Is there a minimum level of English proficiency to teach in a university EMI context?
Dr. Ron Martinez

# Outline

I. Brazilian EMI context

II. Research Question

III. Relevant literature

IV. Method

V. Preliminary results

VI. Next steps

I. EMI in Brazil

Just getting started

- Growth seems to coincide with "Ciência sem Fronteiras" STEM mobility program (2011)
- Important to note private vs. public university differences
- Mostly in post-graduate programs
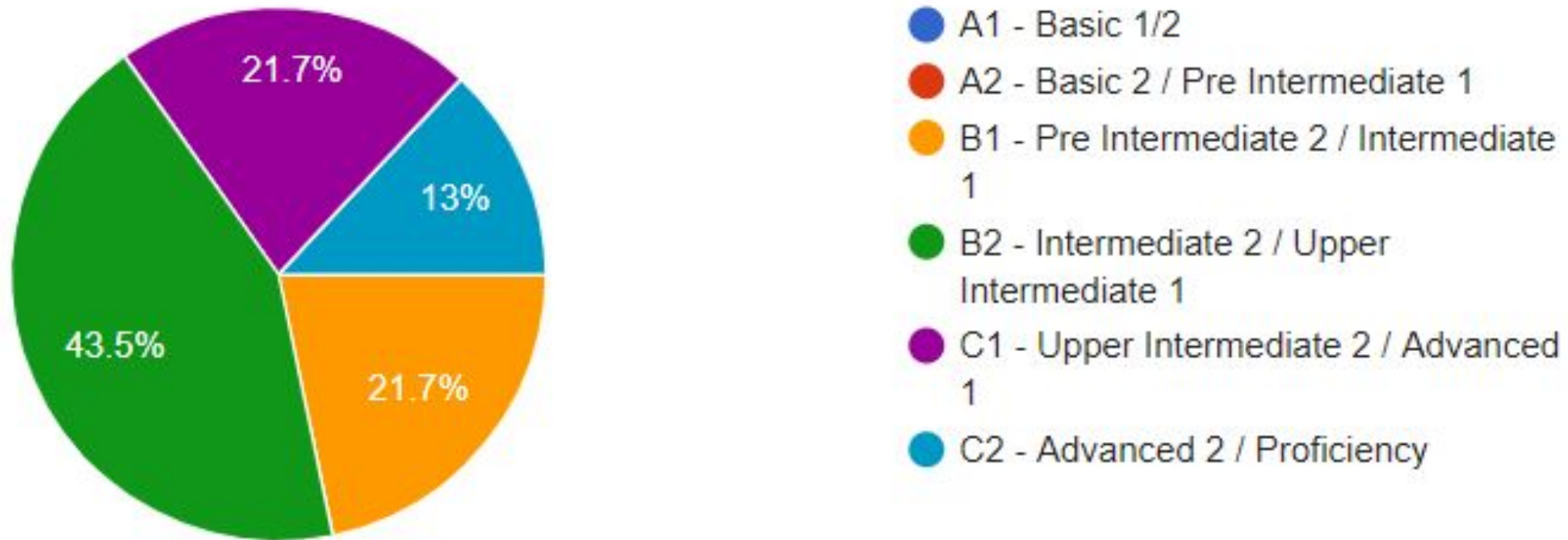- Many barriers: dubious incentives, unclear purpose, proficiency concerns
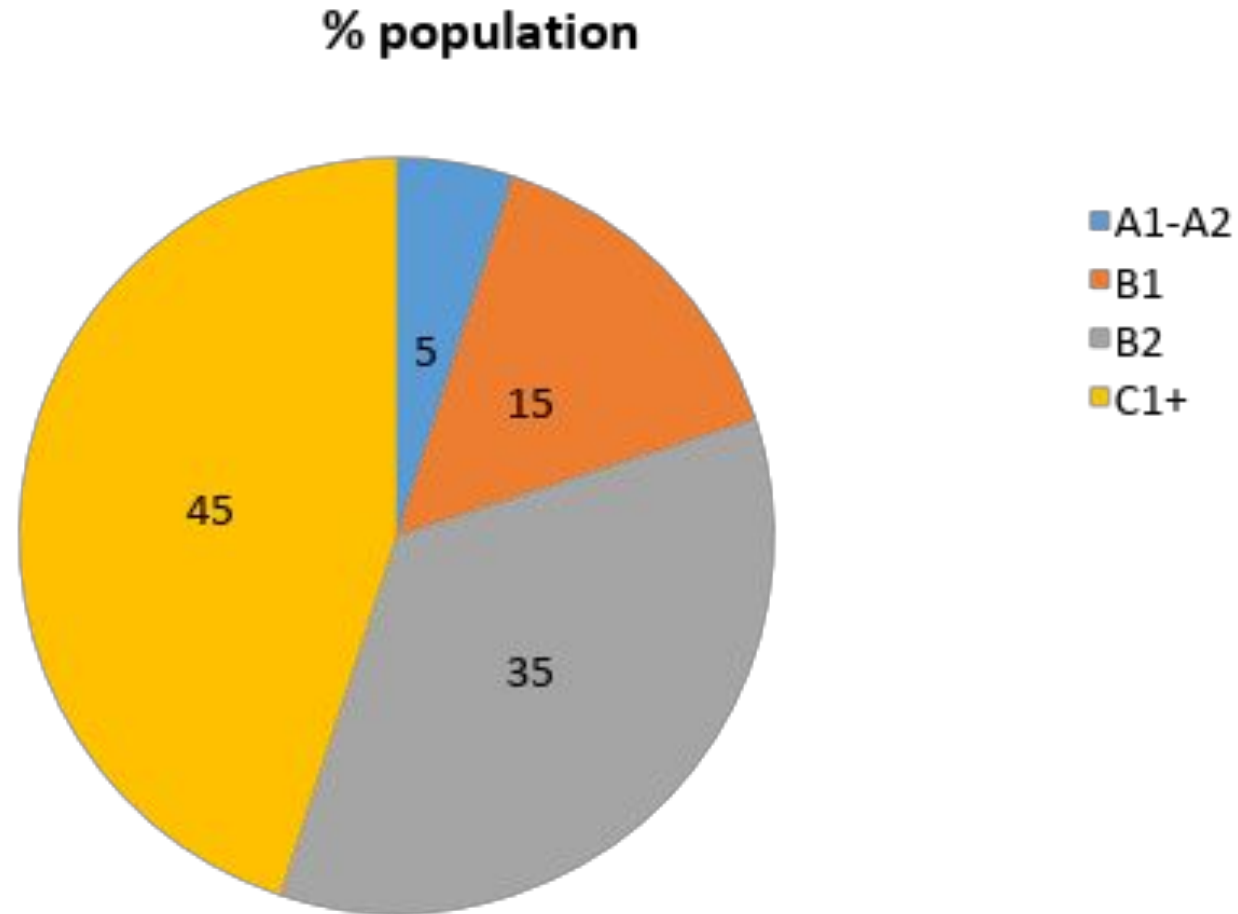
CEFR: relative proportions (Brazil)

