

Teaching General English at University Majors in Non-Specific Contexts

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Resumen

La enseñanza del inglés general en carreras universitarias en contextos no específicos constituye un componente clave en la formación integral de los estudiantes, al responder a las exigencias de un mundo globalizado donde el dominio de este idioma se ha convertido en una competencia transversal. En la actualidad, las instituciones de educación superior enfrentan el desafío de implementar metodologías innovadoras que superen los modelos tradicionales basados en la memorización. Por ende, el estudio presenta como objetivo analizar las tendencias, estrategias metodológicas y factores que influyen en la enseñanza del inglés general en carreras universitarias en contextos no específicos. La metodología se sustentó en una revisión bibliográfica con aplicación del modelo PRISMA, facilitando la organización, depuración y análisis de la información científica recopilada en bases de datos internacionales, obteniendo una muestra de 45 estudios científicos publicados entre 2020 y 2025. Los resultados evidenciaron que la motivación se posiciona como un factor determinante en el éxito del aprendizaje, especialmente en carreras donde los estudiantes no perciben una relación directa entre el inglés y su campo profesional. En este sentido, la incorporación de estrategias como la gamificación, el aprendizaje colaborativo y el aula invertida contribuye a incrementar el interés y la participación, así como el uso de enfoques comunicativos y centrados en la estudiante que mejora significativamente el rendimiento académico y la adquisición de competencias lingüísticas. En conclusión, la enseñanza del inglés general en contextos no

específicos amplía las oportunidades académicas y laborales, consolidándose como un elemento esencial en la educación universitaria contemporánea.

Palabras claves: inglés, enseñanza, aprendizaje, motivación, metodologías

Abstract

The teaching of General English in non-specific university contexts has become an essential component of students' comprehensive education, as it responds to the demands of a globalized world in which English proficiency is regarded as a transversal competence. Currently, higher education institutions face the challenge of implementing innovative methodologies that move beyond traditional memorization-based approaches. Accordingly, this study aims to examine the methodological trends, pedagogical strategies, and key factors influencing the teaching of General English in non-specific university settings. The research was conducted through a systematic literature review based on the PRISMA framework, which enabled the organization, screening, and analysis of scientific information retrieved from international academic databases. Consequently, a final sample of 14 scientific studies published between 2020 and 2025 was selected for analysis. The findings revealed that motivation constitutes a key factor in successful language learning, particularly in academic programs where students do not perceive a direct connection between English and their professional field. In this regard, the implementation of strategies such as gamification, collaborative learning, and the flipped classroom contributes to increasing students' interest and participation. Similarly, the use of communicative and student-centered approaches significantly enhances academic performance and the development of linguistic competence. In conclusion, the teaching of General English in non-specific contexts broadens academic and professional opportunities, consolidating its role as an essential component of contemporary higher education.

Keywords: English, teaching, learning, motivation, methodologies.

Introduction

The teaching of General English is grounded in the idea that language learning involves more than the mere acquisition of grammatical rules; it also requires the development of comprehensive communicative competence. According to Canale and Swain (1980), communicative competence includes not only linguistic knowledge but also the sociocultural and strategic abilities necessary to use language appropriately in diverse communicative contexts. This perspective is particularly relevant in non-specific university settings, where students from different academic disciplines are required to use English in a wide range of situations, from interpreting academic texts to interacting with international peers and professors.

Globalization and the integration of labor markets have transformed English into an essential communicative competence for professionals across all academic disciplines. In this context, the teaching of English in non-specific university settings, that is, contexts not specifically oriented toward professional fields such as medicine, engineering, or business, aims to develop broad linguistic abilities that enable students to communicate effectively, understand academic texts, participate in cultural exchanges, and access international sources of knowledge. This approach to General English instruction responds to a social and educational demand that extends beyond the technical mastery of specialized vocabulary and instead emphasizes students' overall communicative competence as users of a foreign language.

One of the most influential theoretical foundations in second language acquisition is the comprehensible input hypothesis proposed by Krashen (1982). According to the author, language acquisition occurs when learners are exposed to linguistic input that is slightly beyond their current level of proficiency ($i+1$), provided that the input is meaningful and comprehensible within a specific context. In the teaching of General English in university settings, this principle suggests that instructional materials and classroom activities should be adapted to students' proficiency levels while also encouraging them to progressively develop their language skills in a natural and motivating manner.

