

USO DE EMI EN EL SISTEMA EDUCATIVO ECUATORIANO, UNA REFLEXION OBJETIVA**USE OF EMI IN THE ECUADORIAN EDUCATIONAL SYSTEM, AN OBJECTIVE REFLECTION**AUTORES: Intriago Glenda¹Intriago Wellintong²Hidalgo Delia³

DIRECCIÓN PARA CORRESPONDENCIA: glendaint@hotmail.com

Fecha de recepción: 05 de Marzo 2019

Fecha de aceptación: 03 de Mayo 2019

RESUMEN

La enseñanza del idioma inglés se incluyó en el Currículo de la Educación Pública Ecuatoriana, hace aproximadamente un siglo. Desde entonces, las autoridades educativas y los docentes han enfrentado muchos problemas, tratando de encontrar el mejor método para superar dificultades relacionados al bajo dominio del Idioma Inglés en la Educación Pública. En 2012, el Ministerio de Educación ecuatoriano (Mineduc) evaluó a más de 4,000 docentes de inglés aplicando el Test Of English as Foreign Language (TOEFL) cuyos resultados fueron desalentadores. Augusto Espinoza, Ministro de Educación, afirmó que los maestros alcanzaron el 50% de la evaluación del nivel A1. Pues no conocían la estructura gramatical de los textos en Inglés (El Comercio, 2016) Este hecho fue considerado como el principal problema de la Enseñanza del Idioma Inglés en la Educación Pública, y para resolverlo, el Gobierno ecuatoriano elaboró un plan de mejora dirigido no solo a los profesores de inglés, sino también al Currículo y material didáctico. Este fenómeno es conocido alrededor del mundo como: inglés como Medio de Instrucción

(EMI). Esa es la razón por la cual a través de este artículo se explicarán algunos detalles y hechos importantes en la aplicación de EMI en la Educación Pública Ecuatoriana, así como las ventajas y desventajas que se pueden enfrentar mientras es implementado.

1 Licenciada en Ciencias de la Educación Mención Computación, Magister en Docencia y Currículo, Docente de la Universidad Estatal de Milagro, Ecuador. glendaint@hotmail.com.

2 Licenciado en Lingüística Aplicada al Idioma Inglés, Docente de inglés intensivo de la Escuela Superior Militar Eloy Alfaro ESMIL. Instructor de inglés en el departamento de idiomas de la Escuela Superior Politécnica del Ejército, ESPE, Pichincha, Quito, Ecuador. wintriago1980@gmail.com

3 Licenciada en Ciencias de la Educación Mención Psicología Infantil y Educación Parvularia, Docente en el Centro Parvulario Loquitos y Bajitos Pichincha, Quito, Ecuador. demahit@hotmail.com

PALABRAS CLAVE: Idioma de destino, lengua materna, segundo idioma, Índice de dominio del inglés.

ABSTRACT

English language instruction was included in the Ecuadorian Public Education Curriculum about a century ago. Since then, educational authorities and teachers have faced many problems, trying to find the best method to overcome difficulties related to low English proficiency in Public Education. In 2012, the Ecuadorian Ministry of Education (Mineduc) evaluated more than 4,000 English teachers applying the Test Of English as Foreign Language (TOEFL) whose results were discouraging. Augusto Espinoza, Minister of Education, stated that teachers reached 50% of the A1 level assessment. They did not know the grammatical structure of the English texts (El Comercio, 2016). This fact was considered the main problem of English Language Teaching in Public Education, and to solve it, the Ecuadorian Government elaborated an improvement plan directed not only to the English teachers, but also to the Curriculum and didactic material. This phenomenon is known around the world as: English as a Means of Instruction

(EMI). That is the reason why this article will explain some important details and facts in the application of EMI in Ecuadorian Public Education, as well as the advantages and disadvantages that can be faced while it is being implemented.

KEY WORDS: Target language, mother tongue, second language, English Proficiency Index.

INTRODUCCIÓN

This article was written by taking into account writers' personal experiences; a brief review of standardized tests; Ecuadorian English teachers' performance; the English strengthen project launched by the Mineduc, and its results; and important facts about the application of EMI around the world as well as in private schools in Ecuador.

In order to cover all these subjects the data was gathered by mean of personal and professional experiences teaching at public schools, statistical data and information published at Mineduc's website and other Internet research sources; statements claimed by professionals from foreign universities about EMI; articles and literature published about EMI; which shows the both sides of applying EMI in Public Education; which supports some important facts pointed out in this article.

DESARROLLO

All this information will give us a clearer view on the topics studied in this article that looks for a different way to enhance the results of attending to English classes in the Ecuadorian Public Education.

Brief review of standardized tests

Standardized tests are taken and accepted in thousands of countries around the world. The most popular tests in Ecuador are: English for Speakers of Other Languages (ESOL), administered by Cambridge University; International English Language Testing System (IELTS), administered by the British Council and Cambridge University; and, Test Of English as a Foreign Language (TOEFL) administered by Educational Testing Service (ETS).

These tests are taken in Ecuador by professionals, teachers, and students, who have different purposes like: To apply for a visa in Europe or U.S.A., for a better job in an English speaking country, to get a scholarship or to study in an international university, and so for. There fore, it is necessary to compare them, in order to get a clearer view them, since the information published in each website holds that, those tests are the best tests worldwide. In the table 1 will be detailed some characteristics of each test, taking as source of research the information published in each of the three official websites.

