Unveiling Mother's Beliefs, Attitudes And Motivations Toward Their Children's English Learning Process

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Dedication

To my mother, who has supported me throughout this life journey, encouraged me to become a professional, and taught me to be resilient. She is the clearest and closest example I have of how important the maternal figure is, not only in the learning process but also in life. I am sure I would not be where I am today if it were not for her. Thanks for all the love you have given me and the courage you had to raise me. I am eternally thankful for your support and guidance.

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To myself and my commitment, because I was every day telling me to continue working on this while carrying out all my responsibilities. To my mom, who believes in me and takes care of me from the distance, always approaching me with sweet and supportive words and pure love. To my auntie, who is like my second mother, and whom I know I can count on whenever I need it. To my grandma, who raised me well and took care of me. To my thesis Director Luz Helena, who always guided us in this work with her wisdom and a nice and positive attitude. All of you contributed to the realization and accomplishment of my goals.

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Abstract

Title: Unveiling Mother's Beliefs, Attitudes And Motivations Toward Their Children's English Learning Process*

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Keywords: English Language Learning (ELL), mothers' beliefs and attitudes, English as a Foreign Language (EFL), mothers' influence, motivations to learn English.

This case study explored the beliefs, attitudes, and motivations towards learning English of a group of mothers in the city of Bucaramanga. It followed an interpretative paradigm and was conducted under a qualitative research nature. The data was collected through a focus group of 5 participants whose children were under 7 years old, followed by individual interviews for each. The results showed that participants' past experiences such as *Academic experiences*, *Autonomous Learning*, *Social Interaction*, and *Professional life* influenced their beliefs and attitudes toward English Language Learning (ELL), and their motivations for supporting their children's ELL process. Nevertheless, further research should be conducted to explore the mothers' implications in their children's learning process and education.

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*Bachelor Thesis

**Faculty of Human Sciences, School of Languages. Director: Luz Helena Prada Ramírez, Master in Foreign Languages Teaching.

Resumen

Título: Descubriendo las Creencias, Actitudes y Motivaciones de las Madres hacia el Proceso de Aprendizaje del Inglés de sus Hijos*

Autores: Juan Esteban Trujillo e Isabella Rose Rodríguez**

Palabras clave: Aprendizaje del idioma inglés, creencias y actitudes de las madres, Inglés como lengua extranjera, influencia de las madres, motivaciones para aprender inglés.

Este estudio de caso exploró las creencias, actitudes y motivaciones hacia el aprendizaje del inglés de un grupo de madres en la ciudad de Bucaramanga. El estudio siguió un paradigma interpretativo y se llevó a cabo bajo la naturaleza de una investigación cualitativa. Los datos se recopilaron a través de un grupo de enfoque compuesto por 5 participantes cuyos hijos tenían menos de 7 años, seguido de entrevistas individuales para cada una. Los resultados mostraron que las experiencias pasadas de las participantes, como *experiencias académicas*, *aprendizaje autónomo*, *interacción social* y *vida profesional*, influyeron en sus creencias y actitudes hacia el aprendizaje del idioma Inglés, así como sus motivaciones para apoyar el proceso de aprendizaje del inglés de sus hijos. No obstante, se deben llevar a cabo investigaciones adicionales para explorar las implicaciones de las madres en el proceso de aprendizaje y educación de sus hijos.

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*Trabajo de grado

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Introduction

In the new century, international and national organizations have been trying to ensure education in all regions of the world. As stated in the *2030 Agenda for Sustainable Development* by the United Nations (2015), it is suggested to train teachers in order to offer high-quality education to everyone. Furthermore, UNESCO (2023) emphasizes the respect and appreciation of native or indigenous languages, the use of the mother tongue, and the learning of an international language to coexist and connect with other cultures.

In the development of the *Agenda 2030*, pursuing multilingualism has been an educational objective to be reached by the educational systems in developing countries. Moreover, in the case of the Colombian context, the Ministry of Education (Ministerio de Educación Nacional-MEN) set the general guidelines and standards for language teaching, it includes a national bilingual program called "Colombia Bilingüe" which promotes teaching foreign languages in Colombian schools, particularly English (Universidad de Antioquia, n.d.). The MEN released two main documents to set the standards for foreign language teaching, which are *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (Ministerio de Educación Nacional, 2020) and *Basic Learning Rights (*Ministerio de Educación Nacional, 2016). Drawing on these documents, the Colombian government expects students to improve their foreign language proficiency by 2025.

Nevertheless, even though government policies are planned to be effective in the process of teaching English at school, it is worth noting that there exist other factors that influence the English learning process of children. According to Piaget (1970), children cultivate their cognitive development through social interaction, which in turn influences their linguistic development as well as their mindset. In this exchange of beliefs, the adults who interact with

children in their first stages of life can influence their perception of a specific topic and their worldview. Foucault et al. (2006) claim that the family constitutes the first social sphere in which the child interacts with society. Therefore, this close relationship that parents have with their offspring might be an influential factor in the development of the child's mindset.

Moreover, UNICEF (2011) highlights the role of parents in the development of a child, through loving and sensitive care, and how it influences the progress of a child during their early stages. They recommend maintaining high and close interaction and stimulation for good mental and physical growth in children. Likewise, the organization recognizes the role of the mother in Early Childhood Development (ECD) and states that they are the primary source of influence during this period. In a nutshell, mothers' living conditions, education level, and beliefs are likely to influence children's perception of the world, and thus, children's interest in learning.

1. Problem Statement

1.1 Research Question

Drawing on the importance given to the learning of English and the influence that mothers have on the child's learning process, we propose the following question: What do mothers' life experiences reveal about their motivations, beliefs, and attitudes regarding their children's EFL Learning Process?

1.2 Justification

Drawing on Schunk (2012), Language Development goes along with the normal development of a child as it is considered "a key aspect of cognitive development and one that has profound implications for learning" (p. 55); briefly, the linguistic development of children is strongly connected with the development of their mental abilities. In addition, Piaget (1970) suggests that language in childhood will take the role of shaping notions and behaviors. Through interaction, children will comprehend the different concepts as well as adapt themselves to take part in society by modifying their behavior. Rosenthal & Zimmerman (1978) add to this discussion that mothers have the biggest impact on the language development of their offspring since children are more likely to imitate their mother figures, which in turn plays "an important role in promoting development" (as cited in Schunk, 2012, p. 124).

Following UNICEF (2011), if the mother is living in poor conditions or lacks education, this lack could hinder Early Childhood Development (ECD). On the contrary, if the mother lives in a good environment, with guaranteed human rights and education, their children will grow up in a caring environment that ensures a good ECD and guarantees education (Nguyen et al., 2018). Previous research has also addressed the impact that mothers have on the linguistic development of English as a Foreign language (EFL) in children (Choi et al., 2019; Choi et al., 2020a; Choi et al., 2020b; Choi et al., 2020c); however, this phenomenon requires enriching the existing literature in order to broaden the understanding of this area. Exploring mothers' beliefs and motivations regarding EFL will provide an initial step to understanding the impact these parental figures have on the English learning process.

Not only does this study contribute to the analysis of the effects that mothers have on the English Language Learning of a child, but it also provides valuable insights into the experiences of a specific group of mothers from a public school in Bucaramanga, Colombia. Moreover, this study will encourage further research into the mother-children influence as well as in the educational area in order to promote strategies that will support the EFL linguistic development of children.

1.3 Objectives

The general purpose of this study is to explore the beliefs and attitudes that a group of mothers from a public school in Bucaramanga has toward their children's English Language Learning (ELL) process. Likewise, this research aims to accomplish three specific objectives. First, to identify participants' motivations to encourage their children to learn English. Second, to examine the previous experiences of the participants with the English language (EL), which might be an influential factor in their perceptions of ELL. Third, to compare participants' beliefs and attitudes towards EL taking into account their past experiences. These objectives are set to guide the study into the association of mothers' prior experiences and beliefs towards the ELL process of their children.

2. Theoretical Framework

2.1 Theoretical Basis

2.1.1 Social Interaction in Cognitive Development

Language is described as a significant factor in the cognitive development of a human being. According to Piaget (1970), language is acquired in the early stages of an individual's lifetime and adopted through interaction and socialization in verbal and non-verbal manners. This process, in turn, enhances thinking as well as allows children to appropriate the language, which will enable socialization with people around them. Mashburn et al. (2009) claim that "teaching and social interactions with parents, teachers, and peers exert a strong influence on children's language achievements" (as cited in Schunk, 2012, p. 4).

In addition, not only does language affect cognitive development, but it also influences the behavior, beliefs, and mindset of an individual. Vygotsky (1962) claims that when adults interact with a child, they transmit their notions about the world to the infant through language; thereby, children develop their own perceptions of the world drawing on cultural and symbolic knowledge transmitted by the adults (as cited in Schunk, 2012). Likewise, the experiences from the past transmitted by adults will shape the children's expectations, leading them to the development of predictions about their own future (Piaget, 1970).

2.1.2 Significance of Family in the Early Stages of Life

Hence, the child in the early stages of life is inclined to believe anything that the adult says. It is not until reaching a certain age, typically around 7 years old, that children start reflecting on and questioning things they are told. For that reason, children are more malleable

before this age and will easily be persuaded by adults through thoughts and beliefs (Piaget, 1970). Thus, it is to be mentioned the role of those adults who spend most of the time with the child in the early stages of life, which are typically their parents. Following Foucault et al. (2006), the family serves as the primary source of socialization for children and as their first point of contact with society. Therefore, parents are responsible for shaping their children's behaviors and preparing them for living in their community due to their relationship with their offspring. Likewise, it can be inferred that the behaviors experienced at home will impact the child's mindset, as it may lead to a specific parental figure that takes an important role in the child's human development: The Mother.

