



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**

**TEMA:**

**“MOTIVATION TOWARDS LEARNING ENGLISH IN URBAN-RURAL SETTINGS. A COMPARISON BETWEEN TWO PUBLIC SCHOOLS LOCATED IN “LA ESPERANZA” AND “CARANQUI”- IBARRA”**

A Thesis Submitted in Partial Fulfilment of the Requirements for  
Gaining the Degree of Bachelor in the English Language

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IBARRA – ECUADOR

2019



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## **Acknowledgements**

I thank God for all the blessings I received during my career, to my mom, sister and boyfriend who were supportive and collaborative to me and always helped me during this journey.

A very special gratitude goes out to all my teachers who taught me to never give up, and especially to my tutor Sandra Guevara M.A. for all her patience, and guidance while working in this research project, her professional experience was a key factor in the redaction of this document.

Finally, I must express my very profound gratitude to my mother, my sister and boyfriend for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this research work. This accomplishment would not have been possible without them. Thank you.

Layla Solis



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	SCHOOLS LOCATED IN "LA ESPERANZA" AND "CARANQUI"- IBARRA
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## Resumen

El presente trabajo de investigación se realizó en la Unidad Educativa “Caranqui” en el contexto urbano y la Unidad Educativa “Mariano Acosta” en el contexto rural ubicadas en la ciudad de Ibarra durante el año lectivo 2018-2019, con la participación de sesenta y tres estudiantes de séptimo año de educación básica media. El propósito de esta investigación fue describir los factores motivacionales que los estudiantes de las dos instituciones tienen para aprender Inglés, y posteriormente proponer una serie de recomendaciones y sugerencias orientadas a mejorar la motivación de los estudiantes por aprender el idioma. Los datos fueron recolectados mediante un cuestionario cuyas preguntas fueron obtenidas del trabajo de investigación de Martin Lamb realizado en el 2012 “*A Self System Perspective on Young Adolescents’ Motivation to Learn English in Urban and Rural Settings*” con algunas modificaciones de acuerdo a las necesidades propias de la investigación y de los aspectos puntuales que se deseaban conocer. Los resultados recolectados fueron analizados y comparados agrupándolos de acuerdo a 8 criterios. El presente trabajo se desarrolló en base al método comparativo con un enfoque cuantitativo, mediante el cual se describieron y compararon diferencias y similitudes entre los dos grupos de estudiantes. Una vez analizados los resultados, se pudo concluir que la motivación por aprender Inglés no es muy diferente en contextos urbanos y rurales; sin embargo, se encontró que los estudiantes del contexto urbano se sienten ligeramente más motivados por aprender Inglés en relación a los estudiantes del contexto rural.

**Palabras clave:** Motivación, Rural/Urbano, aprendizaje del Inglés



## **Abstract**

This research was carried out in Caranqui School, in the urban context, and Mariano Acosta School, in a rural context in Ibarra city during the school year 2018 – 2019. Sixty-three students from seventh grade participated. The purpose of this research work was to describe the motivational factors that students from the two institutions had to learn English, and then propose a series of recommendations and suggestions aimed at improving students' motivation to learn the language. The data were collected through a questionnaire whose questions were taken from Martin Lamb's research work "*A Self System Perspective on Young Adolescents' Motivation to Learn English in Urban and Rural Settings*" (2012) with some changes according to the research needs and other particular aspects. The gathered data were analyzed and compared by grouping the results according to 8 criteria. The research was developed based on the comparative method with a quantitative approach to describe and compare differences and similarities between these two groups of students. Once the results were analyzed, it was concluded that the motivation to learn English is not highly varied in urban and rural contexts; however, it was found that students in the urban context felt slightly more motivated to learn English than students in the rural context.

**Keywords:** Motivation, Rural/Urban context, English learning

## Index

<b>Thesis Director Certification</b> .....	<b>II</b>
<b>Tribunal Approval</b> .....	<b>III</b>
<b>Authorship</b> .....	<b>IV</b>
<b>Acknowledgements</b> .....	<b>V</b>
<b>Autorización de Uso y Publicación</b> .....	<b>VI</b>
<b>Resumen</b> .....	<b>VIII</b>
<b>Abstract</b> .....	<b>IX</b>
<b>Introduction</b> .....	<b>1</b>
<b>Background</b> .....	<b>1</b>
<b>Problem Background</b> .....	<b>1</b>
<b>Justification</b> .....	<b>3</b>
<b>Significance</b> .....	<b>4</b>
<b>Objectives</b> .....	<b>4</b>
General Objective .....	<b>4</b>
Specific Objectives .....	<b>4</b>
<b>Chapter I</b> .....	<b>5</b>
<b>1 Theoretical Framework</b> .....	<b>5</b>
1.1 General Education Differences In Urban And Rural Contexts .....	<b>5</b>
1.1.1 Rural Context .....	<b>5</b>
1.1.2 Urban Context.....	<b>5</b>
1.1.3 Rural And Urban Education .....	<b>6</b>
1.2 Geographic Differences In English Language Learning .....	<b>7</b>

1.3 Factors In The Motivation Of The English Language Learning.....	9
1.3.1 Age.....	10
1.3.2 Gender.....	11
1.3.3 Parents.....	12
1.3.4 Teachers And Motivation.....	14
1.4 Approaches To Motivation From The Model “L2 Motivational Self System” .....	15
<b>Chapter II.....</b>	<b>18</b>
<b>Research Methodology.....</b>	<b>18</b>
2.1 Type Of Research .....	18
2.2 Methods.....	18
2.3 Research Sites .....	19
2.4 Techniques And Data Collection Instruments.....	19
2.5 Sample Selection .....	21
<b>Chapter III.....</b>	<b>22</b>
<b>3.1 Data Analysis.....</b>	<b>22</b>
3.1.1 Criterion N°1: Motivated Learning Behavior .....	23
3.1.2 Criterion N°2: Out-Of-School Learning.....	23
3.1.3 Criterion N°3: Family Influence.....	24
3.1.4 Criterion N°4: Ideal L2 Self.....	25
3.1.5 Criterion N°5: International Posture.....	26
3.1.6 Criterion N°6: Language Instrumentality.....	27
3.1.7 Criterion N°7: Learning Experience In School.....	28
3.1.8 Criterion N°8: Teacher Influence .....	29
<b>Chapter IV .....</b>	<b>31</b>
<b>Results And Recommendations For Improvement .....</b>	<b>31</b>
<b>4.1 Discussion .....</b>	<b>31</b>
4.1.1 Self Concept.....	31
4.1.2 Learning Experience.....	32
4.1.3 Context Influence.....	33
<b>4.2 Recommendations For Improvement .....</b>	<b>34</b>

<b>Chapter V .....</b>	<b>42</b>
<b>Conclusions And Recommendations .....</b>	<b>42</b>
<b>References .....</b>	<b>43</b>
<b>Appendices .....</b>	<b>48</b>

### **Tables Index**

<b>Table 1: Research sites information .....</b>	<b>19</b>
<b>Table 2: Likert Scale .....</b>	<b>20</b>
<b>Table 3: Motivation Dimensions and Criteria.....</b>	<b>22</b>
<b>Table 4: Recommendations for Improvement .....</b>	<b>34</b>

### **Figures Index**

<b>Figure 1: Motivated learning behavior .....</b>	<b>23</b>
<b>Figure 2: Out-of-School learning .....</b>	<b>24</b>
<b>Figure 3: Family influence .....</b>	<b>25</b>
<b>Figure 4: Ideal L2 Self .....</b>	<b>26</b>
<b>Figure 5: International posture .....</b>	<b>27</b>
<b>Figure 6: Language instrumentality.....</b>	<b>28</b>
<b>Figure 7: Learning experience in school .....</b>	<b>29</b>
<b>Figure 8: Teacher influence .....</b>	<b>30</b>

## Appendices Index

<b>Appendix 1:</b> Questionnaire	48
<b>Appendix 2:</b> Authorization letter from “Mariano Acosta” school.	49
<b>Appendix 3:</b> Authorization letter from “Caranqui” school.	50
<b>Appendix 4:</b> Students listening to instructions before answering the questionnaire.	51
<b>Appendix 5:</b> “Mariano Acosta” school	51
<b>Appendix 6:</b> “Caranqui” school	52

## **Introduction**

### **Background**

English has been considered as the most spoken foreign language all over the world for a long period of time, but it has hugely evolved since the 20th century with the invention of internet (Cabello, 2013). In order to improve the learning of English in the country, it is necessary to make some changes in regard to the curriculum established by the government for schools and high schools. According to Espinosa and Soto (2015), it is hard to improve education without making changes to the curricular planning, which is the core of Education.

In Ecuador, English was not an important part of the curriculum in the late 90s due to cultural aspects and other native languages. However, this has changed along the time in schools, high schools, and universities. Based on the current curriculum, nowadays, having a B1 certification is mandatory to be able to finish university and to communicate in a fluent way.

The importance of English has led to different investigations, most of them related to the English skills in both learning and teaching contexts in Ecuador. As English is highly important to learn at the moment, there are a lot of investigations about the students' motivation to learn this language. Nevertheless, there are statistics that according to the current level of English in the country, it is in the 65th place out of 88 countries (EF EPI, 2018).

### **Problem Background**

At referring to education in rural areas, it is known that in Ecuador there have been some remarkable inequalities throughout the time. It is evidenced in the fact that the curriculum has always been the same for both

rural and urban students without taking into account the context differences. Also poverty, lack of resources, malnutrition, or insecurity are most frequently found in rural areas due to the economy, culture, and society, and that is why many students have limited access to education.