% population

- A1-A2
- B1
- B2
- C1+

43
34
20
3
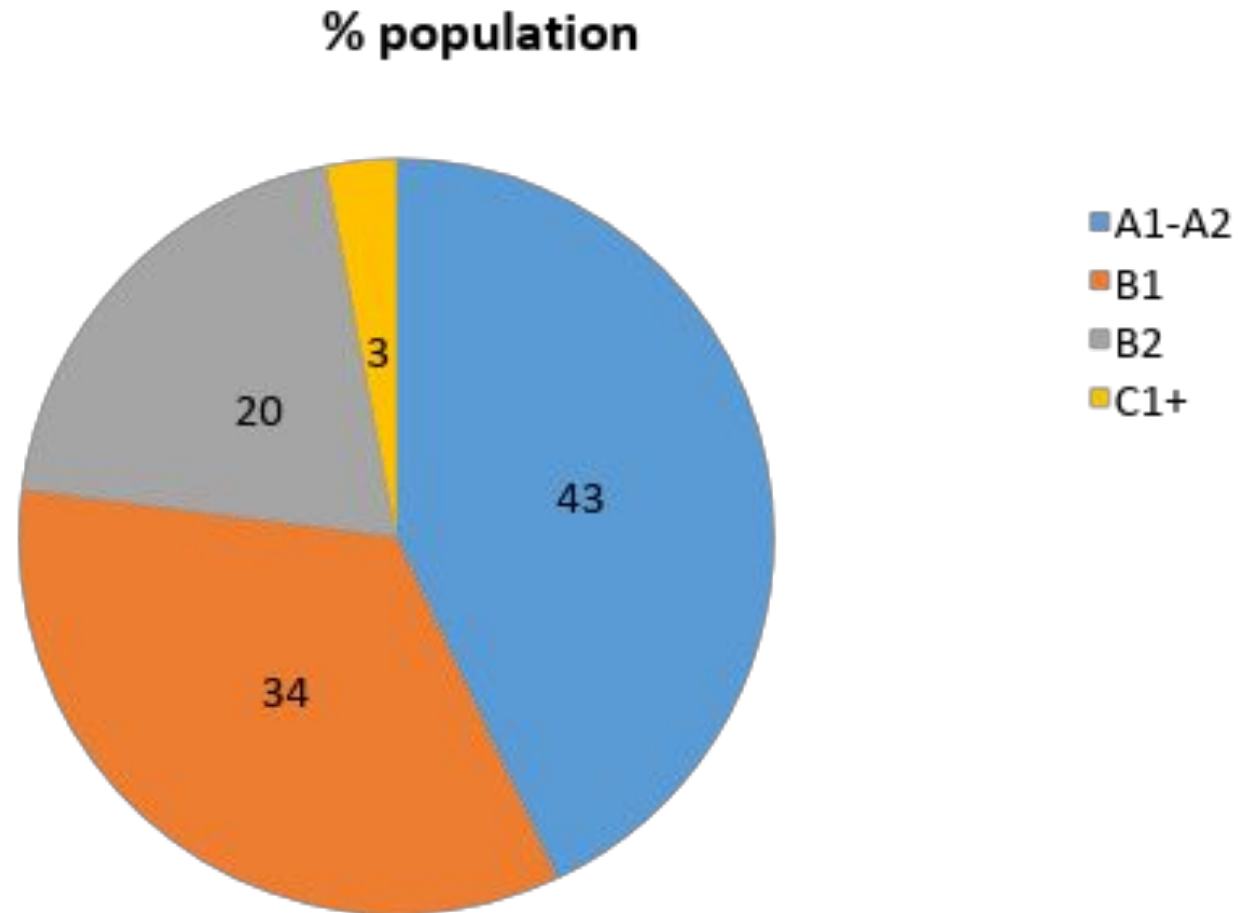
SOURCE: scores of 400,000 TOEFL iTP tests (2012-2016)

From EMI course at UFPR (2018)

What do you consider your current level?

- A1 - Basic 1/2
- A2 - Basic 2 / Pre Intermediate 1
- B1 - Pre Intermediate 2 / Intermediate 1
- B2 - Intermediate 2 / Upper Intermediate 1
- C1 - Upper Intermediate 2 / Advanced 1
- C2 - Advanced 2 / Proficiency

Comparison: Leiden University (Netherlands)

% population

- A1-A2
- B1
- B2
- C1+

5 · 15 · 45 · 35

SOURCE: Klaassen & Bos (2010)

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II. Research Question

State-of-the-Art Article

A systematic review of English medium instruction in higher education

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54| E. MACARO, S. CURLE, J. PUN, J. AN and J. DEARDEN

Having considered the beliefs about students' English proficiency, we now turn to evidence as to whether lecturers believe they have the necessary language requirements themselves to teach through English and then whether students share this belief about their teachers. Here the picture is less clearly discernible for a number of reasons. First, there is less homogeneity amongst lecturers in terms of age groups than there is with students. Jensen & Thøgerson's large study ($n = 1131$) of Danish lecturers suggested that younger faculty are more confident with their level of English. However, even within this type of finding may lurk confounding variables such as willingness to adopt more interactive methodologies, leading to better student understanding, leading to lecturers therefore feeling that their English is sufficient for the task.

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State-of-the-Art Article

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There is no HE research, to our knowledge, that matches some kind of language proficiency test with actual practice in order to determine a minimum level needed to teach. Apart from a relatively superficial evaluation of teachers' linguistic competence to teach EMI (e.g. Kling & Stæhr 2012), there is no definitive benchmark for the level a teacher needs to be able to teach through English at the national level and certainly not at the international level.

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State-of-the-Art Article

"There is no HE research, to our knowledge, that matches some kind of language proficiency test with actual practice in order to determine a minimum level needed to teach."

