Teachers Train Competent Students

When an institution has decided to establish an offer of courses taught in English as part of the internationalization strategy of the curriculum, it must ensure that it will do so with competent professors. Ideally, university teachers should be required to be proficient in English as part of their curriculum vitae, but this is often not common in Latin American higher education institutions. Latin American universities have a large number of professors who can only communicate in their native language and this monolingual characteristic will undoubtedly be reflected in the type of bibliographic material that will be integrated into their subject and into the students' tasks. Thus, the first step will be to have a clear diagnosis about how many professors are able to offer their course in English, considering their disciplinary areas and the educational level in which they teach. After that, those motivated and enthusiastic faculties should be the ones invited in the first place.

In the experience of Universidad de Colima, it was necessary to know how many professors had English language proficiency and which of them would be interested in participating in a pilot project called "Classes Taught in English" as an institutional stra-

tegy. The main objective of the project was focused on helping students increase or consolidate their language proficiency and, at the same time, attract international students to the classroom. This objective addressed two aspects: encouraging local students to speak English in an environment of mutual trust with a clear awareness of working together to remove cultural barriers and, on the other hand, build multicultural environments in the classrooms.

The "Classes Taught in English" project was initiated at Universidad de Colima in 2008 and has evolved into a program that continues to benefit students to this day. The first experiences left several lessons, which we incorporated in the form of improvements to the Internationalization at Home strategy and which we now share with you:

1) It is not enough for teachers to master the English language. It is necessary that they are prepared by an institutional strategy with an appropriate methodology to teach in a foreign language to students who may also be learning or consolidating the proficiency of the same language. With the support of the Faculty of Foreign Languages of the University of Colima, a course was designed applying the "Content and Language Integrated Learning" (CLIL) methodology, which is based on learning integrated contents and foreign language. This approach meets not only the needs of the faculty, but mainly those of the students. This is since the design of the course included the teamwork of the teacher of the subject that would be taught in English together with the English teacher who, in his/her class, can also use content from the subject in question.
2) Students have different levels of development in foreign language proficiency; therefore, this aspect must be contemplated to avoid the distress of students whose proficiency in the language is low. CLIL methodology makes it possible to cater to the different levels of students who, in fact, are learning the language at the same time they are learning content. The integration of content into the structure of the language is precisely what makes students stop paying attention to

their possible failures in the language and use it as a vehicle for learning and communication.

3) The preparation of the program must be carried out entirely in English and with the methodology of content and language integration. The teacher plans the course in English, including the type of activities, exercises, assignments, and evaluations; in summary, the entire course planning must be written in English. This is to avoid having plans in Spanish that become a stress factor for the professor when translating the support materials for the class.

The expected results of implementing programs and subjects taught in English Internationalizing the educational profiles of university students through English language training brings multiple benefits to all the actors involved and, of course, to the institution itself. Some of the expected results of this internationalization strategy are as follows:

1. Other opportunities for international academic collaboration between academic staff and institutions become available. One example is the possibility of offering double degree programs even when the educational program is not entirely taught in English. In the experience of the University of Colima, the bachelor's degree programs in Tourism and Marketing were the first double degree programs in offering their instruction in English, in collaboration with Khon Kaen University in Thailand. This feature applied to both institutions since the official language at the University of Colima is Spanish while the official language at Khon Kaen University is Thai. Thus, both institutions offer education in English for all their students exclusively in the subjects contemplated in the agreement This is due to the lack of professors who are fluent in the language of instruction, which forces the institutions to find professors who meet the appropriate profile not only for the discipline in question but also who are fluent in English and who are enthusiastic about participating in an international education and inter-institutional collaboration strategy such as the double-degree program.

2. The number of international students in the classroom increases when educational programs are offered in English. As stated above, international students become an important pedagogical factor for multicultural learning and the development of intercultural competence. In a broad sense, all local and international students have equal status and learning opportunities since each becomes the foreign student for the other.
3. The motivation of the teaching staff to join the institutional strategy for the internationalization of the curriculum increases.
   a. Professors who are proficient in English and are not yet part of the internationalization strategy start asking questions and join. For them, the institution offers training courses in the CLIL methodology, as mentioned before.
   b. Professors who have a poor level of English also seek the opportunity to participate in offering their program in English. The institution offers language courses, specially designed to help its teaching staff increase their proficiency in the non-native language, as part of the University's internationalization strategy. Once these teachers are certified in the language, they then move on to the stage of learning the CLIL methodology to learn how to teach their subject in English.
4. New programs and/or subjects are offered in English. By having more professors motivated to teach their class in English, the number of subjects offered in English increases and, when the time comes, it is possible to offer the educational program entirely taught in English. This strategy could be implemented by organizing groups of students who, in parallel, take their subjects, some in Spanish and others in English, making one of these groups the international version of the program. At this point, it is necessary to ensure that the teaching staff has mastered the language and the teaching methodology for the integration of content and language. Another aspect to be ensured is the desired level in the international certification of the language of instruction as entry requirement for students. Finally, the institution

should make all arrangements to guarantee the degree or diploma that ensures the recognition of the student's profile in their curriculum vitae.

5. Incentives are offered to professors who contribute to strengthening the international profile of the institution. The inclusion of internationalization indicators in the evaluation of teaching performance can be an important motivating factor since the professors themselves can make quality contributions not only in teaching but mainly in research, since they are able to publish their research advances in high impact journals that only publish in English.

Final Reflection

The teaching of English as a strategy within the internationalization of the curriculum as a path to internationalize the student's profile includes and benefits all the people involved in the teaching and learning process and not only the local students. The institution, by offering instruction in English, stimulates the arrival of international students to the classroom and with it the creation of multicultural environments which means that all involved in the teaching and learning experience start learning beyond science and discipline to reach intercultural and global skills.

The faculty has a strategic task when participating with their syllabus by adding bibliography in English as basic texts, promoting the formation of student's language and cultural clubs in which they speak and discuss the contents of their subject in that foreign language, or teaching their class in English. For them, it is also the right way to have an impact in science, possibilities open to access another level of quality in their academic performance, thus creating a virtual cycle since good students usually make good teachers.

By taking classes in English as a second language or participating in language and culture clubs and interacting with peers from different cultures, students remove cultural barriers that prevent them from learning or performing adequately in a foreign language and, better yet, their personal profile is strengthened with a more complete bilingual, multicultural, and global education.

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Teaching in the International Studies Degree Program at City University of Hong Kong: A Mexican Experience

Myriam Laura Sánchez Cesar

Introduction

Although the main essence of this book mainly focuses on the use of English as a tool for innovation in the Mexican higher education context, I consider that my experience as a non-native English speaking woman teaching in Hong Kong could add valuable elements of analysis.

In general, my teaching experiences have been enjoyable and rewarding, and at the same time, have provided me with valuable personal lessons. Teaching needs, not only a profound understanding of the material, but also involves consideration of how students reflect on it.

The fast changes in an increasingly complex world posed new challenges to the education system. Especially in Hong Kong, there is an increasing consciousness of the need to change and expand the student's preparation in a highly demanding environment (Chan, Johnson & Hoare, 1996). In this process, there is no single uniform approach to be applied with high expectations in organizing

learning around problem-solving, critical thinking, and dealing with issues arising from different fields of study of real-life conditions.

This essay's argument proceeds in three sections. The first section examines the structure of the training provided by CityU to Tas to manage the teaching duties successfully, and the methodology recommended to structure the tutorials. Secondly, I present a brief description of my experience as a tutor at CityU, highlighting the challenges and problems I have faced while teaching in a new context. The third section presents the progress, areas of improvement, and the results of my time as a tutor.

A Little About Hong Kong

Hong Kong's location makes it a mainly Cantonese-speaking society; therefore, this language is spoken by most of the population of the Pearl River Delta. Even though Great Britain ruled Hong Kong for 154 years, at the beginning of the colonial period, the spread of English was limited to the local elite who learned the language through formal education (Dickson & Cumming, 1996). However, in 1974 the government, because of the enormous public pressure, decreed the 'Official Languages Ordinance' which stated English and Chinese as "the official languages for communication between the public officers and the population" (Hong Kong e-Legislation, 2019). As a result, English has become the second most used language in Hong Kong.

For historical and political reasons, English is the second spoken language in Hong Kong. Most of the Hong Kong residents have learned English during their time at school since it is part of the core curriculum in primary and secondary education (age 6 to 17). However, each school system chooses the medium of instruction. For instance, in the Chinese-medium sector, English is taught as a subject, while in international schools, English is used as a medium of instruction (Study HK, 2019). English as a medium of instruction has been gradually rising, especially at the secondary level. In this level' schools, Cantonese is Spoken as well as English in the classroom, although textbooks and assessments are mainly in English (SCMP Editorial, 2015).

Nowadays, Hong Kong has ambitions of becoming a global center for higher education, attracting not only locals but international student enrolments, by highly investing in research and innovation. Most of the universities in Hong Kong already have the reputation needed to bring students, professors, and researchers from all over the world. Besides that, Hong Kong has cultural, political, and historical elements to enrich the academic experience of any person.

A little About my Experience

In 2015, I was accepted as a Ph.D. student in the Asian and International Studies (AIS) Department at the City University of Hong Kong (CityU). The University Grants Committee of Hong Kong granted me a three-year studentship to support my studies. As a condition of the award, I was required to undertake Teaching Assistant (TA) duties, as assigned by my Department.

At CityU, the postgraduate Studentship was granted every year, after the TA performance was evaluated, if passed, studentship was considered for renewal.

CityU training for Teaching Assistants

Academic Regulation B1 of CityU establishes that "Unless otherwise determined by Senate for a specific course, the medium of instruction and assessment at the University is English" (City University of Hong Kong, 2021). In this sense, before every Ph.D. student starts tutoring, the Chow Yei Ching School of Graduate Studies offers formal induction in two courses to prepare them to take up teaching duties in English by their respective departments.

SG8002 English for the Medium of Instruction is one of these two classes, which is exclusively for students whose mother tongue is not English and whose previous studies were in a language different from English.

With a duration of six sessions, this course helps students to develop the language skills required to deliver various forms of oral instruction in English effectively. The course develops a practical approach to language, concentrating on some of the abilities

needed for teaching in English, such as listening, pronunciation, stress, intonation, vocabulary, grammar, and explanation strategies (Department of English CityU HK, 2019). The course is designed to improve students' English for the Medium of Instruction, and it also incorporates the characteristics of the Discovery-Enriched Curriculum (DEC), which emphasizes innovation, and creativity at the center of the academic strategy by incorporating the functional language in authentic materials (Discovery-enriched Curriculum, 2019).

The course materials help students to deliver high-quality linguistic input in English and to encourage them towards the adequate linguistic output. These functions are also part of the Structure of Observed Learning Outcomes (SOLO) Taxonomy, which has been adopted in universities in Hong Kong, including CityU. This methodology is fundamental to the Outcome-Based Teaching and Learning approach, which offers an elementary, consistent, and robust model for the surface, deep, and conceptual levels of knowledge (OBTL Outcomes-Based Teaching & Learning, 2019).

At the end of the course, the students need to prepare a five-minute teaching demonstration about a topic linked to their discipline. During the assessment, the student has to show that he/ she can use English fluently and grammatically accurately in a teaching activity simulation.

The second course SG001 "Teaching Students: First Steps", is compulsory for every Ph.D. student at CityU. It aims to prepare students to engage in a limited teaching role with undergraduate students and to provide essential theoretical tools and practical skills to begin a teaching career. It mainly emphasizes explanation strategies to help students better organize a class and to know what professors' expectations of tutors are at CityU (Office of Education Development and Gateway Education, 2019).

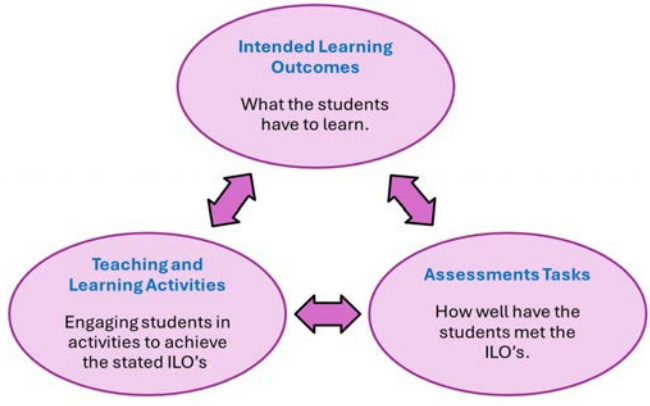
As tutors, our primary responsibility is to conduct tutorials, by explaining lecture materials, guiding students to do exercises, and answering their questions on assignments. We are also expected to meet with students during office hours, which gives us a

chance to see them one-on-one, review exams or assignments, and see if they have grasped the course material.

Much of the attention of this course is devoted to the explanation of the "Outcomes Based Teaching and Learning (OBTL)" framework (see figure 1), a student-centered method for facilitating the classes where the topics in a course are expressed clearly as the intended outcomes for students to accomplish. Thus, the teaching experience encourages students to achieve those results and reflect on the learning process with assessments undertaken. In this sense, it is crucial to identify the intended goals of a module or section and then to align teaching, learning, and evaluation to assure that students achieve those outcomes (Biggs & Tang, 2009). Through 'constructive alignment', the assessment and teaching activities are associated with accomplishing the learning outcomes. Similarly, we need assessment tasks that tell us how well students can use knowledge academically and professionally, such as solving problems, designing experiments, or communicating with clients. In this sense, feedback is an essential tool for student learning, since students need to recognize how well or unsatisfactorily their learning process is proceeding, and in what ways they can improve their future work.

Figure 1

What is 'Outcomes Based Teaching and Learning (OBTL)?



Source: Elaborated by the author based on OBTL Outcomes Based Teaching & Learning, http://www.cityu.edu.hk/edge/obtl/OBTL_Leaflet_v2.6.pdf

To approve the course, students are required to do a twenty-minute teaching demonstration. During this exercise, it is necessary to apply the material studied during the course, in which each student can choose a topic related to their discipline. For example, it is essential to introduce a specific structure in an engaging, and useful way, by presenting the Intended Learning Outcomes, Teaching Learning Strategies, and Assessment Tasks in a precise sequence. It is also vital to involve audiences actively and use time productively.

My Experience as a Tutor at CityU

Before I was a tutor at CityU, I worked as a full-time lecturer in a B.A. in International Studies at a private university in Mexico. Although the teaching experience in my country was beneficial, to a certain degree, for my period as a tutor in Hong Kong, there were fundamental differences between them. These two experiences ranged from classroom teaching, online interaction, home exercises, and students' assessments. However, tutoring in Hong Kong was somewhat different, starting with the language.

During my official three-year doctoral program, I had to be a tutor in two different classes during three semesters, while the others focused on my research. In my first semester, I took the two mandatory TA training programs given by the University, in my fourth semester I went for fieldwork to South America, and throughout my last semester, I worked to advance more on my thesis.

Regarding my experience as a tutor, first I would describe what my responsibilities were according to the City University of Hong Kong (2019) preparing problem sessions, offering office hours, writing up handouts, grading, and answering emails. And while, in theory as a tutor, there are non-lecturing responsibilities, since those are for the professors, this is far from reality.

In my Department, there was not a real effort to match our areas of expertise to our teaching responsibilities; that has advantages and disadvantages. The courses I helped with as a tutor were: International Political Economy, History and Society in Asia, International Migration and Global Diasporas, Theories of Development,

Contemporary International Politics of Asian Pacific, and Poverty and Politics of Aid. Some of the courses were more demanding than others, in the sense that I was not profoundly familiar with the content, but personally, in the end, it had more advantages. For instance, when I taught International Political Economy and Contemporary International Politics of Asian Pacific, I felt more comfortable since I could contribute to the class content without so much effort. While in the others, I had to make a more significant effort to grasp the material and consult additional sources to make a valuable contribution to the class content; that helped me to expand my teaching interests and expertise. The class size at CityU ranges from 60 to 120 students, which makes it very difficult for the course leader to oversee it on his or her own. In this sense, every class in the Asian and International Studies Department at CityU has a course leader and a TA or tutor. At the University level, we expect students to have their own incentive and discipline, and that they already have developed cognitive aptitudes to bear on the subject matter. However, the course leader and tutor still have a crucial role to play in the learning process by creating an atmosphere in which their desire and learning ability can work efficiently (Reis, 2000).

The purpose of the course leader is the facilitation of a broad context of knowledge in which students can find themselves and understand the content of their studies. It also includes the construction of a learning space in which they are encouraged to think carefully and critically and express their thoughts. In this context, some professors define the lecture and tutorial structure, while others give tutors more leeway.

Due to the size of the classes, the Department decided to structure the sessions in two parts. Firstly, the professor gives a two-hour lecture to the whole class about the weekly topic, which provides the students with the theoretical and empirical foundations of the subject. Even though students are required to do previous readings about the matter, the significant number of people makes the interaction between both parties almost impossible. Besides that, it is difficult to corroborate the students' understanding of the subject. At this point, each student should highlight their concerns and questions and bring them to the tutorial sessions. Secondly,

during these sessions, the TA must implement activities to make sure the students are understanding the topic or to answer possible questions. Depending on the class, I usually use questions and activities to encourage students' thinking and attention, and finally, make the group discussion be more vivid.

Except for the time factor, I enjoyed the class preparation process and placing the topic in a broader context by using other sources beyond the mandatory ones. In most of the cases, I tried to relate new concepts to students' daily experiences and use pertinent examples, or anecdotes, depending on the activities during lecture sessions (Reis, 2000). Even in some sessions, with the course leader's permission, I had the opportunity to give short lectures about my research topic, complementing the regular course material. In this sense, I had flexibility about what and how I presented my ideas. According to the feedback I received at the end of the semester, most of the students find it useful, since it helps to make the "dry" theory more thought-provoking and accessible. Besides that, I provided students with notes and summary handouts, highlighting critical points by adding comments made during the class interactions.

This was particularly important since as a tutor, one of my obligations was to provide academic guidance that should reflect on every student's academic progress. As a result, the support students received was not only for the semester's final project but also to become independent researchers. This was a difficult mission since it required harmonizing the need to be "hands-off" and allowing students to find their path with the urgency to be "hands-on" in operating the obstacles to lead through a successful learning process (The Room 241 Team, 2013). This meant continuously monitoring the methods of teaching and understanding and trying to improve them.

One of the most challenging tasks was helping students achieve their goals and highlighting the notion that their learning process requires commitment, work, responsibility, willingness to take risks, and that this development has rewards. Those were not easy tasks, and there was no simple way to achieve them. In this sense, the teaching methods should be the result of our informed

conceptions of how students learn, and the institutional and cultural context in which learning is taking place (Multiprofessional Faculty Development, 2019).

High quality lecturers required students to learn, understand, and develop critical thinking abilities. It was also essential to show empathy with students' thinking, by anticipating misconceptions, and allowing them to comprehend through a diversity of methods. It was necessary to observe students in class and detect signs if they were perhaps not understanding the topic or if they merely had some other interest in it (UTS, 2019). Outside class time, I tried to always be approachable and willing to help students by allowing them to take a dynamic role in understanding the subject better. As a result, students' participation during tutorials is almost mandatory. In this sense, tutorials were more about gaining a better understanding of a topic through active participation than from passive notetaking.

For instance, in the Contemporary International Politics of Asian Pacific, one of the exercises was role-playing, where the students were supposed to be senior political advisors in an international organization responsible for drafting proposals to resolve difficult regional issues in the Asia-Pacific region.

Another of the exercises was to, based on the knowledge acquired from the course, select a problem and write a creative project to fix it. 'Debating' was another activity commonly used to check the comprehension level among students.

As I mentioned before, participation was a crucial aspect of the tutorial's structure. This aspect was graded in terms of the quantity and quality during the tutorial, and relative to others in the class. For me, this task point represented one of the biggest challenges as a tutor.

About the Students

Most of the Asian and International Studies (AIS) students come from the Chinese medium of instruction secondary schools (Session 1 of *Teaching Students: First Steps*, 2015). Many of them are first-generation university goers in their families, which puts them under more pressure and expectations.

Different admission requirements depend on the tertiary courses, and a large number of students also apply to study abroad, usually, after they take the Hong Kong Advanced Level Examinations (HKALE). For example, students need a pass (Grade E or above) in Chinese and English to have minimal conditions to enter a local university (QS Top Universities, 2019).

Even though the use of English as a Second Language is mandatory for students in Hong Kong, sociocultural, and linguistic factors impact students' oral communication ability. Many of them would not get that much practical, real-world exposure, even if there were a chance. These factors are exerting the most significant influence on students' classroom reticence of participating during class. The oral participation for many of them represents a challenge since they do not like the idea of speaking in public. They are afraid of making mistakes and losing face in front of others. However, most of my students in Hong Kong were responsible and dedicated to doing their academic activities as best as they could. Also, they would have in mind that although you are not the professor, you represent an authority figure, and they address you correspondingly (unlike what often happened to me in Mexico). The fact that most of them had the disposition and desire to improve, made a big difference in the quality of the course and the final result. An interesting aspect to highlight is that most of the professors in the department come from Europe or America, whose educational systems, emphasize active learning and self-motivation like critical elements in university education. While they were coming from a high school system that favors the memorization learning approach, as a result, most of the students were incredibly good at memorizing (Session 1 of Teaching Students: First Steps, 2015), and the new approach in the bachelors meant a huge change and effort for them.

Finally, an interesting aspect to highlight is that most of the professors in the department were from Europe or America, whose educational systems, emphasize active learning and self-motivation like critical elements in university education.

Conclusion: Progress and Results

At first, using English as a Medium of Instruction was a challenge for me. I did my undergraduate and master's degree studies in Mexico, and although much of the material I worked with was in English, most of my courses were facilitated in Spanish. Even though my English level was acceptable, I had to learn how to express myself in an academic environment adequately. Despite the fact that I prepared my classes conscientiously, I felt that my capacity for improvisation was limited. Frequently I forgot the name in English of terms related to the discipline of International Studies, but gradually I could improve this ability. Some of the professors I worked with allowed me to do short lectures about various subjects. At first, it was terrifying, but at the same time, it pushed me to teach in a way that I had not taught before. Compared to my first semester as a tutor, I felt much more confident during my last one, and my time management became more productive. However, preparing tutorials took a considerable amount of time, and it also distracted me to a great extent from my research, which made it more difficult to finish the program on time (this is my fourth year, and hopefully the last one). For instance, while you are grading at the end of the semester, you technically are not working on your research. At the end of the semester, a tutor can easily grade around 100 papers (about 6-8 pages each), plus grading exams, and give the tutorial note; giving student feedback is a time-consuming activity.

I did not feel confident or an experienced tutor until I had the feedback from students and peer observation from other tutors in the Department. The first critique I received was through peer observation. When someone who I had observed and whose teaching was quite good, said that I had done a respectable job, made me feel more secure. After the course ended, I received feedback from students, and one of the most common observations is that they appreciated my effort to explain clearly without oversimplifying the content, and the use of visual media, such as slides, handouts, and blackboard diagrams to assist in explanation. They also valued that in the tutorial content, I included references to Mexico or Latin America since due to geographical and cultural distance, their knowledge about them is quite limited.

However, I also received negative comments, especially related to my way of speaking English. My pronunciation caused considerable strain for my students and seemed somewhat harsh and flat; some of them mentioned that sometimes they could not understand what I said. As I remember, when I studied English, the lessons tend to focus much more on reading and grammar than speaking and listening, and I have little chance to practice pronunciation. Regarding the tutorial structure, some of them considered that I should talk less and allow more students participation.

Overall, tutoring at CityU was a rewarding experience that helped me to clarify my ideas and thoughts. The process of explaining concepts to students makes me reflect more deeply about the issues involved. Those abilities are not necessarily developed when you 'just' work on your dissertation, and any Ph.D. program in the world should integrate 'teaching' as a part of it. Especially if someone is considering working in anything related to Academia, such experience is mandatory. Being an excellent scholar does not necessarily mean you are a good teacher or that you can bring knowledge to students effectively.

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English Skills for International Business: BUAP Study Case

Raquel Ismara León de la Rosa
Sxunasxi Marisol Valencia Crivelli

Introduction

This chapter is focused on the teaching and learning processes of English for Business in the *Benemérita Universidad Autónoma de Puebla* (BUAP), specifically in the International Business and International Trade undergraduate programs. The objective of this research is to diagnose the viability and impact of these courses within the student population and to identify areas of opportunity for the next generations.

This chapter begins with a description of the methodology to be used for this analysis, in which it describes the approach and its scope. In the same way, the instrument used to gather information in the student population is presented.

In a second part, the case study of this investigation is presented. For a better understanding, it is divided into two parts. The first part is the description of the areas in which the International Business and International Trade programs are located in respect to their English courses applied to business. This description includes elements such as population, orientation of the programs, admission profile, undergraduate profile, and infrastructure. The

second part refers to the analysis of the information in the description and the data collected from interviews with a group of students.

The last part corresponds to the conclusions and recommendations generated from the analysis. In summary, that this research can be contemplated by the authorities of the university and help the process of updating and improving the teaching and learning process is what is intended.

Methodology

In this section, the methodological elements of the chapter are presented. The starting point is the problem within this research, which is the condition in which the current English courses are applied in the bachelor programs of International Business and International Trade in BUAP.

The nature of this book allows us to rescue case studies about the teaching of the English language in non-English speaking countries, mainly at the university level. In the case of the International Business area, adequate knowledge and skills of the English language are vital for the students. This is justified through the prominence of this language through globalization:

> English is globally considered 'the lingua franca' or the language of business, politics, international relations, culture, and entertainment for so many countries worldwide. English has become the predominant language of business since the second half of the Twentieth Century. Business English is therefore considered as being essential for all people who wish to work in any area of business. English for business is a part or subcategory of the larger field of English for Specific Purposes (ESP) (Sekhar Rao, 2017, p. 15).

According to Kamil Zakrzewski, there are several statistical elements that support the importance of English from the relation between globalization and business. These points are presented in table 1.

Table 1
English and Globalization Data

English as an Official [*de facto*], or Co-official Language Used as a First or Second Language	110 Countries Around the World
English Speakers in the World	360 Million Native Speakers 1, 500 Million Learners
English Used in the Web	26.8% Internet Users 43.4% Internet Penetration by Language 56% Online Content is English-Only

Source: Own elaboration based on Zakrzewski, 2012; Business Insider, 2015.

Understanding that "trade and commerce are among the oldest, most pervasive, and most important human activities, serving as engines for change in many other human endeavors" (Smith cited in Zakrzewski, 2012, p. 14), it is clear that trade and globalization generate a strategic link in the business world, therefore the English language leads these types of economic activities.

Globalization is a catalyst in the use of the English language as the axis of business, where the teaching of this language from the dynamic ESP must be differentiated from the common teaching of the language. With respect to business, the main difference between the two corresponds to the manner and type of skills that each of them seeks to develop. Therefore, the teaching of English for negotiation relies on more complex skills such as: understanding the business background, satisfying the customers, maintaining public relations, continuing business correspondence, signing contracts and agreements, conducting and attending meetings, preparing and analyzing reports, for negotiations and interviews, telephoning skills, for marketing and sales, and for finance and banking (Sekhar Rao, 2017).

This difference allows this research to focus on evaluating the ESP courses of the International Trade and International Business Bachelor programs of BUAP, which seeks to generate a diagnosis in three parts:

1. Content and Update
2. Infrastructure
3. Skills of the Resulting Human Talent.

In order to develop this research, it was decided to give it a mixed approach, where the qualitative over the quantitative prevails, since as mentioned above, it has a greater part of the characteristics and abilities within the ESP programs.

In regards to the scope of the investigation, although there are constant evaluations of the International Trade and International Business Bachelor programs, this research is the first one that is carried out in a formal way with respect to the field called "Applied English". Therefore, the intention of the research is to create a document that describes the main characteristics of these ESP courses and determine some conclusions-recommendations that can be addressed in the future for the continuous improvement of the courses.

The sources of information used are mainly three:

- Description of the two bachelor programs and the contents of the courses
- Surveys applied to the students
- Semi-structured interview with teachers

The descriptive part rescues aspects such as the orientation and profiles of each one of the degree programs, because despite sharing similar thematic areas, their training objectives for human talent are different. It is important to clearly identify the objectives of each of the programs as to determine the degree of specialization of the ESP. At the same time, statistical information is rescued regarding the number of students and teachers involved with the ESP, this is important to identify the infrastructure capacity that the university must have in order to attend the students and achieve the objectives of the program.

More profoundly, ESPs are described within International Trade and International Business bachelor programs. In this part, it is important to identify the ESP number by degree program and their contents, this allows to determine the relevance and the vanguard of each one on training human talent. Therefore, the main source of information is the historical data of each one of the degree programs and the syllabaries of each one of the ESP.

The second source of information refers to the survey done to students from both degree programs, achieving a sample of 51 students. This survey is composed of 14 multiple choice questions.

The questions asked are aimed at identifying three moments in the ESP experience: prior to being university students, their experience with ESPs and satisfaction with the experience.

The survey was applied electronically through the Google Drive platform. The questions asked are presented in table 2.

Table 2

Students' Survey Questionnaire

Number	Question	Options
1	What educational program do you belong to?	International Trade
		International Business
2	Did you have a prior English language training upon entering the university?	Yes
		No
3	If the previous question was answered affirmatively, how long?	1-2 Years
		3-5 Years
		+5 Years
4	Before your university education, did you have any certification in English?	No
		Cambridge
		TOEFL
		TOEIC
		IELTS
5	Currently, do you have any English language certification?	No
		Cambridge
		TOEFL
		TOEIC
		IELTS
6	Regarding EPS in your program, do you consider that it has a positive impact on your undergraduate profile?	Strongly agree
		Agree
		Neutral
		Disagree
		Strongly disagree
7	About the content (topics) of English applied to your program, do you consider them to be topical?	Strongly agree
		Agree
		Neutral
		Disagree
		Strongly disagree
8	Regarding the teaching staff that offers these courses, do you consider that they have the necessary training and experience to teach the courses?	Strongly agree
		Agree
		Neutral
		Disagree
		Strongly Disagree

9	International Business student. Which of the following courses do you consider the most contributed to your training? Why?	English for Trade 1
		English for Trade 2
		English for Business
		English for law
10	What do you consider to be the greatest strength within the English courses applied in your program?	Contents
		Teaching staff
		Infrastructure
		None of the above
		Other
11	What do you consider to be the greatest weakness in the English courses applied in your program?	Contents
		Teaching staff
		Infrastructure
		None of the above
12	After having completed these EPS, in what skill Set do you find further progress?	Speaking for International Negotiations
		Writing Business and Trade Documents
		Comprehension of Specialized Papers
		Listening for International Negotiations
13	After having completed these programs, do you consider that they are supported transversally with the rest of your courses within the degree?	Strongly agree
		Agree
		Neutral
		Disagree
		Strongly disagree
14	In your experience, do you consider that English Language Proficiency should be part of the entry requirements for International Trade or International Business bachelor programs?	Yes
		No

Finally, the third source of information described in table 3 corresponds to the semi-structured interview with a group of ESP lecturers. Regarding the population interviewed, it corresponds to 2 lecturers who have taught classes in the two bachelor programs. The questions asked were the following:

Table 3

Questionnaire for Lecturers

Number	Question
1	What is your expertise in the labor field to lecture ESP for Business in bachelor's degrees in International Trade and International Business of BUAP?
2	What is your opinion (contents) of ESP courses in the bachelor's degrees in International Trade and International Business of BUAP?
3	How has your experience been in the teaching-learning process of ESP in each of the programs?
4	In your opinion, what are the main challenges of ESP courses?
5	Do you think that the courses provide a background of technical English to students for labor life?
6	What suggestions would you make for the improvement of ESP courses in International Trade and International Business?
7	Do you have any other comments?