The World Development Report (2018) found that in low-income rural families, the younger children are less likely to go to primary school than their older siblings, and this is because their parents believe it is better to have one of their children in secondary school than all of them in primary. It is evident that the way parents perceive the learning process echoes in the probability of their children going or not to school.

The motivation parents feel to foster their children's inspiration towards learning might have as a result, children with lack of motivation or highly motivated to learn, especially, a foreign language. Furthermore, the lack of resources such as technology, which might be an aspect that makes students feel demotivated, would have an impact in the way they perceive the necessity of going through a learning process.

There have been many multi-disciplinary programs in order to meet the poorest people's needs, being the main ones: health, education, and nutrition apart from emotional, intellectual, and physical needs (The World Development Report, 2018). If a child does not feel secure, motivated and nourished, it is less likely he will learn in an appropriate way; instead, he is going to face some difficulties when learning something new and particularly a new language, English.

According to The World Development Report (2018), native language learners find difficult to learn English when there are more than 180 languages being spoken in their country as it happens in Kenya or Philippines. The same happens in rural places of Ecuador where there are

many different native languages and English is learned as a foreign language.

There is a remarkable difference between the education in urban areas and rural areas. Schools in rural areas tend to be smaller than the ones in urban areas. Being these schools smaller and remote, they do not attract better qualified teachers to go and work in; additionally, there is also the disadvantage of not having the appropriate infrastructure (CAF, 2016).

According to UNESCO (2015) the most qualified teachers should be settled in the most remote areas so that students can have a good education. There are also some factors at home like parents' job that affect students' learning process; having as a result demotivated students specially to do their homework and study because they feel alone and with no support. That is why it is necessary to know the flaws students meet when learning a foreign language in rural and urban areas.

### **Justification**

The main purpose of this research project was to describe the key differences and similarities in the English learning process in rural and urban areas; this, to make people aware of the situation Ecuadorians live in regard to the learning of English in rural areas, and take part to contribute with the learning and improvement of education in the country.

In order to make people aware of the problematic situation between both contexts, this research study will describe and will provide a series of differences and similarities in rural and urban schools concerning the English learning process. Also the institutions, where the research study took place, and after the analysis was performed, will receive a set of helpful recommendations.



## **Significance**

This research project will be helpful in two aspects; first, it will be a new and fresh approach to motivation with a broader perspective in the way people assimilate the current educative situation; and second, for all the teachers, parents, and students from both contexts because this study is going to break some motivation myths about the learning of a foreign language.

Furthermore, the author is also going to benefit from this project because it has been a tool to acquire the necessary skills in the development of a comparative study. Moreover, this research study will be important for the country to inform policy makers about the changes that can be applied in order to improve the country's educative curriculum.

## **Objectives**

### **General Objective**

To identify similarities and differences related to the motivation students have to learn English in primary school in the rural area "La Esperanza" in comparison to urban areas of Ibarra.

### **Specific Objectives**

- To define the research places and the urban areas where the research study will take place.
- To identify and compare factors related to English learning between two different settings.
- To propose some recommendations addressed to rural and urban areas which will benefit teachers, students, and authorities.

## **CHAPTER I**

### **1 Theoretical Framework**

#### **1.1 General Education Differences in Urban and Rural Contexts**

Education is a right for every human being although it is not equal all the time for everybody. It is evident that the small amount of resources in rural places proves to be a difficulty in the education system. Besides, many studies have shown that governments fail in the resources distribution; in most cases, the poor are disadvantaged. Consequently, it is necessary to focus on what factors are the ones that make education in urban and rural settings different in every aspect.

##### **1.1.1 Rural Context**

The term rural has been perceived in different ways due to many characteristics that have arise lately. Carson et al (2014, p. 355), highlight the importance of “the eight Ds”: diverse, distant, dependent, disconnected, discontinuous, dynamic, detailed, delicate. They describe a rural area as a “sparsely populated area”. In addition, key characteristics are necessary for a better understanding when contextualizing a rural context, so that it is easy to compare it with an urban context.

In addition, accessibility is the main issue when referring to a rural setting compared to an urban setting, transport and communication are big problems that rural areas face, technology is a resource only few schools have access to, which makes it difficult for people living in these areas to have good job or education opportunities.

##### **1.1.2 Urban Context**

A general view of the most characteristic differences is the sense of people concentration in urban contexts since it is highly different from rural

areas where there are small amounts of people. It is said that the twentieth century is the “cities’ century” due to many factors, such as the evolvement of technology and infrastructure which get every time better, and thanks to this, higher buildings are made in less time, having as a result an increase of population. In general, the resources that exist in a city are incomparable to the resources in rural areas (Pillet et al., 2013).

Apart from resources and services, job opportunities and education are important factors to make urban areas the most chosen places to live. For example, most beginning teachers who are starting their professional careers in public education are settled in rural or remote schools. Statistics show that a great number of beginning teachers are usually sent one year to rural places to work, but after that period of time they come back to their cities. Although this is stated by the government, not all teachers decide to work in public schools because of the troubles they face when teaching in these places (Gagnon & Mattingly, 2012).

### **1.1.3 Rural and Urban Education**

In many countries around the world, there is a great amount of students who are not studying, started studying late, or do not even think about it (CAF,2016). Furthermore, education is necessary in order to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015, p. 14). The United Nations have specified a number of programs so that students in difficult conditions of getting to school such as poor students living in rural areas or drop-out-school students can have the opportunity to access education. Beckman & Gallo (2015) highlight that the most affected people respecting education accessibility are the ones living in poor and rural areas where the resources are not enough to support them during their studies.

While access to education is a privilege, UIS and UNICEF estimate that, on average, the out-of-school population is roughly twice as large in rural areas as it is in urban areas (16% and 8% respectively) as cited in Beckman and Gallo (2015). Another report by UNESCO (2018) shows that the rates of out-of-school students has decreased years after 2000 when there was a considerable decline in the average of out-of-school students until 2012, and from that year until 2016, the trend has flattened out with 36% being the global average of out-of-school students.

Logan and Burdick (2017) describe a series of differences between rural and urban education pointing out the context, number of population, resources, policies, and other issues people living in rural areas do not know they deserve to have a decent place to live. In order to meet these problems, there are some actions governments can take in order to deal with poverty, lack of development, distance, political isolation, and cultural practices, which Taghvaei (1995, p. 64) calls “sustainable development”.

It is important to highlight that the government is trying to promote innovative programs in order to meet issues that rural education faces against urban education as well as issues of preparing, recruiting and retaining teachers. As Bello and Dorado (2015) state, equality in access to education has become a matter of discussion since education in urban areas are frequently perceived as with greater access to education and with the most prepared teachers.

## **1.2 Geographic differences in English language learning**

Education accessibility defines a place as a good one to live in. In fact, education is “the most reliable route out of poverty and a critical pathway towards healthier, more productive citizens and stronger societies” (UNESCO & UNICEF, 2015, p. 3). A place where most people have access

to education is always going to be an advantageous place because there will be more workplaces, health, and accessibility.

It is said that a society is stronger if its Education is good (UNESCO, 2017). Furthermore, being able to speak a foreign language nowadays is a need, and it is even better if that language is English since it has become a worldwide language. Even though it is not the most spoken language in the world, it is the most learned one. According to Sawe (2018), English is spoken by 1.39 billion speakers from whom 480 million are native, reason why it is highly important to learn and to speak English fluently.

The English learning process in Ecuador has been evolving in the last years and it is due to the need of communicating with other cultures, looking for scientific information, which is most written in English, or studying for a Master's or PhD program. According to EF EPI (2018), Latin America experienced a decrease in the English proficiency and it is because of the high levels of economic inequality and lower levels of academic performance. In the ranking of countries that were part of a study, Ecuador is in the 65 place out of 88 countries with a decrease of English proficiency levels.

The language learning context has been a common topic for researchers to do investigation. Many researchers agree that the environment has a significant impact on the students' English learning process, and whether this environment being inside or outside an artificial classroom can affect students' motivation. Others have established that the language learning context is the main factor that contributes to the learning of a new language. The environment facilitates the learning process thanks to the new language culture that students acquire when they are learning it, but Hoffman as cited in Alsayed (2003), points out the fear of students to be "absorbed" by the culture of the language they are learning.

Certain people only want their children to learn how to read or write in English, while other people really want their children to learn about the language in order to use it in the best way (Alsayed 2003). Moreover, the environment and the culture where students are learning a new language contributes to the success of acquiring and knowing about its culture. That is why there are some consequences such as demotivation when establishing the wrong context to learn English.

Students who live in rural areas have a different way of learning because of their natural environment which is always surrounded by mountains, fresh air and nature. Their culture and beliefs are highly different from those people's beliefs and culture who live in big cities. Geographic differences are noticeable mainly in accessibility because there are not many schools in rural areas, so students have to walk for a long time to get to their schools, which does not happen in urban areas where all places are closer.

### **1.3 Factors in the motivation of the English language learning**

Many researchers highlight the importance of motivation in the learning process. For Boekaerts (2002) students' motivation is created based on their own beliefs. Some students can have different perceptions about what they want to learn, if it is easy or difficult to learn English or if the subject is useful in their lives. On the other hand, Huitt (2011) concludes that motivation is "an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction" (p.2); it is the desire to continue doing what at the beginning was interesting and meaningful, related to life experiences and useful for life.

Students who meet the same goals as the teacher, will be committed to learn the language in order to achieve the proposed goals. In addition, effort is involved in this process of achievement where the learning goals

and the learning strategies are set. Conversely, it is not all about the student and his goals; the teachers need to create an interesting and engaging environment where students can feel active and want to acquire the necessary knowledge to accomplish their goals (Boekaerts, 2002 & Gablinske, 2014).