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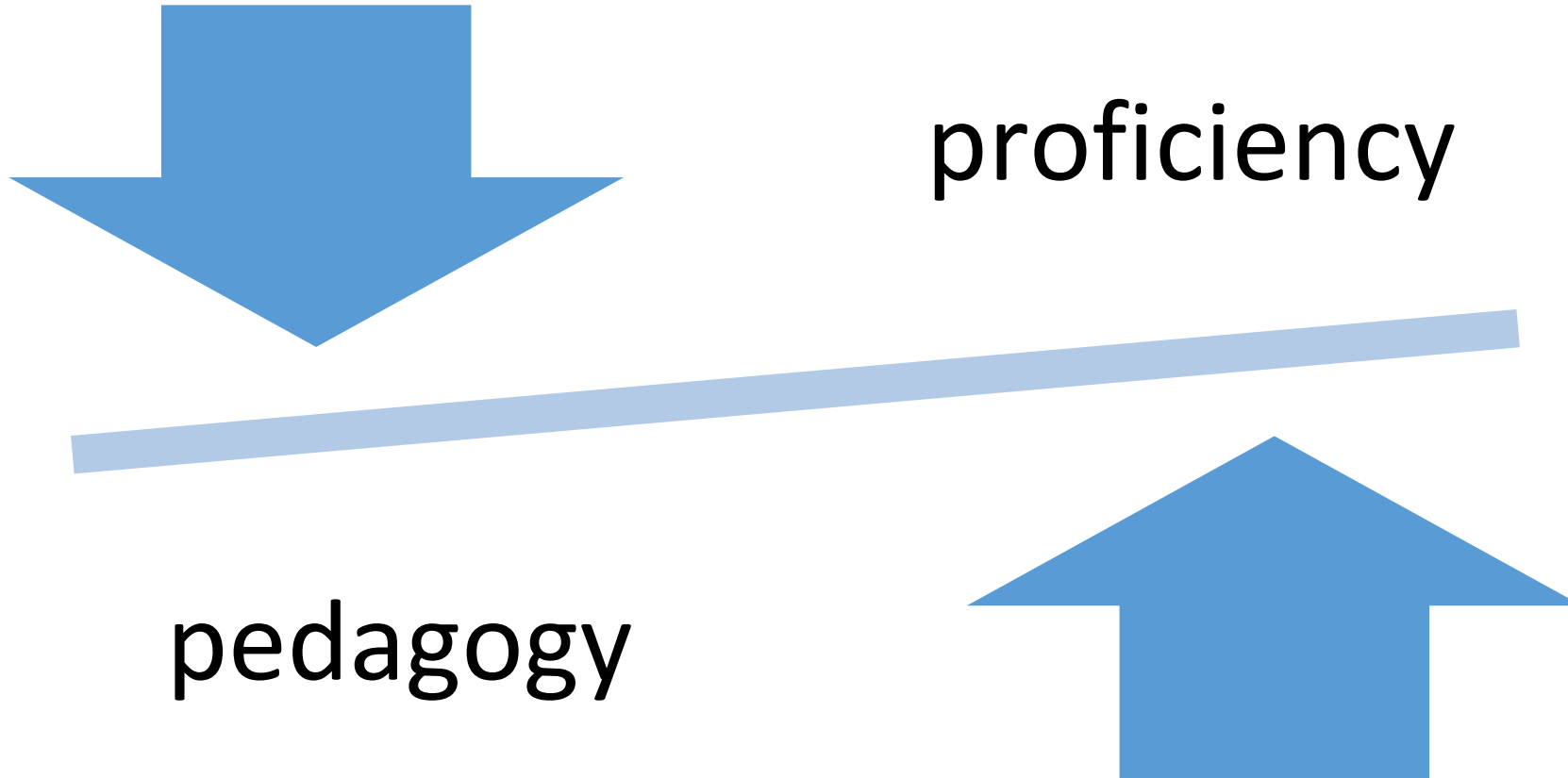Jiangshan.an@education.ox.ac.uk

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Research question

Is there a threshold of English proficiency, below which teaching in an EMI context becomes too burdensome for the EMI lecturer and/or students?

III. Relevant literature

Tricky...

proficiency

pedagogy

Point of reference: ITAs in USA

- Listening scores seem to correlate most with student ratings (Wagner, 2016), though overall correlations are mostly weak.

- Both "construct-relevant" and "construct-irrelevant" factors can affect ratings of ITAs (e.g. Schmidgall, 2013).

- Pedagogy (esp. active methodologies) can affect ratings (Kang, Rubin & Lindemann, 2014).

- Sharing an L1 may (e.g. Bent & Bradlow, 2003) or may not (Kang, Thomson & Moran, 2018) may positively affect comprehension.

IV. Method

Participants

- 26 Brazilian lecturers from different disciplines (final n=22)
- 30 Brazilian postgraduate students
- 10 International students in Brazil
- 4 native speakers of English

Instruments

- Linguaskill test (Cambridge Assessment English)
- Pre-course questionnaire (lecturers)
- Pre-course questionnaire (students)
- Test of Oral English Proficiency for Academic Staff (TOEPAS, University of Copenhagen) – with minor adaptations

Lecturer questionnaire: sample items

- What year did you start teaching in higher education?
- Have you been trained in teaching methods before? If so, please describe:
- Have you taught a course ("disciplina") in English before?
- Please tell us more about your English learning experience. (For example, have you studied all your life? Have you spent time in an English-speaking country?)
- What do you consider your current English level?
- "My current English level is enough to teach through EMI."
- Why do you want to teach your classes in English?

Why TOEPAS? (Test of Oral English Proficiency for Academic Staff)

- Only instrument specifically designed to rate EMI lecturers
- Already thoroughly validated (e.g. Kling & Staehr, 2012; Kling & Dimova, 2015)

	Fluency	Pronunciation	Vocabulary	Grammar	Interaction
5	Equivalent to a highly articulate, well-educated native speaker				
4	Speech is produced smoothly, coherently and effortlessly Can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations Speech rate is appropriate	Although L1 accent may be perceptible, this causes virtually no strain to the listener and does not impede effective communication Produces almost all phonological contrasts with good accuracy Places stress correctly, and uses intonation to convey a range of pragmatic meanings	Broad range of general, academic and domain-specific vocabulary for effective communication Good command of formulaic language Consistently correct and appropriate use of vocabulary Can vary vocabulary to convey nuances of meaning	Consistently displays a high degree of grammatical accuracy in both simple and complex structures	Responds appropriately and effectively to questions/comments without language-related hesitation Fully capable of interactively negotiating meaning through comprehension checks, clarification requests or confirmation checks Fully capable of dealing with unclear questions or misunderstandings when necessary
3	Speech is produced smoothly, coherently and almost effortlessly Can produce extended speech, using a variety of discourse markers and connectors, although some unnatural, language-related pauses may occur Speech rate is generally appropriate	While pronunciation is marked by L1 features, this only occasionally causes strain to the listener or compromises intelligibility Produces most phonological contrasts with fairly good accuracy Generally places stress correctly and uses intonation to convey basic pragmatic meaning	Sufficient range of general, academic and domain-specific vocabulary for effective communication Few significant vocabulary errors occur Lexical gaps are successfully overcome with circumlocution	Generally displays sufficient grammatical accuracy in both simple and complex structures Grammatical errors do occur but do not lead to misunderstanding	Usually responds appropriately and effectively to questions/comments although some language-related hesitation may occur Good ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Good ability to deal with unclear questions or misunderstandings when necessary
2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors. Speech is marked by unnatural language-related pauses which may lead to a loss of coherence Speech rate may be inappropriate	Pronunciation is strongly marked by L1 features Although pronunciation is generally intelligible, imprecise pronunciation of certain sounds, stress errors, and failure to uphold phonological contrasts causes strain to the listener Very limited or inappropriate use of intonation to indicate pragmatic meaning	Less than sufficient range of general, academic and/or domain-specific vocabulary for effective communication Lexical inaccuracy or incorrect word choice may cause some confusion Lexical gaps result in noticeably less precision	Displays less than sufficient grammatical accuracy and/or range of structures Grammatical errors can be distracting and may lead to misunderstanding	Sometimes responds appropriately and effectively to questions/comments. Due to language-related hesitation response time may be slow Less than sufficient ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Less than sufficient ability to deal with unclear questions or misunderstandings when necessary
1	Speech is disrupted and fragmented due to excessive pauses, hesitations or false starts, especially in longer stretches of free production Rarely uses discourse markers or connectors	Pronunciation impedes effective communication Pronunciation is marked by features that may be understandable only to those familiar with the speaker's L1	Limited range of general, academic and/or domain-specific vocabulary Frequent lexical errors impede effective communication	Displays limited accuracy and range of grammatical structures Frequent errors cause misunderstanding or incomprehensibility	Does not respond appropriately and effectively to questions and comments Limited ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Limited ability to deal with unclear questions or misunderstandings when necessary

