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**Exploring reasons and perspectives of middle-class parents who have opted for English Private Tutoring (EPT) for their children: A qualitative study**

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**Exploring reasons and perspectives of middle-class parents who have opted for Private English Tutoring (EPT) for their children: A qualitative study**

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**Quito, diciembre 2023**

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## DEDICATORIA

A Dios, por la salud y la vida.

A mi abuelita Yoyis, por sus oraciones.

A mis padres y hermana:

Patricio, Teresita y Paty,

por creer en mí;

por su apoyo y amor incondicional siempre.

¡Gracias!

To my beloved parents and sister:

Patricio, Teresita, and Paty,

for believing in me,

for their support and unconditional love always.

Thank you!

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## RESUMEN

El objetivo del presente estudio se centra en Explorar las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023.

Para ello, se empleó una metodología cualitativa empleando como instrumento entrevistas a nueve padres de familia cuyos hijos, o representados asisten a colegios privados de clase media en Quito, Ecuador; quienes, a pesar de recibir clases de inglés como parte del currículo dentro de la escuela, sus padres han optado por tutorías privadas de inglés como soporte suplementario al aprendizaje del idioma extranjero. Es importante aclarar que el concepto de tutorías privadas de inglés para propósitos de este estudio, no se limita únicamente al concepto de un tutor individual para el estudiante, y aborda también academias o centros de aprendizaje del idioma inglés.

Los resultados de la investigación evidencian que las principales motivaciones y percepciones de padres de familia que optan por tutorías privadas de inglés se centran en el desarrollo académico y profesional de los estudiantes a futuro, y su estrecha relación con el denominado capital cultural.

Entre las motivaciones para la búsqueda de tutorías privadas de inglés se encuentran mejoramiento en las calificaciones en la escuela, objetivos a futuro de los estudiantes, experiencias y opiniones de familiares o conocidos. Adicionalmente, frustraciones del sistema educativo y percepción de deficiencia en el idioma inglés también impulsa a padres de familia a buscar soporte académico adicional en el proceso de aprendizaje de sus hijos.

**Palabras clave:** tutorías privadas de inglés, capital cultural, inglés como idioma extranjero.

## ABSTRACT

Parents play a key role in their children's education; therefore, their decisions can influence their children's learning process at any level.

Globalization has led English to be considered a dominant language in most settings, from travel to business, and especially in education. This study is situated in the context of English Private Tutoring (EPT) and explores the motivations and perceptions of middle-class parents' decisions on EPT for their children. Framed as a qualitative study, data was collected through an interview with nine parents whose children currently attend a middle-class private school in Quito, Ecuador labeled as “ABC” for privacy purposes, where they receive English as a Foreign Language classes as part of the school curriculum, and at the same time attend EPT outside school. Students range from tenth to twelfth graders.

Though the literature on reasons why parents employ private tutors for their children is vast, it is mainly focused on education in general or other subjects besides English. However, it also leaves evidence that there are few to no studies that focus on the reasons and perspectives of parents who have opted for EPT for their children.

Qualitative data analysis derived from the interviews performed shows parents' perceptions towards EPT. Three categories were defined for data analysis, motivations for seeking EPT, frustrations about the children's current education system, and parents' reactions to EPT. This study sheds light on parents' perceptions regarding EPT in Ecuador by employing a concise data sample; however further research on the topic needs to be performed.

**Keywords:** shadow education, English Private Tutoring, English as a Foreign Language, English as a Second language, Middle-class private schools, cultural capital.



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## **ABBREVIATIONS AND ACRONYMS**

**EPT** English Private Tutoring

**EFL** English as a Foreign Language

**ESL** English a Second Language

**SE** Shadow Education

## Chapter I: Introduction

English is considered a global language. It is fundamental for business, study, and personal purposes; as a lingua franca it is used by millions of people today (Jordão, 2009).

When we think about the English language, it is probable that countries like the United States or the United Kingdom come to mind; however, English is now spoken even outside these countries. An estimated 1 billion people speak English worldwide, including people who speak it as a second language (Ilyosovna, 2020). According to Nosirova (2023), the importance of learning English relies in the fact that it facilitates global communication, educational and academic opportunities, career advancement, access to information and technology, cultural exchange and understanding, personal development and even travel and tourism.

Ecuador is no exception, and according to the Ecuadorian Ministerio de Educación (2023), it is a mandatory subject in the Ecuadorian school curriculum for public and private schools as a foreign language as part of education policies. However, it is the school's decision whether to offer more than the minimum hours of English required by the government. However, for many parents this is not enough. As a result, parents seem to search for further support in their children's learning process of the foreign language.

My experiences as an English freelance teacher in recent years led me to observe and question the reasons why parents opt for extra support for English language learning for their children. They choose English Private Tutoring (EPT), either as an extra resource through English tutors, English private institutes, or in some cases even as free-of-charge help from relatives or friends; all in hopes that these people would help the children to better understand and improve their English language knowledge. Questions emerged from this experience, but the main one was why?

As a result, and as the researcher, I decided to explore the reasons and perspectives of middle-class parents who have opted for English Private Tutoring (EPT) for their children framing it as a qualitative study.

As stated by authors Bray & Lykins (2012), private supplementary tutoring is widely known in the education field as shadow education. For the purposes of this study, both terms EPT and shadow education are considered. The definition of parameters for the present study was necessary, therefore, the study focuses on parents whose children attend a middle-class private school at a secondary level; even though shadow education might differ depending on the children's education level. Geographically, the study focuses on parents who currently live in Quito, Ecuador exclusively.

The study is based on published research literature complemented by interviews. It explores the existing EFL educational landscape in Ecuador, parents' motivations when opting for EPT, and its connection to cultural capital.

This information allows overall mapping, however, is important to be aware that research gaps remain on the implications of EFL as shadow education and EPT, especially in Latin American countries.

## 1.1 Research questions and design

As stated in the section before, this study aims to explore parents' motivations and perceptions towards EPT. The goal in mind is to better understand what drives parents when opting for language private tutoring for their children. Guiding research questions include,

- What are the perceptions and/or concerns of parents whose children are learning English as a second language?
- Why do parents seek private tutoring even when their children get EFL tuition as part of the curriculum at schools in Quito, Ecuador?
- What are the underlying motivations and thoughts behind parents who opt for EPT for their children?

This study is composed of five chapters, starting with an introduction, continuing with a theoretical framework where concepts such as shadow education, EPT, Ecuadorian EFL context, and parental perspectives on private tutoring, and English tutoring for their children are briefly described. Chapter III details the methodology employed and approaches applied for data collection. Chapter IV presents the analysis of the obtained data through interviews, and finally, study conclusions.

The relevance of this study lies in exploring the reasons why parents decide to include their children in EPT, and while they do this, how do they feel regarding their children education.



## Chapter II: Theoretical Framework

With the objective of understanding parents' motivations and perceptions toward EPT and English as a Foreign Language, the present study focuses on defining concepts related to shadow education, English Private Tutoring (EPT), English as a Foreign Language in Ecuador (EFL), private schools in Quito-Ecuador, cultural capital definition and parents' motivations for private tutoring.

