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DEDICATION

I would like to dedicate this work to the most important woman in my life with all my love to my beautiful mother, the love of my life, my inspiration and my strength to keep moving forward. Thanks to her unconditional love and her example of strength, I have learned that there is no obstacle that cannot be overcome with effort and faith.

I dedicate this work to her for all her hard work and for being a resilient woman who has given everything for me who has sacrificed so much so that I can continue my studies and who has never left me alone not even for a moment. Every achievement I've made is also hers, because without her support, none of this would have been possible.

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ABSTRACT

English as a Medium of Instruction (EMI) is a practice that is increasingly used in educational institutions. However, at the "Víctor Mideros Almeida" Educational Unit this approach has not been implemented or evaluated in 8th and 9th grade courses so there is no information on whether it would work well at the school. The objective of this research was to evaluate the impact of English as a Medium of Instruction on content learning, identify advantages and disadvantages and propose strategies to improve its effectiveness. A mixed-methods approach was used for this study, involving a survey of 97 students and interviews with the vice principal, the coordinator and the English teacher. The results showed that most students understand the content better in English and view it positively when the teacher combines English and Spanish although many expressed confusions when classes are taught solely in English, as well as difficulties with academic vocabulary and the need for more time to understand the content. The interviews revealed that EMI is implemented informally without clear strategies or sufficient teacher training. Based on these findings, a teaching guide titled "Discovering Ecuadorian Heritage Through English" was designed an impact analysis of this guide demonstrated a positive effect in linguistic, academic and pedagogical areas. It is concluded that EMI has clear potential for developing linguistic and cognitive skills.

Keywords: English as a Medium of Instruction, content-based learning, teaching guide, teacher training, Ecuadorian heritage, blended approach.

RESUMEN

El inglés como Medio de Instrucción (EMI) es una práctica cada vez es más usada en las instituciones educativas. Sin embargo, en la Unidad Educativa "Víctor Mideros Almeida" este enfoque no ha sido implementado ni evaluado en las asignaturas de 8vo y 9no año, por lo que no hay información sobre si funcionaria bien en la institución. La investigación tuvo como objetivo evaluar el impacto del inglés como medio de instrucción en el aprendizaje de contenidos, identificar ventajas y desventajas y proponer estrategias que mejoren su efectividad. Para este estudio se utilizó un enfoque mixto, aplicando una encuesta a 97 estudiantes y entrevistas a la vicerrectora, al coordinador y al docente de inglés, los resultados mostraron que la mayoría de los estudiantes comprenden mejor los contenidos en inglés y valoran positivamente cuando el docente combina inglés y español, aunque muchos manifestaron confusión cuando las clases se dan solo en ingles además las dificultades con el vocabulario académico y la necesidad de más tiempo para entender los contenidos. Las entrevistas mostraron que el EMI se aplica de manera informal sin estrategias claras ni suficiente capacitación docente. A partir de estos hallazgos se diseñó una guía didáctica "Discovering Ecuadorian Heritage Through English" cuyo análisis de impacto mostro un efecto positivo en las áreas lingüísticas, académicas y pedagógicas. Se concluye que EMI tiene un claro potencial para desarrollar habilidades lingüísticas y cognitivas, aunque su éxito depende de la capacitación docente y muchos factores como el apoyo institucional y el uso de materiales contextualizado.

Palabras clave: Ingles como Medio de Instrucción, aprendizaje de contenidos, guía didáctica, capacitación docente, patrimonio ecuatoriano, enfoque mixto.

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ACRONIMOS

CLIL: Content and Language Integrated Learning

EFL: English as a Foreign Language

EMI: English as a Medium of Instruction

MLE: Multilingual Education

UE: Unidad Educativa

UTN: Universidad Tecnica del Norte

INTRODUCTION

Motivations for the study

The use of English as a medium of Instruction (EMI) has become ever more common in schools around the world where English is used not only as a subject but also like the language for teaching other subjects which helps students assimilate academic content while improving their English proficiency. However, this often causes problems in the classroom such as differences in students' English proficiency levels, teachers' insufficient preparation for teaching in English and a lack of appropriate teaching materials.

At the Unidad Educativa "Victor Mideros Almeida" EMI has not been applied or evaluated in the subjects taught to 8^{th} and 9^{th} grade students, therefore is no information on whether this program will achieve the desired results at this school. Studies conducted in other countries and in Latin America show mixed results regarding the EMI approach while research in Ecuador indicates that gaps still exist in teacher training and in methods that integrate language with content suggesting the need for further study of this approach.

Given the lack of information on this topic at the school, it is important to understand the opinions of teachers and students regarding "English as a medium of Instruction" the current conditions at the school and potential academic expectations before making a decision about its implementation in order to determinate whether the school is prepared for this approach and which aspects need improvement. For this reason, this study aims to evaluate the impact of using English as the language of instruction on the acquisition of academic content by analyzing its advantages and disadvantages with the goal of proposing strategies to make it more effective and improve academic outcomes.

The problem of the research

In recent years, English has become an essential language for education and international communication and more and less schools are using it not only as a subject but also like the primary language of instruction for subjects such as natural sciences, history and mathematics a practice known as “English as a Medium of Instruction”. The goal is to enable students to assimilate academic content while simultaneously improving their English proficiency something that at first glance, seems extremely beneficial given that it fosters the comprehensive and successful development of both academic knowledge and language skills.

However, in practice this methodology has raised several challenges that need to be analyzed. One of the main problems is that many students don’t have the same level of English which leads to disparities in their learning, students with a stronger command of the language tend to participate more and understand explanations more easily while students with a lower level have greater difficulty following the class or expressing their ideas. In these cases, language can become a barrier that prevents a deeper understanding of the material and the effort required to understand the teacher or the texts can be so demanding that students end up losing their motivation and interest in the topics being covered.

EMI teachers are not language teachers but rather experts in the subjects they teach. Some EMI teachers are not fluent in English and lack the necessary training to teach in this language. This is the factor that differentiates EMI teaching from other programs such as CLIL (Content and Language Learning) and CBI (Content-Based Instruction) which are programs taught by language teachers who add other academic content to English language curricula. These programs include specific English language content while EMI classes do not (Kling, 2019).

Definition of the Problem

The use of English as a Medium of Instruction has generated growing interest among educational institutions seeking to improve students' access to academic and professional opportunities as well to enhance their language skills. However, the EMI model has not yet been implemented or evaluated in the courses offered at the Unidad Educativa "Victor Mideros" therefore there is no institutional date to determine whether its implementation would be beneficial or variable for 8th and 9th grade students. This lack of prior experience creates uncertainty about how learning might unfold within the EMI model particularly given the students' level of language proficiency, the teachers' methodological preparation and the availability of appropriate teaching resources. Furthermore, it remains unclear whether the educational community views the EMI model as an opportunity to improve academic performance or like a potential obstacle to understanding key topics in the curriculum.

"Language barriers, a lack of adapted materials and the absence of specific teacher training in English Language Integrated Learning contexts generate cognitive overload that hinders the comprehension of academic content. These limitations negatively impact student participation and can restrict academic success especially in institutions where English is not primary language of instruction" (Frontiers in Education, 2024).

This lack of information is concerning since the institution has no data to assess EMI's potential influence on academic performance, comprehension, participation or cognitive load. Without a clear diagnosis decision about future implementation could rely on assumptions rather than evidence, so it is necessary to investigate perceptions, expectations institutional conditions and academic implications before considering EMI's formal adoption at the Victor Mideros

Educational Unit in order to determinate whether the context is ready and what needs strengthening.

Teachers play a crucial role since teaching in English requires not only subject matter knowledge but also strong language proficiency and as well-founded teaching methodology. However, many lack adequate training which can make them feel insecure and lead them to overly simplify the content or limit student participant to avoid mistakes meaning that the success of EMI depends largely on teachers' preparation and institutional support. Resources are also important since instructional materials in English are often not appropriate for students' levels, making it difficult for them to follow along in class and forcing teachers to translate or adapt the texts. Furthermore, assessment criteria are unclear as it is not specified whether student evaluation is based on knowledge of the subject matter or on proficiency in English which creates confusion for both parts.

Problem Formulation

- **General Question:**

How does the use of English as a medium of instruction influence the learning of academic content in schools?

- **Specific Questions:**

1. How does students' English proficiency affect their understanding of the topics?
2. How does the teacher's language proficiency influence the quality of teaching?
3. What strategies help balance language and content learning?

Justification

Theorical Importance

The study of English as a Medium of Instruction is of fundamental theoretical importance because it examines how the use of English as the language of instruction simultaneously impacts the comprehension of academic content and the development of academic English. Recent research shows that although EMI is associated with university internationalization processes, there is still no conclusive evidence that this model consistently improves both disciplinary learning and linguistic competence due to methodological variations and differences in students' language preparation (Guo et al., 2022).

In the Ecuadorian context, existing research indicates that the country faces significant challenges in advancing toward educational models based on (EMI), as the necessary capacities for its effective implementation have not yet been fully developed. For example, higher education institutions have been found to have limitations in terms of clear language policies, teacher training and the English proficiency required to teach academic content which directly affects the viability of EMI as an educational strategy (Pinela Cárdenas, 2025).

Additionally, other studies on English language teaching in Ecuador show that, although universities have increased the number of language courses offered significant gaps persist in the development of language skills among both students and teachers as well as in the incorporation of innovative methodologies that integrate language and content. This shows that the structural and professional conditions for English to function not only as a subject of study but also as a means of instruction in other disciplines have not yet been created a situation that reinforces the need to investigate EMI in the Ecuadorian educational context (Ponce, Merino et al., 2019).

Beneficiaries Identified

The study, the direct beneficiaries will be 8th and 9th grade students at the Unidad Educativa "Victor Mideros" who will participate in learning activities related to teaching English as a means of instructions or since strategy for developing linguistic skills. These students will benefit by improving their understanding of English expanding their academic vocabulary and acquiring skills that will allow them to face future academic challenges with greater confidence both within the institution and in broader educational contexts such as exchange programs or international scholarships.

Indirectly the teachers at the educational unit will also benefit as the research will provide information on the effectiveness of specific pedagogical strategies and methodologies applied in the classroom. This will make it possible to impove the design and development of instructional materials as well since to carry out activities focused on effective English language learning which will results in an improvement in the quality of educational provided to students. Finally, the entire educational community including administrators and staff-will benefit from the study's findings as they will enable informed decisions regarding the improvement of English programs, teacher training and the implementation of strategies that promote the internationalization of learning within the institution. The benefits cover both the academic and linguistic development of the students and the institutional improvement of the Unidad Educativa "Victor Mideros".

Excepted Contributions

Implementing English as a Medium of Instruction (EMI) using the Content and Language Integrated Learning (CLIL) approach can generate multiple academic and professional benefits. First, it allows students to simultaneously develop disciplinary and linguistic competencies, strengthening their understanding of academic content and their communicative skills in English

(Huang, 2024). Furthermore, it facilitates access to up to date international resources and prepares students for global professional environments, increasing their competitiveness and internationalization opportunities (Meta-analysis, 2025). Additionally, strategies such as specialized teacher training the use of scaffolding, the planning of clear objectives and the incorporation of authentic materials foster autonomy, critical thinking, and motivation for lifelong learning (Nieto Moreno de Diezmas et al., 2024). Taken together, these contributions reinforce the value of EMI as a comprehensive pedagogical approach that connects content, language, and global competencies.

Feasibility and Transparency

The feasibility of implementing EMI depends on several factors that must be carefully considered. First, it requires an adequate level of English proficiency for both teachers and students, as well as specific training to manage effective CLIL strategies. Furthermore, authentic educational and technological resources are necessary along with institutional support to ensure the methodology's long-term sustainability. Finally, the planning of clear objectives and pedagogical flexibility allow the approach to be adapted to the needs of the students and the local educational context, ensuring that EMI is implementable and effective even in Spanish-speaking environments. (Arquez Muñoz et al., 2021; Lee et al., 2025).

Objectives

General Objectives

To assess the impact of English as a medium of instruction on the learning of disciplinary content, identifying its advantages and disadvantages to propose strategies that optimize its effectiveness and improve academic results.

Specific Objectives

1. To characterize the role that English as a Medium of Instruction (EMI) plays in the development of linguistic and cognitive skills.
2. To analyze teachers' and students' perceptions of the contribution of English as a Medium of Instruction (EMI) plays in the development of linguistic and cognitive skills.
3. To evaluate the impact of English as a Medium of Instruction on the development of linguistic and cognitive skills

Hypothesis

The implementation of English as a Medium of Instruction has a statistically significant impact on students' content learning achievement.

CHAPTER I

1 Theoretical Framework

In recent years, the use of English as a medium of instruction has increased significantly in various educational contexts worldwide. As maintained by Philip G. Altbach (2013), the globalization of higher education has propelled English to become the primary language of instruction and access to knowledge. Similarly, Jennifer Jenkins (2013) explains that English has become established as a common language for international communication, facilitating its integration into educational contexts where it is not the native language.

The use of English as a medium of instruction is increasingly common in many current educational systems. Numerous institutions now use English to teach subjects such as science, mathematics, and social studies, even if it is not the students' native language. This is because English is considered a language of global importance and may offer even greater opportunities in the future.

However, learning content in a foreign language is not always easy. Students not only need to understand the subject matter but also the language used to explain it. This can make the learning process more difficult, as they have to focus on two things simultaneously the content and the English language. For this reason, some students may find it hard to understand the lessons or keep up with the pace of learning.

On the other hand, using English in the classroom can have positive aspects. For example, it can help students improve their English proficiency and become familiar with academic terminology. But at the same time it can also cause problems such as confusion, lack of confidence, or loss of motivation, especially if the students are not yet proficient in the language.

For this reason, it is important to analyze how the use of English as the medium of instruction affects content learning. This study aims to understand whether using English helps students better understand the subject matter or hinders it. To achieve this, the present theoretical framework is based primarily on theories such as Content and Language Integrated Learning (CLIL), Second Language Acquisition Theory and Cognitive Load Theory which help explain how language and content are interconnected within the learning process.

Finally, this chapter presents the main variables of the study and explains the theoretical foundations that support them. It also analyzes the relationship between these variables to better understand the impact of (EMI) on student learning.

1.1 Identification of Key Variables

This study analyzes two main variables that help to understand the research problem.

First, the independent variable is the use of English as a medium of instruction. This refers to the use of English to teach various academic subjects instead of the students' native language. In this context, English is not taught as a subject, but rather as the medium through which the content is explained.

On the other hand, the dependent variable is content learning. This variable refers to the level of understanding, comprehension, and academic performance that students achieve in various subjects. In other words, it focuses on how well students understand what is being taught and how they apply that knowledge.

The relationship between these two variables is considered statistically significant since the language of instruction can directly influence students' learning methods. In other words, the use of English as the language of instruction can either facilitate or hinder student

comprehension of the subject matter depending on factors such as their proficiency in English and the teaching strategies employed.

1.2 Theoretical Foundations of Variable 1: Content Learning (dependent variable)

1.2.1 Definition of Content Learning

Content-based learning refers to the process by which students acquire knowledge and develop skills in various academic areas, such as science, mathematics, and social studies. This process involves more than simply memorizing information it also includes understanding and applying it in diverse contexts. Evidence presented by Biggs and Tang (2011), learning is most effective when students understand the meaning of what they study and relate it to real-life situations. This indicates that content-based learning goes beyond simply memorizing facts and involves a deeper understanding.

According to David Marsh (2012), in contexts where a second language is used for instruction such as in EMI or CLIL content learning and language learning occur simultaneously. This can be beneficial, but it can also create difficulties if students do not have an adequate level of proficiency in the language.

Moreover, Jim Cummins (2000) explains that the development of academic language is essential for students to understand school content. In other words, a basic knowledge of the language is not sufficient; rather, a more academic level of proficiency is necessary to understand explanations, texts, and classroom activities.

In addition to this, from the perspective of David Nunan (2004), it suggests that language learning is closely linked to the way in which students interact with the content, which is important in environments where language is used as a means of instruction. Therefore, when students actively participate in activities that integrate language use with content learning, the

process becomes more meaningful and effective. However, if there is insufficient interaction or support during this process, students may experience difficulties in both language comprehension and content learning.

1.2.2 Theoretical Perspectives on Content Learning

Content Learning especially when it comes to a language as important as English isn't always as easy as it seems. In many cases, students must not only grasp the subject matter but also the language in which it is explained, which can make the process a bit more complicated. That's why it's important to draw on certain theories that help us better understand how this learning takes place.

One of the best-known theories is Cognitive Load Theory, proposed by John Sweller (1988). According to this theory the human mind has a limit to how much information it can process in other words we cannot understand many things at the same time without feeling confused. In the case of English classes this is quite noticeable, since students have to pay attention to both the content and the language at the same time. Sometimes this causes them to miss important parts of the explanation, or to fail to understand everything clearly.

On the other hand, there is also the Theory of Second Language Acquisition, developed by Stephen Krashen (1985). This theory states that students learn best when they understand the message they receive, even if it is not perfect. In other words, if the teacher speaks in a very complicated way, students are unlikely to grasp the information well. On the other hand, when the language is clearer and closer to their level, learning becomes more accessible.

These theories reveal something important: language has a significant impact on how content is learned. It's not just about studying, but about being able to understand what is being explained. For example, when students don't have a good command of English, they may feel

confused, lost, or even stressed in class, even if the topic isn't that difficult. However, when they receive support such as simpler examples or slower explanations they can gradually begin to understand better.

In line with this approach, content-based learning in English language teaching represents a significant advance in contemporary educational systems. Following this principle, Dafouz and Smith (2020) suggest that the target language transcends its traditional function as the sole subject of study, becoming the primary vehicle for knowledge construction. Consequently, students are required to master entire academic domains through a foreign language, transforming the classroom process into a complex scenario where the acquisition of conceptual knowledge and linguistic development are closely integrated.

As posited by Jim Cummins (2000), it is important to distinguish between everyday language and academic language. Students are often able to communicate in English in simple situations, but they encounter difficulties when dealing with academic texts or more complex explanations. This suggests that studying content in English requires an advanced level of language proficiency, not just a basic understanding.

Conversely, evidence presented by Coyle (2010), teaching in contexts such as CLIL allows students to master both the language and the subject matter simultaneously. However, this only works when the teacher uses appropriate strategies. For example, explaining in simpler terms, using clear examples, employing visual aids, or repeating information can make a significant difference in students' comprehension. If this does not happen, students may feel lost and stop paying attention.

Effective English language teaching can influence students' motivation and self-confidence. When students do not fully understand the language used in class, they may feel

frustrated or insecure, which can affect their participation. During my student teaching at the Victor Mideros Almeida school with eighth and ninth grade students, some students showed confusion and insecurity because they could not clearly follow the teacher's explanations in English. However, understanding certain content reinforced their self-confidence and encouraged them to participate in class. Furthermore, effective English instruction can offer long-term benefits such as greater proficiency in the language when learning academic content. That said, understanding the content in this type of instruction requires time, practice, teacher support and the use of appropriate strategies such as visual aids or language adaptation (Lynn, 2016).

It is important to note that this pedagogical approach can have long-term benefits. For example, students can improve their familiarity with English while studying other subjects which will benefit them in their academic or professional lives. However, these benefits are not immediately apparent they depend on the gradual development of the learning process. This requires time and practice and above all the teacher’s support. The use of appropriate strategies such as adapting language or using visual.

Analyzing this aspect is important because it helps identify the challenges and benefits that can arise with this type of approach.

1.3 Theoretical Foundations of Variable 2: English as a Medium of Instruction (EMI)

1.3.1 Definition of English as a Medium of Instruction (EMI)

English as a Medium of Instruction (EMI) refers to the use of English to teach academic subjects in contexts where students do not speak it as their native language. Unlike traditional methods of teaching English, this approach is based on English as the primary language for teaching subjects such as science, mathematics, and social studies. This represents a radical

change in the educational process, transforming language from a single objective into a learning tool.

Currently, English as a language of instruction is of great importance in various educational systems worldwide. According to Darden (2015), many educational institutions have adopted this approach in response to globalization and the need for students to receive academic information in English, the dominant language in knowledge production. This is because English as an educational tool not only satisfies social and professional needs, but also meets the requirements of other educational projects.

However, it is important to understand that integrating English into education is not simply a methodological strategy but an approach that changes the dynamics of learning. Students must simultaneously assimilate the subject matter and the language used to teach it. This can create a more complex learning experience since students have different levels of English proficiency.

Furthermore, the way English is integrated into teaching varies depending on the context. In some cases, teachers use only English throughout the entire class while in others they combine it with the students' native language to facilitate understanding. This flexible use of language demonstrates that the integration of English in the classroom is not a strict practice but rather one that can be adapted to the needs of each group.

1.3.2 Theoretical Perspectives on EMI

To better understand how Multilingual Education (MLE) works in the classroom, it is necessary to analyze it from different theories that explain the relationship between language and learning.

The Content and Language Integrated Learning (CLIL) approach is one of the most important. According to Coyle, Hood, and Marsh (2010), this approach suggests that learning is more effective when language is used as a tool to develop knowledge. In other words, students learn best when language has a real purpose, such as understanding a topic or solving a task. In this sense, Multilingual Education is directly related to Content and Language Integrated Learning (CLIL), since both approaches aim to integrate content and language into the same process.

Another important theory is Vygotsky's sociocultural theory (1978), which states that learning occurs through social interaction. From this perspective, the teacher plays a fundamental role in guiding students in their learning process. In the context of English instruction this means that teachers should adapt their language use clear examples and provide continual support. This support known as “level-specific pedagogical support” enables students to gradually develop a deeper understanding of both the content and the language.

In addition, Lightbown and Spada (2013) offer valuable reflections on second language acquisition with regard to language exposure in the classroom. They emphasize that students learn best when they receive information in a language they understand even if ii is not entirely easy for them.

In the case of teaching English, this means that the level of English used in the classroom should be appropriate for the students' level. If the language is too difficult, learning the content may be negatively affected.