Dr. Ron Martine

TOEPAS: Limitations

- Designed for "certification"
- Usually used by raters from applied linguistics

Examples of adaptations made

	Fluency	Pronunciation
5	Equivalent to a highly articulate, well-educated native speaker	
4	Speech is produced smoothly, coherently and effortlessly Can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations Speech rate is appropriate	Although L1 accent may be perceptible, this causes virtually no strain to the listener and does not impede effective communication Produces almost all phonological contrasts with good accuracy Places stress correctly, and uses intonation to convey a range of pragmatic meanings

Examples of adaptations made

	Fluency	Pronunciation
5	Equivalent to a highly articulate, well-educated native speaker.	
4	Lecturer speaks smoothly, coherently and effortlessly Lecturer can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations Speech rate is appropriate	Brazilian accent may be noticeable, but this causes almost no difficulty for the listener and does not cause communication problems Produces almost all sounds with good accuracy Places stress correctly, and uses intonation to help communicate meaning

Adapted TOEPAS: added items

Glossary

accuracy   If you have good accuracy, you do not make mistakes. For example, someone who has accurate pronunciation produces sounds correctly.

discipline-specific   Words used especially in a particular area of science, or in a special way in that area are discipline specific. For example, *modem*, *motherboard* and *memory* can be specific to the discipline of *computer hardware engineering*.

discourse markers and connectors   These are common words like *however, so* and *well* that people use to introduce and connect ideas.

gap   If you have gaps in your vocabulary, there are words that you need but do not know them in English.

intelligible / intelligibility   If you can understand a person when (s)he is talking, then that person is intelligible.

language-related   If there is a pause, hesitation or confusion that is language-related, it means that the English of the lecturer is the cause of that issue. (The same issues can be caused by other reasons.)

lecturer   This is another way to say university professor or teacher.

range   If you have a wide range of something, it means you can use many different types of it. For example, if you have a good vocabulary range, it means you know many different ways to express the same or similar idea.

speech rate   If you speak with a good rate of speech, then you don't speak too slowly and you do not hesitate too much.

Global Scale

5: The lecturer has demonstrated English language proficiency for university teaching equivalent to that of a highly articulate, well-educated native speaker of English.
The lecturer is ready to teach English-medium courses without further training.

4: The lecturer has demonstrated excellent English language proficiency for university teaching.
The lecturer is ready to teach English-medium course without further training.

3: The lecturer has demonstrated good English language proficiency for university teaching.
The lecturer is ready to teach English-medium courses, but training may be beneficial in one or more of the assessed areas.

2: The lecturer has demonstrated less than sufficient English language proficiency for university teaching.
The lecturer is not ready to teach English-medium courses. Further training is required.

1: The lecturer has demonstrated limited English language proficiency for university teaching.
The lecturer is not ready to teach English-medium courses. Significant training is required.

For each lecturer, also respond to the following statements.

1. *The lecturer seems to be a highly competent teacher.*
(a) strongly disagree   (b) disagree   (c) agree   (d) strongly agree

2. *The lecturer is a good model of English language.*
(a) strongly disagree   (b) disagree   (c) agree   (d) strongly agree

3. *The lecturer seems likeable.*
(a) strongly disagree   (b) disagree   (c) agree   (d) strongly agree

Procedure

Procedure - Lecturers

- All lecturers (n=26) were required to complete questionnaire and consent to being video-recorded for the research.

- All lecturers were required to take Linguaskill test.

- All lecturers took part in 1-week (40 hours) EMI training course.

- Final assignment was the preparation and delivery of 20-minute class in English – each was video-recorded with separate lapel audio.

- Lecturers were also interviewed immediately after each class to ask how they thought they did.

- Videos were edited (Mac) and interviews transcribed (Otter).

Lecture video – sample edit

Dr. Ron Martinez
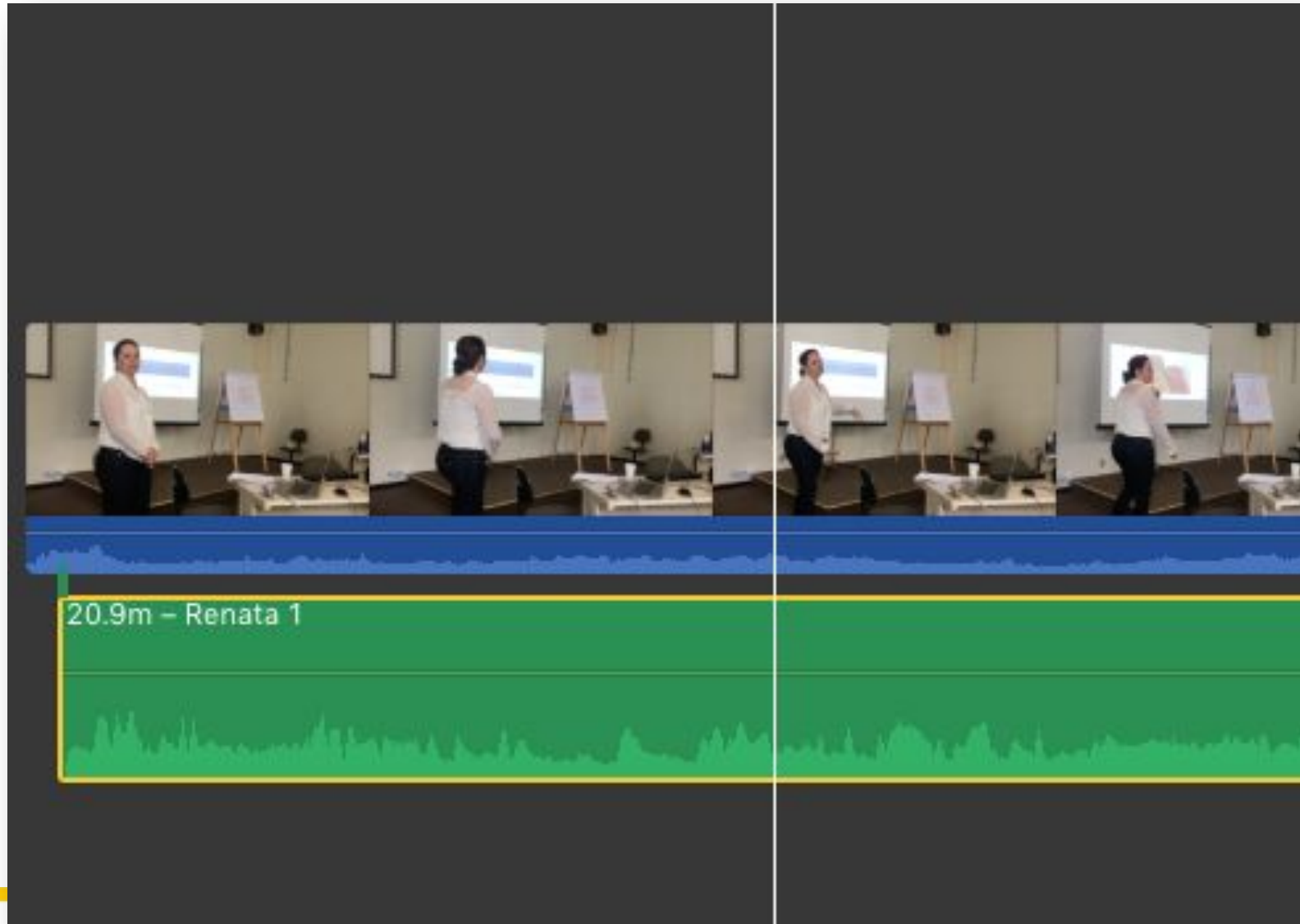
Procedure: students

- Brazilian students (n=30) were recruited from previous "Academic Writing in English" class (from among ~300 students) – those with highest self-reported proficiency.

