



Pontificia Universidad Católica del Ecuador
Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

TRABAJO DE INTEGRACIÓN CURRICULAR TITULACIÓN

TEMA:

WHY DON'T STUDENTS OF BACCALAUREATE GET THE B1 PROFICIENCY
LEVEL WHEN LEAVING HIGH SCHOOL?

PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

LÍNEA DE INVESTIGACIÓN:

ARTS, DESIGN, LANGUAGES, LITERATURE AND ORALITY

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IBARRA, JUNIO - 2024

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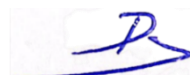
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DEDICATION

First and foremost, I offer this work to God for giving me the strength and wisdom to complete this stage of my academic life.

To my parents, I dedicate this achievement to you for your unwavering support and for never doubting me. Your unconditional love has been my greatest inspiration.

To my dear sister, for being my light in dark times, I am grateful for your constant encouragement and support that has driven me to keep going.

And finally, to myself, for the effort and dedication I have put into this work. This achievement is the fruit of my perseverance and determination. Thank you all for being part of this important accomplishment in my life!

GRATEFULNESS

First and foremost, I would like to express my deepest gratitude to God for allowing me to complete my degree and providing me with an excellent thesis advisor.

I would like to thank my parents for their unwavering support and belief in me.

I want to thank my sister for always lifting my spirits. Lastly, I want to thank myself for the effort and dedication I put into this work.

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1. Resumen

La investigación analiza las notables diferencias en el nivel de competencia en inglés entre los estudiantes de tercer año de bachillerato de dos escuelas públicas y dos privadas en Ibarra. Destaca la disparidad en las habilidades lingüísticas entre la educación pública y privada. El enfoque está en identificar los factores que afectan la capacidad de los estudiantes para alcanzar el nivel B1 del Marco Común Europeo de Referencia para las Lenguas (MCER). A pesar de que el inglés es una parte obligatoria del sistema educativo ecuatoriano, los niveles de competencia de los estudiantes, especialmente en las escuelas públicas, siguen siendo significativamente bajos.

Empleando un enfoque integral de métodos mixtos, la investigación integra metodologías cualitativas y cuantitativas. Se realizaron encuestas y entrevistas, involucrando a estudiantes, educadores y personal administrativo de instituciones educativas tanto públicas como privadas en toda la provincia de Imbabura.

La investigación examina el contraste en la competencia en inglés entre los estudiantes de tercer año de bachillerato en dos escuelas públicas y dos privadas en Ibarra, enfocándose en los factores que influyen en su capacidad para alcanzar el nivel B1 en el MCER. A pesar de la educación obligatoria en inglés en Ecuador, la competencia sigue siendo notablemente baja, especialmente en las escuelas públicas.

Las conclusiones extraídas de la investigación subrayan la necesidad imperativa de iniciativas continuas de desarrollo docente, estrategias específicas para apoyar la motivación de los estudiantes y la promoción de asociaciones colaborativas con instituciones de educación superior y organizaciones comunitarias para fortalecer la educación en lengua inglesa. Reconociendo el papel crucial de la participación de los padres en el cultivo de un entorno de aprendizaje de apoyo, se enfatizan los esfuerzos para involucrar a los padres con el apoyo de las autoridades de cada institución.

Palabras clave:

Competencia en inglés, nivel B1, sistema educativo, disparidad, escuelas públicas, escuelas privadas.

2. Abstract

The research investigates the notable differences in English proficiency among third-year baccalaureate students from two public and two private schools in Ibarra. It emphasizes the disparity in language skills between public and private education. The focus is on identifying the factors that affect students' ability to reach level B1 of the Common European Framework of Reference for Languages (CEFR). Despite English being a mandatory part of Ecuador's education system, students' proficiency levels, especially in public schools, remain significantly low.

Employing a comprehensive mixed-methods approach, the research integrates both qualitative and quantitative methodologies. Surveys and interviews were conducted, engaging students, educators, and administrative staff from both public and private educational institutions across the Imbabura province.

This contrast among public and private schools in Ibarra shows the factors influencing their ability to achieve B1 level in the CEFR. Despite mandatory English education in Ecuador, proficiency remains notably low, especially in public schools.

Conclusions drawn from the research underscore the imperative of continual teacher development initiatives, targeted strategies to support student motivation, and fostering collaborative partnerships with higher education institutions and community organizations to fortify English language education. Recognizing the crucial role of parental involvement in cultivating a supportive learning environment, efforts to engage parents are emphasized with the support of the authorities of each institution.

Key words:

English proficiency, B1 level, Education system, Disparity, Public schools, Private schools.

3. Introduction

One of the greatest educational difficulties in Ecuador is for students to achieve proficiency in the English language. It is stipulated that all students must study English, and in higher education students must pass some levels of English in order to obtain a degree. The Minister of Education of 2016 was in a charged of strengthening the learning of English in the country's education system stating that: From the 2016-2017 school year, in the Sierra Cycle, and from the 2017-2018 School Year in the Coast Region. The English language will be mandatory from 2nd grade of General Basic Education to 3rd grade of BACCALAUREATE for all public, private, combined government/religious Schools, and educational institutions of the City Hall. It is not secret that students entering college have different levels of English.

According to the English Proficiency Index report, Ecuador is in 82nd place out of 111 countries in the world and in 18th place out 20 countries in Latin America. It is also known that Imbabura is one of the provinces with the lowest level of all. (World Population Review, 2023)

One of the things that should be taken into consideration is that public schools expect students to graduate with B1 level of English because it is stipulated in the textbooks. The book that is used in public schools is designed to teach B1.2 which means that students should be able to reach this level, the strange thing is that they pass the subject and their level is lower than the stipulated. Brenda Sempértegui conducted an investigation on; English proficiency, an educational gap in Ecuador and what she found was the following:

“The difference in the level of the English language in third-year High School graduates between the public and the private sector is abysmal. Thus, the former does not have the same opportunities for growth” This is the explanation of Janine Matts, professor of Linguistics at the Pontificia Universidad Católica del Ecuador (Sempértegui, 2022).

When people talk about the importance of learning a second language, they always promote the benefits of learning a foreign language. The problem begins with the contradictions: it is said that it is important to learn English because it opens several doors either in studies or at work. But unfortunately, in most of schools, there is no concern for

teaching another language, in this case, English. This is reflected in the low standard in which Ecuador is in the world ranking.

On the other hand, Matt said that public schools generally have a maximum of three hours of English teaching per week versus 10 hours in private schools. Also, in some cases, obsolete methodologies are still being used to teach the language.

But it can also be seen that even though students receive more hours in private schools, they do not leave school at the expected level. The problem is not only the hours they receive in this subject but rather what it is taught. The English subjects taught in the schools are of no use when students have or want to achieve English language proficiency so they are prepared outside with specialized courses in that area. If schools would provide the necessary education to pass these exams the kids would have a better level as they focus on other subjects not just the same old stuff that has always been taught.

It is known that English is a requirement nowadays to get a job or to study abroad; It is striking that all of these soft skills need sophisticated language and communication to back them up. And in the majority of occupations, much of this communication will be in English. To put it simply, graduates who can communicate effectively in English will have a massive advantage in getting themselves on the career ladder. (Team, 2021)

To thrive in the globalized job market, students need to graduate from high school with at least a B1 level of English proficiency. Since English has become the global language, mastering it is crucial for success in various fields. From education to business sectors, English proficiency of students nearing graduating. In 2014, a stunning 94% of students had low levels of English proficiency, ranging from below basic proficiency to A2. However, this percentage has been gradually decreasing. In 2017, the percentage of students with low levels of basic proficiency decreased to 91%, with 7% meeting the B1 expectation (D'Astoli, 2016).

This improvement can be attributed to the efforts made by the Ministry of Education to enhance English language education at all levels. The Ministry has recognized the importance of improving Teachers' English proficiency and has implemented general English courses to raise the national standard. These efforts have proven to be effective in

raising students' English proficiency, but there is still a long way to go. Although progress has been made, it is evident that more needs to be done to ensure that students graduate with B1 level of English proficiency.

The failure to comply with this regulation directly impacts the academic performance of these university students, where they are all required to attain a B2 level of proficiency. Not meeting this requirement can hinder their performance at university, as language proficiency is essential for active participation in classes, understanding academic material, and effectively communicating with peer and professors. Therefore, it is crucial for students to strive to meet this linguistic standard to ensure their academic and professional success in the future.

This will not only open up more job opportunities but also give them an advantage over other candidates who may not have the same level of English proficiency. Additionally, the importance of English proficiency in the business sector cannot be emphasized enough. Proficiency in English as a second or foreign language is crucial for individuals and employers in the global economy. Therefore, students need to graduate from college with a B1 level of English proficiency. In conclusion it is imperative to create the necessity of graduating from high school with a B1 level of English proficiency.

Objective

General objective:

- To analyze the level of English language proficiency in third year of baccalaureate evaluating both receptive skills and productive skills, identifying the factors that prevent students from graduating with a B1 MCER level.

Specific objectives:

- To support scientifically the investigation into the reasons why high school students do not achieve the B1 proficiency level in English upon graduation, through an updated literature review.

- To diagnose why public and private high school students do not reach the B1 level upon graduating.
- To design a conference led to parents, teachers, and authorities of public and private High Schools to know the importance of reaching the B1 level, and the options existing in the current market.

Independent variable: The B1 level according to the CEFR.

Dependent Variable: Baccalaureate students do not reach the B1 level when leaving High School.

4. State of the Art

4.1.English language today

The English language today holds significant global importance. It serves as a lingua franca, connecting people across diverse cultures, facilitating international communication, trade, diplomacy, and cultural Exchange. Here are some key aspects of the English language today:

Many universities worldwide offer courses taught in English. Proficiency in English often provides access to higher education opportunities and increases employability in various industries. The internet largely operates in English. It is the primary language for a vast amount of online content, making English proficiency essential for accessing information and resources on the web. (LingueeGlobalSolutions, 2022)

Nowadays, mastering the English language has become a fundamental necessity to face the challenges of the 21st century, in a scenario dominated by globalization, competitiveness among educational systems, internationalization of professions, and scientific and technological progress. Knowledge of this language will open many doors to any professional in the world of work and will facilitate the improvement of opportunities. Hence, universities are called to achieve excellence in the training of professionals trained

in the specific areas of their professions, with a solid knowledge of a foreign language, especially English, since it is considered the universal language. (Foster, 2021)

English is positioned as the third most spoken language, with 360 million native speakers. This language has a wide use in the world, since it covers not only scientific and technological fields but also education. Therefore, in the Organic Law of Higher Education of Ecuador in Art.124 it is mandatory for students to graduate from a career and accredit a level of mastery in the knowledge and management of a foreign language. This enables them to more easily access scholarships outside the country, participate in international seminars, enter the workplace and perform more efficiently. Thus, they can be on par or in better conditions than other professionals in pursuit of quality and educational excellence. Under this reference, it is considered that in Ecuador educational institutions are obliged to provide adequate responses to the requirements of society and the social, economic and cultural environment in which they develop.

In Ecuador, education for decades has been framed in traditionalist and controlled procedures; how to dedicate yourself only to the use of the English textbook, based on memorization, using only methods such as the Grammatical Translation Method, the Audio-Lingual Method and the Structural Approach, leaving aside new paradigms and methodologies that integrate the use of Information and Communications Technologies such as: The Affective filter, Suggestopedia among others. Mainly due to the lack of a clear state policy and therefore the low investment of governments in Education. Which has caused a true digital divide between our society and Latin American societies. (Estarellas, 2015)

4.2. English proficiency

4.2.1. What is English proficiency?

English Proficiency encompasses not the capacity to comprehend and produce language accurately but also the ability to engage effectively in various academic and professional settings. It reflects a student's competence in comprehending complex texts, expressing ideas cogently, and interacting proficiently in English-speaking environments.

English proficiency refers to a person's level of competence in using the English language for communication purposes. It is a measure of how well an individual can understand, speak, read, and write in English. English proficiency is essential in various contexts, including education, employment, travel, and social interactions, particularly in English-speaking countries or international settings where English is the primary or common language.

According to Mendis, 2023 English proficiency is often assessed using standardized tests like TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), Cambridge English Exams, or proficiency evaluations conducted by educational institutions or employers. Proficiency levels are typically categorized into levels such as beginner, intermediate, advanced, or proficiency, depending on the individual's skill set and comprehension abilities in each aspect of the language.

4.2.2. How it is evaluated?

English proficiency is typically assessed using standardized language tests that evaluate the individual's skills in different language areas, such as:

- **Listening:** Ability to understand spoken English, including conversations, lectures, and recordings.
- **Speaking:** Capacity to express oneself clearly and fluently, engage in discussions, and communicate effectively with others.
- **Reading:** Comprehension of written English texts, articles, and passages.
- **Writing:** Capability to produce coherent and grammatically accurate written English, such as essays, reports, or emails.
- **Vocabulary:** Use a varied vocabulary appropriate to the context and develop a personal style. Understand the meaning of words through context.

- Grammar: Use correct grammar and structure ideas in a coherent manner.

English proficiency levels are often categorized into various stages, such as beginner, intermediate, advanced and fluent. These levels can vary depending on the language assessment system used, but they generally provide a standard way to describe a person's language abilities.

Having a good command of English can open up numerous opportunities in education, career advancement, and cross-cultural communication. It is particularly crucial for individuals seeking to study abroad, work in multinational companies, or engage in international collaborations. (GlobalExam)

4.3. The level of English Globally

There exist 142 nations across the globe where English is a compulsory component of the matinal education policy on public education. There are 41 nations where English is an optional course or is available in numerous but not all schools (usually as the most favored alternative to fulfill a “foreign language” prerequisite). It has not been possible to accumulate intricate details on whether or not such regulations apply to private schools and if so, how they have been applied. The data was taken from research carried out by World Population Review.

Several nations, such as China, Indonesia, and Sweden, require English in certain grades while allowing it as an elective in others. This information is displayed in a tooltip that appears upon hovering over the country. The demographic that displays the highest level of English competence falls within the 26 to 40 age brackets. This age category achieved an average score of 529 on the EF EPI assessment. Following closely behind, the 21 to 25-year-old cohort demonstrated a proficiency level of 517, while those aged 41 had an average of 500. Startlingly, the age group of 18-20 years exhibited the lowest expertise in the English language. A 700 score indicates a flawless performance on the assessment. (EF-EPI, 2023)

Upon reviewing Ecuador's results in these assessments, it becomes apparent that it ranks among the nations with the lowest levels of English proficiency globally, including within Latin America. According to the last test that was conducted worldwide, Ecuador was one of the countries with the lowest level of English proficiency. This was the result of the tests:

In 2023, Ecuador ranked 81st out of a total of 100 countries evaluated, considered as a very low level of English, obtaining a score of 46.57 which is equivalent to an A1 level according to the Common European Framework. This assessment highlights the urgent need for comprehensive language education reforms and increased investment in English language instructions across educational institutions nationwide. (EF-EPI, 2023)

English proficiency in Ecuador varies widely across the country. In general, it is not as widely spoken or understood as Spanish, which is the official language. English proficiency tends to be higher in urban areas, among younger generations, and in areas heavily involved in tourism or international business. In schools, English is taught as a mandatory subject from elementary to high school levels. However, the proficiency level might not be very high due to various factors such as limited resources, teaching methods, and lack of practice opportunities outside the classroom.

