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"THE DEGREE OF MOTIVATION TOWARDS ENGLISH FOREIGN LANGUAGE LEARNING IN RURAL SETTINGS"

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Through this investigation we noticed that we made a good decision by choosing the correct area to develop our academic interests.

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RESUMEN

Los establecimientos ubicados en sectores rurales no han sido reconocidos al momento de diseñar programas de enseñanza del Ingles como idioma extranjero. Esta investigación cuantitativa examina el nivel de motivación hacia el aprendizaje del idioma en 27 estudiantes de 8 año básico de tres escuelas rurales de la ciudad San Carlos. Los datos recogidos indican que tanto (1) el medio social como el (2) propio interés del estudiante, (3) el uso de la tecnología, (4) el impacto del idioma en su futuro y (5) la metodología del profesor son aspectos a considerar para motivar la enseñanza- aprendizaje del idioma extranjero.

Palabras claves: Motivación, EFL (English as a Foreign Language), ruralidad

ABSTRACT

Rural schools have been under -recognized when designing English as a foreign language curriculum nationally. This quantitative research explores what makes 27 8^{th} grades students in three primary schools located in San Carlos City feel motivated to the EFL learning. Data collected shows that motivation seems to be the answer to improve the results in the teaching of EFL and it is something that initial teaching program and teachers should take seriously to catch the students´ attention, get them motivated and increase the level of English proficiency.

Key words: Motivation, EFL, (English as a Foreign Language), rurality.

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Introduction

Despite promises made by national school policy makers MINEDUC (2005) we still wonder if Chile will ever become a bilingual country and if people will be able to speak and understand English with high proficiency.

But promises such as this one should be examined and framed with real facts: Chile is a monolingual country, we border Spanish speaking countries with the exception of Brazil. Some native communities speak other languages; National Statistics show that Mapuche people who represent about 140,000 to 260,000 in number, Quechua communities (8,000), Rapa Nui natives (3,000), and Aymara (1,000) are the only remaining non-Spanish speakers. Also, school facilities and qualified language teacher provision do not contribute to make such a promise true. Although, the Chilean curriculum includes English as a mandatory Foreign Language from the 5th grade on, most students still do not reach the needed proficiency to speak, understand written, oral and spoken English.

A study made by Universidad de Chile together with the Ministry of Education (MINEDUC, 2007) shows that, “A two percent of Chilean people older than fifteen years old have an advanced level of English and just a six percent speak it fluently. Moreover, a twenty one percent of people between fifteen and twenty four say to have an intermediate level and just a thirteen percent of people between thirty five and fifty four years have this level of English too” (para. 7). But this data does not mean that this two percent has reached a high proficiency in a foreign language.

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Rather, it shows what happens in urban areas but rural areas numbers highly decrease.

The MINEDUC is doing its best to offer language teachers additional training beyond the regular school initial teaching training or English Pedagogy programs (Continuing Education MINEDUC policy), but efforts are not making the expected impact on students.

Within an examination of all potential factors that either influence or affect any classroom teaching program we carry out this research to get findings on the degree of motivation rural students show towards EFL learning.

Two are the given research questions presented in a questionnaire given into three public schools located in three different geographic areas within San Carlos City. These questions give support to our research topic: (1), are students really motivated to learn English as Foreign Language (EFL)? (2), does their school offer the required facilities to encourage them to learn the language?

The questionnaire also examines other aspects such as personal skills or personal interests, aspects related to the impact of school teaching and learning strategies.

Data collected shows that motivation seems to be the answer to improve the results in the teaching of EFL and it is something that initial teaching programs and teachers should take seriously to catch students ‘attention, get them motivated and increase the level of English proficiency.

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Rationale Basis

1. Motivation

The role of motivation is important for those people who want to be successful, and for those who want to generate leadership, goal-orientedness, self confidence, autonomy and team work.

One of the major concerns of language learning and teaching is to define and apply the construct of motivation to promote or make an impact especially in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the unsolved problems of language learning.

Mencken (2004) notes, “Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit” (p.72).

One can interpret this definition in varying ways, depending on the theory of human behaviour you adopt.

1.1.1 Theories of Motivation

Motivation theories are built on a set of assumptions about the nature of people and about the factors that give impetus to action. Deci and Ryan (1985) describes that, “Those assumptions, and the theories that follow from them, can be viewed as falling along a descriptive continuum ranging from the mechanistic to the organismic” (p.3).

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Mechanistic theories tend to view the human organism as passive, that is, as being pushed around by interaction of physiological drives and environmental stimuli, whereas organismic theories tend to view the organism as active, that is, as being volitional and initiating behaviors. According to the latter perspective, organisms have intrinsic needs and psychological drives, and these intrinsic needs provide energy for the organisms to act on (rather than simply to be reactive to) the environment and to manage aspects of their drives and emotions.

We also can find theories of motivation in terms of two opposing camps. In one of these camps is a traditional view of motivation that accounts for human behaviour through a behaviouristic paradigm that stresses the importance of rewards and reinforcement.

1.1.2 A Behaviouristic Definition

Mencken (2004) points out, “A behaviourist would define motivation as the anticipation of reinforcement. There is no question that a tremendous proportion of what we do is motivated by an anticipated reward” (p.72).

A behaviouristic psychologist like Skinner or Watson would stress the role of rewards and perhaps punishment in motivating behaviour. In Skinner´s Operant Conditioning Model, for example, human beings like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behaviour: to cause it to persist. Reinforcement Theory is a powerful concept for the classroom. Learners, like the proverbial horse running after the

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carrot, pursue goals in order to receive externally administrated rewards: praise, gold stars, grades, certificates, diplomas, scholarships, careers, financial independence, and ultimately happiness.

1.1.3 Cognitive Theories of Motivation

Related to the cognitive aspects of motivation, People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles.

Bandura (1989) notes that, “the stronger the belief in their capabilities, the greater and more persistent are their efforts. When faced with difficulties, people who are beset by self-doubts about their capabilities slacken their efforts or abort their attempts prematurely and quickly settle for mediocre solutions, whereas those who have a strong belief in their capabilities exert greater effort to master the challenge” (p.1176).

In relation to the previous idea there is a growing body of evidence that human attainments and positive well-being require an optimistic sense of personal efficacy (Bandura, 1986). This is because ordinary social realities are strewn with difficulties. They are full of impediments, failures, adversities, setbacks, frustrations, and inequities. People must have a robust sense of personal efficacy to sustain the perseverant effort needed to succeed. Self-doubts can set in quickly after some failures or reverses. The important matter is not that difficulties arouse self-doubt, which is a natural immediate reaction, but the speed of recovery of

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perceived self-efficacy from difficulties. Some people quickly recover their self-assurance; others lose faith in their capabilities. Because the acquisition of knowledge and competencies usually requires sustained effort in the face of difficulties and setbacks, it is resiliency of self-belief that counts.

Motivation is an important factor in those cognitive aspects that people have, since it strengthens and helps to develop in a better way the people´s capacities and abilities.

A number of cognitive psychological viewpoints offer different perspectives on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation:

1.1.4 A Drive Theory

Those who see human drives as fundamental to human behaviour claim that motivation stems from basic innate drives. David Ausubel (1986) elaborates on six different drives: Exploration, Manipulation, Activity, Stimulation, Knowledge and Ego Enhancement.

All of these drives act no so much as reinforces, as in Behaviouristic Theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active to be receptive to mental, emotional, or physical stimulation to yearn for answers to questions and to build our own self-

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esteem. It takes little imagination to see how motivation is the classroom is the fulfilment of these underlying drives.

1.1.5 Hierarchy of Needs Theory

According to Mencken (2004), " One of the most widely cited theories of motivation comes from Abraham Maslow, who in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us to higher and higher attainment" (p.74).

Maslow´s Theory tells us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for higher attainment.

1.1.6 Self-Control Theory

Certain cognitive psychologists focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions, rather than by simply reacting to others. Motivation is highest when one can make one´s own choices, whether they are in short-term or long-term contexts.

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1.1.7 Intrinsic and Extrinsic Motivation

Intrinsic and extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administrated rewards from beyond oneself.

Intrinsically motivated activities are ones for which there is no apparent except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic award.

On the other hand, extrinsically motivated activities are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

A research by the Brydon English Language Institute (2009) examines that, “rewards, peers, classroom, teacher and social context are the most important external motivational factors in students, while the personal expectations, self-confidence, social up bringing and self-determination are the most important internal motivational factors” (p. 1).

Traditionally, elementary and secondary schools are fraught with extrinsically motivated behaviour. The school curriculum is dictated by institutions (sometimes politically influenced) and can be far removed from even the teacher´s choice. Parents´ and society´s values and wishes are virtually forced onto pupils, whether they like it or not. Tests and exams, many of which are standardized and given

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high credence in the world out there, are imposed on students with no consultation with the students themselves.

Elyildirim and Ashton (2006) argue that, “motivation is regarded as a key component of a model of language learning” (as cited in Spolsky, 2000, p.158).

Because of that importance it is compulsory for teachers to design appropriate teaching initiatives that promote students’ learning.

1.2 Motivation and Learning Process

If we talk about motivation in the student´s learning, we refer to a context where the student needs to receive some incentives to learn the contents, and where some factors such the student´s background, integrativeness, personal expectations, sense of accomplishment and attitudes towards the learning will affect the student´s motivation. These factors are related with the student´s educational and cultural context where both play an important role in the student´s motivation. The importance of learning is crucial to improve the education and achieve the goals proposed by the Ministry of Education.

In the words of Brown and Campione (1998), “Learning is an active process. A great deal of academic learning, though not everyday learning is active, strategic, self-conscious, self-motivated and purposeful. Effective learners operate best when they have insight into their own strengths and weaknesses and access to their own

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repertoire of strategies for learning. In recent years, this type of knowledge and control over thinking has been termed Metacognition" (p.178).

Watkins, Carnell and Lodge (2007) point out that, "Learning is a constructive process that occurs best when the learner is actively engaged in creating her or his own knowledge and understanding by connecting what is being learned with prior knowledge and experience" (as cited in Lambert and McCombs, 1998, p.10).

This already indicates the core role of a learner in creating: whatever the experience is, the process of making sense and developing new understandings is centrally the role of the learner. This view of learning helps us to make sense of findings which can be puzzling when viewed from an orthodox teaching perspective. For example, when a learner creates explanations it is usually positively related to achievement, while receiving explanations from other people is inconsistently and weakly related to learning (Webb and Palincsar, 1996). And when learners receive a response that has no elaboration, it is usually negatively related to achievement (Webb, 1989).

1.3 Motivation and English Learning as a Foreign Language

Motivation is extremely relevant in education; students must be motivated to learn and teachers must be motivated to teach. A research made by the Brydon English Language Institute (2009) states that motivation, which is one of the most important factors in a language learners acquisition process, is dependent not only on internal factors, but also on a number of external factors. In this process, it is

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very significant to take into consideration the different learning styles and cognitive abilities of the language learners. Each learner is very unique in his/her learning style and in the level of the external and internal motivational factors affecting the language acquisition process.

A research made by the University of Western Ontario (2007) notes that there are two important factors in the Learning of a Foreign Language; Cultural and Educational contexts.

Gardner (2007) says that, “when discussing the roots of motivation to learn a second language in the school context we have proposed that we should consider it from the point of view of both the Educational Context (as we would for any school subject) and the Cultural context (which is generally no that relevant to most school subjects) (p.13).

Studying a foreign language is unlike studying most other subjects that involves taking on elements of another culture like vocabulary, pronunciation, language structure, etc., while most other school subjects involve elements common to one´s own culture. By saying that this should be considered when focusing on the concept of motivation, it means that the individual is a member of a particular culture and many features of the individual are influenced by that culture.