2.1.3 Mother's Role in the Child's Development

Papalia et al. (2012) suggest that the prenatal mother-offspring bond plays a key role in the development of the child. This evolutionary survival connection starts with the mother's voice perceived by the child from the uterus and leads children to rely on their maternal figure. Children can learn skills, knowledge, and values through informal and reciprocal interaction with their caretakers, a process referred to as "Guided Participation" by Papalia et al. (2012, p. 160). Moreover, children will observe and internalize their parents' behavior towards something specific, and the image of that behavior will remain in the child's mind to be later imitated in the absence of the parent, which is defined by Piaget (1979) as "Deferred imitation" (p. 130). All in all, the beliefs that mothers have about something will have an impact on children's reactions when facing this matter. Considering the influence that mothers have on shaping their offspring's beliefs, it can be inferred that children can also embrace their mothers' motivations, which can be classified into two categories according to their learning goals: Instrumental Motivation and

Integrative Motivation (Gardner, 2005). Instrumental motivation refers to the practical reasons for learning the language such as getting a job or achieving academic purposes, whereas Integrative motivation refers to the desire to learn the language in order to identify with and feel part of the culture and community of the target language speakers. Gardner (2005) suggests that both of these motivators play a significant role in the regulation of the ELL process and can impact the attitude, effort, persistence, and self-efficacy of the learner. Likewise, Smith (2008) maintains that those motivators might lead the learner to take responsibility for their learning process, commonly referred to as "learner autonomy" (p.395). Consequently, exploring the beliefs and motivations toward language learning that mothers have will provide insights into their attitudes toward their children's EFL process.

2.2 Legal Framework

Hence, it is worth exploring the legal framework surrounding children's education and the role of mothers. According to *the General Law of Education* (Ley 115 de 1994), the Congress of the Republic of Colombia decrees that education is a constant process of personal, cultural, and social development that is based on an integral conception of the human person, dignity, rights, and duties. Likewise, *the General Law of Education* (Ley 115 de 1994), in Article 7, states that the family is the fundamental nucleus of society as well as the responsible institution for educating children and providing them with the appropriate environment at home for their integral development. Moreover, in Law 1651 of 2013 (Ley 1651 de 2013), the Congress of The Republic of Colombia adds to *the General Law of Education* that education should foster the development of competencies and skills that promote equal and equitable access to higher education and opportunities in the labor fields. This can be accomplished

through the development of communicative abilities that allow reading, understanding, writing, listening, and speaking correctly in a foreign language, with a special emphasis on English Language Learning (Ley 1651 de 2013).

Furthermore, Article 39 of Law 1098 of 2006 (Código de la Infancia y la Adolescencia [CIA], 2006) highlights the obligation that the family has in providing children with the necessary conditions for attaining adequate nutrition and health, enabling optimal physical, psychomotor, mental, intellectual, emotional, and affective development. Following UNICEF (2022), families are the main environment in which children will grow; therefore, high-quality early childhood education entails the active participation of mothers, fathers, and caretakers in the learning process of the child.

2.3 Literature review

Learning a language can be a complex and challenging process that involves numerous factors that might influence foreign language learning achievement; however, this section will focus on two of them: *The Influence of Mothers' and Children's Attitudes* and *Mothers' Impact on Foreign Language Learning*. The previous aspects can be predictors of success or failure if they are considered in the study of the language learning process and can provide insights into the individual's prior experiences (Zefran, 2015; Paniagua, 2017; Ngoc Truong & Wang, 2019; Lou & Noels, 2019; Choi et al., 2020c; Freiermuth & Ito, 2020; Blanco, 2018). Hence, studying the development of these components through literature will support the understanding of the role of the mother in the educational background of a child in order to promote strategies that will enable students to have a successful English language experience. For that reason, it is

intended to explore the current literature that has been carried out in this area for the last eight years. In the following sections, the aforementioned concepts will be described.

2.3.1 The Influence of Mothers' and Children's Attitudes

In language learning, having a positive attitude can lead students to awaken interest (Freiermuth & Ito, 2020), enjoyment of the learning process (Hussain, 2018), and therefore, motivation (Mora Sequeira, 2016), which is shown to be a high predictor of success in language learning (Santana et al., 2017; Yu, 2019). In that sense, it can be affirmed that teachers need to consider factors that trigger a positive attitude to create techniques that foster an enjoyable environment for students (Zefran, 2015). However, not only teachers but also parents are the ones who can contribute to the development of positive attitudes toward ELL, specifically, some studies have intended to look for the mothers' influence on this aspect (Choi et al., 2020b). It is essential to recognize the main factors that can impact students' attitudes and thus, their outcomes. In this study, the most influential factors to be explored are motivation and anxiety, followed by self-confidence (Salayo & Amarles, 2020).

Firstly, motivation can influence learning in a positive way (Santana et al., 2017). This attitude encourages learners to overcome obstacles and strive to achieve a goal (Lou & Noels, 2019). Thereby, it can be affirmed that students need high motivation to reach their learning goals. On the other hand, motivation and anxiety may have a negative correlation as well. According to the study conducted by Salayo & Amarles (2020), when motivation levels increase, anxiety levels decrease. Anxiety is a negative factor for ELL as it creates a sense of apprehension in students, which negatively affects their communication competencies (Dewaele, 2019; Díaz Larenas & Morales Campos, 2015) and their performance in the target language (Hussain, 2018).

Therefore, anxiety can create negative attitudes toward language, which can culminate in affecting language learning achievement (Zefran, 2015).

Moreover, the picture that students have about themselves regarding their mastery and skills can have an impact on their competencies and performance since self-perception might raise or reduce the learners' self-confidence and in turn, the learners' motivation (Salayo & Amarles, 2020). In addition, the vision of the future that students create about themselves can influence their motivation to learn English (Zefran, 2015). However, self-confidence can be weakened by negative feelings, which can be provoked by previous experiences (Ngoc Truong & Wang, 2019; Cichocka, 2022). The study conducted by Almesaar (2022) reveals that participants had better experiences and felt more comfortable doing extracurricular and informal activities, rather than academic activities inside the school, creating anxiety. Likewise, according to the research by Choi et al. (2019), one influential agent who can shape learners' previous experiences with the language is the mother since she is the person with the closest relationship to the child. In the following section, studies on the mothers' impact on children will be discussed.

2.3.2 Mothers' Impact on Foreign Language Learning

Parental figures have an evident influence on children's language learning (Butler, 2015; Chow et al., 2017; Rivera & Li, 2019; Lin & Chen, 2015; Hajar, 2019). By practicing English at home through oral and reading activities with parents, children enhance their academic performance in ELL (Chow et al., 2017). In addition, parents' perceptions about the ELL can boost their involvement with their children's language learning, as claimed by Rivera & Li (2019), and such perceptions and interaction with their offspring have an impact on their

motivation (Sugita-McEown & McEown, 2019; Butler, 2015). Furthermore, as proposed in the study by Lin & Chen (2015), interacting with kids at an early age will lead them to display better academic outcomes in a foreign language.

A study conducted by Chow et al. (2017) emphasizes the role of Maternal figures in the learning process of their child and claims that mothers have a higher impact on their offspring's linguistic development than fathers. Likewise, mothers' beliefs might determine the involvement of children in their own learning processes (Jun & Choi, 2018). When mothers perceive English Language Learning (ELL) as essential for the social and intellectual growth of their children and as a necessity, their children are more likely to develop an interest in Foreign Language Learning and in interacting with other cultures (Choi et al., 2020b; Ronderos et al., 2022). Not only is the school environment the most accurate place for a kid to learn a foreign language, but their home environment can also be an effective learning setting due to the interaction between the mother and the student (Choi et al., 2020c). In addition, when mothers are willing to create English learning spaces in their homes for their children to practice the language with them (either through watching multimedia, singing, or reading together), children increase their interest in learning a second language because of the close-knit relationship they have with their parents (Choi et al., 2020a). This mother-children interaction helps to create a natural environment in their homes in which children feel comfortable participating and learning with their mothers (Choi et al., 2019).

Moreover, a study about mother-child interaction by Scull et al. (2021) reports the effectiveness of using strategies to teach a first and a second language in a multilingual environment through the mother's interaction with their children, which shows that the mother has a crucial role on the language education of a child and that their intimate family tie boosts the

child's target language achievement. It can be said that interaction at home creates good experiences for a child regarding language approach; for that reason, considering previous experiences is another influential factor in learning development.

3. Methodological Design

3.1 Type of Research

This study is framed under a qualitative research nature, in which, according to Cohen et al. (2007), the emphasis is placed on explaining and understanding the individual case in its uniqueness and particularity. Moreover, this process follows the interpretative paradigm, which, following Cohen et al. (2007), recognizes individuality and aims to understand the subjective life experience of the participants. Furthermore, this inquiry is conducted as a case study, which showcases a distinctive sample of real-life individuals and situations, allowing readers to comprehend abstract concepts and ideas, and how they interrelate (Cohen et al., 2007). To address our research objective of exploring the beliefs that a group of mothers from a public school in Bucaramanga has toward English Language Learning, we need to study a specific group of individuals under the circumstance of studying at home with their children, specifically within the context of mother-children interaction. Hence, we determined that a case study is the most suitable methodology for this inquiry.

3.2 Population and Sampling

In this study, the sample consists of five mothers selected from a public school, chosen through volunteer sampling. This selection strategy was implemented due to the accessibility of the population and the willingness of the participants to engage in the study. Following Cohen et al. (2007), volunteer sampling entails the selection of individuals who are available and are interested in participating, such as the population of an academic institution.

Moreover, it is worth noting that the school is located within the metropolitan area of Bucaramanga and the majority of its students fall within the low and middle socioeconomic strata. Furthermore, the sample is made up of a group of mothers who have studied EFL at school, have children under 7 years old, which is considered a critical period for the transmission of concepts (Piaget, 1970), and support the English Learning Process of their children at home.

3.3 Data Collection Instruments

The data is collected in person through a focus group interview and individual semi-structured interviews. Drawing on Cohen et al. (2007), the interview is a research technique that can be used to gather information, test and suggest new hypotheses, and help identify variables and relationships by interacting directly with the participants. Likewise, Cohen et al. (2007) claim that a semi-structured interview is an interview format that follows a predetermined agenda and involves using open-ended questions to target abstract concepts. In addition, Cohen et al. (2007) mention that a focus group is a variant of group interview in which the collected data is the result of the participants' interaction and discussion of the topics proposed by the researcher. In this study, we decided to employ a focus group interview and individual semi-structured interviews as data collection instruments since we aim to gather data by directly interacting with the participants as well as allowing them to discuss their own notions and perspectives about the English Learning Process of their children.