Overall, these theories indicate that applying an approach like EMI can be an effective strategy if implemented correctly, but they also suggest that it requires careful planning to

prevent students from feeling overwhelmed or stressed by a lack of understanding or mastery of the language.

1.3.3 Relevance of EMI to the Present Study

The EMI Method itself is a fundamental variable in this research process, as it directly influences student learning. The language in which a subject is taught can affect how students understand, interpret, and apply their knowledge.

In many educational settings, especially where English is not the native language, students may struggle with English-language content. These difficulties are not necessarily due to a lack of academic ability, but rather to linguistic barriers that limit comprehension.

However, it is also important to know that English courses in school can offer many benefits. For example, these programs help students improve their command of English develop their communication skills and prepare for an international academic environment. In some case using English can encourage students to participate more actively in the learning process.

Despite these advantages, it is essential to subject the teaching of English as a foreign language to critical analysis. Not all students respond to this approach in the same way, and factors such as English proficiency, teacher strategies, and the educational context can influence the results. For this reason, studying English as a foreign language (EFI) from a theoretical perspective allows for a better understanding of its impact on content learning. This is fundamental to this research, as it helps to determine whether the use of English as a means of instruction contributes to learning or whether the opposite occurs, which would be a challenge for students.

1.4 Theoretical Relationship Between Variables.

The relationship between the use of English as a Medium of Instruction (EMI) and content learning is the central theme of this study as it allows us to understand how the use of English influences the academic performance of students. This relationship is not easy it involves various factors such as language skills, learning strategies and cognitive abilities.

In general, there are several theories that suggest using English as the language of instruction can have a positive impact on learning outcomes. From the perspective of Content and Language Integration (CLIL), researchers such as Coyle et al. (2010) believe that students who learn content in a foreign language increase their participation and interaction. This is because they make a greater effort to understand the information, leading to a deeper understanding of the content.

Under this approach, Paul Nation's (2007) principles of language learning demonstrate that consistent exposure to the language in real-life contexts improves both language proficiency and learning. In this sense, English language teaching can be considered an opportunity to develop language skills simultaneously with the acquisition of academic knowledge.

However, not all opinions are entirely positive. Genesee (2004) warns that when students are required to process academic content in a language they have not yet mastered, their cognitive learning capacity is strained. This means that instead of focusing on understanding the content, students may concentrate more on trying to understand the language, negatively impacting their learning.

In this regard, the empirical findings of Kamashak et al. (2021) demonstrate that poor command of the language of instruction makes English a significant barrier. Consequently, students face considerable difficulties following academic explanations, understanding

educational texts, or actively participating in classroom activities, leading to significant frustration and negatively impacting their performance. Under these circumstances, the target language ceases to be a teaching tool and becomes a structural obstacle.

In contrast, the Support Framework developed by Walqui (2006) calls for the provision of organized support for teachers as a fundamental mechanism for significantly improving academic learning. In the context of English instruction this principle requires teachers to strategically use context-based guidance clear explanations and visual aids to facilitate understanding. Through these methodological approach students overcome language difficulties and achieve substantial learning.

Similarly, Pecorari and Malmström (2018) argue that using English as a medium of instruction requires a balance between language development and content comprehension, as both aspects are closely linked in the learning process.

In short, the relationship between using English as the language of instruction and content learning depends on multiple factors. It cannot be stated that the English-language instruction method is entirely positive or negative, as its effects vary depending on the context.

Factors such as students' proficiency in English teachers' strategies and the nature of the instructional content have a direct impact on outcomes.

1.5 Conceptual Model of the Study

The conceptual model of this study provides a clearer understanding of how its key variables are interconnected. In this case, it is proposed that the use of English as the language of instruction be considered an independent variable while the acquisition of academic content be considered a dependent variable. This means that the way English is used in the classroom has a direct impact on students' understanding of the subject matter.

As noted in numerous studies on English language teaching such as the study by Dearden (2015), the use of English in educational contexts is not limited to language learning alone but also involves processing academic information in a language other than one's native language. This can place an additional burden on students as they must focus simultaneously on both content and language.

Therefore, the conceptual model of this study posits that the impact of English language instruction EMI is not entirely direct but rather depends on various factors.

Equally important, researchers such as Macaro et al. (2018) indicate that the success of teaching English as a foreign language is linked to students' language proficiency level. If students have a sufficient level of English, they are more likely to understand the content with minimal difficulty. However, if their English level is low, they may have comprehension problems, which negatively impacts their academic performance.

Another important aspect of the conceptual model is the teacher's role and the teaching strategies used. Research in bilingual education suggests that teacher support, the use of visual resources, and linguistic adaptation can facilitate learning in inclusive learning environments. This demonstrates that not only the language itself but also the way it is taught is influential.

1.6 Alignment with the Research Design

The theoretical framework of this study provides guidance for research planning and forms the foundation for formulating research questions, selecting variables and interpreting results. In this case, the use of English as the language of instruction and the acquisition of academic content are the two fundamental elements that determine the study's methodology.

Within this theoretical framework, it is important to analyze the influence of English language use on the comprehension of academic content. Therefore, it is essential to select the

appropriate tools to observe and measure the existing relationship in the research. This, the research design focuses on collecting data that reflect students' level of comprehension and their learning experience in an environment where the language of instruction is not their native language.

In support of this structure, the theoretical framework justifies the choice of research type, since previous studies on the EMI method have demonstrated the need to analyze both linguistic and academic aspects. Therefore, the methodological framework is consistent with the approach of examining the influence of language on content learning from a more holistic perspective.

In addition, the theoretical framework influences the interpretation of the results as it provides the basis for understanding whether the use of the English language facilitates or hinders the learning process. Consequently, there is a direct connection between the theoretical framework and the research design which ensures consistency throughout the entire process.

1.7 Summary

This chapter presents the theoretical framework on which the study is based and provides a better understanding of its main variables and their relationships within the educational context. First, the main variables were defined as follows, the use of English as a medium of instruction was considered the independent variable while the acquisition of academic content was considered the dependent variable. This definition is important because it determines the focus of the study and clarifies the research question.

The theoretical foundations for each of these variables were presented. The EMI method was analyzed as a pedagogical strategy based on the use of English as the language of instruction which can present both advantages and challenges for the learning process. The study revealed

that use of English can improve exposure to the language and promote proficiency in it but it can also create difficulties if students lack sufficient language skill.

As an alternative approach, the learning process for academic content was examined taking into account how it influenced by linguistic factors. It was noted that learning in a language other than one's native language requires additional effort on the part of students as they must understand both the content and the language in which it is presented. This in turn, can affect their academic performance and classroom participation.

Likewise, the theoretical relationship between the two variables and confirmed that the use of English as a medium of instruction has a direct influence on the understanding of academic content. This effect is not constant, as it depends on factors such as the level of language proficiency, the teaching strategies employed by the teacher, and the educational context in which the learning process takes place. This allowed for the understanding that the relationship between these two variables is complex and not entirely linear.

The study's conceptual model was also presented, suggesting that early intervention influences the learning of academic content by considering the various factors that can facilitate or hinder this process. This model serves as a guide for analyzing the research results and understanding how this relationship manifests in practice.

In opposition to this, the relationship between the theoretical framework and the research design was explained, noting that the theoretical framework guides the formulation of the research questions, the selection of variables, and the choice of data collection instruments. This ensures the study's coherence and the ability to appropriately interpret the results based on the presented theoretical foundations.

It is important to highlight that analyzing these variables not only enriches academic knowledge but also allows for a better understanding of the challenges students face in environments where English is used as the medium of instruction. In this context, the importance of implementing pedagogical strategies that support students and facilitate their learning becomes evident.

On the contrary, it should also be considered that the impact of English language instruction (EMI) can vary depending on the educational context. Factors such as educational level, available resources, and teacher training influence the results, indicating that there is no single way in which English language teaching affects content learning.

Finally, this chapter provides a solid theoretical foundation that justifies the importance of the research and allows for a deeper understanding of the phenomenon under study. This foundation will be fundamental for the development of the following chapters, which will address the research methodology and the analysis of the results, with the aim of drawing conclusions that contribute to the study of English as a medium of instruction.

CHAPTER II

2 Materials and Methods

2.1 Methodology

For the development of this research, an educational institution in the city of Ibarra was selected. To begin, it was necessary to establish an agreement between the Universidad Técnica del Norte and the educational institution to conduct the research. Therefore, the "Víctor Mideros Almeida" Educational Unit was chosen as the most suitable location for this field research. Prior to this, the respective authorization was requested from the institution's authorities by submitting a formal document issued by the university to obtain permission for conducting interviews and surveys. The research focused on eighth and ninth-grade students in the upper grades of Basic General Education with the purpose of analyzing the impact of English as a medium of instruction on the learning of academic content.

The fieldwork was carried out during the month of February thanks to the collaboration of the authorities, the English teacher, and the students of the "Víctor Mideros Almeida" Educational Unit. Authorities such as the Vice-Rector, the English Department Coordinator, the English teacher and of course the students from the four sections corresponding to the eighth and ninth grades of Basic General Education collaborated directly in the research.

During the data collection process, some difficulties were observed such as low participation from certain students, limited responsibility in responding to surveys within the established timeframe, and a lack of motivation among some participants during the research process. In addition, some students had difficulty understanding academic content when English was used as the language of instruction.

2.2 Methods

2.2.1 Deductive Method

The deductive method helped us obtain general information about the phenomenon studied, allowing us to understand how English as a medium of instruction influences the learning of academic content among eighth and ninth grade students at the Unidad Educativa Víctor Mideros Almeida. This approach allowed us to move from general theories about English as a medium of instruction and learning processes to specific observations gathered from the participants.

2.2.2 Inductive Method

This method allowed for the collection of specific data and experiences from students and teachers, making it possible to draw general conclusions about the impact of English as a medium of instruction in the learning of academic content. The inductive method also helped to analyze the participants' perceptions and identify the difficulties and experiences they faced during the learning process.

2.2.3 Descriptive Method

The descriptive method was used to identify and explain the characteristics of the phenomenon studied. This method allowed for the description of the students' experiences, their participation, the comprehension difficulties they encountered, and their perceptions of the use of English as the language of instruction in the classroom.

2.3 Population Identification

Table 1
Population Identification

Institution	Year	Class	Students
Unidad Educativa Víctor Mideros Almeida	8th Basic General Education	A	27
	8th Basic General Education	B	27
	9th Basic General Education	A	25
	9th Basic General Education	B	25
Total:			**104**

Note: Own elaboration.

Table 2
Research units

Educational Unit	Position	Informant	N°
Unidad Educativa Víctor Mideros Almeida	Vice-Principal	Authority	1
	English Area Coordinator	Coordinator	1
	English Teacher	Teacher	1
Total:			**3**

Note: Own elaboration.

2.4 Sample identification

The study population included eighth- and ninth-grade students from the Unidad Educativa Víctor Mideros Almeida. However, some students did not respond to the questionnaires within the established timeframe. Therefore, the final sample consisted of 97 students who completed the questionnaire via Google Forms.

In addition, the study included the participation of the Vice-Principal, the English Department Coordinator, and an English teacher, who provided information through interviews about the impact of English as a medium of instruction in learning academic content.

2.5 Research techniques

2.5.1 Interview

Interviews were conducted with the vice-rector, the English department coordinator, and an English teacher at the institution to obtain information relevant to the research. Through structured questions, the participants shared their perspectives, thoughts, and experiences regarding the use of English as a medium of instruction and its impact on learning academic content in the classroom.

2.5.2 Survey

The survey was directed to eighth and ninth grade students of Basic General Education at the Unidad Educativa Víctor Mideros Almeida, who participated directly in the development of the research related to the impact of English as a means of instruction in the learning of academic content.

The questionnaire was developed using Google Forms, taking into account aspects related to content comprehension when classes are taught entirely in English. Furthermore, the survey sought to identify students' perceptions, difficulties, and reactions to the use of English as the language of instruction, such as nervousness, lack of confidence, participation, and level of comprehension during academic activities.

This application technique using technology made it possible to collect important information to analyze how the use of English in the classroom affects the learning process and the academic performance of students.

2.5.3 Scientific observation

Scientific observation was applied during pre-professional practicums in the English classroom, using an observation checklist as an instrument to record student behavior in real learning situations when English was used as the medium of instruction.

This tool allowed us to identify aspects related to the comprehension of academic content and, in some cases, revealed difficulties in following the teacher's explanations, which generated confusion and a lack of confidence in the learning process. Likewise, variations were observed in attention levels and responsiveness to instructions in English, reflecting differences in content comprehension within the classroom.

Finally, this observation has allowed us to understand how the use of English as a medium of instruction directly affects students' learning of academic content.

CHAPTER III

3 Results and Discussion

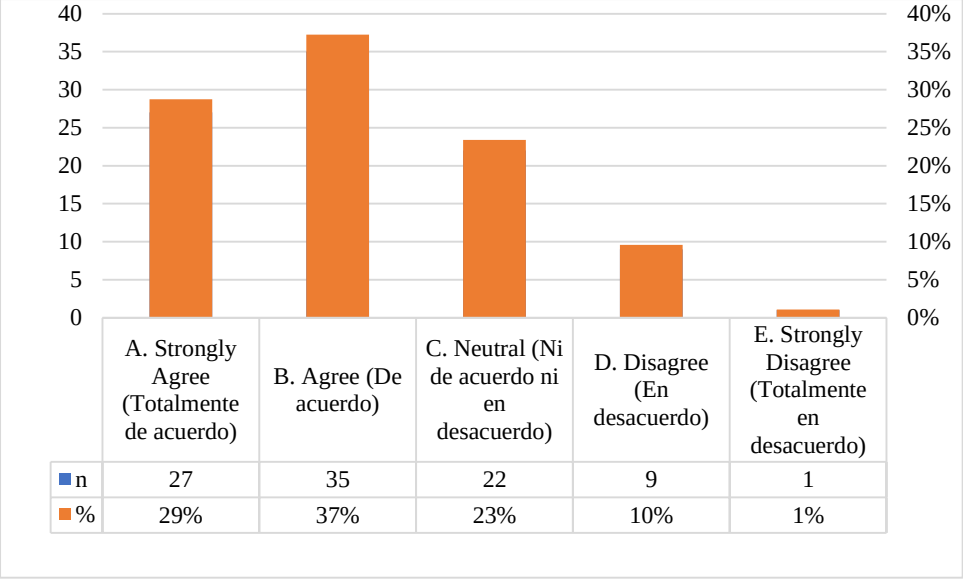
To evaluate the impact of English as a language of instruction on content learning, the results obtained at the "Víctor Mideros Almeida" Educational Unit are presented below. This analysis includes quantitative and qualitative data extracted from student questionnaires and interviews with the vice-principal, the English department coordinator, and the English teacher.

3.1 Results of the survey applied to the students

Question 1. I understand the subject content better when it is taught in English.

Figure 1

Understanding the material taught in English



***Note**: Own elaboration*

The survey results reveal that, regarding the question of better understanding the subject matter when taught in English, 37% of students agreed and 29% strongly agreed. Conversely, 23% remained neutral, 10% disagreed, and only 1% strongly disagreed.

Considering the acceptance levels, it is clear that the vast majority of students value this approach positively. This indicates that they achieve positive knowledge acquisition and that

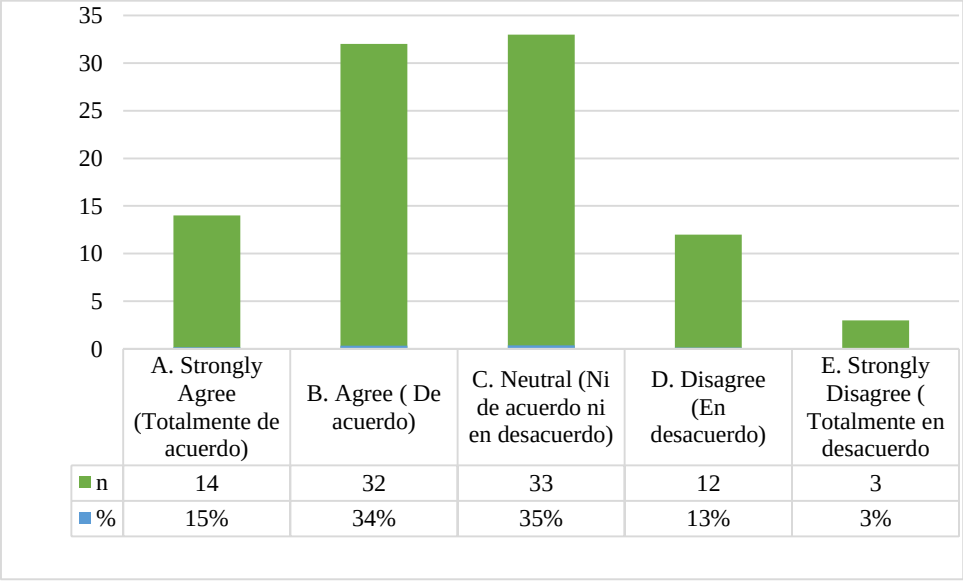
English acts as a methodological facilitator within the institution, rather than becoming a cognitive barrier to learning the subjects.

In the academic field, several studies have shown that teaching courses in a second language (content-based learning) improves cognitive processing without hindering the acquisition of theoretical knowledge (Marsh, 2002). Similarly, studies applied to this bilingual model confirm that classrooms using English as the language of instruction foster better comprehension strategies due to the need to solve problems and understand meaning in real-world contexts (Dalton-Puffer, 2007). This contradicts the common concern that language hinders students' cognitive abilities, demonstrating that foreign language teaching is an effective learning method.

Question 2. English helps me learn new concepts in subjects like Science or Social Studies.

Figure 2

Learning new concepts outside of class.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	14	32	33	12	3
%	15%	34%	35%	13%	3%

Note: *Own elaboration*

Analysis

The data collected show that, regarding the statement that English helps students understand new concepts in subjects such as natural sciences or social sciences, 34% of students agreed with it, and 14% of them strongly agreed. At the same time, 35% took a neutral stance, 12% disagreed with this statement, and only 3% strongly disagreed.

Interpretation

In light of these results, it is clear that, although a significant number of students recognize that English is a useful tool for understanding content across different subjects, the high proportion of neutral responses suggests that not everyone yet fully understands its impact. This could indicate that the benefits of studying subject content in English depend on the extent to which it is used and on the teaching strategies employed in the classroom.

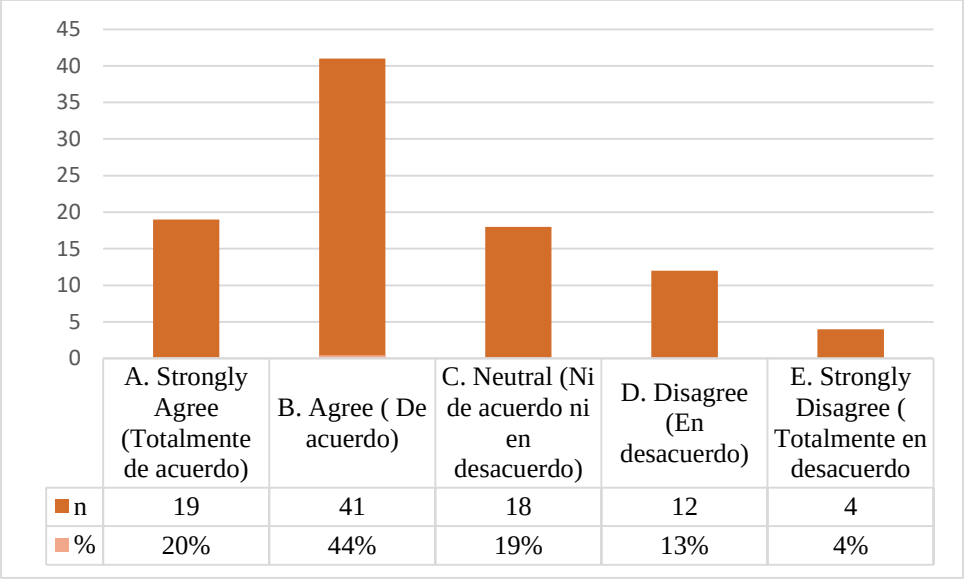
Discussion

The academic literature supports the idea that teaching in English as the medium of instruction requires students to simultaneously assimilate concepts and knowledge in subjects such as natural sciences and social studies, while developing the reasoning skills necessary for each required discipline (Richards & Pun, 2022). This suggests that teaching in English as the medium of instruction (EMI) goes beyond the realm of language learning and directly influences students' understanding of academic subjects.

Question 3. I feel confused when lessons are taught only in English

Figure 3

Confusion in English Class



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	19	41	18	12	4
%	20%	44%	19%	13%	4%

Note: *Own elaboration*

Analysis

According to the data collected, regarding the statement that students have difficulty when classes are taught exclusively in English, 44% agreed with it and 20% strongly agreed. At the same time, 19% took a neutral stance, 13% disagreed, and only 4% strongly disagreed.

Interpretation

Given these results, it is clear that most students face difficulties when instruction is conducted exclusively in English. This suggests that using English as the only medium of instruction can cause cognitive overload among students whose proficiency in the language is still developing which directly affects their understanding of the course material.