According to Chejín, 2022 in cities like Quito and Guayaquil, you might find more people who speak English, especially in areas frequented by tourists or in international companies. However, in rural areas or smaller towns, English proficiency might be lower. Overall, while there is a growing interest in learning English in Ecuador, the proficiency levels can vary significantly depending on the region and the individual's exposure to English-speaking environments.

Data from Ecuador's National Institute of Statistics and Census suggest that English is not widely spoken in everyday life, especially in rural areas or regions with less international tourism or global business presence. The reports from

Ecuador's Ministry of Education, the quality of English education can vary due to resource constraints, outdated teaching methods, and a shortage of qualified teachers.

The linguistic and cultural studies conducted in the country, the preponderance of Spanish as the official and commonly used language may decrease the motivation or perceived need to learn English for daily communication. Socioeconomic information suggests that access to quality English education, such as private language schools or tutoring, it is strongly influenced by the income level and socioeconomic status of individuals. This implies that those with higher financial resources have greater opportunities to access these language education options, while those with more limited resources may face significant barriers to obtaining the same quality of English instruction.

4.4. The importance of English proficiency

English is the lingua franca of business, science, diplomacy, and international relations. Proficiency in English facilitates effective communication with people from diverse linguistic backgrounds, enabling collaboration and exchange of ideas on a global scale. Many multinational companies use English as their primary language for communication. Proficiency in English enhances job prospects and opens doors to international career opportunities, thereby improving one's economic prospects. (Johnson, 2023)

English is often the medium of instruction in universities and academic publications worldwide. Proficiency in English is crucial for accessing quality education, scholarships, research opportunities, and academic resources. A vast amount of information on the internet is available in English. Proficiency in the language allows individuals to access a wide range of resources, including research papers, articles, and educational materials.

English serves as a common language in the tourism industry. Proficiency in English makes travel more accessible and enjoyable, enabling better interaction with people, understanding of cultures, and navigation in foreign countries. English proficiency promotes cultural understanding and exchange. It allows individuals to

consume and appreciate literature, movies, music, and other forms of art from various English-speaking cultures.

In many social and professional settings, proficiency in English facilitates networking and forming connections with people globally, fostering friendships and collaborations. Overall, English proficiency not only enhances individual opportunities but also promotes global connectivity, understanding, and cooperation in an increasingly interconnected world. (Consultants, 2023)

The importance of English is readily apparent on a global scale. Many international companies use English as a means of communication, while universities offer English courses and tourists and travelers from all over the world use it as a common language. Success in education, innovation and high-level professional positions is closely linked to English language proficiency. To demonstrate the global impact of English, we can use the EF EPI 2020 to show its importance.

In today globalized world, English proficiency plays a crucial role in individuals' academic and professional success. This is particularly true in countries like Singapore, where English is not only the official language of business. As a result, schools have a responsibility to ensure that students acquire a strong command of the English language. While educational policies mandate the teaching of English as a "special subject" in public schools, the actual proficiency levels of students vary significantly. (School of English, 2023)

According to The Language Gallery, 2023 there are many reasons to learn English among them:

1. "Simplicity is key: English has relatively simple grammar, with simpler plurals, a straightforward verb conjugation and it is mostly gender-neutral, making, English language learning easier than some other languages.
2. ABC, easy as 123: the English alphabet is relatively easy to learn in comparison to other languages such as Mandarin which is in symbol form.

3. Online research: Most websites are written in English, helping you to boost your knowledge when researching for your studies and later on in life.
4. Valuable experience: Learning a new language requires a lot of time and patience. Therefore, being able to show off this impressive skill will help you to meet interesting people from all walks of life and learn about different cultures too.
5. Meet new people: studying an English language course will help you to meet interesting people from all walks of life and learn about different cultures too.
6. Language of the media industry: English is the most prevalent language used in movies, and TV series around the world. By learning the English language, you'll be able to enjoy more of the latest blockbusters!"

Additionally, the presence of immigrant students, who often have lower levels of English proficiency than their U.S.-born counterparts, further compounds the challenge of achieving consistent English proficiency across a school in Singapore. In the 1990s there was a lack of emphasis on Reading and writing instruction in Singaporean schools. However, since then, there has been a renewed focus on addressing this issue and helping students develop a strong foundation in the English language. At the primary level, the introduction of STELLAR (Strategies for English Language Learning and Reading) has played a significant role in improving Reading habits and skills among students.

4.5. Curriculum Development and Approach

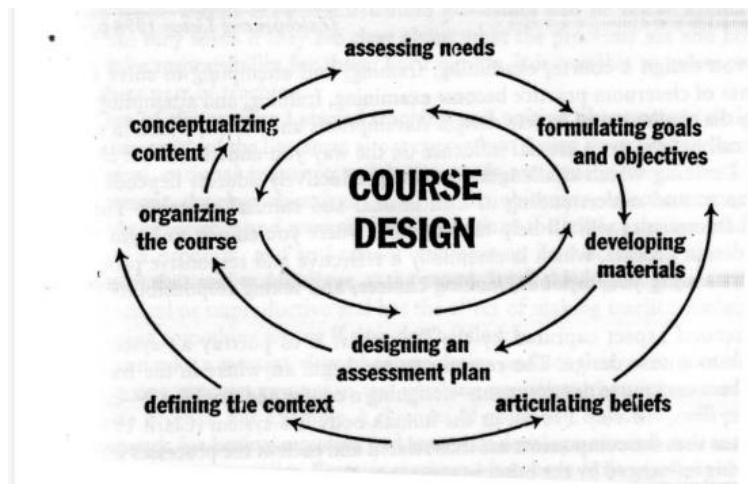
Curriculum development involves organizing teaching materials so that they are easy to read. Many factors are taken into account when developing a curriculum. These factors include: the students are the recipient of the curriculum, the teacher is the curriculum developer, the culture of the community where students come from, and where they will

work after graduation. Talking about teaching methods, practitioners and curriculum implementers may use one or more approaches to this problem planning, implementation, and evaluation.

The process of curriculum development covers determining learners' needs, developing aims or objectives to address the needs, determining an appropriate syllabus, course structure, teaching methods, and materials, and carrying out an evaluating of the language program that results from these activities. (LANGUAGE CURRICULUM)

Figure 1

Title: *A Framework of Course Development Processes*



(Graves, 2020)

Note: A course development framework is a structure or guide that provides a systematic approach to effectively design, develop and implement courses (Graves, 2020).

Figure 2

Title: *The curriculum Development Process*

Components of an Effective Curriculum Development Process	
A. Planning:	
1.	Convening a Curriculum Development Committee
2.	Identifying Key Issues and Trends in the Specific Content Area
3.	Assessing Needs and Issues
B. Articulating and Developing:	
4.	Articulating a K-12 Program Philosophy
5.	Defining K-12 Program, Grade-Level and Course Goals
6.	Developing and Sequencing of Grade-Level and Course Objectives
7.	Identifying Resource Materials to Assist with Program Implementation
8.	Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress
C. Implementing:	
9.	Putting the New Program into Practice
D. Evaluating:	
10.	Updating the Program
11.	Determining the Success of the Program

(Connecticut State

Dept. of Education & Connecticut State Board of Education, 1981)

Note: Adapted from a **Guide to Curriculum Development: Purposes, Practices, Procedures** this explains the process used to develop a curriculum (Connecticut State Dept. of Education & Connecticut State Board of Education, 1981).

English Language curriculum is designed for students in General Basic Education (2nd to 10th) and General Unified Baccalaureate (1st to 3rd), whose mother tongue is not English. Since the Ecuadorian population is comprised of groups from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities.

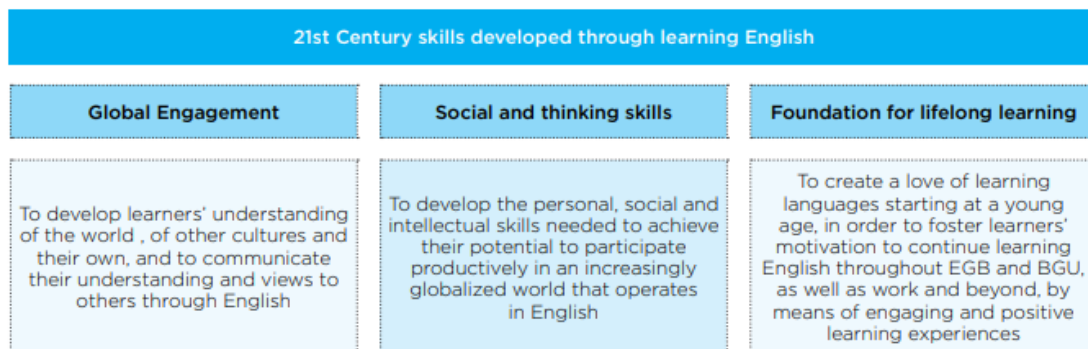
According to Ministry of Education, 2018 in keeping with the needs of a linguistically and culturally diverse population, this curriculum presents a rationale and framework for learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate the educational inclusion of learners regardless of their L1. This curriculum is built with monolingual and multilingual learners in mind, including those who speak Spanish and those who have Little or no Spanish.

It aims to support the policy of developing citizens in Ecuador that can communicate effectively in today's globalized world. The curriculum also supports general

educational goals of justice, innovation, and solidarity by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century. (Abdelbaki, 2023)

Figure 3

Title: *Skills needed in the 21st century*



Cambridge University Press (n. p.)

Note: These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century (Minister of Education, 2016).

The main goals of the EFL curriculum are:

Developing students' knowledge of the world-other cultures and their own-and communicate your understanding and views to others through English. Develop the personal, social and intellectual skills you need to realize your potential and participate effectively in an increasingly globalized world in English.

Nurture a love of language learning from an early age through fun and positive learning experiences to increase students' motivation to learn languages. Continue studying English at BGE and UGB and work outside of those schools. At both schools' levels, Basic General Education (BGE) and Unified General Baccalaureate (UGB), the ELT area is divided into five sections:

1. Communication and Cultural Awareness.
2. Oral Communication (Listening and Speaking).

3. Reading.
4. Writing.
5. Language through the Arts.

Each of these topics in turn can be divided into sub-streams as shown in the table below:

Figure 4

Title: *Curricular Threads*

4Cs	Curricular Threads	Sub-Threads
Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity Social Competence and Values
	Oral Communication: (Listening and Speaking)	Listening Skills Spoken Production Spoken Interaction
Communication	Reading	Literacy-rich Environment Reading Comprehension Use of Resources & Study Skills Cross-curricular Content
Cognition		
Content	Writing	Initial Literacy Text Production
	Language through the Arts	Literary Texts in Context Creative Writing Creative Thinking Skills

Note: This is a chart that shows the critical thinking skills, and curricular threads in the government's English textbooks (Minister of Education, 2016).

These are the bases of the English Approaches to syllabus design:

- The basic units of language are vocabulary and grammar.
- Learners everywhere have the same needs.
- Learners' needs are identified exclusively in terms of language needs.
- The process of learning a language is largely determined by the textbook.
- The context of teaching is English as a foreign language.

It should be noted that although students are required to achieve a certain level of English after completing Middle Basic General Education, in this case, if you complete

EGB 7 at level A2, a huge amount of language. The knowledge acquired at these levels will be reused during the first years of General Basic training. Superior (8th, 9th, 10th EGB), but in a different context and combined with freshness.

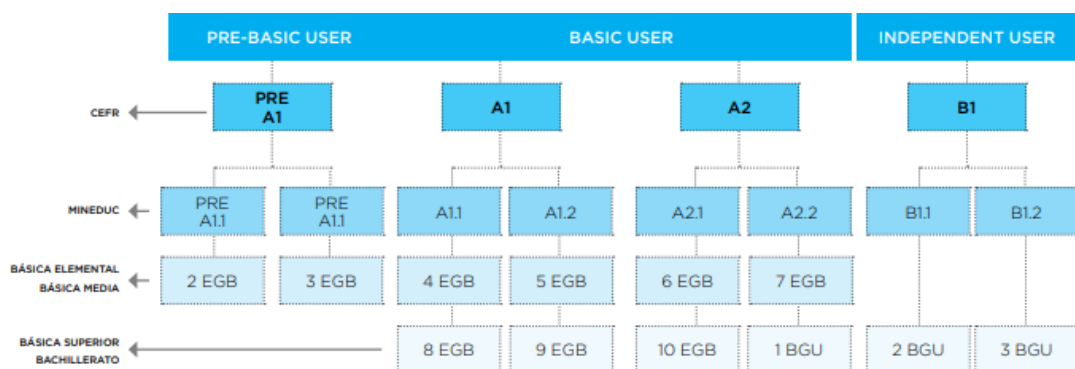
The language is more suitable for teenagers in this case. Thanks to that, first year junior high school students will be educated on what they have learned in terms of grammar and vocabulary through new knowledge added contextual vocabulary. One of the main reasons is this. The problem is that the gap between stronger and weaker students is increasing in secondary schools due to the convergence of students from different primary grades school.

It is important to note that when students move from elementary to secondary school, they also experience important changes in teaching methods and approaches. As elementary school students learn mainly through plays, songs, rhythms, and movement games. In high school, evaluation is more informal and rigorous, the pace of lessons is often faster, and students benefit from reusing previously encountered language.

The following chart, Levels of Proficiency: Branching Approach, illustrates the English levels that are expected for learners in both EGB and BGU.

Figure 5

Title: *Levels of English designated to a specific level of education.*



Levels of Proficiency: Branching Approach.

Note: The following chart, levels of Proficiency: Branching Approach, illustrates the English levels that are expected for learners in both BGE and UGB (Minister of Education, 2016).

4.5.1. Curriculum Guidelines

English is the world's lingua franca at present. Not only is important of our technological, scientific, academic, and social information written in English, but also learning and speaking further than one foreign language is essential to interact and communicate in the moment's globalized world.

Thus, current education has the challenge of contributing to the development of scholars' chops to live together in their original communities, and to take a further visionary part as world citizens.

In order to face similar challenges, according to the Ecuadorian Ministry of Education (MinEduc) acknowledges the following three crucial issues:

- The significance of the English language as a tool which equips individualities to understand people and societies beyond verbal and geographic boundaries.
- The need to align the English class to norms like the Common European Framework of Reference Learning, tutoring, assessment (CEFR) – which is internationally honored and provides a common base for the elaboration of language class guidelines and syllabi.
- That the Communicative Approach is presently the most honored, accepted norm in the field of language tutoring and literacy worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language literacy and tutoring.

The MinEduc recognizes that the main ideal of the present English class design is to help scholars develop their communicative language chops through the consideration of the following principles:

- Language is a system for the expression and vehicle of meaning.
- The primary function of language is commerce and communication.
- The structure of language reflects its functional and communicative uses.

The primary units of language are not simply its grammatical and structural features, but also orders of logical, functional, and communicative meaning as instanced in converse.

Thus, the following English class guidelines are shaped by the CEFR and their beginning gospel is the Communicative Language Teaching Approach whose syllabus is organized in terms of the different language “Functions” the learners need to express or understand to communicate effectively.