Table 1

QUESTION	IELTS	TOEFL	CAMBRIDGE - ESOL
Who does accept this exam?	Over 10,000 organizations in Canada, U.S.A. U.K., and Australia	More than 10,000 organizations in over 130 countries (U.S.A and Canada)	Thousands of organizations worldwide.
What English level is needed to take the exams, according to the CEFR?	This test's goes from A1 to C2 levels; so one should have upper intermediate or advance English level to reach B2	This test's difficulty goes from A1 to C2 levels; so, one should have upper intermediate or advance English level to reach B2	This test is designed for each level; so, one should have upper intermediate or advance English level.
What score does one need to teach English in Ecuador?	From 5.5 to 9. (B2 CEFR band, or higher)	From 72 to 120. (B2 CEFR band, or higher)	From 160 to 230 (B2 CEFR band, or higher)
How long should be the previous training?	From 2 to 3 months before the test day.	From 8 to 12 weeks before the test day	From 2 to 3 months before the test day
What skills are	Listening, reading,	Listening, reading,	Listening, reading,

evaluated?	writing, and speaking.	writing, and speaking.	writing, speaking, and use of English.
What kind of English is evaluated?	This test measures academic English, but there is also a format designed to measure general English.	This test is prepared to measure academic English. There is no other format to measure general English.	This test measures general English, but there is also a format designed for school.
How is the interaction with examiners?	No Interaction with examiners.	No Interaction with examiners.	Examiners lead the whole test.
How long does the test validity last?	2 years.	2 years.	No expiration date.
What is the test format?	Mainly computer based test.	Mainly, computer based test.	Mainly, paper based test.
What document is delivered after the test?	The score report, where the candidate can see his/her English level.	The score report, where the candidate can see his/her English level,	The score report and a certificate with the English level reached
Who does grade the test?	Qualified examiners and the computer system.	Qualified examiners and the computer system.	Qualified examiners, who grade the whole test.
What is the test length?	About 2.55 hours	About 4.50 hours	About 3.50 hours
Retrieved from:	https://www.britishcouncil.org/	http://www.cambridgeenglish.org/	https://www.ets.org/
	https://www.ef.com.ec/certificados-ingles/comparar-examenes/convertor-puntuacion/		
	https://www.uaeh.edu.mx/investigacion/productos/1241/tlaxcala.pdf		

In the above table, it is possible to analyze some differences and similarities among these three popular standardized tests, which will be useful to analyze and make conclusions about some facts that could have affected Ecuadorians English Teachers' performance as well as the importance of applying standardized and well-known tests in the English Language teaching discipline. For instance, the only test evaluating general English is Cambridge ESOL; unlike IELTS and TOEFL that mainly evaluate academic English. From this group, the two last are designed for students who want to attend foreign universities affording their own expenses or by mean of scholarships funded by the Governments.

USO DE EMI EN EL SISTEMA EDUCATIVO ECUATORIANO, UNA REFLEXION OBJETIVA

In this respect, if one would have needed to measure English teachers' levels, who had to keep teaching inside Ecuador's boundaries, there was no point in measuring academic English Language of teachers who have been apart from universities or from that kind of contexts, unless the Ecuadorian Government would had offered scholarships for all of the teachers, but this was not the case; actually, scholarships like "Go Teacher" or "Caribbean 2015" were not enough to give that chance to all of them. It would have happened due to they did not reach the required level or the Government's budget was not enough to afford all the expenses generated by full-funded scholarships for the majority of Ecuadorians English Language teachers.

Another difference is that Cambridge ESOL is mainly delivered as paper based, unlike IELTS and TOEFL that are presented as computer based tests. Despite the fact that computer based test's environment is user-friendly; some English teachers could have found difficulties to master some of the commands that must be used in a computer, because of the lack of training or due to the long time teaching in classrooms without technological equipment.

The last difference analyzed is the kind of feedback or reward received after taking one of these tests. In particular, candidates receive a score report from IELTS and TOEFL, which lasts two years; while Cambridge ESOL delivers certificates that have no expiration date. But this fact does not mean that is mandatory for organizations or institutions to accept the same certificate forever; it is up to organizations or institutions if they accept it or not. Actually, from three years on, test takers will use the received certificate that is going to bring to their minds when taking a Cambridge ESOL exam.

On the other side, the previous training time to take these types of tests should go from 2 to 3 months before the test day; beside, test takers should have upper intermediate or advanced English levels. As far as I am concerned, and taking as reference the scores gotten after the TOEFL iBT evaluation, it is clear that the majority of English teachers had neither the required English level nor had trained enough to take that kind of test. The key question here is: How English teachers are going to enhance their English levels, when they have spent most of their lives teaching English Language in the same beginner levels?

This point of view does not make a complain about testing English; actually, it is worthwhile to acknowledge the value of evaluations, since once candidates obtain the score report, they also know their actual English level as well as their weaknesses or strengths in the evaluated skills, which is useful to strengthen the skills where they got low marks. Concordantly, Milanovic and Weir (2001) claim "Tests affect teaching. Bad

tests have negative effects on teaching; more modern, good tests will have positive effects; therefore change the test and you will change teaching”

In this case the effects were positives, since this evaluation was worthwhile for Mineduc as well as for English teachers. So, IELTS, TOEFL and Cambridge ESOL were considered in this article because they are part of the accepted tests to get a place as Ecuadorian English teachers (see image1) and obviously, are designed by professionals in this area, which give them validity and reliability. Milanovic and Weir (2001) also suggest “Empirical research into various aspects of the validity and reliability of such tests continues apace, often revealing great sophistication in analytic methodology, and such research is, in general, at the leading edge of language-testing research”.

Therefore, even when other tests can prove the English level and are accepted by the Mineduc, IELTS, Cambridge ESOL (in this case FCE), and TOEFL iBT are the most popular in Ecuador; in fact, the TOEFL iBT was chosen to evaluate English teachers in Ecuador, thanks to the agreement signed between the Mineduc and the Education Testing Service (ETS).

Ureña (2014) claim “In 2012 (...) 4089 English teachers were evaluated on their English language proficiency, out of which 37.27% scored A1 level, 47.79% scored A2 level, 10.74% scored B1 level, 38 teachers (0.93%) scored B2 level and 134 (3.27%) did not show up to the exam”.

This fact clearly showed that English teachers were not used to being evaluated, even when, according to the president Rafael Correa (2012) “This evaluation would let to finish a social fake called English Teaching, where English teachers who cannot speak English, teach English at public schools. This evaluation would also let us to diagnostic and organize accurate training for those teachers” That is, this evaluation would turn into in the starting point to strengthen this discipline.

Ecuadorian English teachers' performance in 2012

Before the year 2012, English Language teaching discipline in Ecuador was a subject designed to fill empty spaces in the public education's curriculum planning. Up to that date, the Government had not concerned about it, despite English Language is a useful tool of professional development, the key that might open doors toward the success of the youth in Ecuador, whether to get better working opportunities or to apply for a scholarship in the best universities around the world.