3.4 Resources and Analysis Techniques

This study employs memos to effectively analyze the data collected from the participants. According to Cohen et al. (2007), memos allow a critical reflection of the collected data, offering

opportunities to enhance its analysis and theorizing processes since they permit the researchers to include their own "ideas", "reflections", "connections", "observations", and "conclusions" (p. 469). This technique will allow us to better understand the data, establish relationships, and formulate conclusions.

4. Analysis and Discussion

4.1 Mother's Motivation to Encourage Their Children to Learn EFL

The reasons that motivate people to learn a language can provide an insight into the type of motivation they possess. As Gardner (2005) states, the types of motivation are instrumental and integrative, being the first one the advantages a person can take from learning a language as a tool, and the second one, an intrinsic and personal love for the language, which drives a person to learn it for the interest in involving with the culture. For that reason, Choi et al. (2019) claim that when a mother has integrative motivation, she will be more encouraged to provide their children with more educational methods for learning English, which influences their children's learning outcomes. In this section, the answers from the participants are reported and analyzed.

4.1.1 Instrumental Motivation

Regarding Instrumental Motivation, participants mention five main reasons to learn English. These motivations drive the person to learn the language in order to use it as a tool for achieving another goal rather than for the interest in the language as such (Gardner, 2005). The first reason to encourage children to learn EFL is *to travel abroad*. Participants in the focus group (FG) claim that they want their children to go overseas in the future and, therefore, their infants need to learn English to properly live in another nation (Appendix G). It aligns with Freiermuth & Ito (2020), who claim that individuals who visualize a future life in which they are users of the language are often motivated to learn it.

Moreover, according to the participants, the second reason to learn English is *to find better employment opportunities*. In the focus group, participants emphasize the significance of

speaking English when it comes to ensuring employment. They claim that it becomes evident when online platforms require job applicants to specify their English proficiency level. In addition, *P2* mentions that one of the reasons to encourage her offspring to learn English is due to its importance in the current professional landscape. These findings are connected to Blanco (2018), who reports that a participant, particularly a mother, indicates her intention to encourage her offspring to learn another language to expand their employment prospects.

Additionally, The third reason is *to apply for academic opportunities*. In the FG, participants mention their desire for their children to have access to academic opportunities abroad in the future. They acknowledge the importance of learning English for pursuing studies in another territory. Building upon Gardner (2005), when individuals are motivated to learn a language in pursuit of academic goals, it can be inferred that their motivation primarily stems from instrumental reasons.

Furthermore, the fourth reason to learn is *to interact with foreign people*. Participants in the FG mention that people in the current society need to interact with foreigners, either inside or outside the country, and thereby, the English language is perceived by them as a key tool for communication. Likewise, *P1* states that English is a medium for interacting with people, which allows the users of the language to learn about other cultures (Appendix F). Moreover, the fifth reason is *to have access to entertainment content in the language*. Participants in the FG also recognize the impact that learning English could have on their infants' daily lives in aspects such as watching a movie in the language without the need for subtitles. Even though these last two reasons might resemble to be related to *integrative motivation*, Gardner (2005) suggests that using the language to appreciate the content or to interact with foreigners showcases

instrumental motivation rather than *integrative motivation* due to the learner's view of the language as a tool to achieve another objective rather to as a goal itself.

4.1.2 Integrative Motivation

Considering *Integrative Motivation* is the interest a person has to learn a language because of their predilection for being part of the target language culture and acquiring characteristics of it (Gardner, 2005), participants report being interested in two factors. The first one is *for learning about other cultures*. To illustrate this, *P1* claimed to be interested in the language because of the culture that comes along with it, and the features and customs that she can acquire from it (Appendix F). It aligns with the study of Gardner (2005), which claims that integrative motivation aims at obtaining characteristics of other cultures and, in turn, the probability of success in learning the language is higher.

Moreover, the study by Yu (2019) reports that integrative motivation is an influential factor to succeed in ELL and that this type of motivation should be considered in the school curriculum, adding activities around language culture and providing authentic material. The second reason to encourage their children to learn is *for their interest in the language as such*. P1 mentions a noteworthy feature, which is to be interested in the language itself and the aspects that she can learn from it regarding its form and content. This finding is consequent with Gardner (2005), who states that integrative motivation refers to a genuine interest in the language itself regardless of its practical uses.

4.2 Mother's Previous Experiences with the Language

Positive or negative emotions can change the perception that a person has towards English Language Learning (Almesaar, 2022). These emotions can be triggered by the

experiences when learning a language at school through the teachers, the participation, and the feedback, which might contribute to the development of an emotional experience and, hence, affect the performance of the ELL process.

4.2.1 Academic experiences

First, the participants claim to identify two spaces where they have had the most experiences with ELL, which are the *High School* and *University*. Regarding the first one, for most participants, High School was the only formal approach to foreign language learning, as in the case of *P4*. Moreover, some other participants, such as P1, had contact with the ELL during their undergraduate degree. Both spaces, High School and University, are reported to provide successful and challenging experiences. Regarding the successful ones, *P5* claims that she had a positive experience at school since she considers that the teachers taught basic topics in a simple manner and, therefore, it was easy for her to learn basic notions of the language. Due to the successful experience of understanding the topics and learning from the classes, P5 maintains a good perception of the ELL, which correlates with the ideas of Freiermuth & Ito (2020), who assert that having a positive experience with the ELL might grant willingness to communicate in the target language in the future.

On the contrary, about challenging aspects, the participants report different experiences. Not recognizing the importance of learning a foreign language, as declared by P4. Third, experiencing frustration for not understanding the subject and thereby, not being able to keep up with the topics, also stated by P4. Finally, not feeling motivated by the teachers in the classroom, as mentioned by P2. All these challenges can lead to a lack of motivation and apathy, similar to the participants in the study of Dewaele (2019), who manifested a low willingness to

communicate due to the teachers' influence on their anxiety and motivation levels. Briefly, Dewaele (2019) reinforces the idea that the teacher is a main influential factor in their students' experiences, increasing either their foreign language enjoyment or their classroom anxiety.

4.2.2 Autonomous Learning

Furthermore, participants suggest that autonomous learning can lead them to language experiences. According to Smith (2008), autonomous language learning refers to individuals self-directing their own linguistic development through the support of a textbook, institutional syllabus, or other sources that can nurture their learning process. Hence, P1 asserts to have learned EFL independently and to have had a successful experience, especially when using mobile apps. P1 suggests that she felt motivated and that she spent two months learning the language with the support of this software. The participant also claims that this feeling of motivation was the result of not feeling judged when practicing her speaking skills due to the secure space that apps create. This learning environment, in turn, led P1 to feel comfortable when practicing her communication skills and boosted her willingness towards autonomous learning. These findings are consistent with Gardner (2005) and Dewaele (2019). First, Dewaele (2019) illustrates that adult learners show lower levels of anxiety towards speaking in the target language when they enjoy the learning process and, therefore, it boosts their willingness to employ their communication skills. Likewise, Gardner (2005) claims that learners showcase higher levels of self-efficacy when they are conscious of the improvement in their linguistic development.

On the other hand, P1 mentions that she ceased her independent learning due to the challenges that she faced. She highlights her lack of consistency due to feeling overwhelmed by

the vast amount of content at the moment of learning autonomously, leading her to feel unmotivated and tired of learning. These findings corroborate González et al. (2007), who identify low levels of motivation and interest as primary factors in learners' attrition from their studies (as cited in Díaz Larenas & Morales Campos, 2015).

4.2.3 Social Interaction

According to the participants, there are two kinds of social interaction experiences related to the language. First, participants mention having previous experiences related to interacting with foreign people. Following the focus group (FG) interview, participants declare that currently, it is common to see people from other countries in their city. Likewise, in the FG, one participant mentions working at the mall, noting that she encounters numerous individuals from different backgrounds on a daily basis. Another participant interjects to express her desire to engage with these individuals, although she is hindered by the language barrier. Moreover, P2 maintains that interacting with foreigners frustrates her due to her lack of proficiency in the English language. These findings are related to Lou & Noels (2019), in which context and social interaction are also considered when analyzing the language mindsets of the participants.

4.2.4 Professional life

Moreover, drawing on the participants' experiences, the English language can support their professional life, as in the case of a participant from the FG, who feels limited from applying for jobs online because of her lack of English proficiency. Another reason for the need to speak English can be found in jobs where the employee is required to interact with foreign

people and to give them indications, as a participant from the FG claims. In addition, she manifests her desire to talk to them in English.

Moreover, P4 reveals that she worked with English language speakers, which helped her to learn vocabulary from her clients; thus, she felt motivated to keep mastering her EFL process. In a nutshell, as explored in Blanco (2018), participants conclude that the use of the English Language is essential in professional life and the need to learn it.

4.3 Mother's Beliefs and Attitudes toward EFL Learning Based on their Past Experiences

The Beliefs and Attitudes, which are the result of the experiences of a learner, might either influence or affect their willingness to learn a foreign language, as in the studies of Paniagua (2017) and Santana et al. (2017) respectively. These two factors have been shown to play a key role in the ELL process; hence, they are studied in this section.

4.3.1 Mother's Beliefs

The experiences that mothers had at school with English education have shaped their beliefs and attitudes towards the language (Almesaar, 2022). Their perceptions could influence children's ELL process (Vygotsky, 1962; Chow et al., 2017; Jun & Choi, 2018; Choi et al., 2020b; Ronderos et al., 2022) since, in most cases, the mother is responsible for their offspring's education and the decisions about where to and what to study, as reported by Choi et al. (2020c). Hence, mothers are likely to support their children's ELL process according to their own beliefs. Exploring the mothers' beliefs about ELL might provide insights into the manner they perceive English and whether they consider their language necessary to learn or not.

4.3.1.1 **Beliefs about Learning English.** All the participants agree to be interested in the language, even though some of them, such as P3, have had few experiences with it. Nevertheless, this interest leads them to have a positive perception about the ELL and provide their children with strategies to ensure their involvement in the language and have a successful performance. The previous findings are similar to the studies of Rivera & Li (2019) and Ronderos et al. (2022), which emphasize how positive perceptions about English can boost their involvement and determine learning outcomes in children's education. Likewise, Sugita-McEown & McEown (2019) and Chow et al. (2017) demonstrate that parents' involvement and commitment to their children's ELL process resulted in their offspring having a successful performance in their language outcomes.

