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**University students' perceptions of the role of English in their future  
professional goals**

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## **DEDICATION**

I want to thank God, for allowing me to accomplish not just this dream, but many other things that have made me appreciate the blessings that he has always provided me with.

In addition, I would like to thank my children, my mother, and friends who have been there through good and bad times who have always believed in me and encouraged me to pursue my personal goals in life.

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## RESUMEN

Este estudio nació debido a la falta de motivación mostrada por los estudiantes en sus clases de inglés y también como una manera de entender los factores que ellos consideran importantes cuando estudian un segundo idioma. Por lo tanto, esta investigación tiene como objetivo identificar las actitudes de los estudiantes universitarios hacia el aprendizaje de inglés como segundo idioma y sus percepciones del mismo en sus objetivos profesionales a futuro.

Se empleó una metodología cualitativa mediante entrevistas a seis estudiantes del nivel A2.2 del Instituto Académico de Idiomas de la Universidad Central del Ecuador. Un enfoque inductivo y deductivo de codificación fue utilizado para clasificar la información. Se evidenció un total de veinte y siete códigos los cuales fueron agrupados en siete códigos axiales y subsecuentemente en tres códigos selectivos para obtener un mejor panorama de los datos recopilados.

Los resultados muestran que las circunstancias especiales que motivan a los estudiantes a aprender inglés están conectadas a sus planes y aspiraciones. Además, se encontró que los estudiantes universitarios perciben que sus experiencias de aprendizaje de inglés no han sido suficientes para prepararlos con herramientas útiles para su desarrollo educativo a futuro.

**PALABRAS CLAVES:** MOTIVACIÓN, APRENDIZAJE DE IDIOMAS, OBJETIVOS FUTUROS, ESTRATEGIAS DE APRENDIZAJE, INGLÉS COMO LENGUAJE EXTRANJERO, ESTUDIANTES UNIVERSITARIOS ECUATORIANOS.

## **ABSTRACT**

This study was born of the lack of motivation shown by students in their English classes and as a way to understand what factors they consider important when studying a second language. Therefore, the present research study aims to identify university students' attitudes towards English as a Second Language learning and their perceptions of the language in their future professional goals.

A qualitative methodology was applied through interviews done with six students of the A2.2 level of the Language Academic Institute at Universidad Central del Ecuador. An inductive and deductive approach to coding was used to categorize the information. A total of twenty-seven codes emerged which then were grouped into seven axial codes and finally grouped in three selective codes to have a better overview of the collected data.

The results show that the special circumstances that motivate students to learn English are tied to their plans and aspirations. Additionally, it was discovered that university students perceive that their English learning experiences have not been enough to prepare them with valuable tools for their future educational development.

**KEY WORDS:** MOTIVATION, LANGUAGE LEARNING, FUTURE GOALS, LEARNING STRATEGIES, ENGLISH AS A FOREIGN LANGUAGE, ECUADORIAN UNIVERSITY STUDENTS



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## INTRODUCTION

Due to the constant demands and changes that the world has, speaking more than one language is an asset in areas such as business, science, and education as a way to communicate with other people from other countries that do not share their first language. The language that is currently used as a *lingua franca* around the world is English and that is why some countries have included it as part of their school/college curriculum (Baker, 2015).

In Ecuador, Spanish is the official language, but many other languages are spoken among indigenous communities too (King, 2002). Therefore, for some students, English will be their third or fourth language. The Ministry of Education considers English a foreign language (EFL) because it is not an official language of the country (Cáneppa et al., 2018). Nevertheless, English is used to communicate in the tourist and business sectors, and to pursue further training or education in international universities around the world. Additionally, considering the Common European Framework of Reference for Languages (CEFR) a new curriculum was created in 2012 as well as guidelines to help teachers to achieve a B1 proficiency level at the end of public high schools (Cáneppa et al., 2018). Private institutions in Ecuador offer different programs where English is taught and forms part of their curriculum not only as a general subject but also to teach different subjects such as Science, Social Studies, Art, and so on, exposing learners to more hours of the language which guarantees better opportunities for them (Intelligence, 2015).

When learners acquire a second language, they have to learn a new set of linguistic rules, vocabulary, skills, and many other aspects that they might not feel comfortable with. According to Floy et al. (2009) “a positive learning experience could be defined by many factors, engagement, perceived course value, and the use of deep learning strategies are believed to be integral to a student’s positive learning experience.” (p. 181). In other

words, for students to enroll in English courses some external factors taken into consideration will be their personal or professional plans and how they perceive the value of that course which ultimately would have an impact on their learning process.

Ament et al. (2020) did a study on university students from Barcelona about second language motivation and students' attitudes to learning English, and concluded that motivation changes; social pressure is key in university students when learning English; having an ideal L2 learning environment increases self-confidence, a positive learning experience, and results; language learning programs, as well as Centers, can aid to encourage and create a positive learning environment.

Moreover, Kwok and Carson (2018) studied language learning motivation for young foreign adult learners in Japan concluding that the target language culture and how the learners feel about that community are tied aspects to learning that language; and that "it is undeniable that learners' ambition is a strong driver for motivated behavior" (p. 276). Even though this study was done on learners of Japanese and not English learners, and the former was immersed in the language while the latter was not, its contrast and analysis with the usual theories of second language acquisition show other aspects that were not previously explored.

Similarly, research into motivation in the EFL classroom has discovered that certain strategies can encourage learners to think more positively and thus be more motivated in their learning process achieving better results (Floy et al., 2009). Therefore, it is important to find out specific strategies that can motivate university students according to their conditions and contexts so a better learning experience can take place in the Academic Language Institute at Universidad Central del Ecuador.

Therefore, there is a need for a better understanding of students' circumstances, beliefs, priorities, goals, and communities that they are members of and how all those

factors shape the way they learn or interact in a learning environment. No information regarding the age of the students enrolled in the educational programs offered has been found on the web page of the university, but Llamucho (p.c) indicated that the median among students is from 18 until 25 years of age. That being the case, the circumstances that surround the students' lives, learning contexts, and how it influences their learning attitudes have been overlooked.

The Academic Language Institute (Instituto Académico de Idiomas -IAI) at Universidad Central del Ecuador offers courses in Italian, French, and English languages, which are compulsory to graduate. In addition, it offers Korean and Quechua as non-compulsory languages which are open to the general public, and are not considered optional languages to obtain a proficiency level certification. English is the most often taken course among students with a total of 60% of this module compared to French with 30% and Italian with 10%. There are only two proficiency English levels taught at the Language Institute A1 and A2. Each of those subdivides into two modules: A1.1, A1.2, A2.1, and A2.2. Once students finished their A2 level of any of the compulsory languages already mentioned they got one of the requirements to graduate.

Therefore, from the previous considerations, this study aims to identify and understand the students' attitudes towards learning English as a second language, as well as to understand the complex aspects that learning English involves, including various features like motivation, culture, and future aspirations of a group of university students in a public institution which are presented in the literature review. In addition, the researcher describes the methodology used during this study, the participants, the data collection process, and the ethical considerations applied to protect the students' identity. Later, the results obtained from the six interviews based on a system of codes which were originated from the students' responses and contrasted with the concepts previously

explained in the theoretical background are presented in the results and discussion section. Finally, the researcher used the findings of this study to establish some conclusions to enhance deep learning and aid to improve the language courses at the Language Academic Institute.

## **THEORETICAL FRAMEWORK**

To understand students' perceptions of learning English, this study relies on the importance of defining concepts related to motivation, perception, some external factors such as culture and socioeconomic status, and their connection to their future professional goals. It is important to understand the commitment that students have when learning a foreign language. Therefore, an overview of learners' attitudes will help to analyze their perceptions in-depth (Jiménez, 2018).

### **Learning preferences**

Some definitions cited by Jiménez (2018) state that learning styles are different ways that an individual has or applies when learning. Each person has preferences and styles when learning that is different from the others. People use a variety of senses, and parts of their brain or some kind of methods that facilitate their learning. For instance, one may like to write instead of speaking, another may prefer to associate images with concepts, and some others may be more analytical or spontaneous, and so on. Consequently, the same author cites Brown (2002) and his classification into "three main types of learning styles [according to their] physical and sensory preferences" (p. 71). Students might be able to get the advantage of using their way of learning to comprehend better, but they can always learn and used other strategies that can help improve their learning. An ideal learning situation would be a combination of various styles as each student sees which one it's suitable for him or her when learning something (Jiménez, 2018).

### **Learner's motivation**

Jiménez (2018) when citing Richards and Schmidt (2002) states that "motivation is the combination of learners' attitudes, desires and willingness to expend effort to learn a second language" making it clear that motivation is needed in language learning and

that without its learners won't make the necessary effort to learn and will fail to succeed in their learning process (p.71).

