

The use of standardized english exams in the internationalization of english as a global language.



The use of standardized english exams in the internationalization of English as a global language.

Wilber Romero Villarroel.¹ & Sara Camacho Estrada.²

Recibido: 05-12-2017 / Revisado: 08-02-2018 Aceptado: 05-03-2018/ Publicado: 01-04-2018

Abstract.

DOI: <https://doi.org/10.33262/cienciadigital.v2i2.115>

Processes of a language internationalization obey to historical factors such as invasions which resulted into the political and economic dominance of a country over the others. The English language and its culture has for centuries been considered as a global dominant one. On this regard, this article examines the relationship between the implementation of standardized English language exams and the spread of the English language globally. The wide variety of methods to measure English command available nowadays, bring cultural issues that are welcomed and sometimes rejected by other cultures. Language proficiency is seen as both, the key to the world and as an alienating instrument of human thought. The findings imply that the implementation of English international exams used as a standard to measure language quality in educative, workplace, government and social instances has contributed in the expansion of the English language and its culture.

Keywords: Language internationalization, English culture internationalization, English Exams, Standardization of International English Exams, Global Language.

¹Universidad Técnica de Ambato, Departamento de Idiomas, Ecuador, wo.romero@uta.edu.ec

²Universidad Técnica de Ambato, Departamento de Idiomas, Ecuador, scamacho@uta.edu.ec

Resumen.

Los procesos de internacionalización de un lenguaje obedecen a factores históricos, como las invasiones, que se tradujo en el dominio económico y político de un país sobre los demás. El idioma inglés y su cultura durante siglos ha sido considerado como un sistema mundial dominante. En este sentido, este artículo examina la relación entre la aplicación de los exámenes de inglés estandarizados y la propagación de la lengua inglesa en todo el mundo. La amplia variedad de métodos para medir el manejo de idioma inglés disponible hoy en día, traen temas culturales que en muchos de los casos son acogidos o rechazados por otras culturas. La competencia lingüística es vista tanto como la clave de acceso al mundo, así como un instrumento alienante del pensamiento humano. Los resultados sugieren que la aplicación de exámenes internacionales de inglés utilizados como parámetro para medir la calidad del idioma en desarrollo educativo, lugar de trabajo, las instancias gubernamentales y sociales ha contribuido a la expansión de la lengua inglesa y su cultura.

Palabras Claves: Internacionalización de idiomas, internacionalización de la cultura inglesa, exámenes de inglés, estandarización de exámenes internacionales de inglés. Lenguaje global.

Introduction.

Have you heard of the ITEP/TOEIC/TSE/BULLATS/TOEFL/CELTA/DELTA exams? Among many others, these exams are currently being promoted not only by educative institutions, but by a large number of local governments and even international relationship instances (Bunce, 2016). On this regard, it is imperative to wonder and analyze how the idea of taking language exams became into fashion and at what moment in history it became into a necessity, a requirement, or as synonym of social and academic status. On such basis this study aims at determining how the implementation of English international tests have contributed in the spread of English globally.

The spread of the English language globally has occurred because of different factors. Clyne (2008) regards the demographic aspect as an important element for the growth and rapid evolution of this language. The effect of the use of the English language has reached almost all the areas of human domain such as the educational. The spread in this area has determined the future of many countries.

On the field of education, a standardized visible system is clearly set. Most of the books and material used to teach English are based on the Common European Framework. This framework stablishes the standardization of teaching contents and methodologies which are later used and applied into exams to evaluate students' English language proficiency around the world.

CLIL (Content and Language Integrated Learning) programs have been implemented in schools in many countries of the world like Asia, Australia and Europe. “In recent years, LAC and CLIL are gaining intense attention particularly in context where English is learnt as a foreign language or as an international language” (Lin, 2016, p.1). Lin regards this implementation to the desire of countries like the Asian for becoming modern and take part in the development of a global economy.