For the last part of this chapter, the SWOT analysis is used. This type of analysis allows taking information from each of the sources of information reviewed and the data obtained with the instruments (surveys and semi-structured interview). The relevance of this type of analysis lies in its simplicity to diagnose actions and identify areas of opportunity within our case study.

This research is based on the following definition of SWOT analysis:

> Make the technique look much too easy by listing favorable and unfavorable internal and external particulars. Then ponder how strengths may be leveraged to realize opportunities and how weaknesses, which exacerbate threats or impede progress, may overcome (Valentin, 2001, p. 55).

The application of SWOT analysis will be presented in the next part of this chapter. Study case

The preponderant role of higher education institutions allows better conditions of life for the country, because in them, knowledge arises and is shared with the student population with a view to continuous improvement for national and international labor performance.

The Institutional Development Plan (2017) proposed by the rector of BUAP, Dr. José Alfonso Esparza Ortíz, mentions that:

> The policies and guidelines of international organizations on higher education such as the United Nations Educational, Scientific and Cultural Organization, UNESCO, the World Bank, the Economic Commission for Latin America and the Caribbean, ECLAC, among others, agree in pointing out that higher education is the spearhead of the participation of countries in the Knowledge Society (2017, p. 5).

Likewise, the mentioned organizations also coincide in pointing out the new challenges faced by higher education institutions in a complex and uncertain social and economic environment that exerts multiple pressures on education systems. Universities need to update their frameworks and promote greater flexibility in their organization and in their plans and study programs to respond effectively to new challenges and ensure that graduates have the knowledge and tools necessary to adapt and participate successfully in future scenarios (BUAP, 2017, p. 6).

Therefore, this research raises the analysis of the Degree in International Business (LNI) and International Trade (LCI) present in the Faculty of Administration. These programs seek a constant change that helps raise the levels of teaching-learning for students with better professional performance objectives so that they can achieve the objectives set by the PDI with a vision towards 2021.

Population

The Faculty of Administration of BUAP holds six bachelor's degrees with different modalities (schooled, semi-schooled, and on-line learning), positioning itself as one of the largest faculties of BUAP.

As can be seen in table 4 and graphs 1 and 2, the undergraduate degrees subjects to study have a high demand in the calls issued by the BUAP. Its population corresponds to 24.64% in the category of aspirants as well as a 28.20% of the student population of the newly admitted Faculty, considering the two International Business modalities.

Table 4

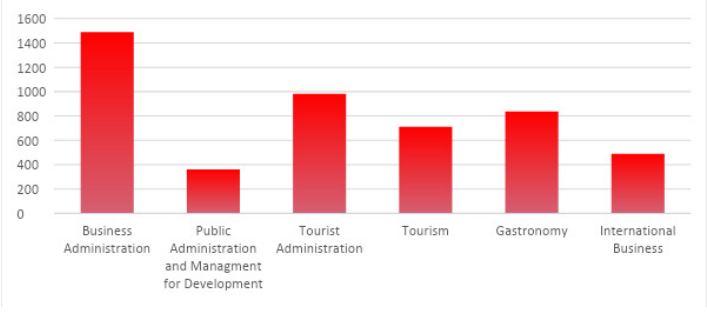
Statistical data of the Faculty of Administration 2017-2018

Field: Economic Management Bachelors' Faculty of Administration	Modality	Applicants		Total	Registered		Total
		Women	Men		Women	Men	
Management	Schooled	592	648	1,140	191	194	385
	Semi-schooled	99	102	201	89	87	176
	Online	69	78	147	63	66	129
Public Administration and Management for Development	Schooled	195	167	362	71	76	147
Tourism	Schooled	736	247	983	284	86	370
International Trade	Schooled	452	260	712	240	136	376
Gastronomy	Schooled	447	390	837	75	77	152
International	Schooled	250	170	420	60	44	104
Business	Online	34	34	68	26	28	54

Source: BUAP Statistical Yearbook Data, 2017-2018.

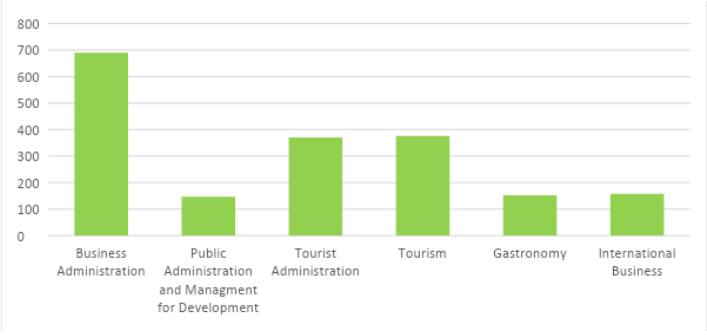
Graphic 1

Faculty of Administration Applicants 2017-2018



Source: Own elaboration based on BUAP Statistical Yearbook data, 2017-2018.

Graphic 2
Faculty of Administration Freshman Class 2017-2018



Source: Own elaboration based on BUAP Statistical Yearbook data, 2017-2018.

With the above information, it can be determined that the BUAP has had a good reference in terms of the degrees focused on this research.

International Trade program

At present and according to trends, international trade in goods, services, and investments determine, to a large extent, the satisfaction of the needs of the population of a country and even of a group of countries or regions. Its participation is located in the international trade operations of the micro, small, medium, and large Mexican and international companies, in the industrial, commercial, and service sectors, related to the exchange of goods, services, and investments; as well as the international trade regulatory bodies at the three levels of the Mexican government (local, state and federal) such as state secretariats, state government secretaries and local agencies that promote economic development and regulatory bodies at the international level. International and other countries and supranational organizations such as the World Trade Organization, the International Monetary Fund, the World Bank, the Organization of the United Nations (Universia, n.d.).

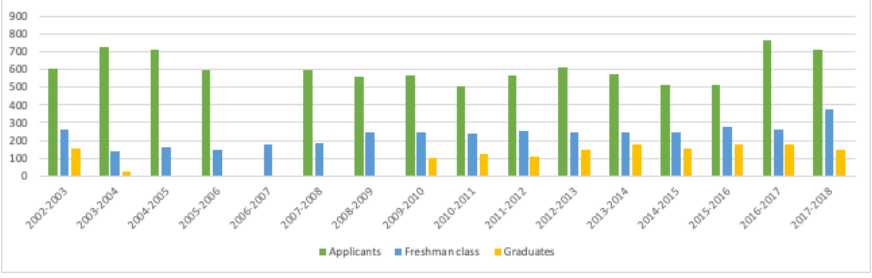
This degree is a pioneer within the Faculty of Administration. It was approved by the Honorable University Council of the Benemérita Autonomous University of Puebla on May 18, 1999, be-

ginning to operate from the 1999-2000 school year. Currently, it is certified under COPAES (Consejo para la Acreditación de la Educación Superior, AC®) and in the process of accreditation by CONACI (Consejo para la Acreditación del Comercio Internacional) in the national and international areas.

Next, historical data on the applicants, new income, terminal efficiency, and graduates from the period 2002-2003 to date are presented in chart 3.

Graphic 3

International Trade Statistical Data



Source: Own elaboration based on BUAP Statistical Yearbook data, 2002-2018.

As it is observed, since its inception, International Trade has been a university degree with a high degree of university demand.

International Business

Given the context of internationalization among nations, the mechanisms established by the World Trade Organization and related International Organizations, as well as the economic policies of the countries, the existence of professionals able to understand the macro environment and generate benefits at the level is imperative. Of companies, organizations or groups of these, so that the expected benefits of globalization translate into advantages for individuals and organizations. In this understanding, Mexican companies have the need to establish contact with the international environment and maintain strong relationships with different agents that interact in these dimensions, however, ties must be established with the intention of exceeding the considerations that

they may have towards the country, considerations where the specialization of the production and the increase of distribution capacities are the daily events of the businesses that are established from and towards our country (Guzmán & Benavides, 2014).

The degree was approved, initially, to be offered in the on-line mode receiving the first generation in 2014. One year later, 2015, the call for entry of the first enrollment in the school scheme is extended, taking Table 5 data of applicants and new income:

Table 5

Applicants vs. First Class of International Business Program

	Applicants		Total	Class		Total
International Business	Women	Men		Women	Men	
Bachelor	117	70	187	56	34	90

Source: BUAP Statistical Yearbook data, 2017-2018.

At the time of its creation, the area of opportunity in the State of Puebla was merely glimpsed because similar programs were offered to International Businesses only in private universities and in schooled mode, leaving a wide sector of the population in school aptitude without possibilities to realize their professional development. Therefore, its creation serves to complement the scheme of the Faculty of Administration of BUAP, where it was considered the first public university offering this option of professionalization.

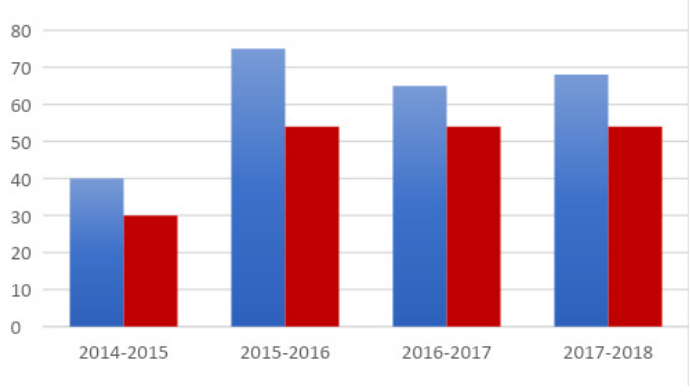
When formulating its creation, several strategic content areas were established, including the area of applied English. The established proposal (2014) states that:

> As the English language is the universal language; contracts, agreements, agreements, treaties at the international level are generally held in the language. Therefore, it is necessary to know the legal terminology and specialized negotiation. Likewise, it is considered that the student, when taking the courses in this area, must have accredited the English language at the B2 level in accordance with the Common European Framework of Reference for Languages. The subjects that make up this area are: English for Negotiation and Legal English, with a total of 128 hours and 8 credits (Guzmán & Benavides, 2014).

The historical data presented in chart 4 and 5 show that, although the degree is new, it has had great acceptance by society, however, the impact it has on society cannot yet be measurable because there are no graduated students of any of the modalities existing.

Graphic 4

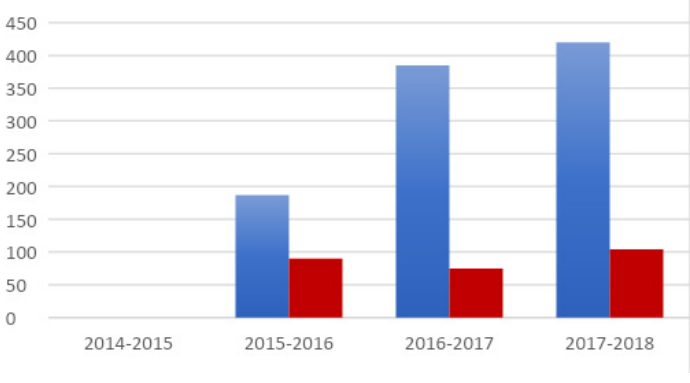
International Business Statistics Data (on-line modality)



Source: Own elaboration based on BUAP Statistical Yearbook data, 2014-2018 Chart 5.

Graphic 5

International Business Statistics data (schooled)



Source: Own elaboration based on BUAP Statistical Yearbook data, 2014-2018. New income and re-entry.

The calling established by the BUAP establishes a maximum quota of students registered after the admission process, divided into two periods of admission: autumn (established in the month of August) and spring (in the month of January, called generation 0.5). According to this, Table 6 data is established.

Table 6

New income Class by Calling Period

Bachelor	Autumn	Spring
International Business (Schooled)	90	50
International Business (Online)		-
International Trade	280	120

As the table above indicates, the LNI on-line modality has the capacity for enrollment that only enters the fall period (annual admission).

In addition, you have the registration that is already registered in the study programs and that each period carries out your re-enrollment, as shown in Table 7.

Table 7

Re-entry students by program

Bachelor program	Students
International Business (Schooled)	312
International Business (Online)	116
International Trade	1,564

Source: BUAP Statistical Yearbook data, 2017-2018.

Profiles

The skills, knowledge and attitudes that are requested for international bachelor students correspond to specific requirements to understand the international panorama. Hence, we have the following: Admission profile of the International Trade Degree.

The applicant must meet the following characteristics: Ability to work collaboratively, ICT management, persistence and commitment of agreements to goals and objectives, quantitative and qualitative thinking skills, skills for oral and written communica-

tion in Spanish and other languages, emotional intelligence in crisis situations, adaptability to international cultural environments, interpretative capacity of data and facts in different contexts, proactivity, and creativity, curiosity and initiative for research and ability to solve problems (BUAP, 2019a).

Admission Profile of the International Business Bachelor

The student must have the following characteristics (BUAP, 2019b):

- *Knowledge*: Basic mathematics, in social sciences and humanities, in the use and management in information and communication technologies, basic management acquired by professional or academic experience.
- *Skills for*: human interaction, analysis, comprehension reading, specialized information consultation, adaptation to change, being self-taught, reading comprehension, oral and written expression in the foreign language (English) at an elementary level.
- *Attitudes and values*: a taste for reading, conciliator and mediator teamwork, interest in international environment, business innovation.

The PDI (BUAP, 2017), along with the Strategic Agenda of the BUAP, which establishes commitments with the university actors, expresses within its commitments: "Expand the visibility of the university in Mexico and the world, to new horizons of mobility, exchange, participation in networks and multinational and interdisciplinary projects that contribute significantly to development" (PDI, 2017, p. 12).

Based on the above, the undergraduate profiles are presented.

Undergraduate profile of the International Trade Bachelor

The graduate of the Bachelor of International Trade of BUAP, will have the following skills in knowledge, skills, attitudes and values according to the discipline (BUAP, 2019a):

- *Knowledge*: Will understand the concepts and practices of the movement of goods at an international level, as well as

its economic, legal, administrative and operational implications, especially in areas such as packing and packaging, will identify the import and export operations of goods and services of the three economic sectors: industrial, commercial and services, will describe the principles and provisions of the customs system of the federation and customs agencies in the import and export operations of goods, services and investments, will recognize the standards requirements and international provisions governing the export of national products, will identify their options for providing professional services specialized in financial, managerial, negotiation and international traffic, will recognize professional ethics, work, aesthetics and individual health care, will identify environmental issues and your care.

- *Skills*: Formulate and implement effective commercial strategies that will apply in favor of their development and that of their environment, in solid commercial relationships at a national and international level.
- *Attitudes and values*: To be entrepreneurs to identify areas of opportunity for their personal and environmental development, and ethical values of the profession that allow them to act adequately within the labor and social field in a cooperative and collaborative manner, etc.

It is worth mentioning that, for the qualification process, it is required to prove a foreign language, in which the student has English and French as an option.

The curricular mesh of this degree contemplates 256 credits.

Undergraduate Profile of the International Business Degree

The graduate of the degree in International Business is a professional specialized in the design and operation of business models, from an interdisciplinary perspective with a humanistic vision, which responds in an agile and timely manner to changes in the international arena (BUAP, 2019b).

- *Knowledge in*: economic-administrative principles and decision-making models, theories and models of international trade and business, international geopolitics and regionalization, principles, rules, accounting and financial models and the national and international legal framework of business.
- *Skills for*: negotiation, delegation, coordination, leadership, mediation, conciliation; collection, analysis and information processing; application of principles, models and theories in business problems; efficient and effective decision making in the business environment; apply the legal framework in international business.
- *Attitudes and values*: respect, tolerance, objectivity, ethical behavior, innovation, and proactivity.

The curricular mesh of this degree contemplates from 197 to 205 credits.

Infrastructure

The BUAP is a leader in the country and has international positioning. The quality and relevance of its educational offer and academic services are based on a solid and recognized academic structure, a relevant Educational Model, flexible and focused on the student, a scientific and technological development, a wide influence on culture and the arts, an academic structure that works in national and international cooperation and collaboration networks, an administrative structure and a flexible, functional, accredited and flexible management that supports academic work, under a policy of transparency, accountability, and sustainable development (BUAP, 2017, p. 8).

Educational quality is a multifactorial phenomenon involving variables associated with: the intellectual capacities and motivational dispositions of incoming students, the cultural baggage that they possess, the curricular design of plans and study programs, the didactic planning of each one of them. The learning experiences carried out in classrooms, workshops, laboratories, professional practices and social service carried out both in face-to face environments and others mediated by technology, the profile and teaching

performance, the evaluation systems of learning and competences, the systems of administrative-academic management, and facilities and learning spaces. Without being exhaustive, this list gives an account of the inherent complexity of the assurance of educational quality. However, complex that may be, the BUAP is committed to ensuring the best conditions to promote it and ensure its permanent improvement (BUAP, 2017, p. 29).

Based on what the PDI stipulates, with objectives towards 2021, it seeks to enrich the teaching staff by obeying the transversal axes stipulated by the Minerva University Model on which the curriculum development of the BUAP is based:

1. Human and Social Formation.
2. Development of Complex Thinking Skills
3. Development of Skills in the use of Technology, Information, and Communication.
4. Foreign Languages.
5. Education for Research.
6. Innovation and University Talent.

In a very special way and landing the information of this research, axis number four, Foreign Languages, emphasizes three dimensions (BUAP, 2012):

A. Communication, in which the development of the vocabulary is promoted, referring to the social, scientific-technical, or artistic fields.
B. Production (speaking and writing) means that students progressively master the language that will allow them to acquire all those elements necessary to make their learning more effective, through oral or written expression at the time of verbalizing or to communicate the results of learning in any field of knowledge.
C. Understanding (listening and reading) implies that the student develops the ability to use knowledge and skills, through reading, capturing the meaning of written texts and verbal messages of habitual use.

For this reason, a teaching staff is required that teaches specialized English subjects in both degrees, having the elements in order to obtain the best use of the teaching-learning process.

Currently, for each degree, there are two teachers specialized in the instruction of this language, with different profiles to a foreign language and who provide the technical elements of each profession (see Table 8).

Table 8

Bachelors' ESPs and Requirements

Bachelor	ESP 1	ESP 2
International Business	English for Business	English for Law
Requirement	English IV	English for Business
International Trade	English for Trade I	English for Trade II
Requirement	English IV	English for Trade I

The ESPs mentioned, it is important to note, are offered only in certain periods (see Table 9), so we must use them for the Bachelor of International Business (LNI).

Table 9

Periods and Sections of Specialized English for International Business Bachelor

Bachelor	ESP	Periods	Sections
LNI	English for Business	Autumn	3
LNI	English for Law	Spring	1

In the case of the English for law ESP, a desirable profile with professional discipline is requested in: International Law, International Business, International Relations or International Trade, however, there is currently no specialist in the required terms, because the subject is taught by teachers who have the verbal ability in English, which does not allow the content established in the program to be covered due to the lack of expertise in law technicalities.

In the case of the International Trade bachelor (LCI), ESPs are offered as follows following Table 10 structure.

Table 10
Periods and Sections of ESPs for International Trade Bachelor

Bachelor	ESP	Periods	Sections
LCI	English for Trade I	Autumn	5
LCI	English for Trade II	Spring	3

Analyzing the information presented in tables 9 and 10, the consecutive subjects in each degree show a lower number of sections that are opened because the accreditation of those offered in the fall is minimal, which causes a bottleneck and delays in enrollment and, therefore, students' grades. Also, the teaching staff is not enough to supply the demand of the materials in question. All this coupled with the fact that the hard infrastructure (classrooms, laboratories, etc.) is not ideal for the teaching-learning process of the English language, makes it difficult to accredit them.

Programs and contents

For LNI, the English for the Business program has the following thematic content:

- Unit 1. Business Communication
- Unit 2. Writing Process in Business Communication
- Unit 3. Business Research
- Unit 4. International Business Communication.

For its part, English for Law develops the following learning units:

- Unit 1. Introduction to International Law in English
- Unit 2. Firm Law and Transnational Litigation
- Unit 3. Property Lights
- Unit 4. International Arbitration.

The general purpose of these programs is to acquire and strengthen linguistic competitiveness tools that help strengthen the graduation profile as well as establish skills to perform negotiation roles in international legal matters.

In the case of International Trade, the English for trade I program contains:

- Unit 1. Knowledge of International Businesses
- Unit 2. Practice on Trading Operations
- Unit 3. Strategies & Portfolio.

Meanwhile, the English for trade II program covers:

- Unit 1. Initial Stages for International Business
- Unit 2. Financing & forms of Payment
- Unit 3. Logistics
- Unit 4. Marketing
- Unit 5. Legal Framework & Fiscal System.

The purpose of both subjects lies in the identification of the basic skills of the English language within the context of international business in the different scenarios.

Finally, it is important to point out that although the ESPs described above correspond to the area of specialized English, some others that base the bibliography and specific topics with the teaching and research in this language should not be left out, such is the case of International Logistics, Techniques Sales and Negotiation, Finance, Geography and Regional Areas, etc. It is important to develop the transversal skills in the students, not only of knowledge but to carry it out comprehensively, where they can learn and apply not only locally, but internationally in an efficient way.

Analysis and Research Results

In this section, we present the results of the questionnaires applied to students and teachers of ESP. The first results to present correspond to the students, which will be presented in the following way: first, the characteristics of the surveyed population (See Table 11); second, the perception of the ESP (See table 12), and finally, the areas of opportunity in students' opinions (See Table 13).

The characteristics of the student population surveyed is the following:

Table 11
Characteristics of the students surveyed

Number	Question	Options	Result
1	What educational program do you belong to?	International Trade	23.5%
		International Business	76.5%
2	Did you have a prior English language training upon entering university?	Yes	84.3%
		No	15.7%
3	If the previous one is affirmative, how many years?	1 -2 Years	27.9%
		3-5 Years	30.2%
		+5 Years	41.9%
4	Before your university education, did you have any certification in English?	No	66.7%
		Cambridge	13.7%
		TOEFL	15.7%
		TOEIC	3.9%
		IELTS	0%
5	Currently, do you have any English language certification?	No	58.8%
		Cambridge	19.6%
		TOEFL	17.6%
		TOEIC	3.9%
		IELTS	0%

Source: Own elaboration based on survey results.

About table 11, There is information that complements the requirements of the admission profile of the degree programs. For example:

1. A strong percentage of students with English skills (84.3%).
2. Knowledge of the English language for more than 5 years (41.9%).
3. 33.3% of the population had an English language certification, before entering the university.
4. Only 7.9% of the population was certified in English during their stay at the university.

The second part of the survey refers to the perception of students with respect to ESP. This information is presented below:

Table 12

Students' Perception of ESP

Number	Question	Options	Result (%)
6	Regarding EPS in your program, do you consider that it has a positive impact on your undergraduate profile?	Strongly Agree	49
		Agree	27.50
		Neutral	15.70
		Disagree	2%
		Strongly disagree	5.90
7	About the content (topics) of English applied to your program, do you consider them to be topical?	Strongly agree	15.70
		Agree	37.30
		Neutral	13.70
		Disagree	23.50
		Strongly Disagree	9.80
8	Regarding the teaching staff that offers these courses, do you consider that they have the necessary training and experience to teach the courses?	Strongly Agree	3.90
		Agree	23.50
		Neutral	23.50
		Disagree	23.50
		Strongly disagree...	25.50
9	International Trade studenIhich of the following courses do you consider most contributed to your training? Why?	English for Trade 1	53.3
		English for Trade 2	46.7
	International Business student. Which of (he following courses do you consider the most contributed to your training? Why?	English for Business	96.8
		English for Law	3.2
10	What do you consider to be the greatest strength within the English courses applied in your program?	Contents	21.6
		Teaching Staff	27.5
		Infrastructure	3.9
		None of the Above	39.2
		Other	7.8
11	What do you consider the greatest weakness in the English courses applied in your program?	Contents	17.6
		Teaching Staff	66.7
		Infrastructure	11.8
		None of the Above	3.9

Source: Own elaboration based on survey results.

In respect to the results of table 12, the following points are identified:

1. Students generally have a positive perception of ESP (76.5%).
2. The biggest point of controversy lies with the professors who teach the ESP, since 49% have a negative view of the staff.
3. Regarding content, the image is positive by 53%.
4. In regards to the ESP, the students consider of greater importance and advantage those of: English for Trade 1 (LCI) and English for Business (LNI). In respect to LCI, students consider that the contents of English for Commerce are of greater impact than those of the next ESP. While in LNI, students point out that ESP for English for Law is taught in Spanish.
5. On the strengths of ESPs, there is mostly no point of agreement.
6. Consequently, the greatest weakness is the staff that teaches in the ESP.

The last part of the survey corresponds to the areas of opportunity from the perspective of the students, the results are the following:

Table 13

Areas of opportunity results

Number	Question	Options	Result
12	After having completed these KPS, in which skill do you find greatest progress?	Speaking for International Negotiations	31.4%
		Writing Business and Trade Documents	9.8%
		Comprehension of Specialized Papers	37.3%
		Listening for International Negotiations	21.6%
13	After having completed these programs, do you consider that they transversally aided with the rest of your courses within the degree?	Strongly Agree	11.8%
		Agree	37.3%
		Neutral	31.4%
		Disagree	11.8%
		Strongly Disagree	7.8%
14	In your experience, do you consider that English Language Proficiency should be part of the entry requirements for International Trade or International Business bachelor programs?	Yes	92.2%
		No	7.8%

Source: Own elaboration based on survey results.

Table 13 provides the following conclusions:

1. The two most developed skills during the courses correspond to comprehension of specialized papers (37.3%) and speaking for international negotiations (31.4%).
2. 49.1% of the students consider that the ESP are linked to the rest of the courses of the degree program.
3. 92.2% think that a positive change would be to apply for English language proficiency as an admission requirement.

On the other hand, there are interviews with the teachers who teach ESP. As mentioned above, two professors who have taught in both degree programs were chosen.

In respect to the results of the interviews, the following is rescued:

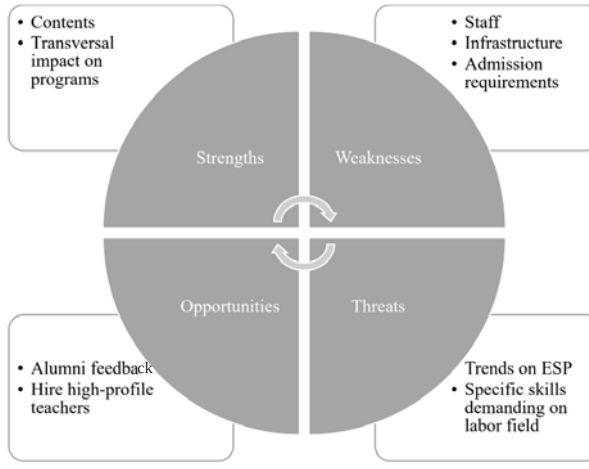
- Both teachers have work experience regarding the use of English for business. However, it is important to point out that within the profiles of the staff there are teachers who sometimes teach without having this experience at a professional level but are assigned to have an English language certification.
- The content indicates that it is current with respect to how the degree programs are designed, but that they would be of greater impact if the groups were homogeneous in the language domain. At the same time, it is pointed out that the content could be more profound if the teaching of business and trade vocabulary in English was promoted more from the first courses or other subjects were given in English.
- Regarding the teaching experience, the following comments are recovered:
    - This process can be complex depending on the level of basic English proficiency within the students, as there are cases of groups of more than 40 students with varying levels of proficiency.
    - Regarding infrastructure, the limited access to the internet and the lack of audio equipment limits the use of audiovisual resources.
    - There should be an extracurricular regularization course for students who do not have a basic level of English.
    - New generations have greater knowledge of the English language and this facilitates the teaching-learning process.

  - There is a difference between each one of the degree programs, since in LNI there are more students with previous experience in the use of the English language, and they are even more receptive to the interaction in the language.
- The main challenge mentioned is the lack of highly trained personnel, since the professors who have the experience are few and many times have priority in other courses, since they are considered specialists.
- Regarding the contribution of the ESP to the students, the interviewees consider that despite the shortcomings, there is a positive impact and that their level of use depends on the interests of each of the students.
- About the suggestions, the following are identified:
  - Hire highly trained teachers.
  - Include the English language as an admission requirement.
  - Improve the infrastructure of the faculty, mainly in the internet connection.
  - Eventually, the courses disappear. There could be only one ESP and the rest of the subjects of the programs should be taught in English.
  - Support extracurricular courses to regularize students and teachers for constant training and certification, mainly in technical English in Business and Trade.

Based on this information, Figure 1 presents a SWOT analysis with respect to the ESP in the LCI and LNI programs at BUAP:

As can be seen in Figure 1, the data obtained with each of the stakeholders within the ESPs helped to determine each of the SWOT analysis points. In the last section of the chapter, some general conclusions and recommendations are presented regarding each of the programs.

Figure 1
SWOT analysis on LCI and LNI ESPs



Conclusions

Educational institutions are the first determining agents in the configuration of new ways of thinking and new forms of operation. Their role has evolved from being centers of knowledge transmission to becoming integral spaces of generation, inclusion, and development of thought and science. Its structures, tools, and resources are the subject and destination of the globalization phenomenon, thus ensuring that societies remain at the forefront of information and competing in the positioning of their societies, the improvement of their activities, and the increase in their living standards (Calderón, Guzmán, León, Morales & Valencia, 2016).

Currently, new information and communication technologies, educational models of distance education, the physical mobility of students, academics, and researchers, as well as the publication of discoveries or advances generated by different networks of researchers across the globe, have made internationalization one of the substantive tasks of Higher Education Institutions.