Even though in the Abbreviations and Acronyms section, words like EFL, ESL, and EPT have been included; it is important to clarify that the term "EFL" is applied taking into consideration that Ecuadorian high school students from private schools whose first language is Spanish, are learning a standard English dialect as a foreign language (Ministerio de educacion, 2023)

### 2.1 Shadow Education

Shadow education can be defined as private supplementary tutoring which students receive outside of their regular school classes (Baker, 2020). The shadow education system often tries to resemble the existent school systems; but most importantly, as the curriculum changes in schools, the curriculum will change in the shadow, in the private tutoring (Research at HKU, 2013) In the context of EFL, this involves additional English language instruction or support.

Regarding shadow education, a highlighted author in literature has been Mark Bray with his 1999 book, *The Shadow education system: private tutoring and its implications for planners* which converted him into a topic expert and key figure in education literature. Shadow education has expanded to reach almost all corners of the globe and has become a part of daily life in an increasing number of households. At the same time, shadow education has diversified (Bray, 2023). Shadow Education has become a worldwide phenomenon. It has

become stronger in various parts of the world. Most studies in shadow education have been conducted mainly in Asian countries including Hong Kong, Japan, South Korea. However, there are very few studies done in Latin America.

In some countries around the globe, shadow education has even represented a political matter. The growth of SE can be understood as a demand increase in middle and upper-class families with the objective of their children obtaining an educational advantage and consequently achieving status upgrading or better status (Zhang & Bray, 2020).

According to Bray & Lykins (2012), shadows may of course be both useful and problematic. The shadow of an education system may tell the observers about the features of mainstream school systems. Therefore, shadow education can have both a negative and positive impact on society. Some issues include consuming household resources, reduction of stress in students but in some cases an increase, few adequate indicators of quality and efficiency, and finally, and exacerbation of social inequalities (Research at HKU, 2013).

### ***2.1.1 Shadow Education worldwide***

Mark Bray has analyzed SE around the world through quantitative assessments of private tutoring in Brazil, Cambodia, Egypt, Guinea, Hong Kong, Japan, Malaysia, Malta, Mauritius, Morocco, Myanmar, Singapore, South Korea, Taiwan, Tanzania, and Zimbabwe (Bray, 1999b, pp. 24–25) The author emphasizes the spread of shadow education to these countries as most literature has described shadow education, as mainly an East Asian phenomenon (Bray, 2023).

On the other hand, in places like Cambodia, Bangladesh and India there have been reported corruption issues related with shadow education, where teachers offer private tutoring outside school charging students for this purpose. According to author Bray,

comparatively, it is important to look at shadow education around the world in order to establish what lessons can be learned from them (Research at HKU, 2013).

## **2.2 English Private Tutoring (EPT)**

The title of this research refers to English Private Tutoring. Therefore, EPT can be defined as extra instruction support to help students achieve their academic or personal learning goals (Alotaibi, 2014), in this case, focused on the English language.

EPT as a common phenomenon in the ESL/EFL education system in various parts of the world, is considered an important subclass of private tutoring (PT) (M. Obaidul Hamid, 2011) It is important to highlight that for the purposes of this study, private tutoring refers to “academic subjects that are provided for a fee and that take place outside standard school hours.” (Bray & Lykins, 2012, p. 1) In this case, specifically, it is concerned with students receiving EPT, with English as a Foreign Language. Nevertheless, as stated before, in this study, EPT it is not only limited to one-to-one English tutors but also embraces English private institutes or schools.

“In many contexts, English language is one of the major subjects offered by tutorial institutes, and an increasing number of learners participate in English private tutoring (EPT) as one of the most important out-of-class learning activities, with the intention to improve their English results in mainstream education and high-stakes examinations” (Yung, 2014, p. 708) Ecuador, is no exception.

Even though parents will seek private tutoring in relation to various subjects in the Ecuadorian educational curriculum, one of the subjects which seem to call out parents attention and look for support is “lengua extranjera” as labeled by Ministerio de educación (2023) or English as a Foreign Language (EFL); similarly to other countries, this is

considered to happen due to the importance and language relevance for future studies or work opportunities (Alotaibi, 2014)

A study conducted by Chang (2019) where the effects of EPT on Taiwanese students' academic performance was analyzed, concluded that students' academic performance was indeed enhanced by attending private tutoring; students who participated in EPT had higher chance of getting better scores compared to those who did not involve in EPT.

Moreover, results showed that “students from affluent families exhibited higher achievement than those from lower-income families. Parental education and employment status had positive effects on students' academic performance; the higher education parents had, the greater the gain in students' scores. Regarding father's employment status, students with employed fathers had better scores than those with unemployed fathers. School type also had effects on students' performance: students from private schools had higher scores than those from public schools” (Chang, 2019, p. 86) Therefore, in this study, variables such as parental education, and parents' employment status are considered to gather data through the research instrument (interview) questions, plus school type as well, by focusing on a specific target, middle-class private schools. Nevertheless, the findings in this study may overestimate the effects of EPT, as self-study variables were not contemplated in the research. This is an important gap to be considered as this factor can also improve students' academic performance.

On the other hand, this study was conducted in Taiwan. Therefore, even though it provides relevant information as background for this study, it may not reflect the optimal characteristics of a Latin American society.

However, a study performed in Peru exhibited that there is a direct and significant influence between tutoring and accompanying the learning of the English Language of students in the second grade of secondary education at a private Peruvian institution

(Huaman, 2023) Whereas, in Colombia the implementation of a tutoring program as an academic management strategy, to improve the academic performance of English as a foreign language students demonstrated that tutoring programs are positive; in this case, both for teachers and students in the teaching and learning of the English language, thus, adjusting to the needs of each student to improve their academic performance (Quintero, 2017)

### 2.3 Ecuador's EFL education system

According to the English Language Learning in Latin America report, which explores the state of English language learning in ten countries in Latin America (Cronquist & Fiszbein, 2017). As stated in the report, some of the indicators of progress as part of the English Language Learning Policy Framework, in Ecuador, English is mandatory by law and it is part of the National Plan or Strategy of the education system in the country similarly to other countries in the region as observed in the image below.

*Figure 2-1: English Language Learning Policy Framework: Indicators of Progress*

**English Language Learning Policy Framework: Indicators of Progress**

	Argentina	Brazil	Chile	Colombia	Costa Rica	Ecuador	Mexico	Panama	Peru	Uruguay
<b>Legal Foundation</b>										
English Mandatory by Law	◆	✓	✓	◆	✓	✓	✓	✓	◆	◆
National Plan or Strategy	X	X	✓	✓	X	✓	✓	◆	✓	◆
<b>Standards for Learning</b>										
Learning Standards and Objectives	◆	◆	✓	✓	✓	✓	✓	✓	✓	✓
Teaching Supports, Including Curricula and Programs of Study	X	X	✓	✓	✓	◆	✓	✓	◆	◆

(Cronquist & Fiszbein, 2017)

The Ecuadorian Ministerio de Educación curricular proposal is designed for students from 2nd to 10th grade of Basic General Education and from 1st to 3rd of Unified General Baccalaureate, whose mother tongue is not English. It also considers the different cultural and linguistic backgrounds of students, the proposed curriculum recognizes that not all students in Ecuador possess Spanish as their L1, and that there are different degrees of bilingualism in communities. However, the institution claims that based on the need of a culturally and linguistically diverse population, the EFL curriculum proposes a rationale framework for learning English, while facilitating the educational inclusion of students, and regardless of their native language or L1.