English is sometimes considered unnecessary for life, students do not want to learn it because they believe it is not useful for their future, what does not happen with Maths, for example, because students think that it is necessary for life, or because their parents tell them to learn it (Atmowardoyo & Dollah, 2015). Students who begin the learning process in the better way, actively and motivated, need less encouragement to learn a language.

In most cases, going through the annual plan is the most important goal for many teachers. They do not have enough time to stop and do more activities suggested by their students about how they would like to learn or about the classwork's interest. Students' motivation increases when they have the opportunity to be part of the learning process. Students, as well as teachers can think of ways that can be advantageous for the learning process (Hall & Cook, 2013).

### **1.3.1 Age**

Students' age is a key factor in the English learning environment. As the mother tongue is acquired automatically, it is easy to acquire the language. Noam Chomsky in his approach named The Nativist Approach, holds that humans have a device for languages, and he called it the Language Acquisition Device (LAD) which means that children are naturally born to learn the language of the environment (Meniado, 2016). Chomsky's critical period hypothesis states that there is a period of time between 2

years old and puberty for people to learn a foreign language and after this time it becomes harder to learn a language.

Chomsky concluded that from Lenneberg's idea of the lateralization process, one hemisphere works better for cognitive processes such as the acquisition of a language in earlier years than the other. Likewise, Lenneberg established the idea that the development of a language is due to the brain's maturation. A person's age then is necessary to be considered as a factor of motivation to learn English. The older the person is the harder the language learning process becomes (Essays UK, 2018 & Mohamed, 2011). Consequently, the environment where the L2 is acquired is not even a little similar to the L1 acquisition. Margoob (2015) mentions that there are many scientists such as Lennenberg, Richman, and Trask who had found that their prior studies about the critical period hypothesis, were not very clear and accurate since they did not measure post-adolescence people when learning L2.

Furthermore, they assure that the critical period of Chomsky might work for some people like the feral children he studied, but there have been other people like Wes, a Japanese man who was 31 years old when he started learning a foreign language obtaining a native-like accent (Margoob, 2015).

### **1.3.2 Gender**

For many years, researchers have been investigating the impact of gender in the learning process. It seems that female students learn faster and have more effective strategies to learn. According to EF EPI (2018), there is a strong relation between women and English proficiency in every country of the world no matter the socio-economic situation or region. Moreover, that report shows that as many women speak English, the society's life quality improves because they are the men's advisors.



Navarro et. al. (2018), in their article demonstrate that prejudices between girls and boys from rural and urban areas are evident. They used a questionnaire for their study in two different settings, a rural and an urban setting to see how girls perceive boys and vice versa; as results, they found that girls describe boys as strong, rapid, active, big and mischievous while boys describe girls as beautiful, passive, delicate, nice, weak, or calm.

Most boys from rural and urban areas said that intelligence is always related to girls rather than boys because they think that girls always get better grades. It is clear that gender is a significant factor in the process of learning and there is the tendency to relate girls with the conception of “better” (Dinçay, 2017).

Moreover, Boyle (1987) as cited in Muhammed (2017), demonstrated after his study on Chinese students to differentiate the students’ performance in the learning of English that female students have a better performance at learning the language than male students. Conversely, Ford et al. (as cited in Muhammed, 2017) stated that the age has no relation with the acquisition of a foreign language.

### **1.3.3 Parents**

Family plays a key role in the learning process. Parents are the students’ first teachers before going to school. Many studies proved that children have better performance at school if their parents are most of the time with them at home helping with homework or study.

“Three aspects of parenting have been highlighted as central to children’s early language and learning: (1) the frequency of children’s participation in routine learning activities (e.g., shared bookreading, storytelling); (2) the quality of caregiver-child engagements (e.g., parents’ cognitive stimulation and sensitivity/responsiveness); and (3) the provision of age-appropriate

learning materials (e.g., books and toys)” (Tamis-LeMonda & Rodriguez 2009).

All these factors foster children’s language skills and help them to achieve a high level of vocabulary due to the exposure they have when speaking with their parents. Storytelling is a great way for children to develop creativity, critical reasoning, and improve their pronunciation because they are acquiring the language from the environment (Mutiarani & Izzah, 2015). Besides that, activities related to the learning of new things are more interesting for children and they get motivated to learn them faster.

In recent studies, most teachers have discovered that those students whose parents were always involved in the learning process in school or at home, have a better performance at learning; and that those students whose parents only helped them to do homework, face more problems at learning, especially a foreign language (Torres & Tran, 2014). At this point, it is important to create a close relationship between teachers and parents so that the English language learning process does not only happen inside the school but also at home with the active role of parents (Esma & Ozkan cited in Torres & Tran, 2014). Likewise, for Prosis (2008), parental involvement in children’s early years of development and acquisition of English, improves their skills and encourages children to continue learning the language.

(Muschamp et. al. cited in Conteh & Kawashima 2008) mention a characteristic of parents to avoid helping their children with homework. They “lack the appropriate educational knowledge for helping their children at home” (p.115). Some other studies have demonstrated that the economic and geographic situation prevent parents to participate in their children’s learning process, resulting in demotivated children.

According to Hossain (2016) the low performance students from rural areas compared to students from urban areas is related to their parents' educational level. In a rural area this can influence the level of motivation that students have to learn the language because they might not be encouraged by their parents to learn it. Likewise, people from rural areas might not consider learning English important for life and they might actually speak Kichwa as their mother tongue and another language such as Spanish as their second language (Napp, 2018).

Other studies have found that bilingual books which are used for parents to read at home influence positively in the learning process and they are also motivated because they want their children to listen to them. So, this makes students and their parents to be encouraged to learn a foreign language (Conteh & Kawashima, 2008).

#### **1.3.4 Teachers and Motivation**

For Archana and Usha (2017) the role of teachers is not just one, the teacher can be the guide, the facilitator, the manager, the assessor and the learner. The teacher, in most cases, is the learner too because he has to understand how his students would like to learn any topic and make it interesting and relevant for them, but the most important role of the teacher is to be the motivator. Several researchers say there are two types of motivation, intrinsic and extrinsic.

Catania and Randall (2013) found that there is a minor relation between intrinsic motivation and age. Intrinsic motivation is considered as the most optimal factor of students and it is associated with words like, enjoyment, fulfilling, persistence, will, etc.; compared to extrinsic motivation which is related to words like praise, prizes, extra points, etc. (Legault, 2016).

Teachers need to find the best way of teaching so students are intrinsically motivated rather than using external stimuli to encourage them to learn (Catania & Randall, 2013 & Legault, 2016). Using external stimuli to motivate students to learn is not always as beneficial as it seems to be. Students who are used to competing will find extrinsic motivation such as extra points, less homework, or a piece of chocolate useless and instead of increasing motivation to learn, they will decrease any kind of motivation starting by intrinsic motivation (Legault 2016).

Whenever the teacher has the opportunity to give students feedback, it will increase intrinsic motivation, and therefore the learning process will be successful. Dinçay (2017) found as results to his study about intrinsic and extrinsic motivation that teachers need to work a lot to increase students' intrinsic motivation, specifically in those who have difficult economic situations and reduce levels of extrinsic motivation in teenagers, and finally, students should get positive feedback in order to contribute to the students' self-esteem.

#### **1.4 Approaches to motivation from the model “*L2 Motivational Self System*”**

To address aspects related to motivation, this work has considered the L2 self-motivation system model by Lamb (2012) that basically consists of three components: the ideal L2 self, the L2 ought-to self, and the L2 learning experience. The first component (the ideal L2 self) represents the way a learner decides how far to go in the learning process. The second component (the L2 ought-to self) represents the way others want a learner to be, it involves future expectations too. And finally, *the L2 learning experience* which involves all the learner's environment including teachers and peers (Al-Hoorie, 2018).

The *ideal L2 self* is, for Dörnyei (2009), the “L2-specific facet of one’s ‘ideal self’” (as cited in Lamb, 2012, p. 1001), it represents the ideal image a learner would like to have in the future (Tort, 2015). Future goals are visualized and obstacles are not a problem to accomplish. Moreover, the ideal L2 self aims to be part of intrinsic motivation, only in that way students can have a clear vision of themselves in the future as an English speaker.

On the other hand, the *L2 ought-to self* is focused towards the best conception of one self. This involves present and future goals, experiences in the L2 language learning and the duties one has, besides extrinsic motivation is the motor of the human being due to the need of being praised and rewarded to achieve the set goals (Tort, 2015). This dimension has to be with the image or perception people have about oneself and how English can improve that.

And, the *L2 learning experience* that involves, the teacher, the classmates and the whole environment itself where students can experience several emotions which can hinder or increase L2 learning motivation (Tort, 2015). Additionally, Lamb (2012) describes the L2 learning experience as all the knowledge gained from the society. Still, he states that people from rural areas do not have the same possibilities of interaction as in urban areas “because specific role models for a range of academic and occupational outcomes are missing and because important social identities may be felt to conflict with certain possible selves” (Lamb, 2012, p. 1001).

Complementary, Tort (2015) states that apart from the teacher, the peers and the curriculum, students’ will increase if they think that the learning process is enjoyable. They want to be part of this process and understand the importance of learning it (Dailey, 2009). Goharimehr (2017) points out that this process called the integrative motivation stated by Gardner and Lambert (1972), is the level of interest that students have in the target culture to be engaged in the learning process so it is meaningful.