Internationalization can also be achieved by rethinking the plans and programs of study and incorporating contents of topics of global importance, such as those concerning the Sustainable De-

velopment Goals developed by the UN. Also, introducing content in English and other languages will contribute to the development of competencies required by current work environments and even more of the future. Within this area of the PDI, the line of action framed with number 6 empathizes: "Introduce content and documentary resources in languages other than Spanish to contribute to the construction of communicative competencies with international vision" (BUAP, 2017, pp. 41-42) and its respective indicator will be to obtain and analyze the percentage of students and scholars certified in different levels of competence in the English language.

One of the institutional goals for the year 2021 indicates that: "At least 17,783 students have an intermediate level certification of the English language" (BUAP, 2017, p. 49), therefore we should not limit or disregard the teaching of English only to the specialist teachers. We must pay attention to how to include it in the classroom so that, this way, the training is comprehensive, complying with the axes that the Minerva University Model establishes, along with the international objectives set by various organizations.

Recommendations

Table 14 shows the recommendations in respect to each of the programs and how they are prioritized:

Table 14

Recommendations

Priority	Recommendation	Bachelor	
		LCI	LNI
Short term	Improve infrastructure	X	X
	Hire high-profile teachers, could be 2 new lecturers. They can be focused only on the LC1 and LNI ESPs	X	X
	Improve lecturer's profile in English for Law ESP		X
Medium term	Promote training and technical certifications for lecturers	X	X
	Create extracurricular courses to regularize students	X	
	Improve ESP contents based on international trends	X	X
Long term	Consider English certification an admission requirement	X	X
	Increase the number of courses taught in English	X	X

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SECTION 2

ENGLISH-MEDIUM INSTRUCTION

English-medium Classes, Carbonated Consequences

Imtiaz A. Hussain

Introduction

No other language in the world is taught as a second-language as extensively and intensively as English: with 743.5 million learners in 2017, according to Ethnologue, its nearest rival is Hindustani, with 368.3 million, then French, with 208.1 million, Malay 204 million, Mandarin with 198.4 million, Russian with 110 million, Spanish with 70.6 million, Bangla with 19.2, and Portuguese with 13.8 million (Gary *et al*. 2017). Both legitimate and illegitimate reasons explain the English case. Given an empire where the 'sun would never set', Great Britain was able to effectively establish its dominant native language, English, on every continent: Canada, the United States, and the West Indies in the Americas, South Africa in the African continent, India, among so many others in Asia, not to mention Australia and New Zealand Down-under. France, Spain, and conceivably Portugal also had a colonial network where the 'sun would never set', but nowhere else is French, Spanish, or Portuguese taught as a second-language as robustly: many who learn these as a second language (and there are many worldwide), do so out of fun, flair, or a philosophical push demonstrating more seriousness than their counterpart English students give to lear-

ning. Chinese and the other above-mentioned languages do not fall in the 'sun would never set' ballpark to merit further discussion here.

Expediency behind learning English drives second language learning: it is the language most globally circulated through movies, music, and mundane global reports, the language spoken in the destination countries of more global migrants than others, not to mention becoming the lingua franca of the Internet. Among the consequences of such an exposure to learning English: shallow learning, juicy software terms like 'selfie' or 'emo' displacing their formal English counterparts, or new meanings of old words, such as 'likes', abounding, and most damaging, the Internet providing an outlet for copy-pasting classroom exercises, thus undercutting the essence of education.

For the lack of a more perfect analogy to depict the growth and fate of English as a second-language, one might consider the effects of oil usage upon the atmosphere. Because it was the most inexpensive energy source, oil became the first fuel any user would turn to; and as usage releases ozone-depleting emissions detrimental to the users and all others, so too with English: only those terms or phrases essential to get by without any need for any storage (that is, deepening the learning and usage of proper English), have helped make English an increasingly skimpy language; much like automakers create gas-guzzling sports-cars or suburban vehicles, or SUVs, to attract the trendy, spicy new alternatives to old words really sell in the social media, itself a new construct; and if these have not already bastardized the formal language (like carbon emissions depleting the ozone), not to worry: the emergent less well-educated class will take care of that given their questionable classroom grooming.

As so many 'four-letter' words enter the English dictionary today (when they would be blushed at even a few decades ago, even in our own lifetimes), whether this is 'progression' or 'regression' of the English language is for a future generation to say, but it raises questions of how the acclaimed 'father' of the language, Geoffrey Chaucer, or even one of its most articulate exponents, William Shakespeare, would respond to such linguistic dilution.

Nevertheless, the issue points to a reality every teacher instructing in English must confront: how much should they 'go with the flow' because that fetches more favorable student evaluation? Stamping his/her foot down to get the authentic English version through (then leaving it to the student to either institutionalize the authentic version or mitigate it through the 'go with the flow' approach), may be an evaporating art.

That lengthy introduction is not made lightly. Having taught International Relations for almost four decades in three different countries, as a non-native English speaker, perhaps my 'old stock' approach makes me more sensitive to 'new variations'. Exposure to these variations dominates my response to writing this chapter for what is commendably an overdue book on the subject, especially as it elicits innovative teaching methods. My Bangladesh origin places me in that particular empire 'where the sun would never set', in which English was effectively institutionalized: though diluted since Great Britain left in 1947, but more particularly after Bangladesh's 1971 independence, English persists (though now a second one), since English still buttresses legal codes, administrative practices, and education.

Naturally, my training, since kindergarten, has been in English, fortified further by primary schooling in England, then as a graduate and professional in the United States. Much more than the personal idiosyncrasies behind this association is something more secular and universal. Britain's was the only world leadership in human history followed by the leadership of another country using the same language as the medium. Since as a second language, French, Portuguese, and Spanish cannot lap on as many shores and stir up the same number of continents as English, continuity of the French, Portuguese, and Spanish languages (and why perceptual future world leaders, say, China, will also not be able to so claim) also proved to be short-lived.

Of more relevance to this chapter, my 10+years of teaching in the United States supplies a necessary context: teaching in English in a native English country, as compared to Bangladesh, where it is not. Or even Mexico (for 20 years), where English is a non-native language of tepidly growing importance. These cons-

titute playgrounds with innovative windows: methods utilized in one community being applied in another; the relative newness of the IR field inculcating new approaches and exercises; and insights from comparisons in the hope that new knowledge or method already acquitted in one setting can drive future innovation in others.

Whereas my U.S. experiences provides what comparative scholars would call a contrasting case to Bangladesh/Mexico, on the other hand, Bangladesh and Mexico themselves offer second-language country insights, one with an English antecedent, the other Spanish. Here, again, we find the innovative opportunity ringing with the comparative opportunities available, a practice in one becoming an experiment in the other, given the socio-cultural and political economic disparities.

Funneled Interpretations

Teaching International Relations was further nuanced by institutional differences. Over a 20-year span, I taught at three leading institutions: *Centro de Investigación y Docencia de Económicas* (CIDE), *Universidad Iberoamericana* (UIA) in Santa Fe, and *Universidad de las Américas* (UDLA) in Mexico City, in chronological order.

My Mexican advent as a North American Fellow, CIDE's first, followed the country's adoption/implementation of the North American Free Trade Agreement (NAFTA), from 1994. Although it was a two-year research appointment, Mexico's peso crisis from December that year prompted CIDE's Academic Director, Dr. Arturo Borja Tamayo, to propose that I shift to a 'professor' position under Mexican rules and laws, and therefore help build an International Relations undergraduate major.

Even as this began starting in January 1995, two research assistants in the Department of International Studies, Luz Villasana and Gustavo Acua Popocatépetl, induced me to instruct part-time in universities they were very familiar with *Universidad Iberoamericana* and *Universidad de las Americas, Mexico City*, respectively. These ultimately led to a *Profesor de Tiempo Completo* UIA appointment from 1998, wherefrom I took a premature retirement in 2013.

What were my experiences like teaching in English within a Spanish-speaking country? My responses cast an innovative funnel-like analytical trajectory, beginning at the broader end and ending on the narrower side. Within Mexico, which is the sole subject of this section, those experiences can be further disaggregated into endogenous and exogenous contexts, the former meaning the environment within a specific university, the latter influences from outside that university, in most instances, outside the country (to distinguish from 'secular' influences on any particularized subject). As my study shows, since these reframe the substance and styles utilized, paying more attention by future teachers to adjust or streamline them cannot but spill over into the methods utilized, results obtained, and lessons learned.

Endogenous Context

At least five dynamics from outside the classroom (but institution-specific) influenced IR teaching in English within it. Separating them begins the innovation process, since a framework like this is not a common pedagogical practice. Those dynamics include: (a) the university's medium of instruction; (b) private versus public institutional framework; (c) class-materials; (d) the proportion of 'cutting-edge' full-time faculty to the wholIand (e) connections between the major and the job-market.

Clearly, whether the university was English-medium or not apparently mattered to classroom innovations and outcomes, but in surprisingly different ways. Only UDLA, Mexico, was English-medium (as was UDLA, Puebla), so CIDE and UIA (or Ibero) comparisons shed some light. By and large, parallel courses in English, particularly of the language itself, produced an atmosphere encouraging English-based conversations in the corridors and over coffee, which opens opportunities for any second-language professor, for example in my case, to promote English oral presentations based on English texts (rather than Spanish translations of them). This is not at all to say that Spanish-based conversations were fewer. They were not: they still predominate, and were more flourishing owing to a catch-up imperative that English did

not have to worry about. They did not detract from instilling the English 'feeling' in classrooms. Nor can the argument be made that UDLA students were off to a head-start in any Mexican congregation in English fluency: they were not, since Ibero individuals demonstrated more fluent English comprehension and conversations, interjecting a social status feature into this discussion. For the innovative theme of this essay, though, they were less helpful because of all of the above features.

The second dynamic is the private-public institutional framework. As a government-funded, Spanish-medium institution, the CIDE student body had fluent English speakers, but the Spanish recourse kept English classroom-conversations more uphill than usual: students went the extra yard to improve their English (and many, in fact, did), but only to fulfill an obligation, not always to sharpen an extra job-market skill. For many other reasons though, since Spanish remained a last resort in everything done as a student, in the job-market, or in one's spare time, English, at least in my experience, did not get a lift beyond the minimum knowledge required. Developing and demonstrating a permanent image was further impeded by scholarly conferences in English regressing into Spanish more often than not. The CIDE practice of translating well- known IR volumes into Spanish further distanced the English language. Softening that "Achilles Heel" may produce the most innovative English-instruction method; but clearly IR training was not the game field for that. I fear to say only English language classes can find that 'lost chord'.

Turning to the third dynamic, of the students I know who have gone abroad for higher studies in English-medium universities, paradoxically the CIDE component ranks proportionately higher than UDLA or UIA students, although a far greater proportion of UDLA/UIA students who travel abroad for studying would go for reasons other than teaching, with social mingling abroad being the most fashionable choice, and native English countries not always being the top recipient. Fewer of them, whether with higher degrees, or even with a doctorate, keep teaching as a permanent career choice: a policy-making career was more attractive.

The fourth dynamic consists of several influences. Private education and the perceived social status belong here. By and large, private universities bring in students from a higher income bracket, some from so much higher ranks that education only serves as an occupational hazard or short-term inconvenience students have to endure (very much like being drafted into the military in the United States). Their father's business, contacts, or wealth await them upon graduation with even loftier outlets than education can bring. Either they speak English very well, a few of them even impressive in regards to their writing skills, or they have been abroad long enough to understand English fluently. Still, a little nationalistic push is evident in all of them, evident in staying with Spanish conversations as much as possible.

Of my two private university affiliations, Ibero students seemed to have been of a higher income-cut, displaying all the above-mentioned 'elite' class traits, while their upper middle-class UDLA counterparts, by and large, were keener to learn, though their Spanish preference over English always slowed their progress. A higher proportion of UDLA students, for instance, would be comfortable in a Mexico City subway than their Ibero counterpart, and thereby revitalizing the Spanish language through environmental or contextual affinity. Their Ibero counterparts belonged to the high-flying and frequent-flier-miles-gathering stock. They show more linguistic cosmopolitanism, though not necessarily substantial depth, and prefer a Spanish-speaking environment.

These things matter in classroom knowledge-building. To begin with, they distinguish between the flexible and rigidly-built or one-track minded students: the former shows a greater tendency to learn new words, the latter is hesitant to drift from their known stock of words/terms. Breaking such barriers often prompted me to introduce extracurricular bridge-building exercises. One of them was environment related: through a term-long project to environmentally enliven any depressed area. The environment, truthfully, rarely benefited from these superficial projects; but social barriers softened up conspicuously, at least in the class.

If English is the yardstick, I would go as far as to say the Ibero student could stand up and teach an English-based IR class

more readily than their UDLA counterpart, though I am inclined to believe the latter would be substantively superior, and, given the admixture of Spanish, perhaps connect better with the audience. CIDE students, by those same standards, would end up being the substantially best IR teachers in Spanish, on a par with UDLA students if an admixture of Spanish and English is permitted, but probably less convincing in an English-only alternative: they might have the best grades in their English classes, but without conversational experiences and an ever-bulging vocabulary, it becomes harder to be noticed in English-speaking settings, where publication rankings matter.

A fourth endogenous influence begs attention: the proportion of cutting-edge IR faculty. I have absolutely no qualms about any Mexican IR teachers: they have all demonstrated their qualitative credentials just by rising to that increasingly arduous professional level. Yet, and this comes more from the hindsight of circumstances of two other countries, the 'cutting-edge' is only for the few (and very far in between): a smaller 'few' than elsewhere across time. By 'cutting-edge' is meant an identity from which new, global-level knowledge emanates, and since IR birth, growth, and maturation has been in the English language and context (for instance, almost all theorists have expressed their works in English), without clout through this particular medium, it is hard to claim a 'cutting-edge' sobriquet. Encouraged particularly by a vastly expanded AMEI that I had the fortune to attend and present in, Mexican IR scholars have tended to prefer remaining within their Spanish confines, whether in verbal or written presentations. Such a setting does not inhibit presentations in English, but socializing ideas in Spanish picks up more mileage than if in English. Not only have would-be teachers among students remained within the Spanish boundaries when articulating new arguments (and especially getting feedback from other audiences), but I would also argue, this circumscribes their chances of cultivating proper English. In short, English dispensability makes Mexico's educational reforms a tough nut to crack: too much 'new' IR knowledge is in English, and by the time they are translated for the Mexican market, the newness loses its shine, punch, and relevance. English indispen-

sability should not be seen as a 'credit' for the native countries: a Mexican speaking more fluent English than a native speaker is quite a blow for the native stock.

Returning to a prior comment on translated IR texts, CIDE scholars have made a big name in this area, but arguably devalued the dissemination of not just English in the classroom, but also sufficiency in IR interpretations. Though this is very strong in building a national IR platform, globally spread-effects are few, and even the most solid of Mexican argumentation would not extract ample mileage. That is a sheer waste for a very deserving country and scholars, missing out on the global front. Pumping the translation with a nationalist dosage, whether deliberate or subliminal, merely diminishes the net-effects. This may be getting more airplay than the missed opportunities.

Then there is the class adoption of the translated volume, not only positioning the IR student on an irreversible pathway to Spanish interpretations, but also feeding a teacher-student affinity that cannot but ultimately spike grades, given the 'collective' nature of Spanish-speaking societies (as opposed to the individualistically-driven Anglo-Saxon counterparts where English dominates). I'll return to this later.

Finally, the very meaning behind having English-based IR classes or adopting English as the University's instruction medium erodes, so much so that students who notice it also conclude that English-institution is nothing more than a transient inconvenience, not at all the pillar of future competitiveness if they have professional plans outside of Mexico, even less the playground for path-finding innovations. At a time when software innovation breeds youth innovation, the downside is the slow but conspicuous erosion of that same innovative capacity among students. This hinders, especially in such a transient context as English in Mexico and IR training in English.

A final endogenous feature is in regards to the link between the major chosen and its job-market prospects. Many colliding forces also tend to this consideration. First, IR majors were too new during my time in Mexico to have any direct job-market pathway or connection, therefore, it played a relatively subordinated field

of knowledge in each of the universities mentioned above. It would attract students in all three universities, but those students still displayed a lack of anchor: true, many would popularize how an IR-degree would be treated favorably in the Mexican foreign ministry, and true enough, some of our dynamic students found foreign-related or ministry-related positions, from all of those three universities. Yet, these remained exceptions; and even such postings, given how Mexican bureaucratic appointments usually change every 6-years with the election of a new president, do not offer what might be called a career outlet. A vast majority of Mexican IR students that I know have jobs in areas completely unrelated to their undergraduate/graduate training; but a handful, on the other hand, have risen to become professors, and very promising ones, whether in Mexico City, the state of Mexico, or the state of Puebla.

Those IR students ending up elsewhere were helped largely by contacts, chance, or adhockery. Against job-market pressures, it is hard to make the case for English-based IR instruction, even though it adds a credential the graduating student recognizes things a posteriori, not a priori. The original 1994 expectation, when NAFTA implementation began, of North American 'integration', has largely subsided, or even been subordinated, taking with it the promise of breeding English proficiency across Mexico.

Nevertheless, just because the 'North American' idea was dimmed does not mean globalization is dead: the cat of technology is out of the bag, and growing phenomenally faster than ever before in human history. Therefore, any Mexican university wishing to place their graduates in the global job-market, meaningfully, cannot but emphasize not just English-medium instruction, since, whether we like it or not, it is the language of globalization in our era, but also elevate English-medium instruction in every major to the same symmetrical plane. There is a lot of mileage that can be gained for Mexican IR students being taught in English, and innovation to inspire others, since the 1990s Mexican catalyst of being 'North American' has since shifted to becoming 'Asia-Pacific'. Therefore, for the sake of some truly wonderful well-intentioned individuals carving a career, no Mexican university has a choice

but to (a) go English, (b) require 'cutting-edge' credentials from its faculty; (c) embrace the world more than shielding behind Spanish or Mexican fortresses; and (d) go out and challenge the world instead of hiding behind a U.S. linkage, a Canadian sponsor, or West European ancestry. English remains the indispensable passport for accessing all, and on far more favorable terms. Seizing the opportunity remains the challenge.

Exogenous Context

Within this broader ballpark, at least four dynamics beg direct attention, five if we add an indirect strain upon English: (a) the role of the Internet in English-based institutions; (b) globalization and its special relations with English; (c) English as the least common denominator over such secular forces as a medium of circulation and time-relevant innovation; (d) the asymmetrical reliance on discipline-specific contemporary literary works; and (e) the opportunity cost of IR knowledge as the medium of enhancement, not only of knowledge-power, but also anticipatory power in increasingly fickle times and with fewer windows of opportunity for students to open.

Internet, the chief product of the Third Industrial Revolution (from the 1970s), today stands poised to reduce monumental libraries and expansive universities into hand-held or pocket-sized contraptions, almost to the point of extinction (from not enough users): as the Fourth Industrial Revolution is exposing before our very eyes, knowledge through artificial intelligence can be generated through robots, drones, and the like such that we will not even need teachers anymore in the near future.

Before that 'seismic' change is complete, the Internet has helped English-based instructions enormously. For a start, since it is the foundational language of the Internet, English has set the template on many fronts of how to instruct and test students more privately and freely than in a classroom. Students can be tested more objectively, which helps downgrade the growing palsy-walsy teacher-student relationship inside classrooms. Besides, students can always turn to the Internet 24/7 to prepare for tests, review

materials not covered in class, and get pictorial depictions, for example, through Google Images that cannot be easily reproduced in class.

On the flip side, students have, by and large, turned more to the Internet to copy-paste their homework or term-paper, sometimes cleverly, or foolishly plagiarizing entire assignments. This has become an epidemic in Mexico: in my final years at both UDLA and Ibero, there were so many more instances of them than in earlier years, in fact, when I began in 1995, it was virtually unheard of. That is not to say CIDE students were spared: a later section will elaborate. These vices have become endemic in every country with Internet access and universities, in my experience, including the United States as well as Bangladesh. Mexico is not alone, but the point to be made is simply that we have been alerted of the Internet drawbacks so that we can now conjure up remedial and pre-emptive measures. Fortunately, the Internet, once appropriately programmed and utilized, permits us to do so more effectively than preference-driven humans, including professors.

Globalization, the second feature, is intimately related to the Internet revolution: the latter has been the most rapid vehicle of globalization that we have cultivated, indeed, if it was not for the pioneering steps to globalize the human mind, that is, boost intellectual activities, the Internet might not have become our instrument. As it transpired, the dominant globalization language, like the Internet's, was English. Once again, that empire 'where the sun would never set' in which the imperial language was effectively institutionalized, played a part in this: the net prowess of the two countries to have dominated at least the last three centuries of human existence facilitated a lot of what we do, use, think, wear, and eat. So much so, in fact, that present-day English seems to be the minimum requirement for any upward mobility anywhere, even in English-wary China, where translating English into Cantonese and Mandarin has become a huge industry.

No less, this is true in Spanish-speaking Mexico, or broadly all along Latin America. The third element recognizes that once the 'lost decade' punctured the Latin nationalistic economy and ego, the various Latin countries did not have a choice but to em-

brace at least a minimum of English comprehension in order to survive with dignity. This became, for example, a part and parcel of Mexico's NAFTA membership (one recalls how even civil law had to slowly embrace some common law practices in trade or investment dispute settlement procedures, indicating deep Mexican modifications); it was intrinsic of my own recruitment to not only open IR programs, but to do so in the most unpalatable way for Mexican students, in English; and it became so much a part and parcel of Mexico's weltanschauung during my 20-year stay that any retreat or reversals would impose heavy costs.

If knowing English is the minimum required to survive professionally in the 21st Century, it may also help to achieve the maximum attainable in this day and age: no leadership anywhere can escape the English reality, and indeed, global leadership is partly acquired by finessing no language other than English: the l[an]guage of 21st Century's circulation and innovation.

Without this panoply of possibilities ingrained in any English-based institution in Mexico, three possible outcomes crossed my mind. First, students remain deprived of maximizing their returns; second, they miss the boat to that profession and leadership if they fail to seize the opportunity available and cast it out globally before proceeding with, at least, an IR course in English; and third, the onus of both professional success and leadership passes from that class, university, and country to another that is better attuned to realities and more willing to take the plunge, even if it is at times into the dark. Not being a Mexican, I could afford to do so; but my deepest sympathies to my Mexican colleagues in refraining from being the banner-person given the tendency for least-damaging preparation. This was the third element.

Without English-instructed IR courses, a fourth feature enters the foray: the expanding globalizing/Internet dynamics expanding asymmetrically wider, deeper, and higher against upwardly-mobile countries retreating from these by reviving the local vernacular in training and mindset-building in school, feeding populism. Although this shows most visibly in IR domains, such as in protectionist policies against globalizing tendencies, it is evident everywhere since, except for vernaculars and country-spe-

cific courses/disciplines, every other must have global exchanges for viability, relevance, or benefit.

That asymmetry would translate, in my classes, in greater student enthusiasm to go to and participate in national conferences over international: costs may have been one constraint, but the emotions and interest to want to go not only ran higher for the former over the latter, but also carried more meaningful side-effects (such as conversations, exchanges with past friends/foes, and so forth) in Spanish than English, for example, the panels attended, or which panel turned out to be the most popular. One would need greater empirical observations to confirm this, but hypothetically I could sense the student's future mileage (in job aspirations, graduate studies, and so forth), was more pegged to attending national conferences than those (the very few) who actually attended and/or participated in international conferences (the International Student Association in Los Angeles, 2000, comes to mind, but also the one in Chicago in 2007, with Ibero students participating on both occasions). Anecdotal evidence since then confirm how far these students have progressed job-wise: the nationalistically oriented group settling in predictably Spanish-only offices in varied professions, including teaching; while the globalizing group scattered in both Mexico and abroad in either bilingual or English-only office + professions.

All four exogenous features point to another indirect force upon characterizing English- instruction, but clearly at the heart of IR instruction. It is as simple as this: the opportunity cost of English as an enhancement catalyst, whether it is in terms of (a) knowledge: in an age when acquiring it has become so decentralized and available to more nooks and corners of the world than ever before; (b) source of anticipation: given the agenda multiplication of each person compared to before, and the rapidity and unpredictability with which these changes take place today, English IR training prepares students for more possible alternatives to any given action, and more accurate anticipatory power; and (c) opportunities: since IR curricula are so much more expansive, flexible, and fluid than almost any other discipline, the graduating student should have credentials to go into a wider array of jobs, from teaching and diplo-

macy to business analysis, marketing, environmental protection, human rights advocacy, IT industries, journalism, broadcasting, physics or chemistry (without which many weapons capabilities would be inadequately understood), and so many others that no other discipline can match, given its specific subject matter.

Opening all the windows of opportunity exposed by the four direct exogenous features would give such ideally-placed countries as Mexico to make the most classroom innovations. It is an idea whose time is now ripe, but fleeting so fast it may even leave Mexico woefully behind. Nevertheless, the engine of tapping those opportunities was exposed through the endogenous forces: English language courses serve as the necessary component for disciplines such as International Relations to flourish. Otherwise it would be like innovating an automobile in the high Himalayan terrain: depicted intellectual fertility trapped physically.

Playground Dynamics

With both endogenous and exogenous bearings harnessed, it may be more appropriate to actually enter the English-imparted IR classrooms. Whether he or she was a CIDE/Ibero/UDLA student, everyone, from 1995 to 2013, went through the same multifaceted testing itself, it seemed to me, an innovative approach: no other IR courses I knew of engaged in such testings formats. Obviously with the actual questions being very different, there were examinations, review of one of the readings (all readings were in English, and almost all from outside Mexico), a substantive and original term-paper, and a verbal presentation of both the critique and paper within a fixed time and format (for example, distinguishing the introduction from the main body, and both from conclusions and implications, with each of these having their own subsets of required discussions, as, for instance, the introduction carrying a question or hypothesis, mention of how this would be addressed, that is, the methodology, in what way would the substance be organized for presenting, that is, the themes, and a preview to the preliminary findings).

Though the examination format was predictable in that it always contained at least three sections, it also seemed innovative there and then (though I used the same before in the United States). Those sections included: multiple choice section (often the hardest section since the answers desired was so specific that the student would have to be thorough in his/her knowledge to sift the shades of gray for the correct answer); a short-essay section requiring, not descriptive answers but specific pointers, such as the five Ws (who, what, when, where, and why significant to that particular course—the fifth being the one in which originality was measured the most); and a full-fledged essay over a debate-based question, to be answered in organized fashion with the same format as the verbal presentation, but clearly portraying at least two points of views before drawing an objective conclusion rather than an instinctually-driven viewpoint.

Whether it was a CIDE/Ibero or UDLA exercise, some outcomes were common. First, the multiple-choice portion fetched the lowest proportional score. Second, the short-essay portions were typically answered correctly for all components except the 'why significant' segment, indicating the paucity in original thinking, a trait so important for succeeding in a globalized/Internet-driven world that the student's future could be predicted. Third, the essay question often displayed greater disorganization than organization, indicating the difficulty in assembling English words together, a characteristic expectedly as common among those who were fluent English speakers as those whose Spanish preference was conspicuous. Fourth, the package was not popular, but exposed Mexican grace: instead of protesting a low-score vehemently, as is common across the United States, to absorb and adjust to the correction made.

Mixing grading and upgrading English became inherent components of my student evaluation in any IR course, innovative as well since it was not a common practice, whether in the United States or in Mexico. It was, in fact, an essential component of my own training: as a WATU (Writing Across the University) Fellow, itself an academic innovation I was recruited to implement over the 6 years of my Penn graduate life (1983-1989), the purpose

of sharpening undergraduate writing in an English native country contrasted with the same experiences in second-language proficiency exercises. Since Penn students were super-sensitive about their grades, many would voluntarily visit my office simply for this refining exercise. Stemming from a past professional practice (as a journalist, on top of that an editor between 1972 and 1976), to convert obtuse submissions into free-flowing, energetic pieces that readers would relish. Within an IR context, it is even more necessary, since the IR literature gets very confusing and incomprehensible to non-native English readers because of the heavy reliance on jargons and fitting in implausible passages.

With CIDE, Ibero, and UDLA students, as before in the United States, and subsequently in Bangladesh, every skill had to be extracted, in written and verbal forms. To coax out both originality and any latent skill that could be exposed, many different types of exercises were used involving many different techniques. These may have qualified as innovative, but they were onerous to students, particularly complicating enrollment. Before spelling out the nature of graded classroom exercises, it is only appropriate to add a few summary observations.

First, though largely very friendly and congenial individuals, my Mexican students were just not into laborious work: short-cuts were preferred, as for example, blaming tardiness or absences on traffic-jams, fitting extracurricular activities into their agenda more enthusiastically than class exercises, and so forth. This trait was general, towards not just my IR course, but education itself.

Second, no tangible effort at learning was ever seriously made. Many of my students returned for a second or third course, and they brought back all the compositional and grammatical errors previously corrected. Registering them was not a priority until told to do so, and even the most diligent attempts at early learning evaporated once a student was no longer mine, certainly no longer a student at all: written communications with them today, several years later, still show those early errors, conforming how learning is not as esteemed as friendship. The key lesson: one

teacher alone cannot change a student's fundamental skills. This effort must be more generalized.

Third, a silent common student view emerged, that they were learning two courses within the framework of one: English and IR. This rattled more students than those who took advantage of the opportunity, often when the English corrections in my course differed from learning English in another, the students even felt visibly confused. This admixture of two disciplines may even have discouraged intended IR majors, given the perception that they had set out to major in an IR degree, not in an English one.

Fourth, even the most fluent English speaker had significant writing holes, indicating the general trend that the job-market is a perceptual place of speaking and arguing one's case, not for sitting and writing. With the advent of the Internet, this perception can only heighten, since so much more of the student's time must go into cellular messages and Facebook gossips.

Fifth, indeed, the advent of the Internet both hurts and helps this English inculcation within classes. As observed, they can be a nuisance or a diversion that reduces the student's capacities. Yet, if the right kind of computer programs can be adopted to make the student think over each and every answer, it would work more wonders than all the wailings and wisdom of a teacher inside a classroom. My Mexico stay ended when we were on the cusp of learning about these software programs being extended into education and class exercises, so I could not use them; but given the strength of the wasted time, energy, words, and wit because of the Internet intrusion into class time, it is one area worthy of serious exploration.

Sixth, a broader observation that has nothing to do with English or an IR major but which could really profit if the necessary corrections are made can best be portrayed through an analogy. If every class is seen as laying bricks of some edifice (the major being sought by the student, for instance), then my observation in regards to all three Mexican institutions is simply this: students are much more careful in laying each particular brick (each class) without any idea of what type of a building will emerge; and if after two or three layers of brick-laying, that resulting

building begins to take shape mentally, then it may be too late to go back and reorient or recalibrate either the fundamental English skills or the substantive IR knowledge to shape into one's expectations. Ultimately, the final product ends up far removed from the unattended expectation, by which time the student might also be doing so poorly in class that making future plans just evaporates completely. It is a sad outcome to well-intentioned but overly-wavered pursuits, a plight which is worsening more rapidly in the Internet age.