An article by Elyildirim and Ashton (2006) describes that, when motivation is related to the learning of a foreign language, two kinds of motivation had been identified by Gardner and Lambert (1972); Instrumental and Integrative. Students with Instrumental Motivation are those who acquire the language for a specific

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purpose such as read technical material, read a book or maybe they want to study in a country where the L2 is spoken. They use the language as a tool for a particular intention. It is also characterized by an interest in learning a second language for pragmatic and utilitarian benefits such as high salary, power or career.

Students with Integrative Motivation, are those who want to integrate into the culture, they are highly motivated students and learn more successfully.

Brown (2000) points out, “Students with Integrative Motivation want to join with the culture of the second language group and become involved in social interchange in that group” (p.162).

Mohideen (2005) also argues that “Integrative Motivation also reflects the learner´s high level of effort to learn the language of a valued L2 community in order to communicate with the group” (p.2).

That type of motivation is relevant for education since there are some students that study very hard to get their goals and devote a lot of effort in their learning.

Motivation in second language does not necessitate choosing either integrative or instrumental motivation. Both types are important, a learner might learn a second language well with Integrative Motivation or with an Instrumental one, or with both types of motivation.

Brown (2000) notes that, the student’s attitudes to learn a second language are both cognitive and affective, that is, when a student learns a foreign language

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their thoughts, feelings and emotions are involved, which help reach the learning of meaning.

In 2007 Rosas carried out a research in which some theoretical arguments about socio-affective strategies were checked. According to the previous research, the socio-affective strategies have been studied by many researchers; O'Malley and Chamot (1990), Oxford (1990) and Brown (1994) among others. This fact reveals the importance that socio-affective strategies have in the learning of a foreign language. One of the most important socio-affective strategies is personality which indicates that emotional factors and individual characteristics of each student are an important part of the learning process.

If students have a high self-esteem they will learn more easily than the others who have a low self-esteem. The high self-esteem establishes the attitude student has to learn a second language. For that reason, positive attitudes towards the second language increase language learning.

Brown (2000) concludes that, "Positive attitudes towards the self, the native language group and the target language group enhance proficiency in learning the language" (p.181).

Motivation and attitude towards a foreign language, in this case English language, are essential to generate learning, but there are some factors that influence in the student´s learning such as the student´s background, the teacher´s methodology, and so on.

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In relation to acquire and learning a foreign language, the teacher is one of the most important factors to carry out that action. A research by the Brydon English Language Institute (2009) examines that it is very significant to understand the role of the teacher as an English language instructor in the classroom. They need to be aware of their students' needs and direct their activities and teaching methods towards the learners' expectations. As the facilitator of the classroom, instructors need to be able to blend their teaching styles with many different approaches to effectively motivate their unique language learners. Essentially, a successful facilitator with a clear sense of awareness should be able to approach his/her learners.

Learning a foreign language, in this case English language is different from learning other subjects. Therefore, language teaching should take account of a variety of factors that are likely to promote, or even militate against, success. As a result, foreign language learning has a significant impact on the social being of the learner, since it involves the adoption of new social and cultural behaviors and ways of thinking.

To carry out the teaching of language, it is important to point out in what context it is going to be taught. The social context plays an important role in the education since a language teaching varies according to the facilities in which this proper language is developed.

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1.4.1 Rural Schools in a Social Context.

In order to better understand the context which involves rural schools in Chile, it is important to trace back their history throughout the time; Since their foundations in small counties facing lots of problems such as: geographic isolation, lack of instructional materials, and combined classes, between others, to finish with the actual rural schools which are well equipped for the new challenges our students have. However, it will analyze the first years of rural schools in our country, but it will be focused on the social changes which have interfered significantly in rural education such as population movements like immigration of the rural population to urban areas or cities.

It is crucial to mention some data in terms of percentages about rural schools in Chile. In the words of Barraza (2006), “Between the years 1980 and 1985, the rural education represented about 20% of the basic education registration. Grouped mainly in the IV-VI-VII-VIII and IX regions of the country, about 4,800 schools were attended by 21,000 teachers”. (*The Rural Education in the 80’s*, para. 1).

From data collected, between the years 1980 and 1985, the percentage of rural schools in Chile is low in comparison with the number of schools in urban areas. Moreover, rural schools are located in the Central South Zone of our country. Also, we can distinguish a lack of teachers which is deficient to attend 4,800 schools.

A report by Moreno (2007) shows that, “Within small rural schools, there are many schools served by just one teacher. In these schools, the teacher can teach even six levels. We should note that there are a little more than a thousand of schools

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with more than one teacher, having four or more teachers that have classrooms in which students from different levels are combined". (*Las Escuelas Rurales en Chile*. para 6)

The lack of teachers in rural schools could be determined by the poor interest that represents for teachers to work in a rural area where they cannot settle down satisfactorily. Also, it is important to mention that working in a rural school means for teachers to lead with poverty, the lack of materials such as the TICS that characterizes rural schools, the classes composed by students from different levels and other factors affecting as much the learning of English language as other subjects, for example.

Students from different levels combined in a same classroom are part of the reality in many Chilean rural schools. According to Rural Magazine (2007), "Main rural schools practice the combined grade modality which implies that learning is intended in a classroom where at least two levels or grades are working together. The combination of grades can even reach to six levels. To continue with their studies, families have to decide sending their children to other schools where they can finish high school in the city" (para. 5).

Schools in rural areas have a low number of students, for that reason students of different grades are combined in the same classroom and with the same teacher who has the difficult task to teach English language to students with a poor knowledge about the subject. Moreover, apart from the fact of having few students, rural schools are characterized by being small in terms of size so they have few

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classrooms, and some teachers do not know how to use the Information and Communication Technologies (TICs), for example the use of the overhead projector, the data show, the smart boards among others.

1.4.2 The Teacher´s Role in Rural Areas

Today the school is one of the most important educational agents, due to the fact teachers spend most of the time not only teaching language, maths or physics to the students, but also sharing values and pieces of advice they need to know to face this globalized and modern life.

The teacher's role in rural areas goes beyond the typical teacher's role, because most of the time he or she has to fight against the lack of motivation of the students together with the high level of dropping out of the school. A research made by Mercurio (2004), shows that there are 4,380 rural schools which register 300,000 students, but just a 30% of them finish 7^{th} and 8^{th} grades.

As Thomas and Hernández say (2005), "It is emerging with strength the necessity of letting rural areas know their situation of social exclusion in a discriminating society, which limitate them in their social and human development process" (As cited Freire. para 5).

According to the paper The Role of the Teacher in the Chilean Rural Education (2005), teachers must have 3 principal roles in their communities:

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1° Students Guide: The rural teacher must be a “facilitator” during the teaching - learning process and not just giving the knowledge of a particular subject.

2° An articulator of the agents of the local development: The teacher must recognize and be compromised with his/her aspirations and local populations projects.

3° A well - informed and a sensible animator of the students interest and talents diversity: Teachers must adjust his/her students diversity through the creation of productive and non productive projects, which must occupy real and constructively the whole of the students capacities.

1.4.3 Rural MECE Objectives

In 1990 the Government stated that the main problem in Chilean Education is not the education coverage, because most of children have the access to the primary education, but the quality and the equality of the education must be reorganized as the principles of a better education system.

That is the reason why the Ministry of Education (MINEDUC) defines the Multi-grade rural schools as one of the priorities talking about inequality and low quality, designing a new educational strategy in which the contents of the school are in concordance with the everyday life of boys and girls in rural areas.

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According to MINEDUC, Primary School Rural Education is based on:

1. - A systematic improvement in extent, profundity and relevance of the learning in the cultural competences according to the national curriculum areas.

1.1. - More and better learning for all the boys and girls: The idea is to assure better quality learning for all the boys and girls who study in rural schools.

1.2. - High quality standards for all rural schools: An improvement in the pedagogic processes and the management in primary rural schools to get satisfactory students learning results, according to the new educational system demands.

2. - To make progress in the Curricula Reform: The curriculum is like the map to follow, and it must be practised by every single teacher, in each class, with every student. Otherwise, the curriculum becomes a group of nonsense words.

3. - The Reform inside the class: To develop the pedagogic initiative capacity to get quality learning in primary rural schools.

4. - An effective management, more compromises and responsibility: To develop the management capacity to get quality learning in primary rural schools, through effective decentralized mechanisms.

5. - To strengthen the teachers and principals professional capacities: The change in the student teaching.

6. - More compromise and spaces to participate in the rural education: Although the Educational Reform takes part in the school, it is a social and cultural change

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process that goes beyond. It has to do with the social claims, the families' expectations, and the children future to get a better life. It is necessary to collect all that social energy in the education of rural boys and girls.

7. - To pay attention to the families: Effective family participation in the formulation of the Institutional Educational Projects and the activities of the Action Plan of every rural school.

8. - Particular Attention to kindergarten which is incorporated to rural schools: It is important to get to those children who are increasing in number considerably (1,226 children in First Transitional Level, and 4,497 children in Second Level).

9. - To pay attention to boys and girls with special educational necessities: All children go to the rural school of a particular place, being included in the educational activities, paying attention to their sociocultural differences and their particular dispositions when learning.

10. - Education and permanent training to continue learning during all their lives: Because of the poor levels of alphabetization in rural areas, there is necessary to have "second chances" to educate rural student's parents, and other adults who had to leave the educational system too soon.

11. - Pedagogic materials for learning reinforcement: To get all the students have the opportunity to work with the pedagogic material that rural MECE offers to their appropriate learning during the class work.

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1.4.4 Types of Rural Schools

The education for the rural population in Chile is given in schools, completed or uncompleted, with or without multi-grade. The uncompleted or multi-grade are those which offer an educational service until six grade; the completed ones have the basic level of eight years. Both can have kindergarten level classes. The uncompleted ones, also known as multi-grade schools, have one, two or three teachers who teach various classes at the same time in the same room.

The completed schools (or poly teacher, meaning to work with four or more teachers) can organize their initial classes as multi-grade.

Between the different types of schools we can find:

One Teacher Schools: Schools which only have one teacher, who teaches the first six primary grades simultaneously in just one group.

Two Teacher Schools: Schools attended by two teachers. In this kind of school there are less combined classes.

Three Teacher Schools: Schools attended by three teachers. In those schools there are more registered students.

Poly-teachers Schools: They have more than four teachers. Those kinds of schools are similar to the Urban School Model. There are three types:

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Small Poly-Teachers Schools: They attend to 108 students in each school with five or six teachers which they do not tend to work with combined classes.

Medium Poly-teachers Schools: They attend to 155 students in each school with seven or eight teachers. There are combined and simple classes.

Big Poly-teachers Schools: They have between 181 and 304 students with nine or 12 teachers. They are complete schools from first to 8th grade.

Finally, the significance of the rural areas is crucial when learning about ourselves, understanding we all come from the agricultural zones. A study made by Rural MECE poses (2006), “Our country would be undoubtfully poorer and grayer without the presence and the contribution of the rural world, which enriches and gives us a true way of life, from its culture and its way of relating with the nature” (p.23).

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Defining the Investigation Problem

2.1 Investigation Problem:

There are a lot of factors that interfere in the English teaching – learning process, as well as in the majority of other social processes. But learning a foreign language shows several challenges not only to students but also to teachers, parents, and school policy makers.

One of the most powerful factors intervening or promoting EFL learning is motivation of students. According to Elyildirim and Ashton (2006), “Most members of the language teaching profession realize that their students’ learning potential increases when attitudes are positive and motivation runs high…although it is important to understand that many variables are involved because we are dealing with complex social and psychological aspects of human behavior” (p. 2).

