



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANALYSIS OF ENGLISH AS A MEDIUM OF
INSTRUCTION AT UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

La Libertad, October 29th, 2025

In my role as advisor of the research paper under the title ANALYSIS OF ENGLISH AS A MEDIUM OF INSTRUCTION AT UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA prepared by NAVAS MUÑOZ ANDRÉS SEBASTIÁN, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

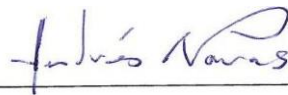


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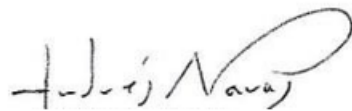


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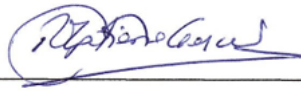
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Acknowledgment

This research was possible thanks to the support of my family, who backed my decision to study in the province of Santa Elena. Thanks to them, I was able to meet new people and have experiences that strengthened my line of research. While the experience of living near the sea contributed to the development of a kind of balance, allowing words to flow and the desire to read to be born from my inner self.

Dedication

This thesis is dedicated to the Biology major, which is in charge of our biodiversity care, through local and international scientific publications that support the richness of Ecuador and the importance of preserving the sea, the springs, the rivers, the soil, the ravines, the lakes, the mountains, the Amazon, and all the beings that live there. Nowadays English language is the tool to connect investigation with conservation programs, so creating international alliances and cooperation with stakeholders is quite important to cope with the threats that urban expansion and the mismanagement of natural resources, such as open-pit mining, trawling, deep-sea mining, oil extraction, and poor waste management, pose to our environment.

Namaste

Andrés Sebastián Navas Muñoz

Abstract

English as a Medium of Instruction (EMI) is an educational approach and educational policy that entails the use of the English to teach content in subjects into higher education. This educational model is part of the international agenda between nations in Europe, whose commitments were written in a document, which is part of the educational reforms in higher education in Europe. The scope of these agreements has influenced the course of education in other continents. The Universidad Estatal Península de Santa Elena implemented one subject and one unit taught in English. This new implementation was analyzed through phenomenology, with the aim of describing the perceptions of students and professors from three majors to enhance academic performance. This qualitative research collected linguistic information using questions whose answers were analyzed in small units. The interviews were transcribed to recognize the categories of study, and compared with other research to see similarities and differences. The theoretical framework encompassed classic authors and theories that supported the influence of language on thought, the role of students in the learning process, the interaction between culture and equal access to education. The categories of analysis were filtered through theories, and the findings showed two perceptions about the EMI effects in the short and long-term, the students' strategies were different in the three major, and the curricular adaptations had things in common and were different as well.

Key words: EMI, EHEA, effects, content, internationalization, perception, strategies, essences.

Resumen

El Inglés como un Medio de Instrucción (IMI) es un enfoque educativo y una política educativa que implica el uso del inglés para enseñar contenido de materias en la educación superior. Este modelo educativo relacionado con la cooperación internacional entre naciones europeas, cuyos compromisos fueron escritos en un documento, es parte de las reformas educativas de la educación superior en Europa. El alcance de estos acuerdos ha influido el rumbo de la educación en otros continentes. La Universidad Estatal Península de Santa Elena implementó una materia y una unidad enseñadas en inglés. Esta nueva implementación fue analizada a través de la fenomenología, con el objetivo de describir las percepciones de los estudiantes y docentes de tres carreras para mejorar el desempeño académico. Esta investigación cualitativa registró la información oral usando preguntas, cuyas respuestas fueron analizadas en pequeñas unidades. Las entrevistas fueron transcritas para recocer las categorías de estudio, y comparar con otras investigaciones para ver similitudes y diferencias. El marco teórico abarcó autores y teorías clásicas que sustentaron la influencia del lenguaje en el pensamiento, el rol de los estudiantes en el proceso de aprendizaje, la interacción entre culturas y la igualdad en el acceso a la educación. Las categorías de análisis fueron filtradas en teorías, y los resultados mostraron: dos percepciones acerca de los efectos de IMI a corto y largo plazo, las estrategias de los estudiantes fueron diferentes en las tres carreras, y las adaptaciones curriculares tuvieron cosas en común y diferencias también.

Palabras clave: IMI, AEES, efectos, contenido, internacionalización, percepción, estrategias, esencias.

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Introduction

Bachelor's degrees are taking part in international contexts, the world constantly changes, and the communication and interaction between cultures are part of the globalization phenomenon. Multiculturalism is the scenario where English is an alternative to linguistic diversity in market, the academic profile of learners is demanding skills that can manage the new settings and needs that the global trade requires, to reach this new experience and professional knowledge in education, educational reforms were necessary to establish a common framework that allows international accreditation and mobility, and the development of countries.

Geopolitical relations are important to understand how the homogenization of education works. The European continent plays a central role in the development of educational guidelines, as stated by Siqueira (2024) twenty-nine European countries paved the way for the development of student mobility and international policies through the Bologna Process, and consequently the European Higher Education Area, created through conferences and supported by forty-nine countries. The future actions after these educational events influence the role of Europe and the English Language in global education.

Those educational policies related to the spread of the English language in bachelor's, majors, and PhD, have different ways of use and interpreting the language, to transmit and achieve specific academic and professional goals, based in the management of languages and competences in English. One of those educational approach to use the language in higher education is English as a Medium of Instruction, to connect European education with other continents, for example, in Japan according with Uchihara & Harada (2018) the use of English to teach subjects in higher education shows that student in these classes, need to have a determined amount of words to understand the content in English.

At the Universidad Estatal Península de Santa Elena, the professors made the curricular adaptation based on the linguistic students' needs, and the experiences of receiving and teaching a subject in English are analyzed both from students' and professors' perceptions. The participants' accounts are descriptions of their experiences, and that is the source of analysis based on the theories studied. Husserl (1973) established a term to refer to the elemental units of thoughts and language; the essences are the small units of understanding that can serve as objects of interpretation and description, based on the phenomenology theory.

The use of classic theories such as the Linguistic Relativity and Social Constructivism are part of this lens of analysis, they were chosen by the implications in studies of language and thoughts, and about the scaffolding process in solving problem skills developed, based on student-centered approach. According to the Relativism theory culture and environment is associated with the idea about the use of language to transmit culture base, on Ferreira & Mozzillo (2021) the language that is part of the individuals' culture can influence the perception and learning of a second language.

As stated Efgivia et al., (2021) some acquisition principles of information are related to mental structures that construct the knowledge and the manner in which the individuals use previous knowledge to solve problems. The correlations of specific words with the experience of using EMI are the categories of analysis. These words are extracted from the interview transcript because they are words that show a connection with the participant's perceptions about the questions asked during the interview.

Chapter I

The Problem

1.1. Research Project

Educational policies and educational model

1.2. Title of the Project

Analysis of English as a Medium of Instruction at Universidad Estatal Península de Santa Elena.

