

Types of Motivation to Learn English: A Case Study of a Rural University, in Quintana Roo, Mexico

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Abstract—Motivation is one of the most important factors when teaching language. Most institutions, at least in Mexico, pay low attention to the types of motivation students have when they are studying English; however, considering the motivation they have may lead to better understanding about their needs and purposes for learning English and the professors may understand and focus on their interests for making them persist in action through the course. This topic has been widely investigated in different countries, but more research needs to be done in Mexico to shed light on this area of potential impact. This quantitative study examines how students (n = 180) at a Rural University in Quintana Roo perceive their different types of motivation, intrinsic and extrinsic, instrumental, and integrative and the attitudes for the language. The findings reveal a high degree of intrinsic and instrumental motivation and provide insights into the perceived attitudes for learning English. Finding ways to persist in action may lead to better comprehending the reasons for learning English.

Keywords—Attitudes for motivation, types of motivation, Extrinsic and Intrinsic motivation, instrumental and integrative motivation.

I. INTRODUCTION

THIS paper is about the motivations students have for learning English in higher education at a Rural University in Quintana Roo, Mexico. It is called Technological Institute of the Mayan Zone (ITZM). There are different universities and institutions around the world, and every institution has a vision, an objective for their students according to their needs and contexts. As an institution, as a student, you usually have an intention. When you do something, you usually have a purpose in mind, for instance, you study to pass a test, to learn something or to earn something, or probably to avoid punishment, to make friends, to get along with somebody or only because you want it. Every decision you make is thrived by motivation. Motivation is a vital factor for human beings, and like the salt in your food, it gives flavor and emphasis to what you do. This paper describes the motivation perceived by the students and its implication in the learning of English language at a rural context.

Some studies mention that if a student is motivated, he can establish his goals, he will try and prove what he is doing. Moreover, he will pay attention to the details and plan to work on the results. In other words, he will want to do what he is doing, he will also establish time for work, and he will stay focused on the plan. Finally, he will be confident enough to reach the objectives and purposes of what he is doing [1], [2].

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Motivation has been widely investigated in different contexts mainly in English speaking contexts, but more research needs to be done in Spanish speaking countries to find out more paths, more perspectives, and perhaps more models of motivation. Reference [2] has given paths to language motivation research and he created a model of motivation that studies attitudes and motivation to achievement and behaviors related to language learning and retention. From this perspective, there are three types of characteristics in motivation, cognitive in nature, affective and behavioral. In the socio-educational model, the teacher, the class atmosphere, the course content, materials, and facilities are considered that have an influence on the classroom learning motivation [2].

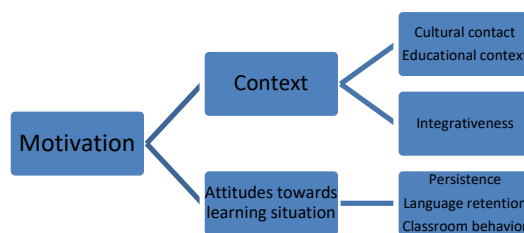


Fig. 1 Representation of the Socio-educational Model [1]

Research related to motivation has seen motivation from different perspectives. Early theories of motivation focused on deep-seated unconscious drives, emotions and instincts shaping human behavior influenced by the work of Freud, whereas through the second half of the century was characterized by a focus on conscious cognitive processes, for example, goals and expectations, self-efficacy as well as interpretation of events. [2, p.5]

According to [2], no existing motivation theory to date has managed to offer a comprehensive and integrative account of all the main type of possible motives for a human being to attempt things or to accomplished goals, therefore a super theory of motivation will always remain as an unrealistic desire.

This paper focuses on the different reasons for learning English at a Rural University in Quintana Roo, Mexico. The types of motivation, the reasons and interest for studying English and the comprehension of the reasons for studying which might help us to determine useful tools to increase knowledge. Whether intrinsic or extrinsic motivation or motivation as an instrument, all of them are interesting and relevant to revise. There is scant literature about motivation in Mexico or motivation at a rural university, is the reason that this

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topic might be interesting specially for professors and educators and even for authorities involved in education. This paper attempts to fill the gap by analyzing the results of a survey based on [2] and [3] and evaluating the results with the theory. It concludes with a few recommendations for enhancing learning.