When comparing English with other languages it can be said that it is the pioneer in standardizing a language. According to Mulcaster (as cited by Crystal, 2003, p. 73) the English language had no competence internationally. If we take a look at other languages trying to do the same, it can be seen that they have not become as successful as English. It does not matter if those systems are better, they simply have not been able to reach that level of internationalization. The important fact here is that those countries in these case languages do not have the economic, political power, and the influence that The United States has.

According to Sharifian (2010, p.192) the English language dominance originated along the colonialism period. Phillipson (as cited in Sharifian, 2010) explains that “many elites in society have strong links with the inner circle because they have been educated in inner circle countries”. The inner circle is referred to countries where the English language is spoken as a mother tongue.

To conclude, this essay presents an analysis of the way standardized exams have contributed widely to the internationalization of English around the world. This standardized examination system has influenced in many aspects like education, negotiation, culture, ideology and public policy. It will present an overview about every aspect mentioned as well as the causes and effects of these factors which have influence in a positive and negative way in society. Besides, there will be presented examples in a general way about percentages of people who have taken standardized exams and how it has contributed to the expansion of English around the world.

Difference between Internationalization and Globalization.

As a starting point, it is essential to state the difference in use between the terms “global” and “international”. Regarding the first term, “Global”, the Merriam-Webster online dictionary (2017) defines it as “relating to, or involving the entire world”. In the context of a language, then it explains its spread in the whole world. On the other hand, the second term “International”, the same dictionary defines it as “relating to, or affecting two or more nations”. This connotation is smaller in terms of action. On this context, the English language is regarded to its use between only two or more nations with the same interest, “communication”.

English Culture Internationalization.

The role of language has been decisive in the expansion of the English culture. Clyne (2008, p. 28.10) claims that when using the English language at an international setting such as the “academic discourse” the Anglo cultural aspect of the language is assimilated and noticed by its users. This explains that even though someone may not be an English native speaker, he or she might end up showing traces of the dominant culture represented by the English language.

To understand a language a person must also understand its culture, customs and the way its people think. Kramsch (2011) explains that “language symbolizes cultural reality”. When certain English phrases and structures are taught to be used in “an appropriate way”, people are being exposed to new ways of thinking and new ways of expressing and structuring ideas, so the standardization of the English language through its international spread has influenced directly on many aspect of the human domain. On the positive aspect it could be said that through the expansion and the inclusion of a standardized English system, people can have access to a different educative and cultural system which will help fulfill their personal objectives. These objectives most of the time are focused or represented as success in getting a degree or a better paid job.

English Language Internationalization.

It turns undeniable that the English language has become the most widespread language around the globe. However, this circumstance did not happen as a mere fact in history. The expansion of territory was the main objective for many countries in the past. The British competed with other countries like France and even German. Their interest was never linked to spreading their language, but at trading. The communications with British traders gave English its value. Crystal (2003, p.77) states that when a language arrives in a new place it first has to denote it has a value. As the British were known to be the best traders of that time, little by little the importance of their language spread to the five continents and acquired acceptance by everyone becoming the primary language for communication.

About four hundred years ago the number of speakers was not representative, about 4 million people spoke the language, however today it borders the 2 billion (Hammond, 2014). The same author states that its spread did not respond to any attributes of the language by itself, on the contrary it responded to political interests. Crystal (2003) highlights that the British Empire occupied a quarter of the world’s surface and stablished its colonies in all of them. Nowadays, The British Empire is no longer the most dominant country in the world, but the English language has remained as the most accepted internationally.

Today there is an estimate of 380 million people speaking the English as a native language. However, about 2 billion people speak English as a non-native, second or as an additional

language. McKay (2002, p. 12) differentiates the internationalization of English from a global and local view. She states that as an international language “English, is used in both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies”. This perspective presents two areas that not necessarily are separated one from another but happening at the same time two different context, the international and social in a community.