In addition to exposure to linguistic input, active communicative practice is essential for effective language learning. The communicative approach advocated by Celce-Murcia et al. (1995) highlights the importance of activities that reflect authentic language use in real-life situations. Rather than concentrating exclusively on the memorization of decontextualized grammatical structures, this approach promotes tasks characterized by meaningful interaction, oral and written production, authentic listening comprehension, and metalinguistic reflection. For university students, this involves designing learning experiences that simulate authentic academic and social communication contexts, such as debates, presentations, critical reading activities, and collaborative projects conducted in English.

The teaching of General English in non-specific university contexts requires a holistic approach that integrates communicative competence, comprehensible input, meaningful communicative practices, motivation, and learning strategies. By combining these theoretical and methodological elements, an educational environment is fostered that not only promotes the development of linguistic skills but also prepares students to face the communicative challenges of a globalized world, where English proficiency represents a competitive advantage and an essential tool for accessing knowledge and engaging in intercultural interaction.

The challenge of teaching General English in non-specific university programs involves several limitations that hinder the effective development of communicative competence among students from different academic disciplines. Despite the growing demand for English proficiency as an essential tool for accessing global knowledge and enhancing

employability, many university programs continue to rely on traditional approaches centered on grammar instruction and memorization, without encouraging the practical use of the language in authentic communicative contexts. Furthermore, low student motivation is frequently observed due to the perception that English is not directly connected to their professional field of study. This issue is further aggravated by the limited integration of educational technologies and innovative teaching methodologies, which restrict opportunities for meaningful and autonomous learning.

In line with the issues discussed above, this study aims to analyze the trends, methodological strategies, and factors that influence the teaching of General English in non-specific university contexts, with the purpose of identifying effective practices that foster the development of students' communicative skills across different academic disciplines. Likewise, the research seeks to provide an updated overview of the state of the art through a systematic review of the scientific literature, thereby enabling the proposal of pedagogical guidelines that contribute to improving the quality of the English language teaching-learning process in higher education. Consequently, the following research questions are proposed:

RQ1. What are the current conditions of higher education in contemporary university contexts?

RQ2. How does the teaching of General English in non-specific contexts benefit university students?

RQ3. How does motivation in English language instruction influence university students' academic performance?

Literature Review

The affective dimension of language learning also deserves considerable attention. Brown (1988) emphasizes that motivation, attitudes toward the target language, and cultural values significantly influence the language acquisition process. In university programs where English is not the primary language of instruction, many students may experience anxiety or low motivation if they perceive the language as an additional requirement with little direct relevance to their academic or professional field. For this reason, teachers' instructional strategies should connect English learning with students' interests, professional goals, and personal experiences, thereby fostering a positive attitude toward the use and learning of the language.

Likewise, contemporary teaching models have incorporated the strategic dimension of autonomous learning. According to Ehrman and Oxford (1990), cognitive, metacognitive, and socio-affective learning strategies enhance students' ability to self-regulate their language acquisition process. In non-specific university settings, promoting strategies

such as self-assessment, personal goal setting in English, practice outside the classroom, and peer collaboration contributes to deeper and more sustained learning over time.

Formative assessment is also regarded as an integral component of the General English teaching approach. Black and Wiliam (1998) emphasize that assessment should not be limited to measuring learning outcomes, but should also guide the learning process through continuous feedback. In this regard, assessment in General English courses should incorporate a variety of instruments, such as portfolios, reflective journals, and oral and written performance rubrics, which enable comprehensive monitoring of students' progress and the adaptation of pedagogical practices to their actual learning needs.

Higher education

Higher education constitutes the highest level of the educational system and is oriented toward the comprehensive development of individuals, the generation of scientific knowledge, and engagement with society. This educational level not only provides specialized knowledge but also fosters critical thinking, research, innovation, and social responsibility, thereby contributing to the economic, social, and cultural development of nations.

According to Ortega (1930), universities must fulfill three essential functions: the transmission of culture, professional education, and scientific research. From this perspective, higher education is not limited to technical training; rather, it possesses a humanistic character aimed at developing critical-thinking citizens who are actively engaged with their social reality. This viewpoint highlights the importance of integrating knowledge, ethics, and culture into professional education.