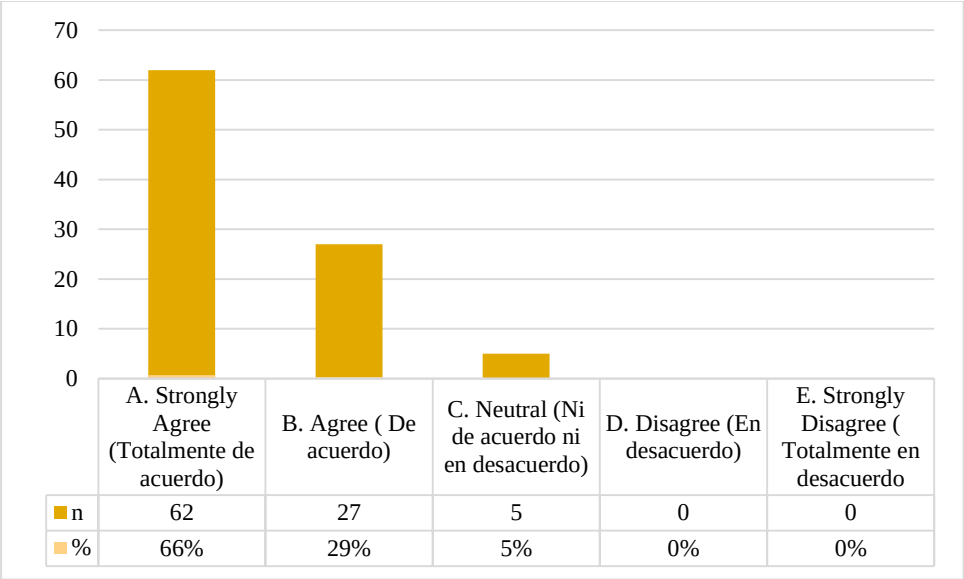
Discussion

Specialized studies show that learning academic content and a second language at the same time can significantly increase student's cognitive load especially when their proficiency in English is insufficient to fluently understand classroom content (Macaro, 2018). This explains

the confusion expressed by the students and underscore the need to employ supportive learning strategies in English as a medium instruction (EMI) classrooms to reduce this language barrier.

Question 4. My understanding improves when the teacher explains in English and Spanish

Figure 4.
Improved understanding with explanations in English and Spanish.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	62	27	5	0	0
%	66%	29%	5%	0%	0%

Note: *Own elaboration*

Analysis

Analysis of the answers revealed that, regarding the statement that understanding improves when the teacher explains the material in both English and Spanish,66% of the students strongly agreed while 29% agreed. Meanwhile, 5% remained neutral, 0%disagreed and 0% strongly disagreed.

Interpretation

In light of these results, it is worth noting that all students who expressed a clear opinion rated the bilingual approach in the classroom positively. This indicates that the combined use of English and Spanish as languages of instruction contributes significantly to students'

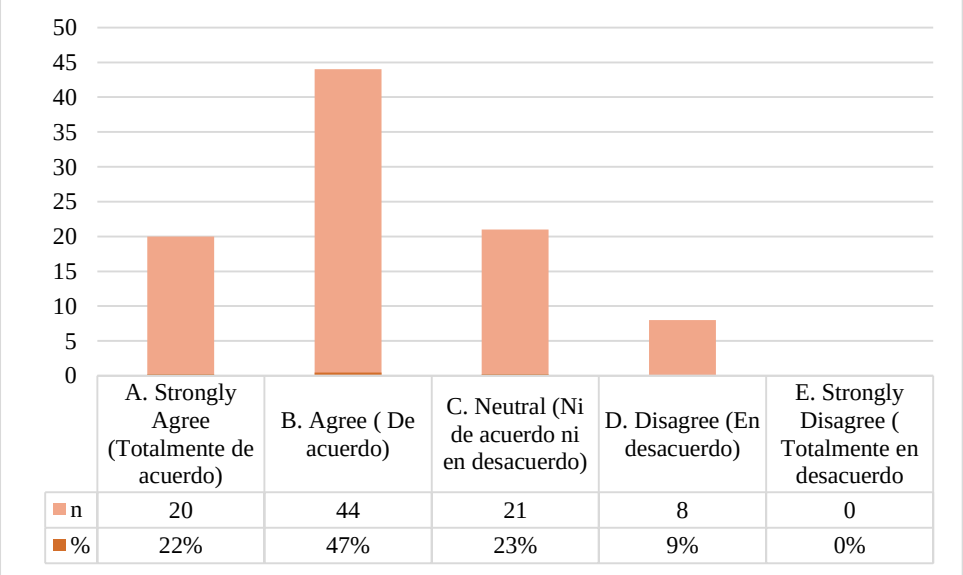
understanding of the subject matter, suggesting that a flexible bilingual policy in education better meets students' actual needs.

Discussion

Research in the field of bilingual education indicates that the use of students' native languages in English as a medium instruction (EMI) contributes to a better understanding of the content improves the quality of education and encourages students to participate more actively in the learning process (Van der Walt, 2013). This confirms previous findings and suggests that allowing teachers to switch between English and Spanish is not a methodological error, on the contrary, it is an effective pedagogical strategy that contributes to knowledge acquisition.

Question 5. My English level allows me to follow lessons taught in English

Figure 5
English proficiency level during class.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	20	44	21	8	0
%	22%	47%	23%	9%	0%

Note: *Own elaboration*

Analysis

The study's findings indicate that, regarding the statement that students 'proficiency in English enables them to attend classes taught in English, 47% of survey participants agreed with

this statement while 22% strongly agreed, the 23% of the participants took a neutral stance, 9% disagreed and 0% strongly disagreed.

Interpretation

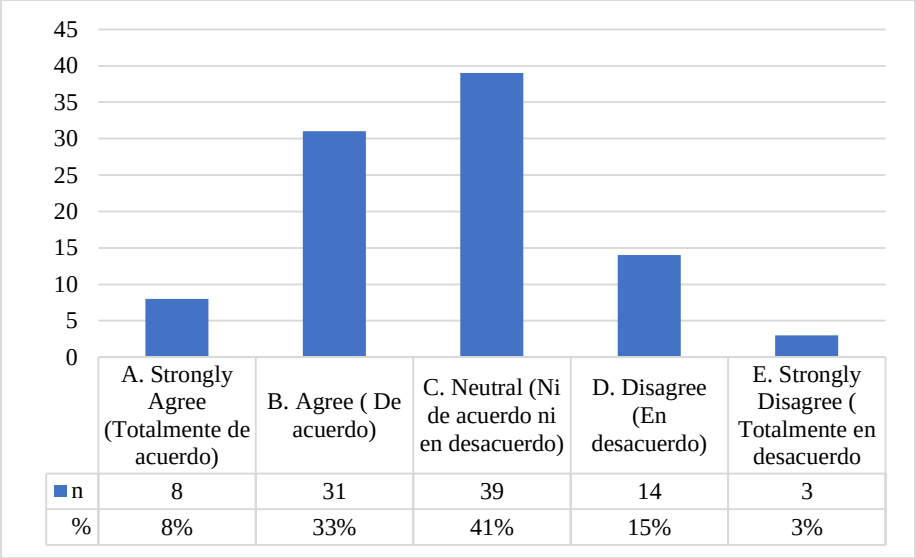
Based on these results, it can be concluded that most students consider their level of English sufficient to attend classes taught in English. However, the high percentage of students who remained neutral suggests that some of them still lack confidence in their language skills, which may reflect individual differences in their level of English proficiency.

Discussion

Studies in the field of bilingual education indicate that the level of English proficiency plays a key role in students' ability to successfully participate in classes taught in English as students with stronger language skills typically adapt more effectively to learning in a second language (Curle et al., 2020). This highlights the importance of providing continuous language support in English as a medium instruction (EMI) programs to ensure that all students can fully participate in such instruction.

Question 6: I find it difficult to understand academic vocabulary in English.

Figure 6
Difficulty understanding academic vocabulary in English



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	8	31	39	14	3
%	8%	33%	41%	15%	3%

Note: *Own elaboration*

Analysis

Regarding the difficulty of understanding academic vocabulary in English, the date show that 41% of survey participants took a neutral stance on this statement. In addition, 33% of the them said they agreed with it while 8% said they strongly agreed. A smaller percentage of survey participants 15% disagreed and only 3% strongly disagreed.

Interpretation

Based on these results, it can be concluded that students' opinions regarding the difficulty of academic vocabulary are not uniform. The predominance of neutral responses suggests that this obstacle does not always apply and may depend on the subject matter or the technical nature of the content. However, it is worth noting that more than one third of the participants openly recognize this difficulty and this aspect should be taken into account when designing English programs.

Discussion

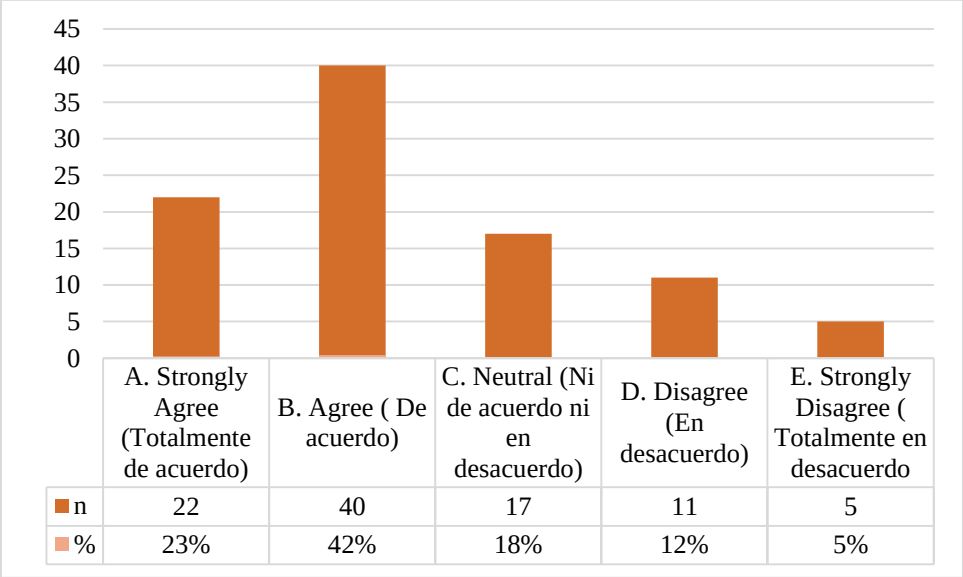
Several researchers highlight the fundamental role of academic vocabulary in student performance in English language instruction (EMI). Coxhead (2000) states that without adequate

command of this type of vocabulary, students face serious limitations in both understanding course content and actively participating in class. Furthermore, Macaro et al. (2018) add that lexical load is one of the factors that significantly influences academic performance in programs where English is the language of instruction and they emphasize the need to implement teaching strategies specifically designed to develop academic vocabulary.

Question 7. I need extra time to understand lessons taught in English.

Figure 7

Need for extra time to understand the lesson in English.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	22	40	17	11	5
%	23%	42%	18%	12%	5%

Note: Own elaboration

Analysis

Regarding the need for more time to understand subjects taught in English, the data shows that 18% of survey participants were neutral. Additionally, 42%agreed and 23% strongly agreed. Conversely 12% disagreed and only 5% strongly disagreed.

Interpretation

Based on these results, it can be concluded that students' opinions regarding the need for additional time are not uniform the predominance of positive response suggests that this obstacle

affects the vast majority and may depend on their level of language proficiency. However, it is worth noting that more than two-thirds of the participants explicitly acknowledge this difficulty and this aspect should be taken into account when deigning English programs.

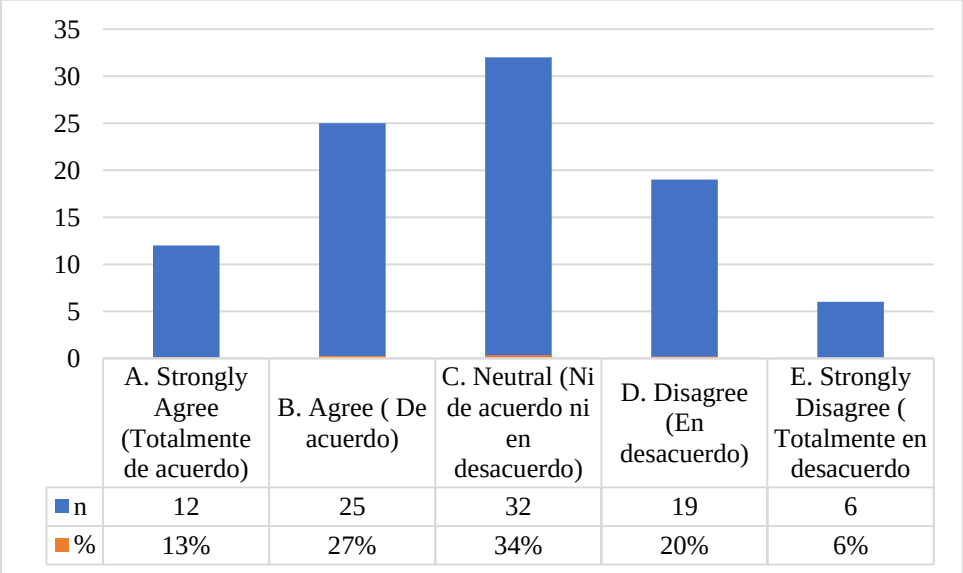
Discussion

Several researchers have highlighted the crucial role of processing time in student performance in English as a medium instruction. Processing time is an important factor influencing academic performance in English taught programs as second language learners typically require additional cognitive effort to process the material (Airey, 2009). Similarly, instructor tend to speak more slowly and cover less material when teaching in English compared to their native language suggesting that the pace to EMI instruction is often specifically tailored to these processing time requirements (Thøgersen & Airey, 2011). These findings support the need for teaching strategies that provide support time to help students keep pace with the lesson.

Question 8. Learning content in English makes classes more difficult for me.

Figure 8

The content in English makes the class more difficult.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	12	25	32	19	6
%	13%	27%	34%	20%	6%

Note: *Own elaboration*

Analysis

Regarding the belief that learning content in English makes classes more difficult 34% of students were neutral making them the largest group, 27% agreed, 13% strongly agreed,20% disagreed and 6% strongly disagreed.

Interpretation

The results of this question reveal a less defined stance than the previous one, as a significant number of students prefer not to take sides. However, the number of those who acknowledge that English makes their classes more difficult exceeds the number of those who think otherwise, suggesting that, for some students, studying the content in a second language is not a neutral process, but rather requires additional cognitive effort that could affect their performance if they do not receive adequate support.

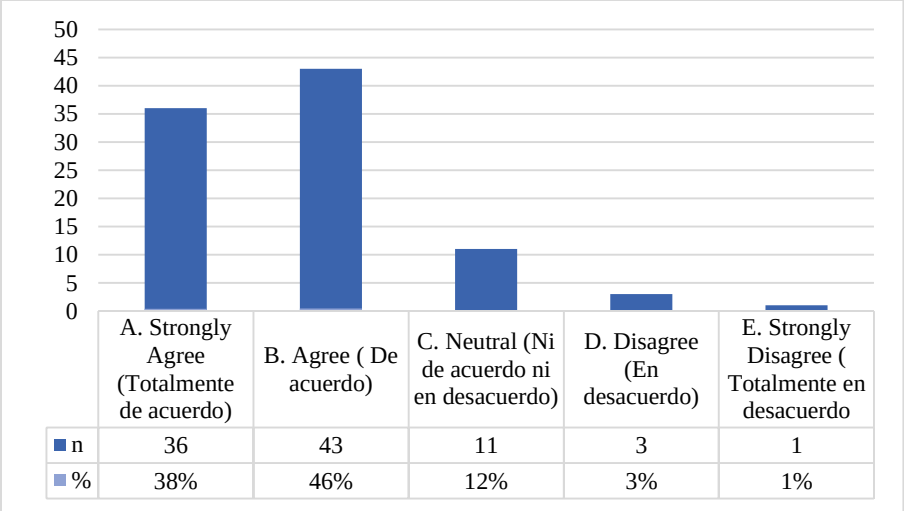
Discussion

The results of this questions reveal numerous studies agree that the first years of English as a second language programs are often the most stressful for students primarily due to their incomplete mastery of the language skills needed to keep up with the curriculum. This results in longer study sessions and greater burnout than expected. Furthermore, it has been observed than students require more energy and time to grasp concepts in English which slows down the entire learning process (Guarda, 2022). This reinforces the idea that the difficulty students face stems not only form the complexity of the course but also from the need to process this information in a language they have not yet fully mastered.

Question 9. Learning subjects in English motivates me to improve my English skill.

Figure 9

Subjects taught in English encourage the development of language skills.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	36	43	11	3	1
%	38%	46%	12%	3%	1%

Note: *Own elaboration*

Analysis

The majority of students agreed that studying subjects in English motivates them to improve their language skills, 46% agreed and 38% strongly agreed. Only 12% remained neutral while 3% disagreed and 1% strongly disagreed.

Interpretation

Most students see a positive side to learning content in English even if they previously said it was difficult or took them longer to keep up with their classes. Despite the challenges they seem to consider it part of the “price” they must pay to improve their English compensating for it by seeing it as a valuable contribution to their educational journey. In other words, the difficulty doesn’t discourage them because they find a clear purpose they understand the objective of this effort.

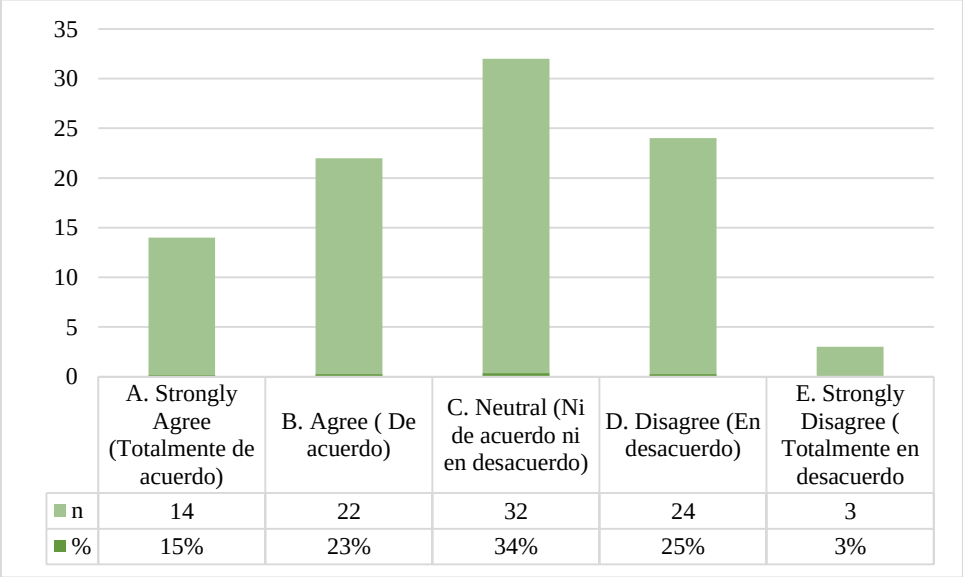
Discussion

Previous studies support this interpretation of the data. Ahmed (2025) found that in addition to the difficulties students face in understanding the content, English language instruction effectively contributes to improving their language skills career prospects and access

to academic resources. This alights with the observation of this group of students who view learning English not only as a burden but also as a genuine opportunity for their personal development.

Question 10. I participate more actively when the class is taught in English.

Figure 10
Active participation in English class.



Note: *Own elaboration*

Analysis

The date collected showed that regarding the statement that students participate more effectively when classes are taught in English, 23% agreed and 15% strongly agreed. On the other hand, 34% were neutral 25% disagreed and 3% strongly disagreed.

Interpretation

The group is divided into three almost equal subgroups with none clearly dominating. This reflects the fact that speaking English in class doesn't have the same effect on everyone for some it may encourage greater participation while for others it has the opposite effect holding them back for fear of making mistakes or expressing themselves incorrectly. The fact that many

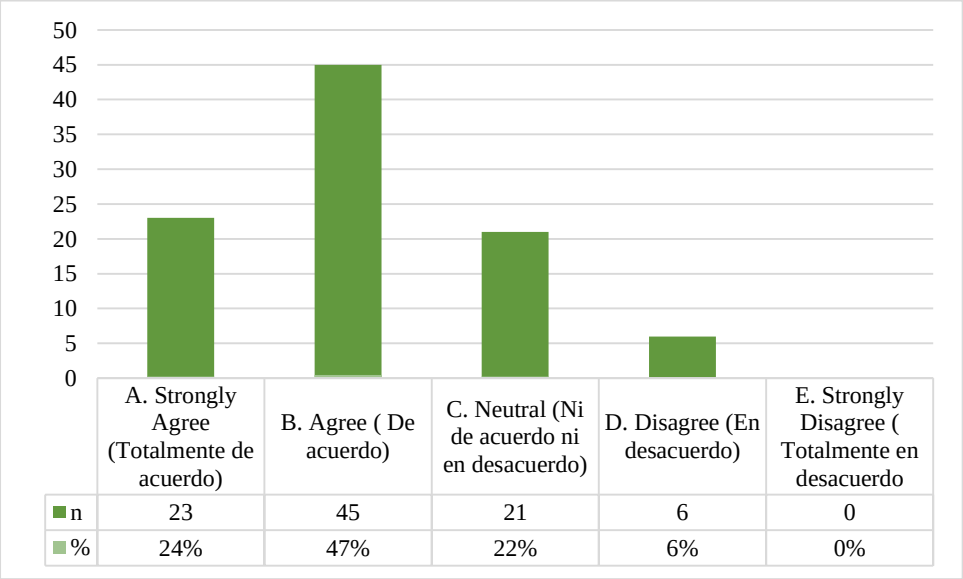
choose to remain neutral also suggest that many don't perceive any real difference in their participation depending on the language used.

Discussion

Silence in English for teaching EMI classes is not always due to language anxiety. In fact, it can worsen it the quieter a student is the less confident they feel about speaking later (Tsui & Cheng, 2022). This helps explain why some students believe that English motivates them to speak more while others prefer silence to avoid making mistakes in front of their classmates.

Question 11. English-medium instruction helps me remember content better.

Figure 11
Remember the content better



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	23	45	21	6	0
%	24%	47%	22%	6%	0%

Note: *Own elaboration*

Analysis

Regarding the results obtained 47%of students agreed,24% strongly agreed, 22% were neutral and only 6% disagreed. None of the students selected the "strongly disagree "option.

Interpretation

These results demonstrate that the vast majority associate learning English with better content retention something not as clearly observed in the other areas assessed. This may be because the additional cognitive effort required to process information in a second language not only present an obstacle but also acts as a mechanism that enhances memory. When students can not automatically memorize they are forced to understand what they study more deeply.