1.3. Problem Statement

English as a Medium of Instruction (EMI) is an educational model associated with cooperation, trade, and internationalization of higher education. Based on Pytyrimova & Bogdanova (2023) it refers to the use of English as the main language to teach subjects in higher education. Richards & Pun (2023) mentioned that various forms of EMI are applied and have different adaptations, in certain contexts is part of the country's colonial legacy influenced by British and American expansion, such as the Philippines, Ghana, India, and Singapore, where English is the language of government and an alternative to local multilingualism.

Wächert et. al., (2014) as cited at De Jong (2018) from the time that the Bologna Declaration was signed a number of English-medium bachelor programs in Europe and in the Netherlands has increased considerably. Hultgren & Wilkinson (2022) specified that EMI has been supported by the incorporation of previous educational approaches and directions to manage the Dutch higher education area. The curriculum varies according to the continent

where EMI is being applied; each one has its distinctions and responds to the educational policies and the government's approaches.

According with Muñoz et al., (2025) in Ecuador, the internationalization of higher education has been pushed out by some universities to guarantee higher education standards. Yıldız (2021) argues that despite the European Union policies have backed up the multilingualism posture in higher education, the universities have preferred to establish a lingua franca to draw international students and respond to the global academic market. The spread of English culture has developed an important role of English as the language of instruction, to teach courses in nations where English is a foreign language.

Doiz et. al., (2011) as cited at Lin & Lei (2021) point out that the students' perception of their English level in EMI programs and subjects is that English language is positioned as a challenge to them to appropriate content learning. According to Álvarez-Gil (2021) the cause for this is not just only the circumstance that a non-native language is being used to teach subjects, but also the fact that it is content that many learners are hearing for the first time, and their level of understanding is possible to be lower than expected. Moreover, the professor's accent, speed, and intonation have to be adapted to the students' listening.

Feng et al., (2023) say that the student's success in EMI subjects depends on certain factors, as personal motivation, interpersonal relationships, and contextual aspects. As stated by Huang, (2024) the integration between language learning and content learning can significantly enhance language self-efficacy, since the students must use English in subject-related contexts. This leads to boosting their academic performance by the constant use of English in meaningful settings, and the connection between language competence and language learning outcomes in learners.

The Universidad Estatal Península de Santa Elena is taking a posture about internationalization through EMI, with the English-taught subject and the complete unit from another subject taught in English, it shows its support for the implementation. In fact, since this is a new teaching model in higher public education and especially in our social and cultural reality, there is no information about this educational policy being applied, and therefore, there are still no studies on the perceptions that students have regarding the use of EMI and their academic performance.

In accordance with Muñoz et al., (2025) in Ecuadorian public higher education, the topic of internationalization in the last years has been related to educational standards, accreditation and institutional status, which focus on the use of English in most school programs and majors. Exploring this field will provide data about how students cope with the challenges in understanding the content and class participation. It is insightful information to know if the students use any strategy to improve their academic performance, or if they are sunk and didn't make any effort to surpass their academic challenges. Thus, teachers can know the strategies that students use and the gaps that the implementation of EMI leaves.

This is an interesting analysis of the current state of this model in higher education. This thesis will be a theoretical contribution that helps professors and authorities to understand the history and studies behind EMI, how the process is going and especially how students and professors perceive this model. This is a qualitative research which uses bibliography exploration to make a check about how EMI comes to be part of the global education and how the curriculum is adapted to the aims and necessities of universities in different contexts. The phenomenological method is used to analyze the interviews conducted with the students and professors.

Three majors are part of this study, whose sample is three students and three professors, one from each major. They participated in interviews, to collect their perceptions about EMI, perception is associated with the way of thinking and interpretations of experiences. The research used the Sapir-Whorf linguistic hypothesis about language and thought to analyze the theoretical body about the perceptions that students and professors have in subjects taught in English during the second academic period of twenty twenty-five. Hussein, (2012) argued that Sapir and Whorf were not the principal initiators of the statement of Linguistic Relativity, but the main reference is to them, the notion that language shapes the thinking of its speakers.

1.4. Problem Formulation

1.4.1 Problem question

How does English as a Medium of Instruction (EMI) affect the academic performance at UPSE?

1.4.2. Specific questions

- What are the challenges that students have when receiving subjects in English?
- How is EMI perceived by the students and professors?
- What are the curricular adaptations that professors use in subjects taught in English?

1.5. Objectives

1.5.1. General objective

To analyze the perceptions of English as a Medium of Instruction (EMI) to enhance academic performance at UPSE through oral inquiry technique.

1.5.2. Specific objectives

- To discuss the challenges students have when receiving subjects in English.
- To describe the students' and professors' perceptions about EMI in their academic performance.
- To explain the curricular adaptations that professors use in subjects taught in English.

1.6. Delimitation

The universe of study are three students and three professors from different majors at Universidad Estatal Península de Santa Elena:

- Biology
- Electronics and Automation
- Social Management and Development

1.7. Justification

The use of EMI in non-English-speaking universities has given rise to new challenges faced by undergraduate students, and both positive and negative effects are part of this educational process. The problems found in the learning process by students become in new challenges that will improve their academic performance, since there are not just negative effects in the short term but a high quality of materials from different countries are shown to the students, and in the long term they will be familiarized with scientific literacy. As mentioned Civan & Coskun (2016) one benefit of subjects taught in English is higher quality of academic material, such as articles, websites, and textbooks.

There are pros and cons effects during the processes and at the same time challenges that will shape the academic performance of students. Nowadays, the use of English to complement the training of students has taken a more proactive role in professional fields, due to the new developments in science, technology, business and customer services. The society in which the future professionals will develop will be more complex and competitive, so they need to be updated constantly, and English is one of the tools and skills that the professional fields require, since now we are part of a global society. The analysis of the effects about EMI can help to know how the process is developing in its initial phase.

Internationalization is immersed in a world where other nations use English for different aims and needs. It is suitable to make an analysis about English-taught subjects at UPSE, to be

part of the efforts of understand English in Ecuadorian contexts. In the last years the state has been showing a preference to the alignments of EEUU, instead of showing rejection as other countries which are aligned with ideologies from Cuba or Russia. The research seeks to understand the influence of EMI on the students' performance to contribute to the improvement of this educational model being applied in our country.

Educational policies and teaching methods applied deserve to be objects of analysis both in thesis as programs to understand and enhance students' training and the conditions in which they are learning. Education is a complex setting of factors that encompass the teaching-learning process. When western educational models are applied in Latin America, both authorities, teachers and students must be aware of the possible effects they may cause, students have an active role into this model since the English instruction in certain contexts are based on a teacher centered approach, and learners have to cope with this due to the lower entrance level of English, therefore they need look up strategies that help them to understand the content and participate in classes.

Chapter II

Theoretical framework

2.1. Previous Resources

The implementation of English as a Medium of Instruction in higher education has an underlying relation with the English as lingua franca, it is important to make a review of the language and its role in global education, where its diffusion began as a means of education and communication with other countries. In agreement with Mammadova (2024) the period of time after the downfall of the Soviet Union, where countries chose different lines of ideology and development, saw a growth of the English language in global communication. Geopolitical situations are significant to understanding how English started to be used to homogenize education and create cooperation between nations.