Considering that rural schools are completely different from the urban ones; the teaching of English language is going to vary according to the teacher’s methodology, the students’ attitudes towards the English language, the students’ social background and the use of TICS among other factors. Due to those facts, and the problems that affect the students’ motivation when learning, the aim of this research is to know what the degree of motivation of 8^{th} grade students of rural schools of San Carlos City is.

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2.2 Research question

What is the degree of motivation of 8th grade students of rural schools of San Carlos City towards the English Foreign Language Learning?

2.3 General objective

The general aim in our research project is to determine the degree of motivation in 8th grade students of rural schools of San Carlos City towards the EFL learning.

2.4 Specific objectives

This research will examine important aspects of motivation towards EFL learning, and it will be oriented to two main specific objectives:

1.4.1) To determine how the degree of motivation intervenes with the EFL learning of 8th grade students of rural schools of San Carlos City.

1.4.2) To find out the main sources that determine the degree of motivation towards EFL learning of 8th grade students of rural schools of San Carlos City.

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2.5 Hypothesis

2.1) The degree of motivation intervenes with the EFL learning of 8th grade students in rural schools of San Carlos City.

2.2) More than the 50% of 8th grade students in rural schools of San Carlos City do not feel motivated to learn EFL.

2.3) The strategies used by teachers of rural schools of San Carlos City affect the degree of motivation of 8th grade students towards EFL learning.

2.6 Investigation variables

- Independent Variable: Motivation
- Dependent Variable: English as a Foreign Language Learning

X		**Y**
Motivation	⟶	English as Foreign Language Learning

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2.7 Definition of variables

Independent Variable	Conceptual Definition	Operational Definition
Motivation	As Dornyei and Schmidt (2003) argue, “Motivation refers to a combination of the learner´s attitudes, aspirations, and effort with respect to learning the second language” (p. 283).	In this research the operational definition of motivation will be determined by a questionnaire that is divided into three parts. In this operation, only the first part of the questionnaire will be used. This part has 24 statements in which the students have to mark a box where appears the level of motivation with the corresponding score. The total score will be classified

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		in a rank of higher, high, neutral, low and lower motivation. Thus, the student´s degree of motivation will be determined.

Dependent Variable	Conceptual Definition	Operational Definition
Learning	As Modell and Michael (2003) argue, “Learning is a change in behaviour that results from the learner´s interaction with the environment (experience)” (p. 3). The learning of a foreign language also implies the interaction with the environment (experience).	In this research the operational definition of Learning English as a Foreign Language will be addressed by a questionnaire that is divided in three parts. In this operation, only the second and the third part of the questionnaire will be used. The second part has a chart with all the subjects of the class where the students have to put in priority order the subjects giving

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		a number in each box. This part helps to verify what the student´s interest about their subjects, specifically the English subject is. The third part of the questionnaire has two open questions where the students have to give a mark from 1 to 10 to their level of motivation about the learning of the subjects, and specifically about the English subject. Then, they have to explain the reasons of the mark and their opinion of English as Foreign Language Learning.

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2.8 Justification

Why is English so important nowadays? This is a common question that people tend to ask with lot of answers. First of all, as Virginia Sanchez (2008) notes, “English is the most spoken language around the world and according to the British Council, about 375 million of people speak English as a first language or native language and 375 million of people speak this language as a second language, this means, people who share English with the official language” (para 2).

Being so spoken, English language is useful in different areas of people’ lives such as; Entertainment: Tourism, meeting foreigners, playing video games, singing songs, watching movies, chatting with people from all over the world. Professional: Getting a better job, jobs interviews, exports, imports, reading technical books, searching for specific information on the internet.

Due to that importance, English is the predominant foreign language taught in schools in Chile, letting students know and learn more about English culture and its people, particularly in rural areas.

Today, the extent of English language has no borders, every time it is more essential to know the global language that opens opportunities towards intellectual, personal and economic development.

Due to the significant migration of inhabitants of rural zones to the urban ones, it is necessary to equate the educational conditions in rural school, if so; students will have access to the same opportunities as students in urban areas do. Knowing the global language, everybody has the possibility to access to some specific

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information that facilitates an intellectual development, especially in those who have the prospect to study a degree course or simply those who want to get information which is available in the foreign language in order to satisfy their professional and personal needs.

Also, in Chile during the last years, rural areas have experienced a great development in tourism. The government has given agricultural subsidies to farmers, which allow them to host tourists from all over the world. This is one of the exerted reasons to make rural school familiar with EFL.

Those are few aspects why English is vital in rural areas, but to contribute to the betterment of teachers of EFL is that teachers have to consider the main difficulties that students face during the learning process in order to create suitable learning strategies. Previously, to know the students' motivation to learn a new language is relevant; this preliminary understanding can make possible a successful learning of rural areas students.

A clear example of how rural schools are left behind is SIMCE examination (Sistema de Medición de la Calidad de la Educación), which does not make a distinction between urban and rural schools performances, showing enormous differences in the results of the examination. The main sources of this contrast are; school infrastructure, teachers' methodology, the lack of proper materials and the lack of well - prepared teachers for dealing with all the problems those places face every day.

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That is the reason why, we have the necessity of studying these kinds of schools, considering there are almost no researches about rural schools related to English language learning. As it is said before, SIMCE examination is a good tool to measure the Education quality, and Ministry of Education has decided to include an English SIMCE to third graders in high schools from this year on. Considering this, students of rural schools necessarily need to improve their level of English to reach a similar level as their classmates in urban areas.

Within this research, we want to make people be aware about rural schools and their importance to our society since these children are being formed as future citizens and professionals deserving the same education and the same opportunities as any other child.

Recognizing the value of motivation in the learning process, the main objective in this research is to determine the degree of motivation towards the learning of EFL in 8th grade students which belong to three rural schools located in San Carlos City.

The three schools that have been chosen for this research are located in the surroundings of San Carlos City. Mainly, the choice of these schools has been made because we consider that combined grades students inside a classroom could affect motivation when learning EFL, because teachers have to distribute the amount of time for each grade giving not enough time to teaching each of them.

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To carry out the research we elaborated a questionnaire in which we measure the degree of motivation of students towards EFL learning and the main sources that lead to that degree.

Once the information of the questionnaire has been collected, we are able to analyze if the strategies used throughout the time by teachers in rural schools are pertinent enough to reach the EFL learning. In this way, if the research shows that students have a high level of motivation; it is relevant to analyze the sources that affect motivation in order to let other rural schools know those factors to improve the degree of motivation in their students too. On the contrary, if the motivation is low in some of the schools; it is necessary to identify the sources that provoke that degree of motivation, so that, teachers, principals and school policy makers could manage and improve those deficiencies.

This study provides with information that is useful for teachers when creating new strategies to promote students' learning. Moreover, data collected gives key information as technology, family support, economic resources or strategies that affect students' learning.

In all kind of things, motivation is vital to learn something and it is closely related to the educational field. In this way, when learning a foreign language, motivation is divided in Instrumental and Integrative motivation. According to Gardner and Lambert (1972), motivation is divided into instrumental and integrative motivation. "Students with instrumental motivation acquire a language for such reasons as to get a better or, to read technical material, or to study in the country where the

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language is spoken. Integrative Motivation is held by students who want to join the culture of the second language group and become involved in social interchange in that group" (as cited in Brown 2000, p. 162).

Many of the students who want to learn a foreign language have an Instrumental Motivation. In the words of Rosas Lobo (2007), "the process of learning English as a Foreign Language (LE), is generally produced at a formal level and motivated by social and cultural necessities and requirements, not by personal inspirations" (p. 1).

Thinking that social and cultural requirements are not as motivating as personal agendas when learning a foreign language, for instance, things would change if teachers encourage students to learn English as a Foreign Language and consider their students´ social background as well as their school interests. This is why the objective of this research is principally to find out the factors that interact with motivation towards the learning of English in order to create an effective atmosphere of learning.

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Research Methods

3.1 Methodology

The methodology of this research is quantitative, Sierra Bravo (2003) shows that, “A quantitative method is centered in the deep observation and study of several cases in an inductive way, that is to say, trying to find out external characteristics or factors that cause the situation observed” (p. 24).

Following the quantitative model, this research investigates the degree of motivation in students of rural schools since motivation is a crucial factor interacting in learning. Moreover, this study searches the main sources that lead to the determined degree of motivation and how it affects to the learning of English language because, as a first action, we have identified that motivation of students in rural areas is having effects in their learning of English language.

Another characteristic and reason why we have chosen the quantitative method to carry out our research project is due to the fact that it has a numeric character to analyze the information, as a consequence, the investigation acquires a stronger objective character, which gives more accuracy, credibility and precision, aspects that differ from the qualitative model.

According to Schwartz (1984), “Qualitative methods, which use a natural language, are better to get access to people’s lives in a short period of time. On the other side, Quantitative Methods are better to lead a positive science, that is to say, they

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allow a clear, rigorous and reliable data collection and they allow undergoing tests to empirical hypothesis in a solid and logical way" (as cited in Bravo, p. 25).

However qualitative and quantitative methods differ in certain aspects, they are not opposite. On the contrary, they can be complementary since many aspects, for instance, the numeric character in a quantitative research can be analyzed with a little amount of the subjectivity that characterized to qualitative methods, however, without losing the accuracy and reliability that should be in any investigation.

3.2 Research Design

Studies can be classified in different ways, mainly according to their nature and means of application.

First of all, in terms of purpose it can be said that this investigation has a basic aim since it is focused in the better knowledge and comprehension of social issues, in this case, the English learning language of students of 8th grade in rural schools. Moreover, it is pretended to measure in a descriptive way the students' level of motivation as an independent variable, but also we want to find out the relation between the variables motivation and English language learning by making an explicative study. Researches with an explicative design have as a main objective not only to measure variables, but also study the relation and influence between variables in order to know how they interact each other and how this interaction affects the social issue in study.

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This research analyzes the variables behavior and relation between them; however, this study is non-experimental because it is done without manipulating the variables. It means that our research is based on variables that already happened or have an influence in our reality by remarking the relation between them and their natural context.

3.3.1 Data Collection

3.1.2 Population Sample

The main objective of this research is to study the degree of motivation towards English language learning and the sources that lead to that degree of motivation in students of rural schools; therefore, the main source of information in the investigation are the students of rural areas since they are the most fundamental active participants in the teaching-learning process, as a result, they are the most reliable and true source to give responses to educational themes such as the English language learning in rural schools.

Following the quantitative methodology of this research we are going to study several individual cases to obtain general information that will help us understand aspects so important in education like motivation in students towards learning.

The choice of the students is vital for the quality of the information that we want to obtain, who must fulfill which certain minimal parameters to contribute with

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the population selection target. The universe under study of this research is comprised of by 8th grade students belonging to rural area schools surrounding San Carlos City.

3.4.1 Analysis Unit

Because of the nature of this study, three schools into the rural areas have been identified for the data collection. The three schools are located in three different geographic areas within San Carlos City.

The three schools, in which this research is oriented have just one 8th grade class, which make it easier to conduct this investigation in the analysis unit.

3.4.2 Ribera de Ñuble F – 179 School

School	Ribera de Ñuble F-179
Province	Ñuble
City	San Carlos
Location	Kilometer 24, San Carlos and Nahueltoro
Principal	Valentin Osses
Telephone	042- 1974904
Electronic mail	valentin_osses@yahoo.es

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The Ribera de Ñuble School was founded in 1964 and it began to teach English in 2001 in a complete way. This school joined in 2007 to the SNCAE (National System of Ambient Certification of Schools).