II. THE RESEARCH ABOUT MOTIVATION

A. Background

Motivation has been investigated in different contexts following different perspectives such as the cause and effect, the experience, the social and educational context, as an element of the society, as the need for an achievement, as a factor of attribution [2]-[6], among others. Due to the potential impact and the complexity of the angles and context for this topic more research needs to be done.

B. Definition of Motivation

The term motivation has been seen as something complex since it is the impulse that makes us work for a goal, it is the force that moves somebody to do something and makes him act. It is the dedication and persistence we can have to achieve our goal. In short, it is an important aspect in our life, whether at the academic, personal, and social level [1], [2].

Motivation can include cognitive, behavioral, and affective factors and it is composed by effort, desired, and affect [2], [5].

Concept

Motivation includes the direction, magnitude and human behavior	
Choice of a particular action Persistence with it Effort expended on it	Responsible for Why How How hard

Fig. 2 Mapping motivation [2, p.4]

According to [3], the term motivation varies according to the theory of human behavior you adopt, for example a behavioral paradigm stresses the importance of reward and reinforcement, a cognitive psychological theory would explain motivation as fewer observable phenomena and a constructivist view would emphasize social context and personal choices. Motivation refers to the intensity of one's impetus to learn (p.88).

As we can see, all these definitions refer to motivation as an essential factor in learning and it is also responsible for the persistence of the students in acquiring a new language no matter what obstacles they might face.

C. Intrinsic and Extrinsic Motivation

Intrinsic motivation refers to the motivation that comes from inside the human being, not for obligation or for a reward, but for pleasure.

According to Ryan and Deci [6], in their Self Determination Theory (SDT), the motivation that comes from inside the human being, which is known as intrinsic motivation, is an expression of the integrativeness and the human nature. Then, the activities done without obligation are considered as part of the intrinsic motivation, because they belong to their own

decisions, for their interest and enjoyment [6].

Extrinsic motivation refers to the motivation that comes from outside the human being, there is an external factor that intervenes to accomplish the goal.

According to [5], extrinsically motivated behavior is carried out in anticipation of a reward from outside. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback and behavior to avoid punishment.

Reference [4] mentions that Abraham Maslow claimed that intrinsic motivation is superior to extrinsic. And for [6], there are three main conditions for intrinsic motivation, autonomy, competence, and relatedness.

D. Instrumental and Integrative Motivation

Instrumental motivation refers to the utility given to the new knowledge, seen as an instrument to accomplish something; for example, for practical reasons or for something that they can use in practice.

According to the socio-educational model [5], the individual might want to learn a language for purely practical reasons, and to the extent that this orientation is related to achievement.

Integrative motivation refers to the influence that comes from the English language speakers to the student, if that is positive then students are expected to have higher motivation and achievement in the language.

The concept of integrative motivation includes the orientation and the motivation, the attitudes, the desire, the intensity, and other elements involved in the other language community and language learning context [5].

E. The Influence of Context

The context, the background, the atmosphere, the family, and the education where the student lives might also have an influence and an impact toward the language and the goals of the student.

The positive attitudes toward the L2 community and the desire to communicate with the language speakers may lead to better understanding and learning the language [7].

Students interested in the language learning community and culture, which is in a way part of the integrativeness, are more likely to try to communicate with the language community [8]. An individual that is willing to communicate in the L2 is looking for opportunities to use the language everywhere and every moment that has an opportunity because he is willing to communicate and practice the language [1].

As mentioned in [8], specifically, 'integrative motivation' is composed of three components: integrativeness, attitudes toward the learning situation and motivation; learners who display the characteristics above are said to show favorable attitudes towards the language community and a general openness towards other groups in general, it also includes the desire to meet and communicate with members of the L2 community. It is assumed that learners with higher levels of integrativeness are stronger and more likely to interact with L2 persons [8].