According to (Guskey, 2003) education in Ecuador deserves special attention challenges some of the challenges are: Seeing it from an internal perspective. Often teachers need to raise awareness. Describe the changes needed in the system. Knowledge and critical thinking about life other important issues are being considered. Researcher and academic. Gusuki Province in other words, “standards, assessment, accountability; and note: this is the most important factor.”

In the Curriculum Guidelines EFL-1 there is the Curriculum Exit Profile (Level B), in which it says; Regarding the linguistic component of communicative competence, high-school graduates at the B level will be able to: have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision, and express thoughts.

Developing a curriculum for English as a Foreign Language (EFL) environments in Ecuador involves considering several key elements tailored to the country's specific needs, educational context, and goals. Here is an outline of considerations for curriculum development:

- Conduct a thorough assessment of the specific needs of students, considering their age, proficiency levels, learning styles, and goals for learning English. Identify the linguistic, cultural, and communicative needs relevant to Ecuadorian learners.
- Align the curriculum with internationally recognized language proficiency standards such as the Common European Framework of Reference (CEFR) or the American Council on the Teaching of Foreign Languages (ACTFL) guidelines. It establishes clear learning objectives for each proficiency level.
- Integrate elements of Ecuadorian culture, traditions, and local context into the curriculum. Use materials, topics, and examples that resonate with the students' cultural background to enhance engagement and relevance.
- Emphasize a communicative approach that focuses on practical language skills. Design activities that encourage speaking, listening, reading, and writing in real-life situations, promoting meaningful interaction in English.
- Utilize technology and digital resources effectively in the curriculum. Incorporate multimedia, online platforms, language learning apps, and interactive tools to enhance learning experiences both inside and outside the classroom.
- Provide training and support for teachers to effectively implement the curriculum. Offer professional development opportunities, workshops, and resources to enhance teaching methodologies and language instruction strategies.
- Develop assessment tools that align with the curriculum objectives. Implement formative and summative assessments to monitor students' progress, providing feedback to guide learning and instructional adjustments.

- Regularly evaluate and update the curriculum based on feedback from teachers, students, and educational stakeholders. Adapt to changes in language learning trends, pedagogical approaches, and emerging educational technologies.
- Foster collaboration with parents, local communities, and stakeholders to support English language learning beyond the classroom. Encourage extracurricular activities, language clubs, and cultural events to reinforce language skills.

By considering these aspects and tailoring the curriculum to meet the specific needs and context of EFL learners in Ecuador, educators can create a more effective and engaging English language learning experience. (Ministry Education, 2022)

In conclusion, the English language holds immense global significance today, serving as a vital tool for international communication, trade, diplomacy, and cultural exchange. Its importance is evident in various aspects of modern society, including academia, employment, technology, and tourism. Mastery of English has become essential in navigating the challenges of the 21st century, particularly in a world characterized by globalization and rapid technological advancement.

However, despite its crucial role, English proficiency levels in Ecuador, as in many other countries, remain a challenge. Ecuador ranks among the nations with lower levels of English proficiency globally, posing barriers to educational, professional, and economic opportunities. The education system in Ecuador faces the task of addressing this gap through comprehensive language education reforms and increased investment in English language instruction across institutions nationwide.

Curriculum development plays a key role in addressing these challenges, requiring consideration of various factors such as students' needs, cultural context, and international language proficiency standards. Adopting a communicative approach to language teaching, integrating technology, and incorporating elements of local culture into the curriculum are essential steps in enhancing English language learning experiences for students in Ecuador.

Overall, by prioritizing English language education, aligning with international standards, and adapting teaching methodologies to meet the needs of diverse learners, Ecuador can empower its citizens to effectively communicate and participate in the globalized world, fostering social, economic, and cultural advancement.

5. Materials and Methods

5.1. Methodology

5.1.1. Methodology Objectives

General Objective:

- To analyze the factors contributing to the discrepancy between the expected B1 Proficiency level and the actual language proficiency levels of baccalaureate students upon leaving high school by means of research techniques.

Specific Objectives:

- To investigate the effectiveness of the current language curriculum and teaching methodologies employed in baccalaureate programs in facilitating language acquisition and proficiency development of language skills through an analysis of the current curriculum used in baccalaureate programs, examining teaching materials, teaching strategies employed, and teacher training.
- To indicate the influence of socio-economic factors, such as access to supplementary language resources and parental educational backgrounds, on student's language proficiency levels by means of an interview with teachers to find out how much these factors influence students' learning.
- To determine the impact of student motivation, attitudes towards language learning, and perceptions of the relevance of language skills on their ability to achieve the B1 proficiency level by the end of high school by means of survey addressed to them.

All these objectives were taken into account for the elaboration of the questionnaires and the application of surveys and interviews for data collection.

5.2. Introduction

This research is based on a mixed qualitative-quantitative approach oriented to describe students benefit when graduating from high school with a B1 level of English. Since this research has a social and pedagogical approach, it was decided to use this method, which is oriented to interpreting and analyzing of information. It has a descriptive scope because it seeks to highlight aspects of a student population in some private institutions, whose main focus is English language proficiency.

Initially, the VBCA school was considered for the application of research instruments. However, due to the serious internal upheaval in Ecuador, the country entered a state of emergency, and both private and public institutions implemented respective security measures, restricting access to outsiders. On private spheres, access to institutions was prohibited, while in the public sphere, permission had to be obtained through the district education office. Upon approval, which took up to a week, the applicant was required to undergo training on guidelines and procedures for accessing public schools. Without authorization and training, entry into these schools was not permitted.

Due to these restrictions, 14 requests were made, of which 4 were accepted, including two public schools ("Colegio Nacional Mixto Mariano Suárez Veintimilla" and "Unidad Educativa Agustín Cueva Dávila") and two private schools ("Unidad Educativa Sagrado Corazón de Jesús 'Bethlemitas'" and "Unidad Educativa Particular Oviedo"). The approval process for requests and the implementation of instruments took 4 weeks. Ultimately, the research was conducted in the following schools located within the Imbabura Province-City of Ibarra: "Colegio Nacional Mixto Mariano Suárez Veintimilla," "Unidad Educativa Agustín Cueva Dávila," "Unidad Educativa Sagrado Corazón de Jesús 'Bethlemitas,'" and "Unidad Educativa Particular Oviedo."

The research instruments were validated by two English teachers before application. The Likert scale was used for formulating survey questions, consisting of 12 questions. Additionally, a semi-structured configuration was considered for interviews. Interviews with English teachers responsible for the third year of high

school comprised 10 questions, while interviews with principals consisted of 4 questions.

Surveys were conducted with third-year of Bacalaureate students, while interviews were conducted with both English teachers responsible for the third year of high school and principals of the aforementioned institutions. These instruments were applied in person, except for surveys at Unidad Educativa Particular Oviedo, where the principal preferred teachers to conduct surveys with their students due to security measures prohibiting interaction between students and external agents.

The third year of high school at "Colegio Nacional Mixto Mariano Suárez Veintimilla" has four parallel classes: The Science A class with 35 students, The Science B class with 34 students, The Informatics class with 29 students, and The Devices and Connectivity class with 9 students. The total population is 107 students, but only the Science B class was considered for the research. The interview was applied to one English teacher and the principal.

The third year of high school at "Unidad Educativa Agustín Cueva Dávila" has only one class consisting of 19 students. The total population is 19 students, so the survey was applied to all. The interview was applied to one English teacher and the principal.

The third year of high school at "Unidad Educativa Sagrado Corazón de Jesús Bethlemitas" has three parallel classes: Third Course A with 33 students, Third Course B with 27 students, and Third Course C with 27 students. The total population is 87 students, but only the Third Course A was considered for the research. However, due to one student's absence, the survey was conducted with 32 out of 33 students. The interview was conducted with one teacher and the vice principal, as the principal was traveling.

The third year of high school at "Unidad Educativa Particular Oviedo" has only one class consisting of 34 students. The total population is 34 students, so the survey was applied to all. The interview was conducted with one teacher, and due to

the principal's limited awareness of the required information, the same teacher participated in the interview intended for the principal.

5.3.Matrix of Variables

Topic	Objectives	Variables	Indicators	Technique	Source
WHY DON'T STUDENTS OF BACCALAUREATE GET THE B1 PROFICIENCY LEVEL WHEN LEAVING HIGH SCHOOL?	To examine differences in students' motivation and interest in language learning and how they influence their progress toward B1.	Independent Variable: Quality of Language Teaching The level of quality of language instruction provided in the baccalaureate curriculum. It includes aspects such as teaching methodology, available educational resources,	English Language Proficiency: Level of English language proficiency upon entering and exiting high school.	Surveys/Questionnaires: A survey was distributed to students to gather their opinion on why baccalaureate students do not reach the B1 proficiency level at the end of the baccalaureate.	Ministry of Education Website: Review the Ministry of Education's proposal for English language signatures.
	To analyze the effectiveness of the assessments and tests used to measure the language proficiency level of high school students and their alignment with B1 level standards.		Quality of English Language Assessment of the quality of the English language program in high school. Experience and training of English teachers.	Interviews: To conduct interviews with teachers to gain in-depth information on their opinions about why baccalaureate students do not reach the B1 proficiency level at the end of the baccalaureate.	English Textbook of the Ministry of Education: Analyze the textbook perspectives and goals expected to be achieved.
	To explore the experiences and perceptions of language teachers in secondary education about the challenges and best practices in helping students reach B1 level proficiency.	Dependent Variable: Level of language proficiency This variable reflects the level of linguistic competence achieved by students at the end of high school, especially in relation to level B1 of the Common European Framework of Reference for language (CEFR). It is assessed through standardized tests of language proficiency.	Motivation and Attitude towards English Learning: Participating in extracurricular activities related to English (clubs, competitions, cultural exchanges).	Educational articles about the level of English in Ecuador: Research on the different factors that influence the level of English than students have when they Finish high school.	
	To assess the availability and quality of educational resources, such as study materials and technology, used to teach languages in secondary education and their contribution to preparing students for B1 level.		Family and Community Support: Parental involvement in the educational process and support for English learning.		Previous research studies: Consult previous studies that have investigated the reasons why students do not
		Motivation and attitudes towards language learning It addresses students' motivation and attitudes towards language, perceived usefulness of the	Exposure to the English Language Outside the Classroom:		

		<p>language in daily or professional life, and confidence in one's own language skills.</p> <p>Socioeconomic and cultural factors Considers external factors that influence on Ss' language proficiency. It includes access to additional resources and exposure to language in diverse social and cultural contexts. Outside the school environment, family environment, and exposure to language in diverse social and cultural contexts.</p> <p>Institutional support and educational resources It includes aspects such as the availability of teaching materials, school infrastructure, time allocated for language instruction, and the support provided by the educational administration.</p>	<p>Opportunities for practicing the English language in the local community. Access to English-language media (movies, music, books) and its impact on language development.</p>	<p>achieve B1 level When finishing High School.</p>
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Note: This table lists the variables of the selected topic that influence the research.

5.4. Research Methods

5.4.1. Mixed Method

For the research topic, a mixed methodology was chosen because it gathers both quantitative and qualitative information through its instruments. Since the topic required to obtain these two types of information, a survey and two interviews were conducted to collect the necessary information needed to propose a solution to the previously stated problem.

5.5. Research Techniques and Instruments

5.5.1. Technique

The techniques employed were:

- Semi-structured interview
- Survey

5.5.2. Instruments

For the interview, the cell phone recorder used. On the other hand, a questionnaire created in word was used for the survey.

5.6. Population

The research was conducted at the educational unit “Mariano Suárez Veintimilla, Agustín Cueva Dávila. A survey was applied to the students of the third year of high school, a total of 54 students were surveyed. An interview was conducted with the English teachers in charge of the third year of high school and the Authorities of the institution.

Public Schools

Surveyed Students	Population
Students in the third year of baccalaureate, specialty sciences of Unidad Educativa “Mariano Suárez Veintimilla”	35
Students in the third year of baccalaureate of Unidad Educativa Agustín Cueva Dávila	19
Total	54

Authorities Interviewed

Adriana Elizabeth Vásquez Fweltala - Teacher of Unidad Educativa “Mariano Suárez Veintimilla”	1
Ernesto Moreno - Teacher of Unidad Educativa Agustín Cueva Dávila	1

Mauricio Godoy - Headmaster of Unidad Educativa “Mariano Suárez Veintimilla”	1
Alexandra Suárez - Headmaster of Unidad Educativa Agustín Cueva Dávila	1
Total	4

The research was conducted at the Educational Unit Sagrado Corazón de Jesús “Bethlemitas” and Particular Oviedo. A survey was applied to the students of the third year of high school, a total of 66 students were surveyed. An interview was conducted with the English teachers in charge of the third year of high school and the Authorities of the institution.

Private Schools

Surveyed Students	Population
Students in the third year of baccalaureate parallel B of Unidad Educativa Sagrado Corazón de Jesús “Bethlemitas”	32
Students in the third year of baccalaureate parallel B of Unidad Educativa Particular Oviedo	34
Total	66

Authorities Interviewed

Paulina José Constante López - Teacher of Unidad Educativa Sagrado Corazón de Jesús “Bethlemitas”	1
Jessica Cupueran - Teacher of Unidad Educativa Particular Oviedo	1
Lorena Segovia - Headmaster of Unidad Educativa Sagrado Corazón de Jesús “Bethlemitas”	1
Jessica Cupueran - Teacher of Unidad Educativa Particular Oviedo	1

Total	4
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6. Results and Discussion

After applying various data collection techniques in several private and public schools in the city and completing the tabulation process, which took into account data collected by the research instruments and state-of-the-art information. Now it is time to present the final results.

According to the research conducted previously, it is known that the level of English in public schools is lower than that in private schools. Surprisingly, in surveys conducted in public schools, it was found that 41% of students believe that the level of English in their educational institution is high. However, this is contradicted by interviews conducted with teachers, who acknowledge that the students' level of English is low. This discrepancy is mainly due to the lack of resources such as educational platforms, didactic materials, the quality of the English modules (books they use), and the limited number of English hours they receive per week, which is three hours.

On the other hand, when you talk about students in private schools, almost all students agree that their institution has a high level of English. This aligns with the teachers' interviews, who stated that the number of hours plays an important role in learning. Despite receiving more than 5 hours per week, it is believed that at least 10 hours per week are needed to learn a language very well.

Previous research by Janine Matts suggests that the gap between public and private schools is due to differences in curriculum hours, teacher training, and teaching materials. This coincides with the interviews conducted with public school teachers, where they express the need for increased curriculum hours and highlight the challenges they face with materials and teacher training.

It is evident that several factors influence students' English proficiency levels, according to both public and private school teachers. These factors include the number of hours students receive per week, students' lack of interest, and insufficient practice outside the classroom. However, there is a significant difference between the two types of schools, as students in private schools generally show more interest in the subject and receive more hours of instruction.

Surveys conducted among students in public schools revealed that the majority of students are not interested in English. For example, nearly 50% of public-school students are not interested in knowing their English level, and around 40% either do not know or are not interested in knowing about the English proficiency exam. Additionally, over 60% of students do not like English and therefore do not practice it. Despite receiving only three hours per week, between 34% and 40% of students are satisfied with the number of hours they receive. Only a small percentage, between 26% and 37%, want activities aimed at preparing for an international English language certificate, while the rest disagree or are not interested.