Moreover, the participants reveal their personal intentions for learning English, which are: for communication and for getting a job. P2 claims that she feels frustrated every time an English speaker addresses her to communicate and she is not capable of answering due to her lack of proficiency. Likewise, a participant from the FG asserts that she has limitations when searching for a job online because she feels her level of English is not suitable for applying; consequently, she tries to learn at home with her children. Finding themselves in contexts where they need language proficiency can affect participants' perceptions and their levels of motivation towards the language, which correlates with Lou & Noels (2019), who review how an individual's mindset might change after having social interactions with different contexts.

4.3.1.2 **Beliefs about Children's language development.** Participants emphasize that motivation plays a key role in the EFL process of children. P2 suggests that children often exhibit a natural curiosity that leads them to feel motivated to learn English. Likewise, P1 adds that the EFL is more successful when children are genuinely interested in learning English rather

than perceiving it as an obligation, which she has observed with her infants. She reports that one of her children demonstrates comparatively lower motivation and interest levels toward learning English and, thereby, has encountered more challenges during the EFL process. According to Freiermuth & Ito (2020), students with "a highly positive attitude toward the language" (p.2) often showcase higher levels of motivation.

In addition, P5 underscores the importance of prioritizing the development of the native language (NL) of children after they learn EFL. The participant mentions that she is supporting her infant's NL skills, particularly regarding writing, after providing the child with extracurricular English classes. These findings are consistent with Choi et al. (2020b), who conclude that the English experiences provided to children outside the school are related to the beliefs that the mother has about the EFL process of their children.

Moreover, P4 suggests that learning English is easier for children than for adults. Thus, she encourages her infant to learn the language and grow up with it instead of learning it when he becomes an adult. This belief, which maintains that children are better at learning a foreign language, is also considered by Lou & Noels (2019), who assert that it is a notion rooted in the "mainstream culture" and is propagated "from the sociocultural to the interpersonal interactions and individual levels" (p.6). Briefly, it is a group perspective spread by socializing with other members of the community. Nevertheless, Lou & Noels (2019) suggest that this belief is related to a difference in cognitive skills; in contrast, P4 claims that it is easier for children to learn a foreign language due to their enhanced temporal resources and fewer responsibilities, as opposed to disparities in their cognitive abilities. Hence, further research into mothers' beliefs regarding children's language proficiency should be conducted, considering their extended study opportunities and reduced responsibilities.

4.3.1.3 **Beliefs toward their children's EFL education.** Likewise, participants suggest a group of beliefs related to their children's EFL process. They consider that it is their responsibility to provide their children with educational opportunities that they might have missed out on. For instance, P2 mentions having had a negative experience with EFL during her own school years since English was perceived merely as another subject. By the same token, she mentions that, in her daughter's school environment, English is also treated as just another subject. Thus, P2 claims to be eager to provide her daughter with more learning opportunities such as classes with a stronger emphasis on the language. In addition, P1 suggests that her own lack of motivation posed a challenge in her English learning process. Consequently, she aspires for her child to enroll in an institution that eschews traditional teaching methods, which she finds tedious, and that prioritizes fostering the child's enthusiasm for learning. These findings are consistent with Choi et al. (2020c), who report that mothers make decisions about their children's education based on their own beliefs concerning the language learning process.

Furthermore, another belief regarding children's EFL education is that learning English can support the mother's expectations about their infants' future. Within the FG, one participant conveys her desire for her daughter to pursue future studies abroad; thereby, she is committed to enrolling her child in English classes to work toward that aspiration. Likewise, in the individual interview, P4 also underscores that learning English can allow her daughter to go abroad. She also expresses her own interest in learning English to travel abroad as well. This aforementioned belief is aligned with the findings of Freiermuth & Ito (2020), who propose that the learners' motivation is enhanced when they can visualize themselves as future users of English within a "plausible future" (p.10).

Moreover, the participants believe that it is important to enrich the language experiences of children to support their learning process. Firstly, drawing on the participants, motivation for learning English is boosted when teachers aim to foster interest in the language. According to P2, her teachers at high school were not passionate about the language and made her perceive English just as an obligatory subject, which represented a challenge in her learning process. Similarly, P4 claims that her teachers at school did not emphasize the importance of learning English, to which she attributes her lack of proficiency in the language. Dewaele (2019) further asserts the influential role that teachers play in the student's learning process, highlighting their responsibility for creating a nurturing classroom setting that encourages learning and participation.

Secondly, participants assert that children are more likely to learn English outside the school. This belief can be evidenced in P2, who insists that children have more opportunities to learn outside than inside their schools. Likewise, P3 suggests that children can learn outside their schools by interacting with English speakers. This manner of learning the language is reported by Choi et al. (2020b), who state that not only interacting with speakers of the language can foster linguistic proficiency, but it can also boost the learners' motivation toward foreign countries, and in turn, enhance their interest in learning the language. Finally, participants showcase the positive impact that English academies may have on the child's EFL process. Participants, such as P1, P2 and P4, express their intention to enroll their children in educational institutions that prioritize the English language development of their infants. For instance, P2 emphasizes her desire for her child to attend an institute where English serves as the primary language of instruction. Similarly, P4 is actively searching for an academy that will support her offspring's English learning process. These findings align with the research from Choi et al.

(2020c), which indicates that mothers' beliefs often encourage them to explore additional learning opportunities for their children, such as English immersive academies. Further mothers' attitudes, based on their experiences, are examined in the following section.

4.3.2 Mother's Attitudes

The attitudes toward the English language can either persuade or discourage a person from learning it, influencing their predisposition to practice the language with their children (Ronderos et al. 2022). Early stages are critical for the transmission of perceptions and motivations, especially if parents want to arouse interest in the English language in their offspring (Piaget, 1970). Likewise, a mother might support their children's language learning depending on their attitudes towards it (Choi et al., 2020c). Based on the data collected, aspects such as *Mother-children interaction*, *Technology support and guidance in the EFL process of children's EFL learning*, and *Mother-children teaching* are explored in this section.

4.3.2.1 **Mother-children interaction.** Among the attitudes that a mother can have towards English, motivation stands out as one of the main influential factors in learning, as previously revised in the study of Santana et al. (2017). Some participants, P1 and P4, are aware of the determining role of motivation in language learning. For that reason, P1 reinforces her belief about the correlation between interest and effective learning, and how having low levels of motivation can hinder the learning process. Whereas P4 reveals to keep having motivation to learn English due to the interaction with her children when helping them with homework, and the interactions she experienced in social contexts with English speakers.

Similarly, some participants acknowledge the importance of studying and practicing English at home. P2 mentions that her kid conveys enjoyment of learning with her family, which

states that her children are presenting a positive attitude due to the interaction at home with his mother. Interaction at home enhances and stimulates the language learning process and performance, and strengthens social interactions, as in the results found in the studies of Hong et al. (2017) and Freiermuth & Ito (2020). Moreover, P2 recognizes the need to provide good learning experiences to their children and instill them in a good manner since experiences influence the beliefs and attitudes towards ELL.

In addition, participants report their experiences with the English language when interacting with their infants. P5 maintains that her primary interaction with the language is when she learns alongside her daughter. Choi et al. (2019) claim that this interaction at home is different from other learning environments, such as English academies or private lessons, due to the "intimate ties" (p.9) between the mother and the child. Nevertheless, participants express their apprehension regarding not being able to properly support their children's EFL process due to their lack of proficiency in the target language. P1 underscores her desire to assist her offspring in acquiring English vocabulary; however, her lack of mastery of the language limits the support that she can provide them. These findings are related to Choi et al. (2020b), who state that mothers are driven by a sense of duty to support the EFL process of their infants.

4.3.2.2 **Technology support and guidance in the EFL process of children's EFL learning.** Regarding the use of *Technology* in language learning, the participants report employing interactive material to engage and enhance their children's experiences in ELL, where P4 uses the translator to find out the meaning of the lyrics of a song and the vocabulary; P3 supports her children's ELL process with videos from the Internet; and P5, who plays videos as well as P3. However, P5 mentions that the videos she searches on the internet are more interactive, with flashcards and cartoons, which show the words in Spanish and their

pronunciation in English. She claims to use this material as she knows that she has to find a manner to engage their children with English. The previous findings fall in line with the statements of Choi et al. (2020a) who affirm that support from the mother when using interactive material such as videos, books, and songs can boost the interest and understanding of the learning content. Nevertheless, a mother can be aware of her low performance in pronunciation, as in the case of a participant from the FG, who says that she uses a word-pronunciation tool so that her child can listen to the correct pronunciation of the word. This practice shows that the mother is willing to find a way to support her child regarding language learning.

4.3.2.3 **Mother-children teaching.** Mothers can also play a teacher role, and learning could be more effective due to the "intimate ties" of parental influence (Choi et al., 2020a, p.9). P5 claims that her child asks about the vocabulary of their surroundings and the participant supports her offspring's curiosity by searching the translations of the words. The strategies the mother uses to provide the vocabulary to her kid exemplify the commitment of the participant to her role of educator, as in the study by Scull et al. (2021).

As mothers were also formerly students, they keep their experiences of learning at school. Thereby, when they become mothers and must guide their children in their EFL process, they might strive to facilitate their offspring by employing the strategies that they consider more beneficial for their infants based on their previous experiences at school, as P5 proposes. The previous deduction is similar to the statements of Choi et al. (2020b), claiming that mothers who provide their children with language learning experiences at home can have a positive impact on children's learning outcomes, supporting parental teaching.

In a nutshell, from the previous analysis, it can be inferred that mothers' beliefs and attitudes, which come from their prior experiences and approaches to the English Language, can

influence their children's ELL process, not only in developing an interest in the language but also in providing support to enhance their offspring language learning experience. The complete implications of the analysis will be reviewed in the following section.