III. MOTIVATION AND MOTIVATING

Motivation is the desire to do something, motivating is the intention to help somebody to do something for a specific purpose. According to [5], motivation has been viewed as a trait, as a characteristic of the individual whereas motivating is something that can be done by someone else, notably a teacher. The teacher without any doubt can provide an encouraging environment for learning by demonstrating the expertise material, by being supportive, reinforcing and giving feedback, encouraging cooperation and being consistent with evaluations.

A. Theories of Motivations

Cognitive theories of motivation focus on the instrumental role of mental structures, beliefs, and information-processing mechanisms in shaping individual behavior and action. There are three main theories in the cognitive field: expectancy-value theories, goal theories and self-determination theory [2].

Expectancy-value theories are related to the motivating decisions an individual has for an activity, their performance and persistence can be explained by their expectations of how well they will do on the task and how much they value its achievement. Among them are included the expectancy of success, the achievement motivation theory, the attribution theory, and by the Bandura self-efficacy theory [2].

The goal theories are related to the impetus for and direction of motivated action, including goal-setting theory, goal-orientation theory and goal content and multiplicity. They explain differences in goal attributes, differing in specificity, difficulty, and goal commitment. The more difficult the goal, the greater the achievement, and concern with individual performance and achievement.

Self-determination theory is one of the most influential theories in motivational psychology. According to the theory, self-determination means experiencing a sense of choice in initiating and regulating one's own actions. Rather than focusing on how people can motivate others, it focuses on how people can create the conditions within which others can motivate themselves [6], [3].

The integrative theory, the ARCS model, whose meaning is known as attention (A), relevance (R), confidence (C), and satisfaction (S) includes the analysis of motivational needs and corresponding selection of tactics that are based on four dimensions of motivation that were derived from the synthesis of motivational concepts and theories, and are known as attention (A), relevance (R), confidence (C), and satisfaction (S) [9].

According to [11], researchers interested in basic questions about how and why some students seem to learn and thrive in school contexts, while other students seem to struggle to develop the knowledge and cognitive resources to be successful academically, must consider the role of motivation [12]. Studying motivation is important to many SLA researchers, because it is believed that without ample motivation, even learners with the most notable abilities cannot achieve long-term goals [13]. Self-regulated learning efficacy, which measures the extent to which students are confident implementing several self-regulated learning strategies, is a

strong predictor of student academic performance. Students whose academic motivation levels are high, are more open to learning and will have a stronger interest in the course. Academic motivation is also important for students to solve the problems they encounter as part of the learning process [14].

As seen in the different investigations, motivation can be investigated from different angles, in different contexts, so as with different theories, and it might find similar or different results, which is why there are still different topics to investigate in motivation and empirical research can lead to scientific reports.

IV. THIS RESEARCH

A. Methodology

This is a quantitative study, derived from a larger mixed project about motivation in the rural context. A survey based on [1], socio-educational model and [2], consisting of 30 items to identify the kind of motivation prominent in the students. The items were valued on a numerical scale and validated by three experts. Four items were open questions to find out about the tools students apply to increase knowledge and practice the language skills. The quantitative data were collected using a face-to-face survey, the results were collected and analyzed. To determine the reliability of the instrument, we used the Cronbach coefficient, in which the researcher calculates the correlation of each item with each of the others. As a rule, in social research, reliability should not be less than 0.80, reference [15], [16] and it was validated 0.80 which suggests that the items have a trustworthy consistency, on the basis that reliability 0.70 or higher is considered acceptable in most social science research [16]. Cronbach's alpha is referred to as a measure of "internal consistency" reliability. For this research, a study was carried out with 12 groups in which 180 students of four careers, from the Technological Institute of the Mayan Zone participated (N = 180).

B. Background

The Technological Institute of the Mayan Zone is in the village of Juan Sarabia, in the municipality of Othón P. Blanco, Quintana Roo, México. It holds four engineering programs: Agronomy, Forestry, Computing, and Business management.

This institute offers careers with agronomical orientations in higher education, it is the exclusive institution with these majors in the region, and it is well positioned in higher education in the field. As mentioned before, there are four engineering programs and a master's degree. The actual population in the school is 700 students.