Maslow developed in 1943 the first theory of motivation based on a hierarchy of needs where he claims that individuals do not only depend on external factors to motivate themselves, but they depend first on an internal needs program. He also states that those needs are limitless and once an individual satisfies one need, another one will appear (Uysal et al., 2017). Moreover, the Self Determination Theory (SDT) developed by Ryan & Deci (1985) states that the basic psychological needs (BPNs) are essential for the welfare of any human being, which encourages the intrinsic motivation that influences how the person is going to behave regardless of their culture, gender, or group affiliation (Ryan & Deci, 2000). SDT "is an approach to human motivation and personality", which emphasizes the inner resources of human beings as a way to develop their personality and independent behavior (Ryan & Deci, 2000, p.68). SDT defines three basic needs which are autonomy, competence, and relatedness which are involved in someone's development. Autonomy deals with the intention of doing something with a purpose. Competence involves someone's satisfaction when he or she becomes skilled at something. And relatedness is the concern of someone's feeling of affiliation with others. Negative aspects can rise if the previous needs are disregarded. If a teacher identifies these needs he or she can benefit from more enthusiastic, ingenious, and approachable behaviors as opposed to indifferent, self-involved, and at bay students (Vansteenkiste, 2022).

Motivation is an inner process that precedes a behavior like commitment. It leads students into various activities that influence academic performance that can also help university students when electing their professions. Authentic motivation has "interest,



excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, and creativity” (Ryan & Deci, 2000, p.69).

### **Learner’s motivation and academic performance**

Intrinsic motivation resides within a person, and it involves favorable settings, which can be affected by positive or negative factors. People will maintain their intrinsic motivation when they are interested, or curious about an original or unique activity. Extrinsic motivation is regulated by external factors either by something impose or in return (Ryan & Deci, 2000; Cardella et al, 2020). In the same way, motivational factors can change over time and space where both intrinsic and extrinsic motivation can be combined and play an important role according to students’ perceptions of the value of an activity, lesson, class, or professional career.

Additionally, there are some psychological variables like self-determined motivation, the satisfaction of basic psychological needs (BPNs), or commitment that stimulates academic performance. Once the BPNs are satisfied positive consequences, such as greater autonomous motivation, greater self-control, or greater intention to want to learn will follow (Ryan & Deci, 2000).

### **Learner’s autonomy**

An autonomous learner defined by Henry Holec is someone who is in “charge of his own learning” (Yasmin & Sohail, 2018, p. 2). He can take responsibility for his learning choices such as his objectives, progression, and the various techniques or methods to acquire the skills in the language. It includes “effort, commitment, and certain independent behavior on the learner’s part” (Jiménez, 2018, p. 72).

Additionally, Yasmin & Sohail (2018) when citing Dam (1995), Benson (2011), and Candy (1991) clarifies that a learner becomes independent because he or she wants to, and he is also “independent of external help as well as interdependent”. Moreover, he

has some characteristics such as “self-awareness, curiosity, motivation, flexibility, confidence, and persistence” (p. 2).

Therefore, for the current study autonomy will focus on the way students make decisions on their preferences about their learning styles, commitment, self-motivation, and any behavior that shows them their independence when learning. In the Language Institute, autonomy is not seen as learning independently because they still have to follow the teacher’s instructions but they have a certain amount of control over how they approach their lesson, objectives, and intentions.

### **Learner’s autonomy and Language acquisition**

According to Yasmin & Sohail (2018), learners’ autonomy has been helpful to language acquisition because it allows them to explore its benefits such as setting goals, planning their learning by analyzing their strengths and weaknesses, and interacting. This is activated by their curiosity, motivation, and confidence. In addition, from the studies used in this research paper, it was concluded that an efficient learner is someone autonomous, and the more proactive he is the better user he becomes. Activities that are done out of class, and the use of technology and social media reinforce autonomy.

### **Adult student’s motivation**

Some research about adult learners’ motivations has shown that there are specific goals and perspectives when learning English due to their varied life circumstances. A pioneer in highlighting some differences in adult education was Lindeman (1926) stating four principles. Adults consider education as a process throughout life, “not vocational”, concentrates on situations and not subjects per se; and should prioritize experience. Later, Houle made interviews to identify why and how adults learn, where he distinguished three types of learners. “Goal-oriented” who “continue their education because of a necessity

or “an interest”, “activity-oriented” who learn “for social reasons” and “learning-oriented” who appreciate and see the worth of the experience (Barton, 2019, p. 42).

On the same topic, Knowles et al. (2005) created an andragogical model which emphasizes the teaching and learning process of adults in contrast to pedagogy that focuses on the teaching and learning process of young learners. The model describes five premises of characteristics of adult learners such as the need to know the purpose before learning something, to be treated as independent, to value their experience, to require a class, and to see the worth of what they are learning in real-life contexts (Barton, 2019).

Consequently, it is worth mentioning that not all adult learners might fall into one of those characteristics as it also depends on the individuals’ life circumstances which might have an impact on their motivation to learn as well.

### **Study skills**

There are some “abilities, activities, techniques, and approaches that are normally applied to learning, to promote it effectively and autonomously” and those are known as study skills. They help students to become independent and successful in their learning process. If students can use effectively these learning strategies, they will not only achieve solid learning but also will make it valuable (Jiménez, 2018, p.72).

The learning process in depth described by Garrison (1997) contemplates “three overlapping dimensions...” (Barton, 2019, p. 51). The first is, self-management which considers the external factors that are involved in the learning process. Learners take control over what are they going to study and why, and the support and resources needed to accomplish that. The second, self-monitoring is where “the learner takes responsibility for the construction of personal meaning” (Barton, 2019, p. 51). In this dimension, learners have to connect previous and new knowledge to obtain a meaningful learning

experience. The last one is motivation which is key in adult learning as it is decisive to “learning tasks” and “goals” (Barton, 2019, p. 52 ).

### **Motivational theories in adult learners**

Research and theories in second language acquisition had mainly addressed how learners acquire the language, but little was done to find out the motivation behind their learning. Due to external factors that have increased English speakers globally the field of Second Language Acquisition (SLA) has seen the need to study the “learner’s motivation in connection to self and identity”. Garner (2003) with his “socio-educational model” of SLA considers three aspects which are integrativeness, attitudes towards the learning process, and motivation. The first two help the last one due to the display of actions and emotions towards learning (Barton, 2019, p. 57).

Moreover, Dornyei (2005) combined SLA and psychology to make his theory called the L2 Motivational Self-System. The theory relies on the ideas that learners have about their future achievements in the language which triggers certain behaviors in the light of what they hope to become, negative patterns to avoid, and learning experience. Dornyei’s theory enables the learners to go in the future and imagine what they would like to become if they master the language and as a result be motivated to learn the language (Barton, 2019).

### **Identity and language acquisition**

Identity is the personality, learning styles, and motivation that a language learner has. It is also seen as how a language learner perceives their position in the target language and community (Norton, 2011).

Susan Gass 1998 presented a strong contribution about how identity plays an important role in language learning. Her theory can be summarized in eight premises:

1. A language learner is not isolated his or her identity is “theorized as multiple, changing, and a site of struggle” which means that he or she is in constant contact with a variety of social contexts in time and space (Norton, 2011, p. 414).
2. The identity that a language learner has can cause discomfort or it can create opportunities when trying to interact with others (Norton, 2011, p. 414).
3. A crucial issue to address is “how power in the social world affects learners’ access to the target language community”. In other words, how learners feel when they want to interact with native language speakers (Norton, 2011, p.414).
4. A way to improve or motivate language learning can be through how the learner practice or have time to do it, the availability of the resources, and the way a learner identifies among a given context (Norton, 2011, p. 414).
5. The conditions or settings that a learner can be exposed to are in constant construction. Therefore, it cannot be completely considered. “If learners are successful in their bids for more powerful identities, their language acquisition may be enhanced” (Norton, 2011, p. 415).
6. A learner can be motivated to learn, but it is not enough as he can be exposed to various contexts where unequal language practices can take place due to relations of power or lack of investment in the language practices in or out of the classroom (Norton, 2011, p. 415).
7. A learner’s visions about his future identity in the target language and its community help him see a range of opportunities if he or she is part of it (Norton, 2011, p. 415).

Considering sociocultural theorists in language learning such as Vygotsky, Wertsch, and Rogoff it can be said that learning a language “is a social process in which culturally and historically situated participants engage in culturally-valued activities,

using cultural tools.” (Norton, 2011, p. 419). As learners are part of a community where they have social interactions in different contexts, they learn to behave in certain ways that they understand that a way to practice the language is by using it in real-life situations.

There are significant aspects that may influence language learning and that are part of the learner’s identity such as ethnicity, gender, and sexual orientation (Norton, 2011). Therefore, a study by Mortha (2006) showed that teachers, as well as students, must analyze “how language practices can oppress or liberate, and how the equating of whiteness with ‘standard English’ should be challenged” (Norton, 2011, p. 425). In other words, how an individual when learning another language feels when interacting by giving settings that promote racism.

In language acquisition, intersectionality is a broader concept that considers other aspects and characteristics of a variety of groups of learners. This idea is understood and analyzed from the social and cultural interactions that learners have with speakers of the target language, which is also considered to be part of a learner’s identity and now educators have to create an equal environment for everyone regardless of gender, sexual orientation, ethnicity, religion, etc. to be welcome without any labels (Norton, 2011).