Taking into consideration this fact, the Mineduc evaluated to English teachers, who got low scores. The report matched with the (EPI 2012) whose information placed to

Ecuador 43 out of 54 countries around the world with a very poor English level; while in Latin America Ecuador was placed 9 out of 13 countries.

This report also concludes that: "The advantages of having a good English level, from which are benefited prior students, are being replaced by the economic disadvantages of those people who do not speak English" In other words, Ecuador was included in a report, whose conclusions were right, although worrisome; since, in the Conference prior to the signature of the Agreement between the Ecuadorian Government and ETS, to evaluate English teachers in July, 2012, it was stated that many scholarships and job opportunities were being wasted due to the poor English performance, not only of teachers but also of students finishing the General Unified Baccalaureate. (BGU)

Furthermore, (EPI, 2012) concludes that "International tests English level not only provide a comparative measure of different educational systems and their effectiveness, but also encourage debate about the rules of evaluation and learning objectives" Thus, in 2012, TOEFL iBT would give the starting point to strengthen the English discipline in Ecuador. In spite of this fact, English teachers felt scared about taking it, since, as it was detailed in previous paragraphs, so that candidates do well in a test like TOEFL iBT, they should have reached upper intermediate or advanced English level and joined to a training course for two or three months in advance.

These parameters were not easy to get by teachers, who had worked for many years in the same room, teaching the same grammatical structure, and speaking L1 in English classrooms. Actually, even when some teachers possessed acceptable English skills, they had not learned techniques to face that kind of tests, which is borne out by a report written as part of the English Teaching Practicum at Nicolas Jimenez High School in 2012. From this report it was possible to pick up some conclusions like:

3rd years baccalaureate students could understand very few words in English; despite of attending English classes for more than 6 years.

The only equipment available to teach English is a Cd-player, which is shared among four English Teachers.

There is no English lab, so English teachers have to move on from one classroom to another one.

Negative social factors like: drugs consumption and early pregnancy make it impossible to have a worthy English class.

English teachers do their best in order to accomplish the task by speaking in L1 most of the time, due to their poor English proficiency.

Low salaries and lack of updating courses affect the development of an actual English class.

Overcrowded classrooms gathering from 30 to 40 students per each one.

Considering these backgrounds, English teachers were pushed to fail a test that was designed to upper intermediate and advanced English levels. Anyway, teachers were evaluated and some newspapers published articles like this: "English teachers will be evaluated with the international TOEFL exam: Mineduc announced that in order to improve the English learning opportunities for students attending public schools, every single English Teacher will be evaluated with TOEFL in order for determining his/her skills in the performance of that Foreign Language..." El Mercurio, 2012.

According to Mineduc, one of biggest problems in the Teaching-learning English process was the low English teachers' proficiency in Ecuador. From that moment on, the educational authorities started to draw a plan to overcome this problem, as well as to improve the quality of English teaching in Ecuador.

Incredibly, by that time, Southern Cross High School, a private educational institute located in the North of Guayaquil, which was also a Cambridge ESOL examination center, tested by mean of standardized tests students as well teachers. From the observation carried out, in this private educational institution most of the teachers were able to speak English fluently; some of them taught subjects like: Natural science, Literature, Geography, and Mathematics using English as Medium of Instruction.

In addition, students attending 1st year of Baccalaureate were training to take the PET exam and students attending 2nd year of Baccalaureate were training to take FCE; if students failed in their first chance, they would have another opportunity the coming year. That meant, all students finishing High School would obtain the PET and FCE certificates, which gave them the chance to study at any university from abroad. Besides, English subject's main focus was to train students to take and pass those Cambridge ESOL examinations.

Private educational institutions like this, as well as others located in Quito, have offered this kind of educative program since many years ago. Nevertheless, in public education has been impossible to get teachers with B2 level and students with B1 level. Let's list just a few of the private educational institutions, where English is used as Medium of Instruction.

Balandra Cruz del Sur
Hontanar school
International Scholastic Model
Colegio Americano
Female Spellman High School

The difference between public and private education in Ecuador was tremendous. In the hope to find a way to reduce this empty space, Mineduc launched a strengthen project, where English teachers should get the level B-2, before they started to teach English in any public school in Ecuador, while students finishing baccalaureate were bound to get B1 level. (English teaching strengthening project, 2012)

In contrast to the high goals set by Mineduc, Ureña (2012) claims “Ecuadorian high school graduates reaching B1 language proficiency will be able to apply to only 10 universities of the top 50 Universities of Excellence.” That is, B1 level is not enough to get the admission to the top 50 best universities worldwide, which is still a big disadvantage for students attending public education.

English teaching strengthening project

Once the results were published, Mineduc was forced to look for solutions. This project's objectives turned into a huge challenge, taking into account the scores gotten in the last evaluations; anyway, Mineduc project was launched to harvest results not only in short term, but also in the long. This project enclosed aspects like:

Design, validate and socialize a new study project, oriented to the European Common Framework, the same as this aligned reference for Languages, which allows to possess the contents for new texts in English, which should be delivered free to students.

To establish and apply new evaluation regulations (with standardized tests) in English language for admission to the English teaching profession.

To set a system of continuous training for English teachers to ensure the project's sustainability.

These facts pushed English teachers to worry about their professional development, which was supported by agreements signed between the Ecuadorian Government and international organizations to get teachers travelling to Anglo-Saxon countries to increase their English Language performance. These projects were “Go teachers” and “Caribbean 2015”.

According to the information published by Kansas University's official website The initial iteration of Go Program It is designed to prepare 3000 teachers to train as highly trained teachers and can teach students the second language. Within the general goals of the teachers to be trained in the Go Teacher Program are to interact in learning environments very similar to the native speaker of English, support their teaching in Ecuador so that students reach advanced levels and develop skills and abilities. In English, in the same way it is necessary that teachers acquire necessary knowledge.

Regarding to Teach English Caribbean 2015, this scholarship was funded by the Ecuadorian Government; the universities where Ecuadorian English teachers settled down were: The Community College in Saint Vincent and the Grenadines and The State College in Dominica. (Scholarship for teaching English, 2015)

Today, those teachers are working in public schools fostering the English Teaching System, and although these strategies were not enough to correct all the backwards in the English Language teaching, it was an excellent beginning, so that other English teachers had already taken and approved the B2 level.