According to Clyne (2008, p. 28.10) the internationalization of the English language is due “to demographic, economic and political power of the English speaking countries, especially the U.S., and also their “moral” advantage over Russia, Germany and France because of either atrocities or nationalistic conceit”. A very similar view is held by Crystal (2003) who claims that English became an international language because of the migration by English speakers, colonialism by the British, commerce-international communications and the spread of new technology.

As a matter of fact, the English language is most widely spoken in 19 of the 25 European countries (Hammond, 2014). This opens the perception that although those countries have their native language, they require or have adopted the English language as a Lingua Franca. In other words, it has become the primary language of communication between the nations that operate with a different native language.

In the same way the internationalization of English has derived into the implementation of university teaching in English. The adoption of this higher education model, as Clyne calls it “tertiary education in English”, responds to a predominantly Anglo model (Clyne (2008, p. 28.11). Universities all over the world want to attract international students through study programs fully developed in English. In a webpage Taft (2015) lists 10 countries with universities holding English taught courses. (The Netherlands, Italy, Sweden, Singapore, Japan, Hong Kong, among others). This fact is complemented with the information provided by the webpage Takeielts (2017) which indicates that “by over 10,000 organizations worldwide, including educational institutions, employers, governments, immigration authorities and professional bodies” recognize this international exam. This proves that the internationalization of English through English International exams is imminent.

Internationalization of English Exams.

As it can be seen, the development and implementation of a test like this was first conceived as a government policy for higher education in the United States. According to the webpage “History of the TOEFL Test” (2017), initially, universities from the “United States thought of a way to regulate non English speakers”, but they ended up creating a system that little by

little has taken hold internationally as a referent of proficiency. This is not a coincidence. The economic power that this country represents is also reflected in this aspect.

According to the webpage TOEFL iBT (2017) more than 30 million people have taken this test around the world and their level ranges between intermediate and advanced. According to this webpage, “more than 10,000 colleges, agencies and other institutions in over 130 countries accept TOEFL scores. The reasons for taking it varies. Its demand mainly lies on carrying out higher education studies abroad, residential and work visas, professional certification purposes, or as an indicator to simply satisfy the curiosity about the level of language that one commands. (TOEFL iBT, 2017).

The domination of the British and America governments can also intrude the educational aspect of a country. Davidson (as cited in Sharifian, 2010, p. 192) mentions that the English language predominance is supported by the implementation of international tests. Although the TOEFL test is eminently American, it has also been embraced internationally in universities like in Saudi Arabia where it has gained status (Sharifian, 2010, p. 190).

Graddol (as cited by Sharifian, 2010, p. 191) estimates that within the next 10 years the teaching procedures of the English language will have to change and the assessment methods to measure language at an international level will be constructed under a global perspective. Exams like the TOEFL or IELTS should integrate a different use of language. As many people take it for intercultural communication, it should not only measure American or British English but also the variety of ways in which English is used worldwide from an intercultural perspective.

Standardization of International English Exams.

The need for the standardization of an exam dates back to the sixties. According to the webpage “History of the TOEF Test” (2017), representatives of the government along with private institutions agreed on stablishing minimum English language proficiency entrance standards to students wishing to study at The United States’ universities. The demands from foreigners to carry on studies at this country urged to standardize language into levels of quality. This idea came from a language policy stated for learning, teaching and assessment so that the prospective students can perform adequately in university setting. This is how, TOEFL, one of the most widely known exams was born. Very interestingly, the acceptance and internationalization of this exam grew exponentially mainly at academic settings.

Later on, the fashion grew internationally. More and more foreign people showed their interest to be accredited by an international exam. Immediately it became one of the most

popular ones around the world because it was one of the first better structured systems that appeared for languages standardization (Kryaninko, 2017).

The fashion spread rapidly becoming into a necessity and a requirement. Nowadays it has become into a necessity, a central part for education for all students in the United States including English Language Learners (ELLs) (Menken, 2008, p. 3). The author states that over the last decade more than 5 million ELLs have come to the States. According to Menken (2008), immigrants do not only enter a country, its culture and language but also a testing culture.