Konstantinidou (2025) mentioned that the Bologna Declaration, signed in 1999 by twenty-nine countries, was the beginning of a cooperation between the participating nations to make changes in their higher education systems, to expedite mobility within Europe for studies and work, support cooperation among higher education institutions, foster institutions' internationalization, and engage learners from different parts of the world. De Jong (2018) stated that this implementation made it possible to analyze and exchange students' study results; furthermore, it made able European students' mobility, especially after the creation of the European Higher Education Area (EHEA).

According to Diogo et al., (2019) the Bologna Process has motivated modifications in higher education at the international level, strengthening the European culture and the internationalization phenomenon. Although not taking part formally in the EHEA, some

countries in regions such as Africa, Asia-Pacific, and Latin America have been influenced by global trends and trade, and European educational models, which are aligned with international cooperation and implementation of changes at the institutional level.

Wagenaar (2022) mentioned that the Open Method of Cooperation (OMC) is an agreement aligned with the Bologna Declaration to develop the expansion of EHEA by managing national policies through government and institutional co-operation. The Bologna Declaration (1999) points out the essential significance of discussing the autonomy of higher education and research systems due to the constant changes in society, new adaptations based on needs and demands, in accordance with the advances in scientific knowledge.

Based on the arguments of Mngo (2023) the Bologna Process has influenced the interest in English programs, and the participant countries have embraced this model in many universities. De Jong (2018) contend that the Bologna Process has relation with the increase of English as a Medium of Instruction, and identified six relevant aspects to consider: international labor market; attractive model for foreign learners; increased student mobility for students who have experienced English-medium education; recruit specialized staff members from abroad; English-medium programs enable students to get a bachelor or master degree in two countries; and English as the academic language discourse.

According to Carrió-Pastor (2020) as cited at Zhang & Pladevall-Ballester (2023) in EMI programs, the subjects require a great deal of motivation to comprehend content through another language that is not their vernacular tongue. Motivation is an essential aspect of human behavior that makes it possible to attain goals, which can be intrinsic and extrinsic. There are internal feelings which are satisfied with volunteer actions such as the passion for learning, and there are others related to external factors that require will and motivation to accomplish them.

The role of English in international education and globalization places the language as a tool of communication to attain goals and agreements. During its application it has created certain perceptions about its use in different contexts, which is part of what the students think about its use in higher education. For Montague & Garderen (2003) as cited at Xie & Curle, (2022) the research in education has shown that students' academic performance is influenced by their self-perceptions towards disciplinary knowledge acquisition and the effort in dedicating time to learning subject content.

Agreeing with Abdullah (2022) students mention challenges in lecture comprehension, taking notes at the time they listen, and classroom communication. In the other hand, content professors argue that students have a certain degree of reluctance to participate and speak in English, and that can be related to the lack of English terminology and insufficient lecture comprehension. The negative aspect of EMI is part of this process but it doesn't mean that the policy is completely prejudicial to students, but is part of this process in which students need to adapt through strategies to cope with the challenges.

Macaro & Rose (2023) highlight the role of students in the learning process, taking responsibility to cope with the challenges that are part of learn content in English in order to improve and make their learning more effective and meaningful using strategies that vary from context to context. The actions that learners will carry out are those related to listening, reading, writing and speaking abilities, which needs to improve in classes but at the same time this will be useful to understand and expand their knowledge in the English language.

As mentioned by Poosinghar & Chaiyasuk (2022) EMI adaptation can be previously analyzed before implementing EMI subjects. In certain contexts, higher educational institutions use a selective approach to applying EMI, restricting it to graduate and postgraduate programs, to

be sure that learners have a good level of English. On the other side, there are concerns about the probability of negative effects, including a decrease of comprehension and low participation in classes. Language barriers can influence academic performance; it is important for higher education institution to consider the advantages and disadvantages of EMI as a teaching method.

2.2. Pedagogical Basis

2.2.1. Linguistic Relativity

Linguistic Relativity is a hypothesis that is part of the cultural relativism theory, which explains that language influences culture, behavior, and the perception of reality. Enfield (2023) stated on a broadly held interpretation in cognitive science, the concepts are internal elements that help individuals to categorize, anticipate and understand features of their surroundings, influencing their decision-making, judgments, and beliefs. This approach defines the concepts as individual and interpretative, and highlights that when the researchers try to theorize about them, they are described as communal, exterior and instrumental, and end up in labels called words, to be categorized.

This hypothesis is in line with the classic theory of language and determinism, conducted in the XIX and XX centuries, the classic theory of Franz Boas postulated that the environment influences and determines culture and language. Edward Sapir who was Boas's student, studied the relation between language and thought, Benjamin Lee Whorf who was Sapir's student complemented these studies. According to Hussein (2012) the Sapir-Whorf approach asserts that the determinism of language shapes thoughts and awareness. For example, Boas (1940) mentioned that the series of *k* sounds and laterals *l* sounds are common in the indigenous

communities of the North Pacific Coast, in contrast with people from California and east of the Rocky Mountains where these linguistic sounds are not.

Based on Pavlenko (2014) as cited at Ferreira & Mozzillo (2021) in this century Linguistic Relativity has taken an important position in the area of Bilingualism and Multilingualism, due to the new subarea of study named Bilingual Cognition. Ferreira & Mozzillo (2021) stated that in this branch, scholars also explore how the manner of thinking which is influenced by a language can influence the acquisition of a different language. According to Jarvis & Pavlenko (2010) as cited at Ferreira & Mozzillo (2021) the cross-linguistic ethos influences the conceptual level, such as associating and categorizing conceptual beliefs such as perceptions, motion, color, space, time, gender, emotions, etc. This cognitive set and process is called conceptual transfer.

2.2.2. Social Constructivism

Mishra (2023) argues that Vygotsky's social constructivist theory serves to demonstrate the important and active role of students in education. It completely moves away from the classic approach that establishes the teacher as the only source of knowledge, instead proposing a pedagogical approach centered on the autonomy of learners to solve problems, using reflective thinking based on previous practices, which have constructed foundations to hold new knowledge and address new experiences, this theory is related with a scaffolding process where students are in charge of acquiring and shaping knowledge to move forward.

Efgivia et al., (2021) stated that into the field of educational psychology the Piaget's Cognitive Constructivist theory is well recognized by mentioning the importance of mental internal structures and principles such as accommodation, assimilation and equilibration to

construct knowledge. For this theory teachers are guides to learners and who provide tools, content and create a pedagogical teaching style to foster the participation and attention of students. Through the cognitive processes learners filter and discern what is appropriate for them, and teachers have to monitor and evaluate what learners have incorporated into their overarching knowledge.

Putrasaya (2007) as cited at Nurhuda et al., (2023) explains that social constructivism establishes that individuals are seekers of knowledge from birth, by nature, people seek to learn, first as a necessity for survival and then as a mental capacity that varies according to the experiences they have had and that have been accumulating in the psyche. This phenomenon, which is part of higher cognitive processes uses a set of learning principles such as repetition and problem-solving to achieve more complex knowledge. The role of the teacher is therefore to be a facilitator and evaluator of knowledge to support the individual process of people.