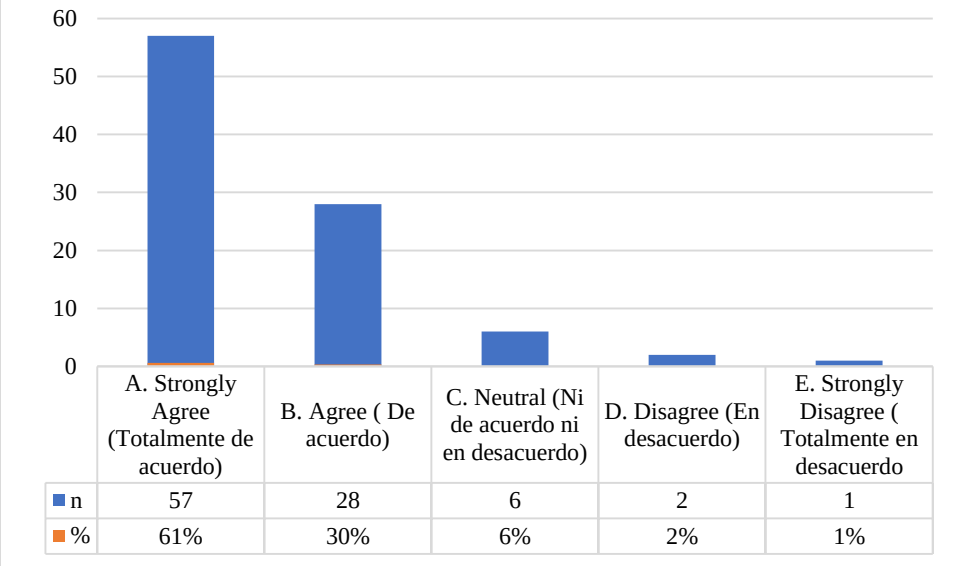
Discussion

Academic studies confirm that exposure to content in a language other than one is narrative tongue fosters deeper learning strategies in students such as relating information to prior knowledge or analyzing it critically rather than simply repeating it (Zhou et al., 2023). This suggests that teaching in English despite its initial difficulties can ultimately improve cognitive processes that promote long-term knowledge retention.

Question 12. Learning content in English prepares me better for future studies.

Figure 12

English as a tool for future studies.



	A. Strongly Agree (Totalmente de acuerdo)	B. Agree (De acuerdo)	C. Neutral (Ni de acuerdo ni en desacuerdo)	D. Disagree (En desacuerdo)	E. Strongly Disagree (Totalmente en desacuerdo
n	57	28	6	2	1
%	61%	30%	6%	2%	1%

Note: *Own elaboration*

Analysis

When asked whether learning the content in English better prepared them for future studies the response was most students responded favorably positive 61% said strongly agree and 30% agreed. Only 6% remained neutral and the difference was minimal with 2% disagreed and 1% strongly disagreed.

Interpretation

Without a doubt this is where the greatest consensus among students arises. They consider that learning English transcends the immediate academic field they see it as a toll that will benefit them in the future whether for later studies accessing more information or interacting more fluently in an environment where English predominates. This indicates that, despite occasional difficulties in their daily lives students do not overlook the long term benefits of learning the language.

Discussion

Many researchers agree that one of the most important factor for the expansion of English teaching is the expectation of future success that prepares students for a more competitive labor market and this facilitate their access to update academic information and improve their opportunities for international mobility (Lin & Lei, 2021). This explains why despite the difficulties that may arise in the daily learning process students continue to consider learning English as a valuable investment for their future.

3.2 Results of the interviews applied to the school authorities

The following interviews aim to collect information about the perspectives of the school authorities and English teachers regarding the implementation of English as a Medium of Instruction (EMI) at Unidad Educativa Víctor Mideros.

3.2.1 Results of the interview applied to the vice-principal

1. **¿Cómo influye el sistema EMI en los niveles de motivación y participación activa de los estudiantes dentro de la Unidad Educativa?**

No hay mucho conocimiento sobre el tema. En cuanto al inglés, este es como la globalización: el idioma como tal influye en el conocimiento y en el acceso a recursos en inglés.

2. **¿Qué objetivos académicos y formativos se buscan alcanzar con la aplicación de EMI en la institución?**

Faltan metodologías para que los estudiantes logren alcanzar un nivel de inglés básico y puedan mantener un diálogo con conversaciones simples en las partes de inglés, en general. Pienso que dar clases en inglés, o todo en inglés, sería mejor para entablar conversación y manejar el diálogo. Es importante la gramática, pero es más importante entablar el diálogo.

3. **¿Qué tipo de capacitación o apoyo técnico considera usted que necesita el personal docente para implementar el modelo EMI de manera más efectiva?**

Pienso que hacen falta estrategias que le permitan al estudiante participar en la conversación. Sería más divertido con más dinámicas para "activar" metodologías que ayuden a los estudiantes a expresarse y realizar diálogos, apoyándose en herramientas tecnológicas a través de actividades divertidas y diálogos.

4. **¿Cuáles son los principales desafíos que enfrentan los estudiantes al aprender contenidos en inglés en lugar de su lengua materna?**

Los estudiantes no tienen motivación, no tienen interés en aprender, porque sus conocimientos previos son complejos de aplicar en el inglés. Los estudiantes deberían tener conocimientos sobre el idioma, ya que con un nivel bajo sería importante entender la importancia

del inglés en la vida cotidiana y sus usos, tanto para la vida como para los estudios. El uso del inglés y su nivel bajo dificultan las investigaciones importantes, y eso lo hace muy complejo.

5. **¿Qué acciones o estrategias considera clave para una implementación efectiva de EMI?**

El uso de la tecnología para la enseñanza de inglés, material concreto y figuras, dependiendo de la materia.

Analysis

The vice- principal's answers show a limited understanding of English as a Medium of Instruction as a formal model in the school. Instead of discussing specific goals, challenges or strategies related to the EMI approach, she expresses general concerns such as students' low level of English a lack of motivation and the absence of clear methods for promoting dialogue in the classroom. This suggests that EMI is not an official policy at Victor Mideros but something individual teachers do on their own. Her focus on needing more interactive strategies, technology and dynamic activities shows she notices problems in English teaching even without fully understanding what EMI really means.

3.2.2 Results of the interview applied to the English area coordinator

1. **How long have you been teaching content subjects using English as a medium of instruction?**

Yes, I have teaching content subject used English content subject such as history assignment infographic geography.

2. **How does EMI affect students' understanding of subject content?**

EMI helps student have a better understanding and entertainment because their brain is already used to the subject in Spanish.

3. **What challenges do students face when learning content in English?**

The lack of vocabulary and the transition between L1 and L2.

4. **How do students' English proficiency levels influence content learning?**

It affects greatly because if the students don't have enough comprehensible input they will not learn enough.

5. **What strategies do you use to support students who struggle with EMI?**

I associate well know contents first so the students are already familiar with this data.

6. **Do you use Spanish in your EMI classes? In what situations and why?**

I allow the use of L1 in the form of Spanglish because at the basic levels students tend to confuse L1 and L2 if I do so the students will be more confident to participate.

7. **How does EMI influence students' motivation and participation?**

It influences them because students from 8th and 9th levels desire the practical side of learning that EMI contributes.

8. **Does EMI improve or limit academic performance? Please explain.**

EMI increases learning acquisition because when a subject is associated with English the brain works faster because the knowledge is already inside.

9. **What training or support do teachers need to implement EMI effectively?**

The teachers need to have a high level of proficiency first in terms of vocabulary and idioms. The instructors need to study specific subject first in order to be prepared.

10. **What are the main benefits and drawbacks of EMI at UE Víctor Mideros?**

The benefits are familiar topics practical activities effective transition between L1 and L2. The drawbacks are high vocabulary standards the need of proper input and output and the constant change.

Analysis

The coordinator's answers show that EMI is used in some subjects like History and Geography for example with infographics. The coordinator said that students understand better when English is used with topics they already know in Spanish. However, the responses also show that vocabulary and switching between the first language L1 and second language L2 pose significant challenges for students. The coordinator sometimes uses “Spanglish” to help students feel more confident to participate. Also the coordinator thinks EMI can help students learn better if they already know the topic but teachers need a high level of English and more preparation to teach the subject well. This shows that EMI is used in the institution but without enough training or clear strategies.

3.2.3 Results of the interview applied to the English teacher

1. **How long have you been teaching content subjects using English as a medium of instruction?**

I don’t use EMI as such but as an English teacher, I work with the Ministry of Education’s curriculum which includes topics on Ecuadorian culture, geography and history integrated into the English course.

2. **How does EMI affect students’ understanding of subject content?**

It’s a huge challenge because their lack of familiarity causes them to feel anxious when faced with something new or when practicing new skills such as writing, reading and listening but even more so when it comes to communicating and understanding the topics in English.

3. **What challenges do students face when learning content in English?**

It is a very big challenge, because the unknown causes fear in students. When faced with something new they feel afraid and they must tackle that challenge by practicing skills such as writing, reading and listening but above all by learning to communicate fluently in English.

4. **How do students' English proficiency levels influence content learning?**

English proficiency has a significant influence since although exposure to the language is positive it is somewhat limited within the institution and students' vocabulary is limited. This can cause confusion at first but working on it over the long term can become an interesting approach to content learning.

5. **What strategies do you use to support students who struggle with EMI?**

I believe it is important to reinforce both speaking skills and knowledge of grammatical structures, since simply speaking the language is not enough the students need to use it correctly in order to really improve their English proficiency.

6. **Do you use Spanish in your EMI classes? In what situations and why?**

Yes, I use Spanish to give complex instructions, explain difficult grammar topics and provide context for national issues. I do this because students don't yet have a sufficient vocabulary to understand long instructions in English alone and by using Spanish, I ensure that they clearly understand the material without feeling frustrated or lost.

7. **How does EMI influence students' motivation and participation?**

In fact, it often becomes a problem for participation. Many students feel motivated but when it comes time to participate they tend to lose motivation out of fear of making mistakes. It would be important for teachers to use new strategies to encourage motivation and help students overcome that fear of making mistakes.

8. **Does EMI improve or limit academic performance? Please explain.**

It has both sides. It improves performance because it gives students the opportunity to learn to communicate more fluently but it can limit performance if students feel intimidated or intimidated by having to use English for everything.

9. **What training or support do teachers need to implement EMI effectively?**

We definitely need training on how to use the method since we know what it is but don't know how to apply it correctly in the teaching process. If the ministry proposes implementing it, it should train us so we can implement it effectively.

10. **What are the main benefits and drawbacks of EMI at UE Víctor Mideros?**

As a benefit, students achieve greater fluency in English and are able to communicate better. As a drawback, some students might feel intimidated or even stressed by the constant use of English in all classes.

Analysis

The teacher's responses indicate that the EMI approach is not fully implement at the school but that topics related to Ecuador's culture, geography and history are included in the English curriculum established by the Ministry of Education she indicated that students feel nervous in new situations especially when they have to speak in English and that their limited vocabulary can cause them confusion at first. Many students are excited at first but that motivation as soon as they are asked to participate for fear of making mistakes uses Spanish to give complex instructions and explain grammar rules since students don't yet have sufficient vocabulary to understand everything in English. She noted that English as a medium of instruction can improve students' fluency but it can also limit their performance if they feel anxious about the constant use of the language. Finally, admitted that needs training to apply the

method correctly since to understand the concept but lacks the tools to implement it well in class. This shows that EMI is present at the institution but without enough training or clear strategies.

CHAPTER IV

4 Proposal

4.1 Introduction

This proposal is a valuable educational resource for English Foreign Language (EFL) teachers working at the Victor Mideros Educational Unit it is designed to help 8th and 9th grade students develop their linguistic and academic skills through the use of English as a Medium of Instruction. The proposal's design is based on data collected during the diagnostic phase of this study particularly interviews and surveys that identified the needs, challenges and expectations of the educational community regarding the use of English as a medium of instruction. Furthermore, the design of this proposal took level of English proficiency which allowed for the identification of an appropriate starting point using an A1 level for the activities included in the guide.

4.2 Proposal Objective

To develop students' linguistic and cognitive skills through English as a Medium of Instruction using content that represents a part of Ecuador's historical heritage and biodiversity.

4.3 Methodology

This learning guide is divided into four units each focusing on a different language skill: listening, speaking, reading and writing. Each unit includes a set of guided lessons that gradually introduce vocabulary and content related to Ecuador's heritage, historical figures and natural wonders, followed by classroom activities that allow students to apply what they have learned in practical way. Contextualizing the content is key in each unit by connecting new vocabulary and topics to elements of Ecuadorian culture that students are already familiar with the guide helps

reduce mental effort and fosters a deeper understanding of the language and content. This is an effective strategy for simultaneously developing students' language and academic skills.

4.4 Proposal Title

Discovering Ecuadorian Heritage Through English

4.5 Importance of the Proposal

"Discovering Ecuadorian Heritage Through English" this teaching guide is designed for 8th and 9th grade students at the Victor Mideros Educational Unit. Its main objective is to help students develop their linguistic and cognitive skills through English language instruction using learning activities inspired by Ecuador's historical heritage, historical figures, biodiversity and natural wonders. Furthermore, the diagnostic tools used at the beginning of this study allowed for the identification of the institution's actual needs regarding integrated language teaching, enabling the proposed guide to directly address the difficulties and expectations expressed by teachers and students in English as a Foreign Language (EFL) classes.

ENGLISH AS A MEDIUM OF INSTRUCTION

Discovering Ecuadorian Heritage Through English



STUDENT'S BOOK – LEVEL A1.1

8th and 9th Grade – EGB

CREATED BY CAMILA COLLAGUAZO



How to Use This Book

For Students

As the creators of this material, we will not be physically present in every class, so this book includes two work guides: one for students and one for teachers. Both explain how to navigate the activities and what is expected in each section.

This book will guide you step by step. Follow these tips:

1. Read the Can-Do statement at the start of each unit and lesson. It tells you what you will learn.
2. Learn the new words in the Vocabulary box before you start an activity.
3. Read the Instructions line carefully before doing each activity.
4. Listen to your teacher or the recording as many times as you need.
5. It is okay to make mistakes! Listening is a skill you build little by little.
6. Check your own progress with the Self-Assessment box at the end of the unit.

For Teachers

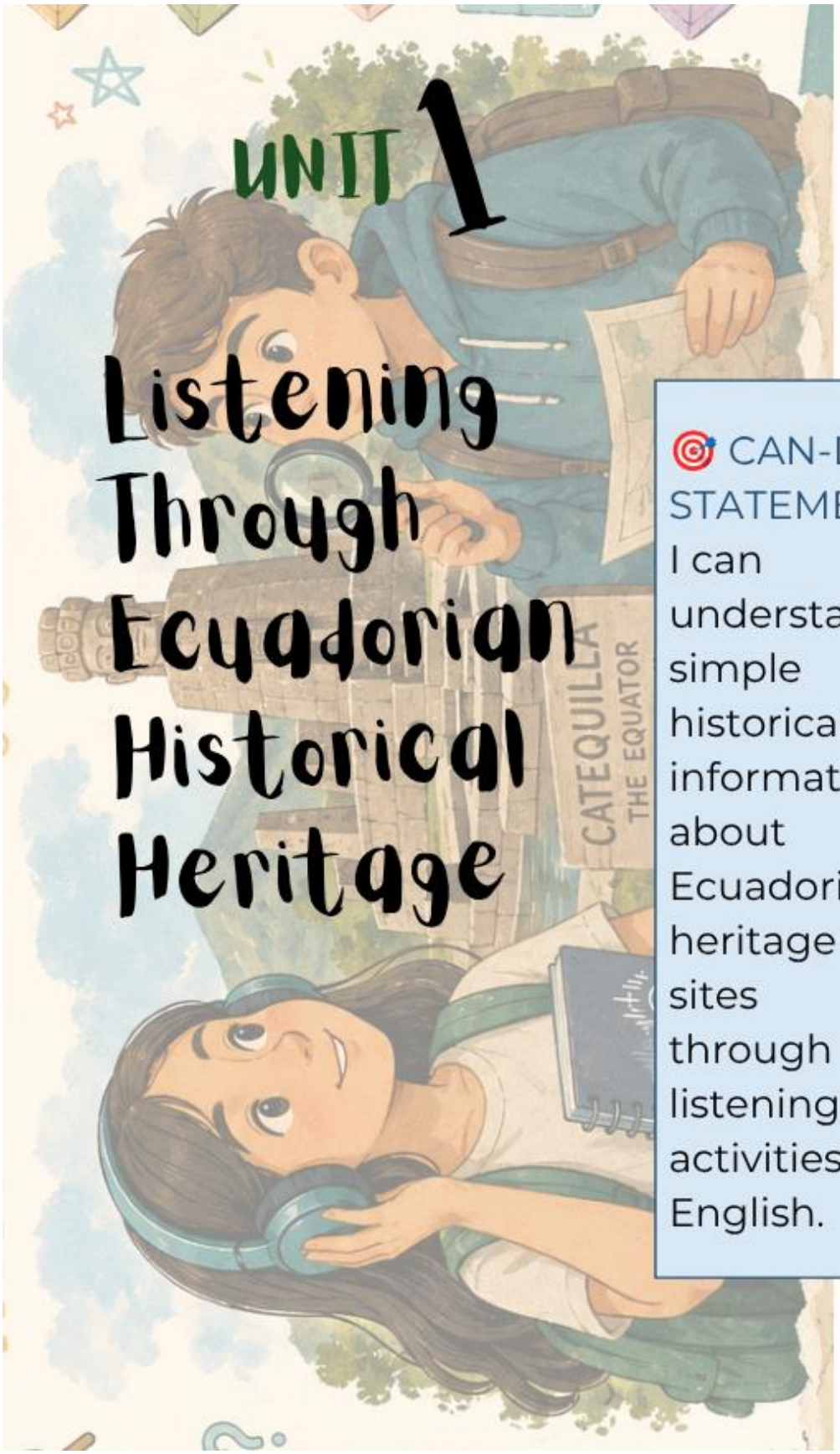
A complete didactic guide is provided in the Appendix at the end of this book, including:

- Unit objectives and EGB curricular alignment.
- Suggested timing for each lesson and activity.
- Materials needed (printable cards, maps, audio scripts).
- Full audioscripts to read aloud or record for listening activities.
- Answer keys for every numbered activity.

The design of the proposal used images obtained from Google and images generated using artificial intelligence with ChatGPT (OpenAI), which were adapted and edited in Canva along with images from the platform's own resource library. These graphic elements were used exclusively for academic purposes.

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🎯 CAN-DO STATEMENT

I can understand simple historical information about Ecuadorian heritage sites through listening activities in English.

Lesson 1:
Discovering Catequilla

Activity 1 – Picture Talk

1 Look at the photo of Catequilla. Answer the questions with your partner.

1. What can you see in the picture?
_____
_____

2. Do you think this place is old or new?
_____
_____

3. Have you ever visited a similar place in Ecuador?
_____
_____



Activity 2 – Reading: What Is Catequilla?

Catequilla is a hill near Quito, Ecuador. It is an ancient site. Many years ago, indigenous people lived and worked there. Today, archaeologists study the ruins on the hill. They find old walls and paths. Catequilla is special because it is very close to the equator line. People say ancient cultures used this place to observe the sky. This is an important part of Ecuadorian history.

Read the text again. Write True (T) or False (F).

1. Catequilla is a hill near Guayaquil. ____
2. Archaeologists study the ruins today. ____
3. Catequilla is close to the equator. ____
4. Ancient cultures never used this place. ____

ACTIVITY 3 Podcast Explorers

Listen to the podcast "Discovering Catequilla". Complete the chart below.



Question	Your answer
Name of the place	_____
Country	_____
Type of place (hill / river / city)	_____
One special fact about it	_____

Lesson 2: Catequilla and the Equator

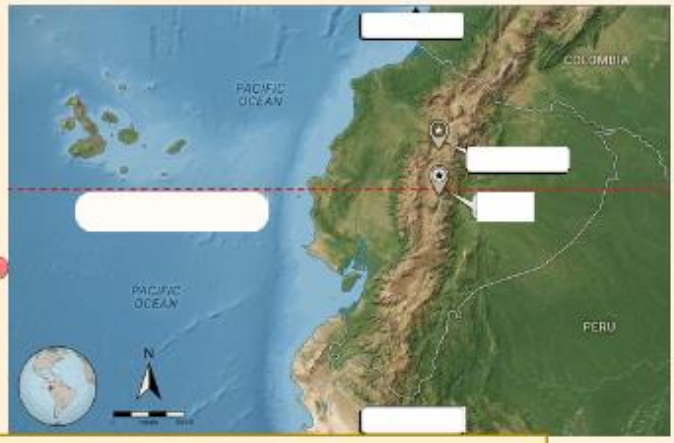
Activity 1 – Map Work

Look at a map of Ecuador .Use the Word Bank to complete it.

Word Bank

- South
- Label North
- Equator line
- Quito
- Catequilla





Activity 2 – Speaking: Where Is It?

Instructions: Ask and answer with a partner using the model

> A: Where is Catequilla?
> B: It is near Quito, very close to the equator.

a) Where is your school?

_____

b) Where is your house?

_____

c) Where is the closest city to Catequilla?

_____



ACTIVITY 3 Listening Footprints

Listen to the audio "Follow the Footprints". The speaker describes four steps that ancient people followed to find this place. Number the footprints in the correct order (1–4).

a) They observed the position of the sun. ____
b) They climbed the hill of Catequilla. ____
c) They noticed the shadows were very short at midday. ____
d) They understood they were near the equator line. ____

Check your order with the class. Listen again if necessary.

Lesson 3

Why Is Catequilla Important?

Activity 1 – Reading Dialogue

Read the dialogue with a partner.