Conclusion

As English has become a global language in our contemporary society (Crystal, 2003), understanding the factors that might influence English as a Foreign Language (EFL) learning becomes relevant. While previous studies have explored the impact of parental figures on EFL learning (Butler, 2015; Lin & Chen, 2015; Rivera & Li, 2019; Hajar, 2019), there has been a recent growing interest in examining the role of mothers in their children's linguistic development within the context of EFL (Chow et al., 2017; Jun & Choi, 2018; Choi et al., 2019; Choi et al., 2020a; Choi et al., 2020b; Choi et al., 2020c; Scull et al., 2021). Research on the role that mothers can play in their offspring's English learning process might lead to a deeper understanding of infant learning, inspire new curricular strategies for EFL, and stimulate further research on maternal influence in EFL learning. Hence, this study aims to explore the beliefs and attitudes that a group of mothers from a public school has toward their children's English Language Learning process. Likewise, this study aims to analyze the participants' previous experiences with English to ascertain their relationship with their beliefs and attitudes as well as with their motivations for supporting their children's English language learning process.

By exploring the participants' life experiences with English and their attitudes toward the EFL process of their children, this study exhibits the participants: motivation to encourage their children to learn EFL, previous experiences with the language, and beliefs and attitudes towards EFL learning based on their previous experiences. First, participants reveal that their primary motivation for encouraging their children to learn EFL is instrumental, as described by Gardner (2005), since their motivators include ensuring future academic and professional opportunities for their offspring or enabling their children to interact with foreigners. However, participants also display integrative motivation, as they indicate an interest in the language itself and its

culture (Gardner, 2005). Second, regarding previous experiences with the language, this study reports that the participants have primarily had contact with EFL through four environments: academic settings (Dewaele, 2019), autonomous learning (Smith, 2008), social interaction (Lou & Noels, 2019), and professional life (Blanco, 2018).

Finally, in consideration of participants' beliefs and attitudes toward EFL learning based on their past experiences, it can be inferred that their prior encounters with the language have significantly influenced their beliefs and attitudes. Regarding their beliefs about EFL learning, participants express a genuine interest in the language and motivation to learn it, which subsequently motivates them to encourage their children's EFL learning (Rivera & Li, 2019; Ronderos et al., 2022). As for their beliefs about their children's language development, participants hold three key notions. First, they acknowledge the paramount role of motivation in the learning process of children (Freiermuth & Ito, 2020). Second, they emphasize the importance of prioritizing a child's native language (NL) before introducing a foreign language, leading mothers to wait until their children have consolidated their linguistic skills in their NL (Choi et al., 2020b). Third, they believe that learning English is easier for children than for adults (Lou & Noels, 2019).

In terms of beliefs regarding their children's EFL education, participants display a sense of responsibility for supporting their children's EFL learning process (Choi et al., 2020c). They maintain that providing children with EFL educational opportunities can help fulfill mothers' expectations about their offspring's future (Freiermuth & Ito, 2020). Additionally, participants assert that nurturing children's language experiences is integral to their learning process (Dewaele, 2019) and highlight that children have more opportunities to learn English outside of school, particularly through English academies (Choi et al., 2020b; Choi et al., 2020c).

Consequently, the aforementioned beliefs have fostered attitudes in the participants. Concerning mother-children interaction, beliefs about the importance of motivation in the learning process and the importance of English in the current society have driven participants to search for manners in which they can enhance their offspring's motivation to learn English, such as practicing English at home and learning English vocabulary together (Hong et al., 2017; Choi et al., 2019; Freiermuth & Ito, 2020; Choi et al., 2020b). Similarly, in the context of technology support and guidance in children's EFL learning, participants have identified digital resources as valuable tools. These resources include online translators, songs with lyrics, videos, and digital flashcards. Participants emphasize that technology plays a key role in assisting them to support their children's EFL learning, helping them overcome their limitations due to their lack of English proficiency (Choi et al., 2020a). Moreover, regarding mother-children teaching, participants mention that they aim to teach English vocabulary and explain concepts in English to their infants, following the same methods they were taught (Choi et al., 2020a; Choi et al., 2020b; Scull et al., 2021). In a nutshell, it can be inferred that the previous experiences of this group of mothers have shaped their motivations, beliefs, and attitudes toward their children's English learning process.

Furthermore, following the insights provided by this study, future research should consider the following avenues to advance on understanding of maternal influence on children's English as a Foreign Language (EFL) learning. Studies with expanded sample sizes can enhance the generalizability of the findings, allowing more diverse perspectives and practices related to mothers' involvement in their children's EFL learning. In addition, the role of teacher training programs in promoting effective collaboration between educators and mothers in the context of EFL learning should be taken into consideration in further research, as it can guide the

development of educational policies and practices that strengthen the partnership between teachers and mothers. Moreover, a unique insight from one of the mothers in this study suggests that children's facility to learn a foreign language may be attributed to having more time and fewer responsibilities, rather than inherent cognitive differences. Future studies should examine the influence of time resources and reduced responsibilities on children's EFL learning. To sum up, these proposed research directions aim to deepen the comprehension of maternal influence on children's EFL learning, contributing to more effective educational strategies and policies.

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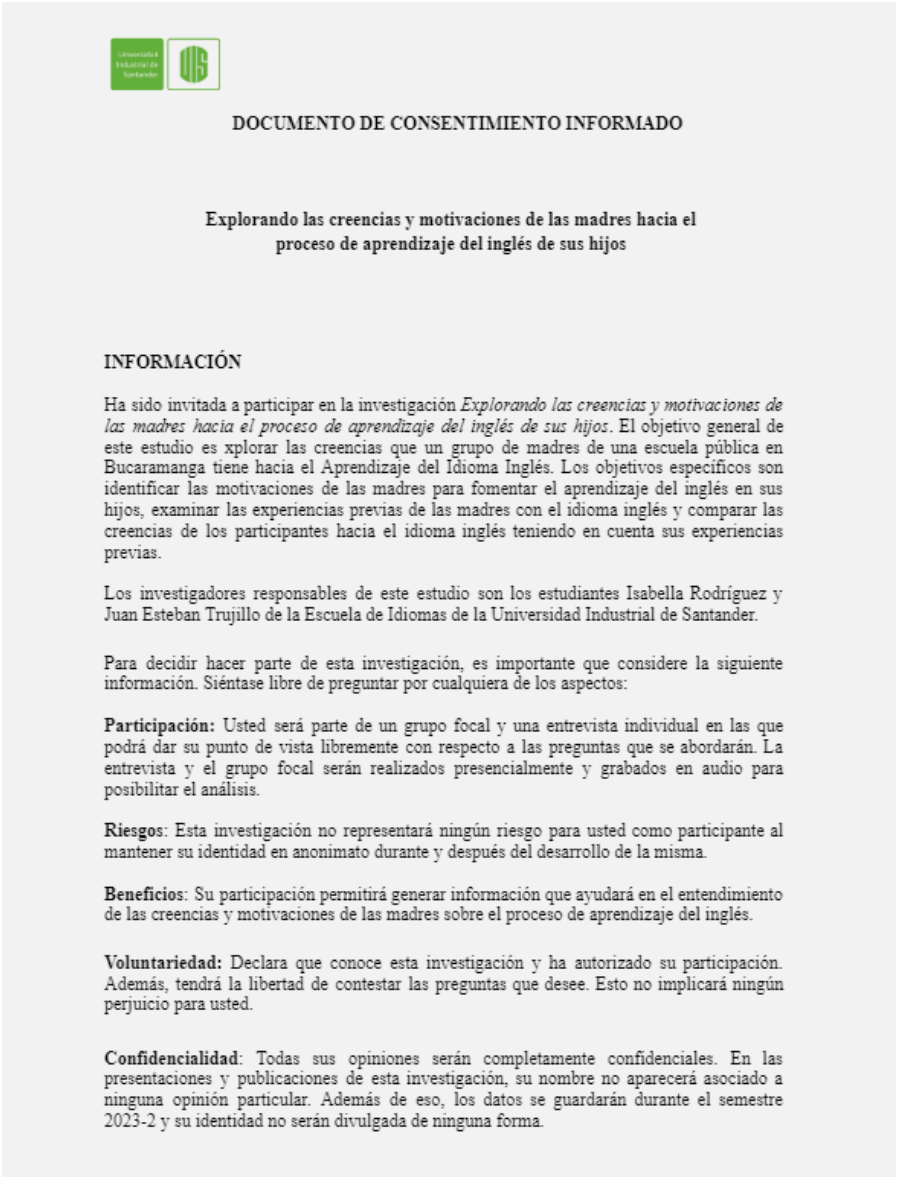
Appendices

Appendix A: Consent Form



DOCUMENTO DE CONSENTIMIENTO INFORMADO

Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos

INFORMACIÓN

Ha sido invitada a participar en la investigación *Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos*. El objetivo general de este estudio es xplorar las creencias que un grupo de madres de una escuela pública en Bucaramanga tiene hacia el Aprendizaje del Idioma Inglés. Los objetivos específicos son identificar las motivaciones de las madres para fomentar el aprendizaje del inglés en sus hijos, examinar las experiencias previas de las madres con el idioma inglés y comparar las creencias de los participantes hacia el idioma inglés teniendo en cuenta sus experiencias previas.

Los investigadores responsables de este estudio son los estudiantes Isabella Rodríguez y Juan Esteban Trujillo de la Escuela de Idiomas de la Universidad Industrial de Santander.

Para decidir hacer parte de esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar por cualquiera de los aspectos:

Participación: Usted será parte de un grupo focal y una entrevista individual en las que podrá dar su punto de vista libremente con respecto a las preguntas que se abordarán. La entrevista y el grupo focal serán realizados presencialmente y grabados en audio para posibilitar el análisis.

Riesgos: Esta investigación no representará ningún riesgo para usted como participante al mantener su identidad en anonimato durante y después del desarrollo de la misma.

Beneficios: Su participación permitirá generar información que ayudará en el entendimiento de las creencias y motivaciones de las madres sobre el proceso de aprendizaje del inglés.

Voluntariedad: Declara que conoce esta investigación y ha autorizado su participación. Además, tendrá la libertad de contestar las preguntas que desee. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán completamente confidenciales. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión particular. Además de eso, los datos se guardarán durante el semestre 2023-2 y su identidad no serán divulgada de ninguna forma.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Para ello, le enviaremos un correo electrónico en el que vamos a adjuntar dicha información.