#### **2.4 Framing Middle-Class in Ecuador**

As the research has defined the scope of “middle-class private schools”, the understanding of the middle-class concept is important for the purpose of this study.

As described by author Mora (2022), “middle-class is in the middle”. The author describes the middle-class as difficult to define, because middle-class are not economically vulnerable people, nor considered as part of a high status due to the accumulation of property and wealth. Therefore, the middle class refers to a group of people with the capacity to satisfy their needs in the market, plus having a level of economic security to face contingencies. However, the well-being of middle-class members continues to be conditioned by receiving an income from work. That is, they trade knowledge, time, and skills for economic retribution or salary.

The middle-class in Ecuador is also defined by an income range. The average labor income of a middle-class worker is USD 849,29 a month. At least half of the household income comes from any stable economic source including salaries, transfers, or donations. Plus, at least one member of the household has a higher education degree (Mora, 2022). This

is also supported by the Encuesta de Estratificación del Nivel Socioeconómico from INEC, where stratification of socioeconomic status ranges from Level A to Level D, being Level A the highest and labeled as middle-class. In this level, regarding education, the adults in the household often possess a higher degree of education, and in some cases even a postgraduate degree (INEC, 2011); which for study purposes is important to highlight and will be further connected to the findings.

#### ***2.4.1 Private schools' definition***

Ecuador's education system consists of both public and private schools. For the purpose of this study, private is the focus. There has been a debate between public and private education sources, as argued by authors Murillo, Martínez-Garrido, & Graña (2020), as more students are enrolled in private schools, the segregation is greater. Private schools concentrate students of a higher socioeconomic level.

According to Portal del Colegio (2023), a specialized guide in order to find a private school for parents all over Ecuador, when searching for private schools and filtering through schools that provide English language instruction, a total of 84 schools were displayed, and among these, various features to be selected additionally, like college counseling, online education, total English immersion, Cambridge schools, Child safety, Microsoft Showcase school, among others; which demonstrates the variety and options of private schools in the country from which parents according to their budget can select one institution for their children's education (Portal del Colegio, 2023). It is important to highlight that the "ABC" school where most parents who agreed to take part in this research come from, was also displayed in this classification as part of private schools in Quito.

Similarly, OECD (2011) states that parents who look for the best educational opportunities for their children, are willing to pay more to secure the best resources and techniques offered by private institutions.

## **2.5 Cultural Capital and the English Language**

A classical definition of Capital according to Economics states, “Capital is a broad term for anything that gives its owner value or advantage, like a factory and its equipment, intellectual property like patents, or a company's or person's financial assets” (The Economic Times, 2023) Therefore, the word capital under a financial concept is used to describe available money employed to buy assets, invest or produce goods and services. However, there is all types of capitals, including economic capital, social capital, human capital, and in addition to these, cultural capital (Throsby, 1999)

Cultural capital refers to the gathering of information, behaviors, and abilities that a student possesses and can utilize to showcase their cultural awareness, knowledge, and proficiency. It stands as a crucial element that students leverage for success in society, their professional endeavors, and the broader world of work (Brentwood County, 2023)

In addition, as described by authors Cervantez & Aguilera (2021), Cultural Capital refers to non-financial resources that individuals have at their disposal, as an instrument that enables the acquisition of symbolic goods that society has defined as desired (e.g. Education); therefore the appropriation of symbolic wealth symbols that society has designated as valuable, must be sought and possessed.

French sociologist Pierre Bourdieu, is considered an important author in the field of sociolinguistics and a main cultural capital critic (Alonso, 2002) Bourdieu employed the term “capital” as a reference to the study of school inequalities, and as a metaphor to talk about the



cultural and social advantages that individuals and families possess, and consequently lead them to a higher socioeconomic level (Gutierrez, 2008)

In a study that carried out comparisons between the three forms of cultural capital suggested by Bourdieu vis a vis academic performance, parental educational level, and economic income; results suggested that parental economic resources are closely associated with the amount of cultural capital their children (students) possess, with a high correlation between these two variables (Cheng & Kaplowitz, 2016) (Cervantez & Aguilera, 2021)

Parents and EPT have a connection to cultural capital. As parents they are concerned about the English language level of their children, and as a result, they decide to invest money, time, and efforts in their children future education through private tutoring. The accumulation of language knowledge is described as linguistic capital (Morrison & Lui, 2000)

Furthermore, “English language is considered a commodity, a privileged status in order to access opportunities other society members would not be able to without language knowledge (Jordão 2004; Therefore, it would not be surprising that parents as members of society consider English as a commodity as well and want their children to improve and succeed in the language.

Similarly, in a study performed by author Perez (2012) with Latin American parents whose children attend school in Bogota, parents consider English as an important component of their cultural capital; and from their perspective, English is a tool that allows students to have an equilibrium between their current knowledge, and what they still need to learn in order to build up spaces in the social latter (society). In addition, according to Jordão (2009), languages are also considered social practices; hence, English is considered a social practice as well, plus, it “has acquired valuable cultural capital (Bourdieu 1982) in our globalized societies” (Jordão, 2009, p. 97)

In coherence with the previous statement, like all social competencies, linguistic skills are acquired in practice, through a process of learning and socialization in the discursive norms of the group in which the person develops (Alonso, 2002). According to Bourdieu's theory of cultural reproduction, "children from middle-class families are advantaged in gaining educational credentials due to their possession of cultural capital" (Sullivan, 2001). Therefore, this study will explore parents' expectations in relation to their children's future goals and educational credentials journey.

## **2.6 Parents motivations for employing Private Tutoring**

Parents play a key role in their children's education; therefore, their decisions may influence their children's learning process at any level. According to a study performed by Ireson & Rushforth (2014), when comparing students whose parents employed a private tutor vs. those who did not, student achievement was slightly higher for students with tutoring, which the author describes as the influence of several factors, among them, having a tutor can lead to becoming more motivated to achieve a good result. Therefore, parents' expectations may be centered on better student achievement.

Similarly, in a study performed by Alotaibi (2014), which explored the causes of private tutoring in English in the Saudi Arabian society; causes for opting for EPT included English language difficulty, teacher performance labeled as weak, the need for higher marks in exams, lack of parents' follow-up of student school performance, social pressure, low English foundation in children's previous school years and finally, variability in student comprehension levels at school. Even though in this case, perceptions were obtained through two groups of interviews with parents and students differently, which differs from this study's focus, parents' perceptions are expected to be similar once data is retrieved for this study.

In addition, another study by Ireson & Rushforth (2011), for students who reported receiving private tutoring at some stage of their school path, there were associations with family socio-economic status and cultural background. Therefore, the objective of this study remains relevant to find out the relationship between EPT and Ecuadorian parents' motivations.