The standardization of an exam has to respond to a broader government policy that commands it. On this regard the Common European Framework (CEF) is a model that provides a basis for the development of language examinations and language proficiency (Harsch, 2010, p. 14). The author cites The European Council who describes the CEF as follows: “Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. (...)” (Harsch, 2010, p. 14). Initiatives like this, have established the number of levels, hours, and even content that should be taught and evaluated at all types of language education system.

Cambridge ESOL exams (TOEF, TOEIC, IELTS, BULATS, TKT, KET, PET, FCE, CAE) base their evaluation system on the CEF scales. (Exam English Ltd, a. 2017). As the CEF is gaining important acceptance in the international community, more and more test designers are linking their exams to this CEF. The Cambridge ESOL organization on their web page try to persuade students to take their exams, “all our exams are aligned with the Common European Framework or Reference for Languages (CEFR) – the International standard for describing language ability” (Cambridge English, 2017). As a result, it can be said that this fact has helped the English Language to spread internationally.

A more specific example of standardization and internationalization of English is given by the TOEFL Exam (Test of English as a Foreign Language). Candidates wanting to enter North American Colleges or universities are required to take this test. This test measures someone’s ability to understand North American English exclusively, just in the way it is used in spoken or written forms in that country (ESL Directory, 2017). One may wonder, why do they demand one exclusive type of English? As it was declared by Crystal (2003, p. 48) this is a matter of status and a medium of instruction. Besides, the United States wants to maintain a position of “Dominance” (...) and such dominance gives America a controlling interest in the way the language is likely to develop (Crystal, 2003, p. 60).

Being The United States an international power, their aim is and will be to remain in the same position and with the same condition. Very intelligently, the standardization of an entrance exam became into a necessity created by themselves which was well accepted by the international academic community. Bunce, (2016) sustains that “overseas programs require TOEFL scores”. This is an indicator of such an assertion.

According to Ross (2017), today most of the world best universities are in English speaking countries, and again this is no coincidence. This system of standardization is aimed at strengthening their economical predominance rather than empowering an individual to grow as a person. One has to adapt his or her capacities and even their mental structure to the English organization. For the Americans this is well seen as it is a demonstration that someone can function well in their society, he or she has to cooperate with their system.

The Globalization of the English Language.

A definition of globalization is given by Kumaravadivelu (2008, p. 32) who claims that “globalization refers to a dominant and driving force that is shaping a new form of interconnections and flow among nations, economics, and peoples. It results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological, and individual dimensions”

On this regard, English language studies have been given great attention in the last decades. Its globalization has positioned the language in a great status with respect to other languages. Many linguists explain its spread from different perspectives. Crystal (1997, p. 110) argues that the English language became international as a result of “English being in the right place and at the right time”. On the other hand, Park (2009, p. 5) argues that the spread of English is due to two factors, “the political and methodological factor”. As for the political aspect, this definition states that the English language expansionism is no longer attributed to the British crown since a lot of people today use it for different activities. As for the methodological aspect, it studies the English language expansion from a linguistics perspective; the language construction, the appearance of English varieties, and affectations along history. The English language usage around the world does not belong exclusively to countries like The United States or the British Empire. Now it is a matter of a globalized language in a globalized world.

Robert Phillipson (1992) takes a different position about the world dominance and globalization of English as he states that “the use of English is promoted and maintained through material and institutional structures such as those of the academic establishment and the British Council which are in turn based on beliefs about English as a superior language...” This perspective certainly evidences that the globalization of the English language is based on political interests from powerful countries which use academic procedures such as English

international exams to preserve their mighty position to the world. “As the spread of English is explicitly tied to powerful political and cultural institutions” (Phillipson, 1992, p.7).

