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**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**TITLE**

**THE MIGRATION AND ITS EFFECT ON THE  
LEARNING OF THE ENGLISH LANGUAGE  
WITH STUDENTS AT “UNIDAD EDUCATIVA  
ANEXA A LA UNIVERSIDAD NACIONAL DE  
LOJA”. ACADEMIC PERIOD 2012 – 2013**

*Thesis as a previous requirement  
to obtain the Bachelor's Degree in  
Sciences of Education English  
Language specialization.*

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**THESIS ADVISOR:**

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## **CERTIFICATION**

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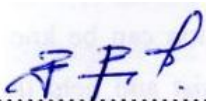
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### **CERTIFIES:**

The following research work entitled; **THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”**. **ACADEMIC PERIOD 2012 – 2013**, undertaken by Pedro Orlando Armijos González, has been thoroughly revised. I therefore, authorize the presentation of the thesis, for the corresponding legal purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Loja, December 4<sup>th</sup> 2013.



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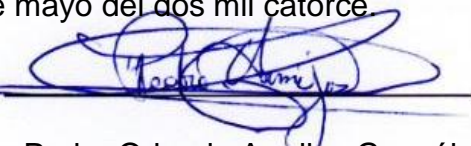
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**The Author**

## **DEDICATION**

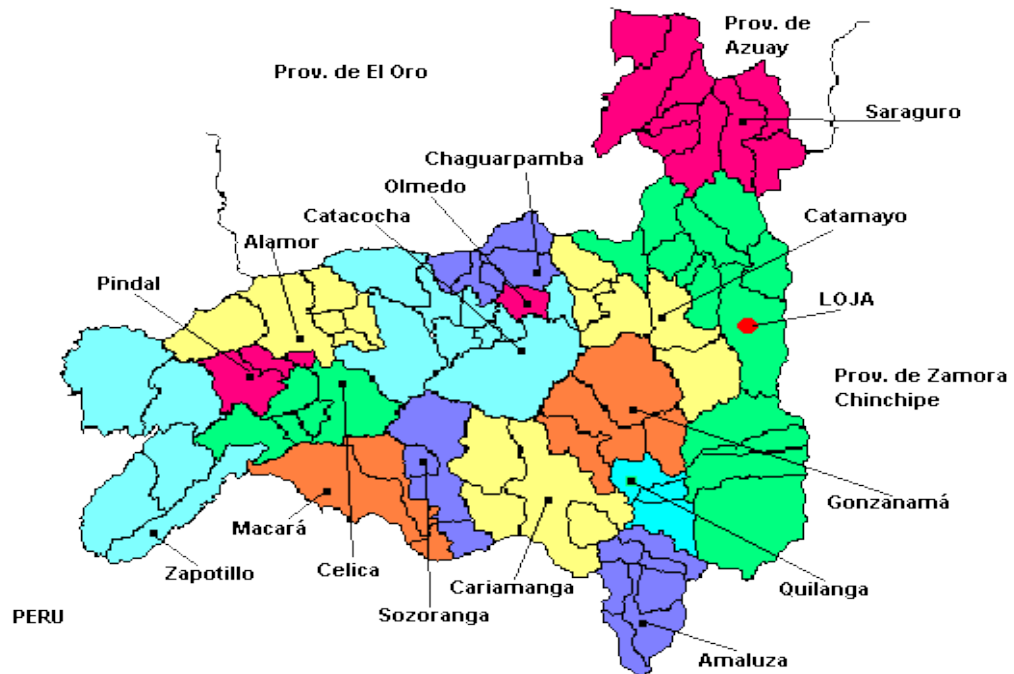
I wish to dedicate this thesis work to God, my parents, siblings, relatives and friends, who helped and motivated me, with patience, wisdom, and advice. All of them have assisted in some way, cheering me up and allowing me to achieve my best goals.

**Pedro Orlando**

## ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

| BIBLIOTECA: Área de la Educación, el Arte y la Comunicación |  |        |             |                 |          |           |        |               |                  |                     |   |
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## MAPA GEOGRÁFICO



## CROQUIS





## **THESIS SCHEME**

- Cover Page
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  - Geographical Field of the Research
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- a. Tittle
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**a. TITLE**

**THE MIGRATION AND ITS EFFECT ON THE LEARNING OF  
THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD  
EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE  
LOJA”. ACADEMIC PERIOD 2012 – 2013**

## **b. RESUMEN**

El trabajo investigativo titulado: **LA MIGRACIÓN Y SU EFECTO EN EL APRENDIZAJE DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE LA “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. AÑO LECTIVO 2012 – 2013**, ha sido desarrollado para identificar el efecto que la migración de los padres causa en el aprendizaje del Idioma Inglés.

El método científico fue aplicado para descubrir las diferentes características del objeto de investigación. Adicionalmente, como métodos particulares fueron utilizados: el descriptivo, para describir los datos obtenidos; y, el analítico – sintético, para analizar los resultados obtenidos.

La encuesta fue aplicada a los Profesores y Estudiantes, y la entrevista a la Trabajadora Social; el análisis lógico procesó la información y la estadística descriptiva describió los resultados obtenidos en gráficos y tablas.

Los más importantes resultados son, que la migración de los padres ocasiona un bajo rendimiento, debido a la desintegración familiar y a la falta de afecto. También, los estudiantes muestran problemas comportamentales y actitudinales como consecuencia de sus problemas disciplinarios y académicos.

## **ABSTRACT**

The research work entitled: **THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012 – 2013**, has been developed to identify the effect that the family parents’ migration causes on the English Language Learning.

The Scientific Method was applied to discover the different characteristics of the research object. Additionally, as particular methods were used: the descriptive one, to describe the gathered data; and, the analytic – synthetic one, to analyze the obtained results.

The survey was applied to the Teachers and Students and the interview to the Social Worker; the logical analysis processed the information and the descriptive statistics described the obtained results into graphs and tables.

The most important findings are, that parents’ migration causes a low performance, due to the familiar disintegration and lack of affection. Also, students show behavioral and attitudinal problems as consequence of their disciplinary and academic difficulties.

### **c. INTRODUCTION**

The present research entitled **THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012 – 2013** was carried out to attend the different kinds of problems, which students need to overcome in order to give a solution to their problems, such as family disintegration, lack of affection, academic and behavioral problems.

Migration has turned into one of most complex problems around the world and our Country has been no exception. Economic factors are the main reasons why Ecuadorians have migrated from their birth cities to bigger ones both inside and outside the country, with the purpose of improving their present situation in order to provide what their families need.

This research work has been performed with the objective to contribute to clarify the problems that students with migrant parents have to face in their academic and social situations, also, because it helps to know the influences that affect students' behavior and performance at school, in order to help them, suggesting the way in which they might be advised; there is not enough data to help students with migrant parents in their problems so far; this research work is treasured because as outcome of the effort done.

The stated specific objectives are: to determine how the parents' migration affects on the learning of the English Language; also, to characterize the behavior and attitude of students with migrant parents in the English Language Learning. These specific objectives determine the importance of the present research work, because they show how harmful migration might be without treatment for children who stay in the birth country.

The general hypothesis that the present research work contains is: the migration affects on the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

The first hypothesis says that the parents' migration affects the learning of the English Language and the second one states that students with migrant parents show behavioral and attitudinal problems in the English Language Learning with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

The methodology used to unfold this investigation is directly oriented to The Scientific Method, which was the most important one, used to organize systematically the different phases that permitted an explanation of logical relationship between the research object and the conclusions and recommendations. Additionally the following methods were used: the

descriptive one, to describe in an ordered way the obtained results from the field research; the analytic – synthetic one, to break down the whole, and critically analyze the empiric information; and the deductive one which helped to interpret the logical implications that the hypotheses involved.

In the field research the survey was applied as the instrument through which; the information from the Teachers and Students was gathered, also the interview was used with the Social Worker in order to know the important views that this professional understands about the topic; to process the information the logical analysis with the descriptive statistics were useful, helping to describe the obtained results in graph and tables.

The current research work is organized in the following way: First, it has the introduction which; presents the investigation as a whole, and this section furthermore describes the problem's contextual frame that allows the development of the present research work.

Second, the study has the summary that explains, in a brief manner, the research's pertinence and relevance, also, it presents the main conclusions and results found as a result of the study done.

Third, the research work contains the literature review, where the main variables of the stated hypotheses were summarized, and it helped as a

tool in the analysis of the results with the applied instruments. It also contains the used materials and methodology that have been used in the research process, where the methods, techniques, procedures and instruments were described, giving a reference of the population that were involved in this research.

The research work presents the obtained results derived from the application of the Teachers and Students' Survey and the Social Worker's Interview, and the corresponding interpretation and analysis of the data obtained through stated questions.

It contains a discussion of the questions with the most demonstrative percentages, and the verification of the stated hypotheses through the logical descriptive analysis carried out in this part of the research work.

It also states the conclusions which; have been established after comparing the gathered information thorough the application of different instruments which; helped to establish the connection between the variables with the specific objectives stated in the initial Project.

Finally, it outlines the recommendations which; contribute to solve the problems connected to the migration's effects on the English Language Learning.



## **d. REVIEW OF LITERATURE**

### **1. MIGRATION**

#### **1.1. History of Migration**

“Migration is frequently labeled as a recent phenomenon. There are, however, few people in the world who need to go back further than three generations in their family tree to stumble upon a migrating ancestor.

In migration history, the poor, the desperate, and the exceptional have attracted more attention than other migrants. This is especially true for the populations of North and South America, which is virtually completely made up of migrants or their descendants. Migration today, it is believed, is more common, and people travel over greater distances, so that cultural differences are larger, as are the problems”<sup>1</sup>.

#### **1.2. History of Ecuadorian Migration since the 1960s**

“The provinces of Azuay, Cañar, and Ecuador's third – largest city, Cuenca, formed the "core" migrant-sending zone in Ecuador in the 1970s and 1980s. In particular, the main sending communities in these areas

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<sup>1</sup> SCHROVER; MARLOU. “Migration: A Historical Perspective”. Leiden University. History Department. Netherlands. [www.news.bbc.co.uk](http://www.news.bbc.co.uk). December, 24<sup>th</sup> 2012.

practiced subsistence agriculture and had a tradition of women weaving Panama hats for export to New York and male seasonal migration to the coast.

Migration remained slow but persistent during the 1970s; migrants from numerous communities in Azuay and Cañar provinces joined the clandestine migration networks that led people through Central America and Mexico in route to the United States.

Instead of the United States, the vast majority of these migrants chose Spain, home to only a handful of Ecuadorians at the time. The main reason: an existing agreement allowed Ecuadorians to enter the country as tourists without visas.

In addition, Spain offered plentiful, low-skilled work in the informal economy, and migrants did not have to worry about language differences”<sup>2</sup>.

### **1.3. Human Migration**

Human Migration is the “movement of people from one place in the world to another for the purpose of taking up permanent or semipermanent

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<sup>2</sup> JOKISCH; Brad. “Ecuador: Diversity in Migration”. Ohio University. February 2007. [www.migrationinformation.org](http://www.migrationinformation.org). January 03<sup>rd</sup> 2013.

residence, usually across a political boundary. An example of "semipermanent residence" would be the seasonal movements of migrant farm laborers. People can either choose to move ("voluntary migration") or be forced to move ("involuntary migration").

Migrations have occurred throughout human history, beginning with the movements of the first human groups from their origins in East Africa to their current location in the world. Migration occurs at a variety of scales: intercontinental (between continents), intracontinental (between countries on a given continent), and interregional (within countries)<sup>3</sup>.

#### **1.4. Types of Migration**

**1.4.1. "Internal Migration:** Moving to a new home within a state, country, or continent.

**1.4.2. External Migration:** Moving to a new home in a different state, country, or continent.

**1.4.3. Emigration:** Leaving one country to move to another (e.g., the Pilgrims emigrated from England).

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<sup>3</sup> [www.nationalgeographic.com](http://www.nationalgeographic.com). "What is Human Migration?". National Geographic – Marcopolo Xpeditions. Human Migration Guide (6-8). November, 18<sup>th</sup> 2012. Pag. 1.

**1.4.4. Immigration:** Moving into a new country (e.g., the Pilgrims immigrated to America).

**1.4.5. Population Transfer:** When a government forces a large group of people out of a region, usually based on ethnicity or religion. This is also known as an involuntary or forced migration.

**1.4.6. Impelled Migration (also called "reluctant" or "imposed" migration):** Individuals are not forced out of their country, but leave because of unfavorable situations such as warfare, political problems, or religious persecution.

**1.4.7. Step Migration:** A series of shorter, less extreme migrations from a person's place of origin to final destination—such as moving from a farm, to a village, to a town, and finally to a city.

**1.4.8. Chain Migration:** A series of migrations within a family or defined group of people. A chain migration often begins with one family member who sends money to bring other family members to the new location.

**1.4.9. Return Migration:** The voluntary movements of immigrants back to their place of origin. This is also known as circular migration.

**1.4.10. Seasonal Migration:** The process of moving for a period of time in response to labor or climate conditions”<sup>4</sup>.

## **1.5. Migration and Human Rights**

“A human rights approach to migration places the migrant at the center of migration policies and management, and pays particular attention to the situation of marginalized and disadvantaged groups of migrants. Such an approach will also ensure that migrants are included in relevant national action plans and strategies, such as plans on the provision of public housing or national strategies to combat racism and xenophobia.

