Benjamin L. Stewart, PhD

EFL teacher educator & researcher at the Universidad Autónoma de Aguascalientes

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Los intereses de investigación de Benjamin L. Stewart incluyen escritura académica y análisis de errores, redes de aprendizaje personal como aprendizaje profesional a través de tecnologías de información y comunicación (TIC) y evaluaciones formativas en la adquisición de un segundo idioma.

Benjamin L. Stewart's research interests include academic writing and error analysis, personal learning networks as professional learning through information and communication technologies (ICTs), and formative assessments in second language acquisition.

EXPERIENCE

Aug 2005 to Present

Universidad Autónoma de Aguascalientes
EFL Teacher Educator/Researcher

I'm an EFL teacher educator and researcher who has an interest in making contributions to open educational resources.

Aug 2007 to Dec 2007

BIHE
Writing Tutor

Writing tutor

Aug 2001 to Oct 2004

Tecnomec Agrícola
Sales and Marketing Manager

Sales and marketing

EDUCATION

2009 to 2015

Northcentral University
Ph.D. in Education, Instructional and Curriculum Leadership

2006 to 2008

Grand Canyon University
M.Ed., Curriculum and Instruction: Technology

1993 to 1998

Harris-Stowe State College
B.S. in Business Administration with an emphasis in Accounting

1991 to 1994

St. Louis Community College

1771 to 1774

A.A., General Studies

SKILLS

E-Learning, Teaching, Curriculum Development, ESL, Educational Technology, Higher Education, Teaching English as a Second Language, Adult Education, Instructional Design, Curriculum Design, Teachers, English, Educational Leadership, Teacher Training, Blended Learning, Research, Language Teaching, Staff Development, Instructional Technology, Tutoring, University Teaching, Distance Learning, Teaching Adults, International Education, Lecturing, Moodle, TESOL, Educational Research, Teaching Writing, Academic Writing, Courses, Live Video Streaming, English as a Second Language (ESL)

PUBLICATIONS

March, 2020

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

ANUPI

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

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

ISSN 1870-2074

November 2019

Writing I: Paragraph Development

Independently published

Writing I is a text designed to assist the writer who is at an A2-B2 English proficiency level to develop a unified, coherent, and cohesive body paragraph. I have taught English language learning writers throughout the undergraduate program in English language teaching, spending most of my time assessing paragraph development. Although this is a first-semester propaedeutic course, this text is meant to serve as a reminder to learners throughout the entire BA in English language teaching who are attempting to write an essay for academic purposes (i.e., according to the Publication Manual of the American Psychological Association - APA).

- ISBN-10: 1705544797
- ISBN-13: 978-1705544792

January 2017

English Language Educators Developing Learning Networks via Technology: A Qualitative Multiple Case Study

International Journal of Education

Teacher informal learning proves to be a powerful means for professional development. The professional development opportunities of those teaching English as a second language in different countries are often particularly limited, causing many of them to resort to informal learning actions. The purpose of this qualitative multiple case study was to describe how ideas, materials, and social interactions form a professional learning network (PLN)' through online, informal pedagogical dialogues among English language educators as it relates to professional learning. Five participants took part in the study with data being collected from an online survey, a content analysis of their public interactions, and an in-depth interview focused on their PLN structure and changes. The findings indicated that professional knowledge, skills sets, and overall dispositions emerge in unique ways based on how ideas, technologies, and personal

contacts interrelate with each other over time and that an individual's PLN provides unanticipated benefits when sharing publicly online.

Cultivating a Personal Learning Network that Leads to Professional Change
ProQuest Dissertations & Theses Global

Teacher professional development opportunities in Mexico are currently lacking. The traditional approaches of professional development such as workshops and conferences are commonplace but do little to bridge the gap between abstract concepts about teaching and learning and the practicalities teachers face in the classroom. The purpose of this qualitative multiple case study was to describe how ideas, materials, and social interactions form a PLN through online, informal pedagogical dialogues among English language educators as it relates to professional learning. The five participants of this study were selected from a total of 10 based on their willingness to complete an informed consent form, complete an initial online survey, interact with other professionals publicly online, and participate in a final interview. The online survey contained demographic information about each case and included both open and closed items; a content analysis was done on public interactions that tool place online; and a final in-depth interview used open questions to inquire about how respective PLNs changed over time. All data was coded, categorized, and placed into themes based on the ideational, material, and social aspects of each PLN. The findings show that professional knowledge, skills sets, and overall dispositions emerge in unique ways based on how ideas, technologies, and personal contacts interrelate with each other over time and that an individual's PLN provides unanticipated benefits when sharing publicly online.

The Canvas Learning Management System: Integrating Educational Philosophy, Communication, Delivery, and Tools
Vol. 9, University Autónoma de Aguascalientes

Educators benefit from reflecting on an educational philosophy, type of communication used in class, and form of information delivery collectively when contemplating the appropriate web tools, or information and communication technologies (ICTs) to be used. Thus, ICTs link the material (i.e., tool, object, etc.) to a theoretical, communicative, and deliverable trilogy in such a way that facilitates the learning process based on the learners' needs, interests, and learning preferences. What follows is a rationale for using the learning platform Canvas (n.d.), within a trilogical network of conceptualizations that evolve around teaching English for academic purposes, specifically a course in applied linguistics.