María: Dr. Andrés, why is Catequilla important?
Dr. Andrés: It is a sacred place. Ancient cultures observed the sun here. They made a kind of calendar.
María: Did they have ceremonies here?
Dr. Andrés: Yes! Our ancestors had special ceremonies on this hill. Today, we must protect this heritage.

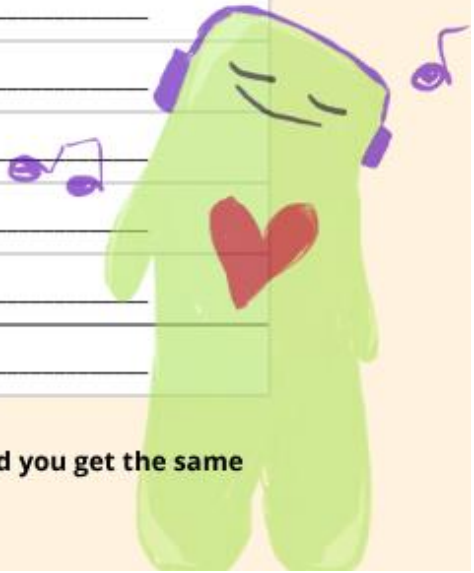
Why is it important to protect Catequilla?

ACTIVITY 2 Secret History Codes

Listen to the audio "The Secret Code of Catequilla" For each number, write the letter of the word you hear. Then unscramble the secret message.



Number	Word you hear
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____



Secret message: _____
Compare your secret message with another pair. Did you get the same answer?

Lesson 4:
Ecuadorian Historical Heritage

Activity 1 – Reading: Other Heritage Sites

Underline the names of the three heritage sites in the text.



Ecuador has many heritage sites. **Ingapirca** is an Inca site in the south.
Cochasquí has ancient pyramids near Quito.
Catequilla is on the equator line.
All these places are part of our identity. Tourists from many countries visit them. We must respect and preserve them for the future.

Activity 2 – Speaking: My Favorite Heritage Site

In pairs, talk about a heritage site you know in Ecuador. Use the model.

My favorite heritage site is _____. It is in _____. It is important because _____.

ACTIVITY 3 Audio Treasure Mission



Listen to four short audio clues. Each clue describes one heritage site. Write the correct name under each clue. The last clue reveals the "treasure question" — answer it to finish the mission!



1. **Clue 1:** _____
2. **Clue 2:** _____
3. **Clue 3:** _____
4. **Clue 4:** _____

🏆 **Treasure Question: What heritage site is exactly on the equator line?**
Answer: _____

Unit Project: My Own Podcast

Final Task
Work in groups of 3. Choose one Ecuadorian heritage site (it can be Catequilla or another place you know). Record a 1-minute podcast in English answering these questions:

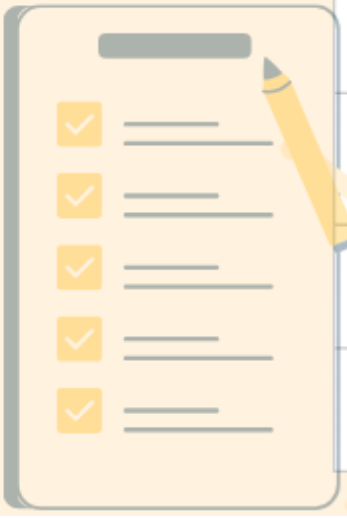
1. What is the name of the place?
2. Where is it located?
3. Why is it important?
4. Why should we protect it?



Share your podcast with the class. Listen to your classmates' podcasts and write the name of one new fact you learned.

Self-Assessment

Mark with an X how you feel about each skill in this unit.



Skill	How do you feel?
I can understand simple historical information through listening.	😀 / 🙂 / 😕
I can talk about the location of Catequilla.	😀 / 🙂 / 😕
I can explain why a heritage site is important.	😀 / 🙂 / 😕
I can use new vocabulary about Ecuadorian heritage.	😀 / 🙂 / 😕

Unit 1 Glossary

Word	Meaning	Example
ancestor		Our ancestors built this site.
ancient		Catequilla is an ancient site.
astronomy		Ancient people studied astronomy here.
discover		Archaeologists discover old objects.
equator		Ecuador is on the equator.
hemisphere		The North Hemisphere is above the equator.
heritage		Catequilla is part of our heritage.
hill		The hill is near Quito.
identity		Heritage is part of our identity.
latitude		Catequilla has a special latitude: 0°.
line		The equator is an imaginary line.
location		What is the location of Catequilla?

Word	Meaning	Example
preserve		We must preserve our heritage sites.
ruins		We can see old ruins on the hill.
sacred		It was a sacred place for ancient people.
site		It is an important archaeological site.
south		Cuenca is in the south.
sun		They observed the sun every day.
value		Heritage sites have great cultural value.

Teacher's Guide

This guide is intended exclusively for teachers and contains the lesson plans, audio scripts, and answer keys for Unit 1. It should not be given to students.

1. Objectives of the Unit

- Understand simple historical information in English about Ecuador's cultural heritage.
- Develop listening skills through progressive tasks (prediction, global listening, selective listening).
- Strengthen cultural identity through content about Catequilla and other heritage sites.
- Apply the CLIL/EMI approach by integrating social studies content with the English language.

2. Suggested Time Allocation

Lesson / Activity	Time	Focus
Lesson 1: Discovering Catequilla	2 periods (80 min)	Vocabulary + Reading + Explorers Podcast
Lesson 2: Catequilla and the Equator	2 periods (80 min)	Map + speaking + Listening Footprints
Lesson 3: Why Is Catequilla Important?	2 periods (80 min)	Dialogue + Secret History Codes
Lesson 4: Ecuadorian Historical Heritage	2 periods (80 min)	Reading + Speaking + Audio Treasure Mission
Final project + self-assessment	1 periods (40 min)	Podcast grupal + checklist

3. Materials Needed

- A printed or projected map of Ecuador showing the equator.
- Photographs of Catequilla, Ingapirca, and Cochasquí (printed or projected).
- An audio device/recorder (optional) or the teacher's voice to read the audio scripts.
- Copies of the student workbook (one per student).

4. Audioscripts

Appendix A1 — Podcast Explorers (Lesson 1, Activity 3)

> *"Welcome to Ecuador Explorers! Today we are talking about Catequilla. Catequilla is a hill in Ecuador, very close to Quito. It is an ancient archaeological site. Ancient people lived and worked here many years ago. One special fact: Catequilla is almost exactly on the equator line! That is why it is so special for archaeologists and historians."*

Answers: Name: Catequilla | Country: Ecuador | Type: hill / archaeological site | Special fact: it is almost exactly on the equator line.

Appendix A2 — Listening Footprints (Lesson 2, Activity 3)

> *"Follow the footprints of the ancient explorers. First, they climbed the hill of Catequilla. Second, they observed the position of the sun every day. Third, they noticed the shadows were very short at midday. Finally, they understood they were standing near the equator line."*

Answers (in the correct order): 1) They climbed the hill of Catequilla. 2) They observed the position of the sun. 3) They noticed that the shadows were very short at midday. 4) They realized they were near the equator.

Appendix A3 — Secret History Codes (Lesson 3, Activity 2)

> *"Listen carefully and write each number with its word. Number one: SUN. Number two: ANCESTOR. Number three: CALENDAR. Number four: RITUAL. Number five: EQUATOR.Number six DISCOVER Now put the first letter of each word together to find the secret message: S-A-C-R-E-D."*

Tip: Customize the final secret message (for example, the initials can spell out a keyword like "SACRED" if you rearrange the order in which they are read). The teacher can simplify this by using only 3 words if the group is at a beginner level.

Appendix A4 — Audio Treasure Mission (Lesson 4, Activity 3)

> *Clue 1: "This place has ancient pyramids. It is near Quito." (Cochasquí)*
> *Clue 2: "This place was an Inca site. It is in the south of Ecuador." (Ingapirca)*
> *Clue 3: "This place is a hill. People observed the sun here." (Catequilla)*
> *Clue 4: "Treasure Question — What heritage site is exactly on the equator line?" (Answer: Catequilla)*

5. Answer Key — Summary

• Lesson 1, Activity 2 (T/F): F, T, T, F.
• Lesson 1, Activity 3: see Appendix A1.
• Lesson 2, Activity 3 (order): 2, 1, 3, 4 → rewritten as 1) climb hill, 2) observe sun, 3) short shadows, 4) understand equator.
• Lesson 3, Activity 2: See Appendix A3 (message can be adapted by the teacher).
• Lesson 4, Activity 3: Cochasquí, Ingapirca, Catequilla, Catequilla (treasure).

6. Methodological Recommendations

• Tap into students' prior knowledge by asking them if they are familiar with Catequilla or another heritage site before beginning the unit.
• Read the audio scripts at a slightly slower-than-natural pace and repeat each audio clip at least twice.
• Allow the use of the students' native language (Spanish) only to clarify specific vocabulary questions, while maintaining English as the primary language of instruction.
• Adjust the difficulty of "Secret History Codes" according to the group's level; you can reduce the number of coded words.
• Encourage collaborative work in pair and group activities to reduce language anxiety.

UNIT 2

SPEAKING THROUGH ECUADORIAN HEROES AND HISTORICAL FIGURES



CAN DO STATEMENT

1 I can communicate simple information about Ecuadorian heroes and historical figures using basic words and expressions in English.

CULTURE NOTE

Ecuador has many heroes who helped shape the country's history.Learning about these historical figures helps us appreciate Ecuadorian culture while practicing English speaking skills.

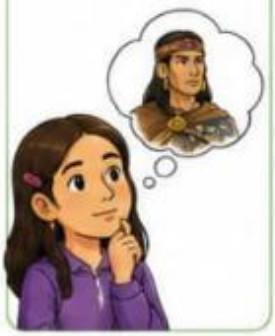
LET'S TALK!

Look at the pictures and answer the questions with your partner.

1. Who is your favorite hero?



2. Do you know Rumiñahui?



3. Why are heroes important?



4. Would you like to meet a historical figure?



VOCABULARY PREVIEW



hero



emperor



warrior



leader



freedom



history

IN THIS UNIT YOU WILL...



Talk about Ecuadorian heroes.



Ask and answer simple questions.



Work with your classmates.



Present a historical figure.

FINAL SPEAKING CHALLENGE

Historical Voices Challenge

At the end of this unit, you will introduce an Ecuadorian hero in English.





2

LESSON 1

WHO WAS RUMIÑAHUI?



ACTIVITY 1

CRACK THE HERO CODE

Instructions: **Work in pairs. Use the code key to discover the secret word about today's hero. The first pair to solve it and raise their hand wins a point for their team!**





Once you crack the code, discuss with your partner:

1. Do you think this word describes a soldier or a farmer?
2. Have you heard the name Rumiñahui before?



ACTIVITY 2

HERO SILHOUETTE

Instructions: **Look at the silhouette of Rumiñahui. With a partner, guess three words to describe him before you read the text.**

1. What do you think this person did? _____
2. Was he a soldier, a farmer, or a teacher? _____
3. Do you know his name? _____



ACTIVITY 3

READING: RUMIÑAHUI, THE WARRIOR OF QUITO

Rumiñahui was an Inca general in Ecuador. He was a brave warrior and a strong leader. In 1534, Spanish soldiers arrived in Quito. Rumiñahui led his army and resisted the invasion.

He did not want the Spanish to take the city's treasures. Rumiñahui and his soldiers burned parts of Quito before the Spanish could enter. Today, people remember him as a symbol of courage and resistance.

His name is very important in Ecuadorian history. There is a volcano and a canton named Rumiñahui in his honor.

Instructions: **Read the text again. Write True (T) or False (F).**

1. Rumiñahui was a teacher. ___
2. He led an Inca army. ___
3. He resisted the Spanish invasion. ___
4. Nothing in Ecuador has his name today. ___

ACTIVITY 4 — Hero Talk Circle

Skill focus: Speaking — Main Task

Instructions: **Sit in a circle with your group.Answer using short sentences.**

Model:

A: Who was Rumiñahui?
B: He was a brave Inca general.
A: What did he do?
B: He defended Quito from the Spanish soldiers.

Speaking prompts:

- Who was Rumiñahui?
- Was he brave or afraid?
- What did he defend?
- Why do we remember him today?

Practice with your partner or group, then present to the class.

LESSON 2

Discovering Atahualpa





Activity 1 – 💰 Treasure Code Race

Instructions: **Work in pairs. Unscramble the letters below to find the secret word about Atahualpa's story. The first pair to shout the correct word (quietly!) and raise their hand wins a point.**

Scrambled letters: S – O – I – N – A – M

Secret word: _ _ _ _ _ _

Activity 2 – Guess the Emperor

Instructions: **Look at the picture of Atahualpa. Talk with a partner and answer the questions.**



1. What is he wearing?

   _____

2. Do you think he was rich or poor?

   _____

3. What do emperors do?

   _____

Activity 3 – Reading: Atahualpa, the Last Inca Emperor

Atahualpa was the last emperor of the Inca Empire. He lived in the sixteenth century. In 1532, Spanish soldiers, led by Francisco Pizarro, arrived in Cajamarca.

The Spanish captured Atahualpa. To get his freedom, Atahualpa offered a big ransom: a room full of gold and two rooms full of silver. The Inca people brought the treasure, but the Spanish did not free him.

Atahualpa is an important figure in the history of Ecuador and Peru. His story shows the end of the Inca Empire.

Instructions: **Read the text again. Write True (T) or False (F).**

1. Atahualpa was the first Inca emperor. ___
2. Pizarro's soldiers captured him in Cajamarca. ___
3. He offered a ransom of gold and silver. ___
4. The Spanish freed him after the ransom. ___

ACTIVITY 4 — Time Traveler Interview

Skill focus: Speaking — Main Task

Instructions: **Work in pairs. Student A is a time-traveling reporter. Student B is Atahualpa. Use the question model to create a short interview. Then perform it for another pair.**

Model:

Reporter: Good morning! Who are you?
Atahualpa: I am Atahualpa, the emperor of the Incas.
Reporter: Where do you live?
Atahualpa: I live in the Inca Empire, in South America.
Reporter: What happened to you?
Atahualpa: Spanish soldiers captured me in Cajamarca.

Speaking prompts:

- Who are you?
- Where do you live?
- What happened to you?
- How do you feel?

Practice with your partner or group, then present to the class.

LESSON 3

LEARNING ABOUT MANUELA CAÑIZARES



Activity 1 – 🔑 Secret Password Mission

Instructions: Manuela Cañizares' house has a secret password! Unscramble the letters below to discover it and "enter" the meeting. Work with a partner — the first team to find the password wins a point.

Scrambled letters: T – E – G – N – I – M – E

Password: _ _ _ _ _ _ _

Once you unlock it, discuss with your partner:

1. Why do people organize secret meetings?

_____

2. What do you think happened at this meeting?

_____

Activity 2 – Who Is She?

Instructions: Look at the picture of Manuela Cañizares. Discuss with your partner.

1. Is this person a man or a woman?
2. What do you think she did?
3. Why is a house or a meeting important in history?

_____
_____
_____



Activity 3– Reading: Manuela Cañizares, Voice of Independence

Manuela Cañizares was a patriot from Quito, Ecuador. On the night of August 9, 1809, she invited important patriots to a secret meeting in her house.
She spoke with courage and encouraged the patriots to act. She famously said: "It is now or never!" Her words motivated the group to declare independence the next day, on August 10, 1809. This event is known as "El Primer Grito de la Independencia". Manuela Cañizares is remembered as a brave and important woman in Ecuadorian history.

Instructions: Read the text again. Write True (T) or False (F).

1. The meeting happened in a park. ___
2. Manuela Cañizares organized the meeting. ___
3. The patriots declared independence on August 10, 1809. ___
4. She was afraid to speak. ___

ACTIVITY 4 — Mystery Hero Reporter

Skill focus: Speaking — Main Task

Instructions: Work in groups of three. Each group receives a set of clue cards about a hero from this unit. Take turns reading a clue aloud. The other groups listen and guess the hero's name. Then, as a "reporter," explain two facts about the hero in your own words.

Model:





Speaking prompts:

- What did your hero do?
- Where did the story happen?
- Why is your hero important?
- Can the class guess the hero's name?

Practice with your partner or group, then present to the class.

LESSON 4

HEROES OF INDEPENDENCE

Activity 1 – Hero Match Race

Instructions: Work with a partner. Race to match each hero's name with the correct fact. Say your matches out loud: "I think Rumiñahui matches with..." The first pair to finish with all correct matches wins!

Names: 1. Rumiñahui 2. Atahualpa 3. Manuela Cañizares





Facts:

a. Organized a secret meeting.
b. Offered gold as a ransom.
c. Defended Quito from the Spanish.



Your matches: 1 – __ 2 – __ 3 – __

Activity 2 – Hero Wall



1. Which hero do you remember best?----------
2. Which hero do you like the most? Why?----------
3. Do you know any other Ecuadorian hero?----------

Instructions: Look at the pictures of the four heroes from this unit. With a partner, say one word for each hero.



Activity 3 – Reading: Remembering Our Heroes

Ecuador has many heroes who are part of its history. Rumiñahui defended Quito. Atahualpa was the last Inca emperor. Manuela Cañizares organized the first cry of independence.
Later, other heroes continued the fight for freedom. On May 24, 1822, Antonio José de Sucre led the army to victory at the Battle of Pichincha. This battle gave freedom to Quito. Today, Ecuadorians celebrate these heroes because they are part of the national identity. We remember their courage and sacrifice every year.

Instructions: Read the text again. Write True (T) or False (F).

1. The Battle of Pichincha was in 1822. ___
2. Sucre led the army to victory. ___
3. Ecuadorians never celebrate these heroes. ___
4. These heroes are part of Ecuador's identity. ___

ACTIVITY 4 — Historical Voices Challenge

Skill focus: Speaking — Main Task

Instructions: Work in groups of four. Each student chooses one hero from this unit (Rumiñahui, Atahualpa, Manuela Cañizares, or a hero of independence). Prepare a short speaking turn (3-4 sentences) in the voice of your hero. Present your "historical voice" to the class. Classmates can ask one question to each hero.



Model:
I am Rumiñahui. I was a brave general. I defended Quito from the Spanish. I am a symbol of courage for Ecuador.
Question from classmates: Were you afraid?
Answer: No, I was brave. I protected my people.

Speaking prompts:
- Who are you?
- What did you do?
- Why are you important?
- How do you feel about your story?



Practice with your partner or group, then present to the class.

Unit Project: Living Museum – Meet the Heroes

Final Task

Work in groups of 3 or 4. Choose one Ecuadorian hero from this unit (or another hero you know). Prepare a 1-minute spoken presentation in the voice of that hero, and stand still like a "living statue." When a classmate taps your shoulder, "come to life" and speak your presentation. Answer one question from your visitor before you "freeze" again.

Your presentation should answer:

1. Who are you?
2. When and where did you live?
3. What did you do?
4. Why should people remember you?

Walk around the "museum" and visit your classmates' heroes. Write the name of one new hero fact you learned.



Skill	How do you feel?
I can talk about Rumiñahui using simple words.	😀 / 🙂 / 😕
I can ask and answer questions about Atahualpa.	😀 / 🙂 / 😕
I can describe what Manuela Cañizares did.	😀 / 🙂 / 😕
I can talk about other heroes of independence.	😀 / 🙂 / 😕
I can use new vocabulary about Ecuadorian heroes.	😀 / 🙂 / 😕

Unit 2 Glossary

Word	Meaning	Example
army		*He led an army to defend Quito.*
battle		*The Battle of Pichincha was in 1822.*
brave		*The soldiers were very brave.*
courage		*She spoke with a lot of courage.*
emperor		*Atahualpa was the last Inca emperor.*
empire		*The Inca Empire was very large.*
flag		*The flag represents our country.*
freedom		*The patriots wanted freedom from Spain.*
gold		*The Incas used a lot of gold and silver.*
meeting		*She organized a secret meeting.*
proud		*We are proud of our heroes.*
ransom		*He offered a room full of gold as a ransom.*
resist		*The Inca people resisted the invaders.*
silver		*They filled a room with gold and silver.*
speech		*She gave a powerful speech.*
warrior		*Rumiñahui was a brave warrior.*

Teacher's Guide

This guide is intended exclusively for teachers and contains the planning, oral models, and answer keys for Unit 2. It should not be given to students.

1.Objectives of the Unit

- Communicate simple historical information in English about Ecuadorian heroes and historical figures.
- Develop speaking skills through progressive tasks (guided interaction, role-playing, interviews, oral presentations).
- Strengthen cultural identity through content about Rumiñahui, Atahualpa, Manuela Cañizares, and the heroes of independence.
- Apply the CLIL/EMI approach, integrating Social Studies content with the English language.

2. Suggested Time Allocation

Lesson / Activity	Time	Focus
Lesson 1: Who Was Rumiñahui?	2 periods (80 min)	Vocabulario + lectura + Hero Talk Circle
Lesson 2: Discovering Atahualpa	2 periods (80 min)	Vocabulario + lectura + Time Traveler Interview
Lesson 3: Learning About Manuela Cañizares	2 periods (80 min)	Diálogo + Mystery Hero Reporter
Lesson 4: Heroes of Independence	2 periods (80 min)	Lectura + Historical Voices Challenge
Final project + self-assessment	1 periods (40 min)	Living Museum + checklist

3. Materials Needed

- Images or illustrations of Rumiñahui, Atahualpa, Manuela Cañizares, and the Battle of Pichincha (printed or projected).
- Clue cards for the Mystery Hero Reporter activity (Lesson 3).
- Open space in the classroom for the Living Museum activity (final project).
- Copies of the student book (one per student).

4. Oral Models and Support Cards

Appendix B1 — Hero Talk Circle (Lesson 1, Activity 3)

Suggested questions: Who was Rumiñahui? / Was he brave? / What did he defend? / Why do we remember him today? The teacher can add follow-up questions according to the group's level.

Appendix B2 — Time Traveler Interview (Lesson 2, Activity 3)

Interview template included in the lesson. Suggestion: audio or video record the interviews for peer self-assessment.