- International students (German, Croatian, Argentine, Mexican, French) (n=10) were recruited on first day of semester.

- American visiting students (n=4) also recruited.

- All non-native students took Linguaskill test.

- On a separate day, all students went through rater training exercise (specially built website), and then rating exercise itself. (3 lecturers per pair, previously assigned.)

Please wait until the research supervisor tells you to begin.

START

Instructions

1. You will evaluate the English of Brazilian university lecturers today. You will do this using a special form that will be given to you. After you receive the form, watch the video below.
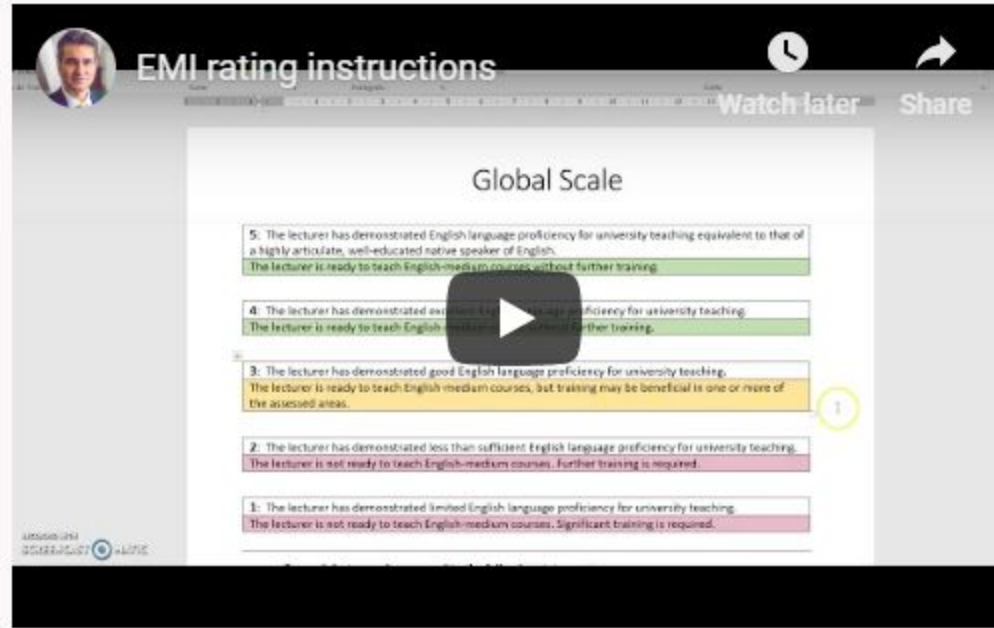
2. Now take a minute to read through the form - front and back. If you have any questions, please raise your hand. If you have no questions, proceed to number 3 below.

3. You should now have received three different documents: (1) rating sheets, (2) sheets for taking notes, and (3) a sheet with your name and your partner's name. Please take a moment to identify and introduce yourself to your partner now.

4. After you and your partner have introduced yourselves, click on "Proceed" below.

Instrument Calibration Exercise

On this page you will practice using the Rating Scale. You will do this by watching and rating three videos with your partner. Follow the steps below.

1. **WATCH VIDEO 1**: Watch Video 1 below **only to 7:00** (*the 7th minute*) and try to evaluate the lecturer using the rating scale. Remember to take notes using the Notes sheet.

VIDEO 1

2. **DECIDE ON A SCORE**: First, give a temporary score to the speaker in Video 1 (on your sheet). Then, discuss your notes and score with your partner. Do you both agree? If so, choose the score below and click **Submit**.