### **Socioeconomic status and language learning motivation**

Gayton (2010) explored the connection between socioeconomic status and language learning in three different countries in Europe. Her article describes some social influences when learning a language and one of them is the learner’s socioeconomic status. Overall results showed that parents’ occupation, travel opportunities, language prestige, familiarity with the culture, parents’ using the target language, outside classroom activities, and the value of the subject are some of the factors that influence the learning attitudes of learners and are linked with the socioeconomic status that each student has. In addition, the study states that academically middle-class learners are better prepared

than lower-class students due to their aspirations and their parents' encouragement to continue with their education.

A study done by the British Council about English in Ecuador in 2015 stated that the population with a high socioeconomic status spends more money on education than the lower class. Consequently, increased interest in education in Ecuador is linked to higher income. Two reasons that demotivate lower and lower-middle-class English learners to study the language are the high cost and the absence of government funding. In contrast, private institutions offer a variety of classes in English which enables high-class learners to prepare effectively in other educational aspects and contexts (Intelligence, 2015).

## **RESEARCH METHODOLOGY**

To obtain a fuller picture of an individual's motivation; context; culture; previous, current, or future studies; and how society or a group has shaped the way they feel about learning a second language qualitative research was used since is the most appropriate to have a deep understanding of the context of the participants (Maxwell, 2013). A phenomenological approach was used in this study to draw better conclusions from a specific group of participants in one of the most popular and recognized public universities in Ecuador. The strength of using this qualitative approach is that the researcher will collect the data through interviews that will help to understand the participants' perspectives as well as explore their behavior and way of thinking according to their individual experiences and perceptions when learning English (Delve & Limpaecher, 2022).

As this is a preliminary study that will lead to other projects at the Language Institute, the researcher wanted to get a small number of participants to analyze their responses closely and from there gather valuable information that will benefit the institution itself. Therefore, the target population used in this research paper is the students from the highest level of the modules offered at the Language Institute because that experience would give them a better understanding of its use not only in their personal but also in their professional lives. The researcher used interviews with a guided approach to cover topics and issues connected to the study. The guide of the questions was previously created by the researcher and checked by the director of the thesis. The questionnaire had fifteen (15) open-ended questions which allowed the participants to respond freely according to their opinions, perspectives, and beliefs to get a wide and deep understanding of the answers (Maxwell, 2013; Cohen, 2011).



Once the data was collected a transcription of each interview was done. The researcher used the program MAXQDA 2018 to create a code matrix based on the data obtained from the interviews using a combination approach of inductive and deductive coding. The researcher used coding to analyze the data in categories that concise better the ideas are given in the answers of the participants and that way identify similar information among all. The codes were created according to the responses and later some other codes were added from the literature review of this research to have a complete view of the data collected (Cohen, 2011; Delve, 2022).

### **Participants**

The participants of this study are students who just finished the A2.2 module (last module) of the English courses offered in the Language Institute at Universidad Central del Ecuador. Once the permission of the Director of the Institute was given, the researcher contacted the teachers of the module and sent the information of the research in an email to be shared with their students. Then, the professors contacted their students to see if they would like to volunteer for the study. In case someone would like to participate in the research they could go to the link of the consent form, which was included in the email, to know more about the study and complete the contact details for further contact. The researcher intended to have ten students for this study and due to the lack of response, the invitation to take part in it was open for more than two weeks. Finally, eleven students showed interest and asked to be contacted, from those ten students completed the form, and only six attended the interview (four female and two male). All of them were from different educational programs at the university and had different ranges of ages and backgrounds. Each student was given a pseudonym to be addressed which in case it is needed will be used along the data analysis of this study. The participants were asked to

state at the beginning of the recording of the meeting that they were there voluntarily, had read the consent form, and had consented to be recorded during the time of the interview.

### **Data Collection**

The researcher contacted the volunteered participants to organize the day and time of the interview. Once the interviews were done virtually, the audio recordings were transcribed to have a written version of the participants' answers. The interview was in Spanish because the researcher wanted the participants to feel comfortable when answering the questions and sharing any other relevant information that can be useful for the study. Furthermore, the interview was held in Spanish to avoid misunderstandings due to a lack of vocabulary which could impede them to express what they wanted to say during the meeting. The researcher is fluent in both languages, she is from Quito and understands the local dialect which is why she was able to translate the data while maintaining the essence of what the participants meant to say.

After that, the program MAXQDA 2018 was used to create a list of twenty-seven codes obtained from the data collected. Based on the previous, the researcher analyzed the list and the number of occurrences of each code to determine the categories under which the codes would be classified into. Even though the data was in Spanish the researcher coded it in English for the reasons cited above. A total of seven axial codes were created from the data presented in the recordings and subsequently, three selective codes emerged.

### **Ethical considerations**

To protect the participants' information, all the collected data is in an encrypted file stored on the personal computer of the researcher with no public access to the information or personal details of the participants of this study.

The risks to the participants were minimal, and all of them had the opportunity to accept, or not to take part in the study once they read the document in Spanish called “consentimiento informado digital”. This document had the information of the study such as the title, objective, confidentiality process, etc. Students received the electronic consent request with the information detailed previously to be well informed about the study. At the beginning of each interview, they gave oral consent confirming their participation and giving their permission to be recorded.

## RESULTS AND DISCUSSION

The data collected for this study was aimed to identify students' attitudes towards EFL, their perceptions and experiences, and contribute to better teaching-learning plans. In addition, the researcher wanted to understand the special circumstances that motivate or not students to learn English, discover how English university learners perceive English in their current and future lives, and based on the previous be able to create more meaningful learning experiences in the English language courses at the Academic Language Institute.

The following table shows the twenty-seven codes used for the analysis and their description. The organization was done according to the number of manifestations found in the interviews, that is from the highest number of occurrences to the lowest.

Table 1

*Description of codes*

<b>Codes</b>		
<b>No.</b>	<b>Codes</b>	<b>Description</b>
1	English learning strategies	The activities or techniques used by students to learn English.
2	Motivation to study	The incentive that students have to study English as a second language.
3	ELT perceptions	The ideas that students have on how English is taught.
4	Uses of English	Variety of ways where English can be useful for students.
5	Relationship English-Academics	The connection that English has with the students' education.
6	English learning challenges	Aspects of the language that students found it hard to learn.
7	Interaction with native English speakers	The use of English as a tool to communicate with native English speakers.
8	First encounters with English	Students' language first experience.

No.	Codes	Description
9	English learning perceptions	The beliefs that students have about learning English.
10	Relationship English-work	The connection that English has with students' job prospects or their professional lives.
11	Time studying English	The length of time that students have been learning English.
12	Birthplace	The place where students were born.
13	Parents' academic preparation	The level of education that students' parents have.
14	Time living in Quito	The time that students have lived in Quito.
15	Gender	The term is used to identify their sexual orientation.
16	Undergraduate program	The educational program that students are studying at UCE.
17	Age	The number of years that each student has.
18	Reasons to learn English	The students' motives to learn English.
19	Family English perceptions	The beliefs that students' family members, relatives, friends, or community have towards learning English.
20	Changes in English perceptions	The way students' initial beliefs about learning English have changed along the way.
21	Economic support to study	Any form of financial assistance received during their studies.
22	Opinion's about living in Quito	Students' perceptions about their education when living in the capital city of the country.
23	Study support	Any form of resources or services received during the learners' studies.
24	Difficulties when learning English	The complications that students have when learning English.
25	Emotional support	Any form of affection or ways to care for the student's emotional wellbeing during their studies.
<b>Codes with only one occurrence</b>		
26	Undergraduate semester	The level of the educational program that the student is currently studying.
27	Residency plans	The place where students are thinking of living in the future.

## The coding process

By analyzing the responses obtained from the students' interviews, the literature review, and the objectives of this study, the researcher created analytic codes which led to grouping them into axial coding categories and later tuned into selective coding (Cohen L., 2011).

Considering the twenty-eight codes, the researcher identified the connections between them and created seven axial codes that help summarized the codes found in the data. Finally, selective coding was used to recognize the core themes into which the previous group could be categorized.

Table 2

*Description of selective and axial coding*

	<b>Selective coding 1</b>	<b>Selective coding 2</b>	<b>Selective coding 3</b>
	1. English learning goals	2. English proficiency development	3. English learning desire
<b>Axial coding</b>	1.1 Perceptions	2.1 Learning strategies	3.1 Motivation
	1.2 Uses	2.2 Language learning experiences	3.2 Attributes
	1.3 Benefits		

Table 2 shows the general view of how the axial codes were grouped to form the selective ones according to their connections. The codes under each axial code are presented in Tables 3, 4, and 5.