The L2 self-motivation system has been used to measure the level of motivation in students' L2 learning process and it has been such a great tool showing good results. This model will be used in the research study to describe the motivation level that students from rural and urban primary schools have to learn English, and state the factors that intervene to provide a series of suggestions towards the improvement of the second language learning process.

## CHAPTER II

### RESEARCH METHODOLOGY

#### 2.1 Type of Research

This research is a comparative-descriptive study that has a quantitative approach oriented to describe the differences and similarities in the aspects that motivate students to learn English in urban and rural areas. It has a descriptive aim because it seeks to characterize motivational aspects in two different groups of student-population in different contexts rather than correlating variables (Hernández, Fernández & Baptista 2015). For Ragin (2014) some researchers “compare cases values on relevant variables in order to average values in order to assess covariation” (p.1).

Hernandez et al (2015), on the other hand state that hypotheses are not always necessary because the descriptive scope of the research does not predict the differences and/or similarities in factors related to motivation, but rather it explores and compares the findings to draw particular conclusions for the two cases. Not all quantitative research studies with a descriptive scope state hypothesis only if the research aim is a correlational or explicative one (Hernandez et al, 2015).

#### 2.2 Methods

The proper method to understand differences and similarities, which is the case of this research, is the comparative method. Ragin (2014) highlights the advantages of using a comparative method, since it enables researchers to make comparisons and find differences and similarities between two contexts for later interpretation of collected data. Moreover, it helps the researcher to obtain greater and clearer information from the groups being compared and use them for further studies.

### 2.3 Research Sites

The units of analysis are two schools selected according to the number of students and location. The selected schools are located in a rural and in an urban context respectively. The rural institution has around 250 students and the urban institution has around 400 students. The units of observation correspond to 38 and 25 students in each school that answered the questionnaire being all of them in seventh grade of elementary school.

Table 1

*Research sites information*

<b>Setting</b>	<b>School Name</b>	<b>Total Number of Students</b>	<b>Number of Students in each class</b>
Urban	Caranqui	400	38
Rural	Mariano Acosta	250	25

The "Caranqui" school located in the urban parish of Caranqui and the Educational Center "Mariano Acosta" located in the rural area of "La Esperanza" were chosen because they had similar number of students in Elementary Education where the research study was done (See Table 1). Moreover, both are public schools which means that they have similar characteristics.

### 2.4 Techniques and data collection instruments

The techniques, methods or instruments of data collection have an important role in the study's rigor. After choosing the method, scope and type of research, a questionnaire based on Lamb's study "A Self System Perspective on Young Adolescents' Motivation to Learn English in Urban



and Rural Settings” (see Appendix 1) was chosen to be applied in both institutions. This questionnaire was the starting point for the research study.

The data collection was performed in two parts; first of all, let the authorities know the project objectives. Secondly, a pilot test with 47 questions and a Likert scale of 1 to 6 was applied to see the difficulty level related to the questions meaning.

Table 2

*Likert Scale*

<b>Level of agreement</b>	<b>Scale</b>
Totally agree	5
Strongly agree	4
Agree	3
Barely agree	2
Disagree	1

The questions difficult to answer were re-stated so that to make it easy for the students to understand, and the Likert Scale which is a tool used to measure attitudes or opinions was better understood if they rated from 1 to 5 (See Table 2). After applying the pilot test, the questionnaire was modified. The 47 questions turned into 24 questions because there were some questions that meant the same.

After making all the changes, the questionnaire was given to the schools to be reviewed by the DECE (*Department of Student Counseling*). Once approved, the questionnaire was applied in groups of 5 students reading the questions one by one and in some cases explaining the meaning of the question.

## **2.5 Sample selection**

"For the quantitative process, the sample is a subgroup of the population of interest on which data will be collected, and which has to be precisely defined or delimited beforehand" (Hernández et al., 2015, p. 173).

At the beginning of the research study, it was thought that from a small universe, a small sample could be chosen, but after reading some articles about sample selection, all the universe was chosen. Morales (2012), highlights that when choosing the sample from a small universe and if the error range tolerated is too small as well, all the participants or almost all the participants are chosen. He also states that if the universe is 15 or less than that, all the universe is chosen. Apart from that, he highlights that the researcher decides if choosing all the universe or just a part of it being a representative sample.

Additionally, according to Ludewig (2014) when the universe is too small, a sample is not necessary. In fact, it is better to have all the participants than a representative sample. In this case, the sample is finite and that is why the whole universe being 63 participants in total (25 students from the rural school and 38 from the urban school) were chosen.

The sample in a quantitative approach is representative, this means that the techniques or instruments of data collection are applied to a significant number of the total number of participants (the universe). In this case, the universe is the seven-grade students from both institutions. This research project did not established sample; the whole universe was chosen.

## CHAPTER III

### 3.1 Data Analysis

As explained in the Methodology, the base questionnaire was taken from the study of Lamb (2012) which originally had 50 items in total. Through a process of selection, some items were first eliminated because they did not suit the population's learning approach.

Once the whole questionnaire was revised, a pilot test was applied to students from another school; again, there were some other items eliminated because of their similarities in meaning with others, the final questionnaire was made up by 24 items in total grouped into 8 criteria (See Table below)

Table 3

*Motivation Dimensions and Criteria*

<b>DIMENSIONS</b>	<b>CRITERIA</b>
Self-Concept	Motivated learning behavior
	Ideal L2 Self
Learning Experience	Out-Of-School Learning
	Teacher Influence
	Learning Experience in School
Context influence	Family Influence
	International Posture
	Language Instrumentality

### 3.1.1 Criterion N°1: Motivated Learning Behavior

The graph for the first criterion is made up by 3 items: “I give my best to learn English”, “I would love to spend a lot of time studying English”, and “I do activities out of school to learn English”.

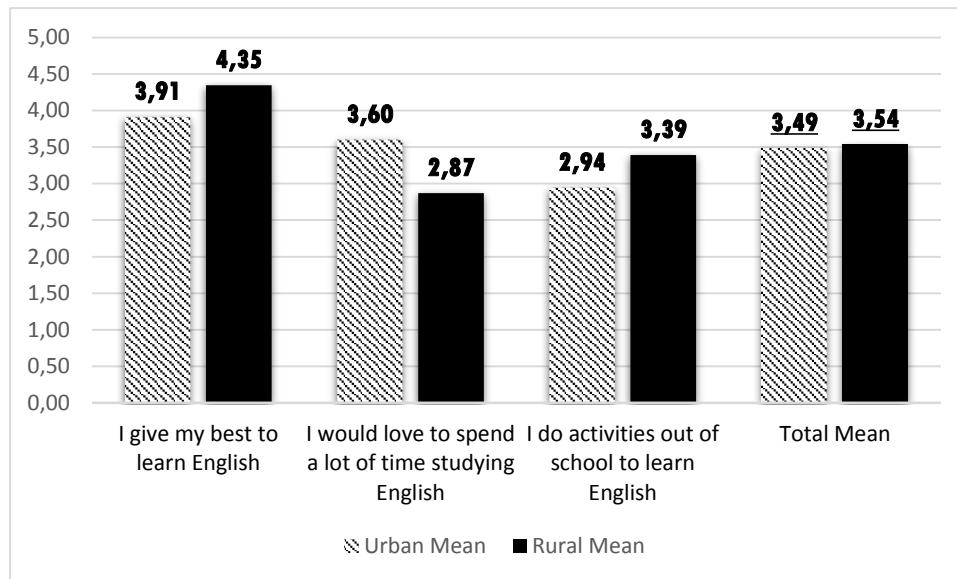


Figure 1: Motivated Learning Behavior

As shown in the graph, the total means from urban and rural settings being 3.49 and 3.54 respectively are significant, which implies a slightly difference in the total mean. Also, it is necessary to highlight the bigger difference both groups showed in the second item since urban students strongly agree that they would love to spend a lot of time studying English, but rural students just agree with that. Apart from this item, in the other two items, rural students marked higher scores and there is no tendency.

### 3.1.2 Criterion N°2: Out-of-School Learning

This criterion made up by 3 items includes: “I enjoy finding out by myself the meaning of words in English”, “I learn English listening to music”, and “I like to study English at home”.

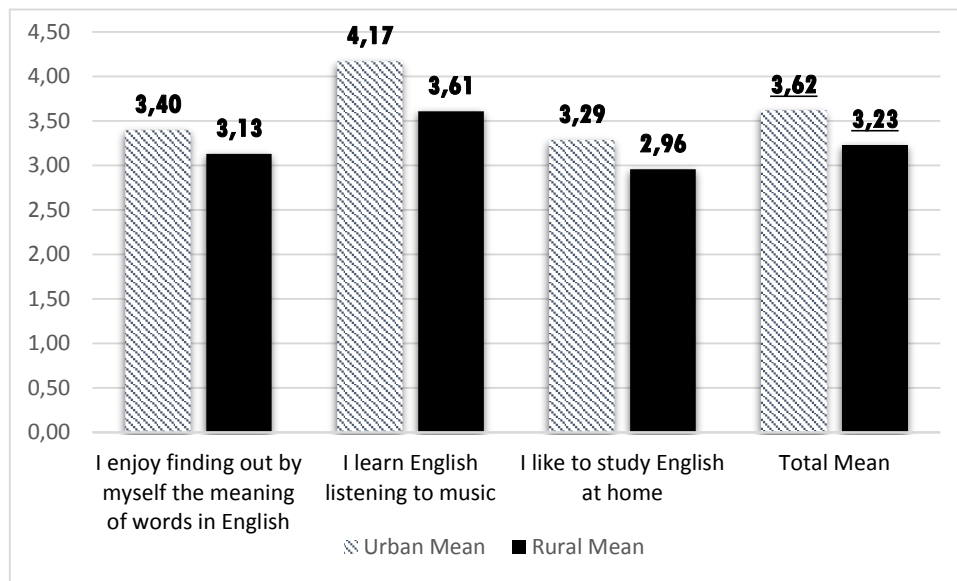


Figure 2: Out-of-School Learning

As the graph shows, there is a slightly difference between these two groups; being 3.62 the urban mean and 3.23 the rural mean. In all the items, rural students showed lower scores which means they agree with this criterion. In addition, there is a considerable difference in the second item where most students from the urban setting strongly agree that they learn English when they are listening to music; whilst on the other hand, students from the rural setting simply agree with this.