### Chapter III: Research Methodology

With the objective of obtaining a wider vision of parents' motivations and perceptions towards the research topic; the target population used in this research paper is parents or representatives whose children attend different middle-class private schools in Quito, Ecuador where they receive a bilingual education. It is important to highlight that the institution labels itself as bilingual (considering this term, their offer states Spanish and English (EFL) classes inside the curriculum) For example, in ninth grade the EFL weekly schedule states English lessons of 40 minutes each, twice a day, four days a week, receiving in total six hours a week. Another inclusion feature is parents who have opted for EPT or have considered EPT at some point as a complement for their children's education.

The researcher applied semi-structured interviews with a questionnaire as a reference to cover the objective topics and issues which wanted to be explored. The questions guide was previously created by the researcher, checked by the thesis director, and approved by USFQ's IRB. The interview questionnaire presented around 20 open-ended questions under three categories: Part 1 Background – Parents, Part 2 Background – Students, and Part 3 – English Private Tutoring. This allowed the participants to answer in an organized and open way regarding their opinions, motivations, and perceptions of the topic.

Potential participants for the research were first contacted through a Google form where research objectives were explained, candidates were invited to participate and finally decided whether to take part in the virtual interviews or not. After this, interviewees who agreed to participate were contacted by the researcher to coordinate the interview through Zoom, and once the virtual meeting was coordinated the instrument was applied. It is important to mention that data from the interviews was originally collected in the Spanish language with the objective of easing the participants' performance as all parents first

language is Spanish. Furthermore, interviewees willing to participate were contacted through the researcher's social network with a relative's support who as a parent herself, had contact with other parents whose children are currently studying at a private bilingual school in Quito, Ecuador.

### **3.1 Methodological approach**

The methodological methods applied in this research project are qualitative research and inductive analysis. As described by author Aspers (2019) "Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – that describe routine and problematic moments and meanings in individuals' lives." (Aspers, 2019, p. 142) This was considered the most suitable approach, considering the study aims to analyze parents' perspectives, their experience, and how they feel regarding English as a Foreign Language for their children, and English Private Tutoring, in addition to analyzing quantitative data if that's the case.

### 3.2 Data Collection

To secure the strengths of the qualitative method, the gathering of information was performed through interviews with the selected participants who previously signed a consent form. The instrument for data collection employed was online interviews. The researcher contacted the participants who agreed to take part in the study through a Google Form and then coordinated a designated date and time for the interview. Interviews were performed in July 2023 according to a research schedule.

The type of interview performed was Standardized open-ended interviews. This means that, according to Cohen, Manion & Morrison (2011), the sequence of questions was determined in advance based on a questionnaire, and all interviewees were asked the same questions in the same order. As explained by the author, some of the strengths of this tool include: “Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview. Reduces interviewer effects and bias”. (Cohen, Manion, & Morrison, 2011, p. 413)

The total deployed data was obtained more specifically, from nine parents whose children attend middle-class private schools located in Quito-Ecuador. The themes addressed in the interview were related to EFL education, EPT, parenting perspectives, challenges, and opinions regarding the English language.

It is important to highlight that the performed interviews were held in the Spanish language through the Zoom platform, with the objective of allowing participants to feel comfortable while avoiding vocabulary misunderstandings or a narrower target of interviewees if these were performed in English. Hand notes were taken, and audio was recorded without registering participants' names or any personal information. Interviews were

subsequently transcribed by the main research author with the use of Microsoft Word features. As follows, transcripts were coded and qualitatively analyzed.

Please refer to Appendix C for further information on the interview protocol.

### **3.3 Participants Selection Criteria**

As previously described, the targeted study participants consisted of parents whose children attend middle-class private schools located in Quito- Ecuador. The definition of a private middle-class school is partially discussed in Chapter II: Theoretical Framework.

The selected participants would have to comply with the following profile:

- ✓ Parents whose children attend a private, middle-class school located in Quito-Ecuador, where English is taught as EFL/ESL, and as a mandatory subject of the curriculum in any form.

- ✓ Parents whose children attend the stated school on a regular basis.

- ✓ Parents whose children had received, currently receive, or have considered extra English classes (outside of the high school they regularly attend) in the form of English Private Tutoring (EPT) in any of its forms; either at an English institute, through private tutors, or any person helping the student with the English language depending on the case.

Parents, who were selected participants as interviewees, were asked about their experience and reasons for seeking EPT for their children, with some required background information from the beginning of the interview, plus underlying motivations. The duration of each interview ranged from 20 to 30 minutes, depending on how much the participants extended in their answers regarding the topic.

### **3.4 Ethical Considerations**

To ensure all the participants' information and confidentiality, an informed consent process was administered in digital format (pdf) as a document in Spanish titled

“Consentimiento digital informado” to all research subjects prior to the performance of the interview. At the beginning of each interview, each participant gave oral consent confirming their participation in the research project.

In addition, to ensure that the data will remain secure and confidential, the data collection process was performed taking into account ethical considerations such as “informed consent (receiving consent by the subject after having carefully and truthfully informed him or her about the research), right to privacy (protecting the identity of the subject), and protection from harm (physical, emotional, or any other kind). (Fontana & Frey, 2012, p. 89)

Furthermore, inclusion and exclusion criteria are explained in section 3.3. Participants Selection Criteria.

### **3.5 Security and Data Confidentiality**

Any personal data of the research participants provided during interviews was coded with a unique inscribing, with the objective of enclosing their real personal data. At the beginning of each interview, it was clearly stated to all participants that the collected information will be kept confidential, will not be shared with third parties, and will not be used for different purposes from those of the established study.

The informed consent collected during the research process, as well as any additional digital information (including recordings or transcripts) will be stored in folders under the unique supervision and property of the main researcher and stored in her personal computer as long as the duration of the ongoing investigation, and up to three years after the research has ended. Once this period is over, the information will be destroyed.

The results of the research will only be shared with members of the USFQ MA TESOL Faculty and exclusively for the final thesis presentation.



## Chapter IV: Data Analysis, results, and discussion

The principal aim of the data collected for this research was to obtain insights into the motivations and perceptions of parents who have opted for EPT for their children. As explained in Chapter III, the applied instrument consisted of an interview with 30 questions which explored parents' background, students' background (from parents' perspective), and their experience with English Private Tutoring (EPT).

Based on the obtained data, interviewees' answers were classified considering a quantitative approach (for those questions that only demanded a short and, in most cases, a numeric answer), and a qualitative approach (for those answers that were more extensive and richer in terms of content). This can be qualified as mixed methods.

As mentioned by Cohen, Manion and Morrison (2011) “The interview is a social, interpersonal encounter, not merely a data collection exercise.” (p. 421) Therefore, it was important to take into consideration that the qualitative approach of the instrument was open-ended, and responsive, which represents a more formal and preplanned high level of detail.

In this chapter, quantitative answers will be first and briefly explained, followed by the main answers classified as qualitative.