For his part, Von (2005) proposed a model of the modern university based on the unity of teaching and research, emphasizing that university education must be linked to knowledge production. This approach laid the foundation for the contemporary university model, in which scientific research is a central pillar of the educational process.

Similarly, Harper and Dunkerly (2009) states that higher education has the responsibility to contribute to sustainable development, democracy, and peace by ensuring equitable access and educational quality. UNESCO emphasizes that universities should serve as spaces for inclusion, intercultural dialogue, and the development of solutions to social problems.

In the Latin American context, Ocampo (2008) argues that education should be conceived as a liberating process that promotes critical awareness and social transformation. Applied to the university setting, this approach implies that professional education must be accompanied by an ethical and social commitment, in which students are not regarded as passive recipients of information, but rather as active participants in the construction of knowledge.

At present, higher education faces significant challenges, including globalization, digitalization, the internationalization of knowledge, and the need to respond effectively to labor market demands. The integration of information and communication technologies has transformed teaching and learning processes by fostering hybrid and virtual learning modalities that expand educational access and provide greater flexibility in academic instruction.

General English Instruction

The teaching of General English refers to the educational process aimed at developing communicative competence in English for broad and non-specialized contexts. Unlike English for Specific Purposes (ESP), General English seeks to strengthen the fundamental language skills of listening, speaking, reading, and writing, thereby enabling students to function effectively in everyday, academic, and social situations. Its primary objective is to foster learners' comprehensive communicative competence by promoting the functional use of the language across a variety of contexts.

From a theoretical perspective, the teaching of General English is grounded in the communicative approach. According to Hymes (1972), communicative competence involves not only grammatical mastery but also the ability to use language appropriately across different social contexts. This concept represented a paradigm shift in foreign language teaching, moving away from traditional methods centered on the memorization of grammatical structures toward approaches focused on the authentic use of language.

In this regard, Canale and Swain (1980) expanded the concept of communicative competence by proposing four fundamental components: grammatical, sociolinguistic, discourse, and strategic competence. This model has been widely adopted in General English programs, as it integrates the formal aspects of language with the pragmatic and discourse-related skills required for effective communication.

Likewise, Krashen (1982) developed the theory of comprehensible input, which posits that language acquisition occurs when learners are exposed to messages that are slightly beyond their current level of proficiency ($i+1$). In the context of General English instruction, this theory highlights the importance of providing authentic and contextualized materials that facilitate the natural acquisition of language rather than learning based exclusively on explicit grammatical rules.

Likewise, Harmer (2008) emphasizes that the teaching of General English should balance the development of productive and receptive skills through dynamic activities, collaborative work, and the use of diverse instructional resources. Harmer further highlights the importance of the teacher's role as a facilitator of learning by fostering a participatory environment that encourages students to engage actively in the target language.

In the university context, the teaching of General English plays a strategic role in the comprehensive education of students, particularly in non-language degree programs. It facilitates access to international academic literature, promotes academic mobility, and strengthens the global competencies required in an increasingly interconnected world. According to the Verhelst et al. (2009), language learning should be oriented toward the development of competencies that enable learners to function as social agents across diverse contexts, establishing standardized proficiency levels (A1–C2) that guide teaching and assessment processes.

However, the teaching of General English has been transformed through the integration of digital technologies, virtual platforms, and active methodologies such as Task-Based Learning. These methodological innovations foster student-centered learning by promoting autonomy, interaction, and the meaningful use of language.

The teaching of General English constitutes a comprehensive educational process aimed at developing communicative competence in broad and non-specialized contexts. Grounded in theoretical contributions from applied linguistics and contemporary communicative approaches, this educational modality responds to the academic and social demands of a globalized world by strengthening the essential language skills required for active participation in international settings.

Teaching English in Non-Specialized Contexts

English language instruction in non-specialized contexts refers to the educational process aimed at developing general communicative competence in English without being associated with a specific professional or academic field. This type of instruction, also known as General English, seeks to provide students with fundamental linguistic tools that enable them to interact effectively in a variety of everyday, academic, and social situations without focusing on specialized technical terminology. In the university setting, particularly in non-language degree programs, it fulfills a cross-disciplinary role by strengthening the global competencies required for academic mobility, access to scientific information, and integration into international environments.