Finally, in each class at each institution, too small a proportion does stand out, supplying all that the teacher seeks, often even extra; and these are the ones that must be nourished before other teenage/youthful indulgences find, influence, corrode, and overcome them, such as other wayward students through some extra-curricular activity, or the Internet at its most vicious, and simply the absence of institutional wherewithal to nurture these talents and sustain them beyond one class, or two classes, or more. These are the ones upon whose back innovation can be experimented; and the reason why they remain so much in touch still, either as professors seeking promotion or moving upwards in some other capacities, and thus cognizant of the classroom price that innovation commands.

The Comparative Context

Placing my Mexican experiences with those in the United States and in Bangladesh is both ground-breaking and a taste of future education: insulted classes have been evaporating since technologies, like the Internet, and travel, allow many more comparative insights. These still remain idiosyncratic at this stage, but await generic models to spring over time. At least five caveats should be noted. The first is that much more than classroom or university-related features must be brought in, since understanding those features necessitates a broader appraisal invoking cultural traits, for example. Second, one must keep the time-sequence in mind, since many of the acknowledged classroom methods and techniques we are so familiar with today did not exist in the 1980s, nor

as developed in the 1990s as today. The key element is the Internet, and liaising through it to get education done effectively today. Computer capacities just happen to be more advanced today, with the cellular/mobile virtually absent in the public realm then.

Table 1 charts the discussion dimensions. Putting the three countries against each other raises a third caveat, which comes out more in discussing the table subsequently, but education in Bangladesh and Mexico more or less mirror each other, with the United States serving as the contrasting case. As will become evident, this is more a comment on the state of education than on economic development. Indeed, Bangladesh and Mexico represent cases where education is being used as a vehicle to boost the country's literacy rate, a purpose not at all present in the United States.

Table 1

The Comparative Context

Dimensions	Mexico	Bangladesh	United States
1. Setting	——	——	——
a. Time	Relaxed	Relaxed	Precise
b. Culture	Kinship-Anchored (Who One Knows)	Kinship-Anchored (Who One Knows)	Results-Oriented (What One Knows)
c. Outlook	Intro Veiled/Defensive	Intro Veiled/Defensive	Extroveited/Expansive
2. Education	Necessary Nuisance	Necessary Nuisance	Career Stepping-Stone
a. Purpose	Go-With the-Flow More Important Than Career Determinant Tepid	Go-With the-Flow More Important Than Career Determinant Tepid	Career-Determination More Important Than Go-With-the-Flow
b. Adjustment to Globalization	Tepid	Tepid	Strong With Nationalistic Drive
c. Least-Common-Denominator Medium of Innovation	Not Necessarily	Not Necessarily	Necessary But Not Sufficient
d. IR as Medium of Knowledge Anticipation Opportunities	Mild	Mild	Stronger
e. IR as Medium of Enhancement	Mild	Mild	Stronger
f. Ownership	Private/Public	Private/Public	Private/Public
g. Disciplines	Not *Cutting-Edge*; Mostly Transplanted	Not *Cutting-Edge*; Mostly Transplanted	Transplanted & *Cutting-Edge*

4. Connecting Major-Related Skills to English	Diachronic	Diachronic	Synchronic
a. Cumulative Overview	Disintegrative Graduation	Disintegrative Graduation	Integrative But Not Necessarily job-related
b. Job-Market Relations	Very Low	Very Low	Medium
5. Institutional Linkages	——	——	——
a. Inter-class Links	Low	Low	High
b. Internet dependency	Low	Low	High
c. Keeping Abreast of Software Education Programming	Low	Low	High

The fourth caveat is simply that there are exceptions to the rule in all the cases. Better illustrated in the table discussions below, this trait is only to be expected in countries where rules generally get ignored, loosened, or compromised, as in Bangladesh and Mexico: traffic-patterns depict this most obviously and blatantly. It is also a function of societies where collective welfare is more important, as in Bangladesh and Mexico, than individualism: caring for the group clearly compromises written rules, many of them, in fact, leftovers of the colonial era. To put it succinctly, innovation in one arena may not qualify as such in another, leading to the proposition that education itself is a bundle of innovative gestures, the length, breadth, depth, and relevance of each being just as transient as the knowledge at stake.

Finally, what is being shared here represents only my personal perceptions, and not at all a fixed fait accompli in any of the three cases.

With the first dimension, 'setting', we have three comparative clusters, each analytically innovative since I have not come across literary discussions of them elsewhere (and certainly not embedded in any other course I know). The first is the time-orientation in each country, most vividly manifested in the classroom. Both a relaxed Bangladesh and Mexican student approach contrasts with the precision associated with U.S. students. The adage 'time means money' relates to this, such that in the United States classes begin and end punctually, on the very dot. This is not a country where I ever heard the student retort "Traffic delay", which was a commonly used justification in both Bangladesh and Mexico. The-

re is some justification in that argument for both countries, but that it is also used as an excuse very frequently exposes how time is too relaxed a variable. Tightening it becomes socially costly.

Time-orientation exposes a cultural pattern emphasizing precision. It is intimately related to a results-orientation that riddles every nook and corner of the United States: students by and large have a goal in mind in their freshman year, and they also go out of their way, by hook or crook, to attain it, fairly much within the time schedule. This refers to not only graduating in the intended major, but also reduced to such daily tasks necessary to make it in style, such as getting high scores in every class, dominating any conversation, and never retreating from adversarial exchanges, whether with other students or teachers.

In Mexico and Bangladesh, by contrast, we will find a lot more respect: obedience for teacher, and greater amiability with other students, the net effect being that students end up swallowing the information being supplied to a far greater degree than in the United States, while getting 'another opinion' does not factor as much as in the United States. If there is a result-orientation element in these students, it is far looser than in the United States, so much so that kinship and a collective-mindedness compensate for substantive frailties. This is what is encapsulated in the kinship-anchored approach, reflecting more the "who one knows" mindset (the person who arbitrates jobs), than "what one knows" (the knowledge that arbitrates jobs), as in the United States. Here we see the key cultural contrast of an individualistically rooted society more at home with a gesselschaft-type orientation (more formal, contractual driven), as opposed to a group-based, gemeinschaft-type of society (more subjective and traditional community- bonded relations). There are exceptions to the rule, but stock traits and values take much longer to change than one can see in an entire lifetime.

Finally, the three traits of the first dimension distinguish between the introverted, or defensive, Bangladesh and Mexican student style, as against the extroverted or expansive-minded U.S. counterpart. Again, exceptions to every rule, pattern, and trait gird

the comparisons, but by and large, these still hold amid the multiple transitions underway.

Turning to the second dimension, education, we find the overall picture of it being nothing more than a necessary nuisance in both Mexico and Bangladesh, but in addition to being that necessary nuisance inside the United States, it also is seen by a proportionately larger student population as a stepping-stone to some desired future goal. These traits are consistent with a "relaxed" and "precise" time-oriented upbringing of the two respective groups.

Seven aspects have been highlighted under education, beginning with "purpose" behind education. They show deep-rooted country/culture-wide contrasts. Whereas a career is a common outcome in all three countries, the strength behind forging that career through undergraduate education differs widely, and for other social considerations. Those social considerations influence a far larger student proportion in Mexico and Bangladesh than in the United States, evident in the "go with the flow" mindset: every high-school student, more or less, ends up in university, partly due to the student perhaps being the first in his/her family going through full-fledged schooling (oftentimes children's career may be pegged to a parental desire), or receives one kind or another of public-funding or fellowship, and in part because the student lacks the U.S. counterpart's greater individual purpose and results-oriented drive. Career plunges ultimately become more personal, finds a stronger impulse, and receives greater priority in the United States than in the parental-dependent Mexico and Bangladesh.

Turning to adjustment to globalization, we find a lower degree in both Bangladesh and Mexico than in the United States. With English as a globalizing vehicle, Bangladeshi and Mexican students tend to stick to their native language more, becoming more passive recipients of the language, and thereby less globally-oriented. U.S. students also stick to their own native language, but since it is one globalization vehicle, they assert themselves even more over globalizing issues. This theme ripples through the other dimensions under 'education'.

Education is not necessarily the 'least-common denominator medium of innovation' in Bangladesh and Mexico, but an

essential component of that outcome in the United States. Similarly, with an 'IR medium': It only has mild reverberations in both Bangladesh and Mexico whether in terms of knowledge, anticipation, or opportunities, while in the United States it plays a stronger role, having stronger impacts.

In all three countries, education "ownership" involves both the private and public sectors, the degree being the difference. When it comes to educational disciplines, Bangladesh and Mexico largely rely on 'transplanted knowledge' (transplanted from developed countries), but the United States has more claims to "'cutting-edge' over 'transplanted knowledge'" though it witnesses both.

The third dimension is about the heart of this paper, the "rol of English" in those students lives as part of the IR course. In general, it exposes more a social status than serve as an instrument to career-building, or education itself, in Mexico and Bangladesh. How that English is articulated seemed to me to be far more accented here than its substantive value. For example, how grammar or even spelling is treated raises an eyebrow: it was more how one spoke that mattered more than what was spoken. Of course, for these students English was only a second-language, giving them the comfort that they could always lean back upon or retreat to their native tongue anytime they felt like. Their U.S. counterpart did not have that luxury, in fact, did not need one, since the perception of English-speaking countries being the steering-wheel of global development negated a fall back recourse: "A British or U.S. citizen cannot be denied anything anywhere" becomes a sentiment that cannot be replicated by citizens of many, many other countries about their own country. Styles were, therefore, less accented than learning/reaffirming the substance. This crucially makes them automatically better versed English writers than their Mexican or Bangladeshi counterpart. More often than not, verbal or comprehension English levels were far superior than the written version, be the student Mexican, Bangladesh, or U.S. In turn, knowledge of the English language takes a proud turn, but at the same time, it discourages any scholarly acquisition of the language.

Given these variations, the outcomes I found in class were typically average, give or take a few exceptional cases in both di-

rections: some excellent, yet others too deficient to be in that class. But the mainstream angles differently in the three countries: in Mexico and Bangladesh the average trended downward, in the United States upward. Therefore, the average could be the lowest in the United States, but in Mexico and Bangladesh the highest level achieved.

Turning to the fourth dimension, dubbed "connecting English to IR major students", we see the Mexico/Bangladesh experiences contrast those in the United States vividly. In the English-speaking United States, both these disciplines blend well with each other, with minimal or zero-pressure upon the students. I have used the synchronic to refer to this, although it does not at all mean that the students are fluent in English and that their written English comes anywhere as near to the more fluent speech. Slangs, colloquialism, and a general tendency to avoid delving into the nitty-gritty details of what is being learned may be a native English country malaise, as too in other developed-countries, opening an opportunity window that less-developed-country students have not fully utilized: Mexican reluctance to shift too far from well- known zones, like the Spanish language, customs, habits, and so forth (which they probably, like their U.S. counterparts, speak more fluently and correctly than they write), leaves English learning dangling too insecurely. Nevertheless, a diachronic tendency can be sensed when everything under the sun is discussed in Spanish, unless, of course, compulsion demands a diversion.

To add to that is the "cumulative effect" of going through English classes. In the United States, it only serves as an integrative function since all classes get imparted in the same language, one that they are most comfortable with in carving their future career. Not so in Mexico/Bangladesh, since, as just observed, the diachronic playground leaves two pathways in which the lesser-known is the road less traveled (and therefore the lesser pivot to anchor graduation or career plans upon). Where English was a medium-of-institution, as in UDLA, we find so many 'exit' options that, in the final analysis, neither an English-medium nor a Spanish- grounded IR experiences flourished. At Ibero, by contrast, where English is only an option, paradoxically English-based courses were just not a

part of any student's agenda without an above-average recommendation from another classmate; and the large-enough proportion of those who did take English, were just not keen on becoming any sort of IR expert.

When it comes to "job-market connections", English-spoken IR classes had very little to offer Mexican/Bangladeshi students: they often felt that just learning the same materials added some advantage somewhere, perhaps in social circles or as a tourist abroad, but not in a career, since that was the prized privilege of the native language. In the English-native United States, that jobs receive greater attention for a freshman student than for a Mexican/Bangladeshi counterpart does not necessarily mean better job-preparation: some determinedly go the extra distance in the former, especially in a well-established or highly-ranked university (or otherwise it would look embarrassing), but by and large, even in the 1980s, the IR job-connection was not at all certain. This is important since job-connection is evaporating across the board, even in the United States. Before the automation threat, it was not at all certain.

Finally, we turn to the "Institutional relevance" in having English-imparted classes, a dimension not really relevant for the United States, where there is no choice, but which serves a good contrasting case. Whether we look at the three facets of "inter-class linkages", "Internet dependence", and "keeping abreast of educational software programs", the United States proved to be "very high" in all three areas. This is remarkable since, in the 1980s, the second and third facets were only just coming out of their shells. That they were so emphasized then means, in the 21st Century, they will be pacesetting features in the United States. Not so in either Mexico or Bangladesh: in both places, the institutional relevance in all three areas go as far as resources will permit, meaning the institution is very keen to promote them, but what they can do is not enough to make English-based classes significant enough. In part, this is because of the higher reliance on "who" one knows to get a job (rather than "what" one knows).

Conclusions

In examining English-teaching experiences and innovations, the essay essentially ended up distinguishing between popular and professional English, or what might be called the seductive Hollywood (street-side), and scholarly Harvard (erudite) varieties. These experiences were drawn from three different countries, exposing many idiosyncrasies that must be put under a common roof (a theoretical framework) in order to make any mileage. Positing those experiences through an IR prism illustrates how a wide range of complexities await oneself at every corner.

At least six summary observations can be made, which can be collectively summarized as follows: though innovative opportunities abound, they may be yielding diminishing returns because efforts and independent secular forces, such as technological breakthroughs, have just not been thickening enough locally (within countries) or globally to meet the volatile demands. Those observations include:

a. The greater the growth of English as a second language, for both endogenous and exogenous reasons, the more diluted that particular language becomes while the more handicapped other native languages become from formidable competition.
b. Teaching a globalized language, like English, depicts the familiar, yet unyielding, imperial feature: native speakers/native-speaking countries who set the pace over non-native counterparts (in learning, speaking, disseminating, and applying the language) can afford to move into new knowledge with their time and resources as non-native speakers/non-native countries put more resources simply to catch up with old knowledge than to learn the new sufficiently well.
c. Such a linguistic imperialism fits not only into the stages of imperialism, but also presents itself as the final form of imperialism: Johann Galtung who made this observation as early as 1971, that is, before the globalization tendencies ran riot, traced imperialism from military, political, economic, and cultural sources concluded that communications imperialism would become the ultimate stage (Galtung, 1971). With

English well ahead of other languages as the world's lingua franca, English communications media looks likely to rule the media waves for the foreseeable future.

d. Shifting from English as an instrument to its content, given how English is arguably losing substantial luster, eroding erudition awaits the future in other disciplines. A study of IR knowledge/dissemination illustrates how other non-English disciplines might fit into this panoply of dynamics, with a familiar adage ("Too many cooks spoil the broth") applying here: not just the growing gap between those possessing old news against those equipped with new news, but also too many languages in the curriculum also predict too shallow learning outcomes for the typical student.

e. Without English language courses taking the lead in disseminating English classes in non-native countries, other disciplines remain constrained from converting native-language courses into English classes. In other words, English courses become the necessary condition to stop the global communications gap from growing, but elevating English onto a pedestal also constitutes enough of a condition as to perpetuate English hegemony globally.

f. Without a global orientation over-riding nationalism in any given country, the outlook for English language courses will remain bleak: they will expand in numbers, but the quality of the language being imparted is fated to a "reinvention" exercise of its own, with every reinvention promoting socio-cultural adjustments rather than erudition.

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Macro Environment, an Argument to the Case of EMI in the Context of Higher Education in Mexico. A Semi-political Analysis

Miguel Alejandro Rivas López

Introduction

In this chapter, we shall discuss the experience of adoption and/or development of an English Medium Instruction (EMI) program at a higher education institution, talking about the pros and cons perceived by the faculty, and finally, we shall discuss if this is a positive aspect to implement in college courses.

The analysis is presented under two distinct scenarios; first, we review the Macro environment, composed of world tendencies, we are going to reflect upon international comparisons and regional considerations. We will reflect on information produced by organizations that provide statistical data as well as studies regarding EMI in Mexico, such as the OECD, Mexican First Organization, English First Organization, and public organizations such as The National Association of Higher Education Institutions, ANUIES, the Public Secretariat of Education: SEP, and the IMCO, where the intention and political vision of our current government will be analyzed.

Afterward, we will discuss the experience of EMI programs by analyzing the inherent issues that arise when developing or adopting them, and finally, the conclusions.

Backtracking a little bit so as to not fail tradition, we should distinguish between two of the major perspectives on politics as a science. This will also help develop our scenarios since we will be able to make clear distinctions about them. Indeed, there are authors that see and reflect on politics as an empirical exercise of power, they prioritize the pragmatic process of decision making while other theorists, regard the social function and the normative basis with more emphasis (Morlino, 2017). Since we are not going to take camps here, we would like to borrow some elements of both, since they will help us to contextualize the intentions and endeavors of the organizations and, that is the reason why the title has the word "semi" on it.

We can argue the need for both, one type of normative organization such as the SEP that provides the rules and framework, while others, such as Mexicans First, are needed in order to suggest actions, signal urgent issues to tend to, propose solutions to adapt to ever changing contexts and keep an eye on the Macro Environment scenario which includes trends and visualizes a region or a country as a whole, closely linked to the general cycles as opposed to the performance of an individual sector. Indeed, the context and frame of reference are not static, since the macro scenario consists of historical and conjunctural situations and actions of participating actors; in the same way, actors do not stop acting and a theoretical framework needs to be built which allows consistency to its conceptualization.

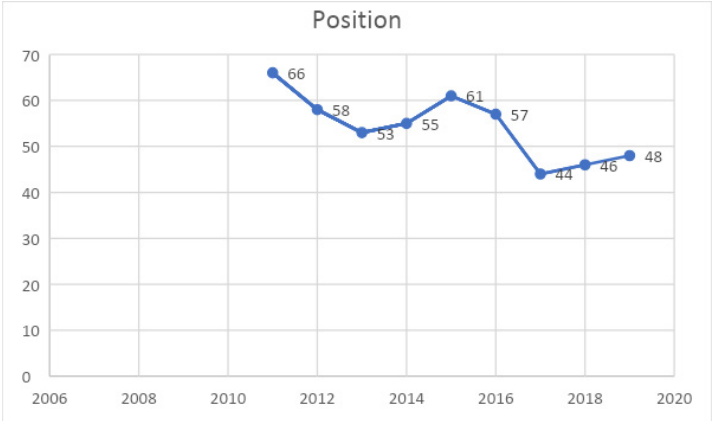
Therefore, we will conceptualize the macro environment as referring to the set of conditions that exist in three main categories: competitiveness, innovation, and education. While in education we are going to prioritize English as a tool and a second language, in competitiveness and innovations we are going to rely on international and national indexes.

Tendency: Competitiveness and Innovation

One of the main arguments to advocate the use of EMI programs is that there is an undeniable direct relationship between them and competitiveness and innovation; however, the magnitude to which this relationship extends is a matter for other articles or books. That being said, we can and should use "promoting competitiveness" as an argument to advocate for EMI. This is particularly important when considering that, in Mexico, only 5% of the population is described as proficient English speakers (El Financiero, 2019). Elaborating in regards to this, according to the Mexican Competence Institute (IMCO for its Spanish initials), 80% of the new graduates from basic education do not have any English skills and only 48% of the universities in Mexico have English as a mandatory subject. This causes that upon finishing their studies, the college graduates do not possess the skills and abilities that the international market requires and, in consequence, they tend to be underpaid (Moreno, 2017).

When looking at the nationwide context; Me[xi]co is in 56th place in the World Intellectual Property Organization (WIPO) Global Innovation Index for 2018 and 20194 (World Intellectual Property Organization, 2019), according to this report we are found to be "in line with our level of development". In 2020 we climbed a position and are currently in second place in the Latin American Region, behind Chile (World Intellectual Property Organization, 2020). Additionally, according to the figures provided by the Institute of Management and Development, (IMD, 2021), we went down in competitiveness, going from 50 in 2019 to 53 in 2020. The index was obtained out of sixty-three countries, and according to the ranking, Peru and Romania are above us. Nevertheless, as for the analysis made by the World Economic Forum from 2010 to 2019 (Refer to Graphic 1), and comparing us to 144 economies, the variation was different. Where in 2017 we were at our b[es]t in the 44th position, losing 2 places each of the following years.

Graphic 1
Mexican Competitiveness According to the World Economic Forum



Source: Own elaboration, based on tradingeconomics.com.

From the reviewed organizations' viewpoint, Mexican competitiveness ranges to the lower half, with some smaller countries and economies faring better than we do. From this perspective, if we agree that EMI programs promote competitiveness, we ought to recognize the need for them.

We could argue that one important factor which explains why the competitiveness of Mexico, as measured by the IMCO, is lagging and occupies the 36th place out of 43 countries analyzed by this institute, is this apparent lack of English skills. The same study concluded that recent efforts to increase the education coverage in Mexico have been important, but not enough, to solve the pressing issues: size, pertinence, and equality (Instituto Mexicano para la Competitividad, 2018). In addition, English proficiency can be seen as a route to increase economic mobility given the economic partnership in the context of the U.S. – Mexico – Canada Agreement (USMCA) between the US and Mexico, that has motivated and sometimes coerced Mexicans to learn English as to be able to apply for different positions and be rewarded economically (Borjian, 2015).

This consideration was also made by the Mexican government in the 2030 Agenda (Gobierno de México, n.d.) which states: "We need productive, innovative, and prepared Mexicans". Besides, according to the agenda, "that is the motive and reason of the higher education institutions as they have to guarantee inclusive, equitable, and quality education that promotes opportunities for every student" (Borjian, 2015, p. 164). From this, we can ascertain that along with sustainable development, economic growth is on the top priorities (aligned with the UN sustainability goals).

Additionally, ANUIES has actively participated in the 2030 Mexican Government Agenda which has strengthened the role that higher education institutions will play in achieving the goals. In their document, "vision and action", ANUIES states the need to update and upgrade university programs, and curricula (ANUIES, 2018). Therefore, designing, creating, and operating a new EMI program does not only follow national guidelines, but it is therefore pertinent and also expected from institutions, especially if they are affiliated to ANUIES.

The goals and guidelines set in the document mentioned are of the utmost importance, since ANUIES groups 191 higher education institutions, responsible for ninety percent of the scientific production and sixty percent of the total Mexican student population.

However, the national context faces several challenges that have escalated since the COVID pandemic. According to data provided by the OECD on Student performance in the PISA 2018 report in Mexico (OECD Education GPS):

- In reading literacy, one of the main topics of PISA, 15-year-olds in Mexico score 420 points compared to an average of 487 points in OECd countries.
- On average, 15-year-olds score 409 points in mathematics compared to an average of 489 points in OECd countries.
- In Mexico, the average performance in science of 15-year-olds is 419 points, compared to an average of 489 points in OECD countries.

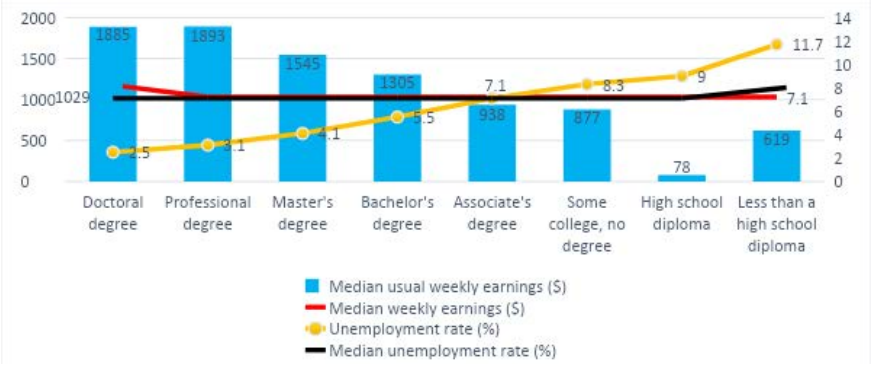
The data makes it clear that changes in higher education must be systematic and take the national context into account.

Tendency: English as a language skill

According to the U.S. Bureau of Labor Statistics, education is one of the most trustworthy indicators of income and employability as we can clearly conclude from observing the tendency in Graph 2. And we can also conclude from the observations of Jim Taylor and Harvey Armstrong who point out that regional inequalities may not only undermine the economy, but also the unity of a country (Taylor & Armstrong, 2000).

Graphic 2

Education as a Predictor



Source: U.S. Bureau of Labor Statistics, Current Population Survey

In this regard it is then important to recognize the action and discourse put forward by one of the main actors: The National Association of Higher Education Institutions (ANUIES) and we should take into account, as particularly important, their 2030 Agenda where basically, they admit (and claim) that what makes these times different from previous periods, is the complexity and velocity in which change evolves, the fastness of transformations, the influence of globalization in the life of all societies, and the transition to a society of knowledge and economy (ANUIES, 2018). As Coleman (2006) points out, English always accompanies globalization and economic growth.

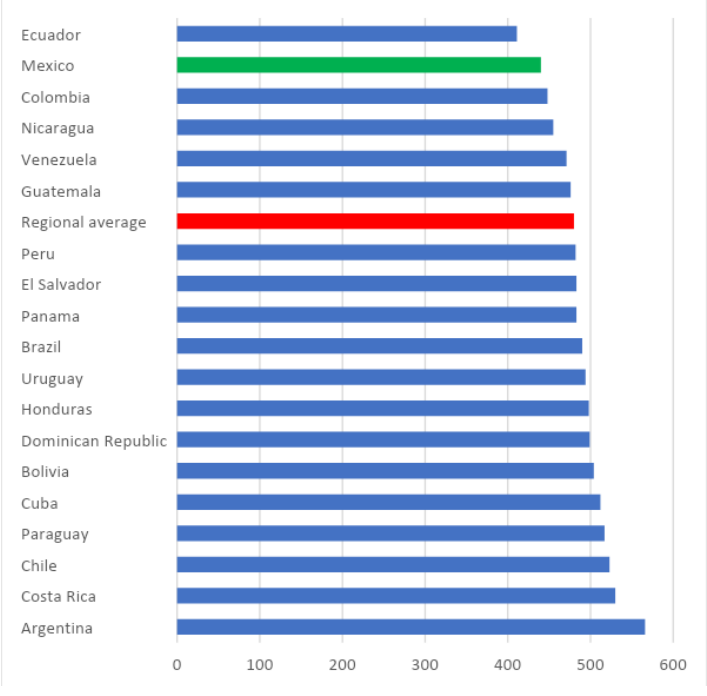
Based on the fact that English accompanies economic growth (see Graph 3), then a big question arises. It is imperative

that we ask ourselves how we are doing in proficiency and English skills, especially compared to other Latin American countries.

As we can observe in Graphic 3, the situation is not flattering at all, by the year 2020, we were well behind the regional average and even behind smaller economies, such as El Salvador and Guatemala, and even countries that seem to have more economic challenges like Venezuela and Cuba were way ahead of us in English proficiency matters. This situation is not very surprising if we consider that "the reasons for lack of quality education are due to the lack of adequately trained professors, the schools are in poor conditions, along with equity issues related to opportunities provided" (United Nations, Goal 4).

Graphic 3

English Proficiency Index for Selected Countries in Latin America in 2020



Source: Own elaboration with data from Statista.

To show the condition of English language skills, as part of these integration processes; the EPI, a worldwide English Proficiency Index, claims that our country is well behind in Latin America, holding the 9th position (out of 17 countries, despite being the second biggest economy only below Brazil) and in the world rank we occupy the 57th place, right below Brazil, Ethiopia, Guatemala, and Panama (EF Educación Internacional, 2021).

In this context, even when the world is producing more, and technology is being used more widely, economic gaps are growing between those who have much and those who do not. This situation has not been unnoticed by international institutions such as the United Nations as they express their concern for the quality of work: "As labor productivity decreases and unemployment rates rise, standards of living begin to decline" (United Nations Goal 8). To counter that, ANUIES states that universities, research centers, and technological institutions are responsible for the proper development of such EMI programs, since they have a rich intellectual capital and the higher education institutions can take action regarding the three dimensions of sustainable development: economic, social, and environmental (ANUIES, 2018).

Fortunately, the use of EMI programs has been growing, since it has become increasingly necessary for a professional to be proficient in English. According to Randstad (a human resources company), today is more necessary than ever, because English is widely used in the academy and in nearly every area of knowledge. Furthermore: 80% of the job positions directed to high and mid-level management demands proficient use of English as a second language (Universia, 2020).

Inherent Problems While Introducing a New EMI Program and Useful Suggestions

There are quite a few problems to look out for when introducing a new EMI program, they can be divided into three broad categories, the first one being issues related to school faculty, then the ones related to the administration of EMI's programs, and finally those related to the students themselves.

Issues related to school faculty

Drawing on my own experience as an EMI teacher, among the issues related to the professors are:

- Availability of class materials
- Conceptual unanimity between national and international context
- Nation specific and technical information not available in English
- Work overload for professors
- New digital skills needed for virtual environments.

In subjects that have a highly specialized vocabulary, facilitating the class can become quite difficult. A problem that arises is that even if the teacher has excellent competences regarding both facilitating the class and teaching in English, the availability of class materials when it comes to legal subjects or more specific topics to the country or region, like legal entities, is complicated, consequently professors don't have enough reliable material and resources in English.

Moving on with conceptual frameworks, they may not be the same, for example in subjects like international law you would find regional adaptations. You may also find yourself having issues, like the question is "Sociedad Anónima" the same as "General Partnership?" Even clear-cut concepts might have some differences in the approach taken when viewed in English, since the material is more likely to come from an English text, rather than translated from its Spanish form.

Another problem is in technical subjects like Customs Operations where you may need very specific resources, like the "Ventanilla Única" or making sure that the students learn to classify using the *Sistema Integral de Información de Comercio Exterior* (Mexican International trade information portal, better known as SIICEX by its acronym in Spanish) since this is a technical resource that is not only needed but required if you want to partake in international trade in Mexico, and it is required to respect rules and regulations and to follow a set of procedures that guarantee its proper functioning.

The teacher workload proves to be another challenge, and adopting or proposing a new EMI program undoubtedly will come with a lot of work, new work, since it is not only a matter of taking the class material and translating it into English. It also means finding the right resources in English, and if not possible, it is very likely that they will need to be created, which will have a negative effect on the teacher's work load.

Additionally, it is recommended that the teacher have prior knowledge of the material., *i.e.*, when translating *mediana* to English, should it be mean or median? A fun fact to share regarding the topic, we should be wary of the units, even NASA had a big problem from failing to convert from the imperial to the metric system and lost 125 million USD (Dodd, 2020).