Regarding to this view, Quezada et al (2017) concludes "Learners' learning is affected by teachers' limited English proficiency since English language errors are transferred to students". Thus, the Ecuadorian Government was in the right track increasing teacher proficiency levels so that students are able to get better English Levels as well.

In the same strengthen project were set other objectives that have already been implemented by the Mineduc like the improvement of English curriculum, where English teachers can download lesson plans, guidelines, books, and other material designed to improve and ease the English teaching in Ecuadorian Public Education.

Despite this fact, Fabre, Boroto and Soto in 2015 proposed a proposal for changes in the EFL curriculum in Ecuador that sought the implementation of a receptive curriculum approach that promotes meaningful learning. In the proposal they hold that the current Curriculum should be changed by their proposal in order to adapt it to students' needs. Nonetheless, there is no point in changing the Curriculum, unless students are forced to use EMI, which would give them the chance to reach higher English Language levels; otherwise, even the best Curriculum ever is going to fail when evaluating the learners' performance.

Ecuadorian English teachers performance in 2017

Despite of Ecuadorian Government efforts to increase English levels at public schools, in 2017 the results did not matched the wished goals, which consisted of English teachers with B2 level and students finishing the Unified General Baccalaureate (BGU)

USO DE EMI EN EL SISTEMA EDUCATIVO ECUATORIANO, UNA REFLEXION OBJETIVA

with level B1. Unfortunately, EPI (2017) placed to Ecuador in the ranking 55 out of 80 countries around the world, and 13 out of 15 countries in Latin America; while EPI (2012) ranked to Ecuador 43 out of 54 countries around the world, and 9 out of 13 countries in Latin America.

The EPI reports suggest that Ecuador was and is still ranked in a very low English level, despite English teachers' training and evaluations; teachers and students' scholarships; changes made in the curriculum; teachers' professional development; and, other strategies applied by the Mineduc.

In contrast, an article published by El Comercio (2015) holds that "During the last seven years Ecuador has increased the EF EPI ranking in 6,51 marks. Ecuadorians exceed the average scores in the region in all the age groups based on the English proficiency" Obviously, there is no point in going up some marks, when the English level in Ecuador is still too low as to apply for scholarships in the best universities around the world, which means there is a waste of time, money and human talent in Ecuador due to the low English Language levels.

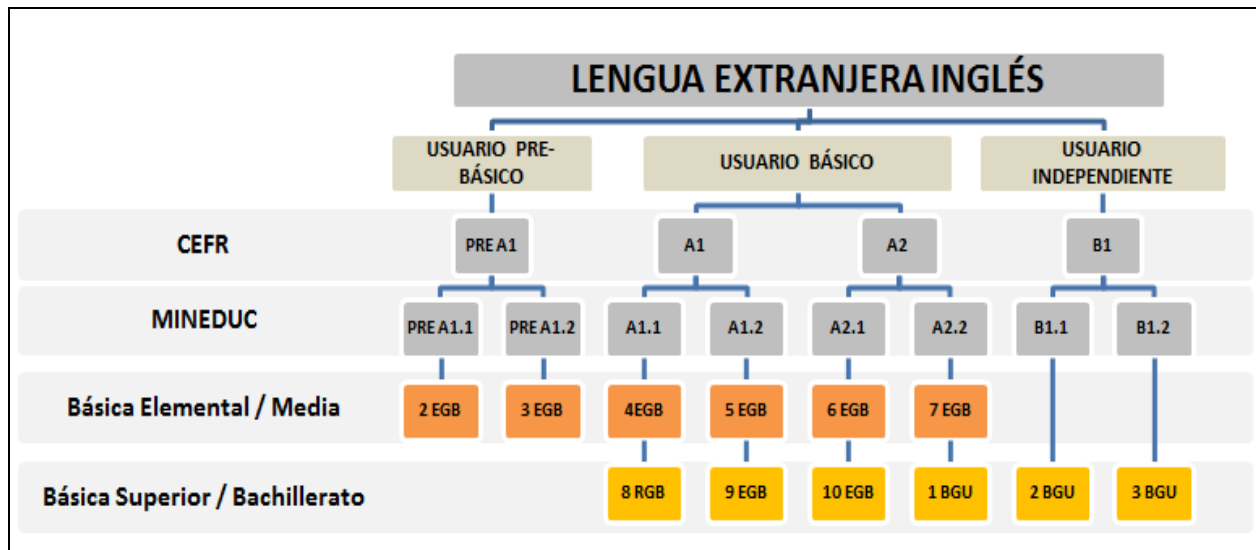
To sum up, some of the efforts made by the Mineduc it is possible to say that teachers got a raise in their incomes; applied for scholarships; attended to updating courses to improve their English levels. In addition, English books as well as equipment have been updated in order to supply material that fits to the current century.

Regarding to English language exposure, in 2016 English teaching discipline came back to elementary schools; however, the hours to teach and learn English included at public schools' timetables continued to be not more than five hours per week, in 2017.

Nevertheless, Steinberg and Sciarini (2006) hold: "The amount of exposure that one receives and the amount of attention and effort that one devotes to learning may be affected by one's motivation". That is to say, if the exposure time is too short, at least it should be of quality and enjoyable to students to motivate them by avoiding boredom in English classrooms.

Additionally, it is important to remark that, if Ecuadorians universities asked for English levels to follow any career it would be an excellent motivation, since students would feel the motivation to learn a Language that is going to be used in the future; otherwise, they would not feel the motivation to learn a Language that is not going used in higher education, as nowadays happen.

The next image will show how the English levels were established to accomplish the goals set by the Mineduc in order students get B1 level at the end of BGU.



In contrast to the above chart, Ureña (2014) concludes “A B1 level of language proficiency does not give high school graduates the language skills needed to succeed while studying in an English--speaking country”. Thus, if the goal is to give the chance to Ecuadorian students finishing the BGU to apply for a scholarship in the top best universities worldwide, obviously the level is not the accurate.