### 4.1 Quantitative, short answers approach

To start with, the researcher wanted to explore through the interview, parents' background including their level of education, their English proficiency, and parents' perceptions towards EFL, which will be further explained.

- Based on the data obtained from the nine interviews performed, it is interesting to note that between female and male parents who were interviewed, most of the participants who agreed to take part were female parents.

- 90% of interviewed parents possess a formal job, either in the private or public sector, and they currently perform an economic activity; among these: Logistics operator, except for one interviewed stay-at-home mom who currently does not carry out any economic activity.
- According to the results, 7 out of 9 interviewed parents possess a higher education degree, in some cases including a master's degree.
- Eight interviewed parent's English levels, range from a basic to intermediate level as labeled by themselves when asked in the interview. Only one parent labels herself to have an advanced, proficient English level, and particularly this coincides with the parent who also possess postgraduate studies.
- 90% of interviewed parents affirmed that the English knowledge they have was acquired mainly through their school or high school education.
- It was also identified that 7 out of 9 parents who were interviewed, had their children attended or currently attend a specific traditional catholic middle-class private high school in Quito. Ecuador, which for the study purposes will be defined as "ABC". This clarification is important as this is considered a distinguished and traditional middle-class private school in Quito; however, as part of the study ethics protocol, its name cannot be claimed. The two remaining interviewees have recently changed their children's schools having as one of their reasons an English language education deficiency from ABC school.

## 4.2 Data analysis

The approach used for data analysis was qualitative coding, which is a process of taking unstructured data and systematically organizing excerpts of the text with the objective of finding themes and patterns for analysis (Delve, 2020)

The qualitative data obtained in this study is based on audio recordings and transcriptions from interviews, and the type of coding process applied was inductive coding. According to Delve (2020), inductive coding is one of the most suitable methods for discovery or exploratory research as in this study. After the interviews had been performed, the next step consisted of transcribing the interviews audios, and once in the analysis process, the researcher started off by creating categories based on the established research questions. A narrative is later described based on the data obtained from the interviews through analytical explanations of the defined categories by the researcher.

*Figure 4-1: Data categories*

What motivates parents to opt for EPT for their children?	<b>Motivations for seeking EPT</b>
Why do parents seek EPT?	<b>Frustrations about the school</b>
What reactions do they [parents] have after their children start with EPT?	<b>Reactions to EPT</b>

Three categories were defined: Motivations for seeking EPT, Frustrations about the school the children attend, and Parents reactions to EPT. In addition, keywords in Spanish obtained directly from the interview transcripts were used as guidance for classification into each defined category and further analysis.

#### ***4.2.1 Motivations for seeking EPT***

##### **4.2.1.1 School performance: Improvement in school grades**

Most parents agree that after sending their children to EPT, they observed or felt that there was an improvement in the English language performance of their children. For instance, *Participant C* when asked about this topic, mentions “mejoró notablemente” which in this context, stands for her perception of improvement in terms of grades: “[...] en los exámenes del colegio”. When asked about the benefits that parents consider when opting for EPT; they mention their desire for their children to be better at the language, to improve their English, and to catch up with a specific study rhythm.

“Yo esperaba que hablen mejor inglés, que se familiaricen más con el idioma, cosa que cojan ritmo con el estudio”

##### **4.2.1.2 Students' future goals**

Similarly, to the consideration of students' future goals, parents seem to have a goal in mind in connection to their children future education, be it at higher education, university or postgraduate studies; and highlighting the need of the English language for the understanding of academic texts.

“...sabemos que eventualmente van a tener que estudiar algo en inglés, sea posgrado, la Universidad sea. Siempre van a necesitar. Hay textos en inglés, textos y académicos en inglés, sí, entonces no puede ser eso una limitación en el aprendizaje”

This shows that the parent is concerned with their children lacking sufficient knowledge of the English language, and as a result, influencing in the student's future goals as a learning barrier.

As stated by another parent, English is recalled as a tool for opening doors, meaning future opportunities for their children. In addition, they are aware of the importance of the English language worldwide, plus considering their children desires to study in the future a foreign country. This parent emphasizes the ability of communicating with other people through English as a universal language.

“Yo pienso que el idioma inglés es importante porque te abre muchas puertas, obviamente es un idioma que a nivel mundial es bastante hablado [...] . Entonces, yo considero que sí es importante porque ahora los chicos [their children] ya se proyectan a ir a estudiar a un país en el extranjero, entonces obviamente eso les va a ayudar en su momento. La comunicación con las otras personas, pues como dicen, es un idioma universal el inglés. Entonces, por eso yo considero que es importante”

#### **4.2.1.3 Relatives' experiences and opinions**

Furthermore, in other participants' responses, the motivation for involving their child in EPT at a well-known English Private Institute was based on other **relatives' experiences and opinions**, in this case, the interviewee's nephews and a friend of her daughter had been studying at a particular institute. As a result, after their own experience at this EPT institute, they confirmed and agreed on the recommendation given to them before.

“Mis sobrinos estudiaban ahí, entonces me hablaron bastante de.... De hecho, una amiguita de mi hija, bueno, un poquito más grande, estudiaban en ese instituto y nos dieron buenas referencias del instituto y, de hecho, lo hemos confirmado que si es buenísimo”.

#### 4.2.2 *Frustrations about the school*

As shown on Figure 1, frustrations about the existing system explore *Why do parents seek EPT?*

##### 4.2.2.1 English education system deficiencies

According to the interview results, ABC school not being labeled as a bilingual school has been one of the reasons for parents opting for EPT. As it has been previously stated, EPT can also include going to an English Private Institute and does not imply the unique concept of a private personal tutor only.

“Los papitos que tenían los hijos de ahí nos dijeron que el colegio como situación es muy buena y todo, pero que tenía bastante deficiencia en el idioma en inglés. O sea, eran comentarios de los papitos. Entonces obviamente, por el comentario, me preocupó mucho la verdad, pero, como nosotros le pusimos ya en institutos de inglés, entonces sabíamos que él se defendía bastante en inglés en esa época...”

“The parents who had the children at ABC High School told us that the school situation is very good, but that the institution had quite a deficiency in the English language. I mean, there were comments from the parents. So obviously, this comment really worried me a lot, [...], but since we already had put him in English institutes, then we knew that he was quite proficient in English at that time...”

According to 70% of interviewed parents' perceptions, ABC school has a deficiency in English, considering their perceptions themselves but also other parents' opinions who seem to agree. However, for parents who have had their children on EPT from previous years, this seems to give a sense of security to parents knowing that their children can perform better in the English language.

In contrast, two parents from the interviewed population stated not having major issues with their children's English, describing their children's experience with the English language as satisfying, despite being in the same school.

### **4.2.3 Reactions to EPT**

Based on Figure 1, reactions explore *What reactions do parents have after, or once their children start with EPT?*

#### **4.2.3.1 Language progress**

As part of the interview results, it was interesting to note the case of Participant F, where their child had been in EPT for a long time (currently a high school junior); the perception of this parent was that their child was prepared for any English language challenge; and that her child's perception of the English level of "ABC school" was not deficient as perceived by other parents. This parent's perception was that the private language institute had a slightly better methodology when compared to the current school EFL education. The parent also affirmed that because her child taking EPT from an early age, the child had never had any difficulty regarding the English language.