The context in which the professors find themselves also matters. If they have experience with the material, this will be advantageous. However, if they have little experience in the field, it would benefit them to have the accompaniment of a teacher trained in EMI aspects in order to design the course and develop the material as well as possible. Nevertheless, as in the previous situation, all of these imply investing extra work and effort.

Implications for the Administration of EMI Programs

A significant factor to be considered when thinking of adopting or developing EMI programs is the proficiency level of English professors. In fact, this is a big concern to the Secretariat of Public Education, the situation of the Mexican schools and higher education institutions regarding English learning came to light in several studies (O'Donoghue, 2015) and the issue has also been addressed by the mass media, in a newspaper article by *El Universal* (2020), it was claimed that half of English professors in basic education do not have the credentials to teach in it: 15% are not proficient in English at all, and 37% speak English at a primary school level (Moreno, 2016).

Needless to say, the faculty staff, even when well versed in their own subjects, are not able to teach them properly in English

(as the EMI model suggests) if they do not have the appropriate proficiency level. A solution would be to verify that the professors comply with these requirements; being well versed in their subjects and maybe being certified by any recognized organism such as Cambridge Assessment (2021), along with the accompaniment of school administrators and the human resources department.

Going back to one of the aforementioned questions: what is the return of the investment? This is a tough one for any administration since usually programs need students in order to make money. Regrettably, this usually means that student selection will be hard, since it's highly recommended (and accepted) that they should be proficient in English at least at an upper intermediate level (B2 or above according to the Common European Framework).

Based on previous professional experience, when you have groups with mixed levels of English, some might not understand the topics very well while others, with an almost native English skill proficiency, will have no problem taking part in the class activities.

As a result, two situations may arise when teaching a difficult topic:

- You choose to privilege the understanding of the language, so the students with the lower English language skill will catch up
- You choose to privilege the understanding of the topic, so the students with the greater academic proficiency will learn.

Any decision comes with an opportunity cost. In the first case scenario, you are going to miss out on content because class time is limited, and the topic might be difficult. As a result, students with better skills are going to either get bored, or plainly miss the topic.

In the second case scenario, the students with less developed English skills will likely fall behind because they will probably not understand the topic at hand, creating a gap not only between classmates, but also between future knowledge that they might not be able to understand due to lacking basic learning. Unfortunately, the teacher evaluation may also suffer since students might interpret this as the professor's responsibility.

The professors at an EMI program should not bear this kind of burden, school administrators can avoid these issues by having a student selection process and prioritizing academic quality over terminal performance. However, a strategy will be necessary in which it is possible to have a program with excellent students and a good graduation rate.

To conclude this section, the cost to specialized databases' access and support is analyzed in Table 1, especially if the school administration wants to improve the program and to be able to compete at an international level, it could be said that the purchase of some of these resources is obligatory. However, cost of access can be high, for example this is one of the most widely used in Mexico:

Table 1

EBSCO Pricing

Academic FTE	Tier 1	0-2,499; Gov/Corp FTE 0-50; Schools/Publics FTE 0-9,999: Not to exceed $2,625
	Tier 2	2,500-4,999; Gov/Corp FTE 51-100; Schools/Publics FTE 10,000-19,9999: Not to exceed $3,200
	Tier 3	5,000-9,999; Gov/Corp FTE 101-150; Schools/Publics FTE 20,000-49,999: Not to exceed $3,790
	Tier 4	10,000-19,999; Gov/Corp FTE 151-250; Schools/Publics FTE 50,000-99,999: Not to exceed $4,370
	Tier 5	20,000-999,999; Gov/Corp FTE 251-999,999; Schools/Publics FTE 100,000-999,999: Not to exceed $4,955
Hospital FTE	Tier 1	0-99: Not to exceed $1,450
	Tier 2	100-249: Not to exceed $1,865
	Tier 3	250-399: Not to exceed $2,245
	Tier 4	400-699: Not to exceed $2,625
	Tier 5	700+: Not to exceed $2,940

Source: EBSCO, Industrial Serials Pricing (2017).

A positive aspect to keep in mind is that the use of such resources falls under the Mexican Federation of Higher Education Institutions FIMPES.

Issues related to the students

The same situation mentioned previously regarding the professors and their English language proficiency can be applied to the students. If there are deficiencies in the language, the participants will have a difficult time understanding the content of the classes.

According to the European Journal of Contemporary Education, "Mexico was the first Latin American country to mandate English instruction in levels K-12 in public schools. Despite these efforts, the results have not been altogether favorable, the citizen group *Mexicanos Primero* (Mexicans First) has been a strong critic of the *Programa Nacional de Inglés en Educación Básica* (National English Program in Basic Education, PNIEB by its acronym in Spanish), concluding that in Mexico, English has been taught little, late, and badly" (Santana, Garcia-Santillan, Escalera-Chavez, 2017, p. 139).

As proposed by the Catesol Journal, the main issue with how English has been taught in Mexico is that in practice, professors place great emphasis on the teaching of grammar skills rather than emphasis on communicative competence. Thus, while those that can practice and communicate cement their English skills and understanding, those left with only grammar rules are particularly disadvantaged (Borjian, 2015).

Another great challenge, and one that the EMI Programs address directly, is the level and quality of English in Mexico (see Table 2). This issue is a major concern for the current national administration, as we can see that President Lopez Obrador states in the presidency's blog: the main objective is to offer and open more quality spaces in the higher education institutions for our youth. To have more English-Spanish courses with the majority of the content in English (TN roughly adapted from the intents of the presidential blog). According to the study made by *Mexicanos Primero*, this is even more important than learning English. They mention that "the true potential of learning English is seen when it becomes a dimension by itself, devoted to learning other subjects, as a transversal element in the whole learning experience".

It has such importance that it is even considered, as Pardinas Carpizo pointed out, that people who have the ability to speak

and understand English can earn 28 to 50 percent more than a worker who lacks this tool (Smartways, 2019).

Table 2

Proficiency Bands for English Skill in Latin American Countries

27	Argentina	58.38
30	Costa Rica	57.38
39	Uruguay	54.08
42	Chile	52.89
43	Cuba	52.70
44	Dominican Republic	52.58
45	Paraguay	52.51
46	Guatemala	52.50
51	Bolivia	51.64
57	Honduras	50.53

58	Peru	50.22
59	Brazil	50.10
60	El Salvador	50.09
62	Nicaragua	49.89
64	Panama	49.60
67	Mexico	48.99
68	Colombia	48.75
57	Venezuela	47.81
81	Ecuador	46.57

Proficiency Bands
High
Moderate
Low
Very Low

Source: EF study.

Conclusion

EMI's portray An extremely important role for the future since they contribute with the mission of starting to learn English as early as possible. They also contribute to the formation of other transversal skills such as research and even digital development. They help in language learning and alleviate the lack of skills that the students can display within certain topics. Tthis of course can be achieved if the most qualified professors are selected (Borjian, 2015, p. 169).

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Using EMI in an International Business BA Program in a Non-native Environment: Exploring the Faculty Expectations and Experiences

Rosa María Peláez Carmona
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Introduction

In many places, University funding is linked to indicators of quality and quantity both for faculty and students. Therefore, better-trained professors and more capable students will yield more grants and resources for the institution. Seeking a better position in such fields, institutions have competed to differentiate from each other until, ultimately, becoming brands (Coleman, 2006).

As the world became more integrated, the need for a lingua franca caused English to walk hand in hand with globalization. This internationalization process is directly linked to the introduction of English-Medium Instruction (EMI) at Higher Education Institutions, which has led to the establishment of said language as the path to follow if an international career is sought. Such an idea has been internalized up to a point where the study of languages spoken by neighboring countries is being substituted by English as a Target Language (TL) (Coleman, 2006).

Of course, there are two sides to each story, on the one side, there are those who see this as a positive development, while the other one, accuses the English language of placing other languages on the path to extinction with no foreseeable reversal, even if Spanish or Arabic surpass English in the number of native speakers. Something that other authors had already addressed when he suggested the risks against language and cultural identity (Coleman, 2006).

A particular example of such a phenomenon occurred when the European Commission promoted multilingualism and multiculturalism at Institutions of Higher Education, with some places seeking a minimum of three languages, and still, English became the lingua franca (Doiz, Lasagabaster & Sierra, 2011).

Thus, the offer of bilingual subjects or programs has increased significantly, giving way to methodologies such as Content and Language Integrated Learning, and English-Medium Instruction (CLIL and EMI, respectively) which although similar, have clear differences. For instance, CLIL includes content and language as learning targets but does not mention specifically which second language (L2) is to be sought while EMI is learning content specifically through English (Dearden, 2014).

Since our subject of study is specifically EMI, we will work under the definition of the British Council: "The use of 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, 2014, p. 2). In the same document, results of a research study conducted on 55 countries included that some kind of policies regarding EMI existed in 22 countries, representing 40% of the total considered, being Private institutions, the majority of the cases in which there was a presence of, sanctioning or allowing EMI. Sometimes, teaching through English was even recognized as more demanding, accounting as one and a half times the stint of an L1 lesson.

An example of governments that made explicit efforts to improve the number of courses taught through EMI was the case of Korea, which gave financial support and incentives to HEIs in the early 2000s depending on the proportion of courses being offered in English (Byun *et al*., 2011). The effort went from incentivizing to

mandating when students were asked to take a certain number of credits in courses conducted in English and professors to teach in the same language. Likewise, in Kazakhstan, a program aiming at three languages being spoken by 15% of the population was set by the State Education Programme of Education Development, with English, Kazakh, and Russian as the TLs (Dearden, 2014).

Nonetheless, legislation was not always encouraging, as stated by the author "EMI is sometimes being rejected for political reasons, to protect a national identity, a home language or the freedom to study in a home language" (Dearden, 2014, p. 17). Other forms of resistance stem from within the institutions themselves, not only from the departments where the program takes place, but from University officials of higher ranks (Doiz, Lasagabaster & Sierra, 2011).

The expanded offer of courses is attractive to international students, who flock to universities all over the world willing to pay high fees for the best education they can access. However, a concentration of knowledge areas and educational levels seems to be a world trend. As in many other places, in Europe, most EMI programs are "available at Masters level and 72 percent are in Engineering, Management Studies, Social Sciences and Business" (Doiz, Lasagabaster & Sierra, 2011, p. 348). The case of the School of Economics from the University of Colima (Mexico) is similar to others in that the International Business is the B.A. being offered in English, and in that the professors teaching through EMI are those who were born in an English-speaking country, spoke it well, or had volunteered to do so (Dearden, 2014).

Experiences in Using English as a Medium of Instruction

English Medium Instruction (EMI) has increasingly been used in higher education institutions worldwide drawing on different economic, political, cultural, or ideological motivations. Yeh's study (2012) suggests that among the major reasons for teaching EMI courses -as perceived by participating lecturers- are: being an institutional policy, having foreign students enrolled, getting better qualifications, and improving students' and teachers' English lan-

guage proficiency. In Mexico, however, teaching in English is relatively new and not widely spread. In 2015, when the English modality was initially launched at the University of Colima, there was not a single program entirely in English being advertised in the country, some HEIs offered bilingual courses, or courses in English, but only up to 40% of their curricula. This is clearly a late start for Mexican education since the Netherlands and Sweden started in the 1950s, thirty years later, Finland, Hungary, and Norway boosted the trend that finally took off in the 1990s for the rest of Europe (Coleman, 2006).

Kirkpatrick (2014) and Wilkinson (2017) also consider EMI has been mainly used as a strategy to attract international students in order for institutions to position themselves higher up international ranking tables, just as Coleman puts it: "The recruitment of international students and international staff, which English facilitates, leads to enhanced institutional prestige, greater success in attracting research and development funding, and enhanced employability for domestic graduates" (Coleman, 2006, p. 5). EMI has also been used as a tool to help domestic students, either to improve their international competencies (Wilkinson, 2017) or to exploit the students' field of study as they have access to more resources (Başıbeka *et al.*, 2014).

In their study about the implications of English-medium instruction, Doiz, Lasagabaster, and Sierra, (2011) drawing on the opinions of staff involved, identified positive features of using EMI, such as the chance for the staff to work in English, the increased job opportunities for students, the promotion of participation in exchange programs for teachers and students, and the importance of English in most research areas. In addition to this, in his study, Yeh (2012) found that participants thought EMI had a positive effect on students' English improvement.

On the other hand, they found that the major challenge the staff faced when using EMI is that teaching in English is more demanding than teaching in L1 which was also observed in the results of other studies (Vinke, Snippe & Jochems, 1998; Hung and Lan, 2017; Coleman, 2006; Doiz, Lasagabaster & Sierra, 2011). Among the differences between teaching in English and in L1 are

preparation time, which in L2 was considered to take longer, and the teachers' ability to communicate and convey ideas in English when expressing themselves and explaining class content; additionally, compared to teaching in L1, using EMI affects the quality of teaching and the demand for adequate teaching skills is more important (Vinke, Snippe & Jochems, 1998).

Other significant drawbacks related to the use of EMI have been identified; Beltrán (2011), for example, observed the teachers' lack of time and the students' language proficiency to deal with activities. Also, the students were perceived to show a lack of effort, and that, objectives could not be fulfilled, thus, results were not immediately observed. Additionally, his research brings up several issues which limit the implementation of the pedagogical strategy, exposing teachers' and students' insufficient time to work on the projects, the lack of L2 competence of subject teachers, and the lack of institutional policies to support foreign language learning. Likewise, in another study conducted in Kazakhstan, the majority of institutions presented problems implementing EMI, including the availability and use of teaching resources, finding qualified teachers, and the lack of institutional guidelines in as many as 60% of the cases (Dearden, 2014).

A recurrent challenge emerging from different studies (Wilkinson, 2017; Hung & Lan, 2017; Başıbeka *et al*., 2014; Yeh, 2012; Dearden, 2011) is related to the teachers' and students' English language competence as if insufficient, this is considered to hinder the teaching-learning process making explanations challenging for teachers and engagement in activities difficult for students. Such situations might lead to a difference in quality and quantity of content among students learning in L2 in comparison to those studying in L1 (Byun *et al*., 2011), therefore, affecting the quality of the programs and the learning of students in a manner that is still unclear (Doiz, Lasagabaster & Sierra, 2011).

Vinke, Snippe, and Jochems (1998) research suggests that a higher language competence in English will likely affect the way teachers experience EMI positively as is suggested in their study "a majority of the respondents hardly experience differences between performing teaching duties in English and in their mother

tongue" (p. 387). However, Wilkinson (2017) suggests that the faculty's enhanced ability in English does not necessarily transfer into confidence in handling the varied linguistic competence among students in the same way as "poor language skills do not necessarily mean poor teaching skills" (Clark, 2017, p. 300). So, it appears that although the winning combination would be language proficiency by both students and professors; on the professors' side, whether a not-near-native bilingual instructor who might be empathic with students would perform more poorly than a native speaker who does not speak students' L1 is still unknown (Dearden, 2014). However, they would have less interaction and intimacy with their students (Airey & Linder 2006; 2007).

In regards to what EMI professors expected, and opposite to the CLIL methodology, they believed that students would improve their language skills but did not feel responsible for it, for it was not their job (Dearden, 2014).

After examining the results of three Turkish universities and recognizing the positive impact of teaching through EMI on the language skills of students, they decided to abolish the methodology due to inefficient content acquisition, in particular, in the areas of Science and Mathematics (Sert, 2008; Dearden, 2014).

Recommendations On Implementing EMI

After reviewing the existing literature and based on the results of this research, it is safe to say that Smith's list of predictable problems, as presented by Coleman (2006, pp. 6-7), adapted to the actual context of this study is quite accurate and could easily be a warning for those seeking to implement EMI at their institutions:

- Inadequate language skills and the need for training of indigenous staff and students
- Unwillingness of local staff to teach through English
- Lack of availability of (...) sufficient anglophone subject specialists
- Organizational problems and administrative infrastructure
- Loss of confidence and failure to adapt among local students
- Uniformity and availability of teaching materials.

As mentioned above, institutions experience EMI implementation in many different ways and an important ever-present question is, "what makes EMI strategies successful?", since, as Kirkpatrick (2014, p. 23) suggests, "different contexts provide different circumstances and different problems". Regarding this particular issue, several recommendations arise from different studies.

The first factor to take into consideration before implementing EMI is, as Ghorbani and Alavi (2014) point out, the inclusion of compensatory steps and modifications in the school educational system such as the institution of language education policies (Kirkpatrick, 2014) which should go beyond the paper and be implemented in real life (Beltrán, 2011). This will likely impact lecturer's and students' English proficiency positively, considering this is a key issue in the success of any EMI strategy (Doiz, Lasagabaster & Sierra, 2011; Ghorbani & Alavi, 2014; Hung & Lan, 2017; Yeh, 2012). Additionally, it should be considered that highly a qualified and motivated staff is a factor that will facilitate or hinder EMI implementation (Wilkinson, 2017), a reason to consider training as a way to improve the skills needed for lecturing and communication in the target language (Başıbeka *et al.*, 2014).

Another important element to consider is that EMI should not be a strategy implemented in isolation by a language department, but rather institutionally supported (Beltrán, 2011). Among the support required, it would be the availability of the required resources as grants and additional financial support for equipment and materials (Wilkinson, 2017). Equally important is the need to conduct research that shows light on how to best organize, implement, and assess EMI (Doiz, Lasagabaster & Sierra, 2011).

Lastly, considering the various challenges which EMI may give rise to, it is also necessary to think about the approaches and pedagogical strategies which aid in its successful implementation. In this regard, Wilkinson (2017, p. 51) points out that "the provision of support systems, language support included, may contribute to overcome the challenges faced when introducing EMI programs". Additionally, Yeh (2012) identified teaching strategies that facilitate student learning, among which were additional tutorials, simpli-

fying language and course content, using visual aids, and, the most frequently used, code-switching from English to L1.

Methodology

This research draws on a qualitative case study design that aims at exploring the expectations and experiences of a group of professors of an International Business Bachelor program regarding teaching in English. This study was "highly contextual and collected in a natural real-life setting" whose main focus was to understand how the involved participants act and explain their actions (Gray, 2004, pp. 319-320).

The study also draws on the principles of Charmaz's (1995 in Gray, 2004) grounded theory in some steps of the process, considering that theory was discovered and developed as data about the phenomenon and was collected and analyzed (Strauss & Corbin, 1998, in Gray, 2004). In order to collect the data, two focus groups were held aiming at pursuing answers to the guiding research questions:

- What were the faculty's expectations about teaching using English as a medium of instruction at the International Business BA Program?
- What were the actual experiences and outcomes from teaching using English as a medium of instruction at the International Business BA Program?

The collected data was then transcribed from the original focus groups recordings, codified, and analyzed through Atlas.ti from where cross references were drawn (See Appendix A for participants' quotes in original language). It is important to note that for the report of findings, the researchers considered presenting the data to speak for itself rather than submitting it to in-depth analysis to avoid "potential subjective interpretations of the researcher" (Strauss and Corbin, 1988, in Gray, 2004).

Participants and Background Information

The participants of the study included the professors who had been teaching in the IB BA program and were organized according to their academic background. In the first group, professors who were born in Mexico and who learned English in their respective programs were invited; a total of four male professors took part in the study. The second group consisted of professors who either were foreign or had studied abroad. In this case, the two participants who were born in Mexico studied at least one degree abroad (one female, one male), a third participant is female and holds a Master's degree with an international background (born in Bulgary, studied in Germany, Spain, and Mexico) and the fourth participant is also female and was born and raised in the U.S. from a Mexican family. The main idea behind this segmentation is aimed at understanding how personal background influenced their experience on teaching through EMI in Mexico.

The focus group consisted of five stages, during the first one, we welcomed participants and explained the objective of the research and the dynamics of the activity. A second stage helped us to get to better know their teaching experience, in general, at the University of Colima and, specifically, within the International Business BA program. The third stage was about their expectations prior to teaching through EMI in regards to teaching a content subject in English, expectations about their own teaching strategies, and language competence, and students' competence to study the program in English.

The fourth stage was designed to obtain the actual outcomes of their experiences, the availability of resources, the difference in workload in comparison to teaching in L1, planning and preparation, and the difference between what they expected before teaching in English and their actual experience. The last stage included asking them how they would describe their experience, whether they liked it, if they would do it again, and, finally, what they would recommend other professors and institutions do if they were to embark on a similar enterprise.

Results

Participants' Past Experience Teaching in English

At the time of the interview, their experience teaching their courses in English ranged from one and a half to seven years; only two of the participants had taught in English in other institutions or schools before joining the current program, however, four of them started teaching in English when the International Business Bachelor (IB BA) program was launched in its English modality in 2015. The subjects they teach and have taught in English are mostly part of the BA program, among which are Negotiation, International Relations, International Business Planning, Business Management, Business Law, Economics, Micro and Macroeconomics, Calculus, Financial Mathematics, Statistics, Accounting, Logistics, Culture and Business in America, Market Research and Marketing Management, and Integrative Workshops.

Expectations About Teaching in English in the IB BA Program

When questioned about the expectations that participants had in regards to teaching in English in the IB BA program and the way they faced this endeavor, the experience for each of them was different and responses varied. For some participants, there was no clear identification of expectations and they agreed that either they had no specific expectations or if they did, these changed soon after they had started teaching in the program, as these comments suggest:

> I didn't have any expectations because I started unexpectedly, from one day to the next, so it was basically: oh, let's go and teach (P1G2 2:11 ¶56 en Focus Group 2. Transcripción.docx).

> My expectations, I really do not tend to think what I expect, I'd rather see when I'm there (P1G1; 1:96 ¶74 en Focus Group 1. Transcripción.docx).

> Then my high expectations lasted like 15 minutes I think, really (P2G2 2:19 ¶64 in Focus Group 2. Transcripción.docx).

As participants mentioned, this lack of expectations was mainly due to the fact they had to start teaching in English out of a sudden, from scratch (2:20 ¶64 en Focus Group 2. Transcripción.docx). On the other hand, two participants considered teaching in English in this program would be like other experiences they had had in the past:

> No, I didn't think it was that difficult. I didn't think of the students when starting the course as I prepared the syllabus, you know, I had been teaching for several years and, well, I remembered my classes as a student in the US... about the students I thought, well, they're in the third semester and I said, they already know English so I don't think it will be difficult, will it? (P4G2 2:37-38 ¶97 in Focus Group 2. Transcripción.docx).

> Well, I came from an experience at the ITESM. I thought it would be relatively similar, that we were going to have all the materials in English and everything well researched, more progress (1:100 ¶88 en Focus Group 1. Transcripción.docx).

In addition, several participants held expectations about the IB BA students' or their own English competence:

> What did I expect of students' competence? Yes, my expectation was that they had a good level in general...my expectation, also was, that by teaching in English my own level would improve (P2G1; 1:98-1:99 ¶81 en Focus Group 1. Transcripción.docx).

> My expectation about my English language competence was that it would improve because getting worse was not possible (P4G1; 1:103 ¶106 en Focus Group 1. Transcripción.docx).

Faculty's Experiences Teaching in English in the IB BA Program

Participants discussed their perceptions of teaching in English in the IB BA over several areas: students' competencies, students' response to and learning in the program, faculty's responses to teaching in English, their strategies to deal with teaching in English,

and their recommendations for further work on the IB BA program. This section highlights their major views on these topics.

Faculty's Responses to Teaching in English

An important issue raised during the interviews was the participants' response to teaching in English and how this evolved as they gained experience teaching in the IB BA program.

For some of the participants, the forthcoming experience triggered adverse feelings:

> There were no available courses in Spanish which I could teach (...) they told me the only courses I could, were in English, I was scared, but I said yes, and I sort of got used to it (P4 G1; 1:11 ¶60 en Focus Group 1. Transcripción.docx).

> I started feeling afraid, afraid of whether I would be able to explain the cases, or if they would understand me, or if I would be able to guide them (P3 G2; 2:28 ¶82 en Focus Group 2. Transcripción.docx).

> Negotiations was a course that I had never taught in English (...) that already implied a challenge and difficulties I had to face; besides the fact that I was part of the faculty who did not agree on the way the program in English was designed (P1 G1; 1:19 ¶74 en Focus Group 1. Transcripción.docx).

> And now, what should I do? Because everything was designed for students who were already competent in English; then it turned everything upside down for me (P4 G2; 2:72 ¶270 en Focus Group 2. Transcripción.docx).

Other participants, welcomed the experience and adapted to it from the beginning:

> I am very happy, I like doing what I'm doing; personally, I think that it gives you greater satisfaction to say "I'm doing something that many other people do not do, do not want to do, or cannot do"... I work in a unique program at the university and that makes me feel good too (P2 G1; 1:85, 1:88 ¶212 en Focus Group 1. Transcripción.docx).

> Well, my experience has been very pleasant (...) I feel proud that the University of Colima is thinking of doing all the program in English (P4 G1; 1:91, 1:104 ¶214 en Focus Group 1. Transcripción.docx).

Participants started feeling, to a certain extent, insecure about how the experience would turn out, but this seemed to change as time passed.

Implications of Teaching Content in English at the IB BA Program

Participants consider there is a significant difference between teaching in L1 (mostly, Spanish) and teaching in English, as implications for the latter are greater and at times, more challenging. In the case of participants' experience at the IB BA, teaching in English implied an increase in their workload, more time invested in preparation, and more challenging work:

> It is a lot more work to plan a class in English, there is less bibliography available, at least the access in situ provided by the institution, then it is my job each semester to search for bibliography online to make it available for students since they do not have it... yes, in my opinion, it implies more work to plan a class in English, mostly because in the end, you may have a highly competent English level but Spanish is your mother tongue and I think you will never be more skillful in another language than in your L1, then it will always demand a greater effort (P2 G1; 1:51; 1:52 ¶157 en Focus Group 1. Transcripción.docx).

> Regarding workload, it implies an increase; now, the time invested in teaching a subject in Spanish or English, even though they have nothing to do, depends on the depth you want to teach your class in (P4 G1; 1:61 ¶167 en Focus Group 1. Transcripción.docx).

> Well, I had to prepare for it; besides, I didn't want to teach using the same material I had previously used to teach the course, (...) then, that already meant challenges and difficulties (P1 G1; 1:18 ¶74 en Focus Group 1. Transcripción.docx).

> At the beginning, the syllabi had to be translated, the so frequently mentioned curricular subjects plan... I once turned in a syllabus in English to the institutional system, but I was told I had to upload it in Spanish and introduce it to the students in English which was somewhat problematic (...) The workload I think is greater when it's in English because you have to compare with and translate it into Spanish, check that both concepts are the same (...) then, it's more difficult (P3 G1; 1:27; 1:60 ¶88 en Focus Group 1. Transcripción.docx).

Teaching in English also brought about implications regarding the development of the teaching-and-learning process and the faculty's teaching responsibilities, as well as adaptation of their teaching methodologies to teach in English.

> I had a hard time gaining progress in some topics that are not as easy to translate or which have more technical words; it was hard for example to investigate what the terminology referred to since even though some terms seem like Spanish words, they are not (P3 G1; 1:30; ¶92 en Focus Group 1. Transcripción.docx).

> But in a class, it's not only about your speaking and students' understanding, but they also respond to you, and you have to answer their questions; this takes you out of your comfort zone and you must be skillful enough to clarify their doubts in that language. It was something I had not faced before (P4 G1; 1:40 ¶110 en Focus Group 1. Transcripción.docx).

> In a class in Spanish, you would struggle with the differences of comprehension between students to understand the material you're teaching with; in a class in English, you struggle not only with that but also with the differences in students' language competence and, on top of that, your own language competence (P3 G1; 1:57 ¶162 en Focus Group 1. Transcripción.docx).

One of the participants considers that being able to teach their courses in English has been punished rather than rewarded as it has increased the workload for them without any kind of compensation:

> What this means is that for me to have the time credits of three courses, as I am proficient in English, one semester, I am assigned one course to be taught to one group, a different course to be taught to a different group and one more course to be taught to a third group, three different courses, meanwhile those professors teaching in Spanish teach the same course to three different groups; so, technically, they're punishing the teacher who speaks English (P2 G1; 1:54 ¶157 en Focus Group 1. Transcripción.docx).

Regarding the adaptation of teaching methodologies, this ranged from having to search for sources in English, and translating terminology, to revising syllabus content and looking for specific teaching strategies for the IB BA in English.

> My strategy to integrate issues that were particular to the Mexican context was to generalize the topic (…) making a comparison of the national situation to the material I had in English, drawing mostly on the latter; the other strategy was to create mixed exercises, because some [students] were good at speaking but not so good at writing, so mixing it up was the way to achieve learning (P3 G1, 1:29 ¶92 en Focus Group 1. Transcripción.docx).

> Some cases, the truth is, I studied them before the class, I planned which questions I would ask, if I didn't recognize or understand why a word was being used, I would google it and I would have my notes, right? (P3 G2; 2:29 ¶82 en Focus Group 2. Transcripción.docx).

> The IB BA exit exam didn't include Math and that there shouldn't be so much Mathematics [in the curriculum], I wanted to focus on practical details, things that were useful for their businesses and the sort, but Math in the international business curriculum was secondary, so I didn't want to include in depth Math (…) I should teach them with tables not mathematical functions, with data bases they [students] brought to class, not from official sources (P4 G1; 1:66 ¶167 en Focus Group 1. Transcripción.docx).

It is noticeable that some participants started using teaching strategies which turned out unsuitable for teaching content

in English and modified them accordingly as they gained experience or when coached by other more experienced teachers:

> Teaching strategies, initially, well maybe because of my lack of teaching experience, my lessons were more centered on me speaking intensively rather than giving room to students' talking time; then little by little I started letting this go or modifying it, shaping my teaching pedagogy (…) I have tried to implement much more practical lessons or exercises even though some of my courses are very technical (…) then I have tried them to be more practical and focused on students, with more exercises. My technical courses have plenty of exercises (P1 G2; 2:15; 2:48 ¶56 / ¶ 110 en Focus Group 2. Transcripción.docx).

> About teaching strategies, I have really been supported by Rosy [teacher trainer] (…) I do all the planning beforehand, activities, timings, calendars, I have everything ready per class but it's from the time her coaching started, I mean, before I used to make a lot of presentations and only some activities involving students, now I always try my teaching time is less, my speaking time less than the students' speaking time (P2 G2; 2:21; 2:22 ¶64 en Focus Group 2. Transcripción.docx).

> At the beginning it was just me talking, and talking and talking, and not so much the students. It was until [name of a colleague] told me "let's do the Flipped Classroom thing" that I changed the way I was teaching. It helped me to be less stressed out and for my class to be more interactive, despite doing a lot of things, it was more practical than theoretical (P3 G2; 2:30 ¶82 en Focus Group 2. Transcripción.docx).