Human rights mechanisms, such as the Special Rapporteur on the Human Rights of Migrants and the Committee on Migrant Workers, have been clear in stating that although countries have a sovereign right to determine conditions of entry and stay in their territories, they also have an obligation to respect, protect and fulfill the human rights of all individuals under their jurisdiction, regardless of their nationality or origin and regardless of their immigration status”<sup>5</sup>.

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<sup>4</sup> [www.nationalgeographic.com](http://www.nationalgeographic.com). “What is Human Migration?” Already Cited. November, 22<sup>th</sup> 2012. Pags. 1 and 2.

<sup>5</sup> [www.ohchr.org](http://www.ohchr.org). “Migration and Human Rights”. United Nations Human Rights - Office of the High Commissioner for Human Rights. December 21<sup>th</sup> 2012.

## **2. EFFECTS OF MIGRATION**

### **2.1. Social Costs to Children of Prolonged Family Separation**

“The economic dimension of migration and remittances is well researched with a wealth of data available. But there is a gap in our understanding of the social impact of migration on children and their rights. Most studies make use of only qualitative research making it hard to draw generalized conclusions. There are a number of costs that especially long-term parental separation can impose on child development and educational success. If these other impact channels are particularly strong, studies focusing only on the effects of remittances on schooling outcomes will tend to give biased estimates.

A psychologist quoted by UNICEF argued that “clinical evidence shows that parents leaving for abroad may cause neurotic disorders, depression, anxiety, language disorders, behavioral disorders, and nutritional disorders in children of preschool age in Moldova|| ”<sup>6</sup>.

Findings from the 1994 Family and Youth Survey imply that growing up with both parents reduces the probability of an adolescent aged 15-19 to smoke, drink alcohol, or have premarital sex. (Choe, Hatmadji et al. 2004

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<sup>6</sup> [www.unicef.org](http://www.unicef.org). “Parent Drain”. October, 18<sup>th</sup> 2012.

in Bryant, 2005) However, relatively little is known about the potentially varied effects of different types of parental absence and whether separation due to migration impacts child behavior differently than other types of absence. (Bryant, 2005).

Lengthy absence of parents can lead to psychological and emotional development disorders in children and can affect their social relations and school performance”<sup>7</sup>.

## **2.2. Children left Behind**

Children who have been left behind by one or both parents who have migrated are placed in a vulnerable position and are subject to increased right violations.

They face risks of abuse, including sexual abuse, and suffer from psychosocial problems and educational accomplishments due to parental migration. Their psychosocial well being is greatly impacted by feelings of abandonment, low self esteem, anger, depression, material obsession and violence. In terms of academic performance increased responsibilities at

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<sup>7</sup> SCHAPIRO; Kristina A. “Migration and Educational Outcomes of Children”. Human Development Research Paper. United Nations Development Programme Human. Development Reports. [www.hdr.undp.org](http://www.hdr.undp.org). Kristina A. Schapiro is a Consultant at Monitor Group, London. E-mail: [kristina.schapiro@merton.oxon.org](mailto:kristina.schapiro@merton.oxon.org). Pdf Paper. Pags. 18 and 19.

home, lack of affordability, motivation and parental support can greatly impact the child's educational functioning.

### **2.3. Psychosocial and Behavioral Effects of Migration**

Children left behind suffer from a wide range of psychosocial problems due to parental migration. The most common psychosocial problems relate to emotional detachment and vary due to child shifting (children moving from homes to homes), gender, interpersonal difficulties, attachment to material resources and violence.

“The most common psychosocial problems are feelings of abandonment, sadness, despondence, despair, anger, lack of trust, low self-esteem, and inability to concentrate at school”<sup>8</sup>.

The abandonment of a parent(s) sometimes has permanent effects on the children's life, and many spend their entire lives struggling with feelings of rejection and loss. The many broken promises of reunion with their parents further tend to result in emotional instability. Child shifting might cause further harm as children are moved between different homes. This level of instability can have a great effect - “children in these situations are

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<sup>8</sup> REIS; Michele. “Country Assessment Report”. UNICEF Internal Document. 2008. Pag. 8.



sad, at risk of depression that may succumb to aggressive impulses, have low self esteem” and they might have greater difficulties forming healthy relationships in the future. The psychosocial and emotional consequences of separation from a parent(s) seem to also vary by gender. The coping mechanisms among boys often include externalizing their pain and frustration while girls tend to internalize their suffering.

In their article, Jones, Sharpe and Sogren (2004) reported that “boys were more likely to have problems with interpersonal relationships and effectiveness while girls were more likely to experience negative mood and low self-esteem”<sup>9</sup>.

“There is documented evidence on behavioral problems with regards to children being left behind, such as a particular attachment to material resources. Migrant parents, in many cases, try to compensate for their absence by sending a significant amount of material resources in the form of remittances or barrels with clothing and footwear”<sup>10</sup>.

“Another behavior problem observed is an increased amount of children turning to violence. Research from the University of the West Indies

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<sup>9</sup> JONES; Adele. “Children’s Experiences of Separation from Parents as a Consequence of Migration”. *Journal of Social Work* 3. 2004. Pags. 89-109.

<sup>10</sup> CRAWFORD – BROWN; Claudette. “The Barrel Children”. *The Socio – Cultural Context of the Migrant Family*. Department of Sociology and Social Work. UWI, Mona, Jamaica ISER. Pag. 9.

showed that the absence of mothers was one of the determining factors for children's involvement in violence.

According to survey results, the mothers of 80 percent of the children in conflict with law were absent from their hearings. Among these cases, the second most common explanation for their mother's absence was migration"<sup>11</sup>. Children that have been left behind are also more at risk of running away from home, "acting out behavior" or dropping out of school.

#### **2.4. Effects of Migration in Education**

In terms of education, the lack of parental presence and guidance has various effects on the academic performance of children left behind. Researchers, social workers and welfare officers identified two particularly vulnerable age groups. The first one concerns children (left behind) between the ages of 11 and 13 years old who are transitioning from primary to secondary school, as they experience most frequent disruptions.

These children seemed more likely to be involved in fights at school, or dropping out from school due to the coping difficulties or having to care for younger siblings. The second group involves adolescents between the

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<sup>11</sup> D'EMILIO; Anna Lucia, CORDERO; Berenice, BAINVEL; Bertrand, SKOOG; Chrisrian, COMINI; Debora, GOUGH; Jean, DIAS; Monica, SAAB; Rhea and KILBANE; Theresa. "The Impact of International Migration: Children left Behind in selected countries in Latin America and the Caribbean". United Nations Children's Fund (UNICEF), New York, 2007. [www.unicef.org](http://www.unicef.org). December 25<sup>th</sup> 2012. Pag. 10.

ages 14-18 years old. These children were sometimes forced to assume surrogate parental roles, referred to as “parentification”<sup>12</sup>, and are also particularly vulnerable considering the little support which is given to children in child-headed households.

Although remittances are often assumed to increase the child’s opportunity to education, this is not necessarily always the case. It has been noted that even if receiving remittances, “the disruptive effect of household out-migration imposes an economic burden on the remaining household members and reduces their likelihood of being schooled”<sup>13</sup>.

“A final factor to be examined, which jeopardizes the education and well being of the child, is the amount of children living with their grandparents.

Survey results indicate that a large proportion of children reside with their grandparents: 48 percent of primary school children and 36 percent of secondary school students. Grandparents may often lack some of the informal societal support structures, and in parental absence, younger female relatives may instead have to bare the burden of providing care.

There is also a concern that the children in substitute care, mostly living

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<sup>12</sup> D’EMILIO; Anna Lucia. “The Impact of International Migration: Children Left Behind in Selected Countries of Latin America and the Caribbean”. Working Papers. Division of Policy and Planning. UNICEF. Pag. 10.

<sup>13</sup> AMUEDO-DORANTES; Catalina, GEORGES; Annie and POZO; Susan. “Migration, Remittances and Children’s Schooling in Haiti”. IZA DP N<sup>er</sup> 5 Germany. [www.ftp.iza.org](http://www.ftp.iza.org). December 28<sup>th</sup> 2012. Electronic Pdf Paper. Pag. 10.

with their elderly grandparents, are less likely to receive quality nutrition and healthcare. In some case they also get less attention from the elderly grandparent, which reduces their academic performance”<sup>14</sup>.

## **2.5. Parental Migration and Child Development**

“It is well established that in developing countries, the decision to migrate, especially for a parent with children, is a household decision and not an individual one (Stark and Bloom, 1985). Given the interlinked nature of household decision-making, the migration of one household member is likely to influence the welfare of other household members through multiple direct and indirect pathways, greatly complicating empirical analysis. Despite this complexity, it is possible to theorize about specific pathways through which migration is likely to affect children.

The first pathway is a positive effect associated with higher incomes, which is typically the main motivation for migration. International migration is associated with large income increases (McKenzie, Gibson, and Stillman, 2007) and developing countries often exhibit large productivity and wage gaps between rural and urban sectors. One study on China found that having a migrant increased rural household income per capita by 18 percent (Du, Park, and Wang, 2005).

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<sup>14</sup> BAKKER; Caroline, ELINGS-PELS; Martina, and REIS; Michele. “The Impact of Migration on Children”. UNICEF. Pags. 8 – 11.

The second is a negative effect due to the lack of parental contact with children associated with long-term parental absence. This impact may differ for the absence of fathers versus mothers (or both) and may depend on the capabilities of substitute caretakers (usually relatives, frequently grandparents). Children with strong parental support do better in school and develop mature psychological traits. Children who live in single mother families have been found to have lower academic achievement scores (e.g. Entwisle and Alexander 1996; Lang and Zagorsky 2001; Fomby and Cherlin, 2007) and are more likely to drop out of school (Manski et al. 1992; De Leire and Kalil 2002).

A third potential channel is the effect of parental migration on the labor supply decisions of other household members. For example, if mothers migrate daughters (or sons) may be expected to spend more time doing housework. Similarly, if men migrate women may be required to spend more time looking after the family farm, the so-called “feminization of agriculture”, reducing time available to spend with children.

A fourth channel is the impact of migration on parental information and/or attitudes.

A fifth impact of parental migration is that it may increase the probability of future migration by children. This can occur through better job information

and job search networks that migrant parents can provide to the child, or through a role model effect.

A sixth factor influencing children is the impact of migration on household decision-making authority. “McKenzie and Rapoport (2006) and Hanson and Woodruff (2003) use different cross-sectional datasets from Mexico and employ historical state migration rates as instruments (the latter includes interactions with mother characteristics) to study the impact of parental migration on children’s enrolment, and reach opposite findings”<sup>15</sup>.

“Finally, a study by de Brauw and Giles (2008) analyzes panel data from China using as instruments variation in the timing of national identity card distribution and finds that the size of village migration networks reduces the likelihood that children of high school entrance age continue schooling”<sup>16</sup>. “Several studies adopt similar identification strategies to study the impact of parental migration on child health, measured by anthropometrics or by infant mortality, and uniformly find positive effects on health”<sup>17</sup>.

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<sup>15</sup> McKenzie and Rapoport (2006) find that migration negatively affect school attendance of boys aged 12-18 and girls aged 16-18, while Hanson and Woodruff (2003) find that years of schooling increases for girls aged 10-15 whose mothers have low education.

<sup>16</sup> Another related study is by Yang (2008), who finds that in the Philippines international remittances from migrants increases investments in education, and increases student enrolment. Exchange rate shocks are used as an IV for changes in remittances priced in domestic currency.

<sup>17</sup> Hildebrandt and McKenzie (2005) and McKenzie (2006) use state migration rates as IVs using Mexican data, and Mansuri (2006b) uses the same identification strategy

## 2.6. Migratory Separation: The Experience for Children

“Most parents will attempt to put a surrogate parenting system in place to try and minimize the disruption to their child’s life after they have migrated. However, despite this, too many anecdotal reports indicate that many children who are left behind receive little or no physical or emotional nurturance from surrogate caregivers and often experience a sense of abandonment by their parent.

“Also, despite parents’ effort of remaining in touch via telephone, contact may be irregular and sometimes falls short of meaningful exchange between parent and child”<sup>18</sup>. “Some reports have indicated that children of migrant parents are under-protected or inadequately supervised, resulting in them being exposed to harmful consequences such as sexual abuse”<sup>19</sup>. Assuming adult-like responsibilities prematurely such as managing large amounts of money that their parents send or looking after younger siblings becomes a way of life for some. School work has also been found to be affected (Pottinger, 2005), possibly as a result of the emotional turmoil

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described above for Pakistan. Stillman, Gibson, and McKenzie (2007) use an immigration visa lottery to identify the impact of international migration on child health, and find positive effects, but these children migrate with their parents unlike in the other settings.

<sup>18</sup> SUAREZ - OROZCO, C; Todorova I and J; Louie. “Making up for lost time: The experience of separation and reunification among immigrant families”. *Family Process*. 41. Pags. 625 – 643.

<sup>19</sup> CRAWFORD-BROWN; C. and RATTRAY, J; M. “Parent-child relationships in Caribbean families”. In N Boyd Webb & D Lum (Eds), *Culturally diverse parent-child and family relationships*. New York: Columbia University Press. Pags.107 – 130.

accompanying the separation or for some, they adopt a 'waiting to migrate' mentality and therefore lose focus on their school work.