This same parent, Participant F, describes her child experience with the English language as highly positive, and mentions: "... De hecho, ella ha avanzado bastantísimo". "Bastantisimo" is an Ecuadorian way to express that something is a great deal, or in this case, that the child has advanced a long way.

Furthermore, in this case, the parent states that they ask their child for help with the language, as they (the parents themselves) consider their own English level as elementary:

"De hecho, cuando una no se sabe. Yo le pido a ella [the child] me ayude con el idioma, porque como le digo yo lo básico"; "por ejemplo, qué sé yo... un medicamento que está en inglés. Eso a ella, yo le pido que me ayude"

When asked about the daughter's future goals, the same parent mentioned that they have currently considered the option for their child to go into an exchange program next year and that having her in EPT provides them confidence about their daughter's performance and involvement in a foreign, English-speaking country if that's the case. This agrees with other parents' opinions, and can also be considered as a motivation for seeking EPT (ref. 42.1)

When asked about feelings and perceptions when inscribing their children into EPT, words like **"proud"** stood out. For the parent, it seems to be important that her child has the English language as a strength, which has even led her daughter to enjoy languages:

"...orgullosa de saber que mi hija es la que va a aprender más que nada, que se sustente, y sepa, y cómo le digo a ella le encantan de verdad los idiomas".

It seemed that even in cases where the perception of the English language was labeled as "deficient" where children were currently studying; if their children had previously taken EPT, parents experienced a sense of relief with the hope that as students they would be able to perform better at school.

#### **4.2.3.2 Investment perception**

For parents who have opted for EPT, when asked about the benefits they considered they have obtained from enrolling their children in EPT; they perceive education as an investment rather than as an expense, and they do not regret spending money on language private classes as they consider their child has really taken advantage of the opportunity, as stated by Participant F.

"Los beneficios buenísimos, o sea, como se dice, (...) la educación es lo que saca, provecho y todo lo demás. O sea, no, no nos arrepentimos de haber gastado en eso, porque igual ella ha aprovechado bastantísimo, bastantísimo, y, de hecho, es responsable en el Instituto y todo eso en aprender más que nada por ella misma"



However, it is important to highlight that this is considered an investment by the parents due to the child's compromise and effort in the extra English classes. Parents consider that the student has taken advantage of having EPT. In addition to perceiving progress in their child's English language skills, the feelings of the parents who have enrolled their children into EPT are labeled as “completely satisfied and happy” about their decision as parents.

#### **4.2.3.3 Future professional development**

“In contexts where English is learned as a second or foreign language (ESL/EFL), English private tutoring (EPT) is particularly popular among primary and secondary students, mainly because of the importance of English for further studies and employment” (Yung, 2020)

Based on the interview results, this seems to be considered by parents as well, considering that they perceive English as an important subject for future study or work-related opportunities for their children. When asked about their perceptions regarding English as a language for further professional development; parents mention their expectations on their children to pursue the English language, insisting on them from a young age, with the goal of improving the language and reaching proficiency.

#### **Assertion: Participant A**

*“Considera usted al inglés como un idioma fundamental para el ámbito de desarrollo profesional?”*

“Por supuesto que sí, por eso nosotros hemos tratado de trabajar con mi hijo para que le coja el idioma, por eso, nosotros desde muy pequeño le insistimos, le insistimos, pero sí. O sea, **mi meta sería que él se especialice en el idioma**, que tenga suficiencia en el idioma, por supuesto que sí...”

***“Do you consider English as a fundamental language for professional development?”***

“Yes, of course, that's why we have tried to work with my son so that he learns the language **from a very young age, we insisted and insisted. [...], my goal would be for him to specialize in the language, that is, a proficiency in the language, of course...**”

Altogether, based on the interview data obtained, parents' motivations and perceptions for seeking EPT can be summarized as follows.

***Table 4-1: Motivations, Frustrations, Reactions***

<b>Motivations for seeking EPT</b>	<b>Frustrations about the school</b>	<b>Reactions to EPT</b>
<ul style="list-style-type: none"> <li>✓ Improvement in school grades</li> <li>✓ Student’s future goals</li> <li>✓ Relative’s experiences and opinions</li> </ul>	<ul style="list-style-type: none"> <li>✓ English education system deficiencies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Language progress</li> <li>✓ Investment perception</li> <li>✓ Future professional development</li> </ul>

## Chapter V: Conclusions

The present research study aimed to explore reasons and perspectives of middle-class parents who have opted for Private English Tutoring (EPT) for their children. Throughout the study, and after interviews had been performed, the relation between parents' perceptions towards EFL, frustrations about children English education at their current school and its connection to parents' motivations for seeking EPT, became evident to the researcher.

After the process of reviewing relevant studies regarding the topic of shadow education, EPT, as well as conducting interviews to gather research data and analyzing it, the following conclusions can be reached.

Results suggest that reasons for parents who opt for EPT are based on their perception of inadequate instruction, and deficiencies in the English education system at the institution where their children currently study, in some cases, this has even led to the parent's decision to change the student to another school. This goes in accordance to statements by author Yung (2020), where in previous studies related with EFL learning; unsatisfying schooling experiences was one of the reasons parents searched for private tutoring, as their children recalled a feeling of school not providing them with many opportunities to learn English.

However, it is important to note that it seemed that even in cases where the perception of the English language was labeled as "deficient" where children were currently studying; if their children had previously taken EPT, parents experienced a sense of relief with the hope that as students they would be able to perform better at school.

Private investment in English Tutoring for their children seems to be highly valuable for parents, always with an objective in mind including opportunities for future professional development, and international study, as an important driving force for parents. In addition to better grades, which according to this study findings, it is important to highlight that research

which has focused on the impact of private tutoring in the context of developing economies, found evidence that remedial teaching can lead to better student achievement (Chatterjee, 2017)

Better educational achievement is also highly valued by parents who opt for EPT. This is connected to the cultural capital definition and parents' desire for success for their children. Interview results suggest that the employment of EPT may also be considered as part of their parental role. Parents as members of society consider English as a commodity and want their children to improve and succeed in the language.

As a result, interviewed middle-class parents are willing to invest money in EPT for their children if they have the financial means, which can lead to thinking that socioeconomic level does have an impact when opting for private tutoring. It is important to highlight that interviewed parents considered themselves as middle-class members because their income depends on a job or economic activity. Middle-class trade knowledge, time, and skills for economic retribution or salary, with the capacity of allocating a part of their income, in this case, for language tutoring for their children.

Regarding education level, it is important to highlight that most interviewed parents possess a higher education degree, ranging from undergraduate to postgraduate or master's degrees. This finding was reflected on this study as well, where 7 out of 9 interviewed parents possess a higher education degree and have chosen EPT for their children.

“Bourdieu explained school success by the amount and type of cultural capital inherited from the family” (Reay, 2010, p. 74) Therefore, it can be expected from parents that their children pursue a similar path to that of their own educational background; in this case, the English language is considered as a tool for reaching higher education goals in the future. This can be interpreted as parents with higher levels of education, indeed, opt for additional

investment in their children's education, in this case as a reinforcement of their English language knowledge through EPT.