Given the implications teaching in English brought about for the involved faculty, the workload increased which, according to one of the participants, may be due to the implied teacher duties that come along with teaching in English:

> The additional workload within the class from being attentive to whether students are struggling because of the language or the complexity of the topic and, perhaps, not reaching the learning objectives in the same time you had

> for the class in Spanish or that only half of the class reaches them, is what I consider an extra burden in the classroom (P4 G1; 1:65 ¶167 en Focus Group 1. Transcripción.docx).

Finally, another implication for the teachers engaged in teaching in English is being on the focus of evaluation and judgement:

> Someone who teaches in Spanish is criticized about their teaching methods. I think that a professor teaching in English, aside from that, his/her accent, intonation, volume, and other implied aspects of language use are being judged (P2 G1; 3:24 ¶51 en Focus Group 1. Transcripción parte final.docx).

Issues Arising From Teaching in English at the IB BA Program

Even though the participants did not make any straightforward judgements or assessments about the success of the IB BA program, several issues about the processes to implement the program emerged throughout the interviews; these have made their workload greater and their experience difficult.

One of the aspects participants disagreed with was the evident lack of planning when the program was launched since there was no previous curriculum design process specific for the English modality, and participants had to engage in translating the IB BA Spanish curriculum.

> What the school officials wanted at that time was for us to teach what had been designed in Spanish just translating it into English, and I told them "It's not possible, we need to have the student entry and exit profile, why not in English?" (P2 G2; 2:18 ¶64 en Focus Group 2. Transcripción.docx).

In addition to the lack of planning, participants also mentioned a lack of infrastructure for the number of students enrolled in the program and a lack of available personnel with suitable expertise and language competence to teach the courses, which has led to a permanent struggle to find professors every school year.

> We don't have any infrastructure, not for so many students, to start with and then, human resources, we don't have teachers (P1 G1; 3:5 ¶32 en Focus Group 1. Transcripción parte final.docx).

> It's just that there are no teachers! It's not that they don't want to hire them. Where are we going to get them from?
>
> Every semester, it's the same thing, we don't have enough teachers or I have to replace one because of their evaluation results (...) now I need to see who I'm going to integrate and I have really tried to look for teachers who fit the profile (P3 G2; 2:106 ¶295 en Focus Group 2. Transcripción.docx).

Another situation that participants consider problematic has been the enrollment of students to the IB BA program with unsuitable academic skills and attitudes to study contents in English because of an inappropriate application process:

> It's a problem that professors from all universities have regarding the profile of students we get. The school officials are thinking one thing and not the same thing that we professors think, and here we have unfit students because school officials made the decisions and we had no say in it (...) There are applicants who did not get the entry Ceneval result required by the IB BA program, and they still get enrolled (P1 G1; 1:46; 3:6 ¶119; 37 en Focus Group 1. Transcripción parte final.docx).
>
> Not all the students in this program are outstanding. Then, I think that a lot of work is invested in a program that should be offered to more outstanding people, or at least we would expect to have more outstanding people, more committed (P2 G1; 3:15 ¶45 en Focus Group 1. Transcripción parte final.docx).

Finally, one participant perceives the environment generated around the IB BA program in English as negative:

> We are not immersed in a "full English" environment, then the switch changes, and the bad thing about the environment we relate to is that the people who do not study in English give you an ill look (P2 G1; 3:30 ¶61 en Focus Group 1. Transcripción parte final.docx).

Students' English Language Competence and Generic Competences

Another aspect that participants considered having a major impact on the whole experience and process of teaching in English is the IB BA students' language competence to deal with the contents in English; about which participants agree that groups are mixed ability since there are students with a noticeable high competence in English while there are others who struggle to accomplish the academic objectives of the program, as these comments show:

> We have students who have studied in the US, they have a native-like pronunciation and vocabulary… on the other hand, we have students who enter the program because they could not enroll in the Spanish one… then, there are those who cannot even say a single sentence (P1 G1; 1:15-16 ¶74 en Focus Group 1. Transcripción.docx).

> Regarding their competence, the students have a very dissimilar level, it is not uniform (P1G2; 2:17 ¶59 en Focus Group 2. Transcripción.docx).

> Speaking of quantities, I'd say that half of the students are really good, at least half in general; but there is a 20-30% of them with a very noticeable lack of competence even to understand what is being said to them, and I am talking about first semester students (P4G1; 1:43 ¶114 en Focus Group 1. Transcripción.docx).

The participating faculty members consider that the students' low English language competence made it difficult for them to study content in English and had several negative consequences on the students' academic trajectories, from having to switch to the Spanish modality to drop out of their studies altogether. In addition, it was identified that the lack of homogeneity in students' language competence affects the teaching-and-learning process in general:

> There were students who lagged markedly… we have seen that these students tend to drop out or switch to the Spanish modality, because the problem is that they do not understand the subject due to their low language competence (P2G1; 1:24 ¶81 en Focus Group 1. Transcripción.docx).

> It seems that the constraining factor is English, at least in Math and Calculus courses English was not a problem, but it was in Micro and Macroeconomics, we even had to discuss with the academic coordinators that the struggling students switched programs to the Spanish modality (P4G1; 1:38 ¶106 en Focus Group 1. Transcripción.docx).

> There are substantial differences depending on the group, not necessarily on the teacher, but on the language competence differences within the group; the more the gap, for example, the longer it will take for you to explain a topic because those with a lower language competence won't understand, then it will be difficult to progress evenly. On the contrary, if the class language level is even, you can progress somewhat faster and, as far as everyone understands at the same time, the course progress is better (P3 G1; 1:58 ¶162 en Focus Group 1. Transcripción.docx).

One of the participants, being also an academic coordinator, points out that a possible reason for these discrepancies in language competence was related to the enrollment process for which students have to comply with certain English level (B1 or up); however, it has been difficult that students fulfill this requirement (P3, G2; 2:32; 2:33 ¶82 en Focus Group 2. Transcripción.docx)

On the other hand, the positive effects of appropriate language competence were also mentioned: "…a group with a very good level of English, (…) their participation in English is more outstanding, more fruitful, they participate with more confidence" (P, G2; 2:13 ¶56 en Focus Group 2. Transcripción.docx)

Finally, an important remark made by one of the participants, which may also have an impact on students' performance in the IB BA program, was related to students' generic competences "one thing that most of the students miss, even the ones in the Spanish modality, is writing skills. Many of them do not know how to write, they do not know how to write in English either…in exams, answers to essay questions… I do not understand what they write" (P4, G2; 2:45 ¶99 en Focus Group 2. Transcripción.docx). Additionally, another participant suggests that students should develop certain English writing skills such as arguing from their

own standpoints instead of copying and pasting, which is a vice (P1 G2; 2:50 ¶110 en Focus Group 2. Transcripción.docx).

Outcomes from teaching in English in the IB BA program

Among the outcomes from their experience, some participants perceive general positive results and progress in content learning without being specific nor relating it particularly to the fact that the program is being implemented in English.

> I think students learn a lot of different things, and I think they graduate doing those things well; the results (...) what I see is that results in general are positive (P1 G1; 1:50; 1:106 ¶152 en Focus Group 1. Transcripción.docx).

> Well yes, at the end of the semester it is noticeable (...) [for example] the students from second semester, I have noticed some of the teams (...) very hardworking and with outstanding performance; they have improved a lot (P1 G1; 1:50; 1:106 ¶152 en Focus Group 1. Transcripción.docx).

However, one of the participants compares the outcomes to the ones from the Spanish program highlighting that no significant differences in results are perceived:

> Going back to students' learning, I compare these two courses and I do not see much difference, starting with me teaching the same way and the same contents, and trying to follow the same dynamics; I have seen similar results (P1 G2; 2:52 ¶126–128 en Focus Group 2. Transcripción.docx).

In addition to positive outcomes in students' general learning, participants considered that there has also been an improvement in IB BA students' language proficiency:

> I think that students' learning improved; I was pleasantly surprised (...) [to see this student] who struggled, he used to get really nervous when presenting in Spanish and in English (...) but when I saw him again at the last semesters, it was a great surprise, and I think that getting over that obstacle gives them greater merit than those who only had to get over the complexity of the contents (P3 G1; 1:62 ¶162 en Focus Group 1. Transcripción.docx).

> Well yes, they did improve in their language competence, they improved in speaking, in the accent; not everyone but most of them (P3 G2; 2:68 ¶262 en Focus Group 2. Transcripción.docx).

Other participants focused on the changes and improvements in their own skills, competences, and attitudes as a result of their experience in the IB BA program. They highlighted their own language proficiency advancement and a switch in their mindset:

> The language competence itself, I think that, at least in speaking, I have improved a lot because in other jobs I had used English but mostly in writing. Yes, speaking, (…) I think my proficiency has improved (P1 G2; 2:49 ¶110 en Focus Group 2. Transcripción.docx).

> Only the fact of switching, of making you see other things, and suddenly do it in English from a different perspective. It helps to keep you staying aware of being up to date, you have to look for sources that you had never needed to if you had only been teaching in Spanish, having to look that up in another language gives you a different perspective. It changes your whole mindset and I think that's a gain (P4, G1; 1:90; 1:92; 1:93 ¶214 en Focus Group 1. Transcripción.docx).

> Well, my Spanish proficiency improved a lot (P3 G2; 2:66 ¶254 en Focus Group 2. Transcripción.docx) [English native speaker participant].

> I better understand how the school teaching academies work (P2 G2; 2:53 ¶145 en Focus Group 2. Transcripción.docx).

Lastly, some participants mentioned outcomes related to other aspects of the experience such as the difference in the student-teacher relationship with students from the Spanish and English modalities and the perceived impact of the program on students:

> The relationship with students in the English modality is much closer than with those students in the Spanish program (P2 G1; 1:87 ¶212 en Focus Group 1. Transcripción.docx).

> What I think is that the program tires students; I think it is too repetitive, I mean, I think that now, eighth-semester students are overwhelmed, tense, and exhausted; because of this I don't like teaching eighth-semester subjects (P2 G2; 2:60 ¶217 en Focus Group 2. Transcripción.docx).

Faculty's final Assessment of the Experience

The above-described views give an account of what it has meant for participants to take part of the IB BA program and to teach their courses in English. Participants' assessments would likely interest and be useful for everyone implied in this program whose successful outcomes could thrive provided some recommendations are taken into consideration, which could be summarized into more extensive and detailed curriculum planning specific to the English modality, acknowledgement of the effort and hard work the professors of the program do, and better aligned institutional processes to implement the program.

Finally, despite the struggling moments, and the ups and downs of the experience participants make a positive assessment of teaching in English at the IB BA program; some of their reasons have been discussed in the previous sections, these are some of their final remarks.

> The experience, regardless of the fact that I do not agree with how it started, I think it is very good. In the end, it had to start somewhere (P1 G1; 1:21 ¶74 en Focus Group 1. Transcripción.docx).

> I like teaching, per se, teaching is my calling. This is a different way, it is not comfortable, but it is satisfying, teaching the students in a different way. So, let us say it is giving it variety (P3 G1; 1:80 ¶192 en Focus Group 1. Transcripción.docx).

> Well, my experience, honestly, has been very pleasant until now, I mean, I feel that I've had to keep renewing myself, as a teacher (P4 G1; 1:89 ¶214 en Focus Group 1. Transcripción.docx).

> Apart from that, I would not change the fact of teaching in English (P3 G1; 3:2 ¶18 en Focus Group 1. Transcripción parte final.docx).
>
> To me, teaching in English is satisfying (P4 G1; 3:3 ¶20 en Focus Group 1. Transcripción parte final.docx).

Conclusion

Although reasons are still unclear, English seems to walk the same path as globalization, and one of its ramifications is its ever-growing use as the preferred academic language. Being sometimes the Target Language while learning content (CLIL), or simply, teaching through it (EMI), either way, it has been substituting others as a second language.

Its presence is so important that whether it is promoted, normed, or banned, it is part of the legislation in many countries (Dearden, 2014).

The case of the International Business B.A. at the University of Colima was not conceived as an independent degree, but as a different modality to an existing program with the goal in mind to achieve its creation if successful. This experience, though unique in Mexico, has been very similar to others found through literature in other countries. Its implementation, however, arrives about half a century after the efforts of countries such as the Netherlands and Sweden, and about two decades after its boost through Europe.

Teaching in English in a non-native environment poses certain perceived advantages for students, professors, and the institutions themselves, facilitating the exchange programs between Universities that would, otherwise, be almost impossible. Furthermore, EMI has helped participants to improve their proficiency in English. All of this comes at a cost, the need to invest more time to prepare a class, the reduced capacity to explain and improvise, and the availability of academic resources are common on the side of scholars. Thus, a reduction in content is sometimes mentioned, impacting the quality of the programs in a way that is still unclear. Such effects lead to the abolishment of teaching through EMI in Turkey after considering the acquisition of content as "inefficient"

in the areas of science and mathematics despite the recognition of the positive impact on language skills.

This text is based on a qualitative case study designed for exploring the expectations and experiences of a group of professors of an International Business Bachelor program taught in English in a non-native environment in Colima, Mexico. The participants were invited to one of two focus groups depending on their academic background in regards to their immersion in the English language.

Although for most of our participants this was the first time teaching through EMI, their expectations were reportedly not that relevant or changed soon after starting the program. Those having taught in English before expected a similar experience all around. However, specific expectations about the students' English proficiency -and their own- were similar to what literature revealed: They were worried the mastery level would not be enough at first but did expect it to increase with time.

The reactions to the new endeavor triggered both adverse feelings and an up-to-the-challenge attitude. Ranging from those who were confused when confronting class planning to students' actual language competences -forcing them to redesign and adapt-, to those receiving a greater satisfaction altogether.

Amongst the implications of implementing an EMI program, the experience of our participants was, again, similar to literature. They report investing more time in preparation, perceiving classes as more demanding; feeling that resources were even more scarce than in the L1 modality -specifically, bibliography and physical space to secure immersion- resulting in extra efforts such as having to translate both syllabi and materials; in other words, a heavier workload. For some professors, teaching in English means being exposed not only to criticism of their teaching methods but also, to their fluency, intonation, accent, and other aspects of their own L2 competence.

A common perception was that the planning of the program was not thorough enough, that the institution as a whole was not prepared for it, as pedagogical, technical, and academic support staff were not competent in the English Language, nor were platforms available in that language.

At first, uncertainty for the future of the program was perceived because the students enrolling to the BA included a great portion of applicants who were not accepted in their first choices -being the BA in Spanish or other BA totally unrelated to IB- or who did not possess proven English proficiency. Something similar happened in relation to faculty members, finding professors who were specialists in the required areas with enough fluency and willing to teach through EMI was a permanent struggle for school officials.

On the side of the students, as perceived by professors, not sufficient skills both in English as well as generic competences impacted on everybody's experience. Fluent students had to cope with the fact that there were other students lagging behind and for whom, a new redesign of activities was done taking that into consideration, causing a feeling of slower and less dense classes. Despite that great effort, some of those students were having a hard time adjusting to their new challenges and decided, ultimately, to switch to L1 modality, switch majors, or even, drop out of their studies altogether.

In spite of all the difficulties faced by faculty members, officials, staff, and students alike, positive results and progress are perceived. The results at the end of the semesters and at graduation from the BA are, in general, positive; so much that even some participants mentioned that they teach the same class both in L1 and L2 experiencing more or less the same results.

Finally, even professors see something different in themselves, something that was not there before this experience; they see other things, from a different perspective, an entirely different mindset. In conclusion, though the downsides of EMI have been vastly reported, it does not seem to be receding any time soon for the positive outcomes overcompensate vastly as well.

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SECTION 3

TEACHING STRATEGIES AND CONDITIONS

Initial Experiences of Implementing Flipped Classroom in a BA in International Business in both Spanish and English-language Modalities

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Introduction

In 2009, the Faculty of Economics (FE) of the University of Colima (UCOL) in Mexico, launched a new BA program in International Business. This was a milestone since it was the first program in the institution adopting and implementing the competency-based learning model, along the other two BAs offered by the Faculty of Economics (Economy and Finance); currently in use. This model is mainly student-centered, requiring dynamic classes, where undergraduates play an active role in their learning process with the guidance of an instructor, unlike traditional education strategies in which the instructors play a unilateral role in the student knowledge acquisition.

Moreover, due to the importance of English as the global language of business, in 2014 the FE decided to open a new modality of this bachelors, where the courses were taught fully in English to Non-Native and Native speaking students by a team of scholars

composed mostly of Non-Native speakers. At the moment of writing this paper, there are four cohorts enrolled in the program, making it so far, the most successful BA of the school, with 50% of the enrollment rate of which one third is enrolled in the English program. The other half of the student population is enrolled in the other two bachelor programs offered.

However, since the UCOL is a public university and due to the extensive student population in the Faculty of Economics, it is unlikely to have small classrooms; thus, professors were encountering vast groups and lack of time to cover the syllabus. Looking for alternatives, in 2017 a group of four instructors, guided remotely by a professor from the University of Oviedo in Spain, decided to implement the Flipped Classroom model (FC) in four courses of the academic program of the BA in International Business for both the English and the Spanish modalities.

The Flipped Classroom has gained prominence over the past years, as a technology-supported pedagogical innovation which uses classroom time for students to actively engage in interactive learning activities, including personalized feedback and scaffolding from the teacher, while teachers' traditional lecturing is delivered out of the classroom time with asynchronous video lectures provided online usually through a Learning Management System (Chen,Wang, Kinshuk & Chen, 2014. As cited in Aidinopolou & Sampson, 2017, p. 237).

The competency-based learning model, that identifies this BA program, is also characterized by an active role of the students in their knowledge acquisition along with the infrastructure of the Faculty of Economics (classrooms with internet connection), and the fact that the participating professors already used free online Learning Management Systems (LMS), such as Schoology and Google Classroom, to complement their classes made the conditions to initially implement FC more favorable.

Furthermore, evidence of the FC contributing to a more effective use of classroom time, since it released time from lecturing to more engaging student-centered learning activities (Aidinopolou & Sampson, 2017) were crucial in this project considering that one of the problems we face in the English and Spanish

modalities of the BA in International Business is precisely the lack of time to cover all the contents of the syllabus due to numerous groups that challenge a smooth teaching-learning process.

In presenting our results we seek to enrich the studies about implications of using the FC for both teachers and students in higher education related to International Business. Thus, it is the objective of this chapter, to explore the students' and faculty's perceptions of the impact of Flipped Classroom methodology on the teaching-and-learning process. The implementation of FC was enriching and at times challenging not just for us, the participating professors of the four courses, but also for the total of 74 students from three participant groups, as you may see in the following paragraphs of this extended summary, which is structured as follows: the first part provides the basis of FC as a pedagogical tool along with a brief literature review; the second part details the methodology used to measure our FC implementation, which was a methodological triangulation that included an on-line survey to students, a teachers journal, and a focus group with the four participant professors; the third part provides an overview of the implementation stages and findings; and the fourth and last part shares our concluding remarks.

Flipped Classroom as a Pedagogical Tool

During the late 90s and early 2000s, Flipped Classroom was introduced by a number of scholars, like J. Wesley Baker on one hand, and Maureen J. Lage, Glenn J. Platt and Michael Treglia on the other (Butt, 2014, p. 33) whose academic works reflected the introduction of words such as "classroom flip" and "inverting the classroom" in the vocabulary of education, to illustrate the approach as a more active student experience at the beginning of an era characterized by the increasing relevance of internet in providing flexible access to course material, while keeping classes under the traditional format (Butt, 2014, *ibid*).

Essentially, FC brings active student engagement with problem-solving activities, group discussions, debates, analysis of case studies, etc. done [by students] inside the classroom, usually by in-

teracting and collaborating with peers under the guidance of the instructor, while more passive activities are moved outside the classroom to an online platform, such as reading designated material and viewing or listening to lectures (Butt, 2014, p. 34). According to Sams & Bergman (2013) "the most important thing from this perspective is the definition of the class-time as a student-centered environment" (as cited in Caligaris, Rodriguez & Laurego, 2016, p. 839).

In this regard, several authors (McCallum *et al.*, 2015, p. 44; Kurtz *et al.*, 2014; Walsh, 2013 as cited in Caligaris *et al.*, 2016, p. 839) have highlighted the proven benefits of FC, include better learning gains reflected in higher test scores by students under FC, in contrast with those under traditional education models; more opportunities for interaction among peers, as faster students can help the slower ones with their assignments; supportive environment for knowledge inside the classroom; developing in the student of a sense of control of the learning process; potential enhancement of student's involvement and motivation; deeper learning by students in realms of analysis, evaluation, and creation rather than memorization and understanding; and facilitation for students to learn at their own pace.

However, no system is perfect and FC implementation studies also have documented relevant challenges in the teaching-learning process, especially because student engagement is a requirement for the implementation to succeed. Hence, lack of students' self-motivation to prepare themselves by watching the assigned videos, interacting with peers, or doing the activities in general, less participation from students who fell behind, and difficulty for students with anxiety of participating, among others, represent some drawbacks of this model (Aidinopolou & Sampson, 2017: 246).

Associated with the previous paragraph, the lack of self-motivation and participation from students also represents challenges for professors, who need to be empowered with tools that facilitate monitoring individual students' home-based preparation activities (Aidinopolou & Sampson, 2017). In relation to this empowerment, a major challenge is centered in the academic time invested to design and deliver a FC course [which includes class preparation, recording of videos, searching and/or making of videos or other

learning material] and the pressure on academics to ensure that the time spent inside the classroom is used effectively. For some professors, the lack of basic technological competence for using online resources and Learning Management Systems (LMS), essential to flipping a class, represents another difficulty (Butt, 2014, p. 41; Aidinopolou & Sampson, 2017; Caligaris *et al.*, 2016, p. 844; McCallum *et al.*, 2015, p. 45; Kurtz *et al.*, 2014). Ultimately, the major problem for a professor would be to "not fully understand the pedagogy of how to effectively translate the FC into practice" (O' Flaherty & Phillips, 2015, p. 94).

Although this pedagogical approach is not new from the point of view of having students come to class having read certain texts, the innovative and somehow revolutionary part of flipped learning is the usage of technologies "so as to give audiovisual options to students for preparing classes" (Caligaris, Rodriguez, & Laurego, 2016, p. 839). When new technologies started to play an important role in everyday lives, J. Wesley Baker noticed that "a little connection had been made with how college professors teaching courses on residential campuses can use these technologies to transform their classrooms" (Baker, 2000, p. 9). For Baker, Flipped Classroom suggests that "college faculty can bring the benefits of increased interactivity and collaboration into their classes-both online and in the classroom- without sacrificing any content" (Baker, 2000, p. 16).

As time passed, "Flipped learning" has been increasingly adopted in different contexts and currently, there are a number of online platforms that have popularized FC through online videos and activities, like Khan Academy, a non-profit educational organization that offers in its repository thousands of clips on a wide range of disciplines such as Mathematics, Biology, Computer Science, Engineering, Arts & Humanities, Economics & Finance, among others. Khan Academy initially started with the idea that students should watch the videos before classes, freeing the teacher to focus classroom time on discussion, exercises, and helping those who have difficulty (Kurtz, Tsimerman, Steiner-Lavi, 2014).

Initial studies related with FC implementation can be placed within the scope of Science, Technology, Engineering and Math (STEM) subjects (Aidinopolou & Sampson, 2017: 237). However,

there has been a growing trend in applying FC in higher education courses related to Economics (Roach, 2014), Business (McCallum *et al.*, 2015; Kurtz *et al.*, 2014) and a number of other disciplines. There are also works that evaluate FC implementation at the high-school and primary school level (Aidinopolou & Sampson, 2017).

The perspectives from the aforementioned works tend to concentrate on evaluating students' perceptions and performance under FC model and the results have in common that "general student opinion of the Flipped Classroom tends to be positive, with a significant minority being opposed" (Bishop & Verleger, 2013, as cited in Butt, 2014: 35).

From the studies analyzed, it was found that there is no "one size fits all" model to flip a classroom as approaches and teaching styles, as well as needs of schools are diverse (Kurtz *et al.*, 2014). Nonetheless, as O' Flaherty & Phillips (2015) assert to date, there are "core features of the flipped learning approach [that] include: content in advance (generally the pre-recorded lecture), educator awareness of students understanding, and higher order learning during class time" (O' Flaherty & Phillips, 2015, p. 95).

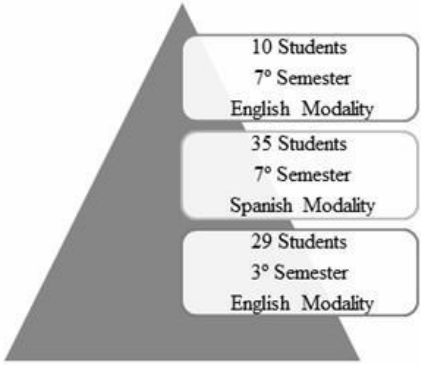
Methodology

In order to assess the validity and reliability of this study, a methodological triangulation as proposed by Kathy Roulston (2018) was adopted. This triangulation included three methods: an on-line survey applied to participant students, teachers journal, and a focus group with the four participant professors.

The students

The participants in the study were 74 students enrolled in the BA of International Business, of which 10 were seventh-semester students of the program in English, 35 were students of the Spanish program, and 29 were third-semester students of the English modality as shown in Figure 1.

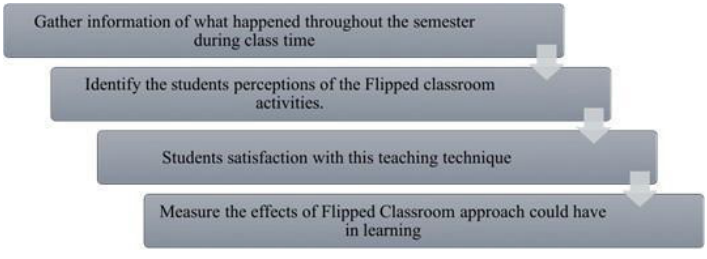
Figure 1
Number of participated students



Structure of the On-line Survey Applied to Participant Students

Around the end of the semester (final weeks of November 2017), the students' feedback of the four flipped courses was gathered through an online survey, which represented the quantitative element in this study. The questionnaire was provided to us by a professor from the University of Oviedo in Spain, who advised us remotely on account of previous experiences in implementing and conducting a similar study. The survey was applied at the computer lab of the Faculty of Economics through Google Forms. The structure of the survey followed the four objectives detailed in Figure 2 which indirectly contrasted both traditional education methods and the Flipped Classroom strategy.

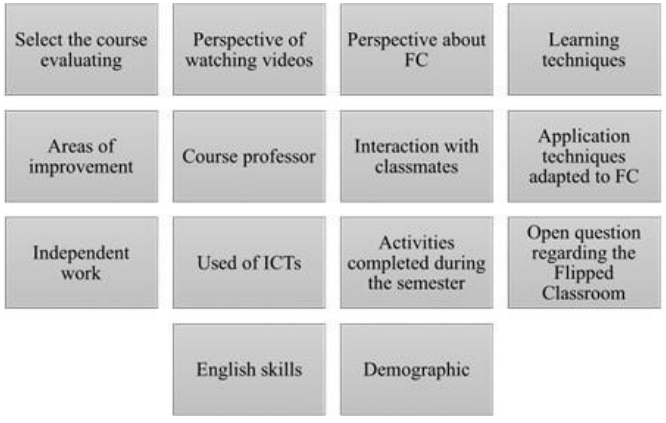
Figure 2
Purpose of the Survey



The instrument included 24 questions divided into 14 sections (Figure 3) designed to measure students' perceptions of FC and identify areas of improvement.

Figure 3

Sections of the Survey



Given the fact that there were more than 20 questions, we decided to measure student's perceptions through a statistical correlation analysis using Microsoft Excel. This analysis highlighted the strength of a relationship between two or more numerical variables, as shown in Table 4. The positive correlations were considered to be strong from 0.25 to 1 in value, while strong negative correlations started from -0.25.

The Professors

The four participants were composed by one full-time researcher and three adjunct professors. Three of the professors are non-native English speakers while one is a native speaker. However, this factor did not affect communication between instructors nor the FC implementation process. All of them are women, with an age range from 27 to 37 years of age and with teaching experience ranging from two to five years.

The professors from seventh semester whose courses were Culture, Economy and Business in America in both Spanish

and English modalities, Marketing Management in the Spanish modality and Marketing Research in the English modality were collaborating in the same projects in their respective classes to ensure student engagement and practical application of contents; Table 1 shows the three projects that were implemented. These projects constitute a way to evaluate students according to the competency-based learning model, which served as a complement to Flipped Classroom, mainly because students designed their projects based on class activities, where FC was applied.

Table 1

Collaborate Projects

Term	Period and name of the project
1st term	August–September 2017
	Student Video Contest-Discovering Business Opportunities in the American Continent–7º Semester
	Presentation–Introducing the Main Ideas of Market Research for a Business in Colima–3º Semester
2nd term	September–October 2017
	Poster contest - "Doing Business in Latin America from the Mechanisms of Regional Integration" - 7º Semester
	Poster Contest – "The Importance of Data in Market Research"
	3º Semester
3rd term	October – November 2017
	Stand contest - A Gastronomic Experience–7º Semester
	Presentation–Final findings and recommendation on the Market Research–3º Semester

Teachers Journal

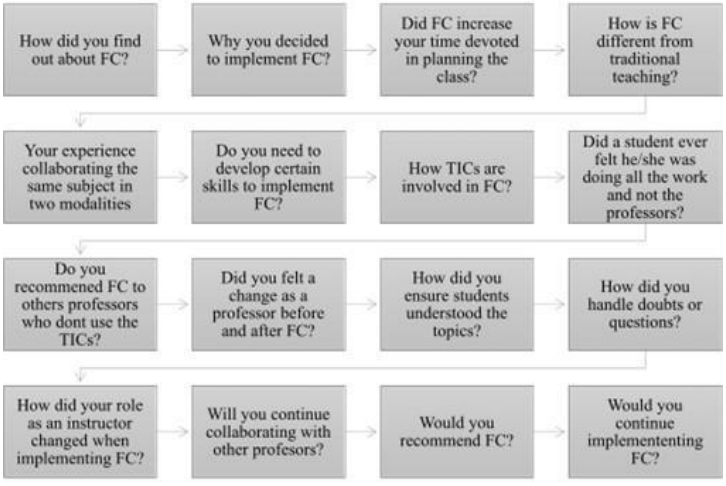
For a starting point, the four participating professors decided to engage in a weekly meeting that lasted between 15 and 30 minutes. As a complement to these meetings, we wrote a teaching journal that contained the thoughts, experiences, and observations from each of our classes. The journal helped us make modifications to the lesson plans for each class by considering previous class experiences. The journal served as a tool for us since we could revisit it in order to identify and evaluate our perceptions on how FC was being applied in our teaching techniques.