Calibration agreement: Video 1

Our score

47 responses

72.3%
10.6%
17%

5
4
3
2
1
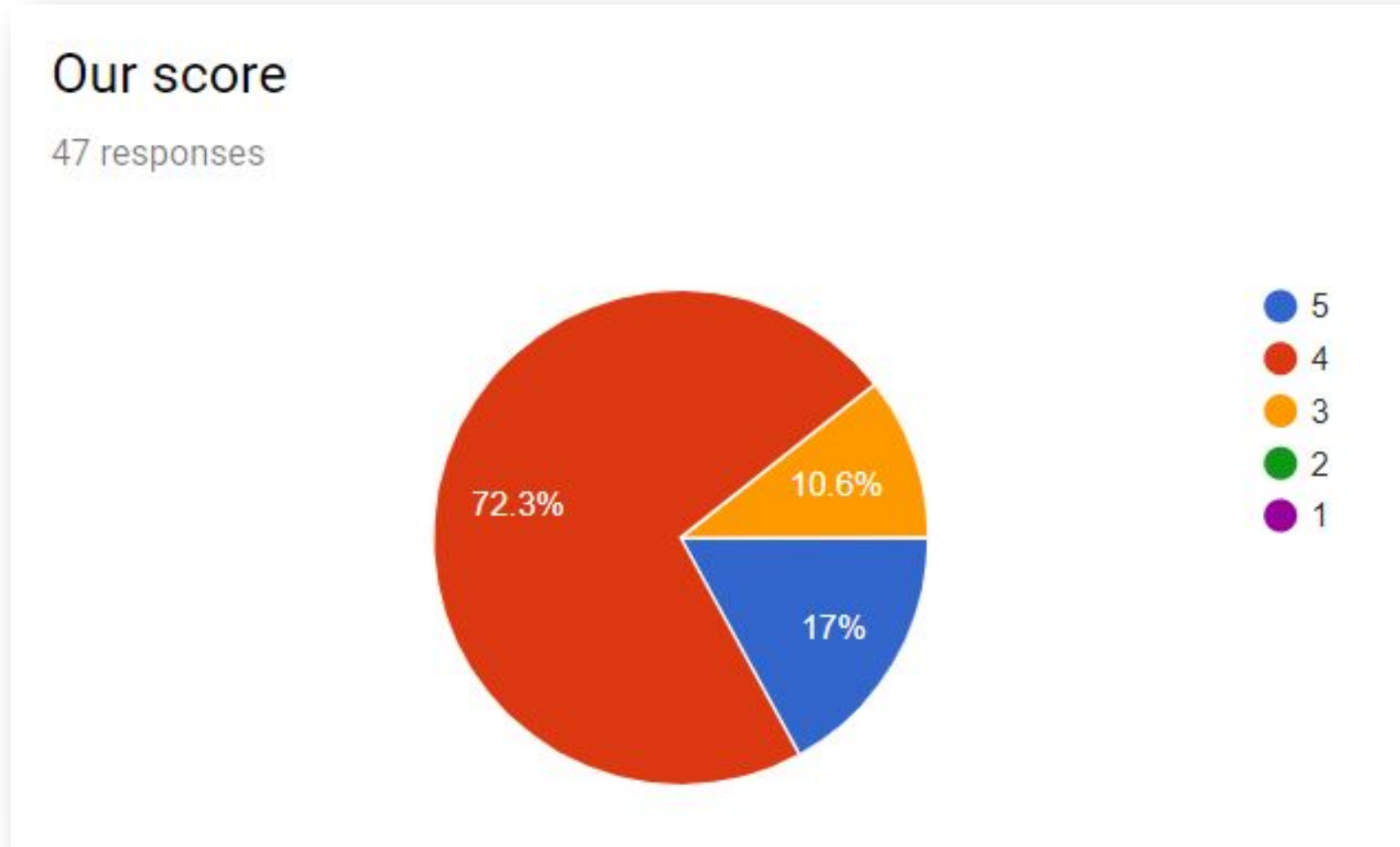
EMI video lecture gallery

You should now have

- at least 3 clean (unmarked) rating sheets;
- at least 3 blank sheets for taking notes.

1. Find your 3 assigned videos below.

2. Watch the first video and take notes.

3. When finished, discuss with your partner and arrive at a score.

4. Go to the next videos, **stopping after each one** to discuss with your partner.

5. When you have finished all 3 videos, let the research supervisor know.

6. You and your partner will be invited to be interviewed.

Name of Evaluator: __Matias Hoffmann__   Lecturer Number and Name: __5 Alessandra__   Global Score:

In each category below, mark (or circle) the descriptions that most closely describe the linguistic competence of the lecturer.

	Fluency	Pronunciation	Vocabulary	Grammar	Interaction
5	Equivalent to a highly articulate, well-educated native speaker.				
4	Lecturer speaks smoothly, coherently and effortlessly Lecturer can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations Speech rate is appropriate	Brazilian accent may be noticeable, but this causes almost no difficulty for the listener and does not cause communication problems Produces almost all sounds with good accuracy Places stress correctly, and uses intonation to help communicate meaning	Good range of general, academic and discipline-specific vocabulary for effective communication Good knowledge of common expressions. Consistently correct and appropriate use of vocabulary. Can use various words to communicate different meaning.	Consistently uses correct grammar in both simple and complex sentences	Responds appropriately and effectively to questions/comments without language-related hesitation Is able to ask and answer questions to help/check students' understanding Is able to deal with unclear questions or misunderstandings when necessary
3	Lecturer speaks smoothly, coherently and almost effortlessly. Lecturer can produce extended speech, using a variety of discourse markers and connectors, although some unnatural, language-related pauses may occur. Speech rate is generally appropriate.	Pronunciation may be marked by Portuguese, but this only sometimes causes intelligibility problems. Produces most sounds with fairly good accuracy. Generally places stress correctly and uses intonation to help communicate meaning.	Sufficient range of general, academic and discipline-specific vocabulary for effective communication Only a few significant vocabulary error occur Able to compensate for gaps in vocabulary by using other words	Generally shows sufficient grammatical accuracy in both simple and complex sentences Grammatical errors do occur but do not cause misunderstanding	Usually responds appropriately and effectively to questions/comments although some language-related hesitation may occur Good ability to ask and answer questions to help/check students' understanding Good ability to deal with unclear questions or misunderstandings when necessary
2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors Many unnatural language-related pauses which may lead to coherence problems Speech rate may be inappropriate	Pronunciation is strongly marked by Portuguese Pronunciation is generally intelligible, but some inaccurate pronunciation makes understanding a challenge Very limited or inappropriate use of intonation to communicate meaning	Less than sufficient range of general, academic and/or discipline-specific vocabulary for effective communication Incorrect use of vocabulary may cause some confusion Gaps in vocabulary knowledge result in noticeably less precision	Shows less than sufficient grammatical accuracy and/or range of structures Grammatical errors can be distracting and may lead to misunderstanding	Sometimes responds appropriately and effectively to questions/comments. Due to language-related hesitation response time may be slow Less than sufficient ability to answer questions to help/check students' understanding Less than sufficient ability to deal with unclear questions or misunderstandings when necessary
1	Speech is disrupted and fragmented due to excessive pauses, hesitations or false starts, especially in longer stretches of free production Rarely uses discourse markers or connectors	Pronunciation impedes effective communication Pronunciation is marked by features that may be understandable only to those familiar with Portuguese	Limited range of general, academic and/or discipline-specific vocabulary Frequent vocabulary errors impede effective communication	Shows limited accuracy and range of grammatical structures Frequent errors cause misunderstanding or incomprehensibility	Does not respond appropriately and effectively to questions and comments Limited ability to answer questions help/check students' understanding Limited ability to deal with unclear questions or misunderstandings when necessary

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NOTES

Fluency — good connectors
Hesitations when a word misses correct pronunciation a few times.
Smoothly effortlessly at all

Pronunciation
Stress ✓

Grammar "only + group"/each?
"high level" → "higher level"

Vocabulary: wide range of synonims
Clear explanations with specific vocabulary

Interaction • Explains the questions well
• Good interchange of ideas. Drives the class perfectly.

General: Work is not explained very well at first.

Name of Evaluator: **Bruno Negrelli** Lecturer Number and Name: **3-Anderson** Global Score: **3**

In each category below, mark (or circle) the descriptions that most closely describe the linguistic competence of the lecturer.

	Fluency	Pronunciation	Vocabulary	Grammar	Interaction
5	Equivalent to a highly articulate, well-educated native speaker.				
4	Lecturer speaks smoothly, coherently and effortlessly ✓ Lecturer can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations Speech rate is appropriate ✓	Brazilian accent may be noticeable, but this causes almost no difficulty for the listener and does not cause communication problems ✓ Produces almost all sounds with good accuracy Places stress correctly, and uses intonation to help communicate meaning	Good range of general, academic and discipline-specific vocabulary for effective communication ✓ Good knowledge of common expressions. Consistently correct and appropriate use of vocabulary. ✓ Can use various words to communicate different meaning. ✓	Consistently uses correct grammar in both simple and complex sentences	Responds appropriately and effectively to questions/comments without language-related hesitation Is able to ask and answer questions to help/check students' understanding Is able to deal with unclear questions or misunderstandings when necessary ✓
3	Lecturer speaks smoothly, coherently and almost effortlessly. Lecturer can produce extended speech, using a variety of discourse markers and connectors, although some unnatural, language-related pauses may occur. ✓ Speech rate is generally appropriate.	Pronunciation may be marked by Portuguese, but this only sometimes causes intelligibility problems. Produces most sounds with fairly good accuracy. ✓ Generally places stress correctly and uses intonation to help communicate meaning. ✓	Sufficient range of general, academic and discipline-specific vocabulary for effective communication Only a few significant vocabulary error occur Able to compensate for gaps in vocabulary by using other words ✓	Generally shows sufficient grammatical accuracy in both simple and complex sentences ✓ Grammatical errors do occur but do not cause misunderstanding ✓	Usually responds appropriately and effectively to questions/comments although some language-related hesitation may occur ✓ Good ability to ask and answer questions to help/check students' understanding ✓ Good ability to deal with unclear questions or misunderstandings when necessary
2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors Many unnatural language-related pauses which may lead to coherence problems Speech rate may be inappropriate	Pronunciation is strongly marked by Portuguese Pronunciation is generally intelligible, but some inaccurate pronunciation makes understanding a challenge Very limited or inappropriate use of intonation to communicate meaning	Less than sufficient range of general, academic and/or discipline-specific vocabulary for effective communication Incorrect use of vocabulary may cause some confusion Gaps in vocabulary knowledge result in noticeably less precision	Shows less than sufficient grammatical accuracy and/or range of structures Grammatical errors can be distracting and may lead to misunderstanding	Sometimes responds appropriately and effectively to questions/comments. Due to language-related hesitation response time may be slow Less than sufficient ability to answer questions to help/check students' understanding Less than sufficient ability to deal with unclear questions or misunderstandings when necessary
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NAME OF RATER: _Bruna Negrelli_ NUMBER AND NAME OF LECTURER: _3 - Anderson_