2.3. Theoretical Basis

Within the theoretical foundations that have influenced the origin and implementation of EMI in higher education, geopolitical relations and agreements are important factors that support the homogenization of English as a lingua franca and as a medium of instruction.

Sociolinguistics provides significant explanations for understanding the implementation of educational policies related to English in different contexts. On the other hand, the multicultural educational model explains the advantages of English as a means of equality and free access to education, and CLIL is added to describe other labels for teaching in English.

2.3.1. Sociolinguistic

Ntombela, (2023) mentioned historical events as the British empire expansion in colonies around the world, the establishment of nations with English as language of government, education, trade and laws, and their direct relation with globalization and spread of English, for instances in the Southern and Eastern Africa around of eleven mother languages are minimized for the predominant use of European languages as English, France and Portuguese.

According to Doiz et al., (2011) another important event in the expansion of the English language is the signing of the Bologna Declaration, with addressed mobility and curricular adaptation around Europe, the countries involved such as Netherlands use EMI with three principle aims: to attract international learners; to train local students for the international work market, and improve the status of the institution. While these curricular reforms have a strong impact on the native language in some European countries, in other nations, such as France, Italy, Spain, or Greece, the influence is not a problem for the national language.

For Doiz et al., (2011) the sociolinguistic differences and the presence of English are much greater in some counties than in others. For example, Jong (2018) mentioned that in 2008 the Dutch labor market was developing more internationally, and in response to these new needs, the Dutch Minister of Education and Sciences established that the competition for knowledge workers was rising and that global needs demand global solutions, and the way to achieve global learning is through internationalization. English as a Medium of Instruction is the result of those demands.

2.3.2. Multiculturalism

Abduh et al., (2021) argue that multiculturalism, EMI, and internationalization are means for higher institutions to grow internationally, education entails global values that support the fairly access to education and respect for the beliefs of other cultures. Equal chance involved an approach, to foster positive actions and norms in campus. Five strategies are key for multicultural values: solid policy to promote fairness and respect diversity, facilitating intercultural dialogue, curriculum, and participating in the community. Both the university and students benefit from the cultural transfer for foreign students and the prestige at the institutional level.

2.3.3. Content and Language Integrated Learning (CLIL)

According to Banegas et al., (2020) Content and Language Integrated Learning arose in the European education system as an option to offer mobility, internationalization of higher education, and multilingualism within the European Union by incorporating foreign language learning and curriculum content. In CLIL, content and language are involved in a correlation; the first one entails teaching a content subject through the second language, and the second one entails teaching English as an extra language through topics derived from the curriculum.

2.4. Legal Basis

Since learning English as a foreign language, as well as adopting English as a Medium of Instruction, entails a certain interest in Western culture and the scientific production it produces, it is appropriate to start with the article in the “Constitución de la Republica del Ecuador” that supports access to different cultural expressions.

2.4.1. Constitución de la República del Ecuador

Art. 21.- Regarding cultural identity the Constitution supports that individuals have the will to be part of one group or be part of different communities. This freedom allows citizens to express their beliefs and cultural background in public, identity is constructed every day, and individuals have the right of disseminate their cultural expressions, based on respect and general values.

Art. 26.- Education is an inherent right of the person throughout their evolutionary development and is also mandatory for everyone, this field is considered a prior duty of the State investment. Inequality and discrimination in education are not permitted within national education. The shackles of history are left behind.

Art. 27.- Respect for human rights, sustainable environment, and democracy are the foundations of an integrative education that promotes inclusivity, justice, solidarity, and peace in the classroom. Education is in charge of the individuals' growth, well-being, and the development of critical thinking that will preserve the identity of the country and share the same goals as a human nation.

Art. 28.- The educational institutions do not serve individual or corporate interest, are not forced to comply with an agenda without any type of adaptations, nor do they serve religious ideology, but they serve to transmit culture and nationality, it will be an obligation to educate the new being to preserve the national identity. Initial, primary and high school will be compulsory and free up to the tertiary education, which can be developed both in formal and non-formal settings

Art. 29.- Higher education is supported by the State. The legal representatives and the family have the right to choose for their sons and daughters the education based on personal beliefs, principles and pedagogical approaches. The individuals have the right to learn in their native language to guarantee freedom in education.

2.4.2. Ley Orgánica de Educación Superior

Art. 123.- The Higher Education Council is in charge of regulations of the Academic Regime, focused on norms and rules that control academic degrees, such as time, number of credits and promote mobility to students and educators. All the concerns and regulations are treated here.

Art. 124.- Professional ethics is the product of higher education institutions; effective knowledge must be measured and controlled to assurance that professionals can perform their duties in their field of study. Developing skills is the aim of educational institutions to provide capable workers, such as proficiency in other languages, and demonstrating the correct use of digital tools.

Chapter III

Methodological Framework

3.1.- Methods

The social sciences are a broad field that studies the distinct features of humans, like linguistics, semiotics, education, epistemology, mind, history, etc. In these sciences the qualitative method is used to describe realities that cannot be measured or recreated in a lab. According to Tümen & Hussein (2021) the qualitative studies focus on how people perceive their reality, to examine and provide arguments and meanings to different social behavior, they are also in charge of theorizing about the origin and nature of opinions, attitudes, and perspectives.

The research addresses the perspectives of students and professors about the EMI implementation in three majors at UPSE. Oral inquiry is the means to collect data, interpretations, and descriptions about personal experiences, which are significant to analyze in the next chapter.

3.2. Type of Research

3.2.1. Phenomenological Studies

Phenomenological studies are part of an effort to demonstrate that qualitative research is also valid as the scientific method. Husserl (1973) contend that the knowledge is supported by units call essences that are originated naturally or as product of deductions, the way in which is reflected in the behavior is part of a mixture of essences that are part of ways of thinking defined as cognitions, the approach of the study of cognitions is the phenomenological method, the subject itself called phenomenology as the main doctrine of essences, within the cognitions finds its foundations.

The essences that Husserl argues are addressed through the phenomenological analysis that aims to explain cognition from different perspectives, and not just in physiological foundations as claimed the classic psychology and positivism. Stolz (2023) outlines the posture of three authors who speak about qualitative research, and the use of phenomenology to describe and interpret the experience and the cognitions of groups that share the same condition while they are living the experience, with the aim of delving into the essences and categories of the experience.

The first author and approach is the Giorgi's Descriptive Phenomenological Method, base in the arguments of Stolz (2023) is established in three steps: 1) the phenomenological reduction associated with avoiding the previous knowledge and judgments, over the phenomenon as it is presented, since it can affect the understanding of it by adding extra information or resting some details about what the experience means; 2) the description of the experience as it occurs; 3) the collected data needs to be analyzed to achieve meaning units, which serve as manageable parts in the phenomenological field of the investigation.

The second approach is the Max Van Manen's hermeneutic phenomenology, which provides a method of being conscious and aware of the social world while experiencing it, since in this way the researcher can understand that the cultural background can influence the access to the group's lived experiences studied. That means that the previous knowledge cannot be taken away or ignored but rather can help to understand the phenomenon. Based on Van Manen hermeneutic approach Stolz (2023) suggests including existential themes such as: temporality, materiality, relationality, corporeality and spatiality.