It is undeniable that whatever the reason for globalization of the English language, its effects have also been felt in Latin-American countries. The Ecuadorian higher education system, through the correspondent policies and regulations state that the Ecuadorian universities are responsible for providing undergraduate students with the necessary academic tools and the mastery of a foreign language. Evidently the offer lies greatly of the teaching of English and this is attached to taking international exams in order to be accredited according to international standards.

Likewise, El Telégrafo newspaper (2017) states that about 800 Ecuadorian public high schools have incorporated in their curriculum the compulsory teaching of English. This denotes that the globalization of this language in countries where English is not even a second language, its importance has been considered in the education of the people.

For many production sectors, English is an indispensable part of their offer. Neeley (2017) recognizes that English is the global language for business. International companies like Nokia, Renault, and Samsung among others, demand the use of English as the business language because most of their deals are made based on standardized negotiation systems. Most of the paper work developed for ending up with a deal have been standardized specially in international business.

An important number of the educative systems around the world have focused on including English in their curriculum. Dearden (2014) reports that from a study carried out with the support of the British Council, 55 countries are the initial numbers of schools reported where English is being taught.

In the process to become a global language, there are also some positive aspects about standardization of English that can be highlighted. For example, when a language is presented as something simple and practical, it is immediately spread around the world. People are exposed to many factors like culture, customs, ways of thinking, new paradigms as well as opportunities to grow intellectually. It will always be better when a person speaks more than one language because their brain makes new connections which helps to grow in a “physiological and functional” way (Rius & Rius 2017).

On the other hand, there are also negative factors like the alienation and influence a culture suffers when using a new language. This can be noticed in some people who after being exposed to the language, they start to express their ideas with a different world’s perspective; even their pronunciation and accent change as well. On the accent aspect Ryalls & Miller (2014) claim that this type of speech disorder is called “foreign Accent Syndrome”, and it is referred to the sounds someone utters which are different to their habitual sounds. They develop a different accent that makes them sound foreigners. This phenomenon usually leads

these people to accepting and worshipping the new culture and makes them think that that new adopted system is better than that of their native country. All this reinforces that well sold idea that speaking that language means status and success.

Analysis.

The present analysis has helped to develop a general view of the most important factors that have influenced widely in the spread of English around the world through the standardization system. This process which has been developed along centuries has reached a successful level in the last decades because of the global acceptance of English language policies. This has even been internationalized by the mandatory requirements of the English language in business, education, and politics among others.

In order to mention the most relevant data that has contributed to the language standardization to globalize and internationalize it; it is important to mention the TOEFL exam as one of the most famous methods of measuring someone's ability to understand North American English exclusively, the same way it is used in spoken or written forms in that country (ESL Directory, 2017). Actually, in this globalized time the TOEFL is not the only method that exists to measure the knowledge on English, there are many more methods such as: IELTS/CAE/CPE/FCE among others. The type of exam will vary depending on the area of study and/or purpose that go from educational, business, employment, and government requirement.

These methods have been proved in advance with good results to standardize the system of evaluation. One of the proofs on this regard is the CEF scales (Exam English Ltd, 2017). The CEF is gaining more and more acceptance in the international community, some tests designers are linking their exams to this framework. As a result, it can be said that this fact has helped the English language to get spread internationally.

As it is known, English is the most powerful language in the world, therefore, its standardization is important in this globalized world. For business people, it brings valuable opportunities to grow economically and this of course helps them raise their country's economy. From this, it can be said that someone who is fluent in English is a valuable professional because he/she has an additional proficiency than a monolingual person. This person may also access a more desirable employment position easily because knowing another language can open the communication with other cultures. Besides, a person who learns a second language is more capable of developing his/her brain capacity, and it will also improve his/her numerical skills such as in math, (physics and geometry).

When a person learns a second language such as a globalized language, at a younger age it is possible that the person will acquire it with the same quality as his/her language, and it will put him/her in the same condition of competition in the competitive world.

Conclusion .