"Even when children are left in the care of relatives or friends, the separation from parent may cause psychological damage that is manifested in deviant, 'acting out' behavior or poor self-esteem and depression"<sup>20</sup>.

"There is growing evidence linking the immigrants' experience before migration with their adjustment in the host country"<sup>21</sup>. The pre – migration experiences of children and adolescents therefore should be considered relevant information for counselors who work with immigrant children"<sup>22</sup>.

## **2.7. Modification of roles and responsibilities within the family dynamics**

"By taking over the full responsibility, authority and orientation of the family, women get stressed due to the uncertainty of the remittances, the

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<sup>20</sup> GLASGOW; G. F and GHOUSE-SHEES; J. "Themes of rejection and abandonment in group work with Caribbean Adolescents". *Social Work With Groups*. 17. Pags. 3 – 27.

<sup>21</sup> ABUSH-KIRSH; T. "Premigration and postmigration stress and trauma among Israelis residing in the United States". *Dissertation Abstracts International*. 62 (12-B). Pag. 5951.

<sup>22</sup> POTTINGER; Audrey M and WILLIAMS BROWN; Sharon. "Understanding the Impact of Parental Migration on Children: Implications for Counseling Families from the Caribbean". [www.counselingoutfitters.com](http://www.counselingoutfitters.com). December, 25<sup>th</sup> 2012.



dependence on them, and the fear in the sense that her spouse would not send money any more.

The impact for the grandparents in the tutor families is even greater because they have to grow and educate their grandchildren, even though they have already played that role with their own children, changing around their plans and the life stage they ought to live. The reasons for their stress include the following: even though they are in charge of their grandchildren, they must subject to their own migrant children as these are the decision makers on education, goods, permits, etc.

This work overload for the female heads of households and tutors has affected their rights; therefore it has been particularly addressed, together with the risks for those who migrate, by several international documents where strategic objectives have been designed in order to guarantee protection for these women”<sup>23</sup>.

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<sup>23</sup> CAMACHO Z; Gloria and HERNÁNDEZ B; Katty. “Children and Migration in Ecuador Situation Diagnostic”. United Nations Children’s Fund – UNICEF. Centre for Social Planning and Research – CEPLAES. Quito, February 2007. [www.gfmd.org](http://www.gfmd.org). January 02<sup>nd</sup> 2013. Pdf Paper. Pag. 4.

## **e. MATERIALS AND METHODS**

### **1. Materials**

The materials that were used are: Bibliographic Material, Books, Internet, Office Materials, Project Development, Draft and Final Thesis, Mobilization, Maintenance, Plaster and Logistic Support.

### **2. Methods**

**The Scientific Method**, helped to develop a systematic, elaborated, and ordered process through a logic analysis and interpretation of the theoretic references and empiric obtained data, which contributed to support the theme as well as in the verification of the hypotheses related with the variables. This method was useful to elaborate the conclusions and alternatives of solution of the found problem object of the present study through the theoretical referents and obtained results in the field research.

**The Analytic – Synthetic Method**, was used to analyze the empiric data obtained through the application of the instruments, which originated the conclusions obeying to the most important tendencies that the research work presented. These methods were used to determine how the parents' migration affects the students' learning of the English Language. With the analytic method the research work was disintegrated to carry out an

exhaustive analysis of its components trying to identify the most important problems it has, after this, with the synthetic method the research work was made one piece to develop its analysis, in this time focusing the examination as an entire unit.

**The Descriptive Method**, was helpful to describe the parents' migration effects in their sons' academic outcomes and discipline, describing the most important results that might be found as a result of the present study. It provided the necessary rules to validate the results, describing the problematic found; the description of the independent and dependent variables with coherence in the research work assisted to present the results and to support the conclusions.

**The Explicative Method**, this method was useful to explain the variables' logical implications of each hypothesis, proving them in a descriptive way.

**The Hypothetic – Deductive Method**, this method was used in the field research, carrying out the required study object of the present investigation about the migration and its effect on the students English Language learning. With this method the obtained results were contrasted according to the theoretical referents and students with migrant parents' grades that English Teachers provided to make the respective comparison between the achievements.

### **3. Techniques and Instruments**

To get the required empiric information in this research work, the survey and the interview were applied with the object of obtaining enough data about the migration and its effect on the English Language Learning with Students at the Educational Institution object of the present research work. This survey was applied to the students with migrant parents, starting with eight year of basic education until third year of Bachillerato and Teachers of the entire English Area, meanwhile the interview was directed to the Social Worker of the Institution with the purpose to know the factor that is affecting the learning of the English Language, according to an elaborated previous questionnaire in both cases, which included different categories of interrogations about the subject object of study, to prove the stated hypotheses. When applying the survey, the purpose of the present study was explained, in order to get all the important information without reserve. The grades of the rest of the students were analyzed to compare their achievement with the ones that students with migrant parents have, with this study the found aspects between them were set up, focusing in the main problem.

### **4. Procedures**

Once the empiric information was gathered the next process was done according to these phases:

#### **4.1. Tabulation**

In the tabulation of the obtained information as a result of the field research, the application of descriptive statistics was needed focusing on closed questions and unifying criteria in concordance with reasons and explanations that were given in each question; everything was contrasted with the purpose to get the right information.

#### **4.2. Organization**

After the organization of the empiric obtained information the classification of the questions that served to verify every hypothesis was needed keeping in mind the variables of the same ones as a guide that helped to prove them, which facilitated the achievement of the investigation's analysis and interpretation.

#### **4.3. Description**

The organized data was described in statistics tables that illustrated the frequency and the percentage of the obtained indicators in the applied instruments. This process permitted to characterize the information graphically.

#### **4.4. Graphic Representation**

After the description of the data, was necessary to represent it graphically; consequently it facilitated the interpretation and the critical analysis of every query. The bars diagrams were used to show this information.

#### **4.5. Interpretation and Analysis**

Once the data was presented through tables and graphs, it was interpreted agreeing to the obtained percentages, which was analyzed taking into account the categories of the theoretical framework, the major tendencies in the results and the variables of the specific hypotheses.

It was interpreted and analyzed according to the grades that English Language Teachers got of students who have their parents living abroad.

#### **4.6. Hypotheses Verification**

The hypotheses were contrasted through a deductive hypothetical process, sustained in the logical examination of the field research whose final results were expressed in a descriptive way.

#### **4.7. Formulation of Conclusions and Elaboration of the Report**

The conclusions were formulated founded on a specific inquiry of the obtained results because they helped to provide several suggestions to the authorities, teachers and students of the Institution where the present research work was done with the purpose to contribute to face the problem that motivated the present research.

Ultimately the elaboration of the final report was carried out through chapters that allowed an easier understanding of the theory and results that were gotten in the present research work, which were used to ripen more research works in the future.

#### **5. Population and Sample**

All the Students with migrant parents, the Social Worker and the English Language Teachers at Unidad Educativa Anexa a la Universidad Nacional de Loja, constituted the population which; was part of this project, because it is small. To illustrate it the following chart is essential:

**Chart 1**

| <b>School Year</b>                                | <b>Students with Migrant Parents</b> |
|---|--------------------------------------|
| 8 <sup>th</sup> Year of Basic Education           | <b>20</b>                            |
| 9 <sup>th</sup> Year of Basic Education           | <b>20</b>                            |
| 10 <sup>th</sup> Year of Basic Education          | <b>19</b>                            |
| 1 <sup>st</sup> of Bachillerato (General Unified) | <b>21</b>                            |
| 2 <sup>nd</sup> of Bachillerato (General Unified) | <b>17</b>                            |
| 3 <sup>rd</sup> of Bachillerato                   | <b>16</b>                            |
| <b>TOTAL</b>                                      | <b>113</b>                           |
| <b>ENGLISH TEACHERS</b>                           | <b>5</b>                             |
| <b>SOCIAL WORKERS</b>                             | <b>1</b>                             |

Data obtained from the Social Worker's files (Unidad Educativa Anexa a la Universidad Nacional de Loja).



## **f. RESULTS**

### **Teachers and Students' Survey**

#### **HYPOTHESIS 1**

**Parents' migration affects the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.**

**1. Do you consider that parents' migration affects the learning of the students in the English Language?**

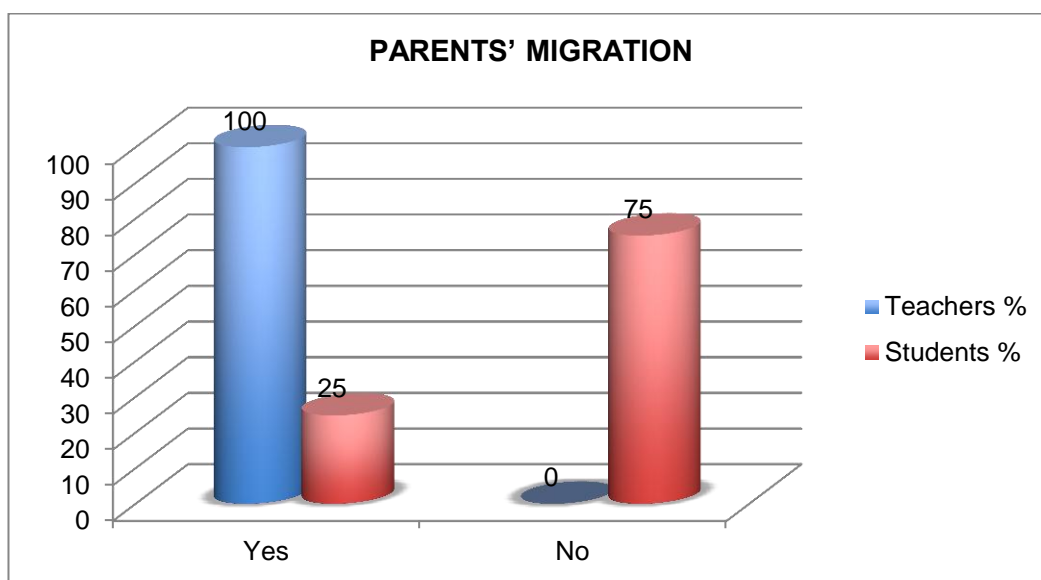
**a. Table 1**

| <b>PARENTS'<br/>MIGRATION</b> | <b>TEACHERS</b> |            | <b>STUDENTS</b> |            |
|-------------------------------|-----------------|------------|-----------------|------------|
|                               | <b>f.</b>       | <b>%</b>   | <b>f.</b>       | <b>%</b>   |
| Yes                           | 5               | 100        | 28              | 25         |
| No                            | 0               | 0          | 85              | 75         |
| <b>TOTAL</b>                  | <b>5</b>        | <b>100</b> | <b>113</b>      | <b>100</b> |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### b. Graph 1



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### c. Logical Analysis

From 5 surveyed teachers that represent 100%, the totality answered that they consider the parents' migration does affect the learning of the students in the English Language.

Referring to the present question, 28 students (25%) said they do consider the parents' migration affects their learning in the English Language, meanwhile 85 students (75%) answered that they do not consider that the parents' migration affects their learning in the English Language.

Regarding to the results, all surveyed teachers considered that parents' migration affects the learning of the students in the English Language,

meanwhile, most of students manifested that they do not consider their parents' migration affects their learning. Mitrani (2004) states that the developmental trajectory of the child may be adversely affected as the child-parent attachment weakens, particularly if this is at a critical stage in the child's development. In this respect, the migration of mothers is likely to be particularly disruptive to child development and care arrangements in the household. Also Hanson and Woodruff (2000 and 2003) show that children raised by non-birth mothers receive less schooling than children raised by their own mothers.

In conclusion, nowadays migration in Loja Province is higher and it continues growing in the same pace as during the last times. This Phenomenon is a reality that affects many Ecuadorian families and generates diverse problems especially in the achievement as well as in their personal lives. The parents' migration has a negative influence in the students' learning; this is because they do not have any support when the academic problems appear and need to be faced.

**2. What are the main reasons of the low achievement of students with migrant parents?**

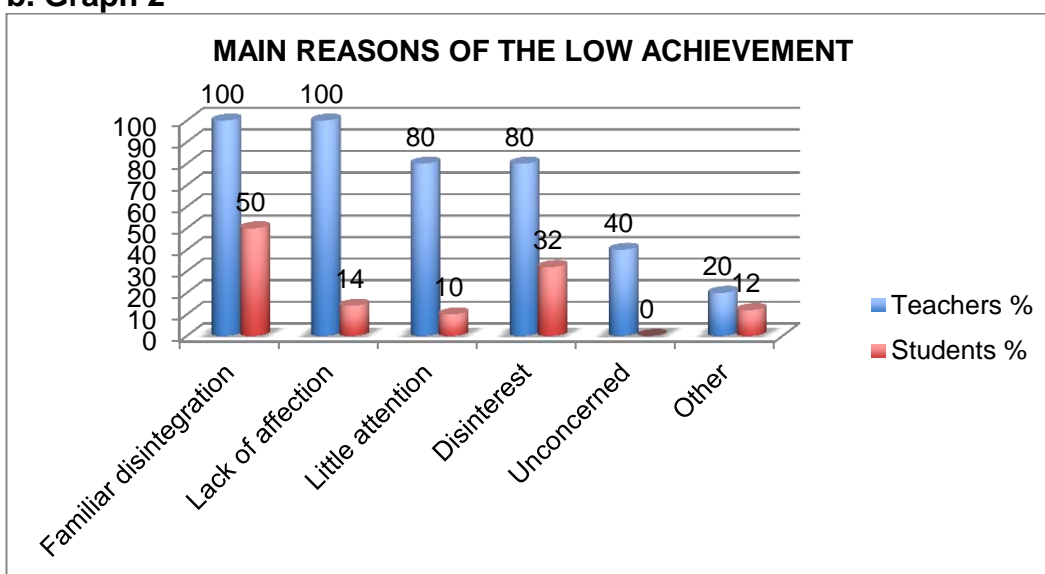
**a. Table 2**

| MAIN REASONS OF THE LOW ACHIEVEMENT | TEACHERS |     | STUDENTS |    |
|-------------------------------------|----------|-----|----------|----|
|                                     | f.       | %   | f.       | %  |
| Familiar disintegration             | 5        | 100 | 56       | 50 |
| Lack of affection                   | 5        | 100 | 16       | 14 |
| Little attention                    | 4        | 80  | 11       | 10 |
| Disinterest                         | 4        | 80  | 36       | 32 |
| Unconcerned                         | 2        | 40  | 0        | 0  |
| Other                               | 1        | 20  | 14       | 12 |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

**b. Graph 2**



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### **c. Logical Analysis**

From 5 surveyed teachers, 5 of them (100%) chose familiar disintegration as the most important reason for which students with migrant parents have a low achievement, 5 teachers (100%) answered lack of affection, 4 teachers (80%) manifested little attention, 4 teachers (80%) said disinterest, 2 teachers (40%) answered unconcerned and 1 teacher manifested other reasons.