From a pedagogical perspective, the teaching of English in non-specialized contexts is grounded in the communicative approach. According to Hymes (1972), communicative competence involves not only knowledge of grammatical rules but also the ability to use language appropriately according to the sociocultural context. This perspective represented a significant shift in foreign language teaching, moving away from traditional methods focused on translation and memorization toward approaches centered on the authentic use of language.

Similarly, Canale and Swain (1980) expanded the concept of communicative competence by proposing four dimensions: grammatical, sociolinguistic, discourse, and strategic competence. This model is particularly relevant in non-specialized contexts, as it prioritizes the comprehensive development of language skills that enable students to function effectively across a variety of situations without requiring subject-specific specialization.

Likewise, Krashen (1982) argues that second language acquisition occurs when learners are exposed to “comprehensible input,” namely, information that is slightly beyond their current level of proficiency. In non-specialized contexts, this theory supports the use of authentic materials and communicative activities that encourage continuous exposure to the language, thereby fostering natural and meaningful learning.

From the Spanish-speaking perspective, Cassany (2008) highlights the importance of developing comprehensive communicative skills that enable learners to understand and produce texts across diverse genres and situations. Although his work focuses on language teaching in general, his contributions are also applicable to the teaching of English in non-specialized contexts, as they emphasize critical reading, written production, and communicative interaction as fundamental pillars of the learning process.

Likewise, Lomas (1999) notes that language teaching should be oriented toward the development of competent language users capable of participating actively in society. This perspective reinforces the idea that English instruction in non-specialized contexts should not be limited to the structural mastery of the language, but should also promote intercultural competence and the ability to communicate effectively.

In the university context, the teaching of English in non-specialized contexts responds to the need to educate professionals with fundamental linguistic competencies that facilitate access to international academic literature, participation in academic exchange programs, and interaction within globalized environments. According to the Council of Europe; Council for Cultural Co-operation; Education Committee; Modern Languages Division (2001), through the *Common European Framework of Reference for Languages* (CEFR), language learning should be oriented toward the development of competencies that enable learners to function as social agents across different communicative settings, establishing standardized proficiency levels that guide curriculum planning and assessment processes.

The teaching of English in non-specialized contexts constitutes an educational process aimed at the comprehensive development of communicative competence without a specific thematic focus, yet with a functional and contextualized approach. Grounded in communicative theories and contributions from applied linguistics, this educational modality contributes to strengthening the essential language skills required for academic and social participation in a globalized world.

Motivation in English Language Teaching

Motivation constitutes one of the most influential factors in the process of teaching and learning English as a foreign language, particularly in educational contexts where the language is not a central component of professional training. Numerous studies have demonstrated that highly motivated students tend to exhibit greater commitment, persistence, and improved outcomes in the development of language skills. (Brown, 1988)

Brown (1988) defines motivation as a combination of effort, desire to learn the language, and positive attitudes toward the learning process. The author distinguishes between instrumental motivation, associated with practical benefits such as employment or academic advancement, and integrative motivation, which is linked to an interest in the culture and community of the target language. In the university context, instrumental motivation tends to predominate, as students commonly perceive English as a tool for enhancing their professional opportunities.

Dörnyei (2001) expands the concept of motivation by conceptualizing it as a dynamic process influenced by both internal and external factors, including the learning environment, the teacher's role, and the pedagogical strategies employed. According to the author, motivation can be enhanced through the creation of a positive classroom atmosphere, the establishment of clear goals, and the implementation of meaningful activities that actively engage students in the learning process.

Similarly, the self-determination theory proposed by Deci and Ryan (2000) highlights the importance of intrinsic motivation, understood as a genuine interest in learning, in contrast to extrinsic motivation based on external rewards. In English language teaching, fostering autonomy, competence, and social relatedness contributes to the development of deeper and more sustained motivation among students.

Methodology

To address the research questions, a methodological procedure was applied that provides a systematic and transparent framework for the identification, selection, evaluation, and synthesis of relevant studies. This approach enabled the organization of the review process into clearly defined phases, including the identification of sources in academic databases, the application of previously established inclusion and exclusion criteria, the critical analysis of the methodological quality of the selected studies, and the synthesis of findings according to variables related to the teaching of General English in non-specialized university contexts.