There is a significant contradiction between this data and the desire of students to obtain an international certificate that validates their English level. In contrast, surveys conducted among students in private schools showed that the majority are interested in English. For example, between 94% and 100% of students know their English level, and between 97% and 100% are aware of the proficiency exam. Additionally, 50% of students enjoy English and practice it. More than 50% of students are satisfied with the number of hours they receive per week, with 91% expressing interest in activities aimed at preparing for an international English certificate. Approximately 82% to 88% of students want to obtain a certificate validating their English level, which aligns with previous data.

Teachers in public schools reported that most students do not aspire to attend university, so they see no need to make an effort to learn English. They also noted that the modules they work with are not related to students' knowledge levels, and the number of hours does not help bridge this knowledge gap. Responses from

interviews with teachers align with those from student surveys, with between 37% and 51% of students are not sure if their classes are aimed at obtaining an international certification. Additionally, between 37% and 43% of students are not interested in knowing if they can obtain an English certificate with the classes they receive at school.

In contrast, teachers in private schools stated that they try to motivate students from an early age by providing intensive English classes starting in eighth grade. They also use texts of Cambridge focused on the skills needed for the English proficiency exam. Responses from interviews with students in private schools align with those from surveys, with 100% of students at one school agreeing that their English classes are aimed at obtaining an international certification, compared to only 44% at another school.

There are some aspects of the curriculum that help bridge the knowledge gap between students. In public schools, the activities are scarce and not functional, whereas private school teachers emphasized the importance of the number of hours and the ability to increase them due to being private institutions. However, this is not enough, so some institutions implement divisions by English proficiency levels, such as high, medium, and low, as seen in one particular school.

When asked if division by English proficiency levels would help students reach the necessary level, responses varied between public and private schools. In public schools, between 60% and 73% of students either did not find it useful or were not interested, while in private schools, between 38% and 53% of students believed it would be useful.

In interviews, public school teachers stated that they cannot provide support for students to reach level B1. However, private school teachers suggested giving more importance to the English subject, focusing on the basics to avoid future gaps, and ensuring that teachers have a minimum B2 level.

Various strategies were suggested by teachers in both public and private schools to improve English teaching and learning, including observation trips, conversations with foreigners, English-only field days, active methodologies, and the use of Content and Language Integrated Learning (CLIL). Teachers emphasized the importance of not focusing on a single strategy but varying them based on what needs to be taught or the group being worked with.

The authorities of public schools stated that they have taken some actions to meet the English language standards required by the Ministry of Education. In interviews, they expressed that all decisions follow the guidelines set forth by the national curriculum. They validate lesson plans, utilize online resources and platforms such as Lyrics online, online worksheets, and live worksheets, and also organize extracurricular activities like English song contests and ongoing teacher training. However, this contrasts with the teachers' interviews, who expressed a need for more training, preferably abroad, for better assurance. Nonetheless, the biggest challenge remains on the students' lack of interest, as evidenced in previous analyses showing their lack of aspirations for university.

A specific case shared by the principal of "Unidad Educativa Agustín Cueva Dávila" includes activities such as close collaboration with student welfare programs at Técnica del Norte University, which offers support and scholarships for English enthusiasts. However, not all public schools have access to such programs. Additionally, students are enrolled in the College Horizons program, providing them with further opportunities.

In private schools, authorities have also taken actions to meet English language standards, such as increasing the number of hours dedicated to English, as seen in the case of "U.E. Sagrado Corazón de Jesús," which offers over 5 hours per week, or implementing English proficiency level divisions, as done by "U.E. Particular Oviedo." They also prioritize hiring teachers with strong English skills and encourage them to obtain language proficiency certifications. Students are motivated as they recognize the importance of English for their future, especially those planning

to study abroad. Additionally, they engage in special activities like debates and interactive tasks such as creating English yearbooks.

To keep parents informed and supportive, "U.E. Particular Oviedo" holds monthly talks about certification. Private school students also undergo Cambridge exam simulations, using relevant textbooks to prepare and develop their language skills.

When asked about the annual percentage of students who obtain certifications, it was found that approximately 15%-20% of students in public school do so. On the other hand, 16% of students in private schools obtain English certifications upon graduation, although this percentage increases to 50% if we consider students who obtain certifications later. It should be noted that public schools have a larger student population than private schools.

In public schools, there is a discrepancy between the perception that students have of their level of English and the reality that teachers present. Students show little interest, and there are deficiencies in materials, teaching hours, and teacher training. On the contrary, private school students display more interest in English, are better informed about exams and certifications, and benefit from more resources for implementing strategies to enhance English teaching.

Strategies for improving English teaching include increasing class hours, implementing proficiency-level divisions, and offering motivating extracurricular activities. Private schools typically have more resources to implement these strategies, while public schools face challenges such as student disinterest and resource limitations.

Although authorities in both public and private schools are taking steps to improve English standards, a noticeable gap persists between the two sectors. Data indicate that a higher percentage of students in private schools obtain English certifications compared to public schools.

6.1. Propuesta

As part of the solution, a proposal has been developed to inform and motivate the institution's authorities, teachers, parents and students toward obtaining international. Which is detailed in the annexes of this thesis.

7. Conclusions

1. There is a significant gap in English proficiency levels between students in public and private schools. Public school students generally have lower proficiency levels compared to their counterparts in private schools.
2. Public schools face significant challenges, especially regarding the availability of materials, such as the English book used in their institutions, which often lacks sufficient activities to promote effective learning. On the other hand, private schools, while also facing challenges, have the ability to prioritize the quality of materials, such as textbooks, and often complement them with extracurricular activities to enrich the learning experience for students.
3. Public schools face challenges such as limited resources, insufficient teaching hours, and a lack of student interest, which negatively impact English teaching and learning outcomes.
4. Public schools are increasing teaching hours to enhance English language education, providing teacher training programs to improve the skills and proficiency levels of English teachers. Private schools are increasing teaching hours dedicated to English language instruction, they prioritize hiring teachers with strong English skills and encourage them to obtain language proficiency certifications.
5. The active involvement of parents is crucial for students to achieve the B1 level in English. Their support at home, providing opportunities for practice, encouragement, and fostering a positive attitude towards language learning, is vital. Additionally, collaboration between parents and schools is essential to identify and address individual student needs.

8. Recommendations

1. Provide ongoing training and professional development opportunities for English teachers in public schools to enhance their teaching skills and levels of competence.
2. Public schools should focus on strategies to increase students' interest and motivation in learning English, such as incorporating interactive and engaging activities both inside and outside the classroom. This would encourage students to pursue reaching level B1 even after graduation.
3. Explore partnerships with universities, language institutes, or community organizations to provide additional support and resources for English education, including scholarships and enrichment programs.
4. Encourage parental involvement through informational sessions, workshops, and resources to support English learning at home and foster a collaborative approach between schools and families. This would motivate parents to encourage their children to strive for level B1.
5. Future researchers are suggested to focus on the development and implementation of English teaching programs that incorporate innovative and adaptive methodologies to address the individual needs of students in public schools. These programs could include the use of educational technology, such as mobile applications or online platforms, to provide personalized and accessible learning resources.

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10. Certification Antiplaque

11. Annexes

Matriz FODA

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Strengths	Weaknesses	Opportunities	Threats
<p>1.-School Curriculum: The curriculum may be designed to cover a wide range of language skills including grammar, vocabulary, and listening comprehension.</p>	<p>1.- Emphasis on Grammar over Communication: Excessive focus on grammar at the expense of oral communication may limit students' ability to speak fluently.</p>	<p>1.- Immersion Programs: Schools could offer immersion programs where students can practice opportunities.</p>	<p>1.- Student Disinterest: Lack of motivation from students may hinder their progress in the language.</p>
<p>2.- Educational Resources: Schools may provide resources such as textbooks, software, and extracurricular activities to enhance language proficiency.</p>	<p>2.- Lack of Active Practice: Students may not have enough opportunities to actively practice the language in real-life situation outside the classroom.</p>	<p>2.- Student Exchanges: Student exchanges can provide students with the opportunity to fully immerse themselves in the target language.</p>	<p>2.- Lack of Home Support: Lack of family support may result in students not practicing the language outside the school environment.</p>
<p>3.- Language Focus: Some educational institutions may have a specific language focus, allowing students to improve their skills through regular practice.</p>	<p>3.- Limited Resources: Schools may lack sufficient resources to provide comprehensive language education, including access to authentic materials and highly qualified teachers.</p>	<p>3.- Educational Technology: The use of educational technology such as mobile apps and online platforms can complement traditional teaching and provide more practice opportunities.</p>	<p>3.- Lack of Effective Assessment: The lack of assessments that truly measure communicative skills may not accurately reflect students' language proficiency level.</p>

Note: Analysis of strengths and weaknesses of the research topic.

TABULATION OF THE INTERVIEWS WITH THE TEACHERS

Tabulation of the interviews with the teachers of the “U.E. Mariano Suarez Veintimilla”:

Preguntas	Respuestas
1. ¿Cuál crees que es la principal razón por la que los estudiantes de bachillerato no alcanzan el nivel B1 de competencia en inglés al salir de la escuela secundaria?	Primero pienso que no tienen el número de horas suficientes como lo tendría un colegio particular, que yo sí he trabajado y ahí tienen como 10 horas y aparte materias de ciencias y matemáticas en inglés. Aquí tenemos aduras penas 3 horas. Ese sería el principal motivo y otro el material didáctico que no apoya o ayuda mucho. El desinterés de los estudiantes.
2. ¿Cómo evaluarías el enfoque actual de enseñanza de inglés en el bachillerato en términos de preparación para alcanzar el nivel B1 de competencia?	Bueno la evaluación desde mi punto de vista como docente es que a ellos les falta mayor motivación e interés como le dije por la materia, porque ellos lo ven como que no van a llegar a la universidad, no les gusta el idioma y demás. Entonces esa es la razón principal la desmotivación intrínseca que, los estudiantes tienen.
3. ¿Qué obstáculos o desafíos enfrentan los estudiantes de bachillerato en su camino hacia la fluidez en inglés?	El mayor obstáculo que los estudiantes enfrentan es el desinterés.
4. ¿Qué papel juegan los recursos y materiales educativos en la falta de logro del nivel B1 de inglés entre los estudiantes de bachillerato?	Bueno aquí recursos materiales no tenemos, solo un módulo que nos tiene impuesto el ministerio, pero no es suficiente. El material lo hacemos nosotros como docentes o los chicos nos ayudan a veces con pancartas cuando se puede, pero como hoy en día es prohibido pedir un centavo a los estudiantes no se puede. Entonces el material es casi hecho prácticamente por nosotros los docentes
5. ¿Crees que hay aspectos específicos del programa de estudios de bachillerato que podrían estar contribuyendo a esta brecha en la competencia en inglés? Si es así, ¿cuáles?	Bueno los libros que se usaban ya fenecieron, desde hace dos años. Están funcionando los módulos de inglés que no nos dan impresos y tenemos que imprimir desde la página del ministerio. Pero que lo hemos visto y no tiene muchas actividades reales, funcionales o para interactuar con el estudiante. Era mucho mejor el libro al módulo, pero actualmente no lo estamos trabajando, lo estamos haciendo a mediano plazo.
6. ¿Cómo podría mejorarse el enfoque educativo actual para garantizar que los estudiantes de bachillerato alcancen el nivel B1 de inglés al salir de la escuela secundaria?	Yo pienso que, a ellos, ya no se les daría la facilidad aquí internamente como institución si no que ellos están tomando cursos aparte en instituciones con estos niveles que maneja el marco común europeo. Pero son estudiantes que están realmente interesados y les gusta el inglés.
7. ¿Existen diferencias significativas en la competencia en inglés entre los estudiantes de bachillerato de diferentes escuelas o regiones? Si es así, ¿Qué factores crees que influyen en estas disparidades?	Sí, se encuentra mucha diferencia entre los estudiantes de colegios públicos y privados yo he trabajado en ambos y es muy diferente el nivel de conocimiento de los estudiantes de los colegios privados con los de aquí. Los chicos tienen con vacíos que arrastran desde la escuela que nos toca a nosotros tartar de rellenarlos en el corto periodo de tiempo que se dispone.
8. ¿Qué importancia tiene la práctica del idioma fuera del aula en el desarrollo de habilidades lingüísticas de los estudiantes de bachillerato?	Muy importante porque ahí desarrollan lo que es el hablar, escuchar, leer y escribir e incrementar gramática y vocabulario.
9. ¿Qué estrategias o métodos de enseñanza podrían ser más efectivos para ayudar a los estudiantes de bachillerato a alcanzar el nivel B1 de competencia en inglés?	Bueno como latinos nosotros somos visual-learners, que significa que somos aprendices visuales entonces y también usar la realia o también la situación actual de proponer una situación real o actual y es utilizar el idioma, más imágenes u objetos para que ellos lo relacionen y también fomentar el speaking y el listening que es muy importante en el aprendizaje.
10. ¿Cómo podría el sistema educativo apoyar mejor a los docentes en su tarea de preparar a los estudiantes de bachillerato para alcanzar el nivel B1 de inglés?	Primero que nos capaciten a nosotros, pero con cursos ya no online, serían reales, presenciales. Donde nosotros podamos y tengamos la oportunidad de desarrollar las cuatro destrezas básicas más gramática y vocabulario, para poder estar preparados a un nivel B2 que no todos los profesores tienen. Ese sería el principal pedido o también falencia que tiene el ministerio y también cada uno de mandarnos por incrementar nuestro vocabulario, leer más en inglés, también buscar y aplicar estrategias interactivas que motiven a los estudiantes.