Table 3

*Description of Selective coding 1*

<b>Selective coding 1</b>		
1. English learning goals		
1.1 Perceptions	1.2 Uses	1.3 Benefits
Changes in English perceptions ELT perceptions English learning perceptions	Uses of English Interaction with native English speakers	Relationship English-Academics Relationship English-work

Family English perceptions		
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Table 4

*Description of Selective coding 2*

<b>Selective coding 2</b>	
2. English proficiency development	
2.1 Learning strategies	2.2 Language learning experiences
English learning strategies	English learning challenges First encounters with English Time studying English Difficulties when learning English

Table 5

*Description of Selective coding 3*

<b>Selective coding 3</b>	
3. English learning desire	
3.1 Motivation	3.2 Attributes
Economic support to study	Age
Emotional support	Birthplace
Motivation to study	Gender
Opinion's about living in Quito	Undergraduate semester
Parents' academic preparation	Undergraduate program
Reasons to learn English	
Study support	
Time living in Quito	

### **Interview findings**

By analyzing the data sets from the interviews done the following results were found:

Figure 1 shows the four codes categorized under the axial code called **perceptions** where the most representative code is ELT perceptions with 22 manifestations. This code

gathers ideas about students' perceptions of how teaching is done. One of the participants said that she felt frustrated by learning always the same things all the time when she was in school and another participant mentioned that students only learned what they need to pass the level, but there is no real learning involved (Students C & D). From those excerpts, it can become clear that students' perceptions about how English is taught to them do not contribute to their language learning instead they take the course just because it is required for them but do not see perceive the benefits of how English is taught to them.

Figure 1

*Perceptions*

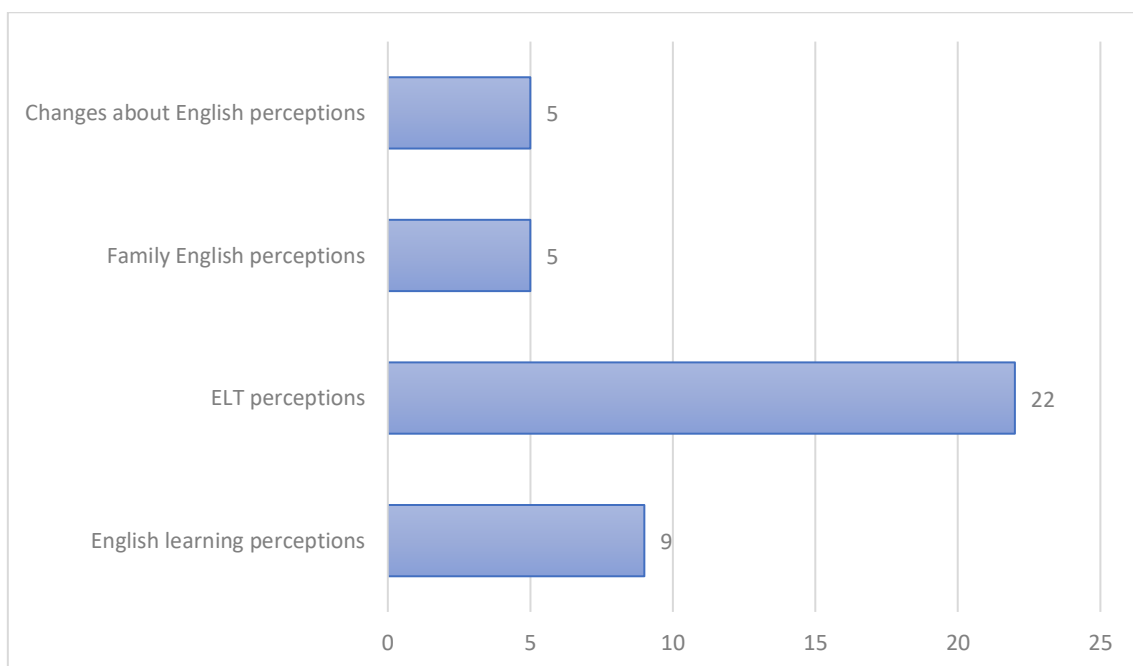


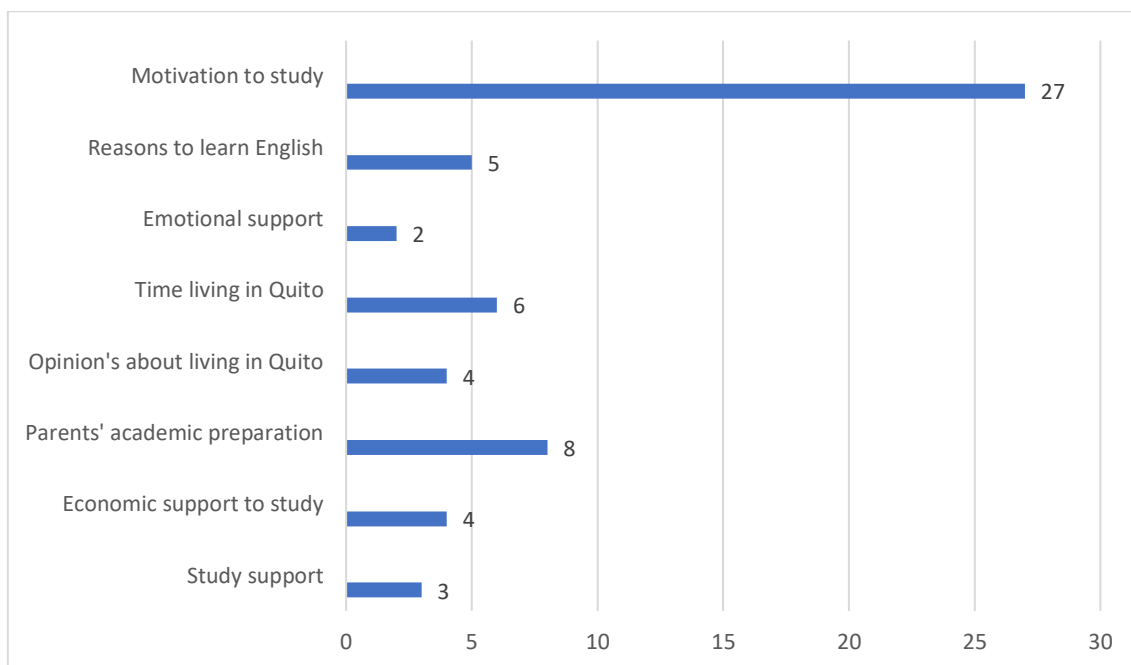
Figure 2 illustrates the axial code **motivation** where according to the participants' answers Motivation to study is the most mentioned aspect with 27 manifestations overall. There are some examples found in the data which can be perceived in the following excerpt about students' incentive to study English. Participant D pointed out that she would like to study a master's degree and she will use English there. In addition, another participant stated that she studies English because she wants to overcome herself and that



way to help her family (Participant F). The participants of this study agree that the core motivation to study English is that they can improve their life opportunities by continuing their studies and that is why they perceive that they need English to do that.

Figure 2

*Motivation*



In addition, how students use English in their lives presented 18 manifestations among the participants of this research. Three out of six students mentioned that they would like to use English to communicate with others which can be seen in the following excerpt which states that he could interact with tourists or people from other counties as Ecuador has many tourist attractions (Participant B). The other three students said that they think English can be useful for them to continue with further educational development. What is clear from the answers given by the students is that they see that English can be useful in one way or another in their future lives.

Another theme obtained in this study was the **benefits** of English that students perceive in their education and work. Unlikely, students do not perceive at this stage that English can help them with their job opportunities but they undoubtedly see that English

can benefit their educational plans. The following excerpts illustrate the view of the participants of the study which can be taken as a general opinion among all of them. Participant D thinks that English is key to studying a master's degree program and in addition participant, E believes that when he studies it is easier to find relevant and varied information in English, and if he knew more English, he would not need to translate everything to understand what the books or research papers say.

Regarding the **learning strategies** used by students when they learn English. The data showed a total of 48 manifestations where students listed activities such as listening to music or conversations of native speakers, watching videos or movies with English subtitles, interactive grammar applications or websites, the association of images with vocabulary, advertisements, and short reading texts; which help them to reinforce and improve their language learning inside and outside the classroom.

Figure 3 shows four categories of **language learning experiences** that students have had when studying English. The participants of this research stated that when learning English, they find it hard to speak as well as to understand the listening audios used in class because of their lack of vocabulary. One of the participants stated that while she is trying to understand the first word the speaker has already finished the phrase and she can't concentrate to get a general idea (Participant F). Similarly, participant C stated that she is shy and she does not like to make mistakes, which is a more generalized opinion that students have when speaking preventing them from developing this skill in English. In addition, the participants stated that they are afraid to speak as they to be conscious of what they say and start translating first in their minds to avoid making mistakes. This is a common challenge for students to overcome which has to do not only with them feeling comfortable about using the language but also with the classroom environment. If

teachers create a safe environment to encourage students to make mistakes and learn from them then students will be less afraid and interact more in class.