### 3.1.3 Criterion N°3: Family Influence

Criterion 3 consists of the items: “My family likes English”, “My family considers that studying English makes me an educated person”, and “My family wants me to be excellent in English”.

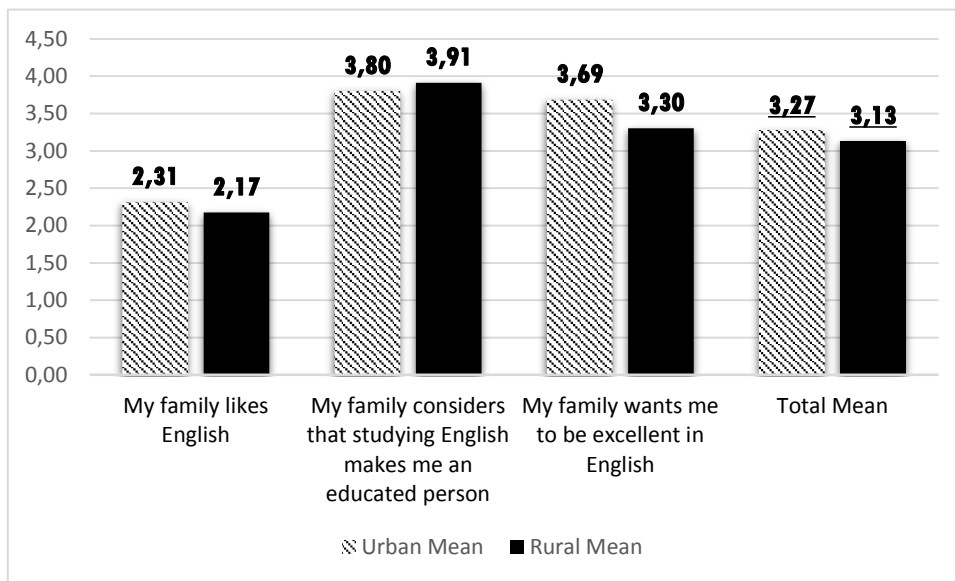


Figure 3: Family Influence

As shown in the graph, the total scores of both groups: 3.27 and 3.13 are slightly different, stating them as agree with the criterion. It is noticeable that both groups' scores are lower in the first item which means that they barely agree with this. On the contrary, their scores for the second item were higher in both cases although rural students marked higher scores. In this item, all students completely agree with it. Even though in both cases families do not like the language, they give English an important place in their children's education.

#### 3.1.4 Criterion N°4: Ideal L2 Self

The Ideal L2 Self criterion consists of "The things that I want to do in the future involve studying English", "I imagine myself as a citizen that speaks English", and "I want to speak English well". The total scores: 4.10 for the urban setting and 3.62 for the rural one, as represented in the data, show that there is a considerable difference.

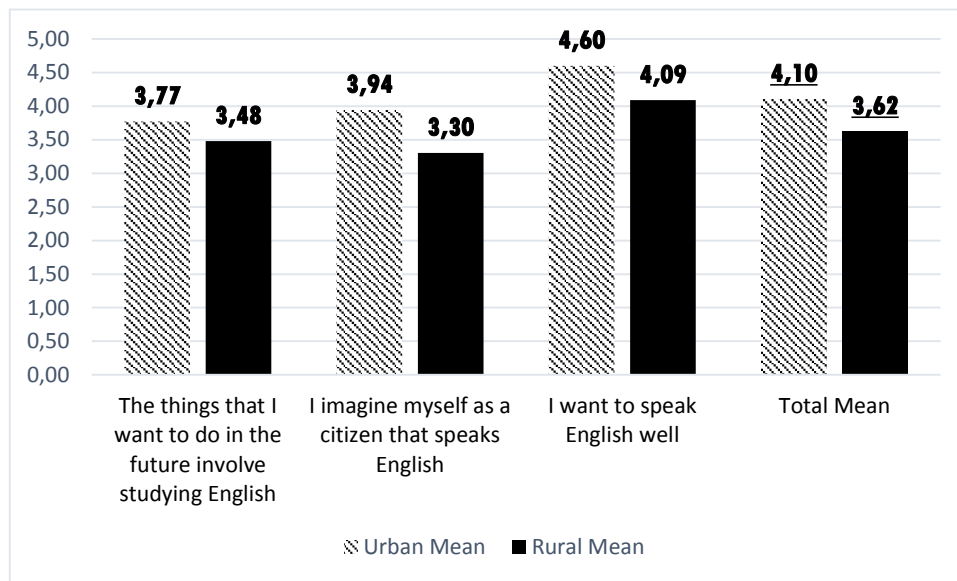


Figure 4: Ideal L2 self

Although all the urban scores were higher in all the items, in the third item there is a big difference since rural students' level of agreement is lower, they strongly agree that they want to speak English well; on the other hand, urban students totally agree with this. Besides, it is also important to highlight the considerable difference regarding the second item, where urban students are one level of agreement above from rural students.

### 3.1.5 Criterion N°5: International Posture

This criterion is made up by three items: "I would like to use English to communicate with people from other countries", "I am interested in what happens abroad" and "English is the most important language in the world".

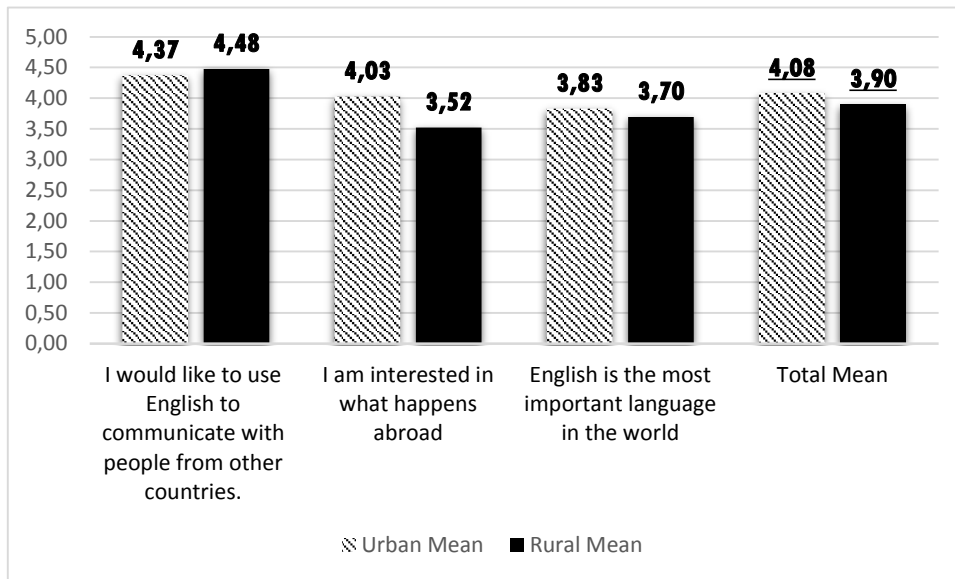


Figure 5: International posture

The graph shows that there is almost no difference between the two groups, being 4.08 the urban mean and 3.90 the rural mean. These percentages position both groups in the strongly agree category according to the Likert Scale (see Table 2). However, it is noticeable that in the first item rural students marked higher scores than urban students, 4.48 and 4.37 respectively.

### 3.1.6 Criterion N°6: Language Instrumentality

Three items are part of criterion 6: “English is useful for my hobbies”, “English is necessary to get a better job”, and “English will be useful in the university”.



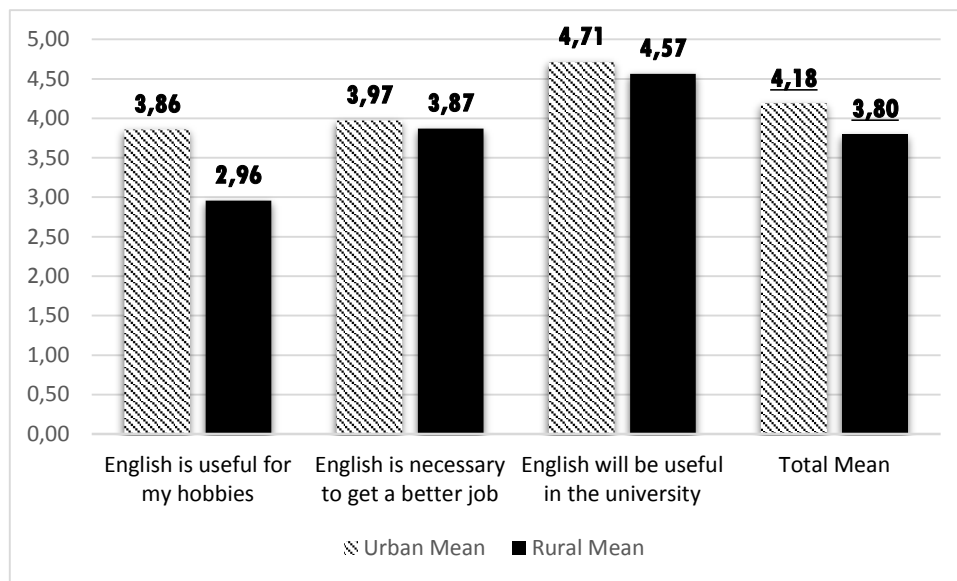


Figure 6: Language instrumentality

The slightly difference shown in the graph, positions both groups in the strongly agree category. However, it is important to highlight the huge difference urban students marked in the first item with 3.86, they strongly agree with it; on the other hand, rural students marked 2.96 in this item which means that they just agree with this. Nevertheless, it is clear that in the other two items the differences are not significant.