Datos de contacto: Si requiere mayor información o requiere comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a los estudiantes Isabella Rodríguez o Juan Esteban Trujillo, responsables de este estudio:

Isabella Rodríguez
Teléfono:
Dirección: Cra 27 Calle 9 Ciudad Universitaria. Escuela de Idiomas, Facultad de Ciencias Humanas, Universidad Industrial de Santander.
Correo Electrónico:

Juan Esteban Trujillo
Teléfono:
Dirección: Cra 27 Calle 9 Ciudad Universitaria. Escuela de Idiomas, Facultad de Ciencias Humanas, Universidad Industrial de Santander.
Correo Electrónico:

También puede comunicarse con la profesora
Luz Helea Prada Ramírez
Teléfono:
Dirección: Cra 27 Calle 9 Ciudad Universitaria. Escuela de Idiomas, Facultad de Ciencias Humanas, Universidad Industrial de Santander.
Correo Electrónico:

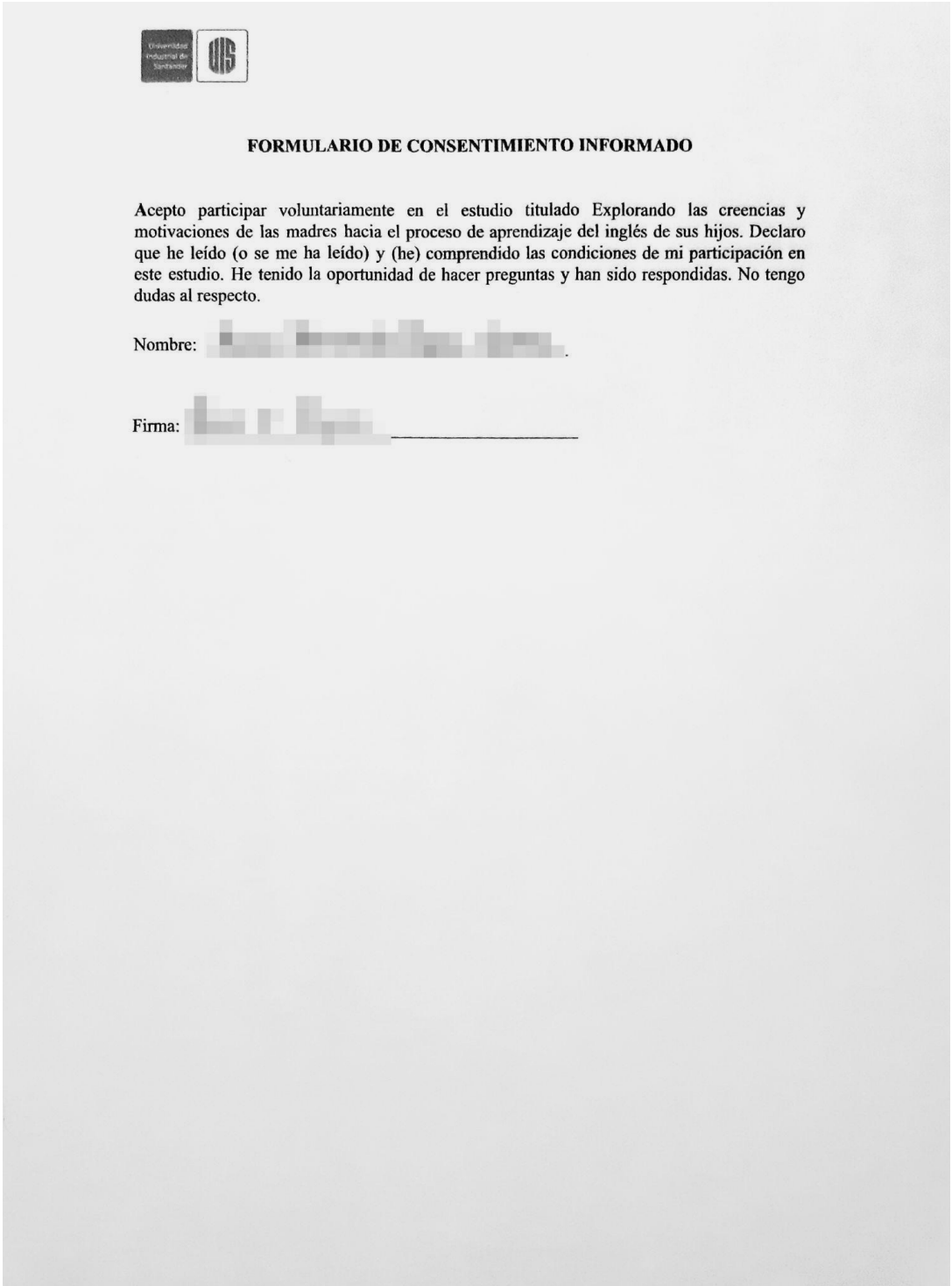
FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: _____

Firma: _____

Appendix B: Signed Consent Forms



FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: [redacted].

Firma: [redacted] _____

FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: [redacted]

Firma: [redacted]

FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: _[redacted]__

Firma: _[redacted]_____

FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: [redacted]

Firma: [redacted]

Universidad Industrial de Santander

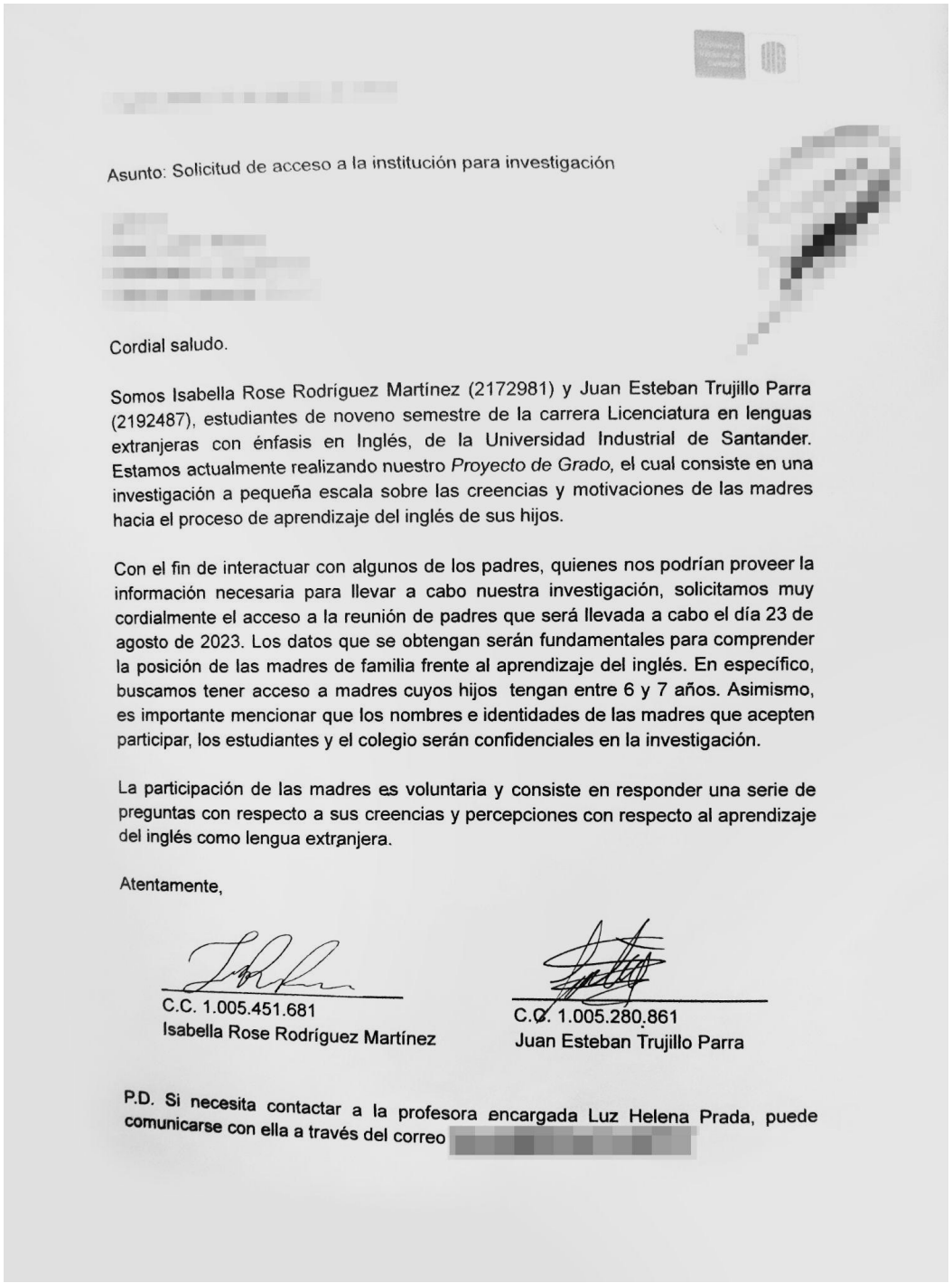
FORMULARIO DE CONSENTIMIENTO INFORMADO

Acepto participar voluntariamente en el estudio titulado Explorando las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Nombre: [redacted]

Firma: [redacted]

Appendix C: Data Collection Authorization



[redacted]

Asunto: Solicitud de acceso a la institución para investigación

[redacted]

Cordial saludo.

Somos Isabella Rose Rodríguez Martínez (2172981) y Juan Esteban Trujillo Parra (2192487), estudiantes de noveno semestre de la carrera Licenciatura en lenguas extranjeras con énfasis en Inglés, de la Universidad Industrial de Santander. Estamos actualmente realizando nuestro *Proyecto de Grado,* el cual consiste en una investigación a pequeña escala sobre las creencias y motivaciones de las madres hacia el proceso de aprendizaje del inglés de sus hijos.

Con el fin de interactuar con algunos de los padres, quienes nos podrían proveer la información necesaria para llevar a cabo nuestra investigación, solicitamos muy cordialmente el acceso a la reunión de padres que será llevada a cabo el día 23 de agosto de 2023. Los datos que se obtengan serán fundamentales para comprender la posición de las madres de familia frente al aprendizaje del inglés. En específico, buscamos tener acceso a madres cuyos hijos tengan entre 6 y 7 años. Asimismo, es importante mencionar que los nombres e identidades de las madres que acepten participar, los estudiantes y el colegio serán confidenciales en la investigación.