This school is municipal and has 150 students approximately. This has a room where the students and the teachers have lunch together. The primary students from 1th to 4th grades have lunch at 12:00 o´clock while the students from 5th to 8th grades have lunch at 13:30 hrs. It has four playgrounds, a small library, and a court where they can play basketball and football, or they can celebrate any activity related to the school or extracurricular activities. All these students have full- day school and most of them have breakfast and lunch inside the school. They do not receive too much help from the MINEDUC. The main help they receive is the support of laptops to those students from 6th to 8th grades that have a final mark of 6.0.

The 8th course has 20 students, 12 women and 8 men. Most of these students have to commute to San Carlos City to study since it is closer and cheaper for travelling.

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3.4.3 Las Juntas G – 137 School

School	Las Juntas G – 137
Province	Ñuble
City	San Carlos
Location	Kilometer 33, Las Juntas
Principal	Eulogio Esteban Muñoz Coria

Las Juntas G – 137 is a small rural school which is located in Las Juntas, 33 kilometers from San Carlos City. It was founded in 1956 in a farm house lent by a family who lived in the sector. The school began to work having as a principal to Mr. Luis Solis Nuñez and with a registration of 101 students.

Throughout the time, the school has been experienced positive changes, for instance, in its infrastructure, economic resources and technology. Moreover it has been characterized by contributing to the development of the rural community through important social events such as the annual meeting of folk singers of the province, tennis championships, sport events and folk music and dance events. Also, the school has incorporated a system of radio by which the community can receive and send information.

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Nowadays, the school has a registration of only 33 students, due to the immigration of families from the rural area to the urban. The school has combined levels from 1st to 8th grades, which are put into four classrooms; from 1st to 4th grades the students are combined into a same classroom, 5th and 6th grades share another classroom, finally, 7th and 8th grades have their own classroom since they are the largest groups of students. All the levels are assisted by four teachers.

In terms of infrastructure, the school has four classrooms; a dining room, bathrooms, the principal office and a computer laboratory equipped with 13 computers with computer programs such as Encarta, Red enlaces, etc. Moreover, the school has material resources such as data shows, radio systems, television, etc.

Finally, it is important to remark that students of Las Juntas G – 137 School start with two hours a week of English lessons in 5th and 6th grades and they continue with three hours a week in 7th and 8th grades.

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3.4.4 La Merced School

School	La Merced G -115
Province	Ñuble
City	San Carlos
Location	Kilometer 9, La Merced, San Carlos
Principal	Roberto Aguayo Osses

The School La Merced G – 115 is a municipalized school located in the way to Torrecillas, Km. 9 of San Carlos City in a rural sector named La Merced from which it obtains its name.

The students (13 girls and 19 boys) belong to families in which parents work in farming jobs as temporal agricultural jobs.

The educational school gives basic education with combined levels from 1^{st} to 6^{th} grades and separated levels in 7^{th} and 8^{th} grades.

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School infrastructure:

Its first class was held in August 20th, 1960. It has all the necessary utilities. The school has the following rooms:

- 5 classrooms
- 1 Principal`s office
- Bathrooms separated for girls and boys
- Bathrooms for teachers
- Dining room
- 1 Kitchen
- 1 Pantry room
- Garden area

The 8th grade class is composed by six students; five girls and a boy from 13 to 14 years old. The totality of the students lives with their parents who have only the basic educational level, only three of them have reached high school.

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3.5 Determination of the Sample

According to this research the sort of sample is probabilistic, in which the data obtained is analyzed. In this case all the analysis participants have the chance to be chosen for the research.

3.6 Technique and Instrument of the Research

The chosen technique to collect the information is by means of a survey, this technique allows us to obtain varied and wide information that supports the topic of this investigation, which is to measure the degree of motivation in the students facing EFL learning. The data collection instrument is a questionnaire that was formulated on our own since there are no questionnaires to apply to students of rural schools related to English learning. We spent two months in the design of the questionnaire, being assessed by the Professor Robert Finnan. We analyzed the main factors that intervene the students' motivation when learning. According to that analysis, the questions were organized in 6 areas; Students' Interest, Social Background, Teacher's Methodology, Multi-grade Classes, Future Impact and the Use of Technology.

The questionnaire is divided into three parts; the first part has 24 statements which the students mark in a box with the corresponding statements that reflect their opinions. The second part has a chart with the students' subjects in which they have to put in priority order their subjects by giving a number for each one

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according to the importance from the number 1 as the most important. And, the last part of the questionnaire has two open questions in which the students express their opinions towards the EFL learning. The importance of the questionnaire is essential for us since it gives us the answers to our topic research, but also this instrument is relevant for other people who want to deepen into the English language in rural settings.

3.7.1 Questionnaire about Motivation

Cuestionario sobre la motivación que presentan los estudiantes ante el aprendizaje del idioma inglés

Responda las siguientes preguntas sobre su propia motivación en relación al idioma inglés. Por favor, marque la opción que más refleje su pensamiento. (Utilice la hoja de respuestas de la siguiente página)

01-Creo que aprender inglés me será útil puesto que me permitirá conseguir un mejor trabajo cuando termine la enseñanza media.

02-Me gusta el inglés y me gustaría continuar aprendiéndolo una vez que termine el colegio.

03-Me siento motivado a aprender inglés ya que pienso que algún día tendré la posibilidad de viajar a un país de habla inglesa.

04-Estoy interesado en aprender inglés porque creo que me ayudará en el futuro.

05-Me siento alentado por mi profesor de inglés a participar en sus clases.

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06-Pienso que la manera en la cual mi profesor de inglés hace las clases es realmente buena para que nosotros aprendamos inglés.

07-Las actividades que realizamos en las clases de inglés me motivan a aprender este idioma.

08-Me siento motivado a aprender inglés porque siento que esta clase es entretenida.

09-Siento que tengo habilidad para el idioma inglés.

10-Me siento motivado a aprender inglés porque no me cuesta entenderlo.

11-Me gusta asistir a las clases de inglés.

12-Me gusta repasar la materia de inglés en casa.

13-Creo que el hecho de vivir en un área rural no afecta mi motivación en el aprendizaje del idioma inglés.

14-Siento que la falta de dinero no es una dificultad para aprender inglés.

15-Siento que mi red social (profesores, amigos, familia, etc.) considera que el aprendizaje del idioma inglés es importante para mí.

16-Tengo suficiente ayuda para hacer mis tareas de inglés en casa.

17-Que mis padres no sepan hablar inglés no es un impedimento para que yo aprenda este idioma.

18-Pienso que la infraestructura de mi escuela no afecta mi nivel de motivación para aprender inglés.

19-Me siento motivado a aprender inglés debido a que hay suficiente material para esta clase.

20-Si mi escuela tuviera una tecnología más avanzada para la enseñanza, mi nivel de motivación aumentaría.

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21-Me gusta usar herramientas como el internet para buscar información sobre mis tareas de inglés.

22-Me gusta ver películas y escuchar música en inglés para aprender más este idioma.

23-No me desmotiva estar con niños de otros cursos en la misma sala de clases.

24-No afecta mi aprendizaje del inglés al estar en un curso multigrado.

Hoja de respuestas

	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
01					
02					
03					
04					
05					
06					
07					
08					
09					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

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El grado de motivación es medido a través del siguiente rango:

Grado de Motivación	**Puntaje**
Motivación muy baja	0-24
Motivación baja	25-49
Neutral	50-74
Motivación alta	75-98
Motivación muy alta	99-120

3.7.2 Coloque la prioridad que usted le asigna a cada asignatura, si tuviera otra que no aparezca, por favor inclúyala. Marque la más importante con el número 1, la segunda más importante con el número 2 y así sucesivamente en orden ascendente.

Asignatura	Número
Matemáticas	
Lenguaje y comunicación	
Historia	
Comprensión del medio	
Inglés	
Educación Musical	
Educación Física	
Artes visuales	
Religión	

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3.7.3 Responda las siguientes preguntas de acuerdo a su nivel de motivación.

10	La más alta
1	La más baja

1- En una escala de 1 a 10, ¿Qué nota le daría a su nivel de motivación en relación al aprendizaje de todas las asignaturas que usted tiene? ¿Por qué?
Nota: _____

¿Por qué?:
_____
_____
_____
_____
_____

2- En una escala de 1 a 10, ¿Qué nota le daría a su motivación en relación al aprendizaje del idioma inglés? ¿Por qué?
Nota: _____

¿Por qué?:
_____
_____
_____
_____
_____

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3.8 Application Mode

The questionnaire is to apply to the three 8th grade classes at different times in Spanish which corresponds to their native language, and the application of this instrument is to carry out with the Head teachers' support in order the students not to feel influenced in the answers they provide by the person who is administrating the questionnaire. At the same time, the students are requested to answer anonymously, so they have the freedom to express what they really think and feel. The data collected of this research is gathered in the same classroom where students attend to everyday classes in their corresponding schools. We have to remark that the questionnaire is given by the members of this research. In the first part of the questionnaire, each answer is assigned with a specific score according to the degree of motivation. It is worth mentioning that the score is not shown to the students.

Score	
Strongly Disagree	1 point
Disagree	2 points
Neutral	3 points
Agree	4 points
Strongly Agree	5 points

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4. Analysis Plan

The target of the analysis of this research is to describe in detail the data collected we obtained to make the statistic analysis. The analysis is essential to measure the degree of motivation towards EFL learning of 8th grade students of rural schools of San Carlos City. Besides, the analysis lets us determine how the degree of motivation intervenes in the learning of English language and the sources that affect the determined degree of motivation towards the EFL learning.

4.1.1 The following graphs show the degree of motivation for each statement in the questionnaire.

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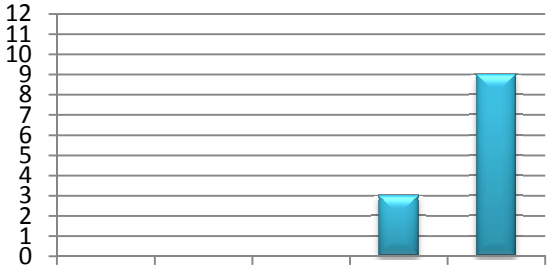
4.1.2 Ribera de Ñuble School

Question 1: I think that learning English will be useful for me since it will allow me to get a better job after having finished high school.