Furthermore, only 150 English teachers out of 2955, who applied to get a place as English teacher, presented the FCE certificate or the score report with B2 level according to the CEFR, which showed that there was still a lack of qualified English teachers in the Ecuadorian Public Education.

That is, project’s goals have not reached yet, considering that the Mineduc published in its website: “The general objectives of the project will be met up to December, 2013”. Anyhow, neither teachers nor students have reached those English levels of proficiency, although it is worthy to acknowledge that English Language discipline has improved a lot, from the moment the Government launched this project.

Thus, in order to keep on the track to strengthen English discipline “During the school term 2016-2017, the educational curriculum was reformed. With the new regulations, the compulsory education of English, from 2nd to 7th year of Elementary School in Highland and Amazon regions, returned to public schools. This subject had been suspended in 2014” (El Comercio, 2016).

Some years before, Mineduc had invited to English teachers from English speaking countries to supply the lack of qualified English Teachers in Ecuador; unfortunately, this

USO DE EMI EN EL SISTEMA EDUCATIVO ECUATORIANO, UNA REFLEXION OBJETIVA

project was called off due to some problems related to outsourcing and influence peddling. (El Telégrafo, 2018)

Likely, Korea employed a vast number of native English teachers for its public schools, but for most part, these teachers were left to their own devices, when many had little to no training or experience in the field. (Lim, 2010) That is to say, neither in Korea nor in Ecuador to employ native English speaker worked as authorities hoped, since they were English speakers but not English Language teachers. As result, the objectives set in both countries did not match the goals of improving English discipline in Public Education.

On the other side, the same author claims that “a motivated learner will be able to absorb more information, and inputs than a similarly-skilled unmotivated learner. So reducing the affective filter could enhance the opportunities of learning, especially if students know that what they learn in BGU is going to be useful in further careers. Nonetheless, English in Ecuador (2015) suggests that “Universities do not have English language entry requirements and require only a minimum level of English for graduation and careers in academia. The higher education entrance exam does not currently test for English in Ecuador”. This fact leads students to get stuck in the same level and do not look for improvement in this field, since there is no motivation in studying a subject that is not going to be necessary in higher education, or at least in Ecuadorian universities.

Anyhow, whether Ecuadorian universities establish English Language requirement or do not take into account English discipline is another issue that should be analyzed in further studies, because the focus of this article is to provide to students of Public Education with a tool that let them to get a chance to study abroad. However, unless some educational policies change, studying abroad will be only a dream, as it is very difficult to pass from one English level to another in just two months. Unless students from BGU spend their spare time trying to improve their English levels, but obviously this won't be the case.

That is the reason why it is necessary to improve the English curriculum, so that students finishing the BGU reach B2 level, because today's requirement is not enough to attend to most of the top universities. As reported in the last paragraph, Ureña (2015, p-7) suggests “The English language requirement for English teachers does not guarantee quality of English instruction”. According to this statement, Ecuadorian English teachers should have C1 level to teach from 9th to 12th grades and B2 English level to teach from 2nd to 8th grades.

Concordantly to this view, a study carried out by Ortega D., and Fernández R. (2017), in 8 public high schools from Azogues city, evaluated 272 students of third year of baccalaureate, whose scores ensured that none of them had reached B1 level, yet. Even worse, according to the results most of them are placed in levels under A2, which is very worrisome; since one of the goals offered was that of students ending the BGU would reach the B1 level according to the CEFR.

In short, the concern shown by Mineduc has changed deeply the way public schools taught English discipline. The strategies carried out in the strengthen project have established that many English teachers have already increased his/her English proficiency. As result, students have also improved their knowledge; nonetheless, there are still some issues that should be taking into account to keep on improving. So, in order to change this scenery it is mandatory to rewrite the English Language Curriculum to meet goals like:

To apply EMI in Public Education in the last three years of BGU

To train students from the last three years of BGU to take B1 and B2 exams

To enroll English teachers with levels that go from A2 to C1

To raise English teachers' salaries according to the level of proficiency in order to reward their effort.

To place English teachers in classrooms where they can use their level of proficiency.

To change the English material, especially for the last three years of BGU

EMI in foreign countries

EMI is a growing phenomenon that is applied in foreign countries, as well as in some Ecuadorian private educational institutions where students got B2 level at the end of High School. Unfortunately, the English discipline at Ecuadorian Public Education is still growing too slowly to reach those levels. Concordantly to this view, Castro et al (2012) claim "The teaching of English in the Institutions of Higher Education in Ecuador needs to be rethought in terms of approaches, results and inclusion in the lesson plans". Sadly, neither in Ecuadorian public universities nor in public high schools EMI is used as an effective tool for teaching and learning English Language; even when private educational institutions have successfully applied this method, since many years ago in Ecuador.

However, EMI is not an easy project to be applied. Actually, the responsibility that would be put on authorities, teachers and students' shoulders would be tremendous, in as much as teachers should improve even more his/her English levels in order to get at least 10% of them with C1 English levels; while students should pay attention to English

classes in order to understand most of the subjects that would be taught in English Language.

According to some definitions, EMI is it is promoted that the English language is spoken in all its forms and all the skills are developed to understand it gacademically in the countries where the language of origin (L1) is not English. In contrast, in Ecuador English Language is still taught as a subject of the Curriculum, that is to say, English is taught as foreign language, since once students leave the English class nobody is encourage to speak in English, which make it even more difficult for them to reach advanced English levels, as it happen in other countries around the world.

In particular, Erling et al (2017) hold “In Ghana, most teachers use the English language in all their academic processes, for example to explain, for emotional purposes or for the administration of the learning environment, and only to refer to brief explanations or translations use the local language.”. However, in this country has raised a concern about the subtraction of traditional languages, which are part of Ghanaianculture, even when EMI is not meant to replace local languages, but to give the chance for people to communicate and study globally.

Unlikely, Erling et al (2017) holds “However, in india the use of switching code programs between English and hindi (to translate and explain properly) was usual among all teachers, seeing classroom codings were expressly identified as the efficient teaching strategy”. That is to say, the teachers’ English levels in neither cases influenced the teaching, when trying to use EMI.

On the other hand, Ghana and India’s policies are addressed to keep alive their local languages, although in most cases is even more difficult to find teachers who master L1 than those mastering L2, which end up in a reduction of opportunities to learn accurately.