La participación de las madres es voluntaria y consiste en responder una serie de preguntas con respecto a sus creencias y percepciones con respecto al aprendizaje del inglés como lengua extranjera.

Atentamente,

C.C. 1.005.451.681
Isabella Rose Rodríguez Martínez

C.C. 1.005.280.861
Juan Esteban Trujillo Parra

P.D. Si necesita contactar a la profesora encargada Luz Helena Prada, puede comunicarse con ella a través del correo [redacted]

Appendix D: Semi-structured Interview Guide

Guia de Entrevista

Objetivos: El propósito general de este estudio es explorar las creencias que un grupo de madres de una escuela pública en Bucaramanga tiene hacia el aprendizaje del idioma inglés.

Preguntas:

1. Desde su experiencia con el Inglés, ¿Le gusta el idioma? ¿Por qué?
2. ¿Ha estudiado alguna vez Inglés? En caso de respuesta positiva ¿Cuál ha sido tu experiencia previa con el Inglés?

   Follow up questions:

   a. ¿Cuáles han sido positivas?
   b. ¿Cuáles han sido negativas?
   c. ¿Dónde lo estudió? Por cuanto tiempo?
3. ¿Considera usted que tiene un buen nivel de Inglés?
4. ¿Cómo es la actitud de su hijo/a con el Inglés? ¿Considera que su hijo/a tiene interés en aprenderlo?
5. ¿Practica usted inglés con su hijo/a? En caso de respuesta positiva ¿de qué forma practica inglés con su hijo/a?
6. ¿Cree usted que su hijo puede aprender inglés fuera del colegio?

Appendix E: Focus Group Guide

Guia de Grupo Focal

Objetivos: El propósito general de este estudio es explorar las creencias que un grupo de madres de una escuela pública en Bucaramanga tiene hacia el aprendizaje del idioma inglés.

Preguntas:

1. ¿Qué opinión tiene sobre la educación en Inglés que ofrece este colegio?
2. ¿Es importante aprender inglés para su vida? ¿Por qué?
3. ¿Le interesaría a usted aprender Inglés? ¿por qué?
4. ¿En qué puede aportar el inglés a la vida de su hijo/a?
5. ¿En qué escenarios cree qué su hijo/a pueda necesitar el inglés en su vida?

Appendix F: Interview Transcriptions

Interview #1

I: From your experience with English, do you like the language? Why?
P1: Yes, I love it, but I don't speak it [English].
I: Why do you like it?
P1: Because it's a way to interact with others, to know like... other cultures, to know what language itself is, what it contains.
I: Have you ever studied English?
P1: Maybe... when I was in university. Maybe when I was attending classes. And occasionally an application that I was interested in, I would download it and I would do it [she used it to learn].
I: Did you have positive experiences with English?
P1: Yes.
I: which ones?
P1: Well...mostly with the apps, when I downloaded them, and that you have to do what they tell you how to speak, then you kind of try to lose the fear of doing it.
I: And have you had any negative experiences with English?
P1: Well... I feel... well, yes, because I feel that it is complex. Because, just as Spanish contains many things (grammar), I feel that English does too. So sometimes, having that (lot of grammar rules) makes me feel like "mamera" (boredom), and then I'd better stay like that. So I stay like that. (far from learning English)
I: How long did you study English in college?
P1: No, but that was like for periods. Like one or two months, and that was it.
I: And with applications?
P1: The application was like two months on it, continuous. But, well, I didn't continue.
I: Why did you stop using the applications?
P1: Because there were days when... I mean, yes, I focused on it, and other days when I didn't when I had to do other things and then I kind of lost interest. There was not so much motivation. But I would have liked to [continue using the applications to learn English].
I: Do you think you have a good level of English?
P1: No. Well, I understand "the common" [Basic language stuff].
I: Regarding your son or daughter, how do you think their attitude is towards English?
P1: Well... I feel that it [English] makes him/her curious but at the same time, it scares him/her because it is a completely different language than Spanish.
I: Do you think he/she is interested in learning it?
P1: Yes, of course.
I: What have you seen in him or her that makes you assume that?
P1: That he/she asks about objects, songs [in English]. He/she asks me "Mom, what does it say there?, I would like to learn!" But, as I don't know, then I can't tell him/her [the translation].
I: Do you practice English with your child at home?
P1: No...
I: Do you think your child can learn English outside of school?
P1: Yes, of course, because he/she likes it. And when you like something it is easier than when you are forced to do it, because I have another son who is in elementary school and he has a hard time because there was no motivation to do it.
I: Where do you think your son or daughter could learn English outside of school?
P1: Maybe... I don't know, in a group. Some kind of teaching that, redundantly, that teaches him/her. But motivating him or her, not just the same as always, ay, it causes me "mamera" (boredom). So it should be a different way to teach him.
I: As in an instinct, you mean? P1: Yes.

Interview #2

I: From your experience with English, do you like the language? Why?
P2: [Experience with English has been] very bad, since high school. As I said in the focus group interview, in school when I studied there, it was a regular subject. So, the teachers were not like... with that love for English so it was a subject that you had to pass no matter what. So it's not a [good] experience.
I: Do you like the language?
P2: Yes, I like it and I would like to learn it quite a lot, really, quite a lot.
I: Why?
P2: Because I feel that English is very good now in the daily life... at work, an opportunity to leave the country, or for the simple fact of knowing English, knowing another language.
I: Have you ever studied English?
P2: No, at the moment I haven't had the opportunity.
I: Have you had any positive experiences with English?
P2: Neither.
I: Do you consider that you have only had negative experiences?
P2: Yes, yes.
I: which ones?
P2: I mean, not negative but the fact that a person comes to speak to me in English and I don't even know how to communicate [with then] is something that frustrates you.
I: Do you think that you have a good level of English?
P1: No, nothing
I: As for your son or daughter, how do you consider his or her attitude towards English?
P2: He is curious. He is curious and I would really like to instill English in him.
I: Do you think your child likes English?
P2: Yes, because, I mean, my child is curious about everything from an early age, and the idea is... everything that he is curious about, to instill it in a good way so that he has a good experience about it.
I: Do you think your child wants to learn English?
P2: Yes, yes, it's a way to... it makes her curious, so, by the fact that she is curious about it I would like to instill this in her, so that she likes it. [English]
I: Do you practice English with your child at home?
P1: No because I don't know English.
I: What about homework?
P2: The basic [knowledge] but with [the help of] the cell phone and the translator [is better]. But other than that, I, proposing to practice in everyday life, no.
I: Do you think your child can learn English outside of school?
P2: Yes.
I: Where do you think your son or daughter could learn English outside of school?
P2: By paying for private tutoring. I mean, I know that there are many more opportunities outside of school than in school. At school, I feel that they don't give priority to that [ELL]. I wish they would give English subject [the same] priority as Math or Spanish, but the truth is that I feel that English is just 'another' subject.
I: Would you like your child to have access to a more language-focused education?
P2: Yes, exactly. To focus only on English. A class in English, and everything in English.

Interview #3

I: From your experience with English, do you like the language? Why
P3: Yes
I: Why do you like the language?
P3: Because, well, it has many opportunities.
I: Such as?
P3: Oh, no (participant laughs), don't ask me so much (continues laughing). I don't know, for work. I don't know.
I: Have you ever studied English?
P3: No.
I: How has your experience with English been?
P3: Well, from what little I know, I like it. So, yeah.
I: So, would you say your experience has been positive?
P3: Yes.
I: Do you consider that you have a good level of English?
P3: No. Just "Hi," "Bye." Very basic things, too basic.
I: Regarding your son or daughter, how do you think their attitude towards English is?
P3: He likes it.
I: Do you think he wants to learn English?
P3: Yes, maybe. I'm waiting for him to learn the basic [language] from Spanish to read and such, and... I have a friend who is a teacher... to pay her for some classes so he can continue to learn.
I: Do you practice English with your son/daughter at home?
P3: Well... only when they have homework and occasionally when he... how do I say it? [she wondered]. I reinforce his English with videos, like that.
I: Do you think your child can learn English outside of school?
P3: Yes.
I: In what cases?
P3: Well... like I said, through videos or maybe interacting with people who speak the language.

Interview #4

I: From your experience with English, do you like the language? Why?
P4: Yes, I do like it, although I hardly speak any English. The school I attended never emphasized the importance of it, but over time, I've come to realize that English is very important for everyone's life.

I: So, do you consider that the reason you like it is because it's important?
P4: Yes, because it's important, and also because I would like to leave the country at some point.

I: Would you be willing to learn English to be able to leave the country in the future?
P4: Of course!

I: Have you ever studied English?
P4: No, I haven't studied it.

I: What about in school?
P4: In school, but it was a long time ago.

I: How much did you manage to learn?
P4: At that time, it was terrible because I didn't understand it. I come from a school where English is very 'secondary'. So, the pronunciation part was very difficult for me at that time, and that's why I found it to be horrible.

I: Do you think you've had more positive or negative experiences with English?
P4: I could say that, at that time, they were negative.

I: Do you consider that you have a good level of English?
P4: No, it's really bad.

I: What do you think you know about English?
P4: Just the basic things, the numbers up to a certain point. Right now, with my son, I'm reviewing things like parts of the house and such, and well, I worked with people who spoke English at some point, so I learned a few things recently. That's why the motivation to learn English is still there.

I: Do you think you're learning English by helping your son with his English homework?
P4: Yes, of course. One learns because, as I said, when you're not... I mean, when you're not forced, then you don't investigate. So, right now, I feel forced, so I say, "Hey, yes." Like I said a moment ago, I would like [to learn English] to be able to guide my son correctly in his homework or in his life.

I: Regarding your son or daughter, how do you think their attitude towards English is?
P4: Yes, it's great. He really enjoys learning English. He even listens to an English song and learns it. He sings it and keeps singing it, and he shows that. I mean, he's motivated to say, "Well, it's cool to learn English as a family." He listens to a song, and he sings it right away.

I: Do you practice English with your son/daughter at home?

P4: Well, honestly, only when they have homework. Occasionally, when he asks, and, as I said, with songs. I say, "Oh, but do you know what that song means in Spanish?" and well, we look it up, like we translate it so that he knows what it means.