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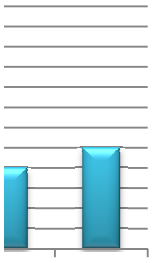

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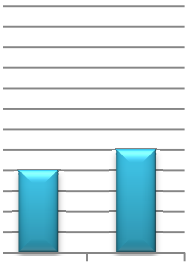

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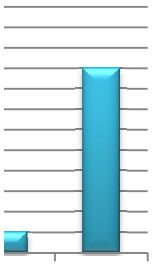

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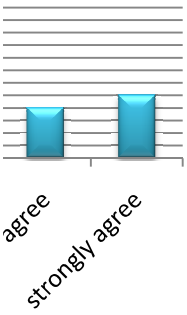

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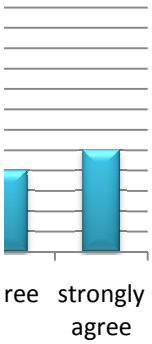

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Ribera de Ñuble School

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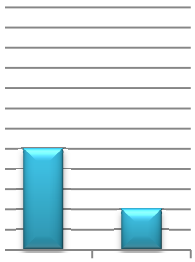

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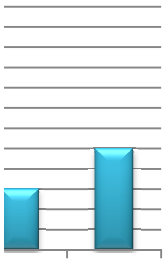

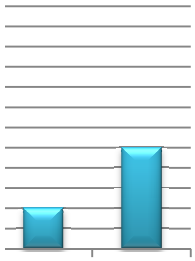

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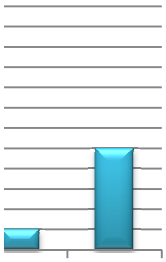

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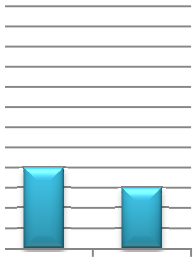
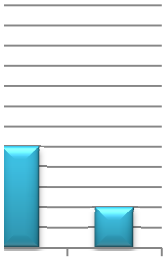
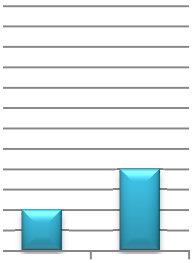
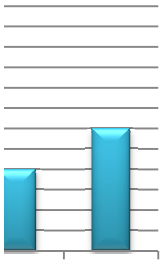
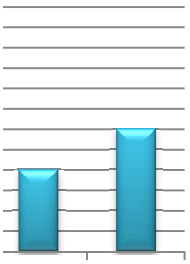
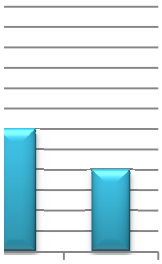
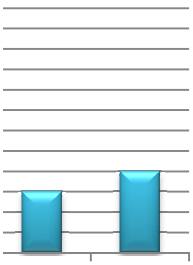
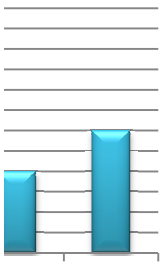




Universidad del Bío-Bío - Sistema de Bibliotecas - Chile

Ribera de Ñuble School

ural area does not of the English ıe language.  	t a difficulty for 
ıy school does not ıglish.  	eachers, friends, important for me. 
ıe do my English  	v to speak English, 

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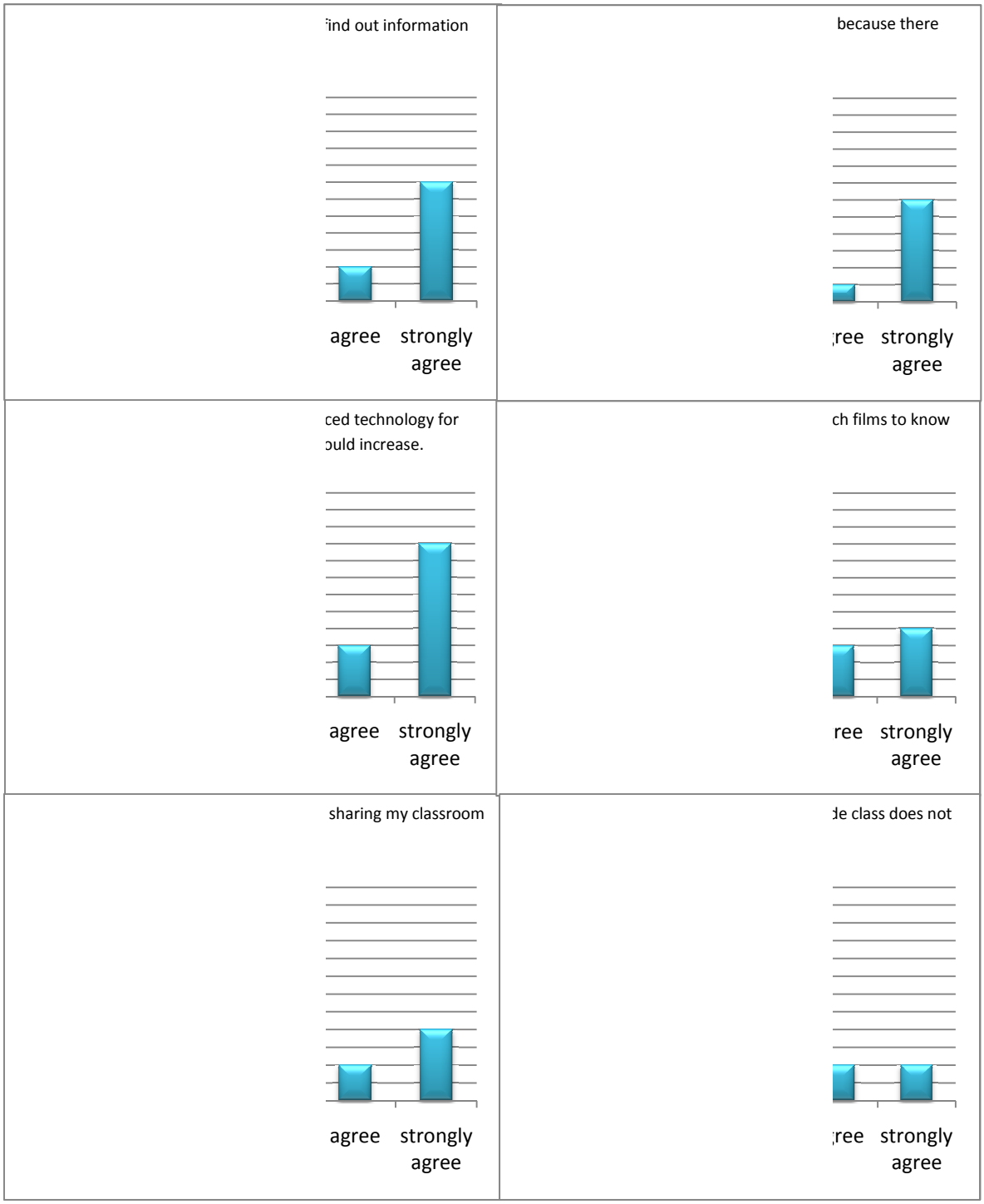
Ribera de Ñuble School



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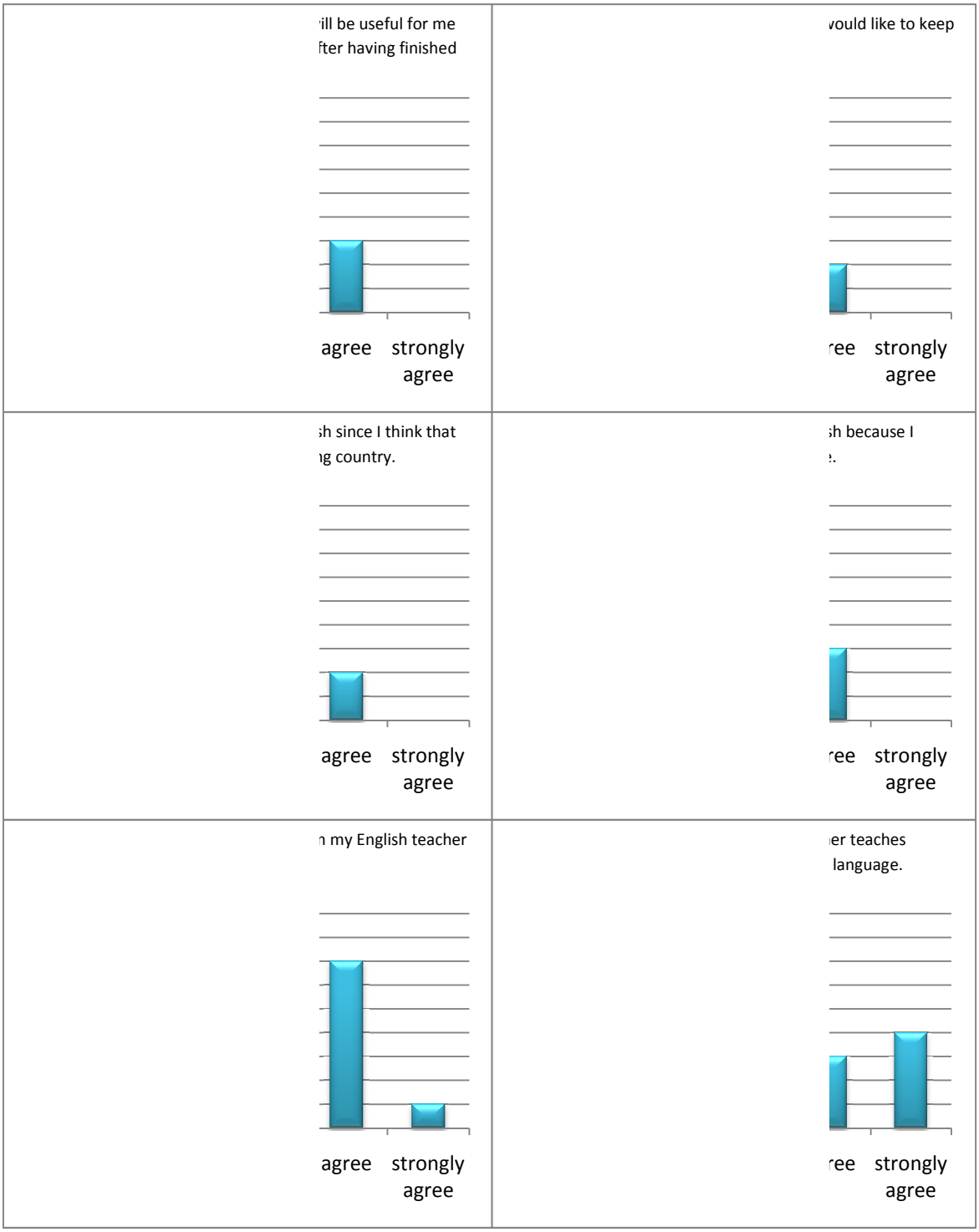
4.1.3 Las Juntas School



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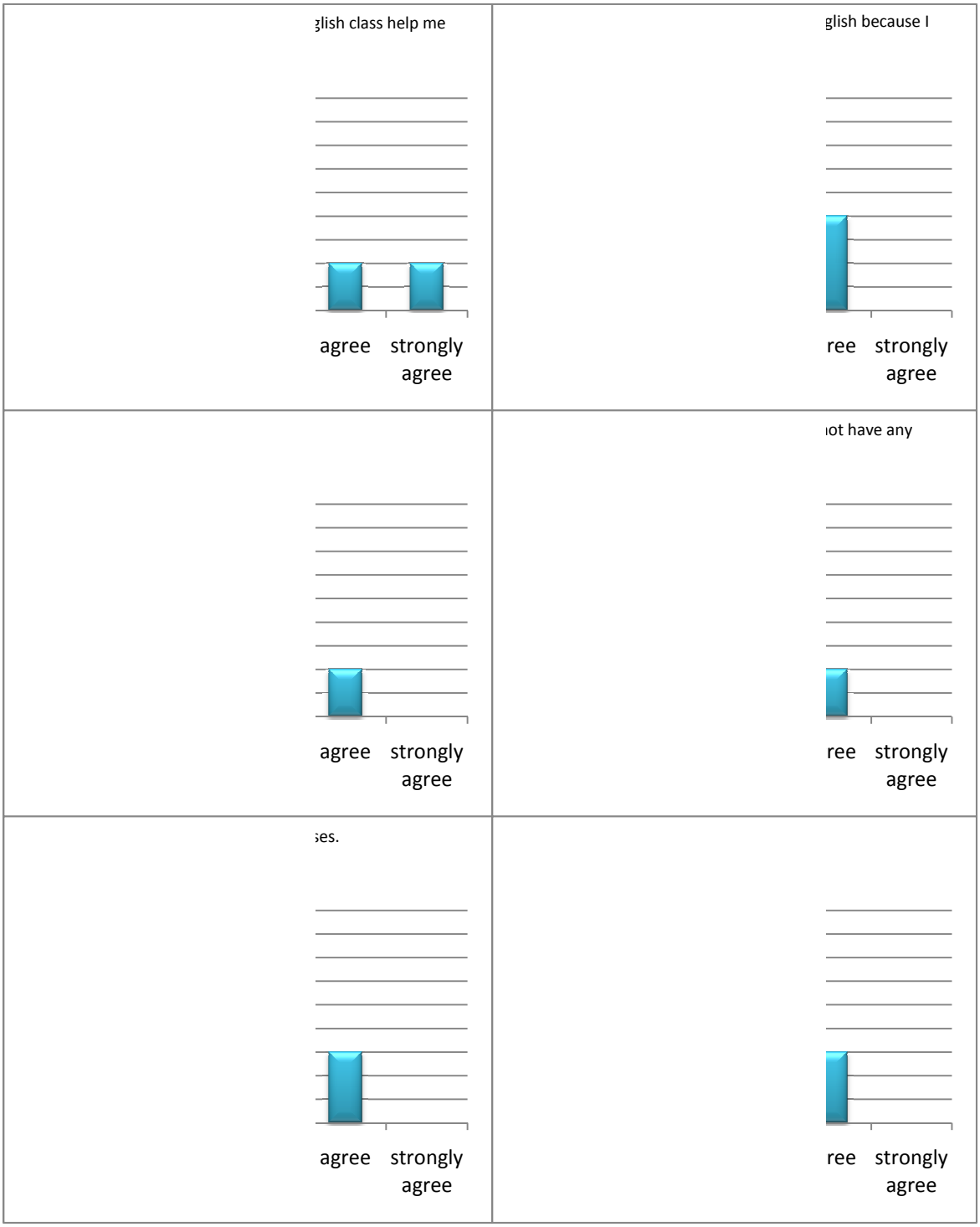
Las Juntas School