NOTES

→ organized: outlined the class

→ some Portuguese accent & inflexion but overall good

→ student interaction
  ↳ maybe he needs to ask if all students are able
     to read the powepoint

→ somewhat consistent sentence structure, little variation

→ good at answering questions

Summary of data collected so far:

1. Pre-course questionnaire from lecturers (n=22)
2. Linguaskill scores from lecturers (n=22)
3. Videos (20 minutes each) of micro teaching (n=22)
4. Post-teaching interviews from lecturers (n=22)
5. Language background questionnaires from students (n=38)
6. Linguaskill scores from students (n=38)
7. TOEPAS ratings from students + notes (n=42)
8. Post-rating interviews from students (n=42)

V. (very!) preliminary results

Global Scale

5: The lecturer has demonstrated English language proficiency for university teaching equivalent to that of a highly articulate, well-educated native speaker of English.

The lecturer is ready to teach English-medium courses without further training.

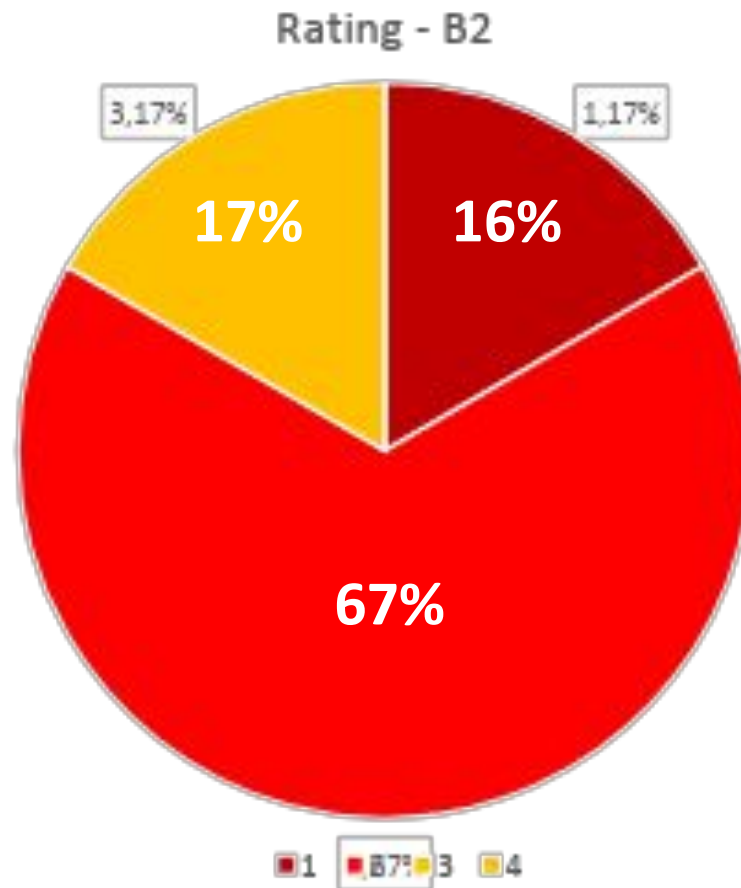**4**: The lecturer has demonstrated excellent English language proficiency for university teaching.

The lecturer is ready to teach English-medium course without further training.

3: The lecturer has demonstrated good English language proficiency for university teaching.

The lecturer is ready to teach English-medium courses, but training may be beneficial in one or more of the assessed areas.

2: The lecturer has demonstrated less than sufficient English language proficiency for university teaching.

The lecturer is not ready to teach English-medium courses. Further training is required.

1: The lecturer has demonstrated limited English language proficiency for university teaching.

The lecturer is not ready to teach English-medium courses. Significant training is required.
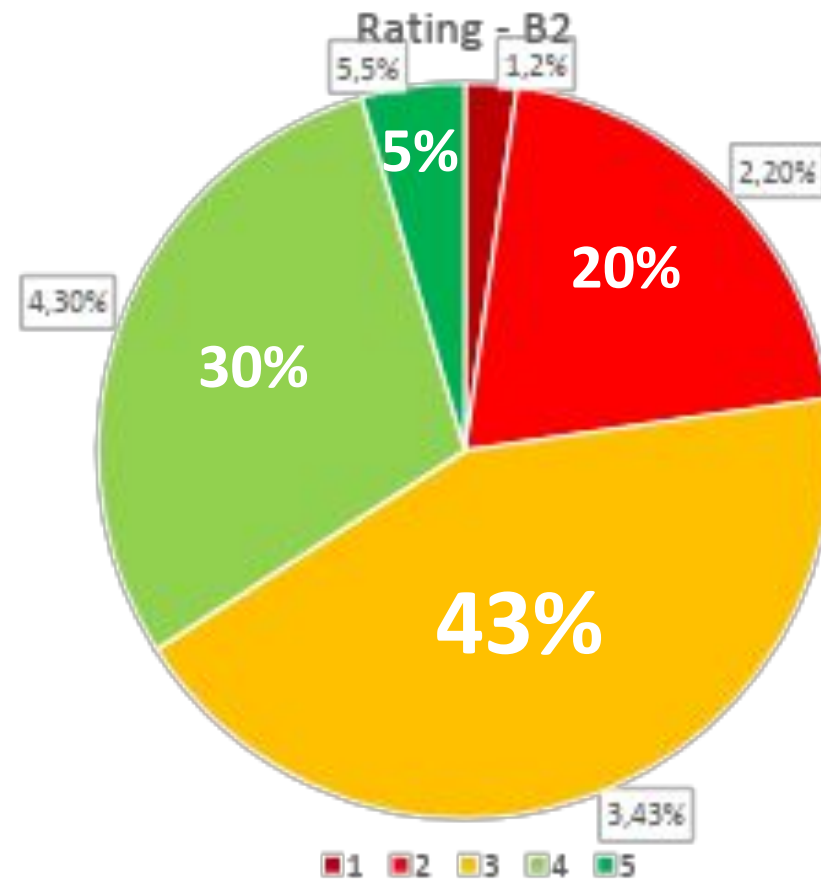
Lecturers at A1-A2 (n = 2) (14 ratings)