Figure 3

*Language learning experiences*

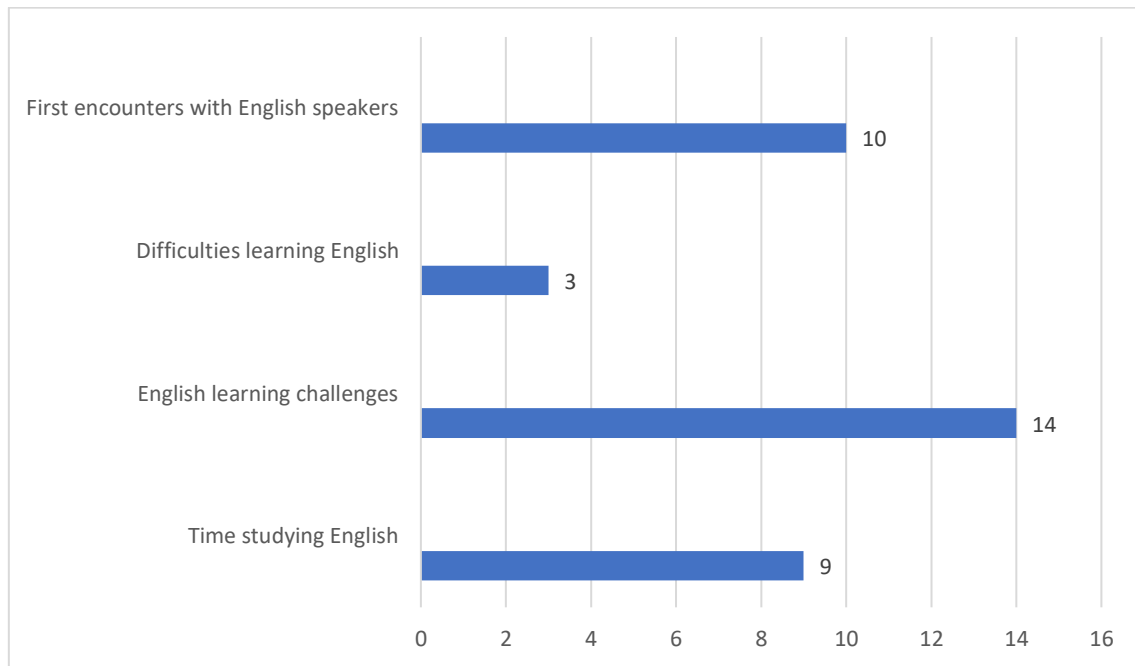


Figure 4 exhibits the **attributes** that characterized the participants of this study such as age, birthplace, gender, and undergraduate program and semester. A total of four participants in this study come from other cities outside Quito which is where the university is located. They have expressed that they have moved to the capital city for their studies. This might have also been influenced by the desire of improving their life quality which could not have been done if they would have stayed in the place where they were born and grew up. Universidad Central del Ecuador has 21 faculties and offers 63 undergraduate study programs with a total of 29,184 students enrolled this last semester (Universidad Central del Ecuador, 2022). It has also been ranked number nine in the Ecuadorian University Ranking in 2021 considering that in the top ten universities five of them are from Quito. It is worth mentioning that the first three universities from Quito

according to the ranking are private and the last two positions of the ten belong to public universities, and Universidad Central del Ecuador is one of them (uniRank, 2022).

Figure 4

*Attributes*

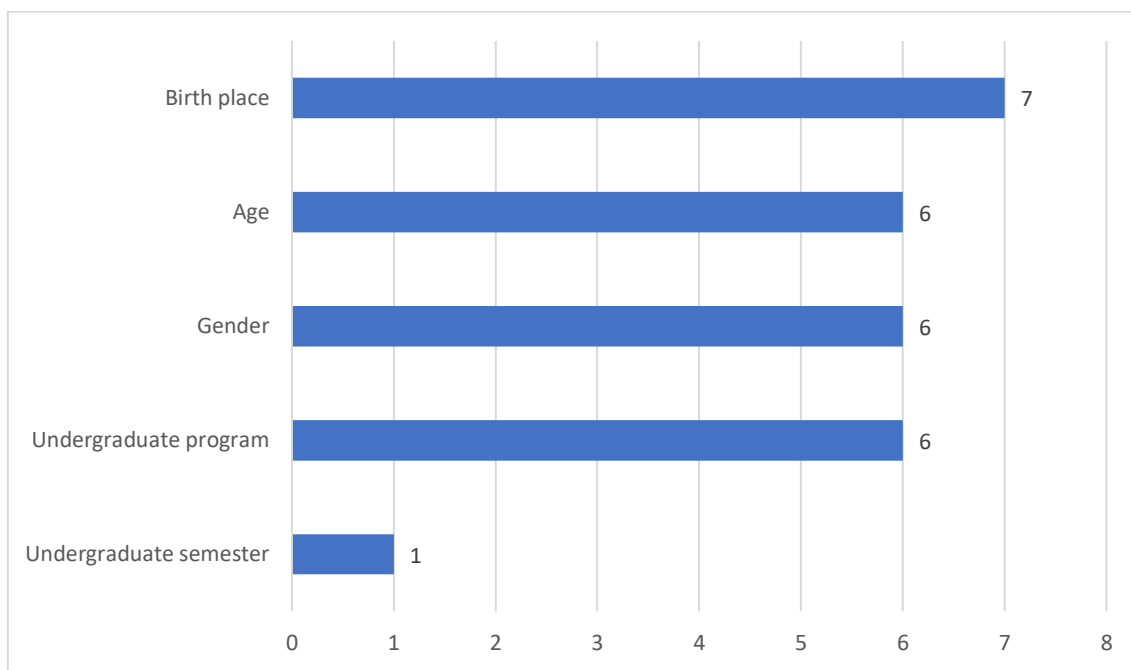


Figure 5 presents the three groups that are part of selective code 1 **called English learning goals**. As it can be seen the axial code that stands out from the three is perceptions with a total of 41 manifestations found in the data. For this study, perceptions are defined as how students understand or interpret their relationship with learning English through the use of their senses (Dictionary.com, 2022; Leung, 2022). Among the aspects students mentioned in the interviews, it is distinguishable that they perceive English as a useful tool in their lives and their family support that they study English, but they haven't experienced meaningful learning experiences that make them feel like English is relevant to their lives.

Figure 5

*English learning goals*

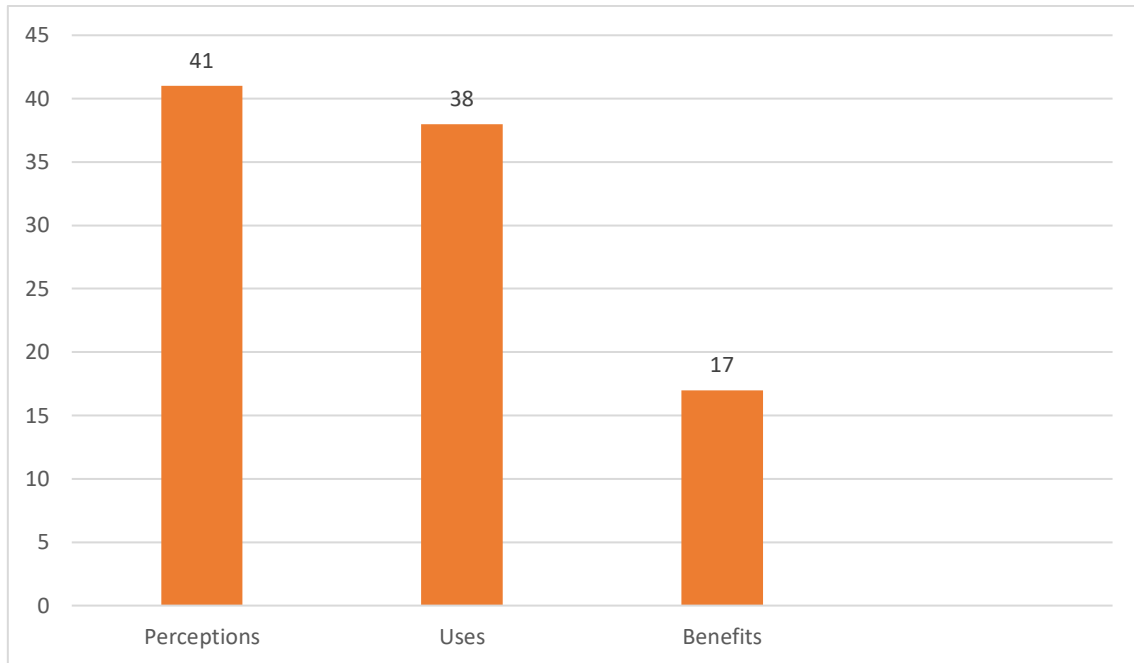


Figure 6 reveals that when referring to **English proficiency development**, learning strategies have an important role to help students to reinforce their learning and develop their language skills in a more effective and useful way. Once students select or identify the appropriate techniques or activities that boost their curiosity and autonomy to keep learning they become more responsible for their progress in the language.