Tabulation of the interviews with the teachers of the “U.E. Agustín Cueva Dávila”:

Preguntas	Respuestas
1. ¿Cuál crees que es la principal razón por la que los estudiantes de bachillerato no alcanzan el nivel B1 de competencia en inglés al salir de la escuela secundaria?	Principalmente el obstáculo que tenemos aquí en nuestra institución para que los estudiantes no obtengan el nivel B1 es el número de horas que tenemos aquí. Por ejemplo, antes teníamos 5 horas a la semana pero hoy con la nueva malla curricular tenemos tres horas a la semana de clases y es imposible tener un nivel B1 que se requiere en MCER que solicitan y piden en el ministerio de educación.
2. ¿Cómo evaluarías el enfoque actual de enseñanza de inglés en el bachillerato en términos de preparación para alcanzar el nivel B1 de competencia?	Por ejemplo, con lo que se refiere a currículum de inglés están haciendo cada vez unos cambios que no están acorde a la realidad de lo que es la educación en las instituciones públicas. Por ejemplo, tienen los módulos de inglés en la cual los estudiantes no conocen algunos temas, no dominan el nivel suficiente para desarrollar todas las actividades, desarrollar todo el vocabulario que tienen, las estrategias, metodologías que se utilizan ahí es diferente al nivel de conocimiento de los chicos, no van acorde con los estudiantes.
3. ¿Qué obstáculos o desafíos enfrentan los estudiantes de bachillerato en su camino hacia la fluidez en inglés?	Es otro problema muy difícil, pero todas las instituciones fiscales tienen no la mayoría de instituciones por que los estudiantes tienen temor hablar. Otro obstáculo también es que no practican en la casa, no nos ayudan en la casa, nosotros practicamos aquí en las horas que tenemos a la semana, pero falta refuerzo en casa también. Pero como digo es complicado con 3 horas de clase a la semana reforzar en todas las destrezas.
4. ¿Qué papel juegan los recursos y materiales educativos en la falta de logro del nivel B1 de inglés entre los estudiantes de bachillerato?	Es muy importante obtener bastante material no, pero como digo la realidad se las instituciones fiscales es otra, no tenemos recursos tecnológicos para motivar a los estudiantes y mejorar el nivel de conocimiento de los chicos. Es muy importante tener bastante material, lo que hacemos nosotros es descargar programas y lo proyectamos en las aulas.
5. ¿Crees que hay aspectos específicos del programa de estudios de bachillerato que podrían estar contribuyendo a esta brecha en la competencia en inglés? Si es así, ¿cuáles?	Hay algunos programas y temas en lo que se refiere en los módulos de inglés que si son acordes con la realidad en nuestro país por ejemplo tenemos comidas típicas de nuestro país, en eso los chicos se motivan, pero como digo los contenidos no son acordes a su nivel de conocimiento del inglés.
6. ¿Cómo podría mejorarse el enfoque educativo actual para garantizar que los estudiantes de bachillerato alcancen el nivel B1 de inglés al salir de la escuela secundaria?	Lo que deben hacer es ayudarnos de parte de arriba las autoridades del ministerio de educación en este caso el área de inglés ayudarnos con el aumento de las horas de inglés, por que como digo con tres horas a la semana no podemos trabajar y sacar un B1 en el idioma.
7. ¿Existen diferencias significativas en la competencia en inglés entre los estudiantes de bachillerato de diferentes escuelas o regiones? Si es así, ¿Qué factores crees que influyen en estas disparidades?	Si, mucha diferencia por ejemplo cuando nosotros vemos aquí en nuestra institución vienen estudiantes de la costa, de san lorenzo y es super diferente el nivel de conocimiento de los chicos de allá con los de aquí. Los chicos vienen con vacíos inmensos que nos toca cubrir a nosotros en ese periodo de tiempo que vienen acá a la institución.
8. ¿Qué importancia tiene la práctica del idioma fuera del aula en el desarrollo de habilidades lingüísticas de los estudiantes de bachillerato?	Es muy importante practicar por ejemplo hay algunos chicos que están siguiendo cursos de inglés fuera de las horas de estudio y eso les ayuda bastante no son los únicos, pero como digo no son todos los que toman estos cursos aparte de inglés, ahí lo practican, pero la mayoría no lo hacen y es lo difícil para ellos también por el aspecto económico.
9. ¿Qué estrategias o métodos de enseñanza podrían ser más efectivos para ayudar a los estudiantes de bachillerato a alcanzar el nivel B1 de competencia en inglés?	Una de las estrategias que les encanta a los chicos es hacer una gira de observación, ir estar en un ambiente solo de inglés, por ejemplo, conversar con una persona extranjera pasar un día de campo con ellos y que tengan un ambiente a lo que se refiere solamente inglés. Es un motivados para ellos también y les gusta, les encanta.
10. ¿Cómo podría el sistema educativo apoyar mejor a los docentes en su tarea de preparar a los estudiantes de bachillerato para alcanzar el nivel B1 de inglés?	El sistema educativo como dije anteriormente debe ayudarnos es aumentando la carga horaria de lo que se refiere al idioma inglés hay podemos nosotros trabajar un poco más fuerte con ellos y estoy segura que ellos alcanzarían el nivel B1 del idioma inglés.

Tabulation of the interviews with the teachers of the “U.E. Sagrado Corazón de Jesús”:

Preguntas	Respuestas
1. ¿Cuál crees que es la principal razón por la que los estudiantes de bachillerato no alcanzan el nivel B1 de competencia en inglés al salir de la escuela secundaria?	Yo considero que hay varios factores, pero uno de los más relevantes si se puede decir es el hecho de que de acuerdo mismo a la malla curricular establecida por el ministerio el número de horas pedagógicas es bastante baja. En instituciones particulares se puede jugar un poquito con este número de horas y aumentarles, pero de todas maneras yo considero de maneras personal que por lo menos se necesitan 10 horas pedagógicas a la semana.
2. ¿Cómo evaluarías el enfoque actual de enseñanza de inglés en el bachillerato en términos de preparación para alcanzar el nivel B1 de competencia?	Bueno yo creo que hay que tomar en cuenta la realidad de las instituciones, por ejemplo, en la parte privada nosotros aquí estamos motivándoles más y más a las estudiantes de bachillerato, bueno aquí en la institución del Sagrado Corazón de Jesús desde la escuela se les va motivando para que adquieran ese amor a la asignatura no, y ya la preparación en sí con las chicas en el colegio es bastante intensiva desde octavo, se les exige bastante en la parte de inglés.
3. ¿Qué obstáculos o desafíos enfrentan los estudiantes de bachillerato en su camino hacia la fluidez en inglés?	Bueno yo creo que es la falta de motivación es la principal si, ellos no le ven como algo interesante, algo necesario para su vida diaria no solamente para la parte académica sino para la vida diaria. Entonces eso por un lado también hasta cierto grado es el apoyo del entorno familiar porque por distintas razones las familias o no consideran que el inglés es importante o hasta cierto punto no cuentan con los recursos para poderles ayudar a los hijos a prepararse de mejor manera.
4. ¿Qué papel juegan los recursos y materiales educativos en la falta de logro del nivel B1 de inglés entre los estudiantes de bachillerato?	La falta de recursos económicos podría jugar un cierto papel como ya lo había dicho antes pero también hay que tomar en cuenta que los docentes por el hecho de ser docentes nosotros necesitamos ser bastante recursivos. No siempre es necesario tener grandes equipos o los mejores libros es la manera en cómo el docente llega a los estudiantes, con el distinto material o con el poco o con el mucho material que el docente tenga.
5. ¿Crees que hay aspectos específicos del programa de estudios de bachillerato que podrían estar contribuyendo a esta brecha en la competencia en inglés? Si es así, ¿cuáles?	Si yo creo que como te decía el número de horas académicas que nos da el ministerio por ley es bastante bajo en las instituciones públicas al menos es mucho más bajo, en las privadas nosotros podemos jugar un poquito con ese número y aumentarles un poquito más, pero en las públicas es más difícil. Entonces si bien es cierto las otras asignaturas son muy importantes, pero creo que hasta la fecha en pleno siglo 21 no se le da la importancia que tiene aprender un nuevo idioma como el inglés.
6. ¿Cómo podría mejorarse el enfoque educativo actual para garantizar que los estudiantes de bachillerato alcancen el nivel B1 de inglés al salir de la escuela secundaria?	Bueno yo creo que el darle mayor importancia a la signatura como tal no verla como una asignatura de relleno sino como una de las más básicas y elementales, creo que es muy importante la preparación de los docentes, no podemos nosotros exigir estudiantes preparados y que alcancen un nivel b1 si los mismo docentes no tienen ese nivel, si ellos no alcanzan ese nivel, porque recordemos que nosotros somos el ejemplo entonces si exigimos a los estudiantes un nivel B1 los docentes al menos deben tener un nivel B2 mínimo.
7. ¿Existen diferencias significativas en la competencia en inglés entre los estudiantes de bachillerato de diferentes escuelas o regiones? Si es así, ¿Qué factores crees que influyen en estas disparidades?	Bueno sí hay mucha diferencia como ya te decía ente la parte publica, la parte privada, la realidad de cada estudiante, la realidad de cada ciudad es distinta. No es lo mismo tener estudiantes en una ciudad como Ambato o como Quito un poco más grandes que la realidad que yo he vivido aquí en Ibarra, yo soy de Ambato justamente y cuando vine a vivir en Ibarra la realidad de los estudiantes en cuanto al idioma es muy diferente. Aquí todavía como digo no se le toma al inglés con tanta importancia a diferencia de otras ciudades, no de otras realidades digamos. También tiene mucho que ver si los estudiantes se encuentran en el sector urbano, en el sector rural, en la parte de la Costa, de la Sierra todo el entorno de un estudiante influye en su desarrollo en cuanto al aprendizaje de un segundo idioma.
8. ¿Qué importancia tiene la práctica del idioma fuera del aula en el desarrollo de habilidades lingüísticas de los estudiantes de bachillerato?	Muchísima, es sumamente importante porque el aprender un idioma no es solamente verle al profesor parado al frente tu yo y ya, esto es una cuestión de práctica, es un proceso, al igual que cuando nosotros aprendimos hablar nuestro idioma materno, lo hicimos porque estamos expuestos al idioma, mientras más exposición tengamos al idioma más fácil se va hacer el aprendizaje de ese idioma. Encones necesitan ellas una práctica permanente, no solamente dentro del aula sino también en sus ratos libre y para ayudar con eso el aprendizaje debe ser significativo dentro del aula, quiere decir que debe estar aplicado a su vida diaria para que ellas o los estudiantes pueda también relacionarlo con sus diferentes actividades.
9. ¿Qué estrategias o métodos de enseñanza podrían ser más	Bueno como te decía el aprendizaje significativo es muy importante, ahora nosotros no podemos enfocarnos solamente en una metodología o en una estrategia d

<p>efectivos para ayudar a los estudiantes de bachillerato a alcanzar el nivel B1 de competencia en inglés?</p>	<p>enseñanza porque cada grupo es distinto, cada realidad es distinta y tú tienes que ir buscando las metodologías, las estrategias, los approaches, justos y necesarios para cada grupo, para cada tema. Uno de los que nosotros más utilizamos aquí es el CLIL porque justamente se nos permite adaptar conocimientos de otras asignaturas y así hacerlo más vivencial para las estudiantes. Ese es uno de los que más utilizamos aquí como Proyecto Bethlemita de Idiomas, porque la congregación Bethlemita a nivel mundial tiene un proyecto de idiomas.</p>
<p>10. ¿Cómo podría el sistema educativo apoyar mejor a los docentes en su tarea de preparar a los estudiantes de bachillerato para alcanzar el nivel B1 de inglés?</p>	<p>Muchos docentes si siguen las carreras aquí en las universidades pero al igual que las estudiantes no tienen esa exposición al idioma todo el tiempo entonces es difícil para ellos alcanzar el nivel mínimo requerido por el ministerio que es B2 para los docentes , entonces yo creo que programas de capacitación en el extranjero, aquí mismo para que todos los docentes puedan tener una certificación B2 pero una certificación real con estadísticas reales para que así ellos puedan ayudar a sus estudiantes, aparte de eso el incremento de las horas pedagógicas en todos los niveles y sea público o privados todos deberían tener más horas y también el estímulo a los padres por ejemplo con becas a los estudiantes, programas de intercambio corto para alto rendimiento académico ese tipo de cosas.</p>

Tabulation of the interviews with the teachers of the “U.E. Particular Oviedo”:

Preguntas	Respuestas
1. ¿Cuál crees que es la principal razón por la que los estudiantes de bachillerato no alcanzan el nivel B1 de competencia en inglés al salir de la escuela secundaria?	Bueno pues la principal causa que se ha podido identificar para alcanzar el nivel b1 es la laguna de conocimientos que traen las estudiantes desde los niveles más básicos.
2. ¿Cómo evaluarías el enfoque actual de enseñanza de inglés en el bachillerato en términos de preparación para alcanzar el nivel B1 de competencia?	En este año nosotros hemos tratado de ver e incluir en nuestros textos especialmente lo que son partes para practicar las skills que vienen incluidas en la prueba para el B1.
3. ¿Qué obstáculos o desafíos enfrentan los estudiantes de bachillerato en su camino hacia la fluidez en inglés?	Bueno entre los obstáculos que se enfrentan es pues especialmente lo que es el tiempo debido a que nosotros tenemos solamente cuatro horas y realmente no es un tiempo adecuado para concluir o desarrollar completamente las destrezas.
4. ¿Qué papel juegan los recursos y materiales educativos en la falta de logro del nivel B1 de inglés entre los estudiantes de bachillerato?	Bueno en tanto a los recursos que se usan juegan un papel muy importante porque este es les brida a las estudiantes especialmente los contenidos y el vocabulario adecuado para alcanzar el nivel.
5. ¿Crees que hay aspectos específicos del programa de estudios de bachillerato que podrían estar contribuyendo a esta brecha en la competencia en inglés? Si es así, ¿cuáles?	Bueno lo que hemos tratado de hacer es dividir el bachillerato en varios niveles de manera que podamos enfocarnos por ejemplo en el nivel 1 en las cosas más básicas para que tengan ciertos conocimientos, en el nivel A2 puedan desarrollar la parte gramatical y en el nivel más alto podemos desarrollas destrezas más como la fluidez, tanto al speech que es lo que consideramos más importante para ellas.
6. ¿Cómo podría mejorarse el enfoque educativo actual para garantizar que los estudiantes de bachillerato alcancen el nivel B1 de inglés al salir de la escuela secundaria?	Bueno yo creo que todo comienza desde las bases no, incluyendo desde tener el vocabulario adecuado en la escuela y las estructuras gramaticales básicas para poder expresarse y así ir avanzando pasa a paso y también considerar que los materiales y el tiempo deberían ser los adecuados para que les brindemos una oportunidad y especialmente motivación a los estudiantes.
7. ¿Existen diferencias significativas en la competencia en inglés entre los estudiantes de bachillerato de diferentes escuelas o regiones? Si es así, ¿Qué factores crees que influyen en estas disparidades?	Bueno no creo que sí, la mayoría puede ser por la manera que imparte el docente los contenidos y la información y otra puede ser también la motivación que tiene el estudiante hacia el inglés ya que no todos comprende o están al tanto de lo importante que es el inglés para la vida laboral, por ejemplo.
8. ¿Qué importancia tiene la práctica del idioma fuera del aula en el desarrollo de habilidades lingüísticas de los estudiantes de bachillerato?	La práctica es muy importante ya que un idioma pues se concibe y se quedan en nuestra mente siempre y cuando nosotros tengamos la intención y podamos ponerla en práctica así sea 10 minutos diarios y así se puede mejorar progresivamente.
9. ¿Qué estrategias o métodos de enseñanza podrían ser más efectivos para ayudar a los estudiantes de bachillerato a alcanzar el nivel B1 de competencia en inglés?	Bueno entre estrategias específicas hay una metodología que aplicamos aquí son las metodologías activas que permiten al estudiante conocer los antecedentes por ejemplo de algún tema, saber qué es lo que sabe incluir en esa misma etapa más vocabulario a lo que ella ya sabe, ponerlo en práctica en casos de la vida real, luego pasamos a la parte de construcción donde analizamos por descubrimiento más dándole exactamente la estructura gramatical, los usos para que sirve más que como se estructura, al final viene la etapa de aplicación donde tratamos de hacer que apliquen esos conocimientos del tema dado en casos de su vida o un trabajo colaborativo donde las que pueden un poco más ayudan a las que les hace falta.
10. ¿Cómo podría el sistema educativo apoyar mejor a los docentes en su tarea de preparar a los estudiantes de bachillerato para alcanzar el nivel B1 de inglés?	Bueno en esa parte creo que sería en cuanto a promocionar los cursos adecuados tanto en la parte física por ejemplo cuando necesitamos audios una grabadora, un buen equipo de sonido, también proveer materiales que son necesarios como imágenes, flashcards, y también puede ser en las partes docente capacitaciones continuas para poder mejorar la pedagogía.