From 113 surveyed students, 56 of them (50%) answered that they consider the familiar disintegration as the most important reason of their low achievement, 36 students (32%) responded that disinterest, 16 students (14%) commented lack of affection, 14 students (12%) consider other reasons, 11 students (10%) little attention and nobody considered unconcerned as a reason.

The gathered data demonstrated, that all teachers manifested, familiar disintegration and lack of affection are the main reasons of the students' low achievement in the English Language, while, most of students mentioned, the same first reason which is, familiar disintegration, and the second highest one indicated was disinterest as the motives that provoke their low performance. It was said by Entwisle and Alexander (1996); Lang and Zagorsky (2001); Fomby and Cherlin (2007) that children who live in

single mother families have been found to have lower academic achievement scores.

Therefore, familiar disintegration has turned into one of the most complex difficulties that families in our country have to face, this is due to the lack of parental contact. Long – term separation associated with migration produces the breaking-up of the normal relations inside the familiar core, changing the normal family structure integrated by two parents to a family structure conformed by one parent or no one of them. For this reason students with migrant parents do not have a good English Language level, which affects their school development.

### 3. How important is the parents' role in the performance of the students at Unidad Educativa Anexa a la Universidad Nacional de Loja?

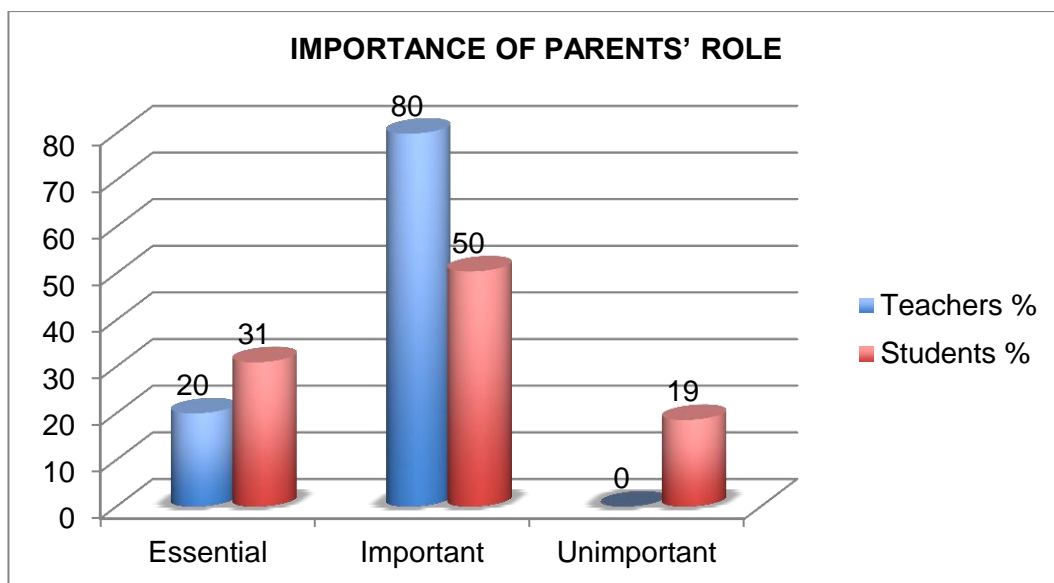
a. Table 3

| IMPORTANCE OF PARENTS' ROLE | TEACHERS |            | STUDENTS   |            |
|-----------------------------|----------|------------|------------|------------|
|                             | f.       | %          | f.         | %          |
| Essential                   | 1        | 20         | 35         | 31         |
| Important                   | 4        | 80         | 57         | 50         |
| Unimportant                 | 0        | 0          | 21         | 19         |
| <b>TOTAL</b>                | <b>5</b> | <b>100</b> | <b>113</b> | <b>100</b> |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### b. Graph 3



**Source:** Teachers and students' surveys  
**Responsibility:** Pedro Orlando Armijos González

### c. Logical Analysis

As observed in the graph, 4 teachers (80%) manifested that they consider as important the parents' role in the performance of the students at Unidad Educativa Anexa a la Universidad Nacional de Loja, meanwhile 1 surveyed teacher (20%) qualified the parents' role as essential, nobody chose the alternative unimportant.

According to the obtained results, 57 surveyed students (50%) consider as important the parents' role in their performance at Unidad Educativa Anexa a la Universidad Nacional de Loja, 35 students (31%) marked the choice essential and 21 students (19%) consider that the parents' role in their learning is not important.

Most surveyed teachers and half students manifested that the parents' role in the achievement of the English language is important, even though, there is an acceptable rate of students who qualified as essential. Professor Charles Desforges and Alberto Abouchaar (2003) argue that research affords a clear model of how parental involvement works. In essence parenting has its influence indirectly through shaping the child's self-concept as a learner and through setting high aspirations. Also, the Scottish Schools (Parental Involvement. Act 2006) mentions that parental participation is promoted in England, Wales and Northern Ireland through policy and guidance. In Scotland it has also been supported through specific legislation.

Evidently, parents' participation is an essential part in the learning process; students need support at home to reinforce what was taught at school and create a home environment that promote learning, monitor out of school activities and develop life skills that students require to become responsible adults. Furthermore, parents are not only taking care and protecting their children, but also, shaping their children's learning.



4. Do you consider that students with migrant parents receive enough attention from their caregivers?

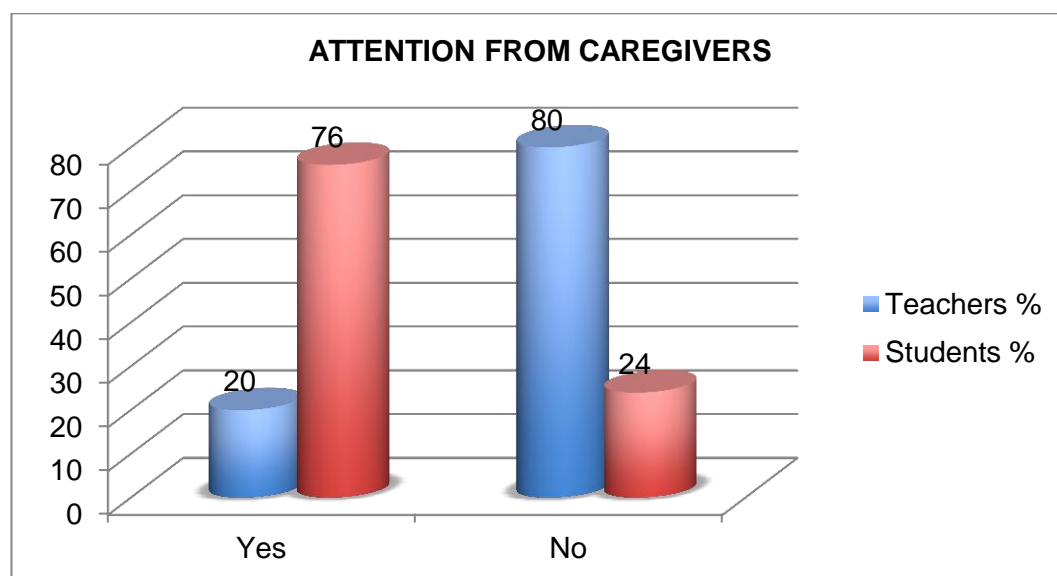
a. Table 4

| ATTENTION FROM<br>CAREGIVERS | TEACHERS |            | STUDENTS   |            |
|------------------------------|----------|------------|------------|------------|
|                              | f.       | %          | f.         | %          |
| Yes                          | 1        | 20         | 86         | 76         |
| No                           | 4        | 80         | 27         | 24         |
| <b>TOTAL</b>                 | <b>5</b> | <b>100</b> | <b>113</b> | <b>100</b> |

Source: Teachers and students' surveys

Responsibility: Pedro Orlando Armijos González

b. Graph 4



Source: Teachers and students' surveys

Responsibility: Pedro Orlando Armijos González

### **c. Logical Analysis**

Referring to the present question, 4 teachers (80%) consider that students with migrant parents do not receive enough attention from their caregivers and 1 teacher (20%) considers that students with migrant parents do receive enough attention from their caregivers.

From 113 surveyed students that represent the 100%, 86 of them (76%) consider that they do receive enough attention from their caregivers and 27 students (24%) consider that they do not receive enough attention from their caregivers.

The majority of surveyed teachers coincided that students with migrant parents do not receive enough attention from their caregivers, whereas that most surveyed students manifested they do receive sufficient attention from them. According to Audrey M. Pottinger and Sharon Williams Brown (2006), most parents will attempt to put a surrogate parenting system in place to try and minimize the disruption to their child's life after they have migrated. However, despite this, too many anecdotal reports indicate that many children who are left behind receive little or no physical or emotional nurturance from surrogate caregivers and often experience a sense of abandonment by their parent. Carola Suarez – Orozco, Irina L. G. Todorova and Josephine Louie M. C. P. (2002); add that despite parents' effort of remaining in touch via telephone, contact

may be irregular and sometimes falls short of meaningful exchange between parent and child.

It shows that as consequence of this lack of attention, a serious social problem is evident, which might be increased by the alcoholism or drug addiction. Caregivers are frequently busy with their own activities (job, business) or with their own children, for these reasons students with migrant parents cannot get from them the vital attention to their needs, they do not receive help from their caregivers because usually are absent. The divergence between the answers gotten from teachers and students is notorious, each group exposes their arguments, teachers expressed that low grades are a reflection of the situation and students said that they do receive enough attention. The authors stated that children with migrant parents receive little or no physical or emotional nurturance from their caregivers and experience abandonment, this affirmation, according to some reports. Consequently, it is clear that parents' attention is essential in their children's achievement, but migration does alter the situation. If students receive enough attention from their caregivers, they would have a good performance in class; they would not experience a lack of attention that affects their studies and personal life.

## 5. How long has it been since your students saw their parents?

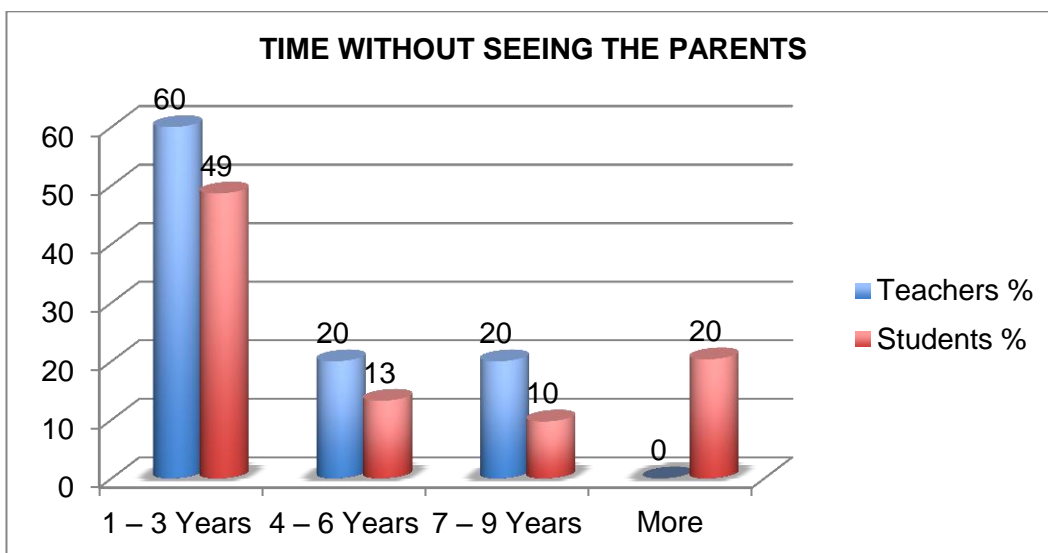
a. Table 5

| TIME WITHOUT SEEING<br>THE PARENTS | TEACHERS |    | STUDENTS |    |
|------------------------------------|----------|----|----------|----|
|                                    | f.       | %  | f.       | %  |
| 1 – 3 Years                        | 3        | 60 | 55       | 49 |
| 4 – 6 Years                        | 1        | 20 | 15       | 13 |
| 7 – 9 Years                        | 1        | 20 | 11       | 10 |
| More                               | 0        | 0  | 23       | 20 |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

b. Graph 5



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### **c. Logical Analysis**

Referring to this question, 3 surveyed teachers (60%) chose the option 1 – 3 years since the students saw their parents, 1 teacher (20%) chose 4 – 6 years, 1 teacher (20%) and nobody decided to select the choice more years.