Integrating Language Skills Through a Dictogloss Procedure
English Teaching Forum

https://files.eric.ed.gov/fulltext/EJ1035882.pdf

Book Review Big Questions in ELT by Scott Thornbury
Vol. 38, Issue 1, MEXTESOL

Benjamin Stewart of the Universidad de Aguascalientes in Mexico submitted "Book Review of Big Questions in ELT" (Thornbury, 2013). Thornbury's book uses a Socratic method -hence the chapters are introduced by questions. Stewart points out the benefits of the method as an invitation to reflective teaching and critical thinking development for both novice and experienced teachers. An interesting feature is the interactive nature of its chapters which combine text and technology by introducing blog entries as an integral part of the chapters.

Educative Essays: Volume 3
CreativeSpace Independent Publishing Platform

- ISBN-10: 1490966242
- ISBN-13: 978-1490966243

Educative Essays: Volume 5

July 2013

CreateSpace Independent Publishing Platform

- ISBN-10: 1491075724
- ISBN-13: 978-1491075722

Educative Essays: Volume 4

July 2013

CreateSpace Independent Publishing Platform

- ISBN-10: 1491075686
- ISBN-13: 978-1491075685

Educative Essays: Volume 2

July 2013

CreateSpace Independent Publishing Platform

This book contains a collection of essays on educational leadership. Topics include the role of the instructional leader, leading learning communities, leadership interviews, and much more!

- ISBN-10: 1490943250
- ISBN-13: 978-1490943251

Educative Essays: Volume 1

July 2013

CreateSpace Independent Publishing Platform

This book is a collection of 16 different essays covering various topics related to the field of education.

- ISBN-10: 1490926542
- ISBN-13: 978-1490926544

Learn Natural English Through Storytelling: 8 Stories for Intermediate & Advanced Learners

June 2013

learnoutlive.com

The following collection of stories for English learners is designed to create authentic learning situations and experiences of natural English "in the wild". Each story is written by a different author who uses the language slightly differently, just like in real life. All authors are native speakers or highly skilled English teachers from all over the world including the United States, Ireland, England, Tunisia, Brazil, Morocco and Mexico. Each story is presented in three parts: first, there is the story itself, followed by a section explaining difficult or unusual vocabulary, and last but not least, a section with questions designed to help improve comprehension training.

ISBN-13:   978-1491066706
ISBN-10:   1491066709

Making Formative Assessments Transparent

May 2013

ASCD

Transparency in assessing learners is the precursor for discussing how assessments lead to improved teaching and learning events. It begins a dialogue that connects the complexities of your local school's context to the federal mandates that set standards that apply to all schools. By opening up the classroom experience and showing how formative assessments are being implemented throughout an entire school, educators can provide practical solutions in determining the relevance and meaning of standards at a local level.

Noticing and Corrective Feedback Patterns in ELT: A Qualitative Research Design Approach

October 2011

MEXTESOL

The dictogloss procedure was originally designed as a means for teaching and learning grammar. The

procedure as originally conceived can be summarized as follows: (a) a text is read twice to learners at normal speed, (b) learners take notes as the text is being read, (c) in small groups, learners attempt to reconstruct the text, (d) each group produces its own version of the original text as each tries to capture both the essence of the text and the generation of correct grammar, and (e) students compare and analyze the different texts (Wajnryb, 1990). This technique seeks to provide a cooperative learning experience for the learner as opposed to a more traditional approach often associated with oral dictation; that is, a technique more reliant on a behaviorist relation between teacher as stimulus and learner behaviors as responses (Jacobs, 2003).

| October 2011 | **Dictogloss Method: An Integral Model for Language Learning**
ANUPI

Dictogloss method as a means for self- and peer-assessment |

TALKS

| March 20, 2021 | **Teacher Feedback and Linguistic Profiles can Help to Improve Learners' Writing**
ANUPI conference

Presentation |

| October 19, 2019 | **How can Teacher Feedback Have the Greatest Impact on Improved Student Outcomes?**
ANUPI conference |

| September 25, 2018 | **Practice makes perfect…**
UPTC

Presentation |

| September 10-11, 2018 | **When it comes to ELT, what makes a worthwhile performance?**
Presentation |

| September 10-11, 2018 | **Seldom do teachers become lifelong learners by accident**
Presentation |

| February 4, 2017 | **Three Approaches to Cultivating a Purposeful and Professional ePortfolio**
CO17

Presentation |

| October 9, 2013 | **Blending technologies and feedback for EFL writers**
Presentation |

| September 27, 2013 | **EFL educators – Share or Perish**
Presentation |

| February 1, 2013 | **Cultivating a language educator's personal learning network through informal pedagogical dialogues**
Presentation |

November 6, 2010	**I develop as my network develops** Presentation
September 24, 2010	**Opening up leadership, learning, and how we communicate** MEXTESOL Presentation

LANGUAGES

English, **Spanish**