TABULATION OF THE INTERVIEWS WITH THE PRINCIPALS

Tabulation of the interviews with the principals of the “U.E. Mariano Suarez Veintimilla”:

Preguntas	Respuestas
1. ¿Qué acciones toman ustedes como unidad educativa/institución para cumplir con la normativa dispuesta por el ministerio de educación dentro de los estándares de inglés, la cual dispone de que los estudiantes deben graduarse de los colegios con un B1 en el idioma inglés?	Como institución educativa nos basamos en el curriculum nacional en cuanto al área de inglés para el desarrollo y para cumplir con los objetivos. El área de inglés maneja una planificación que es monitoreada por el departamento de vicerrectorado donde las principales fortalezas son la utilización de recursos propios, la utilización de recursos ajenos al curriculum pero que permiten fortalecer la enseñanza del idioma inglés y creo que un fuerte institucional es contar con un grupo de docentes del área que están en permanente capacitación y con un gran dominio de la asignatura.
2. ¿Cuáles son las estrategias efectivas que utilizan para motivar tanto a los estudiantes como a los padres de familia en relación con la obtención del nivel B1 en un idioma?	Creo que la motivación más importante es las actividades extracurriculares que se realizan dentro de la institución con el objetivo de fortalecer el idioma extranjero dentro de su formación académica y educativa, estas actividades con manejadas con la coordinación y el apoyo del área de inglés, obviamente también dentro de la planificación y cronograma de actividades institucionales, siempre estamos al pendiente de que existan actividades extracurriculares que fortalezcan el aprendizaje de un idioma extranjero y que esto sirva como una motivación permanente a través de diferentes estrategias metodológicas y recurso y los resultados institucionales así lo reflejan.
3. ¿Qué acciones adicionales implementan para preparar a los estudiantes para alcanzar el nivel B1? ¿Podrías compartir ejemplos específicos de actividades complementarias que realizan?	Aquí se maneja mucho el tema de la participación de estudiantes el festival de la canción en inglés. Su participación permanente a las invitaciones de otras instituciones educativas, el fortalecimiento de la capacitación docente permanente dentro del área, justamente los compañeros reciben una capacitación esta semana de estrategias metodológicas en el ámbito de la lengua extranjera.
4. ¿Cuál es el porcentaje anual de estudiantes que obtienen certificaciones en su institución?	De acuerdo con las estadísticas de los años anteriores creo que oscila entre el 15% o 20 % de estudiantes que al finalizar el bachillerato alcanzan una certificación principalmente aquellos que tienen inclinación por la docencia dentro de la lengua extranjera.

Tabulation of the interviews with the principals of the “U.E. Agustín Cueva Dávila”:

Preguntas	Respuestas
<p>1. ¿Qué acciones toman ustedes como unidad educativa/institución para cumplir con la normativa dispuesta por el ministerio de educación dentro de los estándares de inglés, la cual dispone de que los estudiantes deben graduarse de los colegios con un B1 en el idioma inglés?</p>	<p>Primeramente, para poder cumplir con el B1 seguimos todos los lineamientos del ministerio de educación lamentablemente los estudiantes que tienen que no están interesados en cumplir con este B1. Hoy en día lo que el estudiante solamente quiere es graduarse para ver que puede hacer, hablo del entorno en el que estamos nosotros ubicados son chicos que prefieren ir a trabajar como albañiles, tenemos un pequeño porcentaje de estudiantes que van a la universidad entonces no les interesa mucho cumplir por lo dispuesto por el ministerio de educación, pero al fin a qui se trata de apoyarles y empujarles un poquito para que obtengan el B1. de acuerdo en lo que veo en las planificaciones y en las clases también pues docentes se preocupan por tratar de alcanzar dicho nivel. Pero a veces se nos hace difícil porque los estudiantes no quieren alcanzar dicho nivel.</p>
<p>2. ¿Cuáles son las estrategias efectivas que utilizan para motivar tanto a los estudiantes como a los padres de familia en relación con la obtención del nivel B1 en un idioma?</p>	<p>Tenemos un enlace bastante cercano con los programas de bienestar estudiantil que tiene la Universidad Técnica del Norte. Ellos nos han brindado apoyo y becas para los estudiantes que les gusta el inglés y hemos logrado sacar dos estudiantes para que entren en el programa College Horizons y ellos siguieron todos los niveles digamos así, alcanzando el nivel B1, yendo a la universidad y teniendo estas clases. Claro que las clases eran intensivas teniendo todos los días de lunes a jueves de 3 a 5 de la tarde tenían que estar ahí y como eran chicos que quería estar en la universidad ellos alcanzaron su meta. Ellos no solo alcanzaron el B1 si no que alcanzaron el B2, pero y digo con clases intensivas y apoyándoles baste aquí en la unidad porque tenían tareas y todo, tenían que cumplir las dos cosas.</p>
<p>3. ¿Qué acciones adicionales implementan para preparar a los estudiantes para alcanzar el nivel B1? ¿Podrías compartir ejemplos específicos de actividades complementarias que realizan?</p>	<p>Bueno dentro del aula se les proporciona a ellos los recursos en línea, también veo en las planificaciones de ellos docentes que trabajan bastante con plataformas como lyricsonline, online workshits, live workshets hay otras plataformas que ahorita no recuerdo el nombre, pero se utilizan bastante en aula hasta para motivarles porque están muy unidos a la tecnología entonces les gusta interactuar en esa forma.</p>
<p>4. ¿Cuál es el porcentaje anual de estudiantes que obtienen certificaciones en su institución?</p>	<p>Un 20 %, digamos que tenemos 20 alumnos en tercero bachillerato de ellos unos 4 estudiantes lo consiguen.</p>

Tabulation of the interviews with the principals of the “U.E. Sagrado Corazón de Jesús”:

Preguntas	Respuestas
1. ¿Qué acciones toman ustedes como unidad educativa/institución para cumplir con la normativa dispuesta por el ministerio de educación dentro de los estándares de inglés, la cual dispone de que los estudiantes deben graduarse de los colegios con un B1 en el idioma inglés?	Creo que nosotros procuramos cumplir con los estándares en primer lugar incrementando las horas de clase dentro de la jornada de trabajo de las niñas además nosotros también procuramos contratar docentes que tengan un nivel muy alto del dominio del idioma inglés para que ellos puedan preparar a nuestras niñas.
2. ¿Cuáles son las estrategias efectivas que utilizan para motivar tanto a los estudiantes como a los padres de familia en relación con la obtención del nivel B1 en un idioma?	Bueno creo que la motivación más grande de las niñas es saber que hoy en la actualidad el inglés requerido en todos los espacios de trabajo, el entorno, inclusive muchas de nuestras niñas viajan al extranjero a estudiar en universidades Enel extranjero y depende de las carreras que sigan pues obviamente el inglés es parte de e esta formación y afortunadamente nuestra institución también les brinda citaciones extras las niñas se quedan trabajando después de la jornada también para prepararse para la certificación.
3. ¿Qué acciones adicionales implementan para preparar a los estudiantes para alcanzar el nivel B1? ¿Podrías compartir ejemplos específicos de actividades complementarias que realizan?	Las acciones adicionales es precisamente los refuerzos extra clase es decir a pare de las clases que tienen dentro de la jornada normal de clase las niñas ya se quedan también trabajando en las tardes casi todos los días para prepararse para estos exámenes de certificación.
4. ¿Cuál es el porcentaje anual de estudiantes que obtienen certificaciones en su institución?	Actualmente estamos trabajando con los exámenes de certificación y podríamos decir que aproximadamente un 15% a 16% de niñas que han obtenido la certificación obviamente nuestra proyección es incrementar ese porcentaje con la preparación de nuestras niñas.

Tabulation of the interviews with the principals of the “U.E. Particular Oviedo”:

Preguntas	Respuestas
1. ¿Qué acciones toman ustedes como unidad educativa/institución para cumplir con la normativa dispuesta por el ministerio de educación dentro de los estándares de inglés, la cual dispone de que los estudiantes deben graduarse de los colegios con un B1 en el idioma inglés?	Una de las primeras cosas que hacemos como institución es el análisis de los textos que vayan de acuerdo a como lo requiere el ministerio de educación ya que nosotros no utilizamos los libros del ministerio sin embargo siempre nos fijamos que tengan y trabajen con las competencias del curriculum nacional de igual integramos lo es los niveles en todo el bachillerato tratando de cubrir todos los vacíos que tienen las estudiantes que han venido desde octavo.
2. ¿Cuáles son las estrategias efectivas que utilizan para motivar tanto a los estudiantes como a los padres de familia en relación con la obtención del nivel B1 en un idioma?	Bueno frecuentemente, al menos una vez al menos realizamos lo que son charlas para compartir lo de los certificaos y justamente en este mes que viene van las chicas a tomar una simulación d pruebas de Cambridge que es la editorial con la que trabajamos ellos nos ayudan con eso entonces las chicas están enteradas desde el principio del año que nos estamos preparando para eso que su libro tiene incluido esas destrezas y también las profesoras nos encargamos de enseñarles como completar este tipo de pruebas.
3. ¿Qué acciones adicionales implementan para preparar a los estudiantes para alcanzar el nivel B1? ¿Podrías compartir ejemplos específicos de actividades complementarias que realizan?	Actividades especiales se trabaja con l nivel más avanzado como son las rondas de debates también tenemos actividades interactivas en donde ellas están en este momento creando s propio anuario entonces eso es algo que les motiva y les gusta hacer.
4. ¿Cuál es el porcentaje anual de estudiantes que obtienen certificaciones en su institución?	Un aproximado tanto en certificaciones externas como internas que hemos podido saber de estudiantes que han salido ya son alrededor de 50 %.

Analysis of public-school surveys

Questions	Analysis
1. My educational institution has a high level of English.	Based on the data, it can be observed that 41% of students at "U. E Mariano Suarez Veintimilla" agree that their educational institution has a high level of English, while 42% of students at "U.E. Agustín Cueva Dávila" are indifferent to the topic, with only 5% believing their institution has a high level of English proficiency.
2. I know my level in the English language (A1, A2, B1).	43% of students at "U. E Mariano Suarez Veintimilla" are indifferent towards their English level and do not care to know what their English level is. Similarly, 58% of students at "U.E. Agustín Cueva Dávila" are indifferent towards their English level, with only 10% of students knowing their English level.
3. I have knowledge about the proficiency exam to obtain an international English language certificate.	37% of students at "U. E Mariano Suarez Veintimilla" have no knowledge about what the proficiency exam for obtaining an international English language certificate entails, while 37% of students at "U.E. Agustín Cueva Dávila" are indifferent to the topic.
4. My English classes are aimed at obtaining an international certification.	51% of students at "U. E Mariano Suarez Veintimilla" are uncertain whether their English classes are aimed at obtaining an international certification due to their indifference towards the topic. On the other hand, students at "U.E. Agustín Cueva Dávila" show a 37% agreement with other students, but there is also a 37% of students who do not believe their English classes are geared towards obtaining an international certification.
5. I enjoy English, and that's why I take extra classes, listen to audios, watch videos, and engage in other activities to improve my level.	52% of students at "U. E Mariano Suarez Veintimilla" do not like English, therefore they do not engage in extra activities to improve it, while 74% of students at "U.E. Agustín Cueva Dávila" do not like English either.
6. With the English classes I receive at my institution, I could obtain an international certificate in the English language.	43% of students at "U. E Mariano Suarez Veintimilla" are not interested in knowing if they could obtain an English certificate with the English classes they receive at school, with only 6% of students believing they could obtain a certificate with what they learn at school. At "U.E. Agustín Cueva Dávila," 37% of students are indifferent to the topic, and 10% of students believe they could obtain a certificate with what they learn at school.
7. I am satisfied with the number of English hours I receive per week.	34% of students at "U. E Mariano Suarez Veintimilla" are satisfied with the amount of English class hours they receive per week, while 29% of students are not satisfied. At "U.E. Agustín Cueva Dávila," 42% of students are satisfied with the amount of English class hours they receive per week, with only 5% of students not being satisfied.
8. The division of English levels (high and low) in the institution would help me achieve the level I need.	34% of students at "U. E Mariano Suarez Veintimilla" are not interested in whether level division could help them improve their English level, while 26% of students do not believe it would be useful. At "U.E. Agustín Cueva Dávila," 47% of students also show a great lack of interest in this topic, and 26% of students believe it would not be useful to implement it.
9. I would like to participate in activities aimed at preparing for obtaining an international certificate in the English language.	34% of students at "U. E Mariano Suarez Veintimilla" are not interested in having activities aimed at preparing them for obtaining an international certificate in the English language, with only 26% of students wanting such activities. At "U.E. Agustín Cueva Dávila," 37% of students are not interested in having activities aimed at preparing them for obtaining an international certificate in the English language, with only 37% of students wanting such activities.
10. I am willing to obtain an international certificate to certify my English level.	54% of students at "U. E Mariano Suarez Veintimilla" want to have an international certificate accrediting their English level, while 34% of students are not interested, and there is a 12% of students who do not want to have this certificate. At "U.E. Agustín Cueva Dávila," 42% of students want to obtain an international certificate accrediting their English level, 21% of students are not interested, and there is another 21% who do not desire it.
11. I would like to obtain certification in another language besides English	63% of students at "U. E Mariano Suarez Veintimilla" would like to obtain certification in another language besides English, while 23% of students do not want to obtain a certificate, and there is a 14% who are not interested. At "U.E. Agustín Cueva Dávila," 84% of students would like to obtain certification in another language besides English, while 11% of students do not want to obtain a certificate.
12. I am aware that English will open doors for me, both in my university studies and in my future profession.	77% of students at "U. E Mariano Suarez Veintimilla" are aware that English is important in both their university studies and future career, while 17% of students are not interested, and 6% disagree. At "U.E. Agustín Cueva Dávila," 73% of students are aware that English is important in both their university studies and future career, 16% of students are not interested, and 11% disagree.