Universidad del Bío-Bío - Sistema de Bibliotecas - Chile

Las Juntas School

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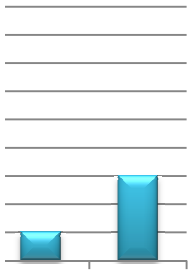

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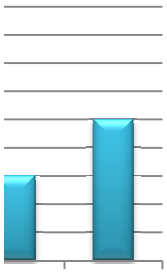

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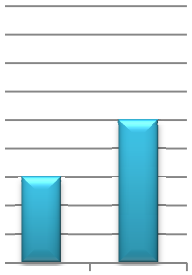

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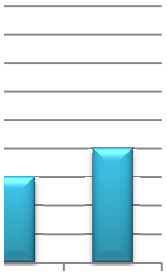

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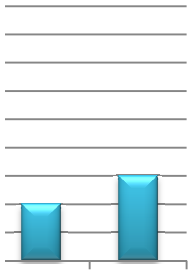

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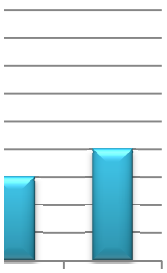

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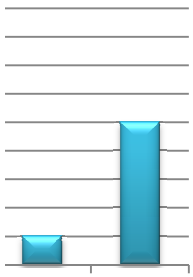
Las Juntas School

find out information



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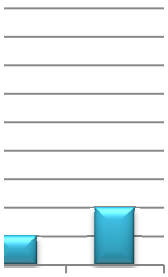

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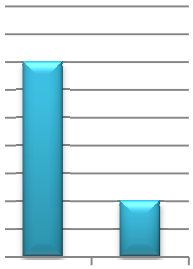

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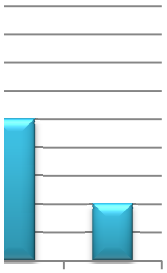

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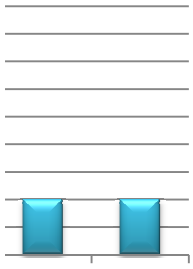

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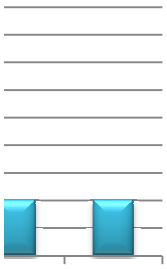

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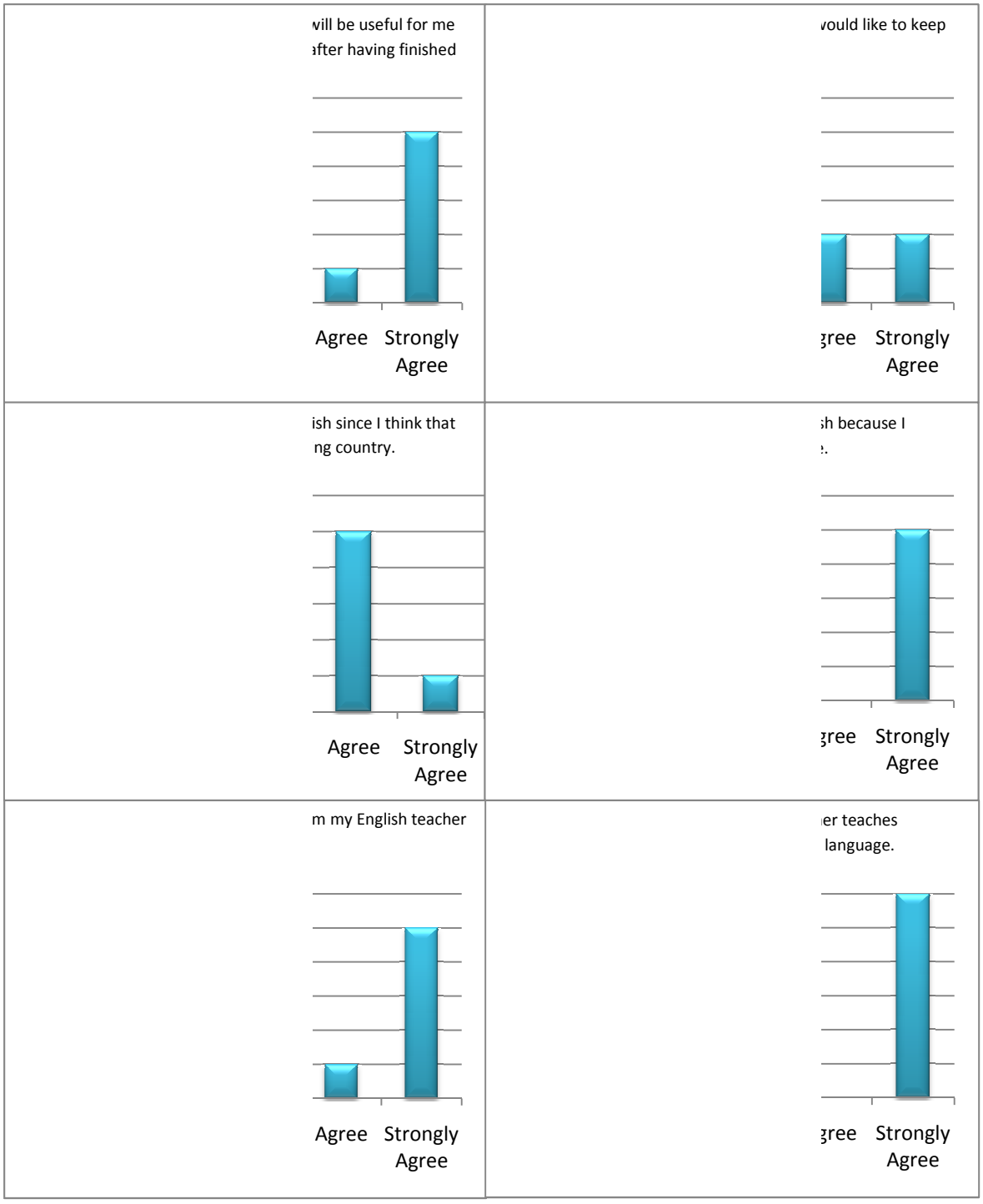
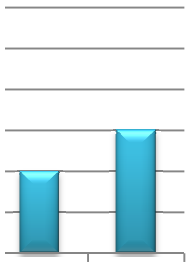
4.1.4 La Merced School



Universidad del Bío-Bío - Sistema de Bibliotecas - Chile

La Merced School

glish class help me



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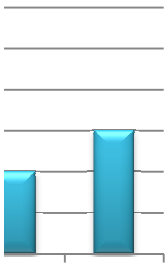

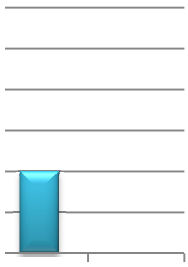

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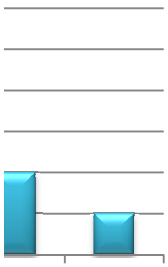

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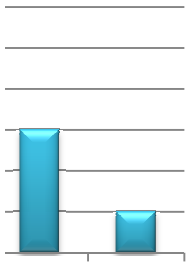

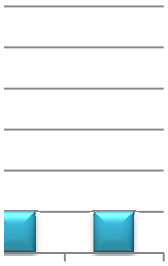

Universidad del Bío-Bío - Sistema de Bibliotecas - Chile

La Merced School

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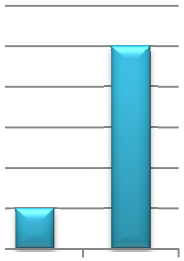

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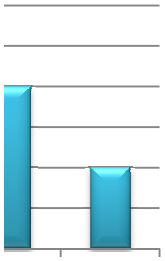

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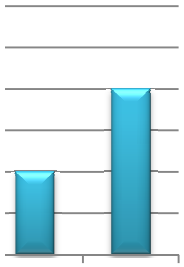

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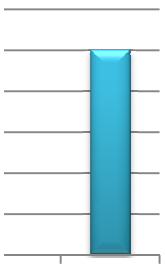

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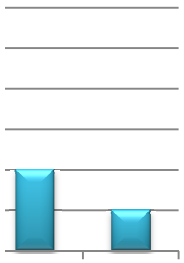

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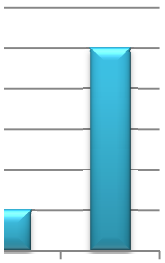

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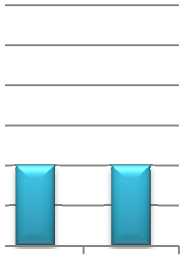
La Merced School

find out information



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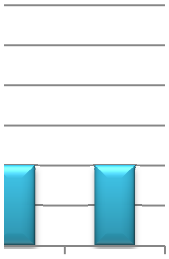

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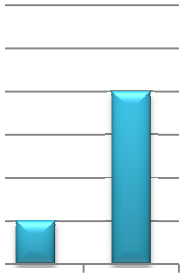

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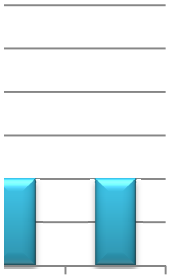

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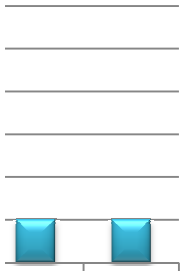

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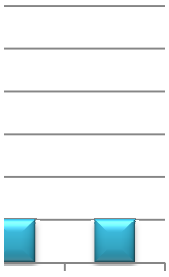