### 3.1.7 Criterion N°7: Learning Experience in School

This criterion number 7 is made up by: “I like the classroom where I learn English”, “My English teachers make classes very interesting”, and “I enjoy English classes at school”.

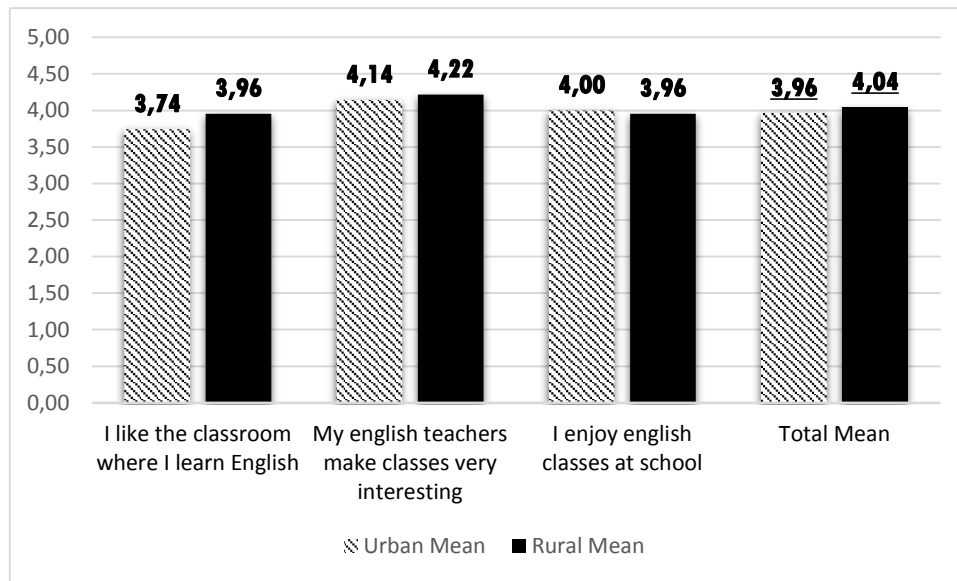


Figure 7: Learning experience in school

The total means (3.96 and 4.04) as shown above, are highly similar, stating both groups in the strongly agree category according to the Likert Scale. As represented in the graph, in the first item, urban students' scores were lower; therefore, they like their English classrooms less than rural students do; nevertheless, both groups enjoy English classes at school.

### 3.1.8 Criterion N°8: Teacher Influence

Three items make up this criterion: "My teacher is important for me to learn English", "At least one teacher awoke my interest in English", and "My teachers know English well"

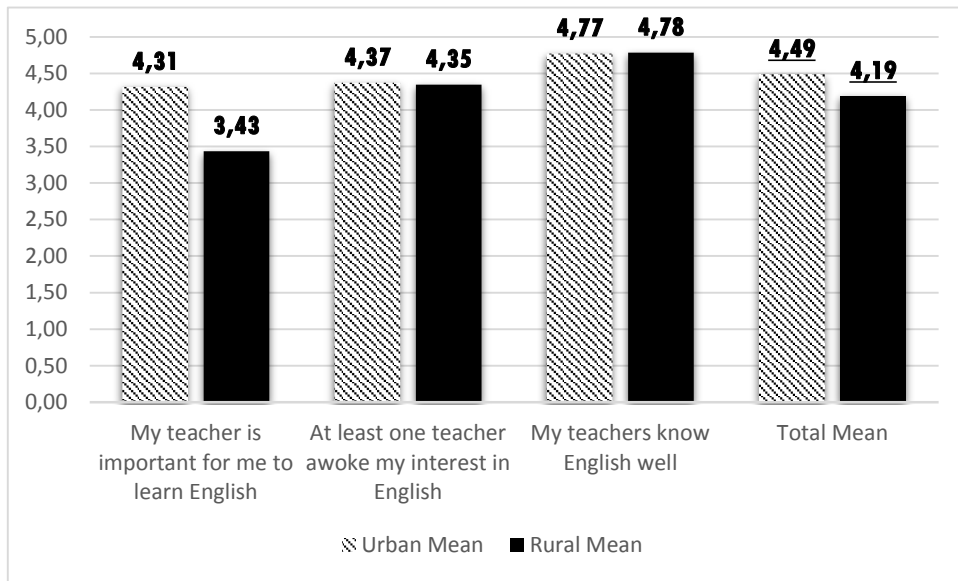


Figure 8: Teacher influence

As the graph shows, the group that marked higher scores in this criterion is the urban one with 4.49. Both groups marked almost the same in two of the three items. Nonetheless, in the first item the urban mean was higher than the rural one; urban students completely agree that their teacher is highly important to learn English; whilst, on the other hand, it is not really important for rural students because they simply agree with this item.

## CHAPTER IV

### RESULTS AND RECOMMENDATIONS FOR IMPROVEMENT

#### 4.1 Discussion

The criteria's results interpreted above are divided into three dimensions: Ideal Self, Ought-to Self, and Learning Experience (Lamb, 2012) (see Table 4). In this research study it was necessary to add one more dimension: *Context Influence* with the criteria: "Family Influence", "Language Instrumentality", and "International Posture". Additionally, it is necessary to mention that the dimension Ought-to Self that Lamb (2012) states in his study was not taken into account because the items related to it were not suitable for the students from both rural and urban settings.

##### 4.1.1 Self Concept

Three criteria related to this dimension are Motivated Learning Behavior and Ideal L2 Self because the items in each criterion measure the level of motivation students have themselves to learn English. The need of many people have to study English sometimes appears when they are influenced by some other people, and sometimes it is also because English is included in their future plans.

According to the results, it can be inferred that students from the rural setting are more motivated to learn English doing extra activities because they want to learn the language or they simply like it. However, as Criterion 1 graph shows, there is not a big difference related to the level of agreement students from both settings have.

Another interesting result is that urban students are more motivated to speak English than rural students. Nonetheless, there were three rural students who wanted to become English teachers. The final results showed that in Criterion 2, urban students are more motivated although both groups

remain in the same category according to the Likert Scale “strongly agree”. Nevertheless, there are few students who think English is useful for them to become English teachers or to speak the language very well.

#### **4.1.2 Learning Experience**

The experience a student has inside the school when learning a foreign language is not always the same as at home or with friends because of their family, the time they spend studying the language, or level of interest of the students. Lamb (2012) highlights the importance of this dimension as it helps students to continue learning a foreign language.

Nevertheless, when students are in the school, while they are with their classmates and friends, outside of it, and with the teacher inside the classroom is very different. In many cases, according to the results obtained, both groups of students are highly motivated to learn English in the school, they like the classroom where they learn English a lot, and enjoy how their teachers make the class interesting. It can be said that while students are in elementary education, they do not complain much about English learning, actually, some studies find that difficulties and demotivation comes at an older age as a result of bad experiences.

The results show that students from both groups totally agree that their teachers know English well; despite, it cannot be said that this is real since children’s perception can be influenced by their family and how they perceive their teachers’ knowledge (Muhammed, 2017). At the same time, there were some students from the rural setting who answer to the item “I like to study English at home” as agree, which can be inferred that they do not like to study English at home, maybe because their family does not like it, and besides that, students from this context also speak Kichwa, and they said that in most cases, they speak in their native language at home.

### 4.1.3 Context Influence

This dimension was created to group three criteria: “International posture”, “Language instrumentality”, and “Family influence”. When talking about “Context Influence” there are many ideas coming from this term, it can be referred as to the influence students have from the environment, nature, friends and family, or internet and social media.

From the results obtained, the criterion in which students’ marks were lower is *Family Influence*. This has relation with the *Out-Of-School* criterion, since if students’ family does not like English, students are not going to study English at home. The most noticeable results are in the item *My family likes English* because students barely agree with this. People from the rural setting do not like to spend time learning English, they use their native language most of the time; but for urban students, according to the results, there is lack of motivation in the students’ family to learn English and this may be due to the use of their native language, Kichwa, at home in the case of rural students.

There are two patterns evidenced in the qualitative results in relation to the people who speak English that students know. They answered, in most of the cases, that their teacher is the only one they know who speaks English, and just a few students answered that their siblings are the ones in their family who know English.

It is clear that students are highly motivated and focused on going to the university, they totally agree that English is necessary and useful for them to enter university. Finally, students are highly interested in learning the language to be able to communicate with people from other countries; indeed, they want to travel to other countries such as United States, Canada or London, and speak with foreign people.