C. Participants

The participants of the study were 180 students including the four majors and of different semesters from the institution, they were studying the current semester, autumn 2022.

D. Research Instrument

The instrument used for this study is a 7-point numerical scale which was adapted from the original Gardner's Attitude/Motivation Test Battery (AMTB). There are 30 items in the

survey and four open questions. The questionnaire format consists of three parts.

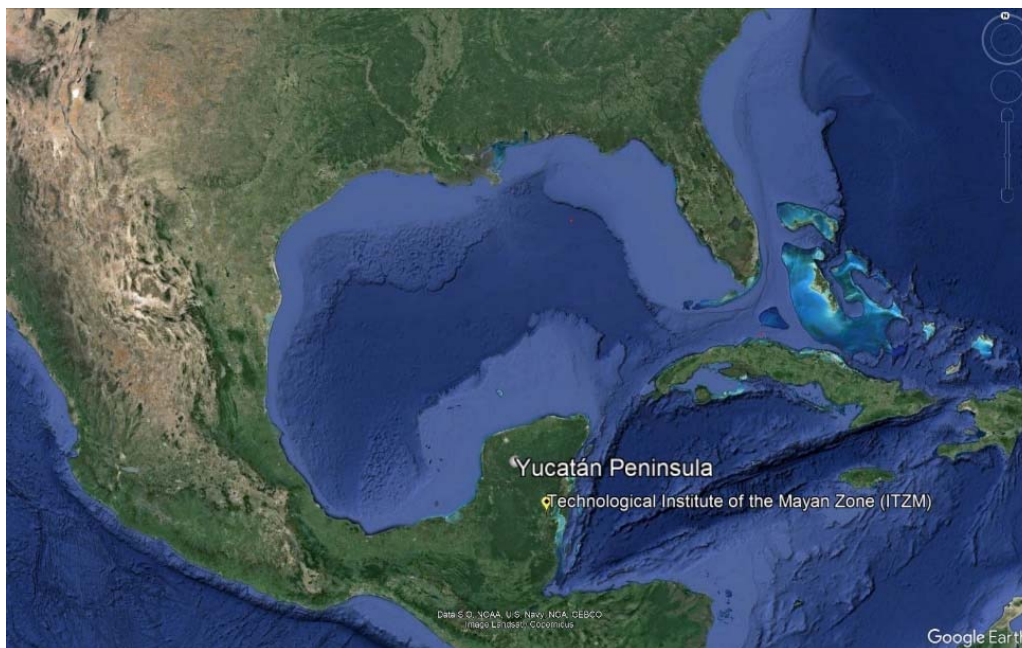


Fig. 3 Location State of Quintana Roo, Mexico [18]

Mapping the instrument
1. General demographic information
2. Students' motivation
3. Additional open-ended questions

Fig. 4 Mapping the instrument

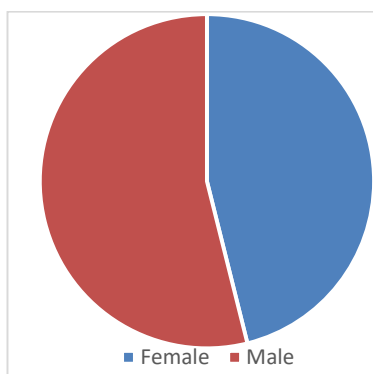


Fig. 5 Participants' gender

E. Participants' Gender

The participants of the study were 180 students including the four majors and of different semesters from the institution, they were studying the current semester of English in different levels, autumn 2022.

In Figs. 5 and 6 we can see the gender of the participants. Although there were some mature students in the sample studied, the vast majority were aged between 17 and 30 years old.

Gender	Absolute Frequency	Relative Frequency
Male	100	55.5%
Female	80	44.5%
Total	180	100%

Fig. 6 Describing gender

F. Data Collection

The questionnaires were administered to students during the English sessions, as usual schedule, in their normal classes, during this time they were asked for permission to use the information for the research and were given the instructions to fill out the questionnaire, after completion all the questionnaires were collected.