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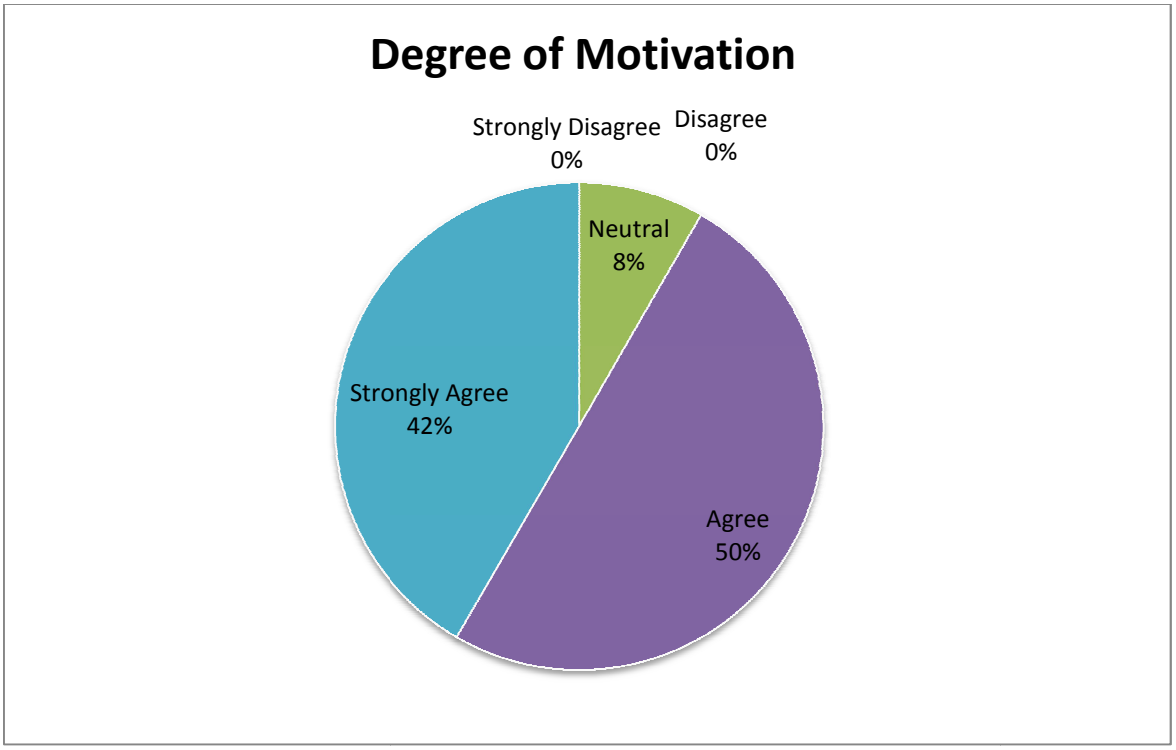
4.2 General Graph of Ribera de Ñuble School



12 students

The 50% of students from this school agree with the statements in the survey, the 8.3% are neutral, and the 41.6% strongly agree.

In general, the students from Ribera de Ñuble School have a high level of motivation in relation to the EFL learning.

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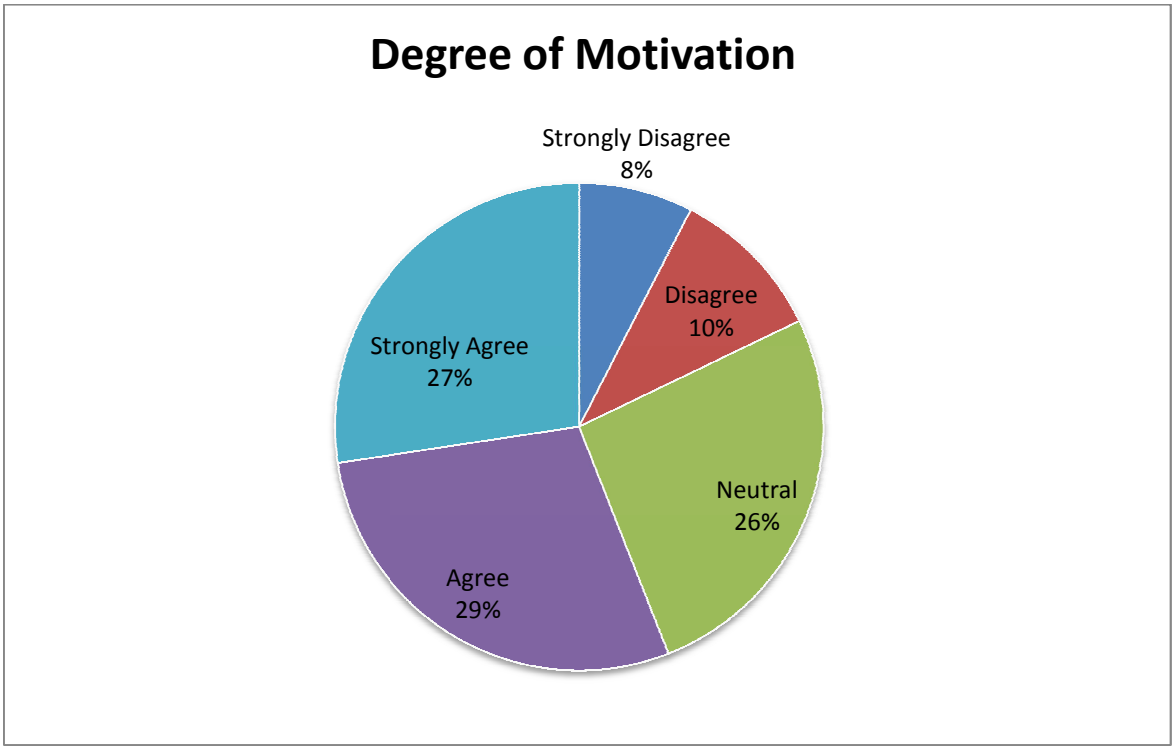
4.3. General Graph of Las Juntas School



9 students

The 29% of students from this school agree and the 27% strongly agree with the statements in the survey, the 8.3% are neutral but just the 10% of students disagree and the 8% strongly disagree. In general, the students from Las Juntas School have a high level of motivation in relation to the EFL learning.

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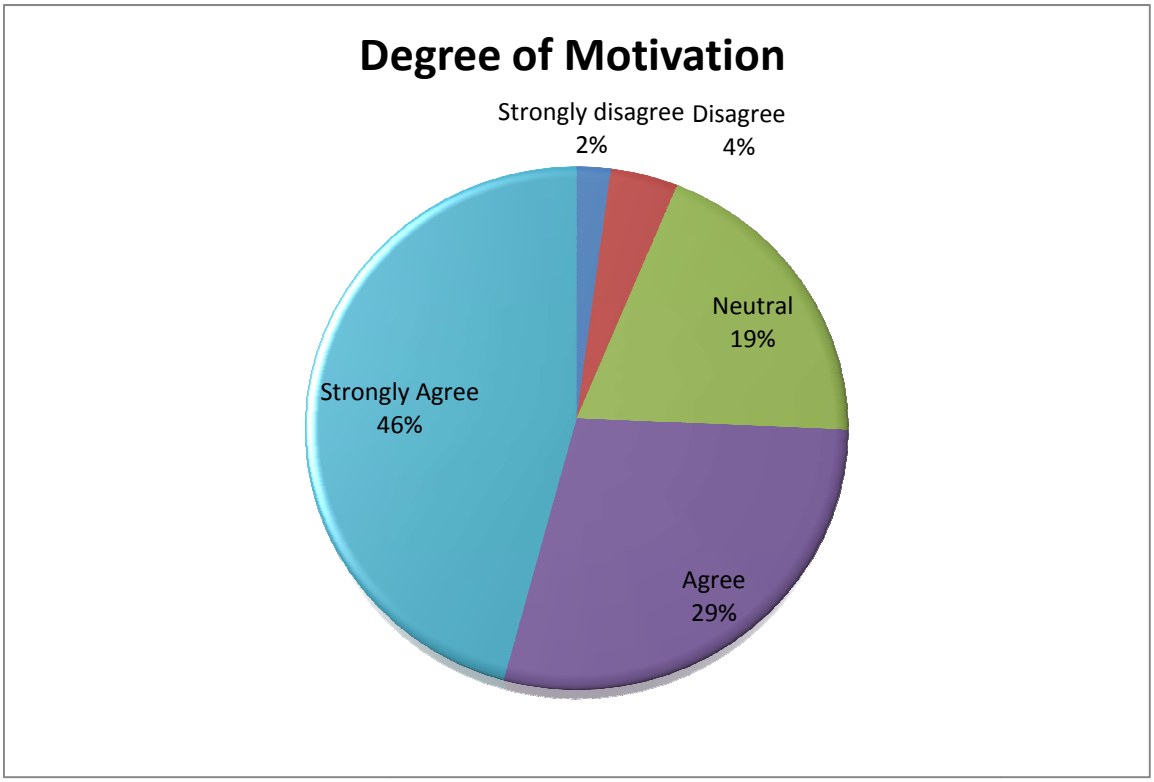
4.4. General Graph of La Merced School



6 students

The 45.83% of students from this school strongly agree with the statements in the survey, the 28.47% agree, 19.44% are neutral, 4.16% disagree and the 2.08% strongly disagree.

In general, the students from G-115 La Merced School have a higher level of motivation in relation to the EFL learning.

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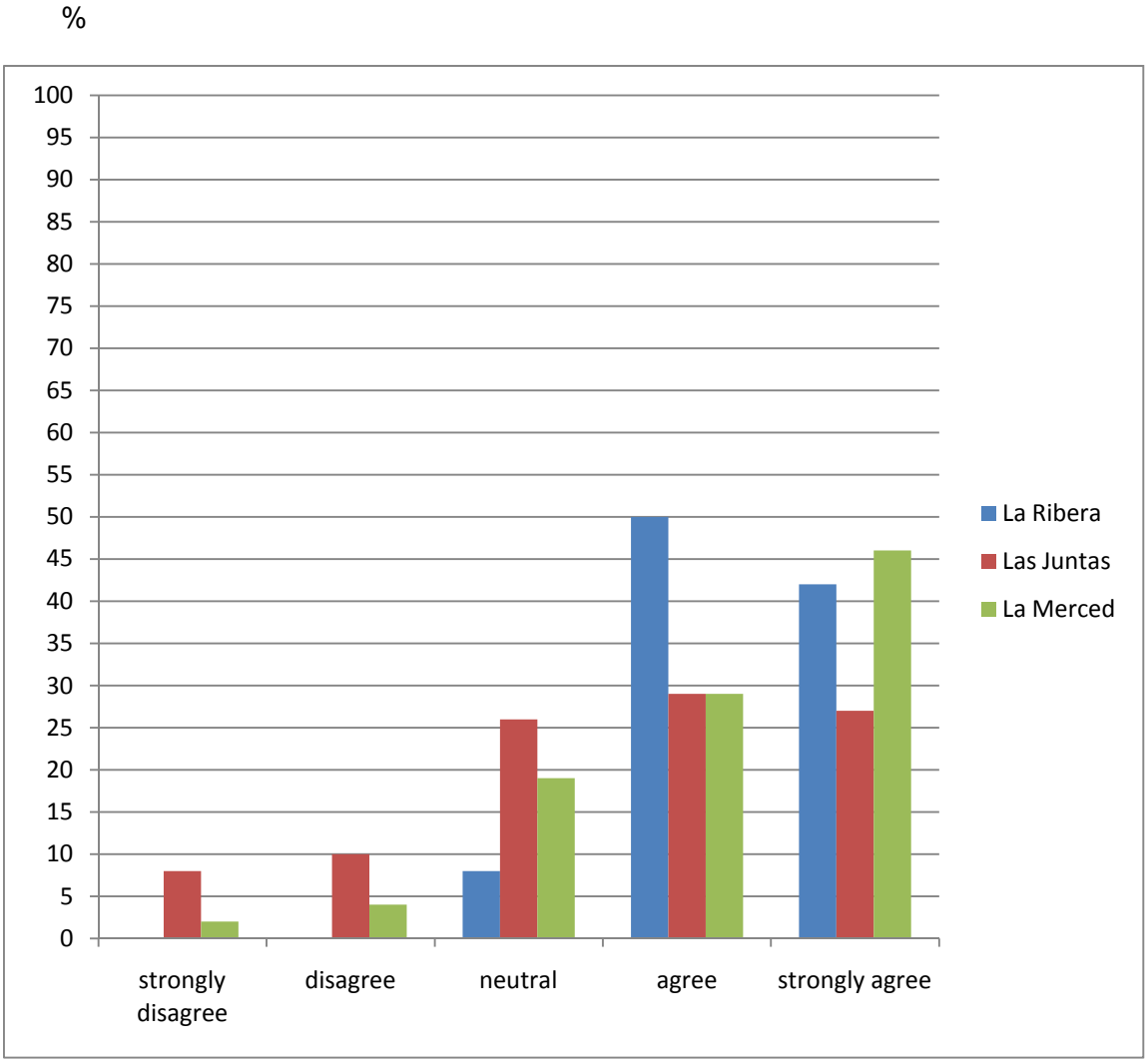
4.5. General Graph (The three schools)



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4.6. These charts represent the level of motivation per student according to the EFL learning.