- As a conclusion it might be said that there are numerable reasons for the spread of the English language. One of them is the development and implementation of standardized English exams. This phenomenon has spread all over the planet making it an appealing reference to prove competitiveness. In some other cases it has represented as a decisive aspect when getting a job.
- Universities around the world have noticed that the increase of the language and the need of holding a certification are important to those who want to prove their command of English. They have skillfully blended this two facts into study offers to supply this need.
- TOEF and IELTS test of English is recognized by an important number of organizations worldwide, including education, government, migration instances and at the workplace. The use of these exams seems unstoppable. More and more institutions demand it. A clear example is the specific requirement that most universities ask students to be accepted in their system, even when their mother tongue is not English, therefore, they give preference to the English language over their own languages.
- Many companies demand the presentation of this exam as part of the professional curriculum their staff must hold. If this is not the case, they ask their employees to take and “approve” it. The interesting part of this is that the companies do not know that this is not a passing or failing test. It is only a test that measures someone’s ability in the English language with an aim of developing studies abroad, mainly at American universities. Another example of this is the flower industry who also demand their administrative staff to hold this certification.
- The implementation of this exam has contributed to the expansion of the American and / or English culture. This is true because studying a language is getting immersed in the culture of that language too. When learning a new way of structuring ideas, you are not only learning a new grammatical point but also a sociolinguistic aspect that the language carries. The English language in the way of tests or exams also promote this aspect of language. The parts that these tests contain are designed to measure skills level under their particular educational and cultural system.
- After analyzing how standardization has become one of the factors which has contributed to make English a global language, it is important to mention some meaningful areas that could contribute to reinforce this analysis as further research like: 1. The ideological and cultural tendency people have after being part of an

standardized system, and 2. The political influence set on business when ruled by a standardized language. To end up, most of the authors agree that the spread of English was due to the invasion of the English empire on specific foreign country aspects which resulted in the imposition of their conditions on political and economic field as well as in the alignment of cultural and ideological perspectives in order to get benefits from these ones.

Referencias bibliográficas.

- Bunce, Pauline, Robert Phillipson, Vaughan Rapatahana, & Ruanni Tupas. (2016). *Why English?: Confronting the Hydra*. Great Britain: CPI Books Group Ltd.
- Cambridge English. (2017). *Cambridgeenglish.org. Excellence in English teaching and learning* Retrieved 2 August 2017, from <http://www.cambridgeenglish.org/why-cambridge-english/>
- Clyne, Michael; Sharifian, Farzad. (2008). 'English as an international language: Challenges and possibilities'. Australian Review of Applied Linguistics, International Forum on English as an International Language, special forum issue edited by Sharifian, Farzad; Clyne, Michael. 31 (3): pp. 28.1–28.16. DOI: 10.2104/ara10828.
- Crystal, David. (2012). *English as a Global Language - Second Edition* (2nd ed.). Stuttgart: Klett.
- Dearden, Julie. (2014). *Lessons taught in English are reshaping the global classroom. The Conversation*. Retrieved 17 July 2017, from <http://theconversation.com/lessons-taught-in-english-are-reshaping-the-global-classroom-25944>
- ESL Directory | *ESLDirectory*. (2017). *Esldirectory.com*. Retrieved 21 July 2017, from <https://www.esldirectory.com/blog/english-language-exams/>
- Exam English Ltd, a. (2017). *Cambridge English exams - Information and practice tests for IELTS, First (FCE), Advanced (CAE), Preliminary (PET) and other Cambridge exams. Examenglish.com*. Retrieved 18 July 2017, from http://www.examenglish.com/cambridge_esol.php
- Global. (2017). In *Merriam-Webster's online dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/global>
- Hammond, Alex. (2014). *How did English become the world's most widely spoken language? –ESL language studies abroad*. Retrieved 17 July 2017, from <https://blog.esl-languages.com/blog/learn-languages/english/english-language-global-number-one/>
- Harsch, Claudia. (2010). *Standards-based assessment tasks for English as a first foreign language*. Münster [u.a.]: Waxmann.
- History of the TOEFL Test*. (2017). *Manhattanreview.com*. Retrieved 10 July 2017, from <http://www.manhattanreview.com/toefl-history/>