## 4.2 Recommendations for Improvement

Table 4

### *Recommendations for Improvement*

Dimensions	Criteria	Relevant information	Recommendations
Self Concept	1. Motivated learning behavior	<ul style="list-style-type: none"> <li>▪ Students from the rural setting are more motivated to learn English inside the school but they would not like to spend time studying English at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage students to keep learning the language both inside and outside school by means of task and homework assignments:               <ul style="list-style-type: none"> <li>➤ To watch academic videos                   <ul style="list-style-type: none"> <li>• <a href="http://www.englishmedialab.com/beginnervideos/countries/countries.html">http://www.englishmedialab.com/beginnervideos/countries/countries.html</a> Activities to develop in this website are puzzles, games, pronunciation activities and worksheets.</li> <li>• <a href="https://www.eslgamesplus.com/intermediate-classroom-games/">https://www.eslgamesplus.com/intermediate-classroom-games/</a> Activities to be found in this website are matching, word formation, word order.</li> <li>• <a href="https://www.eslvideo.com/quiz.php?id=33336">https://www.eslvideo.com/quiz.php?id=33336</a> Fill in the blanks, quizzes and multiple choice are some of the activities to be found in this website.</li> </ul> </li> <li>➤ To listen to children music                   <ul style="list-style-type: none"> <li>• <a href="https://www.esolcourses.com/content/topics/songs/adele/someone-like-you.html">https://www.esolcourses.com/content/topics/songs/adele/someone-like-you.html</a></li> </ul> </li> </ul> </li> </ul>

			<p>Some useful activities from this website are fill in the blanks, pronunciation practice and multiple choice.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.eslgamesplus.com/video/months-and-festivals-esl-video-lesson/">https://www.eslgamesplus.com/video/months-and-festivals-esl-video-lesson/</a> This website has a variety of games, puzzles, sentences structure activities for free.</li> <li>• <a href="https://www.teach-this.com/esl-games/music-games">https://www.teach-this.com/esl-games/music-games</a> Students can practice vocabulary, listening comprehension and have a lot of worksheets to improve their skills.</li> </ul>
2. Ideal Self	L2	<ul style="list-style-type: none"> <li>▪ Urban students are more motivated to speak the language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about the importance of English in the world. <ul style="list-style-type: none"> <li>➤ To create forums, debates <ul style="list-style-type: none"> <li>• <a href="https://www.englishclub.com/esl-forums/index.php">https://www.englishclub.com/esl-forums/index.php</a> Grammar help, learning tips and daily life situations are some of the activities to be developed</li> <li>• <a href="https://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm">https://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm</a> This website has topics to debate in the classroom and lesson plans ready for teachers.</li> <li>• <a href="https://www.eslibrary.com/courses/73/lessons">https://www.eslibrary.com/courses/73/lessons</a> In this website there are lists of trending topics for debates, different kinds of games and printable material.</li> </ul> </li> <li>➤ To show personal development videos <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=1fYlrXjbgCw">https://www.youtube.com/watch?v=1fYlrXjbgCw</a></li> </ul> </li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>▪ Rural students totally agree that speaking English is important for the future.</li> </ul>	<p>Online website where round tables, debates and conferences can be found.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=VQRjouwKDIU">https://www.youtube.com/watch?v=VQRjouwKDIU</a> Students can give comments on the video and develop listening-comprehension activities.</li> <li>• <a href="https://www.youtube.com/watch?v=4sHX3MiPGFc">https://www.youtube.com/watch?v=4sHX3MiPGFc</a> Teachers can have students work in groups and share their thoughts about the video.</li> </ul> <ul style="list-style-type: none"> <li>▪ Show students how speaking the language can change their future as professionals. <ul style="list-style-type: none"> <li>➤ To know about job interviews. <ul style="list-style-type: none"> <li>• <a href="https://www.thoughtco.com/job-interview-lesson-for-esl-1211722">https://www.thoughtco.com/job-interview-lesson-for-esl-1211722</a> Teachers can use lesson plans, worksheets or role-plays from this website.</li> <li>• <a href="https://www.bls.gov/ooh/">https://www.bls.gov/ooh/</a> The website gives teachers the opportunity to show how important a job is and then activities like drawing the occupation and talk about it would be useful to develop speaking.</li> </ul> </li> </ul> </li> </ul>
Context Influence	1. Family Influence	<ul style="list-style-type: none"> <li>▪ In both contexts, families think that English is important for</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement activities in order to make parents part of their children's English language process. <ul style="list-style-type: none"> <li>➤ To record videos interviewing parents.</li> </ul> </li> </ul>

		<p>their children even though they do not like the language.</p>	<ul style="list-style-type: none"> <li>• Breiseth, L., Robertson, K. and Lafond, S. (2011). <i>A Guide for Engaging ELL Families: Twenty Strategies for School Leaders</i>. Washington, United States: Colorín Colorado. <a href="https://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf">https://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf</a></li> <li>➤ To show short videos about different topics to the family <ul style="list-style-type: none"> <li>• <a href="https://classroom.google.com">https://classroom.google.com</a> Teachers can create a virtual classroom with this online app.</li> <li>• <a href="https://en.islcollective.com/video-lessons/">https://en.islcollective.com/video-lessons/</a> A complete website where virtual classes, quizzes, worksheets among other activities can be found.</li> <li>• <a href="https://www.youtube.com/user/alejolopera">https://www.youtube.com/user/alejolopera</a> An online classroom with short lessons, vocabulary builder activities and online homework.</li> </ul> </li> </ul>
	<p>2. Language instrumentality</p>	<ul style="list-style-type: none"> <li>▪ Rural students do not think English is necessary to spend their free time; however, in both settings, students believe that English is important at the university and to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage students to practice English every time and everywhere by means of a variety of activities. <ul style="list-style-type: none"> <li>➤ To watch movies in English <ul style="list-style-type: none"> <li>• <a href="https://hackstore.net/">https://hackstore.net/</a> A website to download movies of any kind for free.</li> <li>• <a href="https://en.islcollective.com/video-lessons/">https://en.islcollective.com/video-lessons/</a> Short films with grammar worksheets.</li> <li>• <a href="https://busyteacher.org/classroom_activities-listening/movie-worksheets/">https://busyteacher.org/classroom_activities-listening/movie-worksheets/</a> In this website, there are activities such as listening-comprehension, multiple choice or word matching</li> </ul> </li> </ul> </li> </ul>

		have a better job.	<ul style="list-style-type: none"> <li>➤ To play online games <ul style="list-style-type: none"> <li>• Charades (mobile app) Students guess the words through mimes.</li> <li>• <a href="https://www.eslgamesplus.com/">https://www.eslgamesplus.com/</a> Puzzles, adventures, board games and online apps are found in the website.</li> <li>• <a href="https://www.gametolearnenglish.com/">https://www.gametolearnenglish.com/</a> Different kinds of game like listen and choose the answer, solve the problem or adventure games are for free in this website.</li> </ul> </li> </ul>
	3. International Posture	<ul style="list-style-type: none"> <li>▪ In both cases, students are highly motivated to speak with people from abroad in English.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bring native speakers to their schools to encourage students to keep learning the language to be able to communicate with them. <ul style="list-style-type: none"> <li>➤ To invite native speakers to participate in an online video call <ul style="list-style-type: none"> <li>• <a href="https://penfriends.cambridgeenglish.org/">https://penfriends.cambridgeenglish.org/</a> People from all over the world with different levels of English and age can interact through video calls, calls, conversations, forums, debates, etc.</li> <li>• <a href="https://play.google.com/store/apps/details?id=net.tandem&amp;hl=es_EC">https://play.google.com/store/apps/details?id=net.tandem&amp;hl=es_EC</a> App that enables people to talk with native speakers in different ages</li> <li>• <a href="https://deepenglish.com/">https://deepenglish.com/</a></li> </ul> </li> </ul> </li> </ul>

			<p>Learners help each other in different skills through online debates, chats, etc.</p> <ul style="list-style-type: none"> <li>▪ Use some online software for free to talk to children from abroad and plan activities where both groups of students can learn a little from each other. <ul style="list-style-type: none"> <li>➤ To create group activities helpful for English speakers <ul style="list-style-type: none"> <li>• <a href="http://www.speakingpal.com/products">http://www.speakingpal.com/products</a> Free app useful to enhance different skills with the help of native speakers.</li> <li>• <a href="https://www.skype.com/es/">https://www.skype.com/es/</a> Free online app used to collaborate with people in different topics.</li> <li>• <a href="https://www.freeconferencecall.com/for-the-classroom?country_code=ec&amp;locale=es">https://www.freeconferencecall.com/for-the-classroom?country_code=ec&amp;locale=es</a> Teachers from different countries can interact one another while teaching inside the classroom.</li> </ul> </li> </ul> </li> </ul>
Learning Experience	1. Out-Of-School Learning	<ul style="list-style-type: none"> <li>▪ Rural students do not like studying English at home.</li> <li>▪ Urban students like to learn English through music.</li> <li>▪ Both groups of students are not</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage students to be more curious about the language. <ul style="list-style-type: none"> <li>➤ To interview students about daily life situations <ul style="list-style-type: none"> <li>• McCarthy, M. (2007). <i>English Phrasal Verbs in Use</i>. Cambridge University Press. Online book with lessons and worksheets</li> <li>• <a href="https://www.youtube.com/watch?v=LORhL_HznxE">https://www.youtube.com/watch?v=LORhL_HznxE</a> An example of how to use different expressions to describe a daily routine.</li> <li>• Role plays inside the classroom, so students can use different expressions and interact one another.</li> </ul> </li> </ul> </li> </ul>