Focus Group

After analyzing the results from the students' survey, the four professors were brought together in mid-February 2018 with the presence of a moderator for a directed interview session in order to identify, clarify, discuss, and share our points of views regarding our experience and perceptions implementing FC. The group interview lasted approximately 45 minutes. Figure 4 refers to the general questions that the moderator asked during our group interview.

Figure 4

Main Question from the Group Interview



The use of the aforementioned three methods, or triangulations, proved useful for us in evaluating students' and teachers' perceptions of the initial implementation of FC since with the results of the triangulation we were able to secure a better understanding of the students' and faculty's perceptions of the impact of Flipped Classroom methodology on the teaching-and-learning process, while also adding rigor, complexity, and depth to our study (Denzin, 2012).

Implementation of FC at the Faculty of Economics

Overview of the project

It was July, 2017 and the preparations for the fall semester at the Faculty of Economics of the University of Colima (UCOL) were starting. During that month, one of the UCOL professors went to Europe to take courses related to pedagogical techniques with a focus on getting students to learn effectively and discovered Flipped Classroom (FC). After interacting with a professor from the University of Oviedo who was implementing FC and having positive results regarding student's academic improvement, the UCOL professor informed to other colleagues from the English and Spanish modalities of the BA in International Business of the Faculty of Economics about FC. Therefore, a group of four instructors, including the authors of this paper, was formed to implement FC during the fall semester of 2017 with students of the aforementioned BA program. For a 16-week academic semester, FC was implemented from August to November 2017.

The 4-year academic program of the BA in International Business requires certain in-class time and some hours for student independent work allocated mainly for homework and projects. In this program, professors and students meet once a week in the classroom. The teaching time arrangements per course tends to differ slightly. Further details about each course under which FC was implemented are provided in Table 2.

Table 2

BA International Business Study Plan

Course Name	Semester	Class Time	Independent Study	Total Hours
Culture, Economy and Business in America	7° Spanish and English Modality	3	1	4
Marketing Management	7° Spanish Modality	3	1	4
Market Research	3° English Modality	4	2	4

Along with the methodology previously described, our Flipped Classrooms were implemented in 5 phases. The first phase consisted in reviewing the syllabus with students and identifying

the topics and activities that would be adjusted to support the flipping of our classes. For this matter, a series of videos related to the contents of the syllabus were from YouTube in Spanish and English were used. Then, a Daily Lesson Log (DLL) for each session was created with the activities, material, and time needed for each assignment. The DLL was provided to students in a Google document via Schoology. The DLL was implemented during class and served as a guide both to the facilitator and the students.

Once the content was shared with students, the second phase was the introduction of FC in our sessions. During the first session, the definition, purposes, and dynamics of FC were presented to the participants, and the DLL was reviewed in case students had any questions.

The third phase of the implementation contained the actual carrying out of the activities in each session. A significant factor to consider for the development of this phase is that the academic semester is divided into three terms, each term composed of 4 to 6 weeks. In order to ensure student engagement and active learning, by the end of every term, the students had to participate in a project as shown previously in Table 1. During this phase, students were required to watch videos and (or) read academic materials, such as articles, and book chapters, among others.

Following the FC model, in order to accomplish the assignment, the students used pre-class time to watch videos, read academic articles, or book chapters, while during class-time the facilitator would use feedback mechanisms with the assigned pre-class work by students to get acquainted. The feedback mechanisms are shown in detail in Table 3 which were mainly quizzes done while in-class, group discussions, and problem-solving activities related to their collaborative projects (Table 1). It is important to mention that those mechanisms were graded to provide an incentive for students to engage with the course material (Berrett, 2012; Butt, 2014: 41; Brame, n.d. As cited in McCallum *et al.*, 2015: 44).

At the end of the sessions, students submitted their class evidence in LMS Schoology or Google Classroom.

Table 3
Class Implementation Using FC

Time	Activities
Before Class	Material
Schoology	Videos Link to Related Articles
Book	Readings
During Class Time	Assignments
Quizzes	Homework Assignments (Videos and Readings)
Q&A	Based on Previously Studied Material Individually or by Group
Guidance / Engagement With the Content of Material	Group Discussions Problem-Solving Collaborative Projects

Results

About the Students

During the fourth phase of implementation, the online survey was applied to students in the last week of November 2017 to measure the effects of FC on their learning process (check Figure 3 for details of the sections). Out of a total of 74 participants, 72 (97%) were able to answer it.

When evaluating their engagement in pre-class activities, students were frank in admitting that not all of them watched the assigned videos during the semester (51.4% of the participant students watched 75% to 100% of the videos). One of the reasons for not keeping track of the material might be rooted in the long duration of the videos. For students, having videos longer than 20 minutes was not attractive. More details concerning pre-class activities are portrayed in Figure 5.

For Table 4, we considered two main variables that strongly correlated with 8 other variables.

Figure 5

Total of Assigned Videos Watched by Students

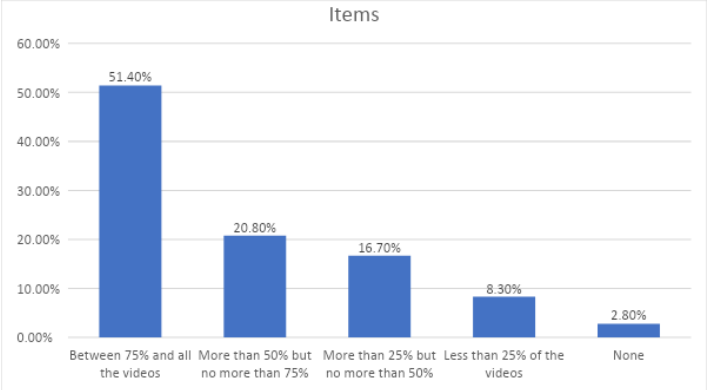


Table 4

Students Perception of FC

Correlation	I am more motivated to learn course topics through FC			
Variable	FC is more engaging than traditional classroom instruction	FC gives me greater opportunities to communicate with other students	I like watching the lessons on video	I feel that working all course materials on my own has improved my topics' understanding
Value	0.5	0.5	0.5	0.5
Variable	My instructor provided clarifying explanations or other feedback that allowed me to better carry out the activities	My instructor provided useful illustrations that helped me make the course content more understandable to me	I felt motivated to explore content related questions	I find it easy to pace myself successfully through the course
Value	0.6	0.5	0.4	0.6

For example, students who felt more motivated to learn course topics through FC were those who considered that the instructor provided clarifying explanations or other feedback that allowed them to better carry out the activities with a correlation of 0.60 (see Table 4). On the other hand, students who tried to change the way they studied in order to fit the activity requirements and the instructor's teaching style were those who thought about the things they would need to learn before beginning to study (correlation value of 0.68, see Table 5).

Table 5

Students Perception Implementing FC

Correlation	I tried to change the way I studied in order to fit the activity requirements and the instructor's teaching style			
Variable	I was able to form distinct impressions of some course participants.	Reflection on course content and discussions helped me understand fundamental concepts in this class.	I felt motivated to explore content related questions.	I felt that my point of view was acknowledged by other participants
Value	0.4	0.4	0.4	0.4
Variable	I asked myself questions to make sure I know the assigned activities I have been worked on	I tried to think through a topic and decide what I am supposed to learn from it rather than just reading materials or following directions	Before I began studying I thought about the things I will need to do to learn..	When studying for the activities I tried to determine which concepts I didn't understand well.
Value	0.6	0.6	0.7	0.4

Source: Own elaboration.

As an additional remark, it was interesting to observe the way those student projects developed since the students from both modalities recorded slightly different participation dynamics correlated with the language of instruction, determined by the information gathered, and the background of the projects. However, learning results were similar as explanations were provided when requested by students. Hence, FC as a teaching, can be applied regardless of the language of instruction.

Another relevant part of the survey was the open question for the students to share positive comments (see Figure 6) as well as negative (see Figure 7) aspects about FC. In this sense, the comments made by our students coincided with the findings of most of the studies reviewed in this analysis.

Figure 6

Positive Comments Regarding FC

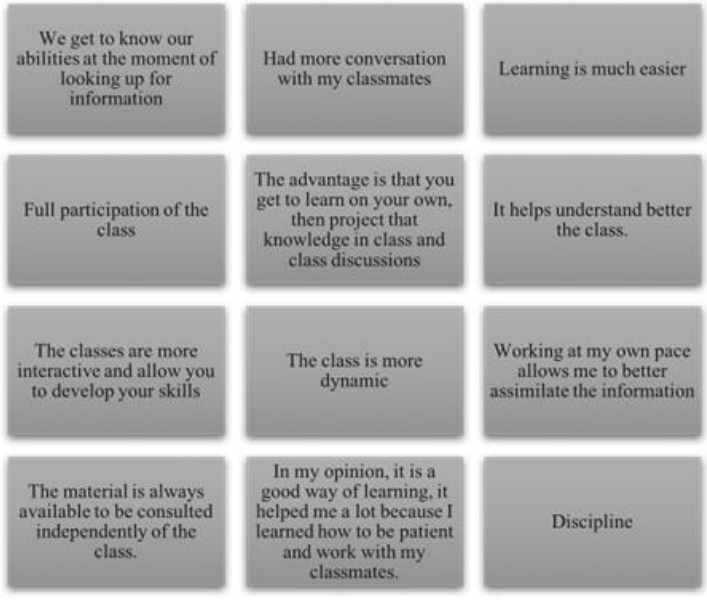


Figure 7

Negative Comments Regarding FC

Conclusions

Based on the results of the survey, students expressed their perceptions of FC in their learning process, acknowledging their level of engagement with pre-class materials and activities. In the correlation analysis, we found positive correlations in a number of variables related with student motivation to learn under the FC model, whereas in the variables related to the ways of study, correlations between willingness to change their learning techniques to adapt them to the FC model were not as positive as the motivational variables. These results, along with the opinions expressed by students, provide valuable suggestions for the professors in order to improve the implementation of Flipped Classroom in the future, such as creating our own videos in order to better adapt the content of the syllabus and also making them no longer than 15 minutes. In addition, it is important to clarify the role of the professor from day 1 in order to avoid the perception of the absence of a teacher. Therefore, strategies need to be designed in this matter if deciding to implement an FC project in the future.

About the professors

The fifth and last phase of the FC implementation was the focus group with the four professors guided by a moderator in mid-February 2018 (see Figure 4 for more details). Some of the comments shared by the participants in this activity also coincided with other studies mentioned in previous paragraphs. For example, time allocation was significantly more, while planning and preparing classes under FC rather than traditional models of education, especially in designing the Daily Lesson Log (DLL) that contained the videos, readings, and other pre-class and during class tasks. However, that increase of time for preparing classes yielded positive results in time management during sessions inside the classroom, providing a solution to the issues of teaching time to large groups expressed at the beginning of this chapter.

On the professors side, there was a degree of difficulty in finding the appropriate YouTube videos that contained the academic information needed from the syllabus, especially for the professor who implemented FC in the Spanish modality, while the

two professors from the English modality found a wide range of academic material available, although in this initial experience we also found that it is highly recommended to make our own videos that comprise the class topics and a short duration Therefore, we decided to produce our own short clip lectures for pre-class material. However, this was not possible due to having a hard time to implement a similar project due to conflicting schedules.

Although the four professors were familiar with applying Learning Management Systems (LMS) such as Schoology, the initial FC implementation represented a challenge for us due to the core role of LMS for achieving learning goals. Previously, those LMS were used as a complement for classes, while under FC, the bulk of pre and post-class activities had to be reviewed and uploaded in Schoology, mainly for verification and follow-up purposes.

From the four professors' experiences, there were also different phases in implementation. While both professors of the Spanish modality taught different courses to the same group of 35 students, the two professors of the English modality taught to different groups and different semesters (there was one group of 29 students in third semester while a small group of 10 students in seventh semester), based on this context we found out that regardless of language modality, the group who was subjected to two FCs had better results in their projects than those groups that participated in just one Flipped Classroom. For this reason, we recommend the implementation of this model by two or more professors teaching the same group of students.

The perceived achievement of learning goals was also different. It was found that in the 3 numerous groups, the students engaged more in their own learning process and were more motivated to work in team projects, therefore, the role of the professors was to support students' academic tasks in accordance with the FC model. On the other hand, the students of the small groups had more difficulties engaging in pre-class activities and even group projects. Part of the reason for these complications might be rooted in the small size of the class which might hinder students' motivation to engage in pre-class activities, and the role of the professor.

Lastly, we believe that the teaching experience of professors also plays an important role in successfully implementing FC. Thus, we recommend implementing Flipped Classroom to professors who already taught the courses intended to invert or flip.

A personal reflection about a native and a non-native speaker teaching FC completely in English.

As a non-native speaker, teaching in English is challenging due to the expertise of the class topics needed to properly explain the contents to students. In this sense, FC can be useful as a complement when providing pre-class activities and material that reinforce technical terminologies in English to students. During classes, it would not take extra time for the non-native instructor to explain technical vocabulary and also to structure the class since both students and teachers would know in advance which topics would be discussed.

As a native speaker, teaching in English was not difficult and the advantage that I had was that I was able to correct their pronunciation in order to improve their English skills. The pedagogical methodology of FC in my perception is very helpful. It is time consuming at the beginning, but the results are wonderful. The first concept that I liked about implementing FC is that I was able to leave behind the traditional teaching technique; getting to class and explaining all the theory concepts. The second concept that was beneficial using FC was that before class started, the students knew all theory concepts. With FC, I was able to make the in-class time more dynamic and work with problem-solving projects. By making the class more dynamic and working with projects, we involved the students to participate more, meaning, they were able to speak more in English, helping them to polish their accent and improve their vocabulary.

Concluding Remarks

Based on the three methods applied for assessing our initial implementations of Flipped Classroom in UCOL Bachelors in International Business, it can be concluded that this first experience helped us to identify potential benefits of the reaches of this peda-

gogical model. Overall, the perceptions from both professors and students about Flipped Classroom (FP) were positive.

While most of the students felt that FC enriched their learning experiences compared with traditional models, some students did not find many differences between FC and the competency-based model already in use in the Faculty of Economics. Other students felt that FC was not beneficial for them and preferred traditional models. Their main issue was that the professor's figure was not as prominent as usual. It is important to highlight that there was a slight difference in contents between students from the English and Spanish modality of the program, which means that language is an important element to consider when providing pre-class material (particularly with video clips). This part can be resolved by us professors if we produce our own material in the future.

On the part of the instructors, we could also assess that the FC model in this first experience of implementation contributed to a more effective use of class time, thus the initial problem of not having enough time to properly cover all the contents in the weekly sessions was overcome. FC even turned out to be an engaging experience for us due to the time invested in preparing our inverted classes. However, it is recommended for professors who are planning to start with FC to have previous experience in teaching the prospective courses to flip; to know how to use Learning Management Systems; and to produce their own interactive material for their students.

Based on this initial FP experience, the participant professors are planning to continue implementing and improving the FC strategy in the following years. Given the positive outcome they will seek ways to promote FC to their colleagues.

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Non-native Professors Teaching in English to Native and Non-native Undergraduate Students: A Mexican Experience

Francisco Javier Haro Navejas
Claudia M. Prado-Meza

Introduction

At the University of Colima, the English language has become an important tool to teach and to learn. In August 2014 at the Faculty of Economics, a Bachelor of Arts in International Business taught entirely in English was created. A year later, in 2015, the Bilingual High School program (Bachillerato General Bilingüe, in Spanish) was started in three different campuses: Technical High Schools #1, #4 and #33.

Teaching in the English language in Mexico is not new. What is now the American School Foundation in Mexico City, began as a kindergarten institution in 1888. Today it grants both American and Mexican diplomas, as well as an International Baccalaureate. In 1940, the Mexico City College (MCC) was founded. It is the origin of the Universidad de las Américas, A.C., which offers seven BAs, four MAs and a doctorate. There is also the Universidad de las Américas Puebla (UDLAP) that offers American

and Mexican diplomas. Nowadays, more Mexican institutions, like Monterrey Institute of Technology and Higher Education-ITESM and University of Monterrey offer classes in English and belong to organizations such as the Southern Association of Colleges and School (SACS).

These educational institutions have both the financial and the human resources to offer courses and programs in English; therefore, teaching and learning in English in Mexico was a territory of private universities. This endeavor also had an ideological component: the closeness of Northern Mexican upper-middle-class people had to the American way of life.

Nowadays, there is an involvement of public institutions in the process of teaching in English. At the beginning of the 1990s, the Mexican government took the road of liberalization through free trade agreements, the first with the United States of America and Canada, and joined international organizations such as the World Trade Organization (WTO) and the Organization for Economic Co-operation and Development (OECD), this meant that the public universities had to design and implement specific policies of international mobility for students and professors and to supervise projects aiming to strength the use of the English language at all educational levels.

For the University of Colima (Universidad de Colima), a Mexican university located on the shores of the Pacific Ocean, this meant a requirement to become an active actor in the global process of internationalization of higher education. Therefore, promoting international mobility and the teaching in English have been two of the main actions encouraged by the University of Colima, in this paper, we present the profile of both students and professors; additionally, the results of this analysis are used by the authors to reflect on their teaching practice, and also on future possibilities for the program.

About the School of Economics

There is a growing trend in the signing of trade agreements and regional integration mechanisms among countries. By lowering ta-

riff or barriers and increasing economic interdependence among nations, investment and trade also increase (Knight, 1993), as a result, multinational corporations need human resources with the right sets of knowledge and skills to face these challenges. Therefore, a professional in the international business arena must have a high set of intercultural competences, and a high level of English language skills. International business graduates are also required to be knowledgeable in areas such as export-import procedures and the international legal and business frameworks that regulate them. They also need to have a great capacity for analysis to calculate risk and make the best decisions in a cultural environment that is usually different from the one of origin.

Having to face these challenges and business trends, the School of Economics (FE, for its acronym in Spanish), its teaching staff and administrative personnel participating in the B.A. in International Business degree (LNI for its acronym in Spanish) looked for ways to better prepare the students and future professionals. After a long period of reflection and analysis, it was decided to work towards implementing a competency-based learning approach in 2009. Additionally in 2014, the B.A. in International Business started to be offered in a modality completely taught in English, becoming the first bachelor's degree program fully taught in English at a public university in Mexico. This new option has allowed the school to work towards reinforcing internationalization activities such as academic mobility, development of joint projects, as well as offering more double degrees. As a result, during 2017 two more double degrees were signed for the B.A. one with the Technische Hochschule Deggendorf (THD) in Deggendorf, Germany and another with the Zhejiang International Studies University (ZISU) in China; along with the three double degree agreements previously signed, the first with Viña del Mar University in Chile (Business Administration Sciences), specifically for International Business and Economics bachelors, and one more with the University of Toulouse Capitole, in France, for the Economics degree.

In the research work carried out by Gaytán Briceño and Negrete Bueno (PROMEXICO, 2015), ProMéxico officials in Colima

were interviewed about what they considered to be the main duties that a graduate from an International Business degree should have, they mentioned the importance of having the ability to understand cultures different from one's own, meaning to have a high set of intercultural competences. Along with the importance of mastering a language other than the native one, preferably English. Their responses were similar to those commented by current and former BA in international Business' employers. In conclusion, the LNI graduates should be able to identify, create, and implement successful international companies.

Strengthening English Language Skills in the School of Economics

Some professors in the School of Economics have been trained through the Content and Language Integrated Learning (CLIL) program, which is also a methodology offered through workshops as part of the internationalization strategy in the University of Colima. Another way in which students and teachers prepare to improve their level of English is by participating in federal programs as the Project, 100 000 Scholarship, under which they intensively study the English language in certified centers belonging to a higher education institution of the United States of America.

Additionally, and as it was already mentioned, in August 2014, the B.A. in International Business in the English modality was opened, and each year the number of applicants for this option for international education increases. For example, in the process of admission in 2014, the enrollment of this modality was of 23 students, in 2015 it was of 29 students, in 2016 it was 35, in 2017 it was 38, and at present, 104 students are studying the international business career completely in English. The elements considered to offer the B.A. were a bilingual full-time faculty and part-time professors with a high English language proficiency with studies abroad and with a specialization related to the field.

Teaching in the BA, eight full-time professors have participated, all of them Mexican. Out of this group, seven of them have a Ph.D. degree, and the remaining professor has a master's degree.

Regarding part-time professors, eleven of them have participated in the program; two of them are US natives, one from Bulgaria, and the rest are from Mexico. From this group of professors, nine of them have a master's degree and the remaining two have a Ph.D. Out of the total of 19 professors, nine have a degree from a foreign university and the remaining ten have studied abroad on at least one occasion. In this section we are not including those that teach foreign language courses.

The beginning of the program was facilitated by the demand of potential enrollees, and the fact that most of them fulfilled the entrance requirements of the program.

According to the admissions process, in the English modality, applicants must have a minimum score of 500 points on the TOEFL test, and then participate in an interview in English with one of the program's professors. The rest of the process is carried out according to the admissions rules and the selection process is established by the General Office of Higher Education of the University of Colima for all existing undergraduate programs.

Once enrolled in the program, the students are in total immersion of the English language, the academic coordinator is bilingual, but she will speak to the students in English at all times. In reference to the course's bibliography, most of the schoolbooks used were already an English to Spanish translation; thus, now they are used in their original language. However, the material regarding the Mexican context has had to be developed or adapted by the professors' program. Regarding other foreign language classes, during the first four semesters, the lessons focus on a Business English for Non-native Speakers specialization. In fifth semester, students have to decide between studying Chinese or French and they must complete the four remaining semesters without the possibility of changing their specialization once they have completed the first one.

Methodology

This article is part of a larger research project undertaken by the Research Group, *Estudios Transdisciplinarios de los Negocios* (Trans-

disciplinary Business Studies). The general objective of the project is to strengthen our International Business academic practice through researching and reflecting on our actions inside the framework of a Mexican public university. As of now, the project has three specific aims. First, we need a better understanding of the profile and academic context of both, professors and students, in the program. Secondly, we seek ways to improve the teaching of quantitative aspects in the program; and in third place, we must study how information and communication technologies (ICT) are used inside and outside the classroom by both students and professors.

For this particular article, we used mixed methods, combining and integrating qualitative and quantitative research and data. This methodology, specifically the convergent parallel mixed method model is useful when looking to neutralize the bias and weaknesses of both quantitative and qualitative data (Creswell, 2014:43). Therefore, it was decided to triangulate the data sources, seeking convergence across qualitative and quantitative methods. All the data was collected almost at the same time and then integrated the information in the interpretation of the overall results.

Three online surveys were conducted within our academic community. Two were answered by students and one by all the professors who work in the School of Economics. This paper focuses on the results of two instruments, which were called Students and Professors Profile. After obtaining and analyzing the results, we reflected on the different approaches that we both have in our teaching practices as two Mexican professors whose native language is Spanish, have postgraduate studies from a university abroad, and have participated in the undergraduate program in International Business in its English modality since the beginning. Additionally, our role in the classroom is more of facilitators rather than lecturers, especially since the program was designed under the approach of a model of competencies. Reflecting on our teaching practice and examining the survey's results gave us the opportunity to understand how our efforts have impacted our students and the program; but also, which challenges we still have ahead of us.

Structure of the Surveys

Using google forms, our Research Group designed a survey to be answered by the students with nine sections which were About oneself, place of birth, English at home, academic background, English as a strength/opportunity, mobility (international, domestic), perception of the professors' teaching skills and family business. In the section About oneself, questions ranged from age and gender to civil status. In the English at home section, we asked the students about the language they use at home, with their relatives, friends, classmates, and acquaintances, what their native language is, and if they expect to acquire a third language at the end of the BA. The survey gave us a spatial profile thanks to the knowledge of place of birth.

In the Academic background section, we asked them their reasons for enrolling in the BA, where they expect to work after graduation, and if they believed they were developing an area of expertise. The English as a strength/opportunity section made it possible to become familiar with the students' perceptions of their English level, but also their professors' English language level.

Following global trends and national policies, the University of Colima has been promoting international mobility for several years, being Spain and Chile, the main destinations chosen by students to study abroad.

In another section called Teaching skills, students shared their perceptions about the professors working in the program, specifically about their teaching practice and English level.

Since the program is related to Business, we consider it relevant to know our students' links with companies, both as individuals or as a family. At the end of the survey, we asked the respondents for comments or suggestions.

Regarding the professors' questionnaire, the instrument was sent to all the professors assigned to the School of Economics, regardless of their position, or if they have participated in the English modality.

Since this survey was to be used for research of three different specific objectives, it was a long questionnaire; thus, it took a long time to answer. It was initially designed to mirror the stu-

dents' survey as much as possible; however, more sections were added, such as, Teaching skills, Development of digital material, Use of software, About the B.A. in the English modality, Interested in teaching in English, and Perception about teaching in English.

The data obtained in both surveys was analyzed using a correlational study in a multifactorial analysis, their descriptive statistics are presented in Figures 1 to 11, allowing a quick understanding and identification of main elements and linear dependence.

Students' Profile

In total, 89 students answered the survey, it was possible to have most of the students participating in this research since they were asked to answer the instrument right before the final term exam. 32.6% of them were 20 years old, 21.3% were 19 y/o, another 21.3% were 18 y/o, 12.4% were 21 y/o. The remaining 12.4% were between 22 to 27 years old.

Figure 1

Age of the Participants - Students' Profile

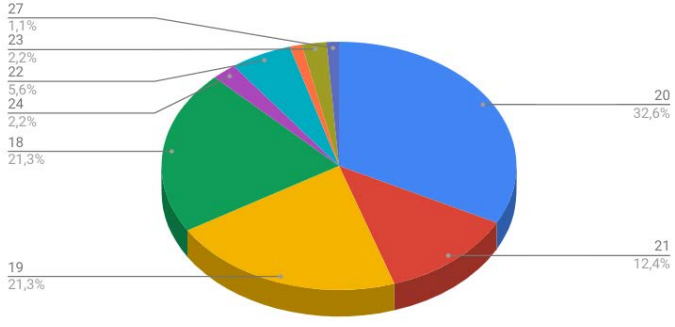
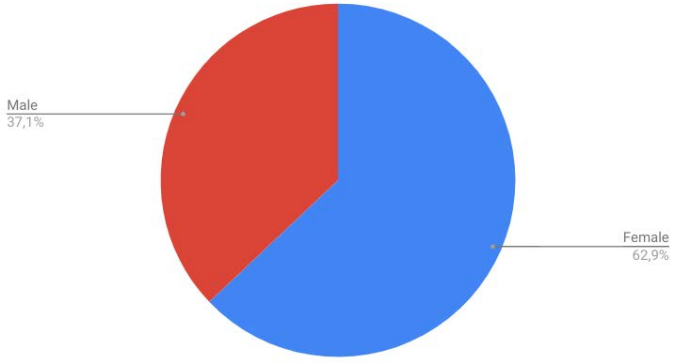
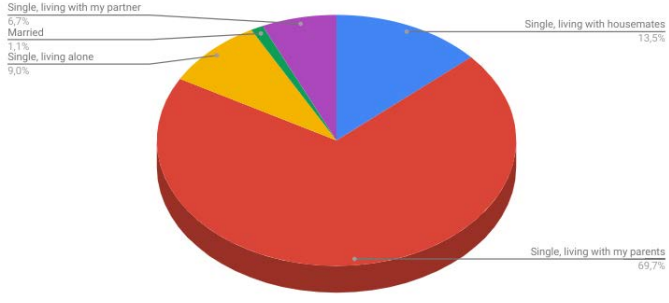


Figure 2
Gender of the Participants



Out of 89 students, 62.9% of them are female and the remaining 37.1% are male.

Figure 3
Civil status



Out of 89 students surveyed, 69.7% are single and still live with their parents, 13.5% of them are single but live with housemates. Only 1.1% of them are married.

Figure 4

Bilingualism

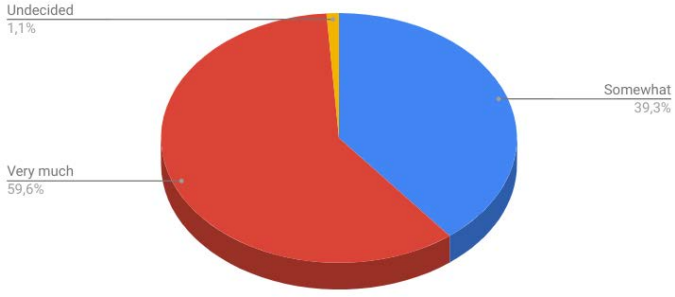


Figure 5

Native language

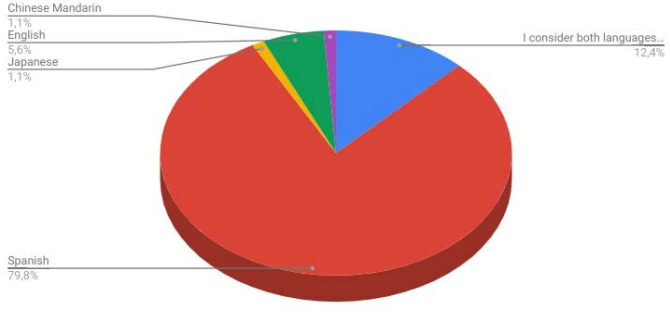


Figure 6
Born in Mexico

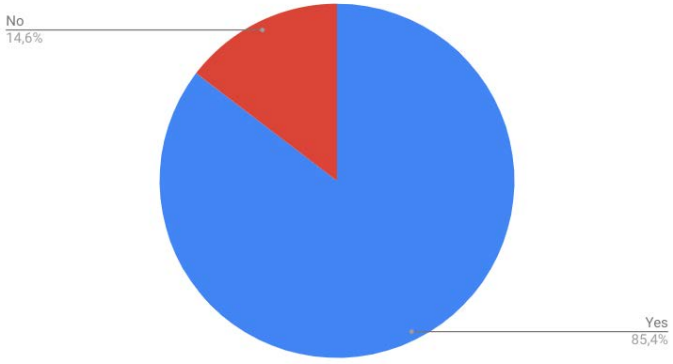
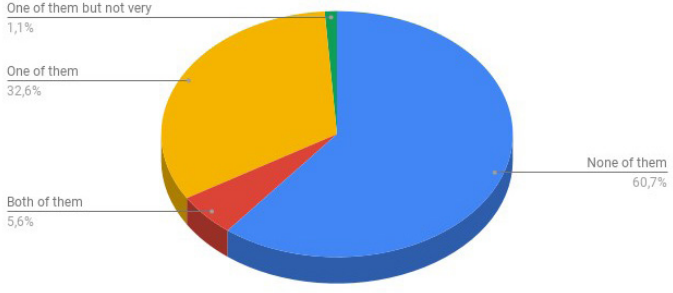
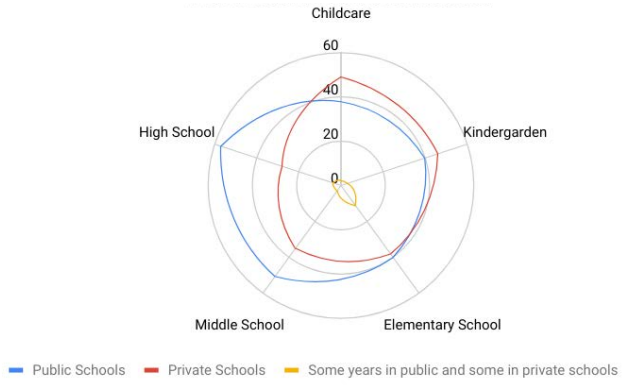


Figure 7
Are any of your parents fluent in English



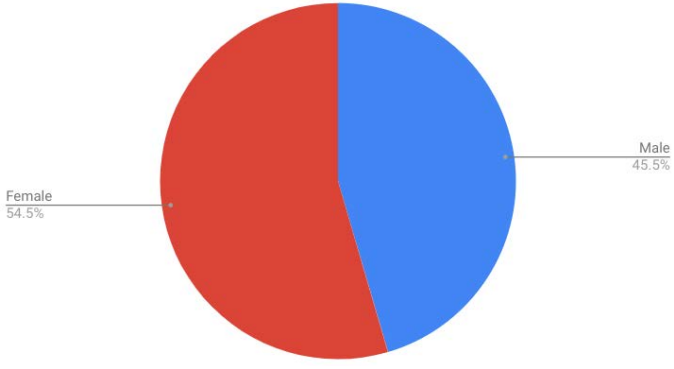
According to some of the results, students come from hard working families, most fathers work outside the home and all of the women work at home. Most of them are Catholics, 16 are "something else", 11 are "Christian", 4 are Atheist, 4 are "something else" and one claims to be "Hindu".