In addition, Erling et al (2017) suggest that Ghana and India are the countries that have the fervent intention of making the recommendations of UNESCO of 1953 prevail, which are circumscribed in the promotion of the Mother tongue of each country, however they do not forget the importance of the English language, what guarantee universal access to it.” In this respect, it is important to consider that methodology and pedagogy work better in a Language that can be clearly understood by the learners.

In Ghana, (...) The English language has been constituted for many years as the main means of instruction in the educational system and in different levels of education. In other contexts during the last years it has been indicated that the English language is the main means of instruction in the different school centers in each educational level,

with English as a subject, and that there is a transition to EMI in upper primary education from the fourth grade, English and a local language are taught as independent subjects. En India, la forma de instruir responde al idioma oficial de cada país, y el idioma inglés se desarrolla como una asignatura del currículo, ante esto y considerándose por muchos años el dominio de la gran élite educada en centros educativos privados, Erling et al (2017, p-18)

The same research concludes: “EMI is a kind of multilingual classroom, where there is a codeswitching between L1 and L2”. So, countries where EMI will be applied should first consider what kind of multilingual classrooms best fit in each context, environment, and socio-economic status. We might say there are three models of multilingual classrooms, which are described as follow:

The approach of teaching the local language to English usually without solid foundations that promote learning, and with a distribution of times shorter than those considered for learning English languages. In the new teaching processes the learners begin by learning by means of strategies the local language in the levels of minor learning, but without realizing little by little they enter EMI. the metErling et al (2017)

In an interview with Dr. Rob Baird, from University of Southampton, he spoke “EMI often presents a substantial challenge (...) due to the lack of ability among students (...). In such cases, questions have to be asked about how appropriate it is to use English when another language is a more convenient teaching medium”.

In line with this statement, it could be assumed that in Ecuador EMI is not going to work properly because of the lack of teachers and student’s abilities, since classes should be taught in a language that is easily understood by most of the audience. Nevertheless, there is no point in standing in the same place, when a lot of opportunities to work or study abroad are being wasted. Without doubt, EMI is neither the only step to follow nor a mandatory choice to take, but it is a great chance of professional development for those students finishing the BGU.

In agreement with this view, Dr. Rob Baird reckons that in order to use EMI in any country it is necessary “to begin by placing English as the medium of assessment, hoping the pressure of having to write assignments and deliver projects in English will force students and staff to use English in their practices. This policy often involves a period of transition”.

That is to say, a period of transition is required if EMI is applied in Ecuadorian Public Education, considering the fact that in Ecuador the most spoken language is Spanish

USO DE EMI EN EL SISTEMA EDUCATIVO ECUATORIANO, UNA REFLEXION OBJETIVA

followed by Quechua, which is a local language spoken by indigenous people, whose villages or communities are normally located in Highland or Amazon regions, where it will be even more difficult to us EMI because of the possibility of some kind of disapprovals between policies makers and authorities, when thinking about the idea of eliminating local languages in Ecuador.

That is the reason why, EMI should be applied as an additive models instead of others, which will spread the opportunities to increase English proficiency levels, without abandon neither Spanish nor quechua, taking advantage of the improvements and benefits that are linked to EMI.

For instance, in a research carried out in 55 countries, Julie Dearden (2014) found out that EMI included a desire or intention to develop English language learning skills; improving knowledge of a target culture; opening up possibilities for students to work and study abroad as well as spreading the country's own culture throughout the world. That is, Ecuador wastes many opportunities of growing economically as well educationally, because of the lack of proficiency in the worldwide Language; while, high-income families take advantage of these chances, since they are able to afford expensive fees and tuitions at private schools, where students' exit-profile provide them with a B2 certificate which opens the doors to the world that is beyond Ecuadorian boundaries; however, the same doors keep on closed for those ending the baccalaureate in public high schools.

Why should Ecuadorian Public Education consider EMI?

Most of the time, changes find some kind of rejection, but nobody can deny changes are introduced either to improve a process or to increase production levels in any field. The changes fostered by the Mineduc in order to strengthen the English discipline brought a lot of improvements, but also concerns about the English proficiency in Ecuadorian Public Education. For instance Krashen and Terrel (2012) ensure that Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. That is, Mineduc needs to make some changes in the English discipline; otherwise, the results will neither change nor improve.

So that changes proposed in this article bring positive effects in at Ecuadorian Public Education, the first step should be to set policies to use EMI, at least from 1st to 3rd year of BGU. In agreement with this view, Julie Darde (2014, p-16) remark that in some countries EMI is being promoted by policy makers, administrators, teachers and parents as EMI is thought to be a passport to a global world (...) creating opportunities for students to join a global academic and business community.

In addition, Dr. Kristina Hultgren from The Open University, UK (2017) claims “It’s going to be an investment in time to take on teaching in English. But I think that time will be very well spent, because it is an opportunity. And it will create new networks and open doors” Next we are going to list some of the most remarkable needs in order to include EMI in Ecuadorian Public Education.

To talk about the advantages and disadvantages of using EMI in Ecuador.

To set policies to use EMI in Ecuadorian Public Education.

To redesign the English Curriculum in order to match EMI requirements.

To place English teachers according to their English Levels from Elementary school to BGU.

CONCLUSIONES

To sum up, it is possible to pick up some facts analyzed during the development of this article like:

1. During the last decade, the Ecuadorian Government has implemented some strategies in an effort to improve English teaching discipline in Ecuador.
2. The evaluation taken by teachers shown they had very poor English levels.
3. The exam used to measure teachers’ English levels have reliability and validity, although they were not ready to take it.
4. TOEFL is a test designed for academic purposes, unlike FCE, which is an exam designed to evaluate general English.
5. The Strengthen English Project launched by Mineduc in 2012 has improved the English discipline in Ecuador, but it has not reached some of its goals.
6. B1 English level is too low either to apply for scholarships to study abroad or to fulfill requirements of organizations worldwide.
7. Ecuadorian private educational institutions, as well as universities and schools in foreign countries have successfully applied EMI since many years ago.