Shadow education which consists of private tutoring is utilized by some parents to increase the children's likelihood of education success, all of this, as a form of cultural capital as well (Buchmann, 2002) In connection with cultural capital, parents' desires are evident with the expectation that their children perform better at the English language. Five out of nine parents in the study have had their children attend any form of EPT for more than 5 years on average now and consider continuing as long as it needed with the objective of supporting their children's academic development.

Furthermore, "In contexts where English is learned as a second or foreign language (ESL/EFL), English private tutoring (EPT) is particularly popular among primary and secondary students, mainly because of the importance of English for further studies and employment." (Yung, 2020) Based on the interview results, this seems to be considered by parents as well, considering that they perceive English as a global language for communication; and therefore, is refer to it as a fundamental subject for future study or work-related opportunities for their children.

Accordingly, for parents who have opted for EPT, when asked about the benefits they considered they have obtained from enrolling their children in EPT; they perceive education as an investment rather than as an expense, and they do not regret spending money on private language classes. Hence, once parents invest in EPT either through English private language centers, or a one-to-one tutor; their main perception is that they are investing for their children's future and consciously, or subconsciously waiting for positive results in return after their investment in English Private Tutoring classes.

In addition to perceiving progress in their child's English language skills, the feelings of the parents who have enrolled their children into EPT are labeled as “completely satisfied and happy” for their decision as parents.

The importance of this study is reflected in the results, where it became evident that parents who perceive school system deficiencies related with the English language, opt for taking their children into EPT. This action can be leading to a broader problem; where parents desire for their children to perform better at the English language can be materialized, but it can also be leading to opening gaps between them and their classmates, those students who are not able to receive extra support in the language. As a result, this overall sense of dissatisfaction from parents impacts the perception of the quality of schools, and therefore the institutions may be in the need of redesigning their foreign language approach for students, improving, or even changing their curriculums, and promoting changes into the national education system structure.

To summarize, motivations for seeking EPT include improvement in school grades, and students' future goals. Frustrations about the children's current school seem to be a persuasive factor as well, where the English education system is considered by the interviewed parents to have deficiencies; and as a result, parents who have the financial means decide to opt for English Private Tutoring for their children. Lastly, English language progress and future professional development constitute the highlights of parents' motivations and reactions to EPT.

The conclusions and findings of this study may be used for research purposes and can be a starting point for questioning, and further influencing educational policies on English language teaching and learning in Ecuador. It also helps to better understand and emphasize the emerging and evolving resources available to EFL learners, as well as other stakeholders

involved in the process; in this case, parents themselves, teachers, educational systems, and school leaders with the objective of improving the English education system.

Concerning school system inefficiencies, a consideration would be the proposal of analyzing current EFL curriculums, in this case, starting with the one from the selected school, to determine deficiencies and propose further improvement.

In addition, as families can purchase supplementary tutoring for their children, this may have major implications for families who cannot, and as a result, widening the gap of language knowledge and inequalities.

Other scenarios may arise from the interaction of private tutoring (shadow education) and the mainstream, such as, teachers and students reducing their efforts at schools knowing there is additional private support outside of school.

Reasons for EPT have been described based on this research; nevertheless, there is always the possibility of biased estimations regarding the impact of private tutoring when potential unobservable variables are not considered.

### **5.1 Limitations and Recommendations**

Limitations of this study include a narrow interview sample, in this case, nine interviews were performed as the research sample. If the sample size is limited, the study data findings and conclusions cannot be considered applicable to all middle-class parents' whose children receive EPT in Quito, Ecuador. Therefore, further studies could broaden the sample, and extend the scope of the study.

The researcher used only one qualitative instrument, in this case, interviews. For further studies, the research methodology can be completed using questionnaires with the objective of expanding the interpretation of parents' responses.

Time period would be another limitation, considering this study has been performed over a six-month period, to broaden the research, more time will need to be invested.

Even though according to some studies, private tutoring has been shown to have mostly positive benefits, the analysis of negative benefits can also be considered. Further studies could include a pilot to measure the impact of EPT on Ecuadorian EFL students, and its benefits or consequences.

Narrow geographical region, in this case, the city of Quito; the recommendation would be to expand the study geographically to embrace more regions.

Finally, the study perspective can be changed, and research on English Private Tutoring can be performed as another independent study, but this time from students' perceptions.



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## Appendix A: Research Protocol Approval



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Oficio N°. CE031-2023-CEISH-USFQ  
Quito, 12 de junio de 2023

Señora  
Jessica Oña  
Investigadora Principal  
Universidad San Francisco de Quito USFQ  
Presente

**Asunto:** Exención de evaluación  
**Referencia:** Investigación 2023-049TPG

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito USFQ (CEISH-USFQ), notifica a usted que, analizó la investigación “*Explorando las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023.*”, con código 2023-049TPG, determinando que es una investigación exenta de evaluación, de conformidad a lo dispuesto en la normativa legal vigente.

<b>Título de la Investigación</b>	Explorando las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023.			
<b>Tipo de Investigación</b>	Investigación con recopilación de información de forma anónima, en las que no se registre información sensible o participe población vulnerable o en condición de vulnerabilidad.			
<b>Campo de Investigación</b>	Ciencias de la Educación			
<b>Equipo de Investigación</b>	#	Rol	Nombre	Institución
	1	Investigador principal	Jessica Oña	Universidad San Francisco de Quito USFQ
	2	Director Tesis	Janine Berger	
<b>Duración de la investigación</b>	Seis (6) meses			

Documentación de la investigación:

Documentación	Idioma Versión	Fecha	# Págs.
1 Protocolo de Investigación	E02	31 may 2023	05
2 Hoja Informativa Oral	E02	31 may 2023	02
3 Guía Entrevista	E02	31 may 2023	02

Esta carta de exención tiene una vigencia de seis (6) meses, desde **12 de junio**, hasta el **12 diciembre 2023**.

Recordamos que usted deberá:

- Conducir la investigación de conformidad a lo estipulado en el protocolo de investigación presentado al CEISH-USFQ.
- Solicitar al CEISH-USFQ la evaluación y aprobación de enmiendas a la investigación y/o documentación relacionada, previo a su implementación.
- Emitir al CEISH-USFQ publicación científica oficial de la investigación.
- Cumplir con las demás obligaciones contraídas con el CEISH-USFQ en la “*Declaración de Responsabilidad del investigador principal*”.