Programs' Participants

ITZM	Absolute Frequency	Relative Frequency
Agronomy	105	58.4%
Business management	55	30.6%
Forestry	17	9.4%
Computing	3	1.6%
Total	180	100%

Fig. 7 Surveyed majors

G. Data Analysis

The data obtained from the questionnaires were analyzed using the SPSS program. A seven-point numerical Likert scale was used to measure the levels of motivation and attitudes for learning English.

This scale was used to specify the level of agreement or disagreement among the items based on the following criteria:

I take advantage of the opportunities to communicate with English speakers.
Never _1_ 2 _3_ 4 _5_ 6 _7_ Too much

Study English because it is compulsory for my major.
No exactly agree _1_ 2 _3_ 4 _5_ 6 _7_ Completely agree.

Fig. 8 Examples of the survey

Mean	Interpretation
6-7	High degree of motivation
4.0-5.9	Moderate degree of motivation
1.00-3.9	Low degree of motivation

Fig. 9 Mapping motivation

Statistical reliability	
Cronbach's alpha	No. items
.80	30

Fig. 10 Reliability

H. Motivation of Learning English in ITZM Context

Currently, English is a major language everywhere and even in small places it is regarded as a useful tool for learning and for communication, it is helpful for those who can take it as an additional subject, for some it might be a challenge but with effort, endurance, and persistence everyone can reach the goal, learn the language and be able to communicate with it.

V. RESULTS

In order to fulfill the goals of the study, knowing the students at the Institute to identify the first part of the questionnaire, we have general demographic information as seen in Fig. 7. Most students interviewed are studying agronomy 58.4%, followed by business management 30%, forestry 9.4% and computing 1.6%. Since it is an institution focused on this field, it is not surprising to find more students enrolled in that major whereas the least demanding field is computing, as illustrated in Fig. 7.

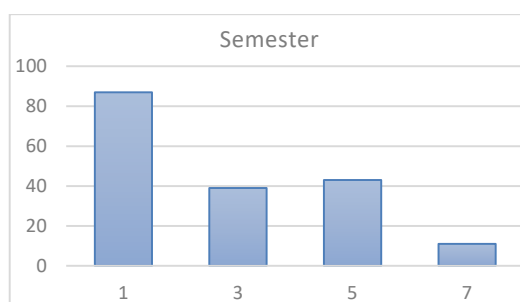


Fig. 11 Semesters surveyed

For most institutions in Mexico, the semesters vary from spring, summer and autumn, Fig. 11; during the application of the instrument, we could find students in first, third, fifth and seventh semester. The collection number from the first semester was the highest number of students surveyed whereas the third and fifth semester present a slightly similarity in number. The seventh semester is the smallest group in number. All the students surveyed were studying English at the moment of the

application.

Now, regarding the motivations for learning English which is the main topic for this research, in the following part, we present the overall results.

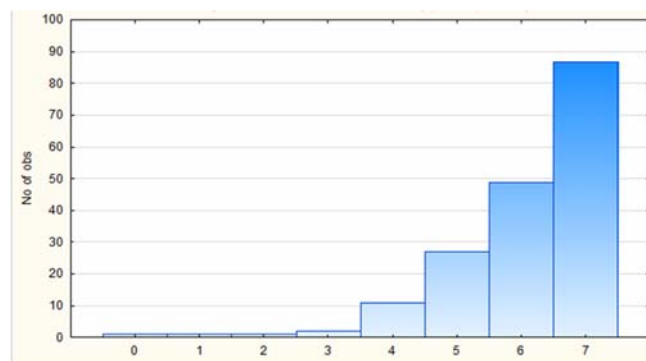


Fig. 12 Willingness to study English in the ITZM

Fig. 12 shows the willingness to study English the students in the ITZM expressed at the moment of being surveyed. By the results we could interpretate that most of the students expressed that they were willing to learn English, they showed interest and enthusiasm for the language with 75.55% highly willing to learn English, 21.11% with a moderate degree of motivation to learn English and 3.34% with a low degree of motivation. It is necessary to underline that according to [15], as shown in Fig. 9, a mean of 6 to 7 represents a high degree of motivation, whereas 4 to 5 represents a moderate degree of motivation, represented with 23.2%, and low motivation with 3.8%. Therefore, the motivation of the students in this institution shows a significant difference and varies from moderate to high. In general, students present willingness and enthusiasm to learn English.