As can be observed 55 students (49%) said that the time since they have seen their parent(s) is 1 – 3 years, 15 students (13%) marked 4 – 6 years, 11 surveyed students (10%) chose the option 7 – 9 years and 23 students (20%) chose the choice more than 9 years.

More than half of teachers and students answered that the period of time is between one and three years. Also, the second highest rate in the students' survey showed that students have not seen their parents more than nine years. It was stated by Mountford (1997); Stark, Helmenstein, and Prskawetz (1997); Beine, Docquier, and Rapoport (2001) that parental migration may increase the probability of future migration by children. This can occur through better job information and job search networks that migrant parents can provide to the child, or through a role model effect. The exposure to long-term separations causes a feel of abandonment in students with migrant parents that cannot be endured easily without the help of their relatives, friends or professionals.

Evidently, prolonged exposure to family separation affects directly to students, personally and academically. Migration affects the students' normal English Language learning, because they cannot assimilate their parents' absence completely, and this disturbs them negatively. Migration represents a serious social phenomenon that needs to be treated for the negative results it implies.

**6. Do you know who lives with your students while their parents are not in the country?**

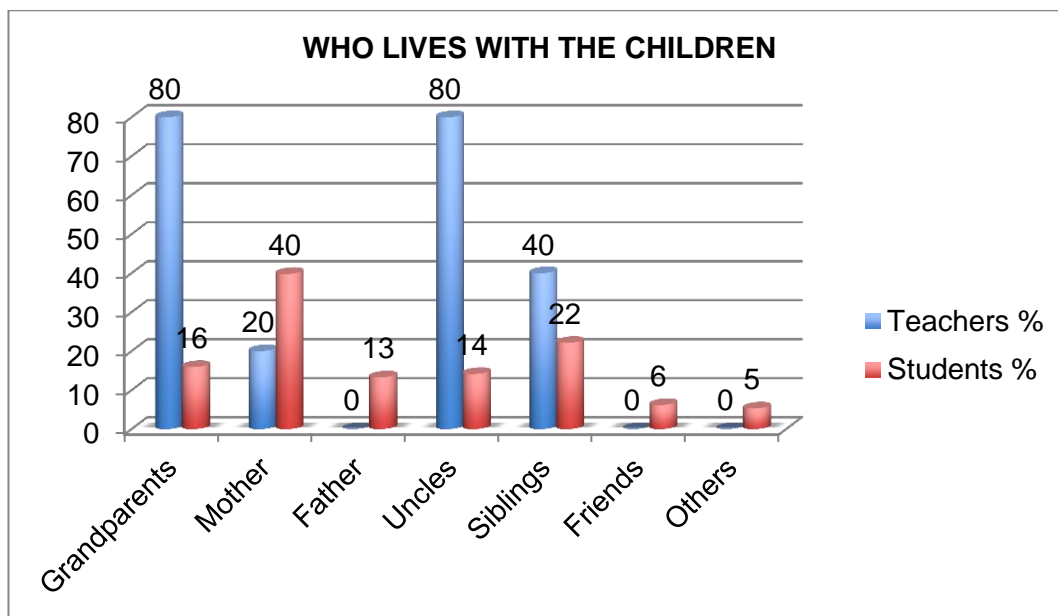
**a. Table 6**

| WHO LIVES WITH<br>THE CHILDREN | TEACHERS |    | STUDENTS |    |
|--------------------------------|----------|----|----------|----|
|                                | f.       | %  | f.       | %  |
| Grandparents                   | 4        | 80 | 18       | 16 |
| Mother                         | 1        | 20 | 45       | 40 |
| Father                         | 0        | 0  | 15       | 13 |
| Uncles                         | 4        | 80 | 16       | 14 |
| Siblings                       | 2        | 40 | 25       | 22 |
| Friends                        | 0        | 0  | 7        | 6  |
| Others                         | 0        | 0  | 6        | 5  |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## b. Graph 6



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## c. Logical Analysis

From 5 surveyed teachers, 4 of them (80%) know that students live with their grandparents while their parent or parents are not in the country, 4 teachers (80%) know that students live with uncles, 2 teachers (40%) know that students live with their siblings and 1 teacher (20%) knows that students live with their mothers, no body chose the choices father friends or others (0%).

From 113 surveyed students, 45 of them (40%) manifested that they live with their mothers while their fathers are not in the country, 25 students

(22%) said that they live with their siblings, 18 students (16%) chose the option grandparents, 16 surveyed students (14) said that they live with their uncles, 15 students (13%) live with their father, 7 students (6%) manifested that they live with friends and 6 students (5%) answered that they live with other people while their parent o parents are not in the country.

It can be seen that the majority of teachers said, students live with their grandparents and uncles whereas that, the majority of students answered, they live with their mothers and siblings meanwhile their fathers are not in the country. Gloria Camacho Z. and Kattya Hernández B. (2007) stated that the impact for the grandparents in the tutor families is even greater because they have to grow and educate their grandchildren, even though they have already played that role with their own children, changing around their plans and the life stage they ought to live. Additionally Leng Lee and Albert Park (2010) argue; if one parent is absent, the other may gain greater control over decisions affecting the child (especially through household spending decisions), which can be important when the preferences or views of the two parents differ.

There is a contradiction between the surveyed people, because most of teachers responded grandparents and uncles meanwhile most of students manifested mothers and siblings; under this circumstance students'



answers have priority because they live the situation. What the authors mentioned and is important to emphasize is, grandparents already played the role of take care their own children and they are not able to take over the situation with children or teenagers, but of course for mothers is a very difficult issue that they are obligated to assume, because there is no choice. Children require knowing and feeling they are being supervised all the time to carry out the things and activities that they are supposed to do; just both parents can do this task. Students with migrant parents need to understand their situation; they have to be conscious that their parents' migration has been to provide them better life conditions.

## **HYPOTHESIS 2**

**Students with migrant parents show behavioral and attitudinal problems on the English Language Learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**7. How is the behavior of the students with migrant parents during class?**

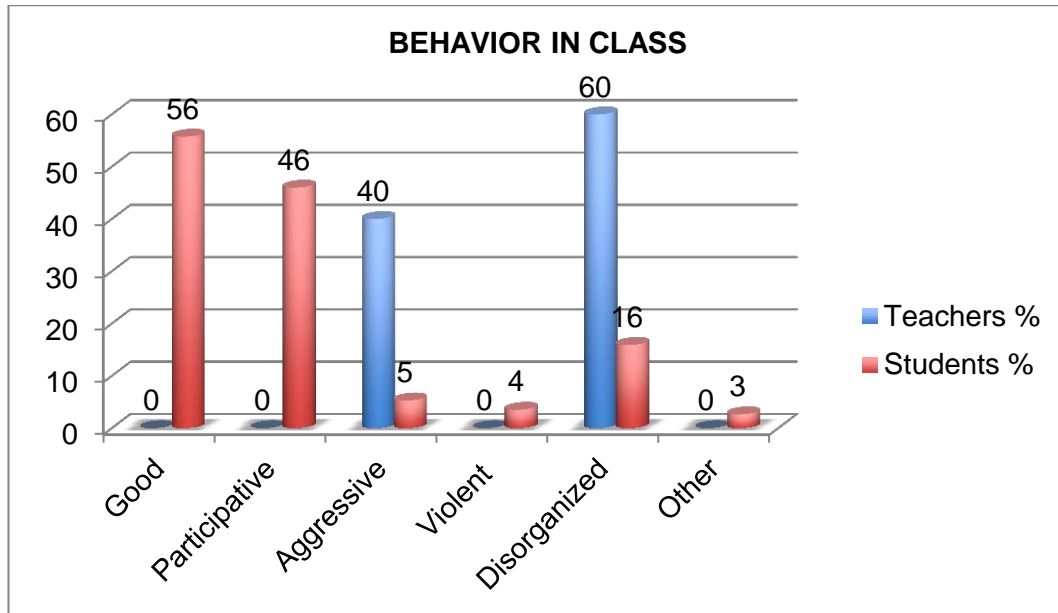
**a. Table 7**

| <b>BEHAVIOR IN<br/>CLASS</b> | <b>TEACHERS</b> |          | <b>STUDENTS</b> |          |
|------------------------------|-----------------|----------|-----------------|----------|
|                              | <b>f.</b>       | <b>%</b> | <b>f.</b>       | <b>%</b> |
| Good                         | 0               | 0        | 63              | 56       |
| Participative                | 0               | 0        | 52              | 46       |
| Aggressive                   | 2               | 40       | 6               | 5        |
| Violent                      | 0               | 0        | 4               | 4        |
| Disorganized                 | 3               | 60       | 18              | 16       |
| Other                        | 0               | 0        | 3               | 3        |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### b. Graph 7



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### c. Logical Analysis

As observed in the graph, 3 surveyed teachers (60%) said that students with migrant parents have a disorganized behavior during class and 2 of them (40%) answered that students have an aggressive behavior.

From the 113 surveyed students, 63 of them (56%) said that they have a good behavior in class, 52 students (46%) answered that they like to participate in class, 18 students (16%) considered that they have a disorganized behavior in class, 6 surveyed students (5%) said that they have an aggressive behavior, 4 students (4%) answered that they have a

violent behavior in class and 3 surveyed students (3%) said that they consider to have a different kind of behavior during class.

The majority of teachers expressed that students with migrant parents have a disorganized and aggressive behavior in class, while, the most of students said they have a good and participative behavior during class. Julie Cohen, Ngozi Onunaku, Steffanie Clothier, NCSL; and Julie Poppe, NCSL (2005) found that in many of these children exhibit signs of traumatic stress, including withdrawn behavior, fearfulness, anxiety, aggression, disorganization and sadness (study about migration consequences on progenies).

There is nonconformity between teachers and students answers, since educators affirmed that the majority of students with migrant parents have a disorganized and aggressive behavior in class and for this reason, they have a low performance, also teachers said there are some really worthy scholars who have migrant parents, who like to work in class, participate, and do their homework; on the other hand, scholars said they present a good and participative behavior in class doing activities, tasks and more. The study carried out by the mentioned authors presented some similar features in the behavior of students with migrant parents, than the ones stated by the teachers, which implies, students do not have an acceptable behavior during class. The aggressive behavior can be a determining

factor for children's involvement in negative issues. Students sometimes demonstrate behavioral or attitudinal problems in class as a result of the difficulties they are facing without any or enough support; these impediments make a complex learning process. They require counting with the attention from their caregivers, authorities and psychologist of the Institution.

## 8. Which are the main characteristics of students with migrant parents?

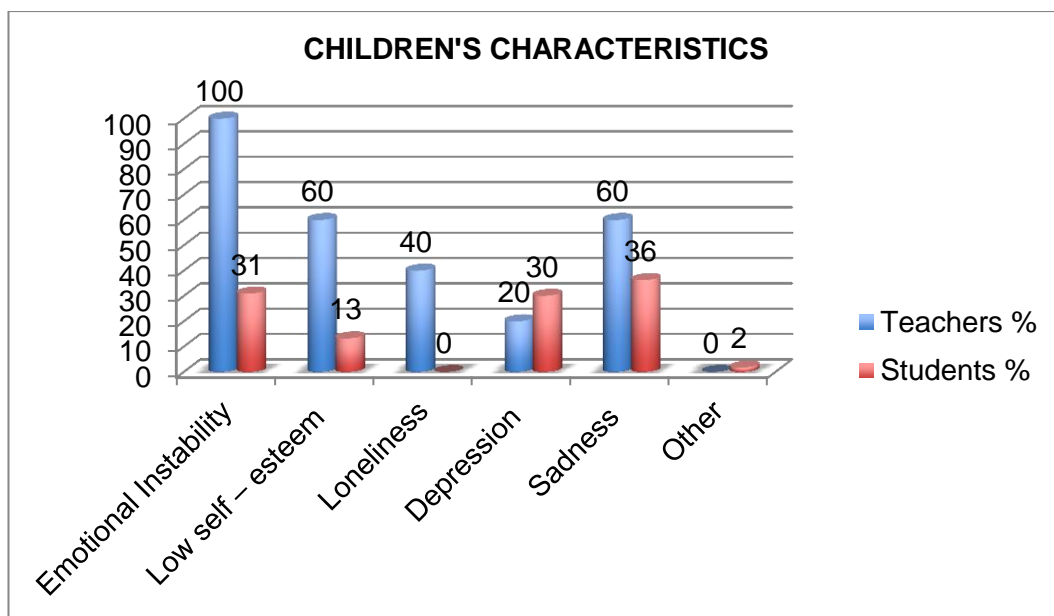
a. Table 8

| CHILDREN'S<br>CHARACTERISTICS | TEACHERS |     | STUDENTS |    |
|-------------------------------|----------|-----|----------|----|
|                               | f.       | %   | f.       | %  |
| Emotional<br>Instability      | 5        | 100 | 35       | 31 |
| Low self –<br>esteem          | 3        | 60  | 15       | 13 |
| Loneliness                    | 2        | 40  | 0        | 0  |
| Depression                    | 1        | 20  | 34       | 30 |
| Sadness                       | 3        | 60  | 41       | 36 |
| Other                         | 0        | 0   | 2        | 2  |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## b. Graph 8



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## c. Logical Analysis

According to the 5 surveyed teachers, 5 of them (100%) answered that emotional instability is the main characteristic of students with migrant parents, 3 teachers (60%) said low self – esteem, 3 teachers (60%) said sadness, 2 teachers (40%) said loneliness and 1 surveyed teacher (20%) answered that students with migrant parents show depression.