The third approach in this line is the Smith's Interpretative Phenomenological Analysis that according to Stolz (2023) entails the comprehension about the insider's perspective of the

individuals about the phenomenon studied. Into this interpretative approach Smith establishes a double hermeneutics, one from the participants who attempt to make sense of their social world, and the second from the researcher's interpretation of the participants' accounts; in both, they are trying to make sense of the world, but one depends on the insider's perspective. As social beings, interpretative meaning-making is part of the reality in which individuals move and build, thus, the researcher cannot ignore their own interpretation.

3.3. Data Collection Technique

3.3.1. Oral Inquiry

Qualitative accounts are collected by interviews. Based on Elhami & Khoshnevisan (2022) oral inquiry is an effective way to study the perceptions of members of a group and figure out their experiences, in the field of social research, there is a strong inclination toward qualitative methods for collecting data through interviews and informal conversations. Interviews are appropriate social tools to get the related information from the individuals which will be described or interpreted. There are different types of interviews such as structured, semi-structured and informal interviews. In this research the semi-structured interviews are used to delve into the students' and professors' perceptions about the use of English as a Medium of Instruction.

3.4. Instruments

3.4.1. Interview Guide

Previous the elaboration of the interview guide a bibliographic and theoretical review was made with the aim of identifying the common questions in the field of the study of EMI, perceptions and academic performance. The themes that oral inquiry addresses are related with

the common experiences of students receiving subjects taught in English. In concordance with Knott et al., (2022) interviews are quite well-suited to get deeper interpretations about experiences, it is suggested to elaborate open-ended questions that can elicit extended reflections by the interviewed rather than questions with yes/no answers.

The semi-structured interview guide is designed with five open-ended questions for students and five open-ended questions for professors with the purpose of describing and interpreting their answers. The use of phenomenology is also taken into account to design the guide interview, since the questions must follow an order criterion to delve into the perceptions and answers, which must then be interpreted and described. Interviews are conducted in person and recorded with the participant's authorization.

3.5. Data Collection Processing and Resources

3.5.1. Basic Questions and Explanation

- **What?**

The perceptions of students and professors are described by the interviewers, their interpretation about EMI experiences are important to this thesis since it provides the description of their experience with a new educational method in its beginning. This research will be a record of this stage and is collected through oral inquiry the most characteristic technique in qualitative science.

- **Where?**

This research is conducted in Ecuador in the coastal area of Santa Elena province, at Universidad Estatal Península de Santa Elena, in the majors of Biology, Electronics and Automation, and Social Management and Development.

- **When?**

During the academic period 2025-2, the research was conducted in three majors at UPSE. Some approaches to the majors' direction were made on different days of the period to explain the objectives and justification of this thesis. During these conversations more is learned about the educational policy and teaching method, but the interviews were made in September, with previous appointments.

- **How?**

The research uses oral inquiry to collect accounts of students and professors about the use of EMI in subjects. The interview is the technique, while the interview guide is the instrument to address the dialogue, and it entails five open-ended questions for students and five open-ended questions for professors

- **What for?**

In Ecuador, the English language is push out by the family instead of the state, this condition means that a part of society cannot access to adequate learning, and as a result, the academic production in English is not fostered, and low levels in English are related to the lack of interest in learning a foreign language. This research is made to provide information of this educational model being applied, to address academic performance through qualitative data from interpretations and descriptions of perceptions about EMI.

3.5.2. Sample

As the universe of research for this thesis, there are three students and three professors from three majors, that is, one for each major. Both students and professors are part of the same subject taught in English. In the Biology major the subject of Natural Areas, in the Community Development major the subject of Human Rights, and in the Electronics and Automation major the subject of Industrial Networks.

The next chapter is the core of this investigation. In these paragraphs, the participants' accounts are interpreted and described, they are studied through categories, small units of analysis, and both accounts and categories are compared to show similarity with study cases and theoretical support. In the two charts, there are some comments extracted from the interview transcript that support the category studied, the units of meaning were chosen through these comments because there is an underlying connection in the three participants.

Chapter IV

Analysis of Findings

4.1. Analysis of Categories

In this chapter, the interviews become sources of interpretations and descriptions, the aim of the studies in the field of social phenomenon, as suggested by Stolz (2023) is the discernment of information to achieve the meaning units, which in this section are called categories of study. For the students the categories of study are “Motivation for Understanding English Language” and “Strategies to Cope with EMI” while for professors are “Perceptions about EMI” and “Curricular Adaptation”.

The student from Biology is in the fifth semester and receives English as a Medium of Instruction in the subject of Natural Areas, the student from Electronics and Automation is in the eighth semester and receives EMI in the subject of Industrial Networks, while the student from Social Management and Development is in the fourth semester and receives EMI in the subject of Human Rights.

In this thesis the acronym EMI represents the new educational policy about the implementation of one subject taught in English and a complete unit in English from another subject, in all the majors at UPSE. The new policy is also an educational model that has been used for many years in a global context, at UPSE this model made adaptations based on the entry’s English level of students, since in the three cases the use on Spanish in the classroom was necessary to complement the subject.

4.2. Students' Category

4.2.1. Motivation for Understanding English Language

The Motivation for Understanding English Language as a category of analysis shows a predisposition to acquire English knowledge, with a purpose. Despite the challenges that entail the use of a non-native language to teach content in higher education, the students show a positive attitude to the new teaching method. Motivation, personal goals, and job opportunities fall into this category since understanding means being able to understand and use the options and opportunities of speaking English.

In Thai tertiary education according to Poosinghar & Chaiyasuk (2022) the contact with EMI can expedite cross-cultural communication to foster global networking. The students' perceptions seem to be positive based on expressions of happiness and hope, about the chance to practice English (similar with to UPSE students), they are aware that being part of an educational program that aims at internationalization is positive for their training because they can use this experience in a future career path and working in another country.

The term “understanding” appears to be related to how the students perceive their future professional career, since they project an image of their future reality. Linguistic Relativity theory is aligned with this interpretation. Hussein (2012) states that language influences thoughts and perceptions; thus, the project image can show a part of the way thinking of students, that is related with the actions that people do to achieve professional and academic goals.

Enfield (2023) argues that from a cognitive science, the concepts are internal elements which help to understand the surroundings, and as a result shape beliefs and decision-making. Those concepts in participants were shaped by their personal values towards the English

language, as Spanish speakers they create a perception that is influenced by the use of the English language.

4.2.2. Strategies to Cope with EMI

The role of students in this educational model is active instead of passive due to the amount of technical words used in their field, the students know the importance of using alternatives to complement the content taught in English. The Strategies to Cope with EMI, mentioned by students are the use of videos to practice listening and the use of subtitles to practice pronunciation, while the second participant emphasizes the study of grammar tenses, and the third participant uses mentoring to understand English.