## Appendix B: Informed Consent



UNIVERSIDAD SAN FRANCISCO DE QUITO (USFQ)



2023-0497PG  
FE02, 31 mayo 2023

### Hoja Informativa Oral o Digital

A. Datos de la investigación	
<b>Título de la investigación:</b>	Explorando las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023.
<b>Investigador principal:</b>	Jessica Carolina Oña
<b>Patrocinador:</b>	No aplica

  

B. Tipo de modificación	
Investigación con recopilación de datos anónimos y aplicación de hoja informativa oral	<input checked="" type="checkbox"/>
Investigación con recopilación de datos anónimos y aplicación de hoja informativa digital	<input type="checkbox"/>

  

C. Hoja Informativa
<p>Nos dirigimos a usted para invitarlo a participar en la investigación "Explorando las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023". Antes que decida participar escuche cuidadosamente toda la información que se le ofrece. Tome el tiempo que requiera para decidirse, puede consultar con su familia y/o amigos.</p> <p>El propósito de esta investigación es explorar las percepciones de padres de familia acerca de las tutorías privadas de inglés, y las razones por las cuales las consideran para sus hijos. Esperamos que en este estudio participen aproximadamente 10 padres de familia o representantes legales cuyos hijos/representado asistan a colegios privados en la ciudad de Quito, y que reciben o han considerado contratar tutorías privadas de inglés para sus hijos/representado. La investigación tendrá una duración aproximada de seis (6) meses.</p> <p>Si decide participar en esta investigación le pediremos que responda a una entrevista a través de la plataforma Zoom. La entrevista será anónima (no le pediremos que mencione su nombre o encienda la cámara durante la entrevista) y consistirá en 20 preguntas sobre la educación de inglés como segundo idioma (ESL), las tutorías privadas de inglés (EPT), y sus percepciones acerca del aprendizaje del idioma inglés. Responder la entrevista le tomará aproximadamente 20 minutos. Usted puede contestar todas las preguntas de la entrevista, no contestar aquellas preguntas con las que se sienta incómodo, y/o retirarse de la entrevista o de la investigación en cualquier momento sin tener que dar explicaciones.</p> <p>Adoptaremos las medidas necesarias para asegurar la seguridad y confidencialidad de sus datos:</p> <ul style="list-style-type: none"> <li>- La entrevista es anónima. No se recopilarán datos que puedan identificarlo, ni se podrá que encienda su cámara. Se solicitará que emplee un pseudónimo durante la entrevista.</li> <li>- Sólo la investigadora principal tendrá acceso a la información recopilada.</li> <li>- La investigadora principal será la responsable de la custodia de la información.</li> <li>- La información se almacenará en la computadora personal de la investigadora principal por un periodo de seis (6) meses. Una vez concluido este tiempo la información será destruida.</li> <li>- La información recabada se mantendrá confidencial y no se usará para fines distintos a los de esta investigación.</li> <li>- Es posible que los resultados de la investigación sean publicados o se discutan en charlas científicas; sin embargo, no se utilizarán datos individuales, sólo agregados.</li> </ul> <p>Usted no recibirá un beneficio por su participación en este estudio. No obstante, los resultados de esta investigación contribuirán a generar nuevo conocimiento sobre las percepciones y motivaciones de los padres de familia para optar por tutorías privadas de inglés para sus hijos. Su participación no supondrá ningún gasto para usted.</p> <p>Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar. Si tiene dudas sobre la investigación o sus procedimientos, por favor contáctese con nosotros a través del número: (+593) 995649928 o a través del correo electrónico: <a href="mailto:jonasm@estad.usfq.edu.ec">jonasm@estad.usfq.edu.ec</a></p>

## Appendix C: Interview Guidelines

### Instrumento: Entrevista (ES)

#### Guía de preguntas para la Entrevista de la Investigación:

**Explorando las motivaciones y percepciones de padres de familia de clase media para optar por Tutorías Privadas de inglés (EPT) para sus hijos, 2023.**

#### Parte 1

##### Antecedentes: Padres

¿A qué se dedica como actividad económica?

¿Cuál es su grado de escolaridad?

Si aplica Educación de tercer nivel, ¿A qué universidad asistió?

¿Tiene conocimiento de inglés?, ¿Cómo definiría su nivel de inglés?

- Alto
- Medio
- Bajo

En caso afirmativo, ¿Dónde y cómo aprendió inglés?

¿Ayuda a sus hijos con sus tareas de inglés en casa?

¿Qué tan seguro se siente cuando ayuda a sus hijos con la tarea de inglés?

#### Parte 2

##### Antecedentes: Estudiantes

¿A qué institución educativa asiste su hijo?

¿Qué le motivó como padre de familia a matricular a sus hijos en el colegio X/Y?

¿Consideró las opiniones de otras personas para inscribir a sus hijos en esta institución?

Si es así, ¿cuáles fueron esas opiniones?

¿Recibió algún comentario acerca de la enseñanza de inglés en esta institución educativa?

Si es así, ¿Qué tipo de comentarios?

¿Cómo describiría la enseñanza de inglés (ESL) en esta institución?

¿Qué tan satisfecho está con la educación en inglés que su hijo recibe actualmente en la institución educativa a la que asiste?

- Satisfecho
- Algo insatisfecho

- Insatisfecho

¿Considera que su hijo practica y produce realmente el idioma inglés?

¿Cómo describiría la experiencia de su hijo con el aprendizaje, y práctica del idioma inglés?

Además de las clases de inglés en la escuela, ¿está su hijo expuesto al idioma inglés de alguna otra forma? ¿Cómo?

En general, ¿Cuál es su creencia personal sobre el aprendizaje de inglés como segundo idioma (ESL)?

¿Por qué invertir este tiempo en clases de inglés en lugar de otro idioma?

### Parte 3

#### **Tema: Tutorías Privadas de inglés**

¿Ha inscrito, o a considerado inscribir a sus hijos en Tutorías Privadas de inglés?

*En caso de haber inscrito a su hijo en tutorías previamente, ¿Qué le motivó a inscribir a sus hijos en Tutorías privadas de inglés (EPT: English Private Tutoring)?*

¿Qué tipo de opciones consideró para las tutorías de inglés? / ó, ¿Cuáles considera que serían sus opciones para las tutorías? ¿Dónde encontró estas opciones?

Por ejemplo:

- ¿Academias privadas de inglés?
- ¿Recomendaciones de familiares?
- ¿Tutorías de inglés uno a uno?
- ¿Profesores particulares?

¿Cómo se sintió al haber inscrito a su hijo en tutorías privadas de inglés? /

¿Cómo se sentiría al inscribir a su hijo en tutorías privadas de inglés?

Como padre, ¿cuál percibe que es su papel en relación con el éxito académico de su hijo?

¿Cuáles considera que son algunos de los beneficios que obtiene su hijo al asistir a clases privadas de inglés?

*Previo a las Tutorías privadas de inglés, ¿Cómo describiría el desempeño de su hijo en relación con el aprendizaje del idioma inglés?*

Y, ¿Después de tomar las tutorías de inglés?

¿Ha notado algún progreso en las habilidades del idioma inglés de su hijo desde que tomó la tutoría privada de ESL?

Finalmente, ¿Cuál es su nivel de satisfacción respecto a las clases particulares de inglés? (*Si aplica*)

- Satisfecho
- Algo insatisfecho
- Insatisfecho

#### **Appendix D: Interview Participants**

<b>Participant No.</b>	<b>Pseudonym</b>
1	Participant A
2	Participant B
3	Participant C
4	Participant D
5	Participant E
6	Participant F
7	Participant G
8	Participant H
9	Participant I