Figure 8
Private and Public Education



Our BA in English Language began with a small group.

Figure 9
Gender of professors



Traditionally a BA program like this one, such as Translation or Social Work, are considered to be female oriented academic disciplines. 62.9% is comprised of women. Most of them were born in Colima, the Mexican state where the University of Colima is located. They are young, single, and they live with their parents (62

out of 90). There is only one married student, a female with one child, six living with their partner, and 12 sharing a home with friends. 27 of them, began learning English as part of the curricula at school, one of them said learned the language at home.

Figure 10

Age or Professors

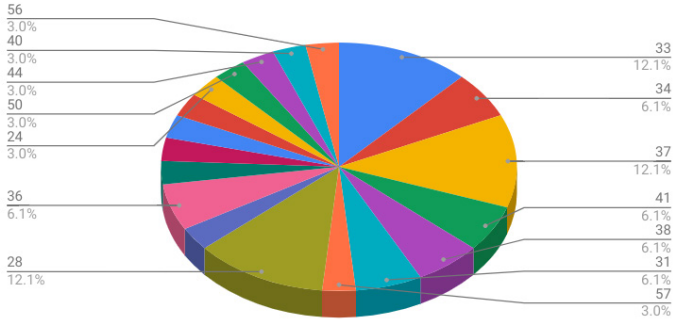
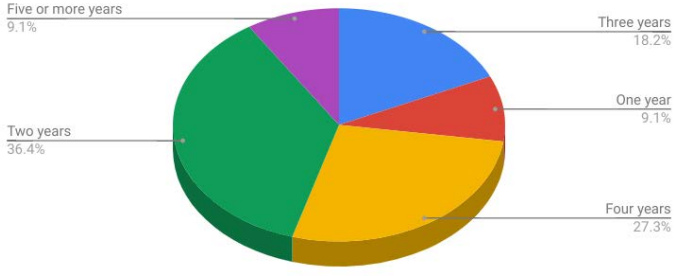


Figure 11

How long have professors been teaching in the English modality?



Education

In this section, we depict where our students have been schooled. A slight majority, when in elementary school attended to public institutions, 41 students, 38 of them to private schools, and 11 went to both. In middle school public institutions are even more impor-

tant than privates, 53 to 34, only 3 attended both. In high school 5 attended public, 30 private and 4 attended both.

From a very early age, Mexicans come into contact with the English language: schools offer its teaching as a way to attract clients, students and their parents look for a place to learn it. In fact, there are willing to pay extra classes, which means that school English courses are not enough to obtain good scores in the TOEFL test. In Mexico, our survey says that students begin studying English at least since primary schools and keep doing so all the way to university level. Close to 30 students, both in kindergarten and elementary school, think that the contribution to learning English was "abundant". The higher they go in the education process, English learning is not as significant as it was before.

Language skills and Practice

Over 50 students say that none of their parents speaks English, 28 have one parent that speaks the language, and one student wrote, "My dad speaks English but not very well".

While 59.6% considered themselves bilingual, 72% told us that their mother language is Spanish. Only 11 students think both English and Spanish as their mother languages. Only five considered English as their mother language. At the moment of the survey, we had two foreign students, one Japanese with a Korean father and the other one is Taiwanese.

All of them speak two languages and only two do not expect to acquire the skills to speak a third. 23 students "sometimes" communicate in English with their siblings, 20 "never" do. In the middle, 18 do it "once in a while". When communicating with their parents, 44 "never" use English, 15 "rarely", 12 "sometimes", 15 "once in a while", 2 "almost always", and 1 "rarely".

Students consider that their score at TOEFL is high 25 are between 65-78 points, 31, 79-95; 13, 96-120; 18, 53-64; 1, 41-51. Any instrument aside, 5o students consider their English listening skills very strong. In writing they are less confident, just 32 consider they have very strong skills and 40 think they are strong. Confidence is recovered in reading, 46 said they have very strong.

Grammar is a setback, 40 consider the level of their skills to be "strong". Even 40 accept they are weak in their language skill.

Studying Abroad

The broad picture about studying abroad is somewhat narrow. Most students, 29, see themselves in a Mexican graduate school; 26, in Europe; some of them, 22, in the US. Only 4 aspire to go to Asia.

Teachers

Most teachers, as we will see, are English language non-native speakers. According to 46 students surveyed, the professors are advanced speakers, 39 say that they are average speakers and 4 consider that they are in "basic" level.

Only 19 students want to open their own business, 17 students think their future, as a first option, is linked to a private business and 23 have it as a second option, 8 would like to open a business and/or create an NGO, 6 chose to work for the government as a first option and 15, as a second option.

Some of the most relevant correlations are: those who would like to work in Asia are the students that that got 513-547 points in the TOEFL test, 0.2614169998; the correlation coefficient of those who want to work at home, in Colima, is higher: 0.1465235675; the highest is of those who would like to work in the US. The correlation between TOEFL scores and where to study a graduate program: we found that the coefficient of those of who would like to study in Mexico and in the US is the same: 0.2074720965. According to this, there is a strong correlation between those born in Mexico and those expecting to work in said country: 0.2347045195. Those students with the perception that middle school had a significant contribution to learning English are also more likely to have the desire to have a job in Asia: 0.2601228887. From a wider perspective: our survey is about both domestic and international migration, mainly because of economic factors: parents looking for a job and kids having to go along in the process. Students share information about their experiences studying abroad, highlighting both the educational and personal use of time impacting the deci-

sion of students studying abroad in the future, thus affecting the country and the university that is chosen.

Moreover, the students' answers to our survey show that they are aware of the market demands, that they are a labor force able to multitask and with a high number of professional skills, foreign languages being one of them; therefore, they are so even with a lot of resistance at both sides of the border, especially legal constraints. However historic and cultural links between Mexico and the United States have paved the way to let multicultural professionals rise.

Main Lessons to Be Learned

From our point of view, two main aspects need to be reflected on, firstly, we argue that as business educators, we aim to promote entrepreneurship education at undergraduate level. The survey results show that many of the students, once graduated, aspire to be employed either by the local government or by some private company. Secondly, while internationalization of higher education is one of the main objectives of both the undergraduate program and the University, some of the students seem to have very little interest to study or to work abroad. We are facing the challenge of using these results to improve our enrollment process and our teaching.

Our main challenge is to find out what we need to change and/or to implement in order to train students who would like to be entrepreneurs in the global arena.

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Integrating MOOCs as Course Materials into Higher Education Courses Taught in English: Advantages and Objections

Christine McCoy Cador
Roberto Parra Dorantes

Introduction

The objective of this chapter is to present and reflect upon some of the strategies that the authors, both of them full-time professors who are participants in the initiative to teach undergraduate curricular courses in English at Universidad del Caribe, have used to integrate Massive Online Open Courses (MOOCs) as course materials within their higher education courses.

This chapter is divided into three sections: the first one details the particular experience and context of the authors when using MOOCs as course materials to students whose main or native language is not English, and the challenge that making these curricular modifications has represented for them and their students. The second section explains the advantages of using MOOCs as a tool to achieve learning objectives and discusses a general proposal to use MOOCs in these contexts. Finally, the third segment pre-

sents some of the most important objections that have been raised against the use of MOOCs and our replies to these objections.

Our experience using MOOCs in context

In this day and age, it is probably hard to find a teacher or student who has not heard of MOOCs since they have become extraordinarily popular within the past decade. The Oxford Advanced Learner's Dictionary defines a Massive Online Open Course (hereafter, MOOC) as "a course of study made available over the Internet without charge to a very large number of people" (Hornby *et al.*, 2020). More precise definitions tend to differ regarding the exact requirements a course must meet to qualify as a MOOC (Haber, 2014, 47); however, there is a consensus that they are courses intended to be taken potentially by numerous students (massively), free of cost in principle, without any restrictions (open), and available online through the Internet (Danek & Hertzfeld, 2019).

The term MOOC was coined by David Cormier and Brian Alexander in 2008 to describe a twelve-week online course on connectivism created by University of Manitoba professors, George Siemens and Stephen Downes (Herman, 2012, 1). Soon many other prestigious universities such as Harvard, Massachusetts Institute of Technology (commonly known as MIT), and Stanford joined this initiative and started offering similar open courses online, and new platforms such as Coursera, edX, and Udacity started appearing around 2010, making each year thereafter hundreds or thousands of new MOOCs available to the public (Malliga, 2013).

The authors of this chapter, both full-time professors at Universidad del Caribe, have been participants in a decade-long initiative at our institution to teach curricular courses in English to our undergraduate students whose main or native language is not English but Spanish. Since 2011, we have been using MOOCs as materials to enhance and complement these traditionally taught courses. Our use of MOOCs in class has been beneficial for our courses in English in many ways, making them more attractive for students and complementing them with high-quality and up-to-date materials. Through the use of MOOCs, our students have

access to different perspectives on the subject of the course, both from other instructors and from other students enrolled in it from around the globe.

To better understand our experience using MOOCs in our curricular courses in English, it is necessary to briefly explain the context of Universidad del Caribe.

Universidad del Caribe is a public university based in Cancun, Mexico, a major tourist city with a population of 911,503 according to the 2020 national census (Instituto Nacional de Estadística y Geografía, 2020), where English is one of the main tools that university graduates use to position themselves in the labor market. With this in mind, it is not surprising that learning English has become a priority for students with higher education.

As of 2020, Universidad del Caribe has a total enrollment of 3,671 students. Being a small state university that first opened its doors in September 2000, its mission statement is:

> To fully train professionals with socially significant knowledge, skills, competencies, and values that position them competitively in their environment and render them capable of applying knowledge and culture for human development; to carry out relevant research and university outreach programs, and to contribute to the social, economic, and cultural progress of the state [Quintana Roo] and the country [Mexico] (Universidad del Caribe, 2021).

The educational model of Universidad del Caribe is designed to be "a pertinent response to the professional training requirements demanded by contemporary society in Mexico" (Universidad del Caribe, 2021).

Universidad del Caribe currently offers nine undergraduate four-year degree programs, all of them focused on the productive needs of the region, such as International Business, Business Innovation, Tourism Management, Culinary Arts, and Engineering. From the beginning of the university in 2000, as a general policy, all students must mandatorily complete six English language courses in order to receive their undergraduate degree.

In 2010, the possibility of including curricular courses in English started to be evaluated at Universidad del Caribe by a new

dean. These courses would be added to the six English language courses that students of all educational programs on campus must take. After completing their six English courses, students receive a grade roughly equivalent to B2 First; however, most of them at that point still felt the need to keep practicing and perfecting their English language skills to be competitive upon graduating. Around this time, it was found that there were many students who, even after completing the six English compulsory courses, did not feel comfortable with the use of the language.

Being a university based in Cancun, a city with strong international projection due to its tourist industry, it was felt to be a priority by the head of the university that undergraduate students should not only complete the six compulsory English courses but also to be able to continue strengthening their language skills through curricular courses taught in English.

The project began in 2011 with three subjects instructed by the Department of Economics and Business professors in two undergraduate degree programs, Business Innovation and International Business: International Economics, Regional Development, and Multiculturalism. Over time, the initiative has been extended to other undergraduate degree programs from different departments. What began with only two professors, soon became an interdepartmental team of seven professors involved in regularly teaching some of their curricular subjects in English, including the authors of this chapter, one of whom, Christine McCoy, has done so since the project was launched.

At the beginning of this initiative, professors were encouraged by the university administration with an economic bonus to participate in this program by voluntarily teaching some of their curricular courses in English. Students had the option of taking these courses in English or Spanish; many of them welcomed the project and were highly motivated by it.

During our time teaching these courses, we have learned that the students understand this is a challenge for their instructor as much as it is for them, and the students that have participated have been, according to our perceptions, more proactive in these classes in general, which has resulted in a very positive experience

for both parties. Throughout this experience, we have been able to see how students who initially felt unsure about their English language skills became more confident and proficient in the use of the language, in addition to learning about the subjects in question.

Unfortunately, after ten years, this initiative has not developed as its participants expected, not because of a lack of interest from students or professors, but mainly due to the head of the organization's lack of support, which, after successive changes in the university administration, stopped advancing the project. Nevertheless, some professors have kept teaching in English without any additional financial incentive, while many students (some of whom have already taken a course in English) are still interested in being part of this initiative.

The use of MOOCs in the classroom

At the moment of selecting class materials for our curricular subjects in English, both authors found, independently, that MOOCs were a helpful tool for transitioning from a Spanish-based course to an English-based one and have used them as complementary course materials with very positive and encouraging results. Some of the MOOCs that we have integrated into our courses with great success are: "Circular Economy: An Introduction" by Prof. Conny Baker, Dr. David Peck, and Prof. Ester van der Voet, from Delft University of Technology, Netherlands (edX, 2015), "Introduction to Sustainability" by Dr. Jonathan Tomkin, Associate Director of the School of Earth, Society and Environment and Research Associate Professor in the Department of Geology at the University of Illinois Urbana-Champaign (Coursera, 2014), and "Philosophy and the Science of Human Nature" by Tamar Szabó Gendler, Vincent J. Scully Professor of Philosophy, Professor of Cognitive Science, and Chair of the Department of Philosophy at Yale University (Yale University, 2012).

We have integrated MOOCs into courses in some ways that are similar to textbooks in a class: students are asked to enroll in the MOOC and to complete portions of the activities as homework, and the materials such as video lectures and readings, and activities such as forum discussions are later discussed in class and used for individual and collaborative activities. At some point in

the course, students must take an evaluation test conducted by the Universidad del Caribe's instructor. This test is independent of the MOOC's internal evaluation; it can be an exam or a written essay that covers the analyzed materials.

This implementation has proven to be highly productive for improving the students' learning experience, because of the dynamism that MOOCs can add to traditional university courses. The advantages will be explained in the following section.

Advantages of Integrating MOOCs in a University-Taught Course and a General Proposal to Use MOOCs in These Contexts

We have found there are many advantages when incorporating MOOCs as course materials. While some of them are universal, others particularly apply to courses taught in a language different from the students' native or main language. In this section, we discuss those advantages.

As Griffiths *et al*. (2015) have noted, the benefits of incorporating MOOCs as course materials in college-level courses can be divided into two main categories: advantages for the students and advantages for the instructors. We will discuss both of them.

According to our experience, the main advantages of incorporating MOOCs in English as course materials in university-taught courses for students whose main or native language is not English are:

- Having the opportunity to practice and improve their English skills, dealing with topics directly relevant to their professional or integral education.
- For first-year proficient English students, having the opportunity to practice and not forget the language during their remaining years of college, since some students, upon entering the university, pass the English diagnostic exam and automatically obtain the credits for the required English courses.
- Having contact with a different instructor or instructors, usually native English speakers, and a different teaching style (Bralić & Divjak, 2018, p. 3).

- Increasing the number of people with which the student can interact within the course activities including, for example, students that have participated in the creation of MOOC materials, and other students that are taking, at the same time or have taken in the past, the same MOOC, most of them from distant countries (Griffiths *et al.*, 2015, p. 13).
- Having contact with high-quality educational materials produced by distinguished academics (in some cases they are world-renowned) and sponsored in many cases by some of the most prestigious universities globally.
- Benefiting from learning from questions asked by other students and answered by the instructor(s). In some MOOCs (to give just one example, Tamar Szabó Gendler's Yale Open Course titled "Philosophy and The Science of Human Nature", mentioned above), at the end of each lecture recorded in video, there are questions which were spontaneously posed by students in real time and then, helpfully answered by the MOOC instructor.
- Benefiting from the careful selection of a particular MOOC chosen by the instructor of the face-to-face course. Although there are many MOOCs available (websites such as mooclist.com and classcentral.com keep updated lists of several thousands of MOOCs from many countries available to students anywhere in the world) and although it is natural to predict that many more will be available in the future, not all of them are equally recommendable. Enrolling in a MOOC chosen carefully based on quality, relevance by an experienced instructor is a great advantage for the student in comparison to having to choose it by themselves.
- In comparison to traditional course materials such as textbooks, MOOCs require that the students use different ways of learning, and carry out more and different types of activities, which facilitate their engagement with the course subjects. As Rusli *et al*. (2019) discuss, blending MOOCs with classroom-based activities provides university students with more personalized active learning opportunities.

- In some MOOCs, many interactions of students with the materials, such as quizzes, participation in forums, exams, etc., are focused mainly or completely on verifying their comprehension of the materials (Shea, 2015). This aspect of MOOCs has been subject to criticism (as we will discuss in the next section); however, for a student who is taking a university course in a second language, this is ideal for helping improve the student's comprehension of English as a second language, while also learning about a new subject.
- Many MOOCs in English have content in the form of videos that have been close-captioned; this is a great aid to comprehension for a student whose native or main language is not English. In many cases, there is also a separate transcription of the videos, which provides the opportunity to read the content of the video as if it were an independent text. Many students have reported that they prefer to watch the videos when they first come in contact with the MOOC materials, but that later on when they have to study for an exam on these materials, they prefer to read the text transcriptions.
- Many MOOCs originally created in English have at least some materials close-captioned in Spanish. This can also be a great aid for the students. In many cases, those same MOOCs have other materials (such as quizzes and discussion forums) that do not have subtitles or a Spanish translation, posing a suitable challenge to the student, for whom the close-captioned or translated materials are good preparation. An example of a MOOC in which this happens is Jonathan Tomkin's University of Illinois course titled "Introduction to Sustainability", mentioned above.
- In comparison to traditional course material such as a textbook in another language, the materials of a MOOC, even when they are not already subtitled or translated, in many cases can be instantly translated by a readily available electronic platform or software such as Google Translate. Although these translations are still far from being perfect, they can be useful for helping a student who already has a certain level of English to better comprehend the content of the materials.

- Enrollment and all materials for most MOOCs are, in principle, free of charge (Obrist & Jansen, 2019). In many MOOCs, students have, additionally, the opportunity to obtain a certificate at a low cost (in comparison with traditional online or face-to-face courses)at the end, which mentions the MOOCs title and the university that designed and organized the course; this certificate can later be attached by the students to their résumé, and independently of its official validity, can also help to demonstrate the students' knowledge, skills, capacity for effort, and discipline to potential employers.
- Having the opportunity to know and autonomously enroll in other MOOCs in the future.

While many of these advantages for the students are also an indirect lead for their instructors, there are also some particular benefits for instructors. Some of these advantages, according to our experience, are:

- Many MOOCs have educational materials of the highest quality created by a large group of specialists in several disciplines. For example, they practically know all that is related their own subjects, such as Business Administration, Earth Sciences, or Philosophy, but also in many cases related to Pedagogy, Graphic Design, Multimedia Design, Animation, Acting, etc. Thanks to this, we can better invest our efforts and time in course activities that directly relate to our course and expertise.
- In many MOOCs, the course materials are not only free but also have open access licenses, such as certain Creative Commons licenses, which allow the instructor to adapt, translate, and/or modify the course materials and thereby produce new educational materials.
- MOOCs are already available as finished products which can be used by the instructor in a higher education course as materials. In some cases, the creators of a MOOC periodically add updated materials to a course that was created years before. Furthermore, hundreds, if not thousands of new MOOCs are being produced each year, which means there are always

new or updated materials that the instructor can choose from to incorporate into his or her own university-taught course.

Because of these advantages, the authors of this chapter firmly believe MOOCs are a positive alternative to support the curricular transition from Spanish to English in contexts similar to the one we have encountered at Universidad del Caribe, mainly because of the opportunity to complement our courses with a wide variety of high-quality content that enriches the class and the curriculum.

However, we believe it is important to state that, in any such situation, teachers should be very diligent and careful in choosing the right MOOC for the purpose of integrating it into a class as course material. Instructors will have to enroll in the MOOC and complete it before deciding about including it in their classes. This allows them to experience the dynamics of the MOOC and make sure that it adapts to the students' needs and to the learning goals of the course. Additionally, the professors will be able to guide the students appropriately when they have doubts, which will require students to take the MOOC seriously and not think of it as "filler material".

It is also important to explain to the students that any MOOC used as a class material must be viewed as an element that complements the learning experience and is not intended to replace their university course. Any perception of this type can weaken the strength and attractiveness of the MOOC resulting in a loss of students' interest in the course. As Hashim *et al*. (2019) mention, the students' acceptance of the use of MOOCs helps to provide more meaningful learning and encourages students to be more proactive and participative during the teaching and learning process.

Finally, there are many other activities that a teacher can carry out in the classroom, while also using a MOOC to energize the class, for example, using reading materials, videos, and forums to generate debates and analysis. These activities also help the students get more involved in the MOOC and in the class by finding a positive relationship between both elements.

Objections to MOOCs and replies

After an initial boom around 2012, a year that was called by Laura Pappano in *The New York Times* (2012) "the year of the MOOC" some authors have raised criticisms and objections of different kinds against these types of courses. Here we will present the most common objections in the literature in recent years, and reply to them with the aim of demonstrating that MOOCs can be successfully integrated as educational material.

These types of criticism may be divided into the following categories: a) language and culture, b) low difficulty level, quality of materials and validity of certificates, c) limited access and inaccessibility due to cost, d) a low percentage of completion and difficulty to verify the authenticity of certificates, and e) the lack of interaction between instructors and students.

> *Criticism of MOOCs regarding language and culture:* the great majority of MOOCs available throughout the world are in English and present mainly an American or European perspective and set of values. Also, the majority of students taking MOOCs are living in English-speaking countries (Sparke, 2016, 61)

To this criticism, we reply that, in a university course taught in English to students with a different native language, the fact that most MOOCs available are in English is an advantage, and it is also positive that the majority of students taking these courses live in English-speaking countries since our students have to interact with them through forums and other course activities. With regards to culture, while there is a disproportionate number of MOOCs being created by English-speaking countries, there is still a large quantity of MOOCs available designed and created by universities and instructors from different countries and cultures. Even some of these MOOCs are in English, which is the second most common language in the world. As a result, it is also possible to find many high-quality MOOCs in English created by non-European and non-American instructors and universities, which do not represent an embodiment of a European or American cultural framework or set of values.

> *Criticism of MOOCs regarding low difficulty level, low quality of materials, and lack of validity of certificates:* course activities in many of the MOOCs currently available are perceived by some authors as being "too easy", and evaluations in the form of quizzes and tests in these MOOCs often focus mainly or completely on verifying comprehension of materials such as video lectures and readings. Because of this, some MOOCs can be completed in a small fraction of the time that completing the MOOC is supposed to take. Also, in many cases, the certificate the MOOC offers upon completion has no official validity, even when they mention the names of the universities that helped to organize them, and some MOOCs are created by for-profit companies, whose main objective is obtaining financial gain and not providing quality education (Shea, 2015).

These objections to MOOCs, although valid in many particular cases, dismiss the careful and diligent process of selection of the course materials, including choosing the right MOOC to incorporate as class materials from the thousands available. The fact that MOOC activities and evaluations in many cases focus mainly, or even only, on the understanding of the subject can be an advantage for our students. On the other hand, the fact that many of the certificates offered by MOOCs upon completion (which are optional) have no official validity is not a problem in itself when the university course that incorporates one has official validity and helps the students earn credits at their college. At the same time, even if the optional certificate has no official validity, some of them still have some weight in the eyes of potential employers when it is included in the student's resume, and from the perspective of potential employers, the fact that these certificates are issued by an internationally prestigious university can be important.

> *Criticism of MOOCs regarding limited Internet or technological access and inaccessibility due to cost:* many people living in many regions of the world currently have limited or no access to the Internet, which makes access to MOOCs difficult or impossible for them. Also, even if MOOCs have a comparatively low cost in comparison to most paid courses in formal education in developed countries, many

> people around the world do not have enough resources to pay for MOOC certificates (typically between 20 and 50 USD) (Sparke, 2016).

To this objection, we answer that, although it is true that around the world and in Mexico there are still many people with limited or no access to the internet, in recent years great progress has been made in solving this problem in many regions. According to the 2020 National Survey on the Availability and Use of Information Technologies in Homes (its acronym in Spanish is ENDUTIH), 72% of the population in Mexico has access to the Internet, which is equivalent to 84.1 million users (Instituto Nacional de Estadística y Geografía, 2021). The survey indicates that 78.3% of users live in urban areas, while 50.4% live in rural areas. However, it is important to note that 78.3% of Internet users have access via cellphone, while only 33.7% have access via laptop and 38% via desktop computer. 60% of households in Mexico have Internet access, but only 44.2% through a computer. In Quintana Roo, the state in which the Universidad del Caribe is located, 80.9% of the population are Internet users; 78.2% of Internet users in the state have a smartphone and 65.9% of households have a home connection.

In Mexico, as well as in many other countries, the COVID-19 pandemic caused a transition from face-to-face classes to remote learning in March 2020 and has continued to the summer of 2021. At Universidad del Caribe most students have been able to continue their coursework during the pandemic (in many cases with economic and technological support from the university). Once face-to-face classes are resumed, students at Universidad del Caribe will again have adequate internet access at the university facilities.

In any case, an aspect to consider is that many MOOCs materials (video lectures, readings, transcriptions, etc.) can be downloaded and used later regardless of internet access, and some MOOC materials, such as readings, video transcriptions, and electronic books can be printed. Regarding cost, paid certificates are optional, and most or all MOOCs can be "audited" by students at no cost for them, which is generally sufficient for them to use them as materials within a traditionally taught course.

> *Criticism of MOOCs regarding low percentage of completion and difficulty to verify veracity or authenticity of certificates*: critics have pointed out the low percentage of completion of MOOCs (usually below 15%) and have hypothesized that the comparatively low cost of MOOCs causes students taking them not to value them appropriately. They have also stated that it is not easy to verify that a certificate is authentic or that the holder of a MOOC certificate is actually the person who completed the MOOC (Laaser, 2014; Pappano, 2012).

To these objections, we reply that taking a MOOC as a course material integrated within a university-taught course is an additional motivation for completing the MOOC, an encouragement that might not be present in most of the other participants. Additionally, course evaluation is done independently of the MOOC evaluation. Thus, obtaining the certificate is not sufficient for the student to receive a grade; they need to demonstrate the necessary knowledge to accredit the course.

> *Criticism of MOOCs regarding low levels of interaction between students and instructors:* critics have also pointed out that many MOOCs are so massive that there is almost no opportunity for interaction between the instructor or instructors and the students (Laaser, 2014).

To this objection, we answer that, while it is true that in many cases MOOC instructors have little or no interaction with the students enrolled, this is a serious problem regarding MOOCs that should not be left unattended, students in our courses have to interact with their classmates and university instructor; thus, this problem is lessened.

In sum, although there is no denying that there is room for improvement regarding MOOCs in general, integrating them as course materials can be done in a way that renders these objections harmless.

Although the idea of integrating MOOCs in a college course may seem like less work for some professors, it actually implies a great additional effort in planning, since the appropriate material must be found for the course. This is not an easy task; frequently,

MOOCs that may at first glance seem attractive to the instructor, do not work in the classroom for different reasons, which can lead to discouragement. However, so far, we have found that it is always possible to find at least one that suits both the subject being taught and the students' needs.

On the other hand, even if not all MOOCs can be adequately integrated into a course, they can also work as a tool for refreshing and updating the teacher's knowledge about a given subject, or serve as an inspiration for new ideas about activities that can be implemented in class.

Contemplating all relevant considerations, we consider MOOCs to be a very good instrument for both professors and students at the college level. MOOCs inject dynamism into a class and give access to a diversity of valuable perspectives which is very difficult to achieve in any other way.

Conclusions

We believe that our experience shows that integrating MOOCs into undergraduate curricular courses in contexts similar to that of Universidad del Caribe is a feasible and productive option, especially in the case of curricular courses in English taken by students whose native or main language is not English, because of the advantages that this integration represents both for students and instructors. We also believe that we have shown that this combination can be achieved in a way in which it is largely not susceptible to the criticism and objections against MOOCs that have been raised in literature in recent years.

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Curriculum Reviews

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The book is the outcome of an initiative by professors teaching in English, focusing on the implications of transitioning from a native language teaching system to a non-native language educational experience. It addresses higher education stakeholders, particularly university presidents, administrators, and professors involved in or interested in English Medium Instruction (EMI) programs. The book is divided into three sections: Institutional approaches towards curricular internationalization, EMI, and Teaching strategies and conditions. The authors draw from experiences in Mexican institutions like the University of Colima, University of Puebla, and the University of the Caribbean, as well as contributions from non-Mexican professors. The book's origins lie in a project at the University of Colima, which aimed to influence student entrepreneurship by researching teaching entirely in English. The authors highlight the challenges and benefits of EMI, emphasizing its role in promoting internationalization, enhancing language proficiency, and fostering a global perspective.

Chapters in the book delve into various aspects of EMI, such as curriculum design, teaching strategies, and challenges faced by both professors and students. They discuss the impact of English proficiency on international competitiveness and innovation in Mexican higher education. Overall, the book offers insights into the experiences and outcomes of teaching in non-native languages, particularly English, in the context of higher education in Mexico. It serves as a valuable resource for educators seeking guidance and strategies for implementing EMI programs and navigating the challenges associated with language transition in academia.

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