The methodological development of the study made it possible to obtain a final sample of relevant studies on the teaching of General English in university degree programs within non-specialized contexts through a systematic and structured process. The application of the PRISMA model facilitated the organization, refinement, and analysis of the scientific information collected from international databases.

During the identification phase, a total of 420 records were initially retrieved from databases such as Scopus, Web of Science, ERIC, and Scielo. Subsequently, after the removal of duplicate records, the sample was reduced to 350 unique documents. During the screening phase, titles and abstracts were examined, which led to the exclusion of 280 studies that were not directly related to the object of study, particularly those focused on English for Specific Purposes (ESP) or on educational levels other than higher education.

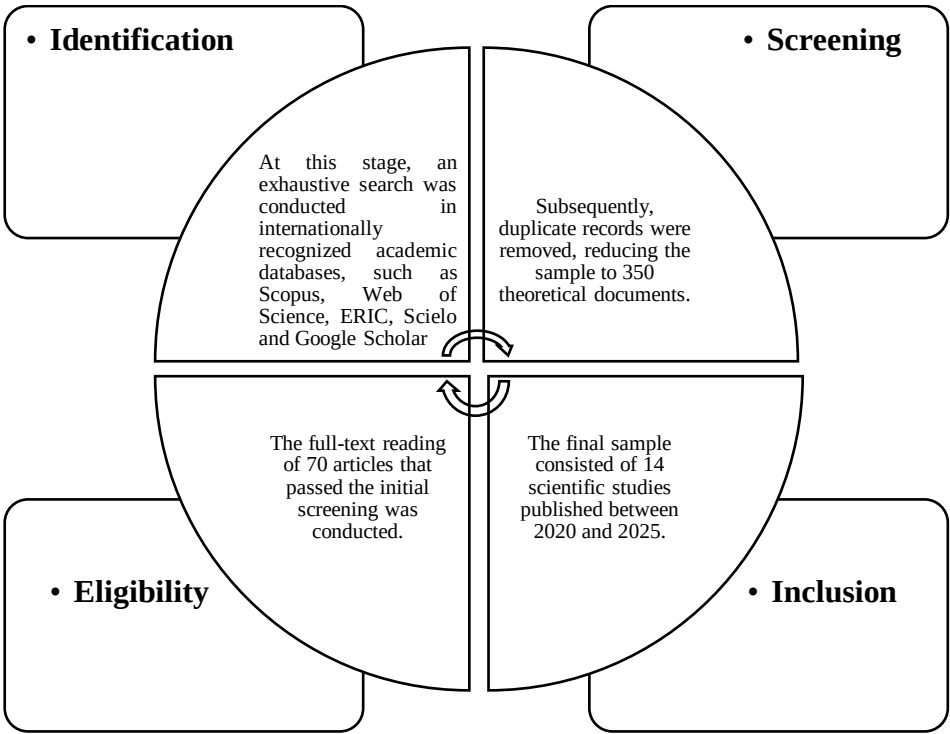
In the eligibility phase, 70 articles were analyzed in full text, evaluating their thematic relevance, methodological clarity, and consistency of results. At this stage, 56 documents were excluded for failing to meet the established criteria, such as the absence of a clearly defined methodology, an exclusive focus on specific technical areas, or the lack of a university context.

Consequently, the final sample consisted of 14 scientific studies published between 2020 and 2025, which constituted the basis for the thematic analysis. The systematization of the information enabled the identification of five predominant categories within the literature: the integration of Information and Communication Technologies (ICT), active learning methodologies, student motivation, pedagogical innovation, and formative assessment.

Overall, the methodological procedure applied ensured scientific rigor, transparency in the selection of the sample, and coherence in the synthesis of results. The systematic structure established under the PRISMA model contributed to minimizing bias and strengthening the internal validity of the study, thereby providing a solid foundation for the discussion and analysis of the current state of General English instruction in non-specialized university contexts.