Analysis of private school surveys

Questions	Analysis
1. My educational institution has a high level of English.	84% of the students at "U.E. Sagrado Corazón de Jesús" believe their institution has a high level of English, while only 16% of the students are not interested. 33% of the students at "U.E. Particular Oviedo" believe their institution has a high level of English, 38% disagree, and 29% are not interested.
2. I know my level in the English language (A1, A2, B1).	94% of the students at "U.E. Sagrado Corazón de Jesús" know their English level, and only 6% do not know their English level. 100% of the students at "U.E. Particular Oviedo" know their English level.
3. I have knowledge about the proficiency exam to obtain an international English language certificate.	97% of the students at "U.E. Sagrado Corazón de Jesús" know what the proficiency exam is, and only 3% are not interested. 100% of the students at "U.E. Particular Oviedo" know what the proficiency exam is.
4. My English classes are aimed at obtaining an international certification.	100% of the students at "U.E. Sagrado Corazón de Jesús" agree that their English classes are aimed at obtaining an international certification. 44% of the students at "U.E. Particular Oviedo" agree that their classes are aimed at obtaining an international certification, while 30% disagree and 26% are indifferent.
5. I enjoy English, and that's why I take extra classes, listen to audios, watch videos, and engage in other activities to improve my level.	50% of the students at "U.E. Sagrado Corazón de Jesús" like English and therefore engage in activities outside school hours to improve their English level, while 38% are not interested. 50% of the students at "U.E. Particular Oviedo" like English and engage in activities outside school hours to improve their English level, while 35% do not like English and therefore do not practice it outside class hours.
6. With the English classes I receive at my institution, I could obtain an international certificate in the English language.	69% of the students at "U.E. Sagrado Corazón de Jesús" believe that with the classes they receive at the institution, they could obtain an international certificate in English, while 28% are not interested. 26% of the students at "U.E. Particular Oviedo" believe that with the classes they receive at the institution, they could obtain an international certificate in English, 45% do not believe the classes are sufficient to obtain a certificate, and 29% are not interested.
7. I am satisfied with the number of English hours I receive per week.	69% of the students at "U.E. Sagrado Corazón de Jesús" are satisfied with the number of hours they receive per week, 25% are not interested, and only 6% are not satisfied. 53% of the students at "U.E. Particular Oviedo" agree with the number of hours they receive per week, 32% are not interested, and only 16% are not satisfied with the number of hours they receive per week.
8. The division of English levels (high and low) in the institution would help me achieve the level I need.	53% of the students at "U.E. Sagrado Corazón de Jesús" believe that dividing levels would be useful to improve their English, 31% are not interested, and only 16% do not believe it would be useful. 38% of the students at "U.E. Particular Oviedo" believe that dividing levels would be useful to improve their English, 32% are not interested, and 30% disagree with this statement.
9. I would like to participate in activities aimed at preparing for obtaining an international certificate in the English language.	91% of the students at "U.E. Sagrado Corazón de Jesús" would like to engage in activities aimed at preparing for an international English certification, only 6% are not interested, and 3% do not want to prepare for an English certificate. 91% of the students at "U.E. Particular Oviedo" would like to engage in activities aimed at preparing for an international English certification, and only 9% are not interested in obtaining a certification.
10. I am willing to obtain an international certificate to certify my English level.	88% of the students at "U.E. Sagrado Corazón de Jesús" want to obtain a certificate that accredits their English level, 6% are not willing to obtain an international certificate that accredits their English level, and 6% are not interested in obtaining this certificate. 82% of the students at "U.E. Particular Oviedo" want to obtain a certificate that accredits their English level, and only 18% are not interested in obtaining a certificate accrediting their English level.
11. I would like to obtain certification in another language besides English	78% of the students at "U.E. Sagrado Corazón de Jesús" would like to obtain a certification in a language other than English, 16% are not interested in obtaining this certificate, and only 6% do not want to obtain a certification in another language. 91% of the students at "U.E. Particular Oviedo" would like to obtain a certification in a language other than English, 6% are not interested in obtaining another certification, and only 3% do not want to obtain a certification in another language.
12. I am aware that English will open doors for me, both in my university studies and in my future profession.	100% of the students at "U.E. Sagrado Corazón de Jesús" are aware that English will open doors for them both in university life and in their careers. 97% of the students at "U.E. Particular Oviedo" are aware that English will open doors for them both in university life and in their careers, while 6% of the students do not agree with this statement.

Analysis of the interviews with public school teacher

Questions	Analysis
1. What do you think is the main reason why high school students do not reach level B1 proficiency in English when they finish secondary school?	The main reason identified is the number of hours students have per week; they only receive three hours of class as stipulated by the curriculum of the Ministry of Education. Another reason is the students' lack of interest in the subject.
2. How would you assess the current approach to teaching English in high school in terms of preparing students to reach B1 proficiency level?	Since most do not aspire to attend university, they do not see the need to obtain an English certificate and therefore are not motivated to learn. Additionally, the Ministry's focus is not adequate. The English modules they provide to public schools do not match the students' actual levels.
3. What obstacles or challenges do high school students face on their path to English fluency?	Students face several obstacles, such as lack of interest, fear of speaking, and lack of practice at home. Additionally, three hours of class per week are not enough to reinforce all skills.
4. What role do educational resources and materials play in the lack of achievement of the B1 English level among high school students?	Materials are very important, but teachers lack them, especially technological materials, and the new English modules are insufficient. Thus, teachers have to create their own materials, often downloading programs and projecting them in classrooms.
5. Do you believe there are specific aspects of the high school curriculum that could be contributing to this gap in English competence? If so, what are they?	In reality, very few activities truly help students or match their English level. Although the modules were an update of the books, they do not contain enough functional activities, so students cannot interact with this material, making them not very useful.
6. How could the current educational approach be improved to ensure that high school students reach B1 level in English upon leaving secondary school?	It seems the institution cannot provide this support, so students must seek it outside, but this is limited to those who like English. Another approach would be for the Ministry of Education to increase the number of English class hours.
7. Are there significant differences in English proficiency among high school students from different schools or regions? If so, what factors do you think influence these disparities?	It has long been known that there is a significant difference between public and private schools. However, there is also a difference in knowledge between students from the coastal region, such as San Lorenzo, compared to students from the Sierra.
8. How important is language practice outside the classroom in developing the language skills of high school students?	Continuous practice is necessary when learning a language, so practicing outside class hours is important to improve English skills. However, only students who can access additional courses can continuously improve, which is closely related to their socioeconomic level.
9. What teaching strategies or methods could be most effective in helping high school students reach B1 proficiency level in English?	Strategies that can be employed include observation tours, conversing with foreigners, and having a field day. These activities motivate students. Real-life situations can also be used to promote speaking and listening.
10. How could the education system better support teachers in their task of preparing high school students to reach B1 level in English?	In-person training should be conducted where teachers can improve their English level and, in some cases, prepare to obtain a B2 level, which not all teachers have, and increase the number of class hours.

Analysis of the interviews with private school teacher

Questions	Analysis
1. What do you think is the main reason why high school students do not reach level B1 proficiency in English when they finish secondary school?	There are many factors, but the main one is the curriculum established by the Ministry of Education, in which the number of hours is low. Additionally, there is a knowledge gap that students bring from elementary school. In private schools, the hours can be slightly increased, but at least 10 pedagogical hours per week are needed to achieve a good level of English.
2. How would you assess the current approach to teaching English in high school in terms of preparing students to reach B1 proficiency level?	In private schools, efforts are made to motivate students from elementary school. At "U.E. Sagrado Corazón de Jesús," English classes are intensive starting from eighth grade, while at "U.E. Particular Oviedo," they have tried to include special texts that develop all the necessary skills and include practice exams for obtaining a B1 level.
3. What obstacles or challenges do high school students face on their path to English fluency?	The main obstacle is the lack of motivation among students. In some cases, they do not see this subject as necessary. There is also the issue of time, as the number of hours depends on the school, with some offering four and others more than five hours per week. It also depends on the family environment and the resources available for better preparation.
4. What role do educational resources and materials play in the lack of achievement of the B1 English level among high school students?	Materials are important, but it is not always necessary to have advanced equipment or the best books to reach students. The content and vocabulary taught are important because they must match the students' level. Therefore, teachers prepare and create materials that they believe can help improve language comprehension.
5. Do you believe there are specific aspects of the high school curriculum that could be contributing to this gap in English competence? If so, what are they?	The number of hours is crucial, and since these are private schools, they can increase the number of hours. Unfortunately, even in the 21st century, more priority is given to other subjects rather than English. Another approach being applied is the division of English levels in the third year of high school into high, medium, and low levels.
6. How could the current educational approach be improved to ensure that high school students reach B1 level in English upon leaving secondary school?	Firstly, more importance should be given to the subject and not seen as a filler subject. The teaching foundations need improvement. If students learn the basics well, such as basic grammatical structures and expand their vocabulary, they will be able to express themselves better as they progress and will feel motivated. Lastly, teachers should be prepared to have at least a B2 level.
7. Are there significant differences in English proficiency among high school students from different schools or regions? If so, what factors do you think influence these disparities?	Several factors need to be considered when discussing the difference in students' knowledge levels, such as the type of school (public or private), the region and city they come from, whether the school is in an urban or rural area, the way the teacher conducts the class, and the students' motivation. All these influences their development in learning a second language.
8. How important is language practice outside the classroom in developing the language skills of high school students?	Learning another language is closely related to practice as it is a process. Therefore, it is very important that students practice outside of class hours, ideally reviewing for at least 10 minutes daily.
9. What teaching strategies or methods could be most effective in helping high school students reach B1 proficiency level in English?	The most used methodologies and strategies are active methodologies, meaningful learning, and CLIL. Of course, one should not focus on just a few; it all depends on the group and what is to be taught.
10. How could the education system better support teachers in their task of preparing high school students to reach B1 level in English?	Previously, teacher training was conducted abroad, but unfortunately, this is no longer the case. Direct exposure is important for improving English, so more teacher training is needed, along with increasing pedagogical hours, supporting the provision of materials, and providing incentives to parents, such as scholarships for students and short-term exchange programs for high academic performance.


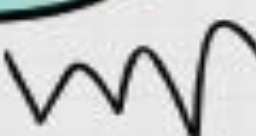




Analysis of the interviews with public school principals

Questions	Analysis
<p>1. What actions does your educational unit/institution take to comply with the regulations set by the Ministry of Education regarding English standards, which stipulate that students must graduate from schools with a B1 level in the English language?</p>	<p>They base their curriculum on the national guidelines and follow all directives for developing the English area. They use validated lesson plans and additional resources outside the curriculum to strengthen English teaching, and they have trained teaching staff. Unfortunately, students are not interested in obtaining a B1 level because they want to graduate quickly to start working.</p>
<p>2. What are the effective strategies you use to motivate both students and parents regarding the attainment of B1 level in a language?</p>	<p>The extracurricular activities conducted by the institutions motivate the students. There is also a close link with the student welfare programs of the Technical University, although not all public schools have this link. In this case, only "U.E. Agustín Cueva Dávila" had it, receiving support and scholarships from the university for students interested in English. This helps students join the College Horizons program, and since it is intensive, they are assisted with their homework and other needs.</p>
<p>3. What additional actions do you implement to prepare students to reach the B1 level? Could you share specific examples of complementary activities they engage in?</p>	<p>Educational institutions encourage students to participate in activities such as the English song festival and take them to other related activities when invited by other schools. Continuous training is provided for teaching staff. Online resources are provided, and many platforms are used, such as lyrics online, online worksheets, and live worksheets, to motivate students.</p>
<p>4. What is the annual percentage of students who obtain certifications in your institution?</p>	<p>Annual statistics show that the percentage of students who obtain a certificate in public schools' ranges between 15% and 20%.</p>

Analysis of the interviews with private school principals

Questions	Analysis
1. What actions does your educational unit/institution take to comply with the regulations set by the Ministry of Education regarding English standards, which stipulate that students must graduate from schools with a B1 level in the English language?	In private schools, the hours of English classes are greater than those in public schools, and in certain cases, institutions increase these hours. For instance, "U.E. Sagrado Corazón de Jesús" offers more than 5 hours per week, or they implement an English level division, as done by "U.E. Particular Oviedo." They also strive to hire teachers who have a good command of the English language to better prepare the students. A thorough analysis of the textbooks used is conducted to ensure they meet the ministry's requirements.
2. What are the effective strategies you use to motivate both students and parents regarding the attainment of B1 level in a language?	It can be said that the main motivation for students is that English is useful for shaping their future, especially for those who wish to study abroad. Monthly talks are held to share information about certification, students take mock Cambridge exam tests, the book is related to the preparation and development of the students' language skills, and teachers show them how to solve these tests.
3. What additional actions do you implement to prepare students to reach the B1 level? Could you share specific examples of complementary activities they engage in?	Additional actions taken include increasing hours, special activities such as debate rounds, interactive activities like creating their own yearbook in English.
4. What is the annual percentage of students who obtain certifications in your institution?	It could be said that the percentage of private school students who obtain a certificate upon graduating is around 16%, and if considering those who obtained a certification a few years after graduating, it could reach approximately 50%.

PROPOSAL



**ABRIENDO PUERTAS: "LA
IMPORTANCIA DEL INGLÉS Y
LA CERTIFICACIÓN B1"**



**OPENING DOORS: "THE
IMPORTANCE OF ENGLISH
AND B1 CERTIFICATE"**



**YOU ARE
ENOUGH**

Introducción:

En el contexto actual, el inglés se ha convertido en un elemento fundamental para el desarrollo integral de los estudiantes. La obtención de la certificación B1 no solo les proporcionará una base sólida en este idioma, sino que también les abrirá puertas en un entorno laboral cada vez más competitivo y globalizado.

Con el objetivo de brindar a los estudiantes una evidencia concreta de su dominio del nivel B1 en inglés, se ha elaborado una propuesta que busca validar y reconocer sus logros en este idioma. Esta iniciativa está diseñada para apoyar el crecimiento académico y profesional de los estudiantes que están culminando sus estudios en el bachillerato, preparándolos para enfrentar con éxito los desafíos de un mundo globalizado.

¿Por qué es importante el inglés?

- La globalización ha transformado la forma en que interactuamos con el mundo. El inglés es el idioma predominante en los negocios, la tecnología y la ciencia.
- Las oportunidades educativas y laborales se multiplican para aquellos que dominan el inglés. Muchas universidades prestigiosas requieren un nivel de competencia en inglés para la admisión, y muchas empresas valoran este idioma en sus empleados.
- El inglés nos conecta con personas de diferentes culturas y países, ampliando nuestras oportunidades de crecimiento personal y profesional.

La importancia de la certificación B1:

- El nivel B1 es un estándar reconocido internacionalmente que demuestra una competencia básica en inglés, tanto en comprensión como en expresión.
- Obtener la certificación B1 no solo es un logro académico, sino una puerta que se abre a mayores oportunidades. Proporciona a quienes quieren alcanzar este nivel
- una ventaja competitiva en un mercado laboral cada vez más exigente y globalizado.

Pasos para obtener la certificación B1:

1. Preparación:

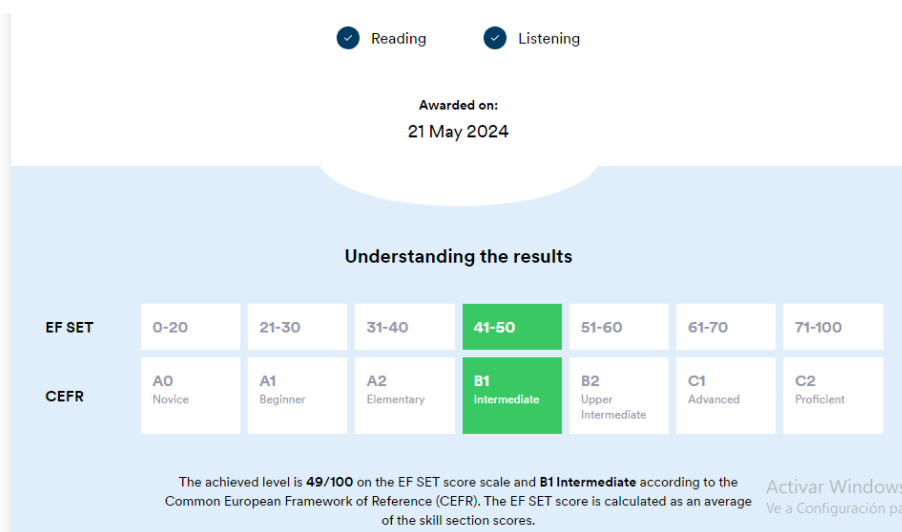
- Animar a los estudiantes a estudiar de manera regular, estableciendo una rutina de estudio que incluya lectura, escritura, audición y conversación.
- Utilizar una variedad de recursos, como libros de texto, aplicaciones móviles pagadas y gratuitas, plataformas, test de prácticas y clases particulares, para enriquecer su aprendizaje.
- Fomentar la práctica constante del idioma en situaciones cotidianas y reales.