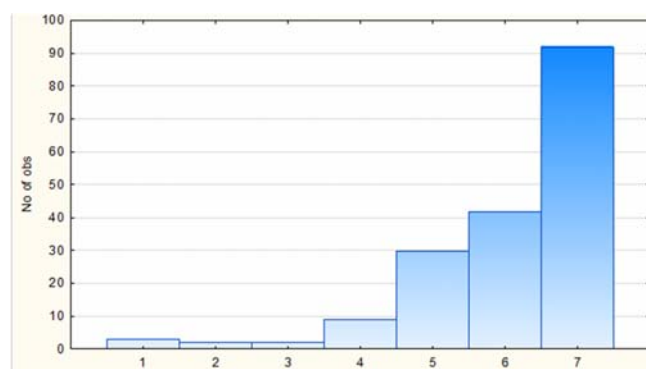


Fig. 13 Motivation to study English in the ITZM

Fig. 13 illustrates the results of the 180 students surveyed on a scale 1-7, which shows consistency with Fig. 12, willingness to study English. As seen in the figure, they express to be motivated at a high degree 74.44%, 21.67% with a moderate degree of motivation and 3.89% with a low degree of motivation. Willingness and motivation are intertwined, as the saying claims, if there is a will, there is a way. Students in this rural institution, which is a small community, report intrinsic

motivation and willingness to learn English with high levels.

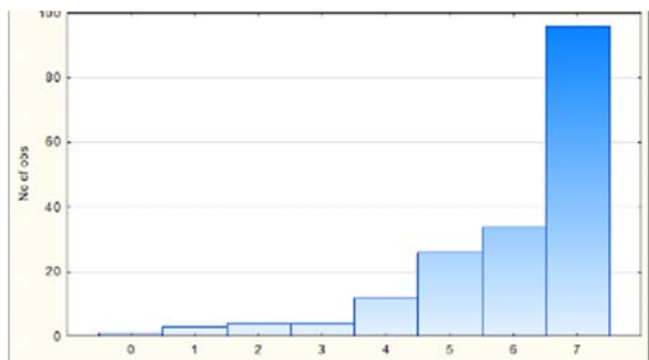


Fig. 14 Desire to learn English in the ITZM

Every person has desires, dreams, and purposes to do something, Fig. 13 highlights the results of the students surveyed, 180 students, in a small community in the ITZM. The results show that they are motivated and have desire to study English. As seen in the graph, they expressed to have high levels of desires to learn English 72.22%, whereas 21% expressed moderate desires to learn the language, and 6.67% presented low desires for it. Learning a language requires, desire, effort and affect, according to [1], [2], it is our work as professors to maintain the motivation students have at the beginning of the program and sustain it along the course.

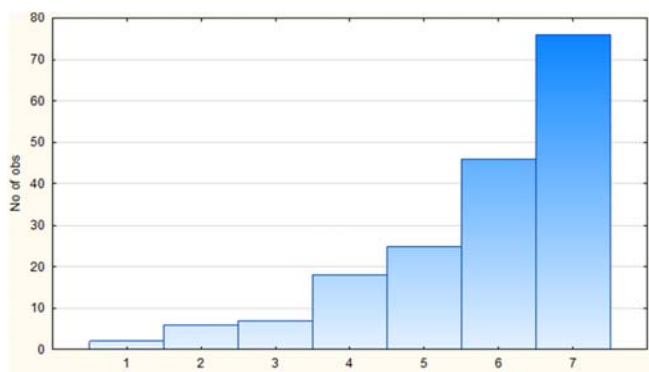


Fig. 15 Attitudes towards English people in the ITZM

Fig. 15 depicts the attitudes of the students towards the English people. As seen in the figure, students' attitudes are high. They are interested in talking and communicating with English people even in a small community. The results show a high percentage that outlines favorable attitudes towards the people, ranking the scales with 67.78%. A moderate degree following in fewer percentage with 23.89% and a small proportion of students (8.33%) expressed a low degree of motivation to communicate with English speakers.