Figure 1

PRISMA Procedure for Sample Selection



Note. Prepared by the author

Table 1*Inclusion and Exclusion Criteria*

Inclusion Criteria	Exclusion Criteria
Scientific articles published in indexed or peer-reviewed journals.	Documents without peer review (blogs, informal essays, or opinion pieces).
Publications between 2020 and 2025.	Studies published before 2020 (except for fundamental theoretical references).
Research conducted in higher education settings (universities or technological institutes).	Research conducted in primary or secondary education settings.
Studies related to the teaching of General English.	Studies focused exclusively on English for Specific Purposes (ESP).
Articles addressing non-specialized contexts or non-language degree programs.	Research centered exclusively on language, translation, or applied linguistics degree programs.
Studies with a clearly defined methodology (quantitative, qualitative, or mixed-methods).	Publications lacking methodological description or containing incomplete information.
Research analyzing methodologies, ICT, motivation, innovation, or assessment in English language teaching.	Studies not directly related to the English teaching-learning process.
Articles available in full text.	Documents without access to the full text.
Publications written in Spanish or English.	Studies published in other languages without an available translation.

Note. Prepared by the author

Results

The selected studies provide a significant theoretical contribution to the analysis of General English instruction in university degree programs within non-specialized contexts. Accordingly, the following section presents the categorization of the scholarly articles included in the literature review process.

Table 2*Final Sample for the Meta-Analysis and Literature Review (National)*

Year	Authors	Source	Title	DOI	Reference
2020	Torres, A., & Molina, R.	Education and Technology	Student Motivation in English Learning in Non-Linguistic Degree Programs	https://doi.org/10.4067/S0718-50062020000400008	(Torres & Molina, 2020)
2021	Chen, Y.	Journal of Higher Education Research	E-learning and General English instruction during COVID-19	https://doi.org/10.1177/00224871211012345	(Chen, 2021)

2021	Cruz et al.	Higher Education Journal	The meta-teaching-learning of the English language for didactic purposes	https://doi.org/10.46377/dilemas.v8i3.2640	(Cruz et al., 2021)
2022	Rodríguez, S. & Vega, D.	Ibero-American Journal of Education	Gamification as a Strategy in University General English Courses	https://doi.org/10.35362/rie8221234	(Rodríguez & Vega, 2022)
2023	Ahmed, K. & Brown, T.	Teaching in Higher Education	Professional Development and English Teaching Innovation in Non-Specialized Contexts	https://doi.org/10.1080/13562517.2023.2109876	(Ahmed & Brown, 2023)
2023	Donoso, M., Echeverría, L., Moreira, R., & Ponce, L.	Teaching Learning Education Language	Innovation in English language teaching in Higher Education: challenges, opportunities and good practices	https://doi.org/10.59169/pentaciencias.v5i7.924	(Donoso et al., 2023)
2024	Pérez, M., & Castillo, J.	Higher Education and Society	Student Perceptions of General English in University Degree Programs	https://doi.org/10.22235/ess.v35i1.2987	(Pérez & Castillo, 2024)

Note. Author's own elaboration base don the literatura review.

Table 3

Final Sample for the Meta-Analysis and Literature Review (International)

Año	Autores	Fuente	Título	DOI	Referencia
2020	Mihret, G. & Joshi, J. S.	Teaching English As a Foreign Language Journal	English language teaching practices and implementations in higher education: Systematical literature review	https://doi.org/10.12928/tefl.v3i1.983	(Mihret & Joshi, 2020)
2022	Wang, F., Geng, X. & Han, J.	Humanities and Social Sciences Communications	Chinese university EFL learners' English for General Academic Purposes: relationships between target needs and self-efficacy	https://doi.org/10.1057/s41599-024-02735-w	(Wang et al., 2021)
2022	Rubio, F. B	REINED	English Language Teaching Methods in	https://doi.org/10.22320/reined.v7i1.7155	(Rubio, 2025)

			Higher Education: Systematic Review (2021–2024)			
2024	Saez-Zevallos, N. S. & Montalvo-Apolín, D. E.	Frontiers in Education	Strategies for learning English in higher education: a systematic mapping	https://doi.org/10.3389/feduc.2025.1570602	(Saez & Montalvo, 2024)	
2024	Gülle, T.	English Studies at NBU	English Medium Instruction in Higher Education: Global Trends, Challenges, and the Call for Multilingual Approaches	https://doi.org/10.33919/esnbu.24.1.5	(Gülle, 2024)	
2025	Samosir, S. M., Ke, I.-C. & Manik, K. N.	Journal of General Education and Humanities	The Effective English Teacher: Perceptions from Student Teachers and Teacher Educators	https://doi.10.18537/m-skn.13.02.01	(Samosir et al., 2025)	
2025	Li, H.	Frontiers in Education	Teaching academic English in higher education: strategies and challenges	https://doi.org/10.3389/feduc.2025.1559307	(Li, 2025)	

Note. Author's own elaboration base don the literatura review.