2. Registro para el examen:

- A continuación, se muestra información de algunos Centros certificadores autorizados y sus fechas disponibles. Las fechas y los precios varían de acuerdo al examen que se vaya a tomar. Por ejemplo:

a) **EF** (tiene una prueba gratuita que evaluar tu nivel de inglés y te envía un certificado gratis a tu correo electrónico)

La prueba del EF SET tiene una duración de 50 minutos que mide tus habilidades de comprensión oral y escrita. Debes ingresar al link y completar la prueba una vez terminada la prueba debes poner tu correo electrónico y recibes el certificado con tus puntajes y tu nivel de inglés a tu correo electrónico. Los resultados son explicados detalladamente, mostrando tu puntaje en cada habilidad.



Después de dar el examen se debe esperar 90 días si se quiere volver a tomarlo, no pues tomarlo enseguida.

Este es el link de la prueba:

https://englishlive.ef.com/es/lp/ts/curso-de-ingles/?utm_source=google&utm_medium=cpc&utm_campaign=ec_es_sg_oe_online-english-course_cpa&utm_content=english-course-exact&utm_term=cursos%20de%20ingles%20con%20certificacion&gad_source=1&gclid=CjwKCAjwmYCzBhA6EiwAxFwfgId_rQLHIN-J_XJpXet6dEMufvYM1SvaIDr_3OtrhGReGTkxJPOhoCuR0QAyD_BwE&gelsrc=aw.ds

b) Pearson

Los exámenes de certificación de inglés de Pearson tienen algunos tipos de examen, como el Pearson Test of English (PTE), todos los exámenes están diseñados para ser accesibles y flexibles para candidatos de todo el mundo. A continuación, se tiene información sobre cómo y cuándo se pueden hacer estos exámenes:

Pearson Test of English Academic (PTE Academic)

- Disponibilidad: Este examen está disponible durante todo el año en centros de pruebas autorizados de Pearson en muchos países.
- Frecuencia: Puedes encontrar fechas varias veces a la semana, dependiendo del centro de pruebas y la demanda.
- Programación: Puedes programar tu examen con poca antelación, a menudo con disponibilidad para realizarlo dentro de las próximas 24 a 48 horas.
- Cómo reservar: Visita el sitio oficial de PTE Academic, selecciona tu país y ciudad para ver las fechas disponibles en el centro de pruebas más cercano.

Pearson Test of English General (PTE General)

- Disponibilidad: El PTE General se realiza en fechas específicas durante el año, normalmente en dos sesiones principales: una en mayo/junio y otra en noviembre/diciembre.
- Programación: Las fechas exactas pueden variar cada año, por lo que es importante consultar el calendario de exámenes en el sitio oficial de Pearson o en la institución donde planeas tomar el examen.
- Cómo reservar: Puedes registrarte a través de tu escuela, institución educativa o centro de pruebas autorizado. Es recomendable inscribirse con anticipación para asegurar tu lugar.

Pearson Test of English Young Learners (PTE Young Learners)

- Disponibilidad: Estas pruebas están disponibles en fechas específicas a lo largo del año, generalmente alineadas con el calendario escolar.
- Programación: Las fechas y la frecuencia varían según el centro de pruebas y la demanda local.
- Cómo reservar: Las inscripciones suelen gestionarse a través de las escuelas o centros de formación. Consulta con la escuela de tu hijo o con el centro de pruebas autorizado para obtener detalles sobre las fechas disponibles.

PTE Professional (PTE Pro)

- Disponibilidad: Las fechas y disponibilidad pueden variar según el centro de pruebas y la demanda.

- Programación: Al igual que el PTE Academic, estos exámenes pueden estar disponibles varias veces al mes o incluso semanalmente en algunos lugares.
- Cómo reservar: Verifica las fechas disponibles y programa tu examen a través del sitio web oficial de Pearson VUE, la plataforma que administra estos exámenes.

Cómo Programar tu Examen

1. Visita el sitio oficial de Pearson para el tipo de examen que deseas tomar.
2. Selecciona tu país y ciudad para ver los centros de pruebas disponibles.
3. Elige una fecha y hora que te convenga según la disponibilidad del centro.
4. Regístrate y paga la tarifa del examen para asegurar tu lugar.

En este link pueden encontrar más información sobre estas pruebas:

https://www.pearsonpte.com/?utm_medium=cpc&utm_source=google&utm_term=examen%20de%20ingles&utm_campaign=Pearson%20English%20Latam%20%7C%20PTE%20EQ%20%7C%20Search%20%7C%20Certification&hsa_acc=8093082219&hsa_cam=19897512606&hsa_grp=153208481408&hsa_ad=652808827919&hsa_src=g&hsa_tgt=kwd-94781901&hsa_kw=examen%20de%20ingles&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gclid=CjwKCAjwmYCzBhA6EiwAxFwfgEX9I7p59AWQLB-zKV-62hMdyvWU-BOHAROiQ5Gmm8o5PjNitr2voBoC178QAvD_BwE

c) TOFEL (se recomienda el examen ITP es más económico)

Este examen evalúa todas las habilidades del idioma inglés reading, listening, writing and speaking. Solo el examen ITP evalúa reading, listening y use of English, pero si uno quiere puede pedir que le adjunten una prueba oral.

Cómo Inscribirse al Examen TOEFL

Crear una Cuenta en ETS:

- Visita el sitio oficial de TOEFL y crea una cuenta ETS.

Seleccionar la Fecha y el Lugar del Examen:

- Inicia sesión en tu cuenta y selecciona "Register for a Test".
- Elige el tipo de examen (IBT, PBT, etc.).
- Busca las fechas y centros de pruebas disponibles en tu área y selecciona la que mejor te convenga.

Completar la Inscripción:

- Proporciona la información personal requerida.
- Selecciona las universidades o instituciones a las que deseas enviar tus puntuaciones (puedes enviar tus resultados a hasta 4 instituciones de forma gratuita).

Pagar la Tarifa del Examen:

- El costo del examen varía según el país y el tipo de prueba.

Confirmación de la Inscripción:

- Una vez completado el pago, recibirás una confirmación por correo electrónico con los detalles de tu inscripción, incluida la fecha, la hora y el lugar del examen.

En este link pueden encontrar más información sobre estas pruebas:

<https://www.ets.org/toefl.html>

d) Cambridge

Cambridge English: Key (KET) / Key for Schools (KETfS)

- Descripción: Certificación para principiantes (Nivel A2 del MCER) que evalúa las habilidades básicas de comunicación en inglés.
- Formato: Incluye pruebas de lectura y escritura, comprensión auditiva y expresión oral.

Cambridge English: Preliminary (PET) / Preliminary for Schools (PETfS)

- Descripción: Dirigida a estudiantes de nivel intermedio bajo (Nivel B1 del MCER) para evaluar la capacidad de manejar situaciones cotidianas en inglés.
- Formato: Incluye pruebas de lectura y escritura, comprensión auditiva y expresión oral.

Cambridge English: First (FCE) / First for Schools (FCEfS)

- Descripción: Para estudiantes de nivel intermedio alto (Nivel B2 del MCER) que evalúa la capacidad de utilizar el inglés en entornos laborales y educativos.
- Formato: Incluye pruebas de lectura y uso del inglés, escritura, comprensión auditiva y expresión oral.

Cambridge English: Advanced (CAE)

- Descripción: Para estudiantes de nivel avanzado (Nivel C1 del MCER) que evalúa las habilidades para comunicarse de manera efectiva en situaciones complejas y académicas.
- Formato: Incluye pruebas de lectura y uso del inglés, escritura, comprensión auditiva y expresión oral.

Cambridge English: Proficiency (CPE)

- Descripción: Certificación de nivel más alto (Nivel C2 del MCER) que evalúa la capacidad de comunicarse con fluidez y precisión en cualquier situación.

- Formato: Incluye pruebas de lectura y uso del inglés, escritura, comprensión auditiva y expresión oral.

Cambridge English: Business Certificates (BEC)

- Descripción: Dirigida a profesionales que necesitan demostrar su inglés en un contexto empresarial, disponible en tres niveles: Preliminary (B1), Vantage (B2) y Higher (C1).
- Formato: Incluye pruebas de lectura, escritura, comprensión auditiva y expresión oral enfocadas en el ámbito de los negocios.

Cambridge English: Young Learners (YLE)

- Descripción: Diseñada para niños de 7 a 12 años, con tres niveles: Starters, Movers y Flyers.
- Formato: Evalúa habilidades de lectura y escritura, comprensión auditiva y expresión oral de una manera lúdica y atractiva para los niños.

Para Inscribirse a un Examen de Cambridge English pueden seguir los siguientes pasos:

Buscar un Centro de Examen Autorizado:

- Visita el sitio oficial de Cambridge English y utiliza la herramienta de búsqueda para encontrar un centro de examen autorizado cerca de ti.

Seleccionar el Tipo de Examen:

- Elige la certificación que deseas tomar según tu nivel de inglés y tus objetivos (académicos, profesionales, etc.).

Consultar Fechas y Disponibilidad:

- Verifica las fechas disponibles para el examen en el centro de tu elección. Los exámenes se ofrecen en fechas específicas a lo largo del año.

Inscribirse en el Examen:

- Contacta al centro de examen para completar el proceso de inscripción. Esto puede implicar llenar un formulario y pagar la tarifa del examen. Algunos centros permiten la inscripción en línea, mientras que otros pueden requerir que lo hagas en persona o por correo electrónico.

Confirmación de Inscripción:

- Una vez inscrito, recibirás una confirmación con los detalles del examen, incluyendo la fecha, la hora y el lugar.

En este link pueden encontrar más información sobre estas pruebas:

<https://www.cambridgeenglish.org/latinamerica/find-a-centre/find-an-exam-centre/>

Algunos consejos que se deben tomar en cuenta para el examen de certificación:

- Asegurarse de que los estudiantes cumplan con los requisitos de inscripción, y el nivel de competencia requerido.
- Realizar el registro en línea o en persona, y pagar la tasa de examen correspondiente.

La estructura del examen:

La prueba de certificación B1 generalmente consta de cuatro partes:

- Comprensión de lectura: Los estudiantes deben leer y comprender textos cortos, como correos electrónicos o anuncios, y responder preguntas sobre ellos.
- Comprensión auditiva: Se reproduce una serie de grabaciones de audio, como conversaciones o monólogos, y los estudiantes deben demostrar que comprenden la información escuchada mediante la respuesta a preguntas.

- **Expresión escrita:** Los estudiantes deben escribir textos cortos, como correos electrónicos o cartas, en respuesta a una situación dada, demostrando habilidades de redacción y gramática.
- **Expresión oral:** Esta parte implica una interacción cara a cara con un examinador. Los estudiantes responden a preguntas y participan en conversaciones sobre temas cotidianos, demostrando habilidades de comunicación oral.

Es esencial que los estudiantes estén familiarizados con el formato del examen y practiquen cada una de estas habilidades antes del día del examen.

Los padres deben brindar apoyo emocional y logístico a sus hijos durante el proceso de preparación y examen, ya que puede ser un momento estresante pero también emocionante para ellos.

Consejos para el día del examen:

- Recordar a nuestros hijos la importancia de descansar adecuadamente la noche anterior al examen.
- Acompañarlos al centro de examen con suficiente antelación para evitar contratiempos.
- Alentarlos a mantener la calma y leer cuidadosamente las instrucciones antes de comenzar cada sección del examen.
- Recordarles que utilicen todo el tiempo disponible y que revisen sus respuestas antes de entregar el examen.

División de niveles y progresión:

El Marco Común Europeo de Referencia para las Lenguas (MCER) establece seis niveles de competencia lingüística, desde A1 (principiante) hasta C2 (dominio).

Niveles de competencia MCER		Destreza			
		comp. auditiva	comp. escrita	exp. oral	exp. escrita
Competent user	C2	Nivel de comunicación igual al de un hablante nativo tanto en el ámbito personal como profesional			
	C1	Nivel de comunicación casi como un hablante nativo, capaz de desenvolverse en presentaciones, negociaciones y reuniones			
Independent user	B2	Capaz de entender, elaborar y comunicar nociones complejas en el ámbito tanto personal como profesional			
	B1	Capaz de entender, elaborar y comunicar nociones estándar en el ámbito tanto personal como profesional			
Basic user	A2	Capaz de entender, elaborar y comunicar cuestiones sencillas tanto en el ámbito personal como profesional			
	A1	Entiende y elabora estructuras básicas tanto al oral como por escrito			

(M.B. Cossío School, 2017)

El nivel B1 se sitúa en un punto intermedio, donde el estudiante puede comprender y producir textos sencillos sobre temas cotidianos.

Es importante destacar que obtener la certificación B1 representa un hito significativo en el camino hacia la fluidez en inglés. Los padres juegan un papel crucial en el aprendizaje del idioma de sus hijos. Es importante motivar a los padres a ver el proceso de aprendizaje del idioma como algo continuo y constante. Algunas maneras de lograr esto podrían ser:

1. Destacar la importancia de la práctica diaria: Explicar a los padres que el aprendizaje del idioma no se limita al aula, sino que también puede ocurrir en casa a través de conversaciones cotidianas y actividades divertidas.
2. Fomentar la exposición al idioma: Animar a los padres a exponer a sus hijos al idioma de forma regular, ya sea a través de libros, programas de televisión o juegos en el idioma.
3. Celebrar el progreso: Reconocer y elogiar los esfuerzos de los niños por aprender el idioma, lo que puede motivar a los padres a seguir apoyando este proceso.

Conclusiones:

1. En conclusión, el inglés y la certificación B1 representan herramientas poderosas para el futuro de los estudiantes. Al dominar el idioma inglés, los estudiantes pueden acceder a un vasto mundo de oportunidades que les permitirá crecer y desarrollarse en un entorno globalizado.
2. Es necesario apoyar y motivar a los estudiantes en su viaje de aprendizaje del inglés, ya que les abrirá puertas a un mundo lleno de oportunidades. El apoyo y la motivación de los padres, maestros y la comunidad en general son fundamentales para que los estudiantes se sientan respaldados en su proceso de aprendizaje del inglés y puedan alcanzar el nivel B1 de certificación con éxito.
3. Es importante contar con este tipo de información con el fin de conocer las opciones que el mercado actual ofrece según la necesidad y las posibilidades económicas de los aspirantes a una certificación internacional.

Cierre:

- Una vez más, gracias por su participación. Espero que esta charla haya sido informativa y motivadora para todos. ¡Sigamos trabajando juntos para el éxito de los estudiantes!