Appendix B3 — Mystery Hero Reporter (Lesson 3, Activity 3)

Suggested Clue Cards — Card 1: "This hero organized a secret meeting." **Card 2:** "This hero said a famous phrase about acting now." **Card 3:** "This hero is a woman from Quito."
Answer: (Manuela Cañizares). The teacher may create additional cards for Rumiñahui and Atahualpa for review.

Appendix B4 — Historical Voices Challenge (Lesson 4, Activity 3)

Each student prepares their speaking turn individually before presenting to the group.
Suggestion: Use simple props or costumes (a cape, a hat) to make the activity more engaging.

5. Answer Keys — Summary

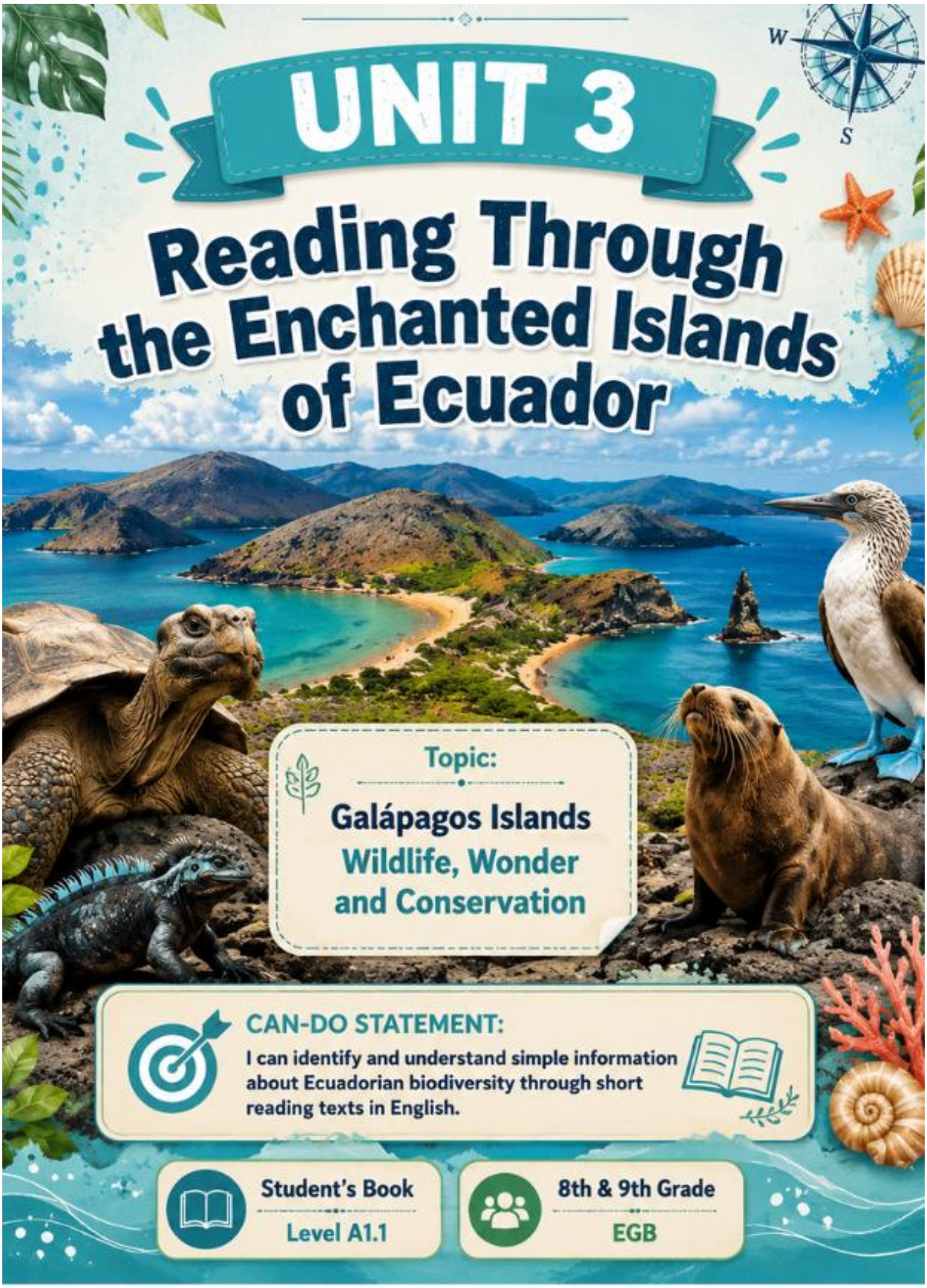
Answer Key — Activities

• Lesson 1, Activity 1 (Hero Code): WARRIOR.
• Lesson 2, Activity 1 (Royal Treasure Hunt): CROWN.
• Lesson 3, Activity 1 (Secret Password Mission): MEETING.
• Lesson 4, Activity 1 (Hero Match Race): 1–c, 2–b, 3–a.

• Lesson 1, Activity 2 (T/F): F, T, T, F.
• Lesson 2, Activity 2 (T/F): F, T, T, F.
• Lesson 3, Activity 2 (T/F): F, T, T, F.
• Lesson 4, Activity 2 (T/F): T, T, F, T.

6. Methodological Recommendations

- Activate prior knowledge by asking students if they are familiar with Rumiñahui, Atahualpa, or Manuela Cañizares before beginning the unit.
- Model each dialogue or interview aloud before students practice in pairs or groups.
- Allow the use of the student's native language (Spanish) only to clarify specific vocabulary questions, maintaining English as the primary language of instruction.
- Adjust the difficulty of the "Historical Voices Challenge" according to the group's level; students who struggle more can read their turn to speak instead of memorizing it.
- Encourage collaborative work in pair/group activities to reduce language anxiety when speaking English.
- Reinforce the pronunciation of proper names (Rumiñahui, Atahualpa, Cañizares) before speaking activities.


UNIT 3
Reading Through the Enchanted Islands of Ecuador
W
S
Topic:
Galápagos Islands
Wildlife, Wonder and Conservation
CAN-DO STATEMENT:
I can identify and understand simple information about Ecuadorian biodiversity through short reading texts in English.
Student's Book
Level A1.1
8th & 9th Grade
EGB

LET'S EXPLORE!

Look at the pictures and answer the questions with your partner.

1. Have you ever seen a giant tortoise?



2. Which Galápagos animal do you know?



3. Why are the Galápagos Islands special?



4. How can we protect Galápagos wildlife?



VOCABULARY PREVIEW



giant tortoise



marine iguana



ocean



volcano



wildlife



conservation

IN THIS UNIT YOU WILL...

A Discovering the Galápagos Islands



Learn where the Galápagos Islands are and why they are famous.

B Giant Tortoises



Read about one of the world's most amazing animals.

C Marine Iguanas



Discover the only lizards that swim in the ocean.

D Protecting Wildli



Understand how people help conserve Galápagos nature.

MAIN READING MISSIONS

3.1 Galápagos Explorer Passport



Become an explorer and complete your passport with important facts about the Galápagos Islands.

3.2 Slow Traveler Journal



Read Toby's diary and complete his travel journal.

3.3 Underwater Messages

Read secret messages from sea animals and guess who is writing.



3.4 Eco Mission Board



Solve environme missions a help prote Galápagos wildlife.

FINAL READING CHALLENGE

My Species Fact File

At the end of this unit, you will create an illustrated fact file about a Galápagos animal. Then, you will present it to your classmates using simple English.



Lesson 1

Discovering the Galápagos Islands

Activity 1 — Picture Talk 💬

Instructions: Look at the photo of the Galápagos Islands. Answer the questions with your partner.



1. What can you see in the picture?

---

2. Do you think these islands are hot or cold?

---

3. Have you ever seen animals like these?

Activity 2 — Reading: What Are the Galápagos Islands? 📖

The Galápagos Islands are a group of volcanic islands in the Pacific Ocean, about 1,000 kilometers from mainland Ecuador. There are 13 big islands and many small ones. The islands are famous because they have unique and endemic wildlife. Many animals here live nowhere else in the world. In 1835, a scientist named Charles Darwin visited the islands and studied the plants and animals. Today, UNESCO calls Galápagos a World Heritage Site. Every year, thousands of tourists explore the islands and learn about nature.

Instructions: Read the text again. Write True (T) or False (F).

1. The Galápagos Islands are in the Atlantic Ocean. ____
2. The islands have unique and endemic wildlife. ____
3. Charles Darwin visited the islands in 1835. ____
4. UNESCO does not recognize Galápagos as a World Heritage Site. ____

📖 ACTIVITY — MAIN TASK - Galápagos Explorer Passport

Instructions: Read the fact card below like a travel passport. Then complete your own Explorer Passport with the correct information. Decorate it with a stamp for each fact you find!

GALÁPAGOS FACT CARD
Official name: Galápagos Islands (Archipiélago de Colón)
Country: Ecuador
Location: Pacific Ocean, 1,000 km from mainland Ecuador
Number of main islands: 13
Famous visitor: Charles Darwin (1835)
Special status: UNESCO World Heritage Site
Famous for: unique and endemic wildlife

MY EXPLORER PASSPORT

Passport field	Your answer
Name of place	_____
Country	_____
Location	_____
Number of islands	_____
Famous visitor	_____
Special status	_____

Compare your passport with a partner. Add a small drawing or stamp for each fact you found correctly!

Lesson 2
Giant Tortoises

Now write one question you would like to ask Toby the tortoise.

_____

Activity 1 — Picture Talk 💬

Instructions: Look at the photo of a giant tortoise. Answer the questions with your partner.



1. How big do you think this animal is?
   _____
2. What do you think it eats?
   _____
3. Why do you think it moves slowly?
   _____

✏️ Activity 2: Find the Animal

Match the animal with the description.







A. It has blue feet.
B. It can swim in the ocean.
C. It is very old and large.

Activity 2 — Reading: The Giant Tortoises of Galápagos 📖

Instructions: Read the text again. Circle the correct answer.

1. Giant tortoises are herbivores / carnivores.
2. A giant tortoise can weigh up to 25 / 250 kilograms.
3. Giant tortoises can live for more than 10 / 100 years.
4. Giant tortoises are an endangered / common species.

Giant tortoises are one of the most famous animals of the Galápagos Islands. They are herbivores, and they eat grass, leaves and fruit. A giant tortoise can weigh up to 250 kilograms and live for more than 100 years! Their big shell protects them from the sun and from other animals. Giant tortoises move very slowly, but they can walk long distances to find food and water. Today, giant tortoises are an endangered species, so national parks protect their natural habitat.

📖 ACTIVITY — MAIN TASK -Slow Traveler Journal / 📔 COMPLETE TOBY'S JOURNAL CHART

Instructions: Read the diary written by Toby, a giant tortoise. Then complete the journal chart with information about his daily routine.

📔 TOBY'S TRAVEL JOURNAL
Monday: Today I woke up early and ate fresh grass near the lake. It was a sunny day.
Tuesday: I walked slowly to a shady spot under a big tree. I rested there for many hours.
Wednesday: I found a group of other tortoises. We ate leaves and fruit together.
Thursday: I drank water from a pond. Then I walked to the hills to find more food.
Friday: I stayed near my shell friends. A park ranger checked on our group.

Day	What did Toby do?
Monday	_____
Tuesday	_____
Wednesday	_____
Thursday	_____
Friday	_____

Lesson 3

Marine Iguanas

Activity 1 — Picture Talk 💬



Instructions: Look at the photo of a marine iguana. Answer the questions with your partner.

1. Where is this animal?
   ○ On land or ○ In the water
2. What color is its skin?
   _____
3. Do you think this animal is dangerous?
   ○ Yes or ○ No
   Why? _____

🕵 Activity 2 – Match the Marine Iguana Parts






A. TAIL
B. SKIN
C. HEAD
D. LEGS

Activity 3 — Reading: Marine Iguanas — The Only Sea Lizards 📖

Instructions: Read the text again. Complete the sentences with the correct word from the box.

seaweed — swim — cold-blooded — rocks

1. Marine iguanas are the only lizards that _____ in the ocean.
2. They eat _____ under the water.
3. They rest on black _____ to get warm.
4. Marine iguanas are _____ animals.

Marine iguanas are unique animals. They are the only lizards in the world that swim in the ocean! They dive into the cold water to find seaweed, their favorite food. After swimming, marine iguanas rest on black volcanic rocks to get warm again, because they are cold-blooded. Over many years, these iguanas learned to adapt perfectly to life on the Galápagos Islands. You can see them in large groups near the coast.

📖 ACTIVITY — MAIN TASK - Underwater Messages

Instructions: Read the postcard messages from three Galápagos sea animals. Match each message to the correct animal name. Then answer the questions below.

- Message 1: "Hello! I swim very fast and I have a hard shell on my back. I lay my eggs on the beach at night." — Who am I? _____
- Message 2: "Hi there! I am the only lizard that swims in the sea. I love eating seaweed and resting on black rocks." — Who am I? _____
- Message 3: "Greetings, explorer! I have flippers instead of legs, and I love playing in the waves near the rocks." — Who am I?

Word bank:
- sea turtle
- marine iguana
- sea lion

Now write your own short underwater message (2–3 sentences) from a Galápagos animal. Do not write its name — your partner must guess it!

_____

_____

_____

Lesson 4

Protecting Wildlife



Activity 1 — Picture Talk 💬

Instructions: Look at the photo of a park ranger and a "Protected Area" sign. Answer with your partner.

1. What do you think this sign means?

_____

2. Why do national parks have rules?

_____

3. What can tourists do to help protect nature?

_____



🌿 Activity 2 — Wildlife Rules Match

Instructions: Look at the pictures and match each one with the correct wildlife rule.

A. **STAY ON THE PATHS.**
B. **DO NOT TOUCH ANIMALS.**
C. **KEEP THE AREA CLEAN.**
D. **PROTECT PLANTS.**



Activity 2 — Reading: Rules for Visitors 📖

Galápagos National Park protects many endemic species. Visitors must follow simple rules to keep the islands safe. First, tourists must stay on the marked paths. Second, they cannot touch or feed the animals. Third, visitors must not leave plastic or trash on the islands, because plastic is a big threat to wildlife. Finally, everyone must travel with an authorized guide. These rules help protect Galápagos for future generations.

INSTRUCTIONS: READ THE TEXT AGAIN. MATCH EACH RULE WITH THE CORRECT REASON.

Rule	Reason
1. Stay on the marked paths.	a. Plastic is dangerous for animals.
2. Do not touch the animals.	b. Paths protect plants and habitats.
3. Do not leave trash.	c. Animals can get stressed or hurt.
4. Travel with a guide.	d. Guides know how to protect the park.

ANSWERS: 1-_____ 2-_____ 3-_____ 4-_____

📖 ACTIVITY — MAIN TASK - Eco Mission Board

Instructions: Read each Problem Card. Find and write the letter of the matching Solution Card. Work with a partner to complete all four missions!

🃏 PROBLEM CARDS

#	Problem
1	Tourists leave plastic bottles on the beach.
2	A tourist wants to touch a sea lion for a photo.
3	Visitors walk off the marked path to see flowers.
4	A group of tourists feeds bread to the birds.

🃏 SOLUTION CARDS

Letter	Solution
A	Take your trash with you and recycle it.
B	Stay on the path to protect the plants.
C	Never feed wild animals; let them find natural food.
D	Observe animals from a safe distance, no touching.

🧩 MY MISSION ANSWERS

1 → ___ 2 → ___ 3 → ___ 4 → ___

🏆 **Bonus Mission**
With your partner, invent one more Problem Card and one Solution Card. Share them with the class.

Unit Project: My Species Fact File

Final Task

Work in groups of 3. Choose one Galápagos animal (giant tortoise, marine iguana, sea lion, blue-footed booby, or another). Read about it and create an illustrated Fact File card in English answering these questions:

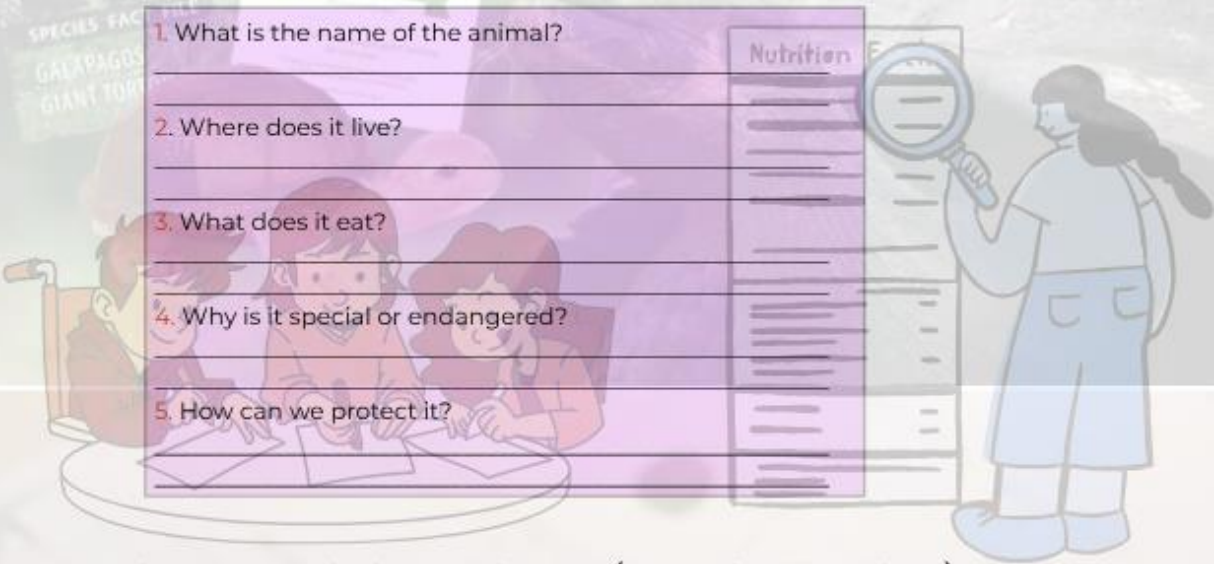
1. What is the name of the animal?

2. Where does it live?

3. What does it eat?

4. Why is it special or endangered?

5. How can we protect it?



Design your Fact File like a trading card (name, picture, and facts). Present it to the class. Listen to your classmates' Fact Files and write the name of one new animal fact you learned.

Self-Assessment

MARK WITH AN X HOW YOU FEEL ABOUT EACH SKILL IN THIS UNIT.

Skill	How do you feel?
I can understand simple information through reading.	😄 / 🙂 / 😕
I can find specific facts in a short text (scanning).	😄 / 🙂 / 😕
I can talk about Galápagos wildlife.	😄 / 🙂 / 😕
I can use new vocabulary about biodiversity and conservation.	😄 / 🙂 / 😕



Unit 3 Glossary

Word	Meaning	Example
cold-blooded		Iguanas are cold-blooded animals.
dive		They dive to find seaweed.
endangered		Giant tortoises are an endangered species.
endemic		An endemic species lives only in one place.
giant		The giant tortoise is very big.
lifespan		The lifespan of a tortoise can be 100 years.
ranger		A park ranger protects the animals.
rock		Iguanas rest on the black rocks.
seaweed		Marine iguanas eat seaweed.
shell		The shell protects the tortoise's body.
slow		Tortoises are famous for being slow.
swim		Marine iguanas can swim very well.
threat		Plastic is a threat to sea animals.
tortoise		The tortoise walks very slowly.
weight		The weight of a giant tortoise can be 250 kg.
wildlife		Tourists come to see the wildlife.

Teacher's Guide

This guide is intended exclusively for the teacher and contains the planning and answer keys for Unit 3. It should not be given to students.

1. Objectives of the Unit

• Understand simple information in English about Ecuadorian biodiversity (Galápagos Islands).
• Develop reading skills through progressive and varied tasks (scanning, matching, sequencing, inference).
• Strengthen environmental awareness through content on endemic species and conservation.
• Apply the CLIL/EMI approach by integrating natural science content with the English language.

2. Suggested Time Allocation

Lesson / Activity	Time / Focus
Lesson A: Discovering the Galápagos Islands	2 periods (80 min) — Vocabulary + Reading + Explorer Passport
Lesson B: Giant Tortoises	2 periods (80 min) — Reading + Slow Traveler Journal
Lesson C: Marine Iguanas	2 periods (80 min) — Reading + Underwater Messages
Lesson D: Protecting Wildlife	2 periods (80 min) — Reading + Eco Mission Board
Final Project + Self-Assessment	1 period (40 min) — Fact File + checklist

3. Materials Needed

• A map or image of the Galápagos Islands, either projected or printed.
• Photographs of giant tortoises, marine iguanas, and other endemic species.
• Copies of the student workbook (one per student).
• Scissors and glue (optional, if cutting out the Eco Mission Board cards).
• Cardstock or a Canva template for the final project (Species Fact File).