- International. (2017). In *Merriam-Webster's online dictionary*. Retrieved from <https://www.merriam-webster.com/dictionary/international>
- Kramersch, Claire. (2011). *Language and culture*. Oxford: Oxford University Press.
- Kryaninko, Timothy. (2017). *TOEFL Talks: An Introduction to the TOEFL Test*. *Ets.org*. Retrieved 10 July 2017, from https://www.ets.org/s/toefl/flash/35929_toefl_talks_webinar_transcript.html
- Kumaravadivelu, B. (2008). *Cultural globalization and language education* (p. 32). New Haven: London.
- McKay, Sandra. (2002). *Teaching English as an international language*. Oxford: Oxford University Press
- Menken, Kate. (2008). *English learners left behind*. Clevedon (GB): Multilingual Matters.
- Neeley, Tsedal. (2017). *Global Business Speaks English*. *Harvard Business Review*. Retrieved 16 July 2017, from <https://hbr.org/2012/05/global-business-speaks-english>
- Park, Josep. (2009). *The local construction of a global language*. Berlin: Mouton de Gruyter.
- Phillipson, Robert, & Skutnabb - Kangas, T. (1995). *Linguistic Rights and Wrongs - Applied Linguistics*. New York.
- Phillipson, Robert. (1992). *Linguistic imperialism*. Oxford: Oxford Univ. Press.
- Rius, Maite. (2017). *Cerebro bilingüe*. *La Vanguardia*. Retrieved 10 July 2017, from <http://www.lavanguardia.com/estilos-de-vida/20120420/54284559153/cerebro-bilingue.html>
- Ross, Kelly. (2016). *U.S. News Releases 2017 Best Global Universities Rankings*. *U.S. News*. Retrieved 17 July 2017, from <https://www.usnews.com/education/best-global-universities/articles/us-news-ranks-best-global-universities>
- Ryalls, Jack, & Miller Nick. (2014). *Foreign Accent Syndromes*. Hoboken: Taylor and Francis.
- Sharifian, Farzad. (2010). *English as an international language*. Bristol: Multilingual Matters.
- Taft, R. (2015). *10 Universities Where You Can Study Abroad in English*. *Go Overseas*. Retrieved 23 July 2017, from <https://www.gooverseas.com/blog/10-universities-where-you-can-study-abroad-in-english>
- Telégrafo, E. (2017). *La enseñanza de inglés no está restringida*. *El Telégrafo*. Retrieved 11 July 2017, from <http://www.eltelegrafo.com.ec/noticias/sociedad/4/la-ensenanza-de-ingles-no-esta-restringida>
- TOEFL iBT: About the Test*. (2017). *Ets.org*. Retrieved 23 July 2017, from <https://www.ets.org/toefl/ibt/about>
- TOEFL iBT: Who accepts TOEFL scores*. (2017). *Ets.org*. Retrieved 23 July 2017, from <https://www.ets.org/toefl/ibt/about>
- Who accepts IELTS?* (2017). *Takeielts.britishcouncil.org*. Retrieved 23 July 2017, from <http://takeielts.britishcouncil.org/choose-ielts/who-accepts-ielts>
-

Para citar el artículo indexado.

Romero W. & Camacho S. (2018). The use of standardized english exams in the internationalization of english as a global language. *Revista electrónica Ciencia Digital* 2(2), 497-510. Recuperado desde:
<http://cienciadigital.org/revistacienciadigital2/index.php/CienciaDigital/article/view/15/106>



El artículo que se publica es de exclusiva responsabilidad de los autores y no necesariamente reflejan el pensamiento de la **Revista Ciencia Digital**.

El artículo queda en propiedad de la revista y, por tanto, su publicación parcial y/o total en otro medio tiene que ser autorizado por el director de la **Revista Ciencia Digital**.