As can be observed, 41 surveyed students (36%) said that they identify themselves with sadness characteristic, 35 students (31%) answered emotional instability, 34 students (30%) said that they feel depression, 15 students (13%) answered low self – esteem, 2 surveyed students (2%) said other kinds of characteristics and no body chose loneliness.

It can be noted all teachers manifested emotional instability is the main characteristic which can be identified to students with migrant parents that causes problems in the normal English language learning, but they also mentioned low self-esteem, whereas that the majority of students said sadness and depression are the characteristics themselves identify with. Suarez-Orozco (2002) supports the idea that those who had experienced separations from their parents were more prone to suffer from depressive symptoms than their non-separated peers. Psychologists quoted by UNICEF argued that clinical evidence shows that parents leaving for abroad may cause neurotic disorders, depression, anxiety, language disorders, behavioral disorders, and nutritional disorders in children.

There is not concordance between responses given by teachers and students because different choices were considered; at the end all these features have deep implications, as consequences of migration. The results indicate, as the mentioned authors also do, that depression is a serious problem that cause severe complications to students because it affects the their psyche originating difficulties not only in the academic area but also in the personal one. Therefore, students show behavioral problems like sadness that have to be confronted with the assistance of the caregivers and professionals. In this case the support is fundamental to overcome these adversities, understanding their situation and collaborating as much as possible.

**9. How do you consider the students' attitude toward the learning of the English Language?**

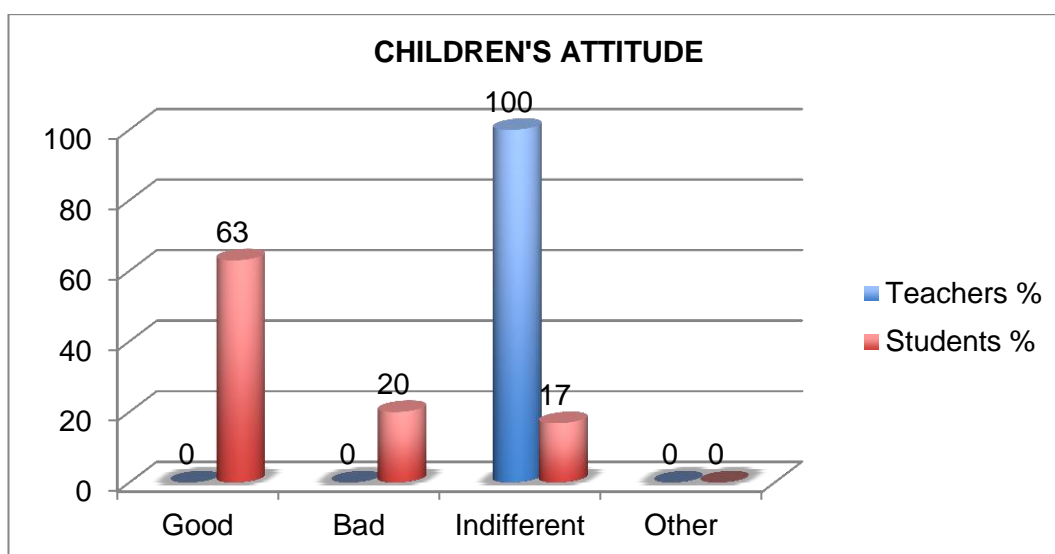
**a. Table 9**

| CHILDREN'S<br>ATTITUDE | TEACHERS |            | STUDENTS   |            |
|------------------------|----------|------------|------------|------------|
|                        | f.       | %          | f.         | %          |
| Good                   | 0        | 0          | 71         | 63         |
| Bad                    | 0        | 0          | 23         | 20         |
| Indifferent            | 5        | 100        | 19         | 17         |
| Other                  | 0        | 0          | 0          | 0          |
| <b>TOTAL</b>           | <b>5</b> | <b>100</b> | <b>113</b> | <b>100</b> |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

**b. Graph 9**



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González



### **c. Logical Analysis**

Referring to this question, 5 surveyed teachers (100%) answered that they consider students with migrant parents have an indifferent attitude toward the learning of the English Language.

From 113 surveyed students, 71 of them (63%) responded they have a good attitude toward the learning of the English Language, meanwhile, 23 students (20%) said they have a bad attitude, 19 students (17%) manifested they present an indifferent attitude toward the learning of the English Language and no body manifested another answer.

The majority of teachers expressed students with migrant parents show an indifferent attitude toward the English Language learning, meanwhile, most of students answered, they have a good attitude. The results of a survey which; was carried out by Atef Al-Tamimi and Munir Shuib (2009) show that students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English.

Teachers argued students do not give enough importance to the language; they do not care about it, they do not do the activities they affirmed they do. But teachers have also said there are students with migrant parents who show a good predisposition to learn, but of course,

there are some students who do not like the subject. They just want to spend the time without doing anything; meanwhile, they wait to travel where their parents are, they turn into a worry for their caregivers, showing a not acceptable attitude. On the other hand, students said they do their homework, they like to sing songs in English, and they like to participate in class. It is plenty understandable the fact that English language represents nowadays a social and educational value, but it is undeniable the fact the English language is not so popular between children and teenagers.

#### 10. What kind of problems do students face in their studies?

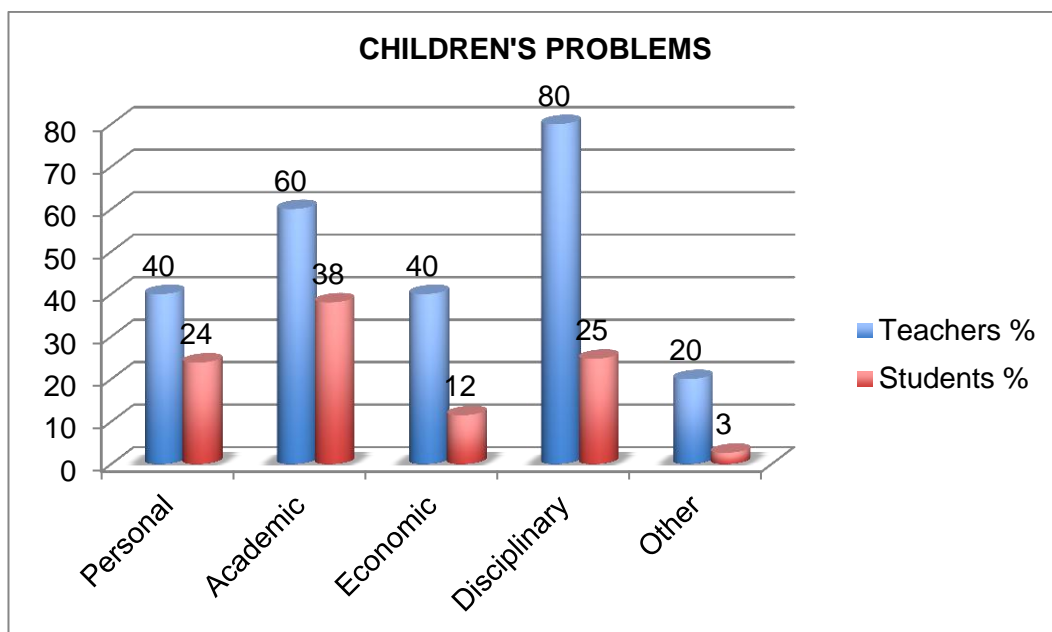
a. Table 10

| CHILDREN'S<br>PROBLEMS | TEACHERS |    | STUDENTS |    |
|------------------------|----------|----|----------|----|
|                        | f.       | %  | f.       | %  |
| Personal               | 2        | 40 | 27       | 24 |
| Academic               | 3        | 60 | 43       | 38 |
| Economic               | 2        | 40 | 13       | 12 |
| Disciplinary           | 4        | 80 | 28       | 25 |
| Other                  | 1        | 20 | 3        | 3  |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## b. Graph 10



**Source:** Teachers and students' surveys  
**Responsibility:** Pedro Orlando Armijos González

## c. Logical Analysis

From 5 surveyed teachers, 4 of them (80%) manifested that students with migrant parents face disciplinary problems, 3 teachers (60%) said academic ones, 2 teachers (40%) said personal complications, 2 teachers (40%) answered economic troubles and 1 surveyed teacher (20%) said other kinds of difficulties.

From 113 surveyed students, 43 of them (38%) manifested that they face academic problems in the Educational Institution, 28 students (25%) responded that they face disciplinary problems, 27 students (24%) said

that they face personal problems, 13 students (12%) answered that they face economic problems and 3 surveyed students (3%) expressed that they face other kinds of problems in the Educational Institution.

The majority of teachers manifested the most common problems that students with migrant parents face in the Educational Institution while they study are the disciplinary and academic ones, till, the majority of students answered they face the academic and disciplinary ones also, but in the mentioned order. It was stated by Caroline Bakker, Martina Elings-Pels and Michele Reis (UNICEF 2009) that children who have been left behind by one or both parents who have migrated are placed in a vulnerable position and are subject to increased right violations. They face risks of abuse, including sexual abuse, and suffer from psychosocial problems and educational accomplishments due to parental migration. Their psychosocial well being is greatly impacted by feelings of abandonment, low self esteem, anger, depression, material obsession and violence. In terms of academic performance increased responsibilities at home, lack of affordability, motivation and parental support can greatly impact the child's educational functioning.

Teachers manifested students do not obey commands in class because they do not like to do that, or because they do not have the custom, resulting this in a disciplinary issue, meanwhile, students argued they have

academic problems since they cannot understand the language in a good way, and, as a consequence of this, they get easily distracted, they start doing things that are not related to the subject in class, and when they have to do their homework they ignore what they have to do. It is clear that both parts talked about different issues, but caused by the same social phenomena which; is migration. Teachers and students referred to the disciplinary and academic problems, in different order, but being aware of the situation, the difficulties have relation because, as an effect of having a not acceptable discipline, which can be translated into lack of attention in class, students with migrant parents have academic difficulties. This problems, condition the students' achievement at school.

# **11. Do students with migrant parents have the tendency of dropping-out the Educational Institution?**

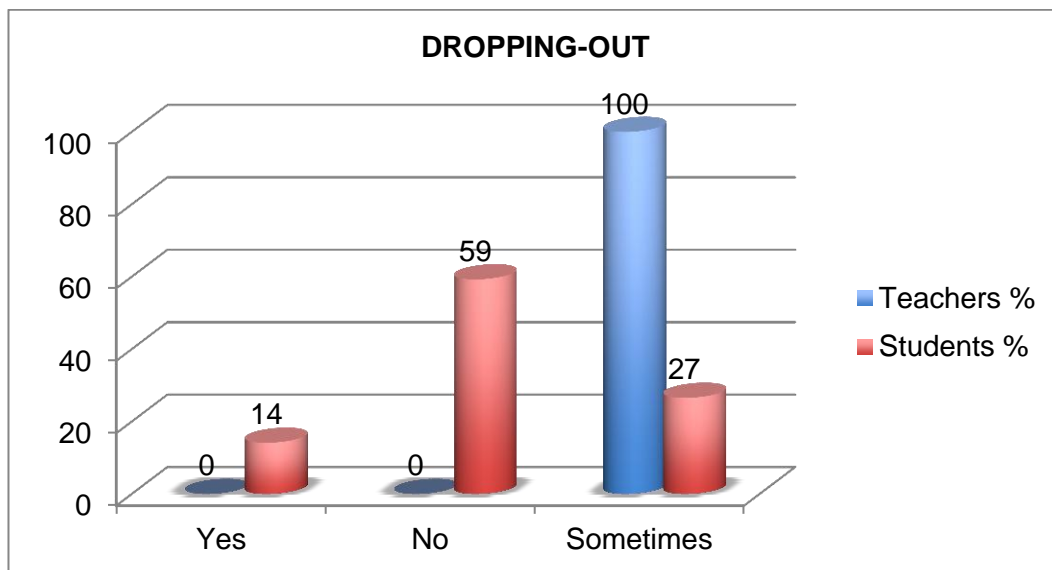
**a. Table 11**

| <b>DROPPING-OUT</b> | <b>TEACHERS</b> |            | <b>STUDENTS</b> |            |
|---------------------|-----------------|------------|-----------------|------------|
|                     | <b>f.</b>       | <b>%</b>   | <b>f.</b>       | <b>%</b>   |
| Yes                 | 0               | 0          | 16              | 14         |
| No                  | 0               | 0          | 67              | 59         |
| Sometimes           | 5               | 100        | 30              | 27         |
| <b>TOTAL</b>        | <b>5</b>        | <b>100</b> | <b>113</b>      | <b>100</b> |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## b. Graph 11



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

## c. Logical Analysis

Referring to this question, 3 surveyed teachers (60%) expressed students with migrant parents sometimes have the tendency of dropping-out the Educational Institution, meanwhile, nobody said yes or not to the present question because they answered that they ignore this information.