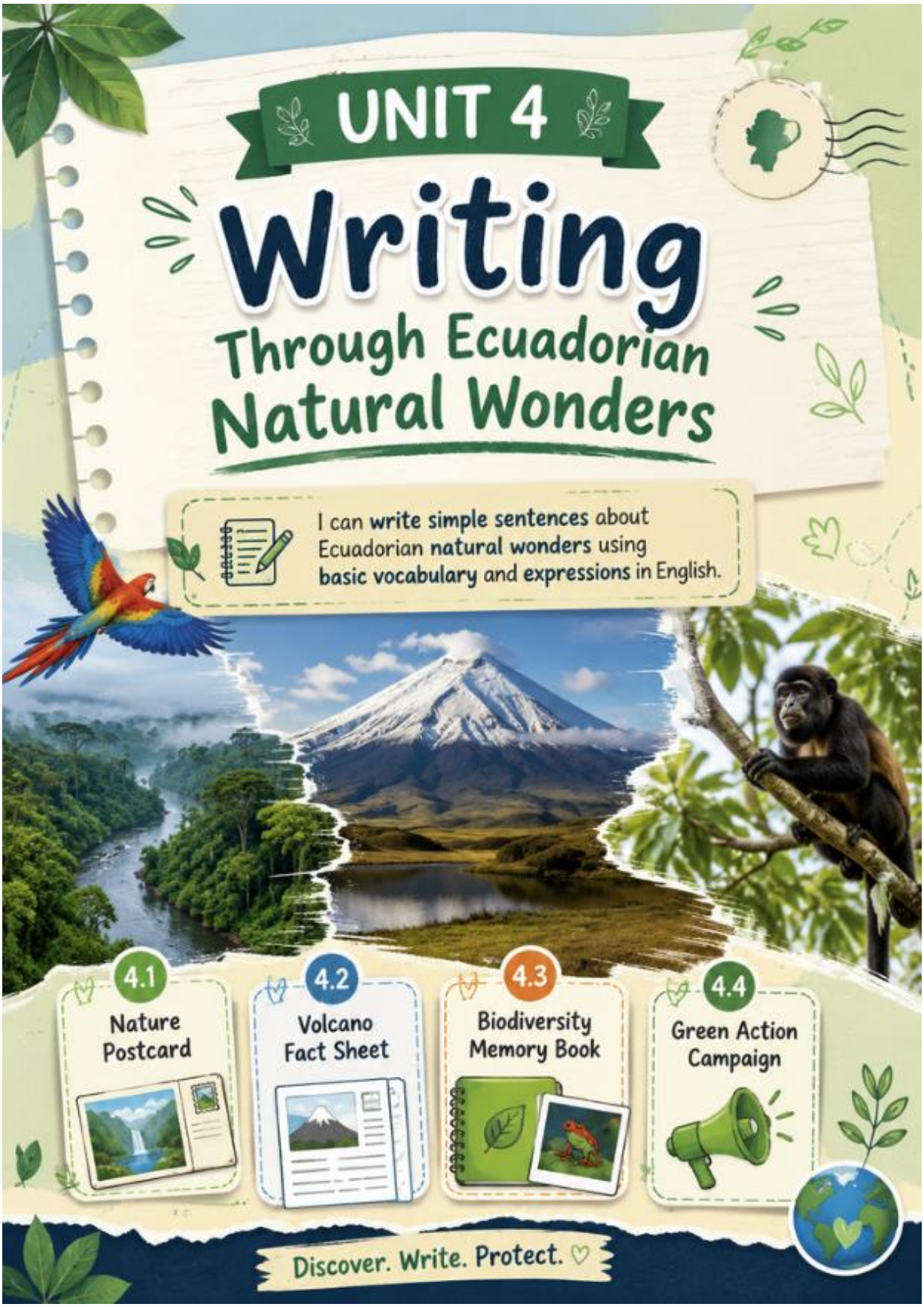
4. Answer Keys — Summary

• Lesson A, Activity 2 (T/F): F, T, T, F.
• Lesson A, 3.1 Passport: Name — Galápagos Islands; Country — Ecuador; Location — Pacific Ocean, 1,000 km from mainland Ecuador; Number of islands — 13; Famous visitor — Charles Darwin; Special status — UNESCO World Heritage Site.

Lesson B, Activity 2 (circle): herbivores, 250, 100, endangered.
• Lesson B, 3.2 Journal: open-ended responses based on the text (accept reasonable paraphrases).
• Lesson C, Activity 2 (fill in): swim, seaweed, rocks, cold-blooded.
• Lesson C, 3.3 Messages: 1 = sea turtle, 2 = marine iguana, 3 = sea lion.
• Lesson D, Activity 2 (match): 1-b, 2-c, 3-a... check for consistency: 1-b, 2-c, 3-a, 4-d (adjust based on group reflection; accept oral justification).
• Lesson D, 3.4 Mission Board: 1-A, 2-D, 3-B, 4-C.

5. Methodological Recommendations

• Activate prior knowledge by asking students what they know about the Galápagos Islands before starting the unit.
• Model the first reading aloud and then allow individual silent reading.
• Allow the use of the student's native language (Spanish) only to clarify specific vocabulary questions.
• Adjust the difficulty of the Underwater Messages and Eco Mission Board cards according to the group's level; you can reduce the number of cards.
• Encourage collaborative work in pair/group activities to reduce language anxiety.
• For the Canva adaptation, keep one idea per box/card and use the same colors suggested in the design note at the beginning of the document.


UNIT 4
Writing
Through Ecuadorian Natural Wonders
I can write simple sentences about Ecuadorian natural wonders using basic vocabulary and expressions in English.
4.1
Nature Postcard
4.2
Volcano Fact Sheet
4.3
Biodiversity Memory Book
4.4
Green Action Campaign
Discover. Write. Protect.

LET'S EXPLORE!

Look at the pictures and answer the questions with your partner.

1. Have you ever seen the Amazon Rainforest?



2. Have you ever seen a volcano?



3. Do you know any animals from Yasuní National Park?



4. How can we protect Ecuadorian nature?



VOCABULARY PREVIEW



rainforest



biodiversity



volcano



waterfall



wildlife



conservation

IN THIS UNIT YOU WILL...

A The Amazon Rainforest



Learn about the Amazon Rainforest and its amazing plants and animals.

B Cotopaxi Volcano



Read facts about Cotopaxi Volcano and why it is important.

C Yasuní National Park



Discover the incredible biodiversity of Yasuní National Park.

D Protecting Ecuadorian Nature



Explore actions we can take to protect Ecuador's natural wonders.

MAIN WRITING MISSIONS

4.1 Nature Postcard



Write a postcard about an Ecuadorian natural wonder.

4.2 Volcano Fact Sheet



Write facts about Cotopaxi Volcano.

4.3 Biodiversity Memory Book



Create a memory book about the plants and animals.

4.4 Green Action Campaign



Write a poster or message to protect nature.

FINAL WRITING CHALLENGE

My Ecuadorian Nature Guide

At the end of this unit, you will write a guide about an Ecuadorian natural wonder. Then, you will present it to your classmates using simple English.



Lesson 1

The Amazon Rainforest

Activity 1 — Word Bank & Picture Labels

Instructions: Look at the picture of the Amazon Rainforest. Write the correct word from the box under each part of the picture (river, tree, animal, plant).



WORD BANK

- River
- Tree
- Animal
- Plant

Activity 2 — Reading: What Is the Amazon Rainforest?

Instructions: Read the text. Then complete the sentences below with words from the box.

The Amazon Rainforest is a big, green forest in Ecuador and other South American countries. It has a long river, tall trees and many kinds of plants. Thousands of animals live in the rainforest, like monkeys, birds and colorful insects. Tourists explore the rainforest to see its amazing wildlife. The Amazon Rainforest is an important natural wonder of Ecuador.

1. The Amazon Rainforest is very _____. (green / small)
2. The rainforest has a long _____. (river / street)
3. Many _____ live in the rainforest. (cars / animals)
4. Tourists _____ the rainforest. (explore / build)

Activity 3 — Sentence Building

Instructions: Put the words in the correct order to write complete sentences about the rainforest. Use a capital letter and a full stop.

a) rainforest / is / green / very / The / .
_____

b) river / long / has / a / It / .
_____

c) trees / many / are / There / tall / .
_____

d) explore / rainforest / Tourists / the / .
_____

✏️ ACTIVITY 4 · 4.1 Nature Postcard - *Skill focus: Writing — Main Task*

Instructions: Imagine you are visiting the Amazon Rainforest. Write a short postcard to a friend. Use the model and the sentence starters to help you.

Dear _____,
I am in the Amazon Rainforest. I can see _____.
There are _____ and _____.
It is _____ (adjective) here.
See you soon!
_____ (your name)



Now draw a small picture of the Amazon Rainforest next to your postcard.

Lesson 2

Cotopaxi Volcano

Activity 1 — Picture Description

Instructions: Look at the photo of Cotopaxi. Write three simple sentences about what you see. Use There is / There are and It is.



Write the sentences:

1. _____
2. _____
3. _____

Activity 2 — Reading: Cotopaxi, a Famous Volcano

Instructions: Read the text. Then complete the fact sentences below with information from the text.

1. Cotopaxi is an _____ volcano. (active / small)
2. It has _____ on the top. (sand / snow)
3. Its height is about _____ meters. (5 897 / 100)
4. Tourists _____ the volcano. (climb / paint)

Cotopaxi is one of the highest active volcanoes in the world. It is in the Andes Mountains, near Quito. Cotopaxi has snow on the top and a big crater. Its height is about 5 897 meters. Many tourists climb the volcano every year to enjoy the beautiful view. Cotopaxi is a symbol of Ecuador.

Activity 3 — Guided Sentence

Instructions: Complete the sentences with your own ideas about Cotopaxi. Use the words in the box to help you.

a) Cotopaxi is in _____.
b) It has a big _____.
c) The height of Cotopaxi is _____.
d) I think Cotopaxi is _____ (adjective).

✏️ ACTIVITY 4 - Volcano Fact Sheet

Instructions: Create a simple fact sheet about Cotopaxi Volcano. Complete each category with short sentences or phrases. Leave space to draw a picture.

Name:	_____
Location:	_____
Height:	_____
Type (active/inactive):	_____
One interesting fact:	_____
My drawing:	*(space for a picture)*

Lesson 3
The Yasuní National Park

Activity 1 — Animal Match & Write

Instructions: Match each animal with its picture. Then write one sentence for each animal.

Animals
- **A** Monkey
- **B** Bird
- **C** Insect

Pictures



Write sentences:

Model:

⭐ The monkey lives in the trees.

1. The _____.
2. The _____.
3. The _____.

Activity 2 — Reading: Yasuní, a World of Life

Instructions: Read the text. Then answer the questions with complete sentences.

Yasuní National Park is in the Ecuadorian Amazon. It is a protected area with amazing biodiversity. Yasuní has thousands of species of plants, birds, insects and animals like monkeys. Scientists say Yasuní is one of the most biodiverse places on Earth. It is important to protect this habitat for the future.

1. Where is Yasuní National Park?
_____
2. What kind of area is Yasuní?
_____
3. Name two animals or living things you can find in Yasuní.
_____

Activity 3 — Sentence Building: There is / There are

Instructions: Write four sentences about the biodiversity of Yasuní using There is / There are.

Example: There are many monkeys in Yasuní.

1. _____
2. _____
3. _____
4. _____

✏️ ACTIVITY 4 - Biodiversity Memory Book

Instructions: Choose three animals from Yasuní National Park. For each animal, write one simple fact sentence and leave space to draw the animal. This will be one page of your class Biodiversity Memory Book.

Animal 1: _____	**Animal 2:** _____	**Animal 3:** _____
One fact sentence: _____	One fact sentence: _____	One fact sentence: _____
(space to draw)	*(space to draw)*	*(space to draw)*

Lesson 4

Protecting Ecuadorian Nature

Activity 1 — Ways to Protect Nature



Instructions: Complete the sentences with your own ideas about how to protect nature.

a) I can recycle _____.
b) I can save _____.
c) I can clean _____.
d) I can care for _____.

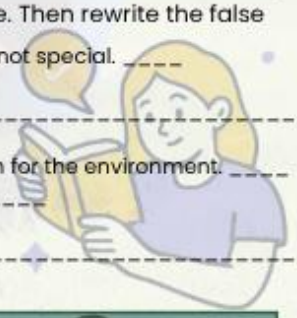


Activity 2 — Reading & Correcting: True or False?

Instructions: Read the text. Write True (T) or False (F) for each sentence. Then rewrite the false sentences correctly.

Ecuadorian nature is very special. The Amazon Rainforest, Cotopaxi Volcano and Yasuní National Park are natural wonders. But pollution and deforestation are problems for the environment. We can protect nature: we can recycle, save water, and respect animals and plants. Small actions help to save our planet.

1. Ecuadorian nature is not special. ____
Correct sentence:
_____
_____
2. Pollution is a problem for the environment. ____
3. We cannot recycle. ____
Correct sentence:
_____
_____



Activity 3 — Guided Opinion Writing



Instructions: Write three simple opinion sentences about protecting nature. Use the sentence starter: I think we should...

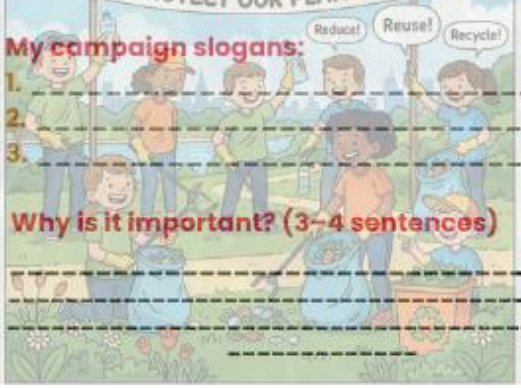
Example: I think we should recycle plastic bottles.



1. _____
2. _____
3. _____

✏️ ACTIVITY 4 - Green Action Campaign

Instructions: Work with your ideas to design a simple campaign poster to protect Ecuadorian nature. Write three short campaign slogans and one paragraph (3–4 sentences) explaining why it is important.

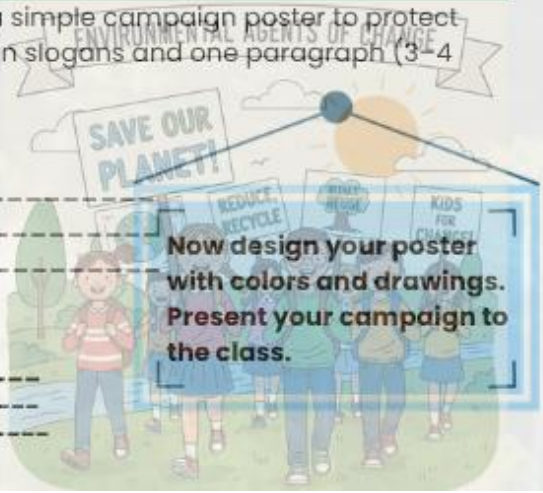


My campaign slogans:

1. _____
2. _____
3. _____

Why is it important? (3–4 sentences)

_____
_____
_____
_____



Now design your poster with colors and drawings. Present your campaign to the class.

Unit Project: My Nature Writing Portfolio

Final Task
Collect your four writing pieces from this unit — the Nature Postcard (4.1), the Volcano Fact Sheet (4.2), the Biodiversity Memory Book page (4.3) and the Green Action Campaign (4.4) — and put them together in a folder or notebook to create your own Nature Writing Portfolio about Ecuador.

Decorate the cover of your portfolio with drawings of the Amazon Rainforest, Cotopaxi Volcano and Yasuní National Park. Share your portfolio with a partner and read one page you like.





Self-Assessment

Mark with an X how you feel about each skill in this unit.

Skill	How do you feel?
I can write simple sentences about the Amazon Rainforest.	😀 / 🙂 / 😕
I can write a short fact sheet about Cotopaxi Volcano.	😀 / 🙂 / 😕
I can write sentences about the biodiversity of Yasuní.	😀 / 🙂 / 😕
I can write simple opinions about protecting nature.	😀 / 🙂 / 😕

Unit 4 Glossary

Word	Meaning (Significado)	Example
bird		*Colorful birds live in Yasuní.*
care (for)		*We must care for our planet.*
clean		*Keep the rivers clean.*
climb		*People climb the volcano.*
environment		*We must protect the environment.*
green		*The rainforest is very green.*
height		*The height of Cotopaxi is 5 897 meters.*
jungle		*Many animals live in the jungle.*
plant		*Ecuador has many kinds of plants.*
pollution		*Pollution is bad for nature.*
protected		*Yasuní is a protected area.*
rainforest		*The Amazon Rainforest is in Ecuador.*
river		*The Amazon River is very long.*
save		*We can save water and energy.*
snow		*There is snow on top of Cotopaxi.*
tree		*There are tall trees in the forest.*
view		*The view from Cotopaxi is amazing.*
wildlife		*The rainforest has amazing wildlife.*

Teacher's Guide

This guide is intended exclusively for teachers and contains the lesson plans, sample texts, and answer keys for Unit 4. It should not be given to students.

1. Objetivos de la Unidad

- Produce simple sentences in English about Ecuador's natural wonders.
- Develop writing skills through progressive tasks (vocabulary, guided reading, sentence construction, final assignment).
- Strengthen environmental awareness and cultural identity through content about the Amazon, Cotopaxi, and Yasuní.
- Apply the CLIL/EMI approach by integrating natural science content with the English language.

2. Suggested Time Allocation

Lesson / Activity	Time	Focus
Lesson 1: The Amazon Rainforest	2 periods (80 min)	Vocabulary + Reading + Nature Postcard
Lesson 2: Cotopaxi Volcano	2 periods (80 min)	Description + Reading + Volcano Fact Sheet
Lesson 3: The Yasuní National Park	2 periods (80 min)	Vocabulary + Reading + Biodiversity Memory Book
Lesson 4: Protecting Ecuadorian Nature	2 periods (80 min)	Guided Opinion + Green Action Campaign
Final Project + Self-Assessment	1 periods (40 min)	Portfolio + Checklist

3. Materials Needed

- Photographs of the Amazon, Cotopaxi, and Yasuní (printed or projected).
- Copies of the student workbook (one per student).
- Paper or poster board for the Green Action Campaign poster.
- Drawing supplies (crayons, pencils) for the illustrated writing assignments.
- Folder or notebook to compile the final portfolio (Unit Project).

4. Model Texts

Appendix 1 — Template 4.1: Nature Postcard (Lesson 1)

Dear Sofía, I am in the Amazon Rainforest. I can see tall trees and a long river. There are monkeys and colorful birds. It is green and beautiful here. See you soon! Carlos

Appendix 2 — Template 4.2: Volcano Fact Sheet (Lesson 2)

Name: Cotopaxi. Location: Andes Mountains, near Quito. Height: about 5 897 meters. Type: active volcano. Interesting fact: Cotopaxi has snow on the top all year.

Appendix 3 — Template 4.3 Biodiversity Memory Book (Lesson 3)

Animal 1: Monkey — The monkey lives in the trees. Animal 2: Toucan — The toucan has a big, colorful beak. Animal 3: Butterfly — The butterfly flies over the flowers.

Appendix 4 — Template 4.4 Green Action Campaign (Lesson 4)

Slogans: "Save the rainforest!" / "Don't pollute rivers!" / "Protect our animals!" Paragraph: Ecuadorian nature is very important. We must protect the rainforest, the animals and the rivers. Pollution is a big problem for our planet. If we recycle and

5. Answer Keys — Summary

- Lesson 1, Activity 1: river, tree, animal, plant (according to the assigned image).
- Lesson 1, Activity 2: green, river, animals, explore.
- Lesson 2, Activity 2: active, snow, 5897, climb.
- Lesson 3, Activity 2: open-ended responses; validate complete sentences with capital letters and periods.
- Lesson 4, Activity 2 (T/F): 1) F — correction: Ecuadorian nature is very special. 2) T. 3) F — correction: We can recycle.
- Activities 4.1 to 4.4: assess using the simple rubric in section 6.

6. Simple Writing Section (A1.1)

Criterion	Achieved (2)	In progress (1)	Home (0)
Using the Vocabulary from This Unit	Use 4 or more keywords correctly	Use 2–3 keywords	Use 0–1 keyword
Sentence Structure	Complete and Clear Sentences	Sentences with minor errors	Incomplete Sentences
Complete the assignment (postcard, worksheet, etc.)	Includes all requested items	It includes most of the elements	Several elements are missing
Basic Spelling and Punctuation	Correct Capitalization and Punctuation	Some errors	Common Mistakes

7. Methodological Recommendations

- Activate prior knowledge by asking students what they know about the Amazon, Cotopaxi, or Yasuní before beginning the unit.
- Model each writing task on the board before students write individually (input before output).
- Allow the use of the student's native language (Spanish) only to clarify specific vocabulary questions, maintaining English as the primary language of instruction. Implement peer editing before the final submission of assignments 4.1 to 4.4.
- Encourage collaborative work in pair/group activities to reduce writing anxiety.
- Display the final projects (portfolios) on the classroom bulletin board to recognize student effort.

5 IMPACTS

This section analyzes the impacts generated by this research. The direct implementation of the proposal yielded the following impacts:

Linguistic impact

Academic impact

Pedagogical impact

To analyze these impacts, a numerical scale is used to evaluate indicators; this scale is presented below:

Table 3
Numerical Impact Level

Number	Level of impact
-3	High negative impact.
-2	Moderately negative impact.
-1	Low negative impact
0	There is no impact.
1	Low positive impact.
2	Moderately positive impact.
3	High positive impact.

Note: *Adapted from Posso (2018)*

Formula to collect Results

$$IL\ (Impact\ Level) = \frac{\Sigma}{number\ of\ items} = \frac{15}{5} = 3$$

Σ = The results for each indicator added together.

5 = Number of indicators included in the table.

5.1.1 Linguistic Impact

Table 4

Social impact indicators.

Indicator	-3	-2	-1	0	1	2	3
Oral participation						X	
Academic vocabulary							X
Level of comprehension in class						X	
Development of language skills							X
Motivation toward the language						X	
Total							**12**

***Note**: Own elaboration*

$$Lingustic\ Impact = \frac{\Sigma}{number\ of\ items} = \frac{12}{5} = 2.4$$

Impact Level = Medium-high positive impact

Analysis

Oral participation shows a moderate positive effect as the teacher's activities provide students with a clearer foundation before speaking which helps them feel less afraid of making mistakes. Academic vocabulary has a significant effect as specific words related to the topic are learned in each lesson making it easier for students to use them later. Comprehension in class also shows a moderate positive effect as students get more support in understanding what is explained in English although this doesn't completely solve the problem the four language skills are develop more balanced as the guide dedicates a complete unit to each one (listening, speaking, reading and writing) which results in a significant impact in this area. The motivation

to learn English remains at a moderately positive level especially because the topics are related to Ecuadorian culture which can generate more interest among students.

5.1.2 Academic Impact

Table 5
Academic impact indicators.