As noted by Uchihara & Harada (2018) in Japanese undergraduate students, the minimum level of vocabulary size to EMI classes is 4000-5000 words, but it is known that a variability of entry levels of English are in classrooms, the students who experienced some problems have a vocabulary size of 2000 words. Some of the strategies that they use are: give meaning to the words, paraphrasing, look up synonyms and listen to the pronunciation, and talk about the new words with concrete examples.

In Ecuador, the lack of vocabulary, Sevy-Biloon (2022) asserts that can be perceived when the students are struggling to get the necessary amount of vocabulary to pass the B2 English exam. One of the stratagem used to improve the students' vocabulary size is the extensive reading strategy, which consists in reading a book according to the interests of students, and throughout the semester, the students have to complete activities related to reading progress, similar to scaffolding learning, which entails self-motivation to complete the tasks.

In EMI, the students must improve their language skills and competencies to understand the subject taught in English. According to Mishra (2023) self-education is related to the process of stages that learners surpass according to the knowledge that they acquire, which is studied in the field of Social Constructivist Theory. This approach emphasizes the role of the student, considering them as active individuals in problem solving and the learning process, instead of being empty bowls that need to be filled with content and knowledge.

4.2.3. Comparative Chart of Students' Categories

Category	Biology student	Electronics and Automation student	Social Management and Development student
Motivation for Understanding English Language	The reason behind learning and understanding the English language is related to the availability of academic publications in English, in contrast to the limited local research.	The motivation for learn describes the academic and job goals that learners know that English can offer in other countries. It is related to the projection image of the long-term benefits.	The reason of this student is related to short-term benefits, to learn English and use in his work, through interaction with English speakers. Multiculturalism describes this scenarios.
Strategies to Cope With EMI	The use of videos with subtitles to practice pronunciation, with the repetition of words.	The guide is based on the tenses related to the different expressions of past, present, and future tenses.	The learning is supported through mentoring.

4.3. Professors' Categories

4.3.1. Perceptions About EMI

The professors express positive perceptions about the new educational model and they agree that English provide long-term benefits, they know that the background of this model is necessary and is based on high-quality standards of education, which can help students in their professional profile, but now in some cases is not taking a significant role since is not a complete subject in English because to the need of use Spanish in classroom, they recognize certain challenges, especially the non-participation of students.

These Perceptions About EMI are similar to other contexts, according to Ali (2021) EMI undoubtedly influences the students' academic experiences and learning both positively and negatively, it could be positive to practice and improve English skills, access to better content than the local content, and access to high-impact indexed journals. In contrast, in terms of content may also water it down, due to the difference of the English entry-level of learners, and therefore can affect the understanding of the subject, since this teaching method requires at least a B1 level; learners with a low level might be affected both in self-confidence and evaluation.

The use of Spanish in the classroom is part of the cross-linguistic exchange between professors and students. Based on Ferreira & Mozzillo (2021) in this process a series of conceptual transfers are made and influence the way of thinking about EMI. For example, in this investigation, the lack of interaction and participation transmits a negative response to teachers about students' understanding. Thus, they can conclude that this model can be negative in some cases, especially in the development of listening and speaking skills without a basic knowledge of English.

4.3.2. Curricular Adaptation

The Curricular Adaptations that professors have in common are the translation of the syllabus and content, and the use of Spanish in the classroom. The use of EMI at UPSE is not complete in English; in the Natural Areas subject the professor uses Spanish after the instruction in English to make sure that students understand the topic. In the Industrial Networks subject, all the class is taught in Spanish since technological equipment is expensive, therefore, students must learn how to operate and install the devices properly. In the Human Rights subject, although the first classes were instructed in English, the professor decided to use Spanish instead of English, because most of the students did not understand the content completely.

A common adaptation is the syllabus in English, the professor of Biology, for example, has created a teaching guide with reading and written exercises, as well as the implementation of a YouTube channel created by her, which complements the teaching guide's activities to practice listening and pronunciation. The professor of Industrial Networks mentioned that all the content is in English and some virtual talks in English are conducted to foster the participation of students in subjects taught in English. In the same line the professor of Human Rights, has its syllabus in English.

Pytyrimova & Bogdanova (2023) assert that to enhance the efficacy in EMI subjects, the professors need to know the English level of the students, to adapt new teaching strategies correlated with the speaker's context, because the EMI effects can reduce the content understanding, decrease participation, and as a result the language of instruction can become in a linguistic barrier.

4.3.3. Comparative Chart of Professors' Categories

Category	Professor of Natural areas	Professor of Electronics and Automation	Professor of Human Rights
Perceptions About EMI	Positive perception with long-term benefits. And the recognition that this model needs to implement a common guide, and teamwork between majors, to enhance the teaching process.	The relevance of the content in English, in this major is important due to technological manuals are in English. These represent a positive perception.	The language can become in a linguistic wall when the lack of participation is perceived between students.
Curricular adaptation	One teaching guide with four units with exercises and practice of the four skills, and the use of English and Spanish in classes.	All the engineering content in the virtual classroom is in English. Spanish is used in the classroom, due to the lack of technical vocabulary in students.	The syllabus and the content are written in English. The use of English and Spanish in the classroom by the linguistic needs of students.

English a Medium of Instruction is one of the many labels that there are to explain the use of English in higher education, other labels which are used to describe similar educational models, such as Content and Language Integrated Learning (CLIL), English for Academic Purposes (EAP), or English for Specific Purposes (ESP), those methods of teaching have their characteristics, but they have in common the rise of their field with the development of industrialize countries and the demands of qualified personnel.

When professors experience low levels of English in learners, the language spoken in classes can become a language wall to learn content, for example, in the Human Rights subject, the lack of participation in students after the instruction in English, it shows less understanding, interaction in the classroom, and students' engagement. But the student's engagement can differ

from major to major, for example, both Biology and Electronics and Automation majors, the students are aware that more scientific publications and the manuals of technology are in English.

Chapter V

Conclusions and Recommendations

During the research, certain informal conversations were also significant to understand the new teaching method in UPSE classrooms, such as to know that professors called the subjects taught in English as Progressive Bilingualism and that in the next periods, the majors will include one more subject instructed in English in their curriculum. In this research English as a Medium of Instruction is the label used to theorize about the phenomenon being applied. This model focuses on subjects taught in English.

5.1. Conclusions

Students have different types of challenges due to their English entry-level, which is an important aspect to address the perception about the struggles to understand the subject taught in English. Listening to the professor giving the class in English, technical vocabulary, and participation are the challenges that learners face in the classroom. Another kind of challenge is related with the English language acquisition, such as the confusion between homophones, false cognates and the confusion with words that have several meanings.

Students' and professors' perceptions about EMI depict both positive and negative experiences, learners project a future image about the benefits that this educational model can bring with the development of English as a foreign language, and the influence on job and academic opportunities. While professors mention benefits related to better access to scientific publications, understanding of manuals of devices from different labels, and job and academic opportunities as well. But they also recognize that instructing the class in English without students' understanding can be negative for their academic performance.