Figure 6

*English proficiency development*

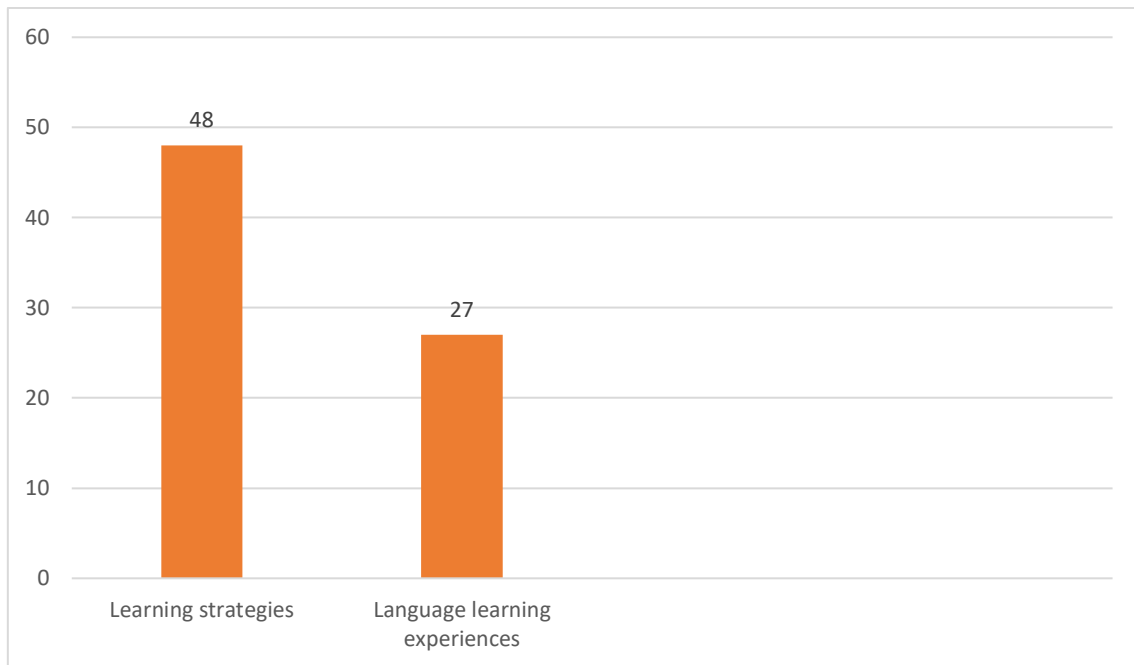


Figure 7 represents students' **English learning desires** which are triggered by two elements motivation and a set of attributes that are different for each participant in this study. The most relevant component is the motivation that students have when learning English. The various factors that influence students' motivation to study English are the support that they receive that being emotional or financial; their parents' academic level, reasons to continue with their education, and also the reasons to live in Quito which signifies differences in each generating in oneself the real purpose to learn English.

Figure 7

*English learning desire*

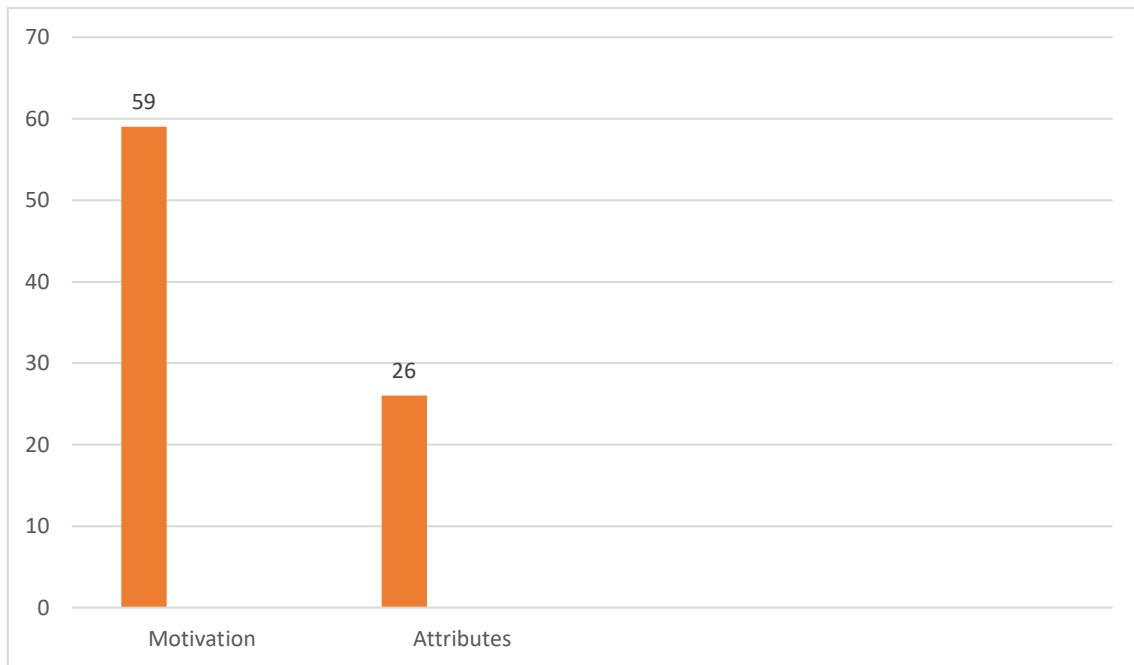
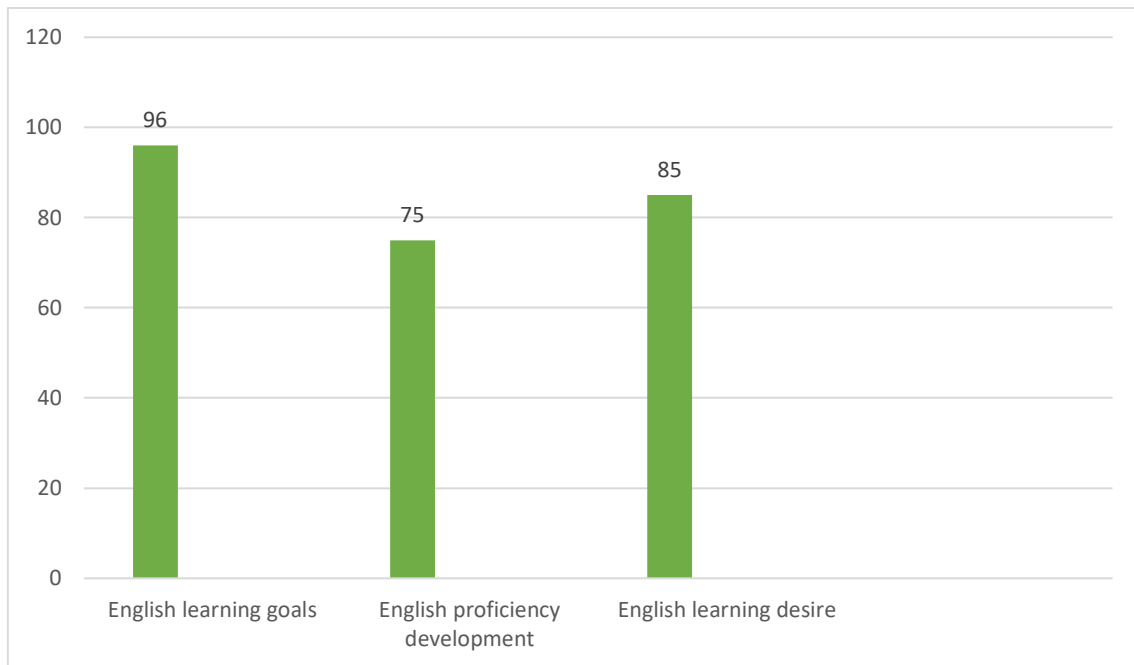


Figure 8 shows that the most important aspect or factor that students considered when learning English is the goals that they have to learn this language. In other words, they can see the benefits and the uses of English in their lives which are being influenced by the way they perceive their teaching and learning process. From the information obtained in this study, students identify their purpose to study with the perception that they have created about language itself which is based on their language experiences, advantages to know the language, and its use.

Figure 8

*Selective codes*





## CONCLUSIONS

The present research study aimed to identify students' attitudes towards learning English through the data collection of their perceptions and experiences with the language and how these might influence their professional goals. Throughout the study, it has become evident to the researcher that there is a connection between the immediate and practical use of English with the student's interest to learn the language. Moreover, they all expressed motivation to continue with their English studies because they see it as useful to their educational development but they do not see its immediate relevance to their work perspectives at the moment. In addition, results show that the participants looked for a variety of learning strategies inside and outside their classes that can help them to develop their English language skills as well as understand what they are learning.

Results suggest that the context where the student is brought up and their aspirations motivate them to learn the language. The respondents have a positive perception of how English can help them with their academic performance, but they struggled with some aspects of the language that are demanding for them such as speaking and listening. Nevertheless, they are aware of them which makes them foresee ways of working through the process to overcome those challenges.

As mentioned at the beginning, this is a preliminary research that has helped to identify the motivation that students have with the language and how they have perceived their learning experiences at the Language Institute so then later considering the students' responses to a similar study with a bigger sample can be recreated.