It can be observed that 67 surveyed students (59%) manifested they have not thought to drop-out the Educational Institution, 30 students (27%) said they sometimes have thought to leave school and 16 surveyed students (14%) expressed they have thought to do it.

Most of teachers manifested, sometimes students with migrant parents have the tendency of dropping-out whereas, most of the students answered, they have not thought in dropping-out. The same authors previously mentioned, Caroline Bakker, Martina Elings-Pels and Michele Reis (2009) support their idea that these children (referring to whom do not live with their parents as a migration's consequence) seemed more likely to be involved in fights at school, or dropping out from school due to the coping difficulties or having to care for younger siblings. The second group involves adolescents between the ages 14-18 years old. These children were sometimes forced to assume surrogate parental roles, referred to as "parentification", and are also particularly vulnerable considering the little support which is given to children in child-headed households.

In the present question most of the students said no, since they realized that just studying they would be able to get better life's conditions, because they said to be independent, also, they have to learn how to live, how to see for themselves. Students drop-out due to the conditions around them that do not allow to continue studying. In occasions, they do not count with the needed resources to attend to the school, since they do not get economic support from their migrant parents, so, they are forced to work in order to provide themselves what they require. Some students with migrant parents are called to supply their parents' absence inclusive in the

family, taking care of their younger siblings or working to satisfy their necessities and their siblings' needs, as the mentioned authors stated. These configure meaningful reasons for which; students with migrant parents drop-out. Sometimes parents are not aware enough about the situation their children are living in their birth places, they do not know they are struggling with behavioral and attitudinal problems at school or worse, they have abandon their studies.

## 12. How do you qualify the achievement of students with migrant parents in the English Language subject?

a. Table 12

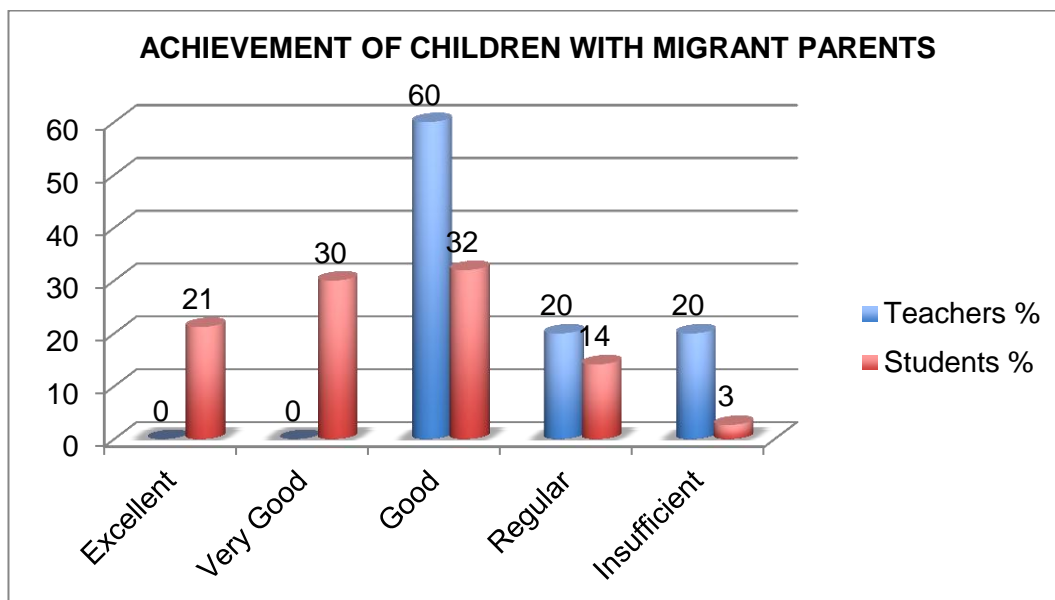
| ACHIEVEMENT<br>OF CHILDREN<br>WITH MIGRANT<br>PARENTS | TEACHERS |            | STUDENTS   |            |
|---|----------|------------|------------|------------|
|   | f.       | %          | f.         | %          |
| Excellent   | 0        | 0          | 24         | 21         |
| Very Good   | 0        | 0          | 34         | 30         |
| Good  | 3        | 60         | 36         | 32         |
| Regular   | 1        | 20         | 16         | 14         |
| Insufficient  | 1        | 20         | 3          | 3          |
| <b>TOTAL</b>  | <b>5</b> | <b>100</b> | <b>113</b> | <b>100</b> |

**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González



### b. Graph 12



**Source:** Teachers and students' surveys

**Responsibility:** Pedro Orlando Armijos González

### c. Logical Analysis

From 5 surveyed teachers, 2 of them (40%) manifested they qualify as good the achievement of students with migrant parents in the English Language subject, 1 teacher (20%) answered the qualification is regular, 1 teacher (20%) said the achievement is insufficient and, no body chose excellent or very good.

From the 113 surveyed students, 36 of them (32%) said they qualify as good their achievement in the English Language subject, 34 students (30%) expressed it as very good, 24 students (21%) qualified it as excellent, 16 students (14%) chose the choice regular to describe their

performance and 3 surveyed students (3%) marked the choice insufficient to qualify their accomplishment in the English Language subject.

It is evidenced that most of teachers and students qualified as good the achievement in the English Language subject. It is really important to mention again what Entwisle and Alexander (1996); Lang and Zagorsky (2001); Fomby and Cherlin, (2007) argue in relation to migration, they say that children who live in single mother families have been found to have lower academic achievement scores. Not only can this concept be applied to migration, since this phenomenon is not the only cause of family division.

In this question there is conformity between teachers and students answers because both parts exposed that the deserved grade is good. The reality shows that students with migrant parents keep their achievement in a medium level, which; is neither totally acceptable nor unacceptable since they have enough potential to get a better achievement, reflect of a good learning. This good achievement is the result of the behavioral and attitudinal difficulties that students with migrant parents face in the English Language learning, otherwise, if they do not have these kinds of problems, they would have a better achievement in the subject. Evidently, this standard achievement that students with migrant parents presents, shows their reality, this means, there is not at least a very good performance.

## **g. DISCUSSION**

### **HYPOTHESIS 1**

#### **a. Statement**

Parents' migration affects the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

#### **b. Demonstration**

This Hypothesis has been proved through question **ONE**, which was about, the effect of parents' migration on the English Language Learning. 100% of the surveyed Teachers manifested the parents' migration does affect it and, 75% of the students with migrant parents answered that parents migration does not affect their learning, however the Social Worker expressed that parents' migration affects the students' English learning, moreover, this social phenomenon not only affects the English language subject but it also affects all the subjects. These results show that the parents' absence affects the academic performance of the students.

Question **TWO**, was related to the main reasons of the low achievement of students with migrant parents, 100% of teachers and 50% of students

expressed that familiar disintegration is the main reason for which; students do not reach a good level in the English language. The social worker also confirmed this fact, because the familiar core has been changed. From having both parents, they end up having only one of them or in some cases none. Consequently, students with migrant parents do not count with their parents' support, which is detrimental in their studies and therefore, English Language learning at school.

Question **THREE**, related to the importance of the parents' role in the performance of the students at Unidad Educativa Anexa a la Universidad Nacional de Loja, 80% of teachers and 50% of students manifested that the parents' role in the students with migrant parents' achievement is important, which was corroborated by the social worker of the Institution, who said, undoubtedly it is important because they are in charge of giving what their children need in order to get from them a better development. So, the parents' role in this Educational Institution is important, because the English learning is a structured systematic process that involves parents, teachers, students and authorities.

With regard to question **FOUR**, which was about the attention that students with migrant parents receive from their caregivers, 80% of teachers expressed that students do not receive it, and 76% of the students manifested that they do receive the necessary attention in their

needs from their caregivers. The social worker said, when parents do not spend time with their children, they are not able to provide enough attention to them, consequently, if their own parents cannot share with them, caregivers are too busy to give what students with migrant parents expect, therefore, this situation influences in the students' low achievement at school. This result shows students with migrant parents require attention from their caregivers and they are not getting it from the responsible of providing it.

Taking into account question **FIVE**, related to the time that has passed since students with migrant parents saw their parents, 60% of teachers and 49% of students manifested that the period of time is, between one and three years, also the social worker expressed that the number of years changes in each case, because there are students who have not seen their parents more than three years. Consequently the prolonged separation between parents and children affects students learning process, provoking a low achievement in the English language subject.

Question **SIX**, which was oriented to know who lives with the students while their parents are not in the country, 80% of teachers said that children live with their grandparents and uncles, 40% of students manifested that they live with their mothers, and the social worker expressed that, according to the students' surveys results she had

obtained before, students with migrant parents live with siblings, grandparents or uncles, and in special cases they live with friends while their parents are not in the country. These results show the lack of parental contact that student experiment as the result of their parents' migration.

### **c. Decision**

As can be seen from both, the applied surveys to teachers and students also the social worker's interview; the first hypothesis is accepted because parents' migration really affects the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

## **HYPOTHESIS 2**

### **a. Statement**

Students with migrant parents show behavioral and attitudinal problems on the English Language Learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.

### **b. Demonstration**

This Hypothesis has been proved through the question **SEVEN**, which was about the behavior of students with migrant parents during class. 60% of teachers expressed students show a disorganized behavior, and 56% of students said they have a good behavior in class. Meanwhile the social worker manifested students have an aggressive behavior. Therefore, this proves that parents’ absence affects the behavioral and attitudinal aspect of the students.

Question **EIGHT**, related to the main characteristics of students with migrant parents, 100% of teachers indicated, the emotional instability is the main one, 36% of students manifested sadness corresponds to the characteristic that themselves identify with; in addition, the social worker said, emotional instability is the most common characteristic that they

show. It means that these emotional problems influence on the English Language Learning.

Question **NINE**, which was related to the students' attitude toward the learning of the English language, 100% of teachers manifested, students with migrant parents show an indifferent attitude, 63% of students expressed that they have a good attitude and, the social worker had the same appreciation. It implies that the indifferent students' attitude influences in the learning process, which is reflected in their grades.

Question **TEN**, which was about the kind of problems that students with migrant parents face, 80% of teachers manifested the disciplinary one, 38% of students expressed the academic one, meanwhile, the social worker said the most common problems that students face in their studies are the economic and emotional ones. The results confirm that this diversity of problems determine the low students' performance in the English language.

With regard to question **ELEVEN**, which was about the tendency that students with migrant parents have of dropping-out, 100% of teachers said students sometimes have this predisposition, 59% of students manifested they do not have this inclination. According to the social worker, there were some cases when students with migrant parents used to leave the



school. These results indicate students sometimes feel the necessity to run away from the Institution since they are not able to overcome the academic problems in their studies.

With regard to question **TWELVE**, which was about the grades that students with migrant parents have in the English Language subject, results show that 60% of teachers and 32% of students qualified as good the achievement in the subject matter. However, the social worker manifested that students with migrant parents have a low achievement in the English language learning. These results show that the behavioral and attitudinal problems that students with migrant parents present, affect their normal English Language performance.

### **c. Decision**

In virtue to the obtained results in the described questions of teachers and students' surveys and the social worker's Interview; the second hypothesis is accepted because, it has proved that students with migrant parents show behavioral and attitudinal problems on the English Language Learning at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

## **h. CONCLUSIONS**

- ❖ The parents' migration affects the English Language learning; this is due to the familiar disintegration; which causes high psychological stress levels in the students with migrant parents. Moreover, the lack of affection generates intellectual problems that do not allow students to reach a good cognitive development in the language skills.
- ❖ Learners do not receive enough attention from their caregivers, since, they feel they are not listened, understood and loved. Therefore, they do not have good relationships with people who are taking care of them instead of their parents. In addition, their parents' absence do not permit they fulfill with all responsibilities and get more involved with the education, which, causes disinterest to learn the English language.
- ❖ The period of time that students with migrant parents have not seen their parents is, between one and three years; and people who are in charge of them, do not give enough support to overcome their difficulties, which undergo profound transformations often complicated by extended periods of separation.
- ❖ The most common psychosocial problems due to parents' migration are emotional instability and low self-esteem, which generate a feeling

of insecurity; consequently, students are not able to concentrate properly, hindering to carry out the required task. Also, students face disciplinary problems, since, they become aggressive, violent and disorganized without interest to learn the English language.

- ❖ The Students' attitude toward the English language learning is not adequate to get a good cognitive development, for that reason their performance at school is not so good; which influence in the daily learning, making students think sometimes to drop-out.

## **i. RECOMMENDATIONS**

- ❖ Students with migrant parents need to receive periodical professional assistance through the social worker of the Educational Institution, with the objective to guide them in the way how to deal with their parents' absence, consequently, to avoid students feel the familiar disintegration and lack of affection, because these negative factors influence in the educational success, and this alter their personal and academic growth.
- ❖ Caregivers should get more involved on the English Language Learning process, providing students with migrant parents the necessary affection and interest they need; the permanent visits to the Educational Institution are an imperative to keep a good control of the activities that their represented are doing.
- ❖ In order to avoid the loss of contact between parents and the children's personal lives and academic issues in the birth country, it is essential to structure a good communication line among students, caregivers, Educational Institution (Authorities, Teachers, Social Worker) and parents abroad; in this way the students' situation can be known and people in charge of them will be able to assist and help students in their problems.