VI. DISCUSSION

Overall, the results reflect the particular constraints and English motivation and attitudes for these students at a rural institute of higher education in Quintana Roo, Mexico, ITZM with rural students.

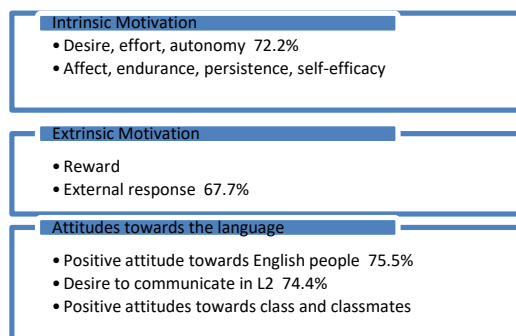


Fig. 16 Traces of motivation in the context

As seen in Fig. 16, the results show similarities and differences with the studies reported previously, motivation is seen as the extent one strives to acquire the language, because of the desire and the affection [17]. Despite the difficulties and problems that students might be facing, despite their context, despite their experiences, if they conserve their motivation and persist in action, they will be able to accomplish their goals.

The result of the research holds consistency with the socio-educational model, since students surveyed expelled effort, desire, affect to their language learning. Effort refers to the time spent studying the language and the determination of the students. Desire indicates how much the student wants to study the language, and affect is related to the emotional reactions related to the topic and factors involved with learning. The main aspect that we must consider when teaching English is the context [1], [2], [6], [9].

Some reasons for studying the language are personal reasons, willingness to study, communicating with the language speakers and having good grades, which denote intrinsic, extrinsic, and integrative motivation as being high and valuable for the students in this context. It is important to observe the degree of motivation that all students have, regardless of whether they have a higher or lower academic level. It is necessary to create the conditions to increase or maintain motivation until the students' goals are achieved [1], [2], [10].

The higher the personal interest, decision, and commitment, the greater the higher intrinsic motivation, while the higher the interest in factors other than personal interest, the higher the extrinsic motivation; when the interest in other people is presented, the integrative motivation and the relationship motivation and relateness are exposed.

Overall, the results reveal that the students in the rural institute have a moderate and high degree of motivation to learn English. A soaring number of students in the study presents intrinsic motivation towards English because they expressed, they like English and their desire to increase their level and standard in the language which might impact the achievement, commitment, and goal for learning.

VII. CONCLUSION

This paper focused on the motivation for learning English at a rural context at ITZM in Quintana Roo, Mexico. The objective of the research is to present the motivations students

have for learning English in a rural context, in order to identify factors that could improve their language learning skills in the community.

Overall, the results reveal that the students surveyed $N = 180$ out of $N = 700$ are highly motivated to learn English, their intrinsic motivation varies from moderate to high which indicates that they like the language, have desire to learn it and willingness to acquire it and communicate with the language. In summary, the highlight results in this research are:

- From moderate to high level of intrinsic motivation.
- Good attitude towards English speakers.
- Good interest for the language as a tool for studying purposes.
- Good interest for the language as a means of communication.
- Willingness to learn the language.

Since English is increasingly used everywhere, it is important for professors and researchers to identify if our students are motivated or not and look for alternatives, activities, and strategies to increase their motivation. It is vital for teachers to identify students' needs, likes and dislikes, and understand local context because every individual student is different, and teaching needs to be tailored to nurture their motivation so they can reach their goals. Because every place, every person has different needs and goals it is important to work with what we have to reach the goals. With this, the professors may understand and focus on their students interests for making them persist in action through the course.

Motivation has been investigated for many years, but since it is complex and dynamic, it is a great source for learning and research. Future investigations might deepen the understanding of motivation in English at different levels or cultural contexts or the challenges and persistence of the students in empirical contexts. We must think that we are working on the progress, intellectual development and learning of our students, which is our goal as professors and educators.

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