Indicator	-3	-2	-1	0	1	2	3
Understanding of content						X	
Cognitive load in EMI classes						X	
Understanding of new concepts						X	
Knowledge retention							X
Academic preparations for the future						X	
Total							**11**

***Note**: Own elaboration*

$$Academic\ Impact = \frac{\Sigma}{number\ of\ items} = \frac{11}{5} = 2.2$$

Impact Level = Medium-High Positive Impact

Analysis

Comprehension of the content has a moderately positive effect mainly because each lesson has a clear objective in terms of both language and content which helps students better understand what is being taught the cognitive load in EMI classes is also moderately positive since visual aids and prior vocabulary make it somewhat easier to follow the entire lesson in English although the difficulty does not disappear entirely. Something similar occurred with the comprehension of new concepts given that the topics in the guide are more closely related to the students' real-life experiences which facilitate their understanding. Knowledge retention stands

out as the greatest impact since the activities go beyond theory and include practical tasks such as field trips or interviews that help ensure what has been learned remains in memory for a longer time. Preparation for future academic success is also moderately positive because the vocabulary and topics covered may prove useful later on in other educational levels.

5.1.3 Pedagogical Impact

Table 6
Pedagogical impact indicators.

Indicator	-3	-2	-1	0	1	2	3
Teacher training in EMI							X
Student participation in the classroom						X	
Adaption of strategies to the institutional context							X
Bilingual support (English-Spanish)			X				
Instructional planning							X
Total							**10**

***Note**: Own elaboration*

$$Pedagogical\ Impact = \frac{\Sigma}{number\ of\ items} = \frac{10}{5} = 2$$

Impact Level = Moderately positive impact

Analysis

Teacher training in EMI has a high impact since the guide already includes step by step activities so teachers don't need to wait for external training to be able to implement it. Students participation in the classroom has a moderate impact because although activities such as role-playing and debates are included to help reduce speaking anxiety somewhat this does not ensure that all students participate similarly. Adapting the strategies to the school's context has a high impact since the guide is not generic resource but was specifically designed for 8th and 9th grade students at this school. On the other hand, bilingual support has a low negative impact since the

guide is written completely in English and doesn't include the use of Spanish as a support an issue that should be addressed in a future version. Finally, lesson planning has a high impact as having pre-structured lessons with objectives, timelines and activities save the teacher a significant amount of time when preparing classes.

6 CONCLUSIONS

The English as a Medium of Instruction approach is a valuable tool for the simultaneous development of students' language and cognitive skills as it combines language learning with academic content. Its success depends primarily on the pedagogical support provided by the teacher and the appropriate use of academic language in the classroom.

The combination of interviews conducted with members of the educational community and the questionnaire administered to students provided a comprehensive and well-documented picture of the phenomenon under study. It was found that the tools used were appropriate for identifying the actual needs of the context and for supporting the diagnosis and the proposal that was formulated.

The results shown that students perceive clear benefits from English as a medium of Instruction, particularly in terms of their motivation to learn English and their academic preparation for the future suggesting a generally positive attitude toward this approach within the institution.

Similarly, significant challenges were identified such as the confusion caused by presenting the content exclusively in English as well as the students' limited oral participation due to their fear of making mistakes.

The teacher's interview revealed a specific need for training in EMI methodology, indicating that although the approach is conceptually understood, its effective classroom application still requires additional pedagogical support.

Based on the diagnostic findings, a didactic guide was designed that equally addresses the four English language skills through activities contextualized in Ecuadorian historical heritage and biodiversity, directly responding to the needs identified within the institution.

The impact analysis confirmed that the proposal has a predominantly positive impact in the linguistic, academic and educational areas reinforcing the idea that the guide is a resources that can also be applied and replicated at other educational levels.

The organized structure of this proposal reduces the lesson-planning workload for teachers since it provides ready to use materials that facilitate the practical implementation of EMI without the need to create additional resources.

7 RECOMMENDATIONS

It is recommendable to maintain the theoretical basis that supports the EMI approach in the training of future teachers as well as to design specific courses that address not only the theoretical foundations but also the practical strategies for their daily application in the classroom.

It is suggested to incorporate clear pedagogical support strategies in the design of English as an intermediate language classes such as visual aids, prior vocabulary and specific examples like low-risk recreational activities, for example role-playing games or pair work which reduce students' anxiety when participating orally in class.

It is advisable to continue using mixed methods both qualitative and quantitative in future studies on the implementations of the EMI program in educational institutions, in order to better compare teachers' opinions with students' perceptions.

It would also be beneficial to expand the sample of participating teachers in future studies to improve the reliability of the results and obtain a more representative view of the institutional context.

A key in enhancing students' motivation to learn English is incorporating activities into the proposal that clearly connect learning to their future academic and personal goals.

A practical approach would be to introduce the guide gradually and evaluate its effectiveness at the end of each unit in order to make any necessary adjustments before full implementation.

The main objectives of proposal are to organize and improve the accessibility of teaching materials (through digital folders or shared drives) so that teachers can reduce planning time and focus on lesson development.

Finally, looking toward the future sharing the results of this initiative with the institution's administration with the goal of training more teachers to implement it in other grades and at different educational levels.

8 REFERENCES

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9 APPENDIX

9.1 Appendix A. Instruments Validation

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

Ibarra, 26 de Enero del 2026

Magister
Villacres Benalcazar Mauro David
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "The impact of English as a Medium of instruction on Content Learning Students in 8th and 9no to grade at UE Victor Mideros".

Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,
Collaguazo Bravo Camila Estefania



C.I 1050251980

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – En línea

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR HIGH AUTHORITY VICE PRINCIPAL AT UNIDAD EDUCATIVA VICTOR MIDEROS

Objective: Obtain information from the perspective of the school authorities about the implementation of English as a Medium of Instruction (EMI) and its impact on content learning of 8th and 9th grade students at Unidad Educativa Víctor Mideros.

1. ¿Cómo influye el sistema EMI en los niveles de motivación y participación activa de los estudiantes dentro de la Unidad Educativa?
2. ¿Qué objetivos académicos y formativos se buscan alcanzar con la aplicación de EMI en la institución?
3. ¿Qué tipo de capacitación o apoyo técnico considera usted que necesita el personal docente para implementar el modelo EMI de manera más efectiva?
4. ¿Cuáles son los principales desafíos que enfrentan los estudiantes al aprender contenidos en inglés en lugar de su lengua materna?
5. ¿Qué acciones o estrategias considera clave para una implementación efectiva de EMI?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.			
Formulación clara de cada pregunta.			
Comprensión de cada pregunta.			
Coherencia de las preguntas en relación con el objetivo.			
Relevancia del contenido			
Orden y secuencia de las preguntas			
Número de preguntas óptimo			

Observaciones:

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……

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA VICTOR MIDEROS

Objective: Obtain information from the teachers' point of view on the use of English as a Medium of Instruction (EMI) and its impact on the learning of academic content in 8th and 9th grade students at Unidad Educativa Víctor Mideros.

1. How long have you been teaching content subjects using English as a medium of instruction?
2. How does EMI affect students' understanding of subject content?
3. What challenges do students face when learning content in English?
4. How do students' English proficiency levels influence content learning?
5. What strategies do you use to support students who struggle with EMI?
6. Do you use Spanish in your EMI classes? In what situations and why?
7. How does EMI influence students' motivation and participation?
8. Does EMI improve or limit academic performance? Please explain.
9. What training or support do teachers need to implement EMI effectively?
10. What are the main benefits and drawbacks of EMI at UE Víctor Mideros?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.			
Formulación clara de cada pregunta.			
Comprensión de cada pregunta.			
Coherencia de las preguntas en relación con el objetivo.			
Relevancia del contenido			
Orden y secuencia de las preguntas			
Número de preguntas óptimo			

Observaciones:

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA VICTOR MIDEROS.

Objective. Obtain information from the teachers' point of view on the use of English as a Medium of Instruction (EMI) and its impact on the learning of academic content in 8th and 9th grade students at Unidad Educativa Víctor Mideros.

1. How long have you been teaching content subjects using English as a medium of instruction?
2. How does EMI affect students' understanding of subject content?
3. What challenges do students face when learning content in English?
4. How do students' English proficiency levels influence content learning?
5. What strategies do you use to support students who struggle with EMI?
6. Do you use Spanish in your EMI classes? In what situations and why?
7. How does EMI influence students' motivation and participation?
8. Does EMI improve or limit academic performance? Please explain.
9. What training or support do teachers need to implement EMI effectively?
10. What are the main benefits and drawbacks of EMI at UE Víctor Mideros?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA VICTOR MIDEROS.

Objective. Obtain information from the teachers' point of view on the use of English as a Medium of Instruction (EMI) and its impact on the learning of academic content in 8th and 9th grade students at Unidad Educativa Víctor Mideros.

1. How long have you been teaching content subjects using English as a medium of instruction?
2. How does EMI affect students' understanding of subject content?
3. What challenges do students face when learning content in English?
4. How do students' English proficiency levels influence content learning?
5. What strategies do you use to support students who struggle with EMI?
6. Do you use Spanish in your EMI classes? In what situations and why?
7. How does EMI influence students' motivation and participation?
8. Does EMI improve or limit academic performance? Please explain.
9. What training or support do teachers need to implement EMI effectively?
10. What are the main benefits and drawbacks of EMI at UE Víctor Mideros?

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE EDUCACIÓN BÁSICA SUPERIOR DE LA UNIDAD EDUCATIVA VICTOR MIDEROS

Objective: Collect information from the students' perspective about the impact of English as a Medium of instruction on content learning in 8th and 9no grade students of the Unidad Educativa Víctor Mideros.

Instructions: Dear students

Read each of the questions posed and mark with an x the answer you consider appropriate.

Options: A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

QUESTIONNAIRE

ITEM	Strongly Agree Totalmente de acuerdo	Agree De acuerdo	Neutral Ni de acuerdo ni en desacuerdo	Disagree En desacuerdo	Strongly Disagree Totalmente en desacuerdo
1. I understand the subject content better when it is taught in English. (Entiendo mejor el contenido de la materia cuando se enseña en inglés.)					

2. English helps me learn new concepts in subjects like Science or Social Studies. (El inglés me ayuda a aprender nuevos conceptos en materias como Ciencias o Estudios Sociales.)					
3. I feel confused when lessons are taught only in English. (Me siento confundido/a cuando las clases se enseñan solo en inglés.)					
4. My understanding improves when the teacher explains in English and Spanish. (Mi comprensión mejora cuando el docente explica en inglés y en español.)					
5. My English level allows me to follow lessons taught in English. (Mi nivel de inglés me permite seguir las clases que se enseñan en inglés.)					
6. I find it difficult to understand academic vocabulary in English. (Me resulta dificil entender el vocabulario académico en inglés.)					
7. I need extra time to understand lessons taught in English. (Necesito tiempo para entender las clases que se enseñan en inglés.)					

8. Learning content in English makes classes more difficult for me. (Aprender contenidos en inglés hace que las clases sean más difíciles para mí.)					
9. Learning subjects in English motivates me to improve my English skills. (Aprender materias en inglés me motiva a mejorar mis habilidades en inglés.)					
10. I participate more actively when the class is taught in English. (Participo de manera más activa cuando la clase se enseña en inglés.)					
11. English-medium instruction helps me remember content better. (La enseñanza en inglés me ayuda a recordar mejor los contenidos.)					

12. Learning content in English prepares me better for future studies. (Aprender contenidos en inglés me prepara mejor para estudios futuros.)					

THANK YOU FOR YOUR COOPERATION

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Observation checklist

ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The students show better understanding of subject content when it is taught in English					
2. English helps the students learn new concepts in subjects like Science or Social Studies					
3. The students feel confused when lessons are taught only in English					
4. The students' understanding improves when the teacher explains in English and Spanish					
5. The students' English level allows them to follow lessons taught in English					
6. The students find it difficult to understand academic vocabulary in English					
7. The students need extra time to understand lessons taught in English					

8. Learning content in English makes classes more difficult for the students					

9. Learning subjects in English motivates the students to improve their English skills					
10. The students participate more actively when the class is taught in English					
11. English-medium instruction helps the students remember content better					
12. Learning content in English prepares the students better for future studies					

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	x		
Formulación clara de cada pregunta.	x		
Comprensión de cada pregunta.	x		
Coherencia de las preguntas en relación con el objetivo.	x		
Relevancia del contenido	x		
Orden y secuencia de las preguntas	x		
Número de preguntas óptimo	x		

Observaciones:

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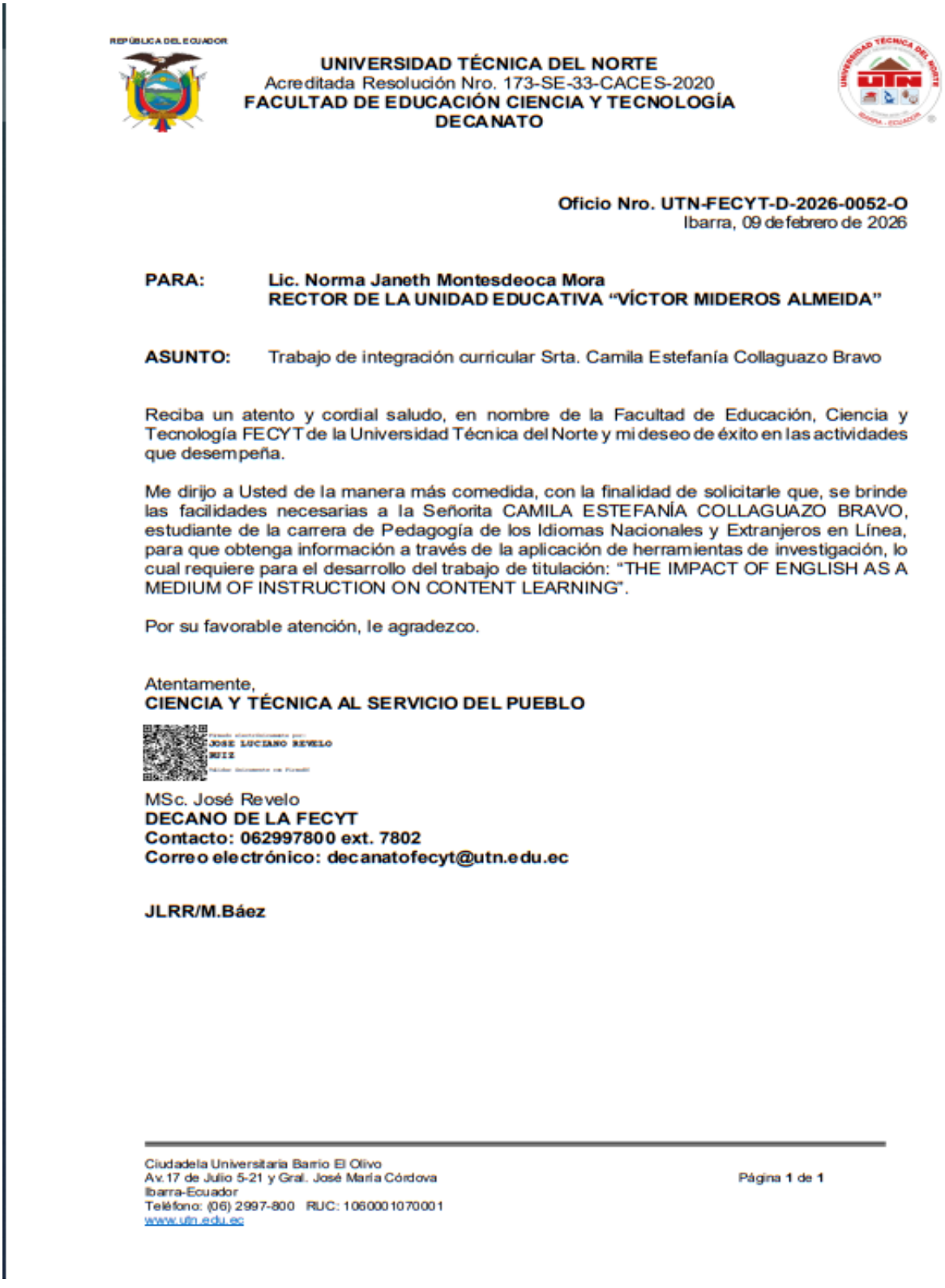


Mauro David Villacrés
C.C.:1003342373

Apellidos y nombres completos	VILLACRES BENALCAZAR MAURO DAVID
Título académico	MAGISTER EN ENSEÑANZA DE INGLES COMO IDIOMA EXTRANJERO
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mdvillacres@utn.edu.ec
Teléfono	0995706038

Fecha de envío para la evaluación del experto:	26 de enero del 2026
Fecha de revisión del experto:	26 de enero del 2026

9.2 Appendix B. Data collection request



REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0052-O
Ibarra, 09 de febrero de 2026

PARA: **Lic. Norma Janeth Montesdeoca Mora**
RECTOR DE LA UNIDAD EDUCATIVA "VÍCTOR MIDEROS ALMEIDA"

ASUNTO: Trabajo de integración curricular Srta. Camila Estefanía Collaguazo Bravo

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita CAMILA ESTEFANÍA COLLAGUAZO BRAVO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, para que obtenga información a través de la aplicación de herramientas de investigación, lo cual requiere para el desarrollo del trabajo de titulación: "THE IMPACT OF ENGLISH AS A MEDIUM OF INSTRUCTION ON CONTENT LEARNING".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado electrónicamente por:
JOSE LUCIANO REVELO RUIZ
Validar únicamente con FirmaEC

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página **1** de **1**

9.3 Appendix C. Acceptance of data collection



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0052-O
Ibarra, 09 de febrero de 2026

PARA: **Lic. Norma Janeth Montesdeoca Mora**
RECTOR DE LA UNIDAD EDUCATIVA "VÍCTOR MIDEROS ALMEIDA"

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Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita CAMILA ESTEFANÍA COLLAGUAZO BRAVO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, para que obtenga información a través de la aplicación de herramientas de investigación, lo cual requiere para el desarrollo del trabajo de titulación: "THE IMPACT OF ENGLISH AS A MEDIUM OF INSTRUCTION ON CONTENT LEARNING".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO MUIX

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Autorizo
10/02/2026
11:29 am

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
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Página 1 de 1

9.4 Appendix D. Evidence of Interview with Vice-principal of the Institution







9.5 Appendix E. Evidence of Interview with English Coordinator

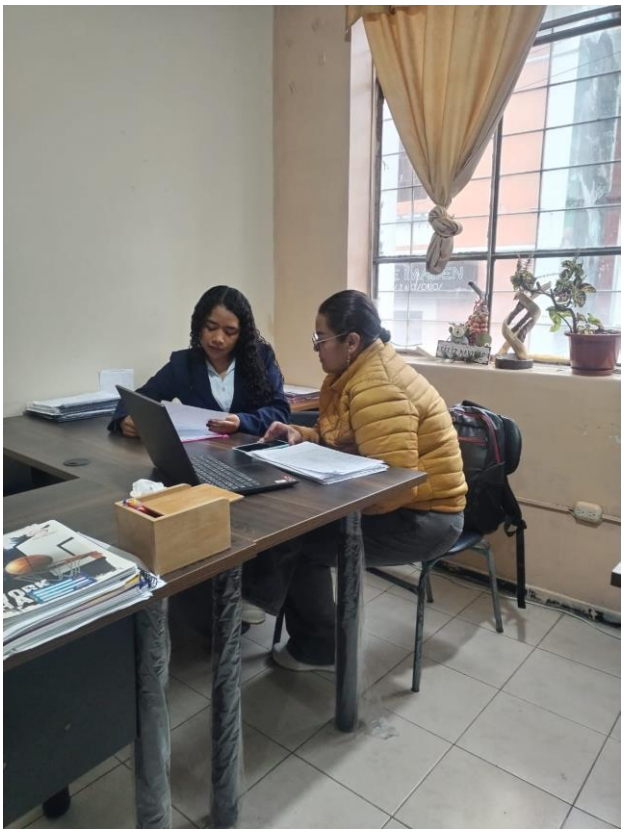


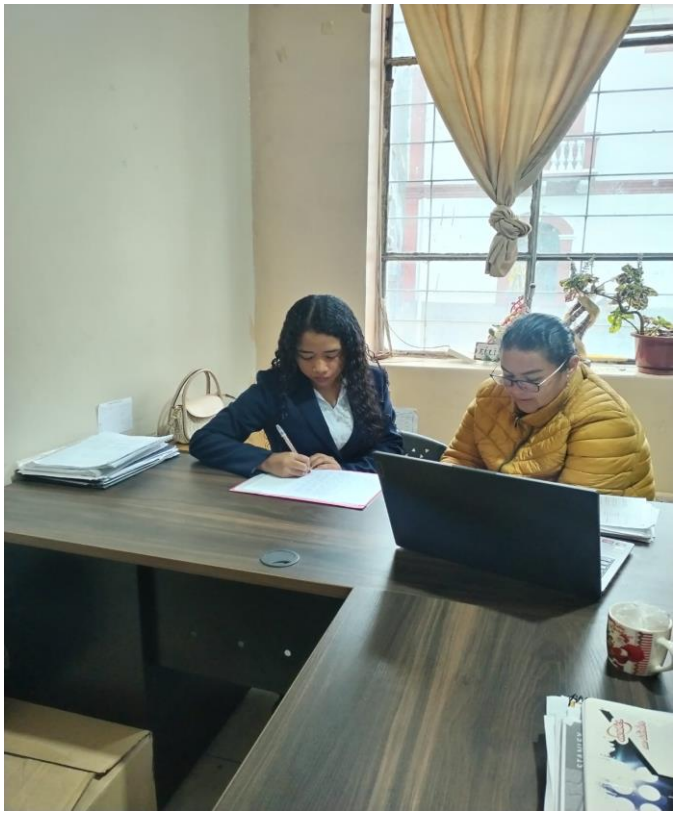




9.6 Appendix F. Evidence of English Teacher Interview







9.7 Appendix G. Evidence from student questionnaires





9.8 Appendix H. Socialization