It is necessary to look for new proposal of improving English

Concordantly to the last conclusions, it is advisable to follow the next recommendations:

1. EMI should be applied in Ecuadorian Public Education as soon as it is possible
2. The best model of EMI to be applied in Ecuador would be the additive model
3. Teachers should increase their English up to reach C1 levels (
4. Redesign the English Ecuadorian Curriculum to match EMI requirements.
5. Ecuadorian universities should require B2 English levels to enroll students.
6. Evaluate permanently English teachers to improve their professional profiles.
7. It is advisable to take into account the next proposal:

PROPOSAL PRIOR TO APPLYING EMI IN ECUADORIAN PUBLIC EDUCATION									
English levels	English levels for kids			Common European Framework of Reference for Languages (CEFR)					
	Starters (Pre A1)	Movers (A1)	Flyers (A2)	A2.1	A2.2	B1.1	B1.2	B2.1	B2.2
School years	Basic General Education (EGB)				General Unified Baccalaureate (BGU)				
	2-3	4-5	6-7	8	9	10	1	2	3
Teachers' Proficiency & Requirements	A2 English level (20%)		B1 English level (45%)		B2 English level (25%)				C1 English level (10%)
	Toddler methodology / Experience in the field		Bachelor degree in English or similar		Bachelor degree in English Language or B2 Level plus degree in education				Degree in English Language or higher
Didactic resources	Toddlers and kids		Kids and teenagers		Exam training / From 1 to 3 subjects in English				
	Illustrations and images should be considered		interests/Foreign and Ecuadorian Culture		Material designed to strengthen the four English skills as well as to face international or standardized exams.				
EMI appliance	English is taught as a subject				Additive model is applied step-by-step in this stage				
	Spanish language used to teach other subjects				EMI to teach subjects like Maths, Science and Geography				

Written by: Intriago, Intriago, Hidalgo.

Date: Monday, 20th of August, 2018

REFERENCIAS BIBLIOGRÁFICAS:

Curriculum reform aimed at the Development of the Learning of English (CRADLE)

British Council / Education Intelligence

Retrieved from: <http://obiret-iesalc.udg.mx/es/informes-y-estudios/english-ecuador-examination-policy-perceptions-and-influencing-factors>

El Comercio, 2016: La enseñanza de inglés vuelve a la escuela, en medio de dudas

Retrieved from: <http://www.elcomercio.com/actualidad/ingles-educacion-estudiantes-idiomas-profesores.html>

EF English Proficiency Index 2012

Retrieved from: https://www.ef.com/~media/efcom/epi/2012/full_reports/ef-epi-2012-report-master-lr-2

EF English Proficiency Index 2017

Retrieved from: <https://www.ef.com/~media/centralescom/epi/downloads/full-reports/v7/ef-epi-2017-spanish-latam.pdf>

Ureña Moreno, Norma Elena (2014). English education in the Ecuadorian Public Sector: gaps and recommendations. Desarrollo Educativo Internacional - University of Pennsylvania.

Retrieved from: <http://repositorio.educacionsuperior.gob.ec/handle/28000/1404>

Firma Convenio Exámenes TOEFL-iBT

Quito, jueves 19 de Julio de 2012

Retrieved from: <https://www.presidencia.gob.ec/wp-content/uploads/downloads/2012/10/2012-07-19-Firma-de-Convenio-para-examenes-Toefl-Ibt.pdf>

British Council: Take IELTS

Retrieved from: <https://takeielts.britishcouncil.org/>

Cambridge Assessment English: Exams and tests

Retrieved from: <http://www.cambridgeenglish.org/exams-and-tests/>

Educational Testing Service: About the TOEFL iBT® Test

Retrieved from: <https://www.ets.org/toefl/ibt/about>

Education First – EF: English Exams Comparative Table

Retrieved from: <https://www.ef.com.ec/certificados-ingles/comparar-examenes-conversor-puntuacion/>

Michael Milanovic and Cyril J Weir

Studies in Language Testing 18: European Language testing in a Global Context Proceeding of the ALTE Barcelona Conference, July 2001

El Mercurio, 2012

Docentes de Inglés serán evaluados con el examen internacional TOEFL

Retrieved from: <https://www.elmercurio.com.ec/341415-docentes-de-ingles-seran-evaluados-con-el-examen-internacional-toefl/>

Balandra Cruz del Sur – Examinations

Retrieved from: <http://www.balandra.edu.ec/contenido/8/84/>

Hontanar school – Cambridge agreement

Retrieved from: <http://www.hontanar.edu.ec/el-mejor-ingles/>

International Scholastic Model – Certificaciones y convenios institucionales

Retrieved from: <https://www.ism.edu.ec/certificaciones-y-convenios-institucionales/>

Colegio Americano – International Baccalaureate

Retrieved from: <http://colegioamericano.edu.ec/la-evaluacion/>

Spellman High School – Convenios internacionales

Retrieved from: <https://spellmanfemenino.edu.ec/propuesta-academica/convenios-internacionales.html>

English standards – Ecuadorian in-service

Retrieved from: <https://educacion.gob.ec/estandares-de-ingles/>

Go teacher program

Retrieved from: <https://coe.k-state.edu/cima/goteacher.html>

Scholarship for teaching English, 2015

Retrieved from: <http://programasbecas.educacionsuperior.gob.ec/becas-ensena-ingles-2015/>

Caribbean 2015, program

Retrieved from: <http://www.gov.vc/index.php/news/226-ecuadorians-graduate-from-the-teach-english-caribbean-program>

Currículo para el fortalecimiento del Inglés

Retrieved from: <https://educacion.gob.ec/curriculo-fortalecimiento-del-ingles/>

Teachers' Factors that Influence the English Language Teaching-Learning Process in Ecuadorian High Schools in the context of e-Education and Society

Pablo Alejandro Quezada Sarmiento, et al

Retrieved from: <https://ieeexplore.ieee.org/document/7975819/>

An introduction to psycholinguistics

Danny D. Steinberg and Natalia V. Sciarini, 2006

Resultados "Prueba Habilitante de Inglés" QSM 5

Enero, 2017

Retrieved from: <http://www.forosecuador.ec/forum/ecuador/educaci%C3%B3n-y-ciencia/81574-resultados-pruebas-de-especialidad-qsm-5-listado-de-habilitados>