Percentage

Schools	N° Students	Strongly disagree	disagree	Neutral	agree	Strongly agree	
La Ribera	12	0%	0%	8.3%	50%	41.6%	100%
Las Juntas	9	0%	0%	44.4%	44.4%	11.11%	100%
La Merced	6	0%	0%	0%	50%	50%	100%
Total	27	0%	0%	18.51%	48.14%	33.33%	100%

Number of students

Schools	N° Students	Strongly disagree	disagree	Neutral	agree	Strongly agree
La Ribera	12	0	0	1	6	5
Las Juntas	9	0	0	4	4	1
La Merced	6	0	0	0	3	3
Total	27	0	0	5	13	9

According to the data collected from the three schools (Ribera de Ñuble, La Merced and Las Juntas), the level of motivation is high since 22 students are agree and strongly agree with the statements of the questionnaire towards EFL learning.

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4.7. Data Analysis and Interpretation

As data collected analysis shows, we can say that motivation is an important factor in the learning of the English language. The questionnaire was an essential tool to collect information which was necessary to answer the questions and to elucidate the objectives of our topic research. In the first part of the questionnaire the results show that the 8th grade students of the three analyzed rural schools in San Carlos City have a high level of motivation towards the EFL learning.

Through the following analysis we determined how the level of motivation intervenes in the learning of the English language. These results show how the level of motivation intervenes in the learning, and what the main sources that affect their degree of motivation are. The results were obtained from the 24 statements and the two open questions that students answered in the questionnaire.

4.8. Ribera de Ñuble School Analysis (12 students)

In this school, 5 students of 12 disagree or strongly disagree with the statement number 13: “I think the fact of living in a rural area does not affect my motivation towards the learning of the English language, since I have little contact with the language”. So, the fact of living in the countryside can affect their degree of motivation because they hardly have the chance of having contact with people who manage the English as a foreign language.

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The statement number 1: “I think that learning English will be useful for me since It will allow me to get a better job after having finished high school”, 4: “I am interested in learning English because I think it will be beneficial for me in the future”, 21: “If my school had more advanced technology for teaching English, my level of motivation would increase” are the mode in this school since 9 students of 12 strongly agree that their motivation would increase if the school had more advanced technology for teaching English and they think that their English is beneficial for their future and they will have more chances to get a better job. According to the students ‘answers, the use of the TICS and their expectative towards the English language are the main factors that intervene in the EFL.

4.9. Las Juntas School Analysis (9 students)

In this school the statement number 21: “If my school had more advanced technology for teaching English, my level of motivation would increase”, is the mode since 7 students of 9 strongly agree with that statement, and it reflects like the Ribera the Ñuble that technology and the use of the TICs are factors that affect their motivation towards EFL learning. On the other hand as said in the question number 2: “I am learning English because I would like to keep on practising on the future”, the students do not show to have a proper interest for learning English language or they simply think that this language is not useful for them in the future, because in this statement 4 of 9 students disagree or strongly disagree and they do not want to keep on practising English when they finish school.

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4.10. La Merced School Analysis (6 students)

In this school, the mode is the statement number 6: “I think the way of my English teacher teaches English is good enough to make us learn the language” since 6 students of 6 strongly agree that the strategies used by teacher to teach English will help them increase their level of motivation towards the English language.

The students who are neutral with the statement number 9: “I have good English skills” are 3 of 6 since they are not clear or they doubt with the capacities they have towards English language.

4.11. Discussion

Data collected reinforces the given hypotheses number 1 and 3 and gives us the enough information to answer the questions and objectives in this research, that is to say, the degree of motivation towards EFL learning of students of 8th grade of rural schools of San Carlos City is high since the 81.47% of the students agree with statements of the questionnaire, this figure includes the sum of the percentages of the degrees of motivation (agree and strongly agree). According to the previous result the hypothesis number 2 of our topic research is invalidated since 81.47% of students of 8th grade in rural schools of San Carlos City are motivated with the EFL learning.

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Through the analysis, it was proved that the degree of motivation towards English language is high, and that motivation intervenes with the learning of the language since there are some students interested to do a degree course related to English language, some of them want to improve their English skills and some consider that the strategies used by the teacher to teach English decrease their motivation towards the language. Other students want to learn the language as a personal use like translating English songs, chatting, listening to music, or meeting English native speakers.

In the second part of the questionnaire 12 students (44.44%) selected the Visual Arts subject in the first place, the 32.22% of them which means that 9 students gave priority order the English language subject in the third place, and the Religion subject arranged the least important on the list of priority with 37.03% which represent 10 students. Taking into account these percentages, the teachers should create more didactic strategies focused on the students' needs and interests.

In the third part of the questionnaire 18 students (66.66%), from a scale of 1 to 10, gave a mark of 8 towards their degree of motivation of EFL learning.

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4.12. Emerged Patterns

This research shows, through the 2 open questions of the questionnaire, that the main sources that affect the students' motivation towards EFL learning are the strategies used by the teacher to teach, family income, and the use of TICs being the most important for them since the students feel more motivated when they listen to a recording (specifically a song or a poem), when they use the internet in the classroom to search for information, or when they watch a film rather than when they are following a traditional activity.

The expectative towards the English language and the interest of some students that want to become English teachers are the emerged patterns of this research.

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5. **Closing remarks**

Currently, the National Curriculum designed by MINEDUC is giving English a relevant place in education but students in rural settings do not receive the same attention urban/metropolitan students do.

Further research should consider the hidden interest of some students towards EFL, giving importance that the old teaching strategies used in rural schools should change.

Despite this, most students do not consider English language relevant in their lives arguing that they will never travel abroad or they simply do not have expectative towards the language, for that reason, motivation is essential when learning a foreign language.

We also consider that the curriculum in English language teaching have to create language environment in the classroom and attempt to enable the learner to explore finding the language in use outside the classroom. This may require the social interact with native speakers or with the contact with bilingual proficient teachers. Also, the activities and assignments that would demand children to move beyond the textbook and the classroom in finding to use the language. Newspapers, radio, TV and computers could be exploited for the purpose.

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7. Appendix

Questionnaire about Motivation

Please answer the following questions about your motivation in English. Please mark the box which reflects your opinion.

Score

1. Strongly disagree = 1 point
2.Disagree = 2 points
3.Neutral = 3 points
4.Agree = 4 points
5.Strongly agree = 5 points

	Questions	Strongly disagree	Disagree	neutral	Agree	Strongly Agree
1	I think that learning English will be useful for me since it will allow me to get a better job after having finished high school.					
2	I am learning English because I would like to keep on practicing in the future					
3	I am motivated to learn English since I think that someday I will travel to an English speaking country.					
4	I am interested in learning English because I think it will be beneficial for me in the future.					
5	I receive encouragement from my English teacher to participate in class.					
6	I think the way my English teacher teaches English is good enough to make us learn the language.					
7	The activities done in the English class help me get					

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	motivated in learning English.					
8	I have motivation in learning English because I think the English class is entertaining.					
9	I have good English skills.					
10	I feel motivated because I do not have any trouble to understand it.					
11	I like attending English classes.					
12	I like checking my homework.					
13	I think the fact of living in a rural area does not affect my motivation towards the learning of the English language, since I have little contact with the language.					
14	I think the lack of money is not a difficulty for learning English.					
15	I think the infrastructure of my school does not affect my level of motivation in learning English.					
16	I feel that my social network (teachers, friends, family, etc.) consider that learning English is important for me.					
17	There are people who help me do my English homework at home.					
18	If my parents do not know how to speak English, I have motivated to learn English anyway.					

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19	I like to use the internet to find out information about my English homework.					
20	I am motivated to learn English because there are many materials for the English class.					
21	If my school had more advanced technology for teaching English, my level of motivation would increase.					
22	I like to listen to music and watch films to know more about English.					
23	I feel motivated even though sharing my classroom with other level students.					
24	The fact of being in a multi-grade class does not affect my learning of English.					

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The degree of motivation will be measured through the following rank.

Degree of Motivation	Score
Lower Motivation	0 - 24
Low Motivation	25 – 49
Neutral	50 – 74
High Motivation	75 – 98
Higher Motivation	99 – 120

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3.5.1. Please put in priority order your subjects according to the importance that you give to each one giving a number in each box. If you have another subject that is not mentioned, please include it with the corresponding number.

Number 1: the most important
Number 2: the second most important
Number 3: the third most important…..

Subjects	Number
Mathematics	
Language and communication	
History	
Understanding of our nature	
English	
Music	
Physical Education	
Visual Arts	
Religion	

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3.5.2. Answer the following questions about your level of motivation

10	Highest
1	Lowest

1) On a scale from 1 to 10, ¿What score would you give to your motivation in learning the subjects of your school? And why?

_____

2) On a scale from 1 to 10, ¿What score would you give to your motivation in learning English language? And why?

_____

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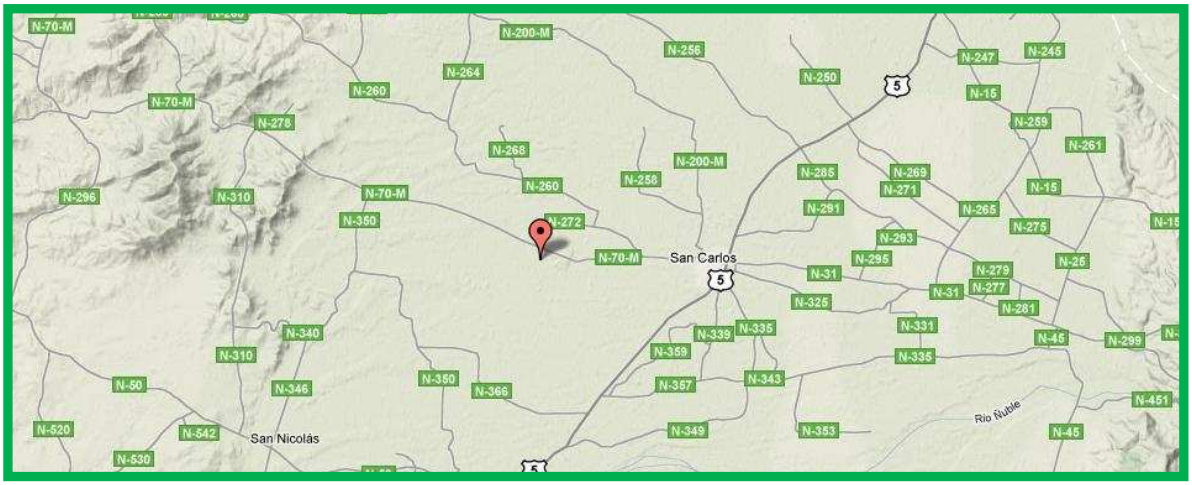
Maps of the Three Schools

La Merced



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Las Juntas

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Ribera de Ñuble

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The Three Schools in Comparison