I: Do you provide that material to him?
P4: Yes, we look it up. Well, we use a translator, so that he knows, or we also know what the song says.

I: So, you're quite involved in the process?
P4: Yes, well, I've had to be with him.

I: Do you think your child can learn English outside of school?
P4: Yes, of course. Yes, we've even thought about enrolling him [in an English institute]. We haven't looked into it yet, but we do say, "No, it's a good idea to have him learn English now while he has that interest in the language." And, well, we would like to see him grow up with another language.

I: It's a good idea for him to learn English at that age!
P4: Of course, they learn better at that age. It's easier for them than for us.

I: Do you think one learns more easily when one is young?
P4: Yes, of course. Well, because one... Well, we have so many things in our life. I mean, as adults, we have too many responsibilities, and our minds are focused on other things, while they [children] concentrate only on their studies and learning as well.

I: Are you saying that you have the same learning abilities as your child, but the difference is the time?
P4: Exactly. Well, I believe so.

Interview #5

I: From your experience with English, do you like the language? Why?
P5: Well, yes, I do like it. Because, as we were talking about, it can 'open many doors' [offer any opportunities] in everything - at work and in everyday life. You might meet someone who needs help, and you can't provide it…
I: Have you ever studied English?
P5: Honestly, no. What I've been able to study has been with my daughters. I have an older daughter. But as for me studying it, no.
I: What about in school?
P5: Ah, yes, just the basic things in school, and that's it.
I: How were your experiences in school?
P5: Well, it was fine. It's not that I don't like it. It's just that sometimes I feel like I'm not doing well, [it's not that she doesn't like it, but she feels she doesn't do well with pronunciation] it's more about pronunciation. So, it frustrates me, and it also makes me laugh. I leave it at that.

I: Do you consider your experiences learning English to be positive or negative?
P5: No, they were positive. I think they were positive because they give you a starting point. Yes, something. For example, my daughter asks me anything these days, like the verb "to be," I remember it! My teacher taught me in such a way, and I teach my daughter [the same way] to make it easier for her. Nowadays, there are so many tools, many more [than] we had before.
I: How long did you study it?
P5: Well, until I was in eleventh grade. Then, when I entered university, you had to study [English] yes or yes [no matter what]. I think I only did the first level because I got a scholarship and they removed me because I got pregnant. So, I had to stop there, and that's it.

I: Do you consider that you have a good level of English?
P5: No.
I: What level do you think you're at?
P5: No, at [level] zero.
I: But you know the verb "To be."
P5: Yes, and I know the basics. What I mean is, what I learn with my older daughter. Since she loves English, she's very good at it. She can read it, pronounce it well, but she finds it difficult to write it.
I: It's curious because usually speaking is the most challenging part.
P5: No, no, no. It's the same with my husband. He can speak English perfectly to someone, and my daughter too. She's also very good at it. But when it comes to writing, no [she isn't able]. I learn a lot from her.
I: Regarding your son or daughter, how do you think their attitude towards English is? Do they have an interest in learning it?
P5: Yes. Yes, if we're talking about the little one, yes. Yes, because, as I said, she's very curious. She starts with, "Mom, how do you say 'sky' in English," "Mom, how do you say this," wherever we go. So sometimes I have to tell her, "Babe, I don't know, remind me tonight what you asked."

I: That's right. Are you the one from the example about the fence?
P5: Yes.

I: Are you the one who mentioned that [the classes] sparked a lot of curiosity in children about the language, right?
P5: Yes, of course, that awakens... So when you see a child liking it, it's because they start asking and inquiring more about the same topic they've seen.
I: Do you practice English with your son/daughter at home? How do you practice it?
P5: Like, with words. I have three kids, two of them are little, so I have to find a way for both of them to like it. So, how do I do it? I use a lot of videos. Nowadays, there are many interactive videos that show them little figures, cards... and tell them the word in Spanish and the pronunciation in English. There's even one with Mickey Mouse, as she loves Mickey Mouse, and they learn English.
I: I didn't know about those channels; that's great.
P5: Yes, yes. On YouTube, you search for "Mickey Mouse channel to say things in English." Then Mickey Mouse's voice comes up.
I: Ah, okay. Is that your way of practicing with them? Do you help yourself with some words?
P5: No, just like that.
I: Only with the videos?
P5: Or when my older son starts playing with them, with cards, there are card games like UNO.
I: So, you could say that you provide multimedia to help them practice?
P5: Yes, of course, so that they can learn.
I: Do you think your child can learn English outside of school?
P5: Well, for her, right now, I'd say yes, but no. Just because she's currently undergoing physical therapy. She's not disabled or anything like that, but she has lost strength in her hands and her left leg, the left side.

I: But in terms of abilities, do you think she can learn outside [the school], besides studying [the English subject] at school?
P5: Yes, of course, perfectly because since she likes it, then it will be easier for her.
I: Would you facilitate those classes for her, I mean, if you consider it?
P5: Yes, of course, even here at school, I think there's a program, but you have to be seven years old.
I: Really? Do you plan to enroll your daughter there?
P5: Yes, of course. My oldest one [daughter] is in a virtual program at school, but she's in a different school. But the boy [her son] isn't.".

Appendix G: Focus Group Transcription

Focus group

I: Good morning, I'm Isabella Rodríguez, a student from UIS. I'm conducting research on mothers' thoughts regarding the teaching of English to their children. The idea is to have mothers with children in both preschool and primary school. First of all, I want to know if you are willing to grant us access to interview you, f you agree to share information with us, as I mentioned, this information will remain anonymous. It won't be shared with anyone else except for research purposes, and once the data is analyzed, it will be deleted. So, do you agree?
All: Yes.
I: Let's start with the first question. I'd like to ask you about the classes here. What do you think of this school?
What is your opinion about the English education this school provides?
All: It's good because they teach them to write the numbers correctly. For example, if my child is interested. he asks me, "Mom, what does this mean?" it's good because it awakens that [curiosity]. Me too, I think it's great because they teach them right from the beginning what a child of their age should be learning. They have only one teacher here who teaches them the basics. I like her teaching style.

I: Does it awaken 'curiosity' as you mentioned?
All: Exactly. I actually have my nephew in the fourth grade here, and to be honest, I haven't... well, in the school, they teach the basics, the numbers in English, but I feel they should reinforce it more. I know that ethics and values classes, and religious education are important, but they should give more importance to English. Why? Because in my case, as a young mom, I would have liked it much more if the school [gave the opportunity?dedication? to children?], to go abroad, to study, and obviously, that's very important to us. From home, we reinforce the basics to them, what we were taught in school, but I feel there should be a bit more interest (in English), more motivation. Let them study English because they like it, not because they have to [obligued to]. I think they should make it a rule that at least one class is taught in English, so that they develop a love for English, and don't be like "ok, you didn't do well at English, so stay like that", that they study it because they like it, that they don't just perceive it as a subject, yet like prioritize English, like they do in [private?] schools.
J: Is it important to learn English for your life? Why?
All:
-Yes, very important.
-Absolutely, for work.
-Yes, nowadays there are many platforms and a lot of job opportunities, but they ask you, "What's your level? Zero.", that's why we learn with the kids.
-Obviously, English is super important nowadays. As I mentioned before, it's like Spanish. It's not just a luxury to speak English, no, it's something super important... [very important, yes] super necessary.

2. Would you be interested in learning English? Why?
All:
-Yes, I would have liked to.
-Yes, of course.
-Duolingo, girl. Haha.
-I had an app, but I got bored. Well, not bored, but it requires dedication, and there were days when I dedicated time to it, and other days I didn't, so I got tired.

-For the same reason, because English wasn't instilled in us when we were young. In school, it was like, if you pass, you pass [it's ok], and if you don't, that's fine, too.
-It was just a regular subject.
-Exactly.
3. J: And why would y'all like to learn English?
All: Because it opens up many opportunities. You don't necessarily have to leave the country; you can work from home if you know English.
-At least to watch a movie without reading subtitles.
-Oh yes, how boring!I don't like it.
-And if you've noticed, there are many foreigners in everyday life now. In my case, I work in a shopping center, and a lot of people who speak English come there, and they ask you...
-[It would be nice if we could say something to them (in English).]
-...yes, even if it's just the basics, I mean, say the basics, but we don't even know the basics.
-I no longer remember it [vocabulary].
-I mean, I'd like to have a conversation with someone else (in English).
-Exactly, to have a conversation where both parties understand each other, but it's the same as them, they don't understand any of it [participants' Spanish pronunciation], I mean, our pronunciation is very bad.
4. J: In what ways do you think English can contribute to your life?
All: In many ways, very good ways, because, as I say, there are many, currently many opportunities, many people like moms can work in English, one can communicate with another person, and study abroad. In other words, I would like my daughter to go study abroad, being able to speak English, and I would like my daughter, when she turns six or seven years old, to be able to start studying English because I feel that it is very important.
- And for example, we who have young children, I would like my son to do homework in English, and I can help him without using Google, the translator, or the dictionary, but to have that knowledge to guide him correctly.
- Exactly, the homework in English, the parts of the body, we pronounce them as they were taught to us and how they are written.
- Only my daughter asks me, "Mom, how do you say 'reja' in English?" (and I tell her), "I don't have my phone right now" because when you're on the street, you don't pull out your phone (to use a translator), [and I tell her] I don't know, but write it down and we'll look it up when we get home. When I get home, she has a whole glossary like that, so I have to... but it's for of curiosity, right? To hear it [the pronunciation of the vocabulary], so I use Google to say it in voice, and then she repeats it. But yes, that's what happens to me, "Mom, how do you say such and such in English," but my husband speaks English well."
5. J: In what scenarios do you think your child may need English in their life?
All: In all scenarios, everywhere, in everyday life.
-For example, there are some kids here, I'm not sure where they're from, but I think they're German.
-They are German, they're in the fourth grade and study with my nephew. And as I was saying...
-But there are younger ones too.
-It's just that they go to the mall, and they're a family of four children. Two of them study here, and the other two are younger. They go there, and they speak English; they always speak English at school. I mean, they already speak Spanish, but only the basics. As I was saying, it's part of everyday life now. I know that children who speak English now will obviously feel a bit more isolated because their classmates don't speak English. So it's becoming normal to see someone who speaks English or a foreigner and be able to communicate with them..