The curricular adaptations made by professors are the syllabus and the EVA content written in English. Those are common aspects that are mandatory to the subject instructed in English, to support these changes teachers added some resources such as a teaching guide to practice the four skills, talks in English, and listening a pronunciation activities using a YouTube channel. The criteria used to select the subject in English are different in the majors; they were chosen according to the profile of professors and the relevance of the subjects associated with the practice and future job settings.

5.2. Recommendations

The main recommendations would be to implement EMI in pre-university and one subject for every semester. Thus, students can practice more English, since learn a language requires a lot of hours of practice, and students will be familiarized with the challenge of learning English to get a bachelor's degree. However, this is related to the availability of the number of teachers capable of teaching in English.

The students' and professors' perceptions can be improved if the experiences through the semesters are more significant for them. All the teachers who taught a subject in English from all the majors have to meet and discuss the experiences that they have and how they perceive the results during this first stage. Talking about perception places the interview in a deeper interpretation about subjectivity, but it is necessary to use an objective perception about the experience, avoiding judgments to be neutral with the accounts and what is intended to be transmitted.

Extensive reading can be a curricular adaptation to consider. This strategy requires the implementation of an English library, like a small department of reading, with the aim of having

a specific space for English reading and books written in English. In this space students can come to read and choose a book based on their personal interest and English level, read of a book during the semester and complete some tasks during the time of reading. These small libraries are implemented in language departments to enhance reading comprehension and vocabulary. Another recommendation is to balance the English proficiency levels in the classroom, since from these more general strategies can be established.

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Annexes

Students' Interview Guide

<p>Greetings: According to the time.</p> <p>Objective: This interview seeks to collect oral information about the experience of receiving a subject taught in English. As this is a new educational model, it is advisable to record initial understandings of its applicability. Your responses will be used for later analysis.</p> <p>Authorization: To better record the interview, the conversation will be recorded. Do you agree to participate in the interview?</p>
<p>(Use modal verbs depending on the flow of the conversation)</p> <p>Do you spend time studying English by yourself? Yes/no. Why?</p>
<p>Could you tell me about the motivation you have in learning the subject taught in English?</p>
<p>Could you tell me what is your perception about the subject taught in English?</p>
<p>What are the challenges that you have to face in the subject taught in English?</p>
<p>Could you tell me what are the strategies you use to cope the challenges in classroom?</p>

Professor's Interview Guide

Greetings: According to the time.

Objective: This interview seeks to collect oral information about the experience of teaching a subject taught in English. As this is a new educational model, it is advisable to record initial understandings of its applicability. Your responses will be used for later analysis.

Authorization: To better record the interview, the conversation will be recorded. Do you agree to participate in the interview?

(Use modal verbs depending on the flow of the conversation

To what extent do you think prior knowledge of English helps to understand the subject content?

Could you tell me what are the challenges that you have found in the subject taught in English?

How does the content taught in English help the students to improve their academic performance?

How do you adapt the new curriculum policy to classes?

What is your perception about the subject taught in English?

Interviews transcript

	Biology student	Electronics and Automation student	Social Management and Development student
Do you spend time studying English by yourself? Yes/no. Why?	Yes, especially because the subject is in English and you have to have some knowledge of new words or read the content in English and then, let's say, be able to explain it in my own words and then say that, ah, this is what it says in English and be able to understand a little bit of what it is.	The truth is no, due to time, tasks, accumulation of projects, work, but I manage a little English and I do dedicate little time to it. Of the one hundred percent, fifteen percent is what I dedicate	Yes, because I think it's very important to learn a new language to be able to communicate with people from other places.
Could you Tell me about the motivation you have in learning the subject taught in English?	Yes, mainly because there is more knowledge in English. That is, in Spanish, it seems like resources are limited. In contrast, in English, there's a wide range of knowledge about certain points covered in the subject. That's the motivation behind why I study English, specially. To be able to understand and let's say, expand my knowledge a little more.	Because of the many doors that the major and the subject open for us, because, for example, I want to go abroad and I know that they speak English a lot there, so because of that, because of those circumstances, I also want to learn more English and that is like my motivation and being able to understand it for English.	My motivation is to be able to help myself at work because there are often foreigners at work, and I think it's very important because it would help me understand and be able to facilitate my work. That is why learning inspires me.
What is your perception about the subject taught in English?	I think that my perception is something good because in itself they are, let's say, preparing us and giving us	That help us to some extent to manage or forces us to understand English in a more dynamic way, because sometimes there are words that	Well, it seems a little complicated because it is a new language, and I think it is very important because, as I told you, my perception is being

	<p>opportunities, not just limiting us to Spanish, knowing that we also have opportunities to, I mean, knowing English gives us more job opportunities even.</p>	<p>one doesn't understand, but if the subject is taught in English, it help us to interpret English in a different way, in a better way.</p>	<p>able to learn this language and use it.</p>
<p>What are the challenges that you have to face in the subject taught in English?</p>	<p>I think one of the challenges would be certain meanings, that there are words that in English have a certain meaning and in Spanish they have a different one, or sometimes they are related, that is, a word in English has several meanings for a single word in Spanish.</p>	<p>Well, there are many, many factors, since our English module is up to the fourth level and generally this degree and the subject as such, present with many challenges in terms of learning, because there are communication codes and protocols that allow us, that is, they allow us to have greater efficiency at work, but as such they can be developed, but as long as the university also gives us benefits to learn more English.</p>	<p>Many because, to begin with, I do not understand much, because it is a new language, and I find it difficult to understand what is being explained, but I try to use translators so I can understand the material a little. And that is a big challenge because it is very difficult to listen to the class in English when we are being taught</p>
<p>What are the strategies you use to cope the challenges in classroom?</p>	<p>One of the topics is like watching videos in which you can listen to the pronunciation and then repeat it, even with songs, know how to pronounce a certain word and improve pronunciation.</p>	<p>The strategy that I use is the grammatical structure of each one, like the present, past, and future, like that, each structure of the present with the past and the future, like that, I handle that more so that I can understand certain things in English, that is my strategy and</p>	<p>My sister more or less knows the language, she also helps me pronounce words, from time to time when I can.</p>

		from there I kind of relate it to something that I have already experienced or if the word is similar to something that I already understand, it is like I say okay, this means this but not that, that is my strategy.	
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	Biology professor	Electronics and Automation professor	Social Management and Development professor
To what extent do you think prior knowledge of English helps to understand the subject content?	<p>Well, if we break it down into intermediate, low, and high levels, I think prior knowledge helps a lot, okay. So, if the students do not have at least an A2 level, they wouldn't be able to attend to class.</p> <p>Furthermore, prior knowledge is not just required in English, but in the subject itself, because it is a course taught in the fifth semester. They must have a solid understanding of ecology. They must also have corequisites that support this subject, because this subject requires a lot of analysis. So if you do not have much</p>	<p>This is a very interesting research that should be addressed across the entire university, not just in specific programs, because in our case, as the School of Systems and Telecommunication. English is important for several reason. One of the most important is that, in the program itself, most of the information is in English, and most of the software we use in the engineering department, in the field of automation, is in English. So, that is why it was decided to teach several subjects in English, and in</p>	<p>They need a high level C1 and C2 is also a good level to understand. It is advanced.</p> <p>B1, B2 intermediate just to answer a resume, nothing more. To be here, in a higher class, is a bachelor, it is C1, C2.</p>