Finally, from the results obtained in this study strengths and weaknesses of how students perceive the role of English in their lives have been identified; therefore English teachers can use appropriate teaching tools to shorten the gap between the language and students' anxieties or fears, create meaningful tasks or activities to engage students with

the language and ultimately, develop students autonomy with the language that way students will develop their learning strategies to continue learning without necessarily being inside the classroom.

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## APPENDIXES

## Appendix A. Research Protocol Approval



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



## Certificado de exención

CE0011-2022-P22-015TPG-CEISH-USFQ  
Quito, 26 de abril de 2022

Señorita  
Shelagh Lucia Alban Heredia  
Investigadora Principal  
Universidad San Francisco de Quito USFQ  
Presente

Referencia: Protocolo 2022-015TPG  
Asunto: Aprobación de nuevo estudio

De nuestra consideración:

El Comité de Ética de Investigación en Seres Humanos de la Universidad San Francisco de Quito "CEISH-USFQ", notifica a usted que analizó la investigación: Percepciones de los estudiantes universitarios sobre el rol del idioma Inglés en sus metas profesionales futuras, Ecuador, 2022 (*University students' perceptions of the role of English in their future professional goals, Ecuador-2022*) determinando que es "exenta", de acuerdo con las regulaciones internacionales que rigen las investigaciones en seres humanos.

El CEISH-USFQ otorga este certificado, toda vez que la investigación cumple con uno o más criterios elegibles para una exención:

- Investigación con recopilación y/o análisis de datos anonimizados obtenidos de registros existentes.
- Investigación con recopilación y/o análisis de datos disponibles públicamente.
- Investigación con recolección de datos de manera anonimizada.
- Investigación que evalúe anónimamente programas públicos o prácticas educativas.
- Investigación que evalúe anónimamente el sabor y/o calidad de alimentos, o estudios de aceptación del consumidor



UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ



Datos de la investigación:

<b>Study-code</b>	CEISH-USFQ: 222-015TPG		
<b>Evaluation Report No.</b>	IE02-E031-2022-CEISH-USFQ	<b>Date</b>	April 25, 2022
<b>Title of the study</b>	University students' perceptions of the role of English in their future professional goals, Ecuador-2022		
<b>Type of study</b>	Qualitative research		
<b>Research team</b>	<b>Name of researcher</b>	<b>Institution</b>	<b>Role in research</b>
	1_Shelagh Lucia Alben Heredia	Universidad San Francisco de Quito	Investigadora principal
	2_Janine Berger	USFQ	Directora de tesis
<b>Research sites</b>	<b>Zone</b>	<b>Province</b>	<b>City</b>
	09	Pichincha	DM Q
	<b>Research-site</b> Instituto Académico de Idiomas, IAI, de la Universidad Central del Ecuador.		
<b>Life of the project</b>	04 months (April 26 to August 19, 2022)		

Documentación de la investigación:

Documentación	Idioma	Fecha	# Pgs
1 Research protocol	E02	March 30, 2022	14
2 Informed consent (IC) modified for digital application	E02	March 30, 2022	02
3 Instruments: Survey questions and guide (Guía de preguntas para la entrevista, con texto de consentimiento incluido)	E02	March 30, 2022	03

Este certificado tiene una vigencia de cuatro meses: desde el 26 de abril de 2022 hasta el 19 de agosto de 2022, tomando en cuenta las fechas de inicio-termino y periodo de duración especificados en el protocolo versión 02 (E02) aprobado con este certificado.

La investigación deberá ejecutarse de conformidad a lo descrito en el protocolo de investigación presentado al CEISH-USFQ. Cualquier modificación a la documentación antes descrita, deberá ser presentada a este Comité para su revisión.

El CEISH-USFQ deslinda cualquier responsabilidad en cuanto a la veracidad de la información presentada.

Iván Siza, MD, MPH, MS  
 Presidente CEISH-USFQ  
[comitebioetica@usfq.edu.ec](mailto:comitebioetica@usfq.edu.ec)



Adjunto: Informe de evaluación IE02-E032-2022  
 cc: Archivo digital del estudio  
 ISizant

## Appendix B. Invitation to participate in the study

### INVITACIÓN DE PARTICIPACIÓN



Para: Grupo 1 - base de datos

Mar 24/5/2022 14:30

Estimados estudiantes:

Después de un cordial saludo y debido a que ustedes han culminado los niveles de inglés ofertados en el Instituto Académico de Idiomas de la Universidad Central del Ecuador, me permito contactarles con la finalidad de que puedan ser voluntarios en una investigación llamado " University students' perceptions of the role of English in their future goals, Ecuador, 2022".

La misma tiene como objetivo el identificar y conocer las actitudes de los estudiantes hacia el aprendizaje de inglés como segundo idioma. También, se quiere entender las circunstancias que los motivan o no a aprender, el rol del idioma inglés en su vida actual y futura, y cómo crear experiencias enriquecedoras de aprendizaje en el idioma.

Esta información se obtendrá mediante una entrevista anónima alrededor de 15 preguntas en español con los interesados en participar. Será realizada virtualmente en la hora y día a convenir con cada uno de los voluntarios.

En caso de que deseen formar parte del presente estudio pueden realizar click en el siguiente enlace mismo que les dará información más detallada.

<https://forms.gle/FyPsvvQPbptrhUI7>

**Consentimiento Informado Digital**

Este documento es una herramienta digital que permite a los estudiantes aceptar o rechazar la participación en la investigación de manera voluntaria y consciente. El consentimiento se otorga al hacer clic en el botón de "Aceptar" en la parte inferior del formulario.

El consentimiento informado es un proceso que garantiza que los participantes comprendan plenamente los objetivos, procedimientos, riesgos y beneficios de la investigación antes de decidir si participan. Este consentimiento es válido por un periodo de 30 días desde la fecha de emisión.

En caso de que desee retirar su consentimiento o quejas, comuníquese con el investigador principal a través de los canales de comunicación establecidos en el formulario.

Este consentimiento no garantiza la publicación de los resultados de la investigación ni el pago de honorarios a los participantes.

El consentimiento informado es un requisito ético para la realización de cualquier investigación que involucre a seres humanos.

Este consentimiento es válido para la investigación mencionada en el título del formulario.

El consentimiento informado es un requisito ético para la realización de cualquier investigación que involucre a seres humanos.

**Consentimiento Informado Digital**

Nos dirigimos a usted para invitarlo/a a participar en la investigación University students' perceptions of the role of English in their future professional goals. Ecuador, 2022. Antes que decida participar lea cuidadosamente toda la información que se le ofrece. Tome el tiempo que requiera para decidirse, puede consultar con su familia y/o amigos. El

forms.gle

Atentamente,



## Appendix C. Informed consent

### Consentimiento informado

#### Oral o digital

A. Datos de la investigación	
Título de la investigación:	<i>University students' perceptions of the role of English in their future professional goals, Ecuador, 2022.</i>
Investigador principal:	Shelagh Lucía Albán Heredia
Patrocinador:	

B. Tipo de modificación	
Investigación con recopilación de datos anonimizados y aplicación de consentimiento informado oral	<input checked="" type="checkbox"/>
Investigación con recopilación de datos anonimizados y aplicación de consentimiento informado digital	<input type="checkbox"/>

C. Consentimiento informado
<p>Nos dirigimos a usted para invitarlo/a a participar en la investigación <i>University students' perceptions of the role of English in their future professional goals. Ecuador, 2022.</i> Antes que decida participar <u>lea</u> 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 identificar y conocer las actitudes de los estudiantes hacia el aprendizaje de inglés como segundo idioma. También, se quiere entender las circunstancias que los motivan o no a aprender, el rol del idioma inglés en su vida actual y futura, y cómo crear experiencias enriquecedoras de aprendizaje en el idioma. Esperamos que en este estudio participen aproximadamente 10 personas del Instituto Académico de Idiomas de la Universidad Central del Ecuador. La investigación tendrá una duración aproximada de 3 meses.</p> <p>Si decide participar en esta investigación le pediremos que <u>responda a una entrevista</u> de aproximadamente 15 preguntas sobre sus motivaciones para estudiar inglés, experiencias de aprendizaje previas, su entorno familiar y el rol que el inglés tiene en su vida actual y a futuro. Los datos a recopilar incluyen información general de edad, carrera, motivación, experiencias de aprendizaje, aplicación y utilidad del idioma en otros</p>

contextos. Responder la entrevista le tomará aproximadamente 30 minutos. Usted puede contestar todas las preguntas de la entrevista o no responder a aquellas con las que se sienta incómodo.

Adoptaremos las medidas necesarias para asegurar la seguridad y confidencialidad de sus datos:

- La entrevista es anónima. No se recopilarán datos que puedan identificarlo.
- No se utilizará ni guardará su correo electrónico.
- Sólo los investigadores de este estudio tendrán acceso a la información recopilada.
- El investigador principal será el responsable de la custodia de la información.
- Las entrevistas serán almacenadas en la computadora portátil de la investigadora principal con clave de archivo hasta que se realicen las transcripciones y una vez realizadas se borrará inmediatamente las entrevistas. La información recabada se mantendrá confidencial y no se usará para fines distintos a los de esta investigación.
- Es posible que los resultados de la investigación sean publicados o se discutan en charlas científicas; sin embargo, no se utilizarán datos individuales, solo grupales.