Ecuador Inmediato, 2012

Ecuador tiene falencias en enseñanza del Inglés, promedio en escuelas y colegios es de 13 sobre 20,

Retrieved from: http://www.ecuadorinmediato.com/index.php?moduleNoticias&func-news_user_view&id=177467

National Curriculum Guidelines EFL Agosto 2014

Ecuadorian Ministry of Education

Retrieved from: <https://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>

English in Ecuador: An examination of policy, perceptions and influencing factors

British Council, May, 2015

Retrieved from: <http://obiret-iesalc.udg.mx/es/informes-y-estudios/english-ecuador-examination-policy-perceptions-and-influencing-factors>

El Telégrafo, 2014

Ecuador está entre los países con el nivel más bajo de inglés

Retrieved from: <https://www.eltelegrafo.com.ec/noticias/sociedad/4/ecuador-esta-entre-los-paises-con-el-nivel-mas-bajo-de-ingles>

El Telégrafo, 2018

El MinEduc pidió a la Contraloría un examen al programa Time to Teach

Retrieved from: <https://www.eltelegrafo.com.ec/noticias/sociedad/6/el-mineduc-pidio-a-la-contraloria-un-examen-al-programa-time-to-teach>

El Comercio, 2016

La enseñanza de inglés vuelve a la escuela, en medio de dudas

Retrieved from: <http://www.elcomercio.com/actualidad/ingles-educacion-estudiantes-idiomas-profesores.html>

Perspectivas para la enseñanza del inglés en las Instituciones de Educación superior (IES) en Ecuador, 2012

Ms.CYaneiris Castro Durand, Dr.C Adrián Abreus González, Ms.C.Paula Hernández Castro

Retrieved from: http://www.pedagogia.edu.ec/public/docs/Comision_10/perspectivas-para-la-ensenanza-del-ingles.pdf

The English Language Learning Standards

Ministry of Education, 2012

Retrieved from:

https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

English as Foreign Language Curriculum

Ministry of Education, 2016

Retrieved from:

<https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/Area-de-Ingles.pdf>

Presentación del Currículo 2016-2017

Ministry of Education, 2016

Retrieved from: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/04-Presentacion-Curriculo.pdf>

Multilingual classrooms: opportunities and challenges for English medium instruction in low and middle income contexts, 2017

Elizabeth J. Erling, Lina Adinolfi, Anna Kristina Hultgren – The Open University

Retrieved from: <https://www.theewf.org/uploads/pdf/r-english-medium-instruction-in-low-and-middle-income-contexts.pdf>

English as a medium of instruction – a growing global phenomenon

Julie Dearden, 2014 – The British Council

Retrieved from: https://www.britishcouncil.org/sites/default/files/e484_emi_cover-option_3_final_web.pdf

Interviews with Dr. Kristina Hultgren – The Open University, UK; and, Dr. Rob Baird – University of Southampton (2017)

Retrieved from: <https://www.futurelearn.com/courses/emi-academics#section-topics>

Approaches to EFL teaching: Curriculum, Instruction, Assessment, & Technology

Paolo Fabre, José Boroto, Sandy Soto, 2015 – Universidad Técnica de Machala

Retrieved from: <http://repositorio.utmachala.edu.ec/handle/48000/6858>

The Natural Approach: Language acquisition in the classroom.

Stephen D. Krashen and Tracy D. Terrel, 1995 – University of California

Retrieved from: http://www.osea-cite.org/class/SELT_materials/SELT_Reading_Krash

Reducing the affective filter in classroom

Alexander Lim – 2010

Retrieved from: <http://www.epik.go.kr/download.do?fileNo=2062>

Memorias del XI Encuentro Nacional de Estudios en Lenguas

Estela Mendoza González, 2010 – Universidad Autónoma de Querétaro

Retrieved from: <https://docplayer.es/1938680-Memorias-del-xi-encuentro-nacional-de-estudios-en-lenguas-2010-isbn-978-607-7698-32-6.html>

La Educación ecuatoriana en inglés: Nivel de dominio y competencias lingüísticas de los estudiantes rurales

Diego Patricio Ortega Auquilla and Roxana Aucchuallpa Fernández, 2017 – Universidad Nacional de Educación

Retrieved from: http://www.indteca.com/ojs/index.php/Revista_Scientific/article/view/1

Important adverb for English teachers – 2018

Ecuadorian Minister of Education – Official Website

Retrieved from: <https://educacion.gob.ec/anuncio-importante-para-los-candidatos-elegibles-que-aspiran-a-un-nombramiento-como-docentes-de-ingles/>

<https://educacion.gob.ec/anuncio-importante-para-los-candidatos-elegibles-que-aspiran-a-un-nombramiento-como-docentes-de-ingles/>

<https://docplayer.es/1938680-Memorias-del-xi-encuentronacional-de-estudios-en-lenguas-2010-isbn-978-607-7698-32-6.html>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://www.theewf.org/uploads/pdf/r-english-mediuminstruction-in-low-and-middle-income-contexts.pdf>

<https://search.informit.com.au/payPerView?action=addOrderItem;dn=843164712354878;res=IELAPA;type=pdf>
94 APPROACHES TO EFL TEACHING 7.pdf

<https://www.theewf.org/uploads/pdf/r-english-medium-instruction-in-low-and-middle-income-contexts.pdf>

<https://coe.k-state.edu/cima/goteacher.html>

Libro Completo Susy, Fernanda & Sandy.doc

<https://www.eltelegrafo.com.ec/noticias/sociedad/6/el-mineduc-pidio-a-la-contraloria-un-examen-al-programa-time-to-teach>

<http://repositorio.educacionsuperior.gob.ec/handle/28000/1404>

<http://obiret-iesalc.udg.mx/es/informes-y-estudios/english-ecuador-examination-policy-perceptions-and-influencing-factors>

<https://docplayer.es/1938680-Memorias-del-xi-encuentro-nacional-de-estudios-en-lenguas-2010-isbn-978-607-7698-32-6.html>

<https://www.eltelegrafo.com.ec/noticias/sociedad/4/ecuador-esta-entre-los-paises-con-el-nivel-mas-bajo-de-ingles>