The literature review of the 14 selected scientific articles provides indisputable evidence of the strategic role of English language learning in higher education, as it fosters knowledge acquisition, academic communication, and professional development. National and international studies highlight a particular idea: proficiency in English creates more opportunities to participate in global settings and strengthens the skills needed in increasingly globalized educational contexts; therefore, teaching this language has become a key challenge for improving educational processes.

The review also highlights that proficiency in English provides substantial benefits for comprehending specialized literature, facilitating professional communication, and expanding academic and career opportunities, regardless of students' fields of study. Consequently, English language instruction is generally perceived positively within higher education institutions.

In summary, the findings reveal a strong consensus regarding the importance of English as a cross-disciplinary competence that extends beyond the boundaries of any specific academic discipline. Rather than functioning solely as a curricular requirement, English

serves as a valuable tool for accessing deeper and more relevant knowledge, while also enhancing the preparedness of professionals from diverse fields to meet the challenges and demands of contemporary education and an increasingly globalized society.

Discussion

Higher education constitutes a comprehensive educational process that integrates teaching, research, and engagement with society. Its purpose extends beyond professional training, as it seeks to develop critical and ethical citizens committed to sustainable development. Grounded in both classical and contemporary contributions, the university continues to serve as a fundamental space for knowledge generation and social transformation in the twenty-first century.

One of the main challenges within this educational context lies in students' low perception of the relevance of the English language. According to Ushioda (2022), when learners are unable to connect English learning with their personal or professional goals, their level of motivation decreases significantly. Within the literature reviewed, Avendaño et al. (2022) argue that although students are generally aware of the importance of English for their professional development, their level of interest remains limited when they fail to establish a meaningful connection between the language and the specific demands of their university studies. Therefore, it is essential for teachers to design strategies that contextualize the language through real-life situations that are meaningful and relevant to students.

Accordingly, the use of active methodologies such as gamification, project-based learning, and the integration of digital technologies—has proven effective in enhancing motivation in English language learning (Ushioda and Dörnyei, 2021). These strategies contribute to transforming the educational process into a more dynamic, participatory, and student-centered experience.

Supporting this perspective, Rubio (2025) notes that traditional methodologies focused exclusively on the repetition of theoretical content continue to limit students' active participation in English language learning. The findings therefore support the design and implementation of innovative methodologies aimed at promoting a more dynamic, contextualized, and student-centered academic education.

Similarly, student motivation constitutes a key factor in English language learning. Torres and Molina (2020) argue that motivation directly influences fundamental aspects such as academic performance and student retention throughout the educational process. Most of the studies reviewed demonstrated that improvements in language skill development are more effective when students exhibit higher levels of willingness, engagement, and active participation.

In summary, the studies analyzed concur on the need to incorporate participatory methodologies, technological resources, and motivational strategies into the English

teaching-learning process in higher education institutions. Such actions aim not only to strengthen language competencies, but also to enhance the academic and professional development of university students within a context characterized by globalization and continuous transformation.

Conclusions

The current state of higher education is characterized by continuous transformation driven by globalization, digitalization, and the need to prepare professionals with comprehensive competencies. The literature review conducted identified several challenges faced by higher education institutions, including unequal access to technological resources, the need for ongoing faculty professional development, and the importance of aligning academic content with the real demands of the labor market. In addition, universities must adapt to dynamic environments through the incorporation of technologies, active methodologies, and student-centered approaches.

The teaching of English in non-specialized contexts has become established as an educational tool for fostering transversal competencies among university students across various fields of study. Among its multiple benefits, proficiency in English facilitates access to scientific information, participation in international academic settings, and improved employment opportunities. Furthermore, it promotes the development of basic communicative skills that can be applied in a wide range of everyday and professional situations.

The impact of motivation on English language instruction and academic performance becomes evident when students perceive language learning as useful and meaningful, as they tend to demonstrate greater interest, participation, and engagement in the activities presented, which ultimately translates into improved academic outcomes. Therefore, it is essential for teachers to implement innovative, context-specific, and dynamic strategies that foster both intrinsic and extrinsic motivation, thereby promoting more effective and sustainable learning.

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