Rating - A1/A2

3,14%

14%

1,43%

43%

43%

2,43%

■1 ■2 ■3 ■4
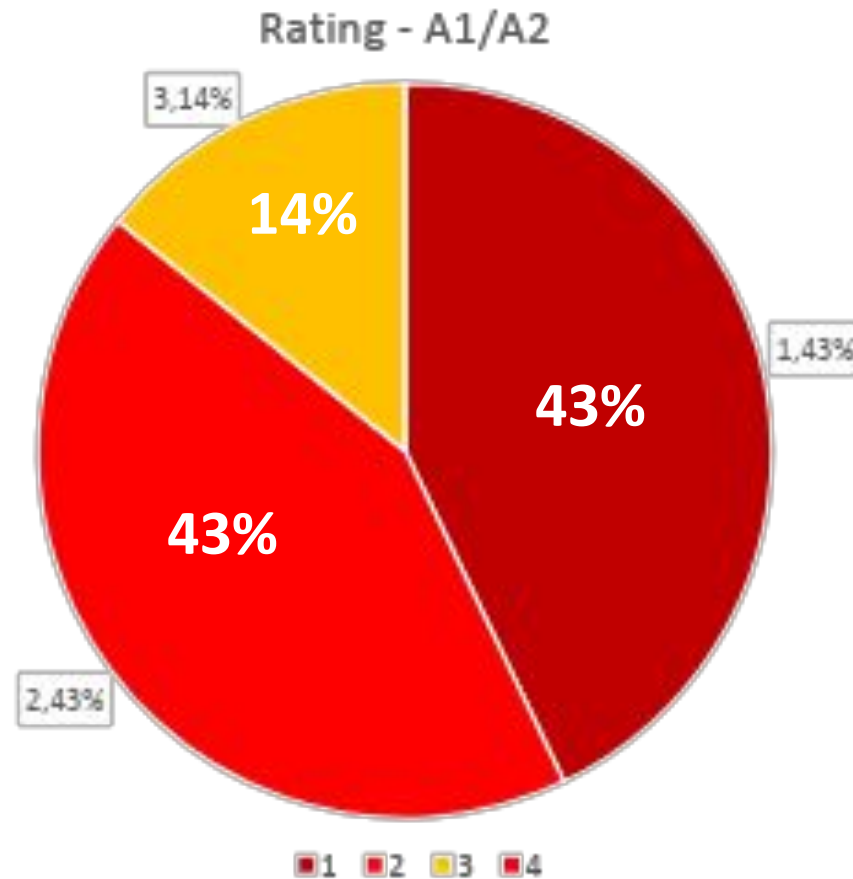
"Ready to teach EMI" = 14%

Lecturers at B1 (n = 3) (12 ratings)

Rating - B2

3,17%   1,17%

17%   16%

67%

■1 ■B7%■3 ■4

"Ready to teach EMI" = 17%

Lecturers at B2 (n= 14) (88 ratings)

Rating - B2

5,5%	1,2%
4,30%	2,20%
3,43%	

1 2 3 4 5

"Ready to teach EMI" = 78%

Lecturers at C1-C2 (n = 3) (16 ratings)
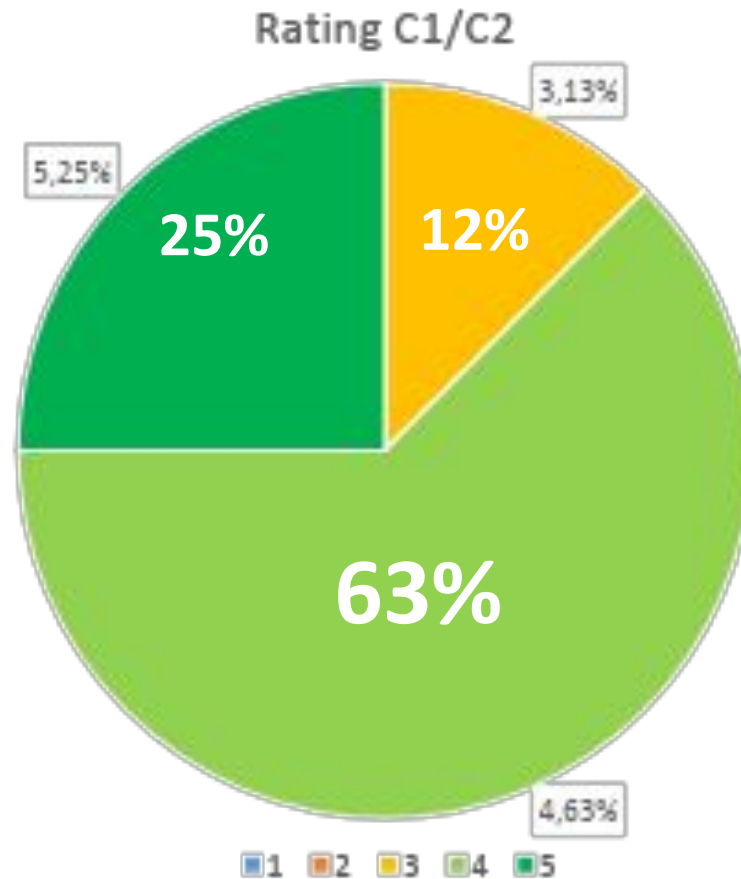
"Ready to teach EMI" = 100%

Preliminary findings

- Pre-course self-assessed CEFR rating strongly correlates with Linguaskill score.

- B2 is a minimum (B1 clearly too low).

- 3 (of 14) lecturer outliers at B2, need to explore what makes them different.

- Findings seem to be consistent among non-native speakers (Brazilian and International), but natives seem to judge more harshly.

Case: "Leo"

- Self-reported CEFR: B2; Linguaskill: B2
- Number of total ratings: 8 students
- Average rating: 2 ("not ready to teach - further training required")
- Had never taught in English before
- Had never tried active methodologies before

Students "annoyed" by pauses

2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors
	Many unnatural language-related pauses which may lead to coherence problems
	Speech rate may be inappropriate

...ch is disrupted and fragmented due to

Students "annoyed" by pauses

Students "annoyed" by pauses

2	Can gen... only use... and con... Many u... may lea... Speech

	Speech rate... Speech is d... excessive p... especially i... Rarely uses
1	

Speech rate is generally appropriate.

Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors

Many unnatural language-related pauses which may lead to coherence problems

Speech rate may be inappropriate

Students "annoyed" by pauses

Fluency — Markers missing.
Hesitation
At the end of

Pronunciation: too slow

s generally appropriate.

produce extended speech. However,
mited number of discourse markers
ors

ral language-related pauses which
coherence problems

may be inappropriate

Students "annoyed" by pauses

Students "annoyed" by pauses

Students "annoyed" by pauses

Good or bad news for Leo?

VI. Next steps

- Explore the data further!

- Run correlations between scores by participant type (LECTURER x STUDENT), and individual skills.

- Explore any associations between lecturer ratings and other perceived qualities (teaching competence, etc.).

- Carefully comb through qualitative data, including notes, lecturer questionnaire (e.g. any association between time spent abroad and rating?), student questionnaire (e.g. study abroad experience seem to influence?), and interview data.

- Spread word (e.g. Oxford EMI 2019) and draft article(s).

THANK YOU! drronmartinez@gmail.com

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