	<p>prior knowledge of related subjects, such as specialized subjects, and you do not have knowledge of English, it will be very difficult for you to achieve the expected learning outcome.</p>	<p>terms of the students' prior knowledge, for example, the knowledge they leave school with. How does that help them understand the subject? Well, depending on the high school they come from, it also greatly affects their English proficiency. So, I have seen and realized that when they come from private high schools, the English proficiency is a little bit higher than a public high school.</p>	
<p>What are the challenges that you have found in the subject taught in English?</p>	<p>Time, for me, the time factor is fundamental. If I pretend, I mean, I would believe that subjects taught in English should be taught for at least four hours a week, or twice a week. Because for a subject that is only once a week, frequency matters when you are teaching a language. So, if that subject is taught less frequently, then it is a weakness rather than a strength. The number of times you have contact with that teacher, at the same time as their hearing is being fine-tuned,</p>	<p>Well, the challenges found with the students is that they do not know much technical English. Yes, they know standard English, but at the industrial level, technical English is what they lack. That is a significant challenge we face today.</p>	<p>The challenges are to manage both languages. First of all introduce English without comprehension, with technical concepts, a technical content, and master that, the same thing in Spanish</p>

	<p>their reading skills are being developed, they have developed speaking and other skills, and also writing skills. So, if I only have contact with that teacher once a week, and on top of that, I have a ton of content. The first challenge would be the time factor. The second challenge is the content.</p>		
<p>How does the content taught in English help the students to improve their academic performance?</p>	<p>Well, what I was saying the content is extremely important, and they learn it in English too. Mind you, the thing is, I must have material for that. When you teach English language, you usually have a guide text. And that guide text includes readings, vocabulary, grammar, and listening. But what is happening here in this program? I mean, it is the resource that the teacher can make with good faith and with very little time. So, if I do not have the resource, because that is what we have forgotten. When we teach a language, we have the text. Yes, you can tell me, indeed, nowadays there are many more</p>	<p>Well, the content is significantly helping students' performance, as all the control algorithms are being implemented strictly in English. We are working on the control algorithms entirely in English. What does it mean? Students are already being prepared, so, when they go to industry not just Ecuadorian industry, but also foreign industry they will already know how to master the algorithms entirely in English. For example, a specific example is HMIs (Human Machine Interface) where we have several process variables. So, these algorithms come entirely in</p>	<p>No way, it is not helping them right now. It does not help me either, because I cannot teach the class alone. If they do not understand, they get tense. I cannot teach the class like this. To open the cognitive door, for me to enter. Because I can not do it with the language. The door is closed, it is closed. Do I make myself clear?</p>

	<p>resources than just the text. Because of the internet, because of the fact that we have artificial intelligence. Yes, but we would have to have a unified text. Probably what I am doing as teaching resources, whether it is good or not, no one has reviewed it. I mean, based on experience, what I have been able to do has been good. I have only dedicated myself to my two hours of classes and probably worked on weekends to have a moderate chance of success.</p>	<p>English. So, our students are already able to understand all these algorithms in English, whether they are from different brands of algorithms. So, the students won't have any problems.</p>	
<p>How do you adapt the new curriculum policy into classes?</p>	<p>Well, I adapted it, although initially all my units, I have four units in my syllabus. They are all adapted to English, my presentations are all in English, but nonetheless, I start the class with certain terms in English, with half the class in English, but in the end I end up teaching it in Spanish. Because I want to make sure they understand me as well, because they are probably going to have to give me an analysis of protected areas, what the conservation criteria</p>	<p>Well, these new policies were implemented by the major director, why were these policies adopted? As we all know, the university is undergoing this internationalization process. So, we have students arriving from other universities, and UPSE students are traveling to other universities. So, they have to have a high level of English, in this case in our engineering areas. As I mentioned at the beginning of the interview, all the</p>	<p>I still have not adapted. I have not adapted because. I cannot work with their mind closed. How did I adapt to this? I simply translate the content. I translated the content of the syllabus. -What about the assignments? It is impossible, they do tasks in English, but I don't know if they are learning</p>

	<p>are, everything related to my subject, and I want to make sure they understand it. So, I teach half the class in English, and then I go back and do it in Spanish.</p> <p>I had to create what I mentioned, a teaching guide, which I called a teaching guide, for unit one, unit two, unit three, unit four. I already have my own guide. So, what does that guide consist of? That guide has approximately ten exercises. Two of them are from vocabulary I add a puzzle and crossword. I try to motivated them to work on the vocabulary.</p> <p>Then I ask them to write five lines about the unit's central theme, then, I ask them to read a short paragraph and then answer my true or false question about that reading. I have also created a YouTube channel where they listen to a seven-minute podcast for each unit, where I feature two people speaking in English. Well, I do that with artificial intelligence, because, because I</p>	<p>engineering information is in English.</p> <p>And sometimes the major director gives talks on weekends, talks in English with some fifth and sixth semester students, well, to practice the language. (And regarding his classes, how did he handle the theme of the policy? What are the classes like in English?) well, the classes, are in Spanish, but the content in the virtual classroom, in the EVA, is all in English.</p> <p>So, this policy, well, Dr. Rivera also had us make a list of different professors, depending on the professional subject, and he had us make a list of which subjects each professor can teach in English. So, the most useful one in the industrial sector, I chose Industrial Networks because it is the one most used, well, in the area of automation. So, that is how the policy was adopted, or the subject in English was selected.</p>	
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	<p>have had to migrate to that because I do not have time. My time is limited, but I have tried to optimize resources. So, in that YouTube channel, you will see that unit one, topic one point one. So each item is detailed so they can identify it. Then, from there they will watch seven minutes. What is the purpose of that podcast? It is to fine-tune the ear. I have provided the podcast with English subtitles, so you can listen and read at the same time to improve your pronunciation.</p>		
<p>What is your perception about the subject taught in English?</p>	<p>I mean, the perception is good, I mean, I understand that the background of this is positive, but we have not been given the resources to make this work. I mean, we talked about how this works in private universities, yes, but the resources are there. There is a booth where the professor prepares his class. There is a booth where the professor makes the video, but there is a guide there, it is set up. Students have the option of</p>	<p>Positive perception, what we intend to do, is for the majority of the content on the subjects in the Electronics and Automation program to be in English, yes, all the professional subjects. But the goal is to provide a complete unit in English, in teaching, in speaking, reading, listening, all in English.</p>	<p>The content of the syllabus is correct for them, it is very useful, it is a very interesting content. But is very difficult for me to without students' understanding. It is very difficult because I cannot move forward with the knowledge, I cannot move forward with the students' knowledge. I go anywhere. I would like to teach the whole class in English but I cannot without the knowledge of the students.</p>

	accessing it at any time, but material that really seems educational. Not the material made by the teacher empirically with the background of his house		
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En calidad de tutora del Trabajo de Integración Curricular denominado “ANALYSIS OF ENGLISH AS A MEDIUM OF INSTRUCTION AT UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA” de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

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