		<p>curious about finding out the meaning of words they do not know their meaning.</p>	<ul style="list-style-type: none"> <li>➤ To listen to children songs different kind of music <ul style="list-style-type: none"> <li>• <a href="https://es.lyricstraining.com/">https://es.lyricstraining.com/</a> Online website and app where students complete the song lyrics while listening to the song.</li> <li>• <a href="http://www.isabelperez.com/songs/shallow.htm">http://www.isabelperez.com/songs/shallow.htm</a> Website where students can listen and repeat, develop pronunciation activities, and complete the songs' lyrics.</li> <li>• Songs for Kids (app) There are about 50 songs for kids with different difficulty levels and worksheets.</li> </ul> </li> <li>▪ Create after-school clubs and set different goals per week so students can be encouraged to achieve the goal while learning and using the language. <ul style="list-style-type: none"> <li>➤ To implement different kinds of clubs related to: sports, music, art, or food, using English all the time. <ul style="list-style-type: none"> <li>• <a href="https://learningenglish.voanews.com/a/creating-fun-club-activities-to-learn-english/3958234.html">https://learningenglish.voanews.com/a/creating-fun-club-activities-to-learn-english/3958234.html</a> Website with tips, plans for after school clubs, activities and worksheets.</li> <li>• <a href="https://www.englishclub.com/english-clubs/">https://www.englishclub.com/english-clubs/</a> Teachers can work collaboratively since English clubs can be interdisciplinary.</li> <li>• Stablish challenging activities that have to be with the four skills and according to the club. In a reading club, for example, a challenging activity could be to read a complete book in about a week.</li> </ul> </li> </ul> </li> </ul>
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	2. Learning Experience in School	<ul style="list-style-type: none"> <li>▪ Rural students marked higher scores in this criterion which means that they enjoy the place where they are learning and the methodology that their teachers are using.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Add some plants, pictures, or even nice scents; or just take them outside for a nice reading lesson. <ul style="list-style-type: none"> <li>➤ To change students' mood and have them participate in class <ul style="list-style-type: none"> <li>• <a href="https://www.pinterest.es/pin/464574517792839264/">https://www.pinterest.es/pin/464574517792839264/</a> Website or app with ideas for colorful classrooms.</li> <li>• <a href="https://www.weareteachers.com/classroom-decoration-ideas-home/">https://www.weareteachers.com/classroom-decoration-ideas-home/</a> Tips to make the classroom feel like home.</li> <li>• <a href="https://www.pre-kpages.com/7-ways-to-make-your-classroom-smell-amazing/">https://www.pre-kpages.com/7-ways-to-make-your-classroom-smell-amazing/</a> Ideas to make students change their classroom according to their likes.</li> </ul> </li> </ul> </li> </ul>
	3. Teacher Influence	<ul style="list-style-type: none"> <li>▪ Despite rural students believe that their teacher is not so necessary for them to learn English, they deeply believe that their teacher know English very well.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers have to be the first people to motivate students being a role model. This can be achieved if a teacher is always willing to help students to learn English being a rapport builder. <ul style="list-style-type: none"> <li>➤ To show real life examples inside the classroom or through different online platforms like YouTube where teachers can upload videos about different topics and share with their students.</li> <li>➤ To be part of the students' environment, being kind, always trying to motivate students to be better, and talking about personal experiences related to professional growth.</li> </ul> </li> </ul>

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

It was possible to determine the differences and similarities between two groups of people in two different contexts, rural and urban. The results showed that motivation to learn English in some cases is affected because students do not like it, they speak a second language, do not give English an important place in their lives or for their future, but there are other factors like the environment, and actors such as the family and the teachers that also affect the level of motivation to learn a foreign language.

The most relevant differences were found in the way family influences children to learn English since they do know English is good for their children but they do not like it. On the other hand, the most noticeable similarities were found in the perception students have concerning the place where they learn the language and the people in charge of teaching them because there were students who said that they only knew one person who speaks the language and it was the teacher.

As a recommendation, respect to the differences and similarities found, it is necessary to provide especially rural schools with adequate classrooms where students can have more interactive classes with audios and videos according to their age since it would increase students' motivation to learn the language outside the school. It is highly important to pay especially attention to the curriculum since there is no difference in the way it has been structured, it is the same for everybody and it should not be the same for those people who have limited resources or it is difficult to deal with all the new technological devices; and finally, it is important to mention that this kind of studies helps the whole country to know the reality and take part in its improvement for future generations.

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## APPENDICES

### Appendix 1: Questionnaire

Ítem	PREGUNTA	ESCALA DE LIKERT				
		1	2	3	4	5
a	Pongo todo de mí por aprender Inglés					
b	Disfruto buscando por mí mismo el significado de palabras en Inglés					
c	A mi familia le gusta el Inglés					
d	Las cosas que quiero hacer en el futuro involucran el idioma Inglés					
e	Me gustaría usar el Inglés para comunicarme con personas de otros países					
f	El Inglés es útil para mis pasatiempos					
g	Me imagino a mí mismo como un ciudadano que habla Inglés					
h	Mi familia considera que estudiar Inglés me hace una persona educada					
i	Estoy interesado en las cosas que pasan fuera de Ecuador					
j	Me gustaría pasar bastante tiempo estudiando Inglés					
k	Me gusta el aula donde aprendo Inglés					
l	Aprendo Inglés escuchando música					
m	El Inglés es la lengua más importante en el mundo					
n	El Inglés es necesario para conseguir un mejor trabajo					
o	Quiero hablar Inglés muy bien					
p	El Inglés me servirá en la universidad					
q	Mi familia quiere que yo sea excelente en Inglés					
r	Mis profesores de Inglés hacen las clases muy interesantes					
s	Me gusta estudiar Inglés en casa					
t	Mi profesor es importante para que yo aprenda Inglés					
u	Hago actividades fuera de la escuela para aprender Inglés					
v	Disfruto de las clases de Inglés en la escuela					
w	Al menos un profesor o profesora de Inglés ha hecho que me guste el Inglés					
x	Mis profesores saben muy bien el Inglés					

Appendix 2: Authorization letter from "Mariano Acosta" school.



Ibarra, 19 de noviembre de 2018

LIC. JORGE QUINTANA  
Rector Unidad Educativa Mariano Acosta  
Presente

Estimado licenciado:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante LAYLA PRISCILA SOLIS POZO, de la Universidad Técnica del Norte de la Carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación que responde al nombre de "ASPECTS RELATED TO MOTIVATION TO LEARN ENGLISH IN URBAN-RURAL SETTINGS. COMPARISON BETWEEN TWO PUBLIC SCHOOLS IN "LA ESPERANZA" AND "SAN FRANCISCO" PARISHES IN IBARRA", cuyo objetivo general es: *establecer diferencias y/o similitudes en aspectos relacionados a la motivación para aprender el idioma inglés en estudiantes de educación primaria de dos unidades educativas de contextos urbanos y rurales*. Los resultados de este trabajo de investigación constituyen un diagnóstico de aspectos relacionados a la motivación que serán acompañados de recomendaciones para su institución acordes a los principales hallazgos.

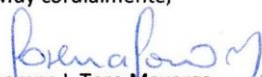
A tal fin, solicito su autorización para que los estudiantes de su institución que cursan séptimo año de educación básica participen llenando un cuestionario asistido que permita obtener información sobre aspectos que motivan su aprendizaje del idioma inglés, referidos al tema de nuestra investigación. Eventualmente requeriremos algunos datos informativos sobre el nivel educativo de los miembros de la familia de los estudiantes que participen llenando los cuestionarios.

Se garantiza que los aportes de los estudiantes serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud la estudiante se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa, de estudiantes, padres de familia y profesores.
- Entregar a la institución los hallazgos de la investigación con un set de recomendaciones en un documento final.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al teléfono: 0980263439 o al correo electrónico: [litoro@utn.edu.ec](mailto:litoro@utn.edu.ec).

Muy cordialmente,

  
Lorena I. Toro Mayorga  
PROFESORA DE TRABAJO DE GRADO

  
Recibido  
03-12-2018  


Appendix 3: Authorization letter from "Caranqui" school.



Ibarra, 12 de diciembre de 2018

LIC. LENIN TEJADA  
Rector Unidad Educativa "Caranqui"  
Presente

Estimado licenciado:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante LAYLA PRISCILA SOLIS POZO, de la Universidad Técnica del Norte de la Carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación que responde al nombre de **"ASPECTS RELATED TO MOTIVATION TO LEARN ENGLISH IN URBAN-RURAL SETTINGS. COMPARISON BETWEEN TWO PUBLIC SCHOOLS IN "LA ESPERANZA" AND "CARANQUI" PARISHES IN IBARRA"**, cuyo objetivo general es: *establecer diferencias y/o similitudes en aspectos relacionados a la motivación para aprender el idioma inglés en estudiantes de educación primaria de dos unidades educativas de contextos urbanos y rurales*. Los resultados de este trabajo de investigación constituyen un diagnóstico de aspectos relacionados a la motivación que serán acompañados de recomendaciones para su institución acordes a los principales hallazgos.


A tal fin, solicito su autorización para que los estudiantes de su institución que cursan séptimo año de educación básica participen llenando un cuestionario asistido que permita obtener información sobre aspectos que motivan su aprendizaje del idioma inglés, referidos al tema de nuestra investigación. Eventualmente requeriremos algunos datos informativos sobre el nivel educativo de los miembros de la familia de los estudiantes que participen llenando los cuestionarios.

Se garantiza que los aportes de los estudiantes serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud la estudiante se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa, de estudiantes, padres de familia y profesores.
- Entregar a la institución los hallazgos de la investigación con un set de recomendaciones en un documento final.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al teléfono: 0980263439 o al correo electrónico: [litoro@utn.edu.ec](mailto:litoro@utn.edu.ec).

Muy cordialmente,

  
Lorena I. Toro Mayorga  
PROFESORA DE TRABAJO DE GRADO


Appendix 4: Students listening to instructions before answering the questionnaire.



Appendix 5: "Mariano Acosta" school





Appendix 6: "Caranqui" school