Usted no recibirá un beneficio por su participación en este estudio. No obstante, los resultados de esta investigación podrían contribuir a generar nuevo conocimiento sobre la planificación o creación de cursos de acuerdo a las necesidades e intereses de los estudiantes, así como también el mejoramiento del proceso de enseñanza aprendizaje de los cursos ofertados actualmente. Su participación no supondrá ningún gasto para usted.

Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede preguntar cualquier inquietud que tenga antes de comenzar la entrevista, en caso de duda de cualquier pregunta puede pedir que se le aclare, no necesita responder a una pregunta que no desee hacerlo. Finalmente, usted se puede retirar del estudio en cualquier momento solamente expresándolo verbalmente que desea hacerlo. Puede pedir que se borre cualquier información grabada y anular su consentimiento hasta 8 días después de haber participado. Si excede ese tiempo ya no se podrá borrar la información ya recolectada pues ya se realizará el análisis correspondiente.

Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar. Una vez realizada la entrevista la información de contacto de la investigadora será enviada a su correo en caso de que tuviera más preguntas o dudas acerca de su participación en la investigación o en caso que desee retirarse del estudio.

Si desea retirarse del estudio debe enviar un comunicado escrito al correo de la investigadora principal quien copiará y mantendrá el correo como evidencia de su pedido.

**Oral:** Si decide participar por favor diga “Acepto libre y voluntariamente participar en esta investigación”. Solo entonces la investigadora realizará la entrevista. Si no desea participar, diga “No deseo participar en esta investigación” y la investigadora se retirará inmediatamente.

**Declaratoria de consentimiento: respuestas orales SI-NO**

- Entiendo que mi consentimiento y participación serán grabados.
- Me han explicado el propósito, alcance, riesgos-beneficios del estudio.
- Entiendo mis opciones al participar.
- Me han asegurado que se adoptaran medidas para asegurar la confidencialidad y seguridad de mis datos.
- Han contestado satisfactoriamente a todas mis preguntas.

**Acepto voluntariamente**

- Participar en esta investigación           SI-NO
- Que se grabe mi participación           SI-NO

Fecha: 30/03/2022

*Shelagh Lucía Albán Heredia*

*Universidad San Francisco de Quito*

Correo electrónico: [Redacted]

Telf.: [Redacted]

## Appendix D. Interview guidelines

### **Guía de preguntas de la entrevista "University students' perceptions of the role of English in their future professional goals, Ecuador 2022"**

Nos dirigimos a usted para invitarlo/a a participar en la investigación University students' perceptions of the role of English in their future professional goals. Ecuador, 2022. Antes que decida participar lea cuidadosamente toda la información que se le ofrece. Tome el tiempo que requiera para decidirse, puede consultar con su familia y/o amigos.

El propósito de esta investigación es identificar y conocer las actitudes de los estudiantes hacia el aprendizaje de inglés como segundo idioma. También, se quiere entender las circunstancias que los motivan o no a aprender, el rol del idioma inglés en su vida actual y futura, y cómo crear experiencias enriquecedoras de aprendizaje en el idioma.

Esperamos que en este estudio participen aproximadamente 10 personas del Instituto Académico de Idiomas de la Universidad Central del Ecuador. La investigación tendrá una duración aproximada de 3 meses.

Si decide participar en esta investigación le pediremos que responda a una entrevista de aproximadamente 15 preguntas sobre sus motivaciones para estudiar inglés, experiencias de aprendizaje previas, su entorno familiar y el rol que el inglés tiene en su vida actual y a futuro. Los datos a recopilar incluyen información general de edad, carrera, motivación, experiencias de aprendizaje, aplicación y utilidad del idioma en otros contextos. Responder la entrevista le tomará aproximadamente 30 minutos. Usted puede contestar todas las preguntas de la entrevista o no responder a aquellas con las que se sienta incómodo.

Adoptaremos las medidas necesarias para asegurar la seguridad y confidencialidad de sus datos:

- La entrevista es anónima. No se recopilarán datos que puedan identificarlo.
- No se utilizará ni guardará su correo electrónico.
- Sólo los investigadores de este estudio tendrán acceso a la información recopilada.
- El investigador principal será el responsable de la custodia de la información.
- Las entrevistas serán almacenadas en la computadora portátil de la investigadora principal con clave de archivo hasta que se realicen las transcripciones y una vez realizadas se borrará inmediatamente las entrevistas.
- La información recabada se mantendrá confidencial y no se usará para fines distintos a los de esta investigación.
- Es posible que los resultados de la investigación sean publicados o se discutan en charlas científicas; sin embargo, no se utilizarán datos individuales, solo grupales.

Usted no recibirá un beneficio por su participación en este estudio. No obstante, los resultados de esta investigación podrían contribuir a generar nuevo conocimiento sobre la planificación o creación de cursos de acuerdo a las necesidades e intereses de los

estudiantes, así como también el mejoramiento del proceso de enseñanza aprendizaje de los cursos ofertados actualmente. Su participación no supondrá ningún gasto para usted.

Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede preguntar cualquier inquietud que tenga antes de comenzar la entrevista, en caso de duda de cualquier pregunta puede pedir que se le aclare, no necesita responder a una pregunta que no desee hacerlo. Finalmente, usted se puede retirar del estudio en cualquier momento solamente expresándolo verbalmente que desee hacerlo. Puede pedir que se borre cualquier información grabada y anular su consentimiento hasta 8 días después de haber participado. Si excede ese tiempo ya no se podrá borrar la información ya recolectada pues ya se realizará el análisis correspondiente.

Recuerde, su participación en esta investigación es libre y voluntaria. Usted puede negarse a participar. Una vez realizada la entrevista la información de contacto de la investigadora será enviada a su correo en caso de que tuviera más preguntas o dudas acerca de su participación en la investigación o en caso que desee retirarse del estudio.

Si desea retirarse del estudio debe enviar un comunicado escrito al correo de la investigadora principal quien copiará y mantendrá el correo como evidencia de su pedido.

Oral: Si decide participar por favor diga “Acepto libre y voluntariamente participar en esta investigación”. Solo entonces la investigadora realizará la entrevista. Si no desea participar, diga “No deseo participar en esta investigación” y la investigadora se retirará inmediatamente.

#### **Declaratoria de consentimiento: respuestas orales SI-NO**

- Entiendo que mi consentimiento y participación serán grabados.
- Me han explicado el propósito, alcance, riesgos-beneficios del estudio.
- Entiendo mis opciones al participar.
- Me han asegurado que se adoptaran medidas para asegurar la confidencialidad y seguridad de mis datos.
- Han contestado satisfactoriamente a todas mis preguntas.

#### **Acepto voluntariamente**

- Participar en esta investigación      SI-NO
- Que se grabe mi participación      SI-NO

No existe respuestas correctas o incorrectas pues es importante conocer tu criterio personal ante las preguntas planteadas. Todas tus respuestas serán tratadas confidencialmente.

En caso de que desee tener acceso a los resultados de este estudio por favor manifiéstelo con un SI o NO. Si lo desea por favor indique el correo electrónico al que desea que esta información sea enviada: \_\_\_\_\_

Agradezco de antemano su valiosa contribución a esta investigación.

## Información general

Edad:

Género: Femenino                      Masculino                      Prefiere no decirlo

¿Cuál es el grado de escolaridad de tus padres?

¿Quién te apoya en tus estudios?

¿Dónde naciste y creciste?

¿Cuánto tiempo llevas aprendiendo inglés?

¿En qué lugar aprendiste inglés por primera vez? Puedes describir esa experiencia.

¿Puedes nombrar algunas actividades o estrategias que fueron relevantes para tu aprendizaje?

¿Qué tipo de actividades realizas fuera de clase para practicar inglés?

¿Tienes contacto con personas que hablan inglés? ¿Puedes decir con quién?

¿Cuáles son tus motivos para estudiar inglés? Puedes hablarme un poco más de ellos.

¿Qué piensas tú de aprender o hablar inglés?

¿Qué piensa tu familia o tu comunidad de aprender o hablar inglés?

De lo aprendido en los cursos de inglés a lo largo de tu vida ¿Puedes describir algo que consideres útil y significativo?

¿Qué es lo que más se te ha hecho difícil de aprender inglés?

¿Qué carrera estudias? ¿Y cómo crees que el inglés te ha ayudado en tus estudios?

¿Cómo crees que el inglés te puede ayudar en tu futuro personal o profesional?

<b>PARTICIPANTS</b>	<b>PSEUDONYM</b>
1	Mr. /Ms. A
2	Mr. /Ms. B
3	Mr. /Ms. C
4	Mr. /Ms. D
5	Mr. /Ms. E
6	Mr. /Ms. F
7	Mr. /Ms. G
8	Mr. /Ms. H
9	Mr. /Ms. I

10	Mr. /Ms. J
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