- ❖ Teachers should show more interest in students with migrant parents, advising them how to deal with the emotional instability and low self-esteem that migration causes; avoiding in this way the prevailing disorganized behavior and problems that students have in the Educational Institution.
  
- ❖ Authorities of the Educational Institution need to get more involved with the way students learn the English language, once they understand it, then, they are called to provide the necessary teaching resources that permit an easy and effective acquisition of the subject which; will avoid negative attitudes toward the learning of the English language, ensuring a good quality of education that promotes students do not want to drop-out.

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## **k. ANNEXES**

### **Annex 1: Project**

**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA  
COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**THEME:**

**THE MIGRATION AND ITS EFFECT ON THE  
LEARNING OF THE ENGLISH LANGUAGE  
WITH STUDENTS AT “UNIDAD EDUCATIVA  
ANEXA A LA UNIVERSIDAD NACIONAL DE  
LOJA”. ACADEMIC PERIOD 2012 – 2013**

*Project as a previous requirement  
to obtain the Bachelor's Degree in  
Sciences of Education English  
Language specialization.*

**AUTHOR:**

**PEDRO ORLANDO ARMIJOS GONZÁLEZ**

**LOJA – ECUADOR**

**2013**

**a. THEME**

**THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE  
ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA  
ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC  
PERIOD 2012 – 2013**

## **b. PROBLEM STATEMENT**

### **1. Background**

Unidad Educativa Anexa a la Universidad Nacional de Loja was founded on September 28<sup>th</sup>, 1971 by an Honorable University Council's resolution of the National University of Loja as an annex Institution to the Philosophy, Language and Sciences Faculty.

The Ministry of Education and Culture, in 1971 – 1972 authorized the functioning of the First Course through Resolution N° 95 on January 29<sup>th</sup> 1972.

The purpose of its creation was to help university student's practices that will be teachers. The first Principal was Lic. Mario Enríquez Jiménez.

Since its creation one of the most important purposes was to connect the University with the society, this was the reason for which in 1977 this Educative Unit created a branch of the main Institution at Motupe neighborhood in Loja city.

According to the institutional objectives on March 29<sup>th</sup> 2001 under the agreement N° 041, issued by the Regional Sub Secretary of Education

and Culture of the Austro, the Technical High School Curriculum was created as a way to respond the society's requirements.

This Educative Unit offers the following academic areas of study: Maths, Natural Sciences, Geography and History, Language Arts, English, Aesthetic Culture, Orientation, Physical Education and Technical Area.

Furthermore this Educative Institution offers a bachelor's degree in Physics Mathematics, Chemical – Biological and Social Sciences.

With the purpose to undertake the evaluation's processes, the Institutional Planning Department in 2001, planned and carried out the Curricular Evaluation Project, these results contributed to improve the education's quality.

In the Academic Period 2012 – 2013, Unidad Educativa Anexa a la Universidad Nacional de Loja educates to 1181 students (La Argelia and Motupe Neighborhoods) distributed in the following way: 236 in the eighth year, 185 in ninth year, and 174 in tenth year of basic education; while 251 in first year, 171 in second year of Bachillerato and 164 in third year of Bachillerato (Physics and Math, Chemical – Biological and Social Sciences).

The mission of the Unidad Educativa Anexa a la Universidad Nacional de Loja is oriented to offer an integral education under a scientific conception of the world, society, science, knowledge and learning with a human and solidary perspective; thus to contribute as a practice center of teaching.

The vision of this Educative Unit is to offer high quality educative services in the scientific and technical order forming values like the human rights` defense, the environment`s development and protection, dignity, liberty and responsibility. To carry out this vision counts with highly qualified professionals, also with the necessary infrastructure to contribute with the development of this area.

## **2. Current Situation of the Research**

KAMMEYER, K.C.W and GINN, H. L, define migration “as the movement of individuals or groups from one place of residence to another when they have the intention of remaining in the new place for some substantial period of time”<sup>24</sup>.

Migration is considered as a special movement of a group of people in a temporal and definitive way from their birthplace to an unknown one,

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<sup>24</sup> KAMMEYER; K.C.W and GINN; H. L. “An Introduction to Population”. Archives Books 1988. Pag. 108 and 109.

therefore this is considered as a social phenomenon that affects our society, disturbing the normal activities in our society.

According to data obtained from the National Institute of Statistics and Censuses 2010 (INEC) “280.437 people have migrated, of whose 129.500 are women and 150.937 are men”<sup>25</sup>. To complement the last data mentioned agreeing with the Latin American Faculty of Social Sciences (LAFSS in English – FLACSO in Spanish), the number of Ecuadorian migrants in the “year 2007 was 42.399 people, distributed in 18.576 women and 23.819 men”<sup>26</sup>. It shows that migration in our Country is a serious problem that needs to be faced, trying to find out the best solution, how people can satisfy their necessities without leaving the Country.

The same study shows that 34% of women and 38,8% of men have left in our Country at least a child, for this reason there are lots of problems with them, especially because students with migrant parents live here with their uncles and grandparents, they do not receive enough attention to their necessities. An effect of this is the problem, that students with migrant parents have academic and behavioral problems. This phenomenon implies different kinds of problems.

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<sup>25</sup> [www.inec.gob.ec](http://www.inec.gob.ec). “Migration”. Data obtained through electronic via. December, 03<sup>rd</sup> 2012.

<sup>26</sup> [www.flacso.com.org](http://www.flacso.com.org). “Ecuador: The International Migration in Numbers”. Quito – Ecuador 2008. December 18th 2012. Pags. 16 and 18.

The social effect is one of the most important ones that society can discuss, because here is the possibility to locate the source for which, students with migrant parents have problems, specially talking about behavior and attitude in the academic area. As a result of this phenomenon the family has changed in its structure, nowadays there are families with one or without parental figures, and this of course represents a complex social problem.

There are lots of teenagers who take care of their younger siblings, they administrate their economy, and they decide which things are important to buy. Sometimes students with migrant parents have too much money represent a serious difficulty to the society, they just spend as much money as they can do it, without consequences, without thinking about their parents' affliction to send them enough money that helps them to improve their lives and studies.

The migration represents a family disintegration; the model family has changed from a normal family (parents and children) to a single-parent family or the lack of both parental figures. Sometimes grandparents or caregivers are called to represent to the students with migrant parents, acquiring all the responsibilities that parents should face, and it represents a very hard duty to carry out, because they do not have sufficient energies and predisposition to represent a parental authority again. Students with

migrant parents have academic and disciplinary problems that cannot be solved by their grandparents. Sometimes teachers try to help them informing their representatives, but they know that they cannot count with parents to solve this problem; they just have Institutional assistance, which does not represent the required treatment that students with migrant parents need to overcome their problems.

A really compound issue represents the fact that students with migrant parents denote a severe problem to the Institution in their outcomes and discipline. Because there are no parental representation to advise them with their problems and difficulties; children need love and comprehension, they need to feel affection, and without orientation to their priorities, they just do whatever they want. As a consequence of this attitude they make the decision to quit school; they decide to be a society's problem instead of a society's exemplar member.

Students with migrant parents without orientation easily find behavioral and academic problems, in summary social problems, which are complemented with vandalism, drug addiction, smoking, drinking, gambling, illnesses and more.

For all the exposed reasons and troubles it is necessary to formulate the following research problem:



### **3. Research Problem**

How does the migration affect the learning of the English Language with students at Unidad Educativa Anexa a la Universidad Nacional de Loja?.  
Academic Period 2012 – 2013.

### **4. Research Delimitation.**

#### **4.1. Temporal**

The present Research Work will be completed during the School Period 2012 – 2013.

#### **4.2. Spatial**

The present Research Project will be carried out at Unidad Educativa Anexa a la Universidad Nacional de Loja.

#### **4.3. Observation Units**

Students whose their parents are living in other countries.

English Teachers.

Vocational Guidance Department.

#### **4.4. Subproblems**

How does the parents' migration affect the learning of the English Language with students at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2012 – 2013.

What kind of behavior and attitude do students with migrant parents show in the English Language Learning with students at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic Period 2012 – 2013.

### **c. JUSTIFICATION**

The present Research Work entitled **“THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012 – 2013”**, has its justification in the problematic issue that represents the migration as a social phenomenon that affects our society. It is the cause of many problems that disturb our society in its daily activities, because students with migrant parents experiment scholar and behavioral problems.

In relation with the scientific point of view, the present research work will contribute to clarify the problems that students with migrant parents face in their academic and social situations, as a consequence of this analysis there will be enough scientific data to carry out different kinds of research related with the present problem, of course it will constitute the validity that a scientific research needs to have.

According to the social perspective, the present research work is significant because it will help to identify the influences that affect students with migrant parents in their behavior and performance at school, trying to help them, suggesting the way in which they might be helped.

This is an original Research Work because there are no sufficient data to help students with migrant parents in their problems, hence, the conclusions and recommendations that this research work, will be useful to understand the complications that students with migrant parents have, correspondently it will turn into the path to improve the relationships between people.

Since the educational view, this research work is treasured because as an outcome of the effort done, this study will benefit students with migrant parents in the way how they might be helped to overcome their disciplinary and learning problems at school, always trying to obtain a benefit that will be helpful to improve their updated situation.

The pertinence of this research work lies in the fact that, to carry out effectively this investigation, there are the economic, material and human resources indispensable to do the task. In complement with this, the authorities, teachers and students participation will contribute to develop this study.

Finally, as a University requirement, this research work will be carried out to get the Degree in Sciences of Education, English Language Specialization.

## **d. OBJECTIVES**

### **1. GENERAL OBJECTIVE**

**1.1.** To identify the migration's effects on the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional". Academic Period 2012 – 2013.

### **2. SPECIFIC OBJECTIVES**

**2.1.** To determine how the parents' migration affects the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

**2.2.** To characterize the behavior and attitude that students with migrant parents have in the English Language Learning with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.

## **e. THEORETICAL FRAMEWORK**

To support the present Research Work, the following topics will be developed in two different chapters:

### **1. MIGRATION**

#### **1.1. History of Migration**

Studies show that the pre – historical migration of human populations began with the movement of Homo erectus out of Africa across Eurasia about a million years ago.

“Migration is frequently labeled as a recent phenomenon. There are, however, few people in the world who need to go back further than three generations in their family tree to stumble upon a migrating ancestor.

In migration history, the poor, the desperate, and the exceptional have attracted more attention than other migrants.

This is especially true for the populations of North and South America, which is virtually completely made up of migrants or their descendants.

Some people, who know and realize that migration has been part of history since the beginning of mankind, argue that today's migration is

different from that in other times such as the Early Modern Period (1580-1796).

Migration today, it is believed, is more common, and people travel over greater distances, so that cultural differences are larger, as are the problems”<sup>27</sup>.

## **1.2. History of Ecuadorian Migration since the 1960s**

“The provinces of Azuay and Cañar, and Ecuador's third-largest city, Cuenca, formed the "core" migrant-sending zone in Ecuador in the 1970s and 1980s. In particular, the main sending communities in these areas practiced subsistence agriculture and had a tradition of women weaving Panama hats for export to New York and male seasonal migration to the coast.

Migration remained slow but persistent during the 1970s; migrants from numerous communities in Azuay and Cañar provinces joined the clandestine migration networks that led people through Central America and Mexico en route to the United States.

A small number of Ecuadorians migrated to Venezuela, whose oil-led economy was strong through the 1970s. As oil prices fell in the 1980s, Ecuadorian migration to Venezuela appears to have diminished.

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<sup>27</sup> SCHROVER; MARLOU. “Migration: A Historical Perspective”. Leiden University. History Department. Netherlands. [www.news.bbc.co.uk](http://www.news.bbc.co.uk). December, 24<sup>th</sup> 2012.

Like many countries in Latin America, Ecuador in the 1970s experienced economic growth and improved living conditions. But in the early 1980s, oil prices collapsed, causing a debt crisis, an increase in inflation, and a dramatic decrease in wages.

Most of these migrants paid intermediaries - coyotes or a document forger - for clandestine passage to the United States, overwhelmingly to metro New York, but also to Chicago, Miami, Los Angeles, and Minneapolis. Some migrants were able to borrow the money from relatives, especially a close relative living in the United States; others borrowed from informal economy money lenders.

Ecuadorian men commonly worked in restaurants, and many women worked in sweatshops or as cleaners in office buildings. The Immigration and Reform Control Act of 1986 granted legal permanent resident status to 16,292 Ecuadorians, many of whom have been able to use this legal status to sponsor family members. Low oil prices and floods that damaged export crops, coupled with political instability and financial mismanagement, caused a second economic crisis in the late 1990s. The national currency, the sucre, lost more than two-thirds of its value, and the unemployment rate rose to 15 percent and the poverty rate to 56 percent. Instead of the United States, the vast majority of these migrants chose Spain, home to only a handful of Ecuadorians at the time. The main reason: an existing agreement allowed Ecuadorians to enter the country as tourists without visas (the law changed in 2003).



Indeed, the majority of the first migrants in Spain were women who posed as tourists, often with the help of Ecuadorian travel agencies.

In addition, Spain offered plentiful, low-skilled work in the informal economy, and migrants did not have to worry about language differences. Most women work as domestics while men have found employment in the construction, agriculture, and service industries. By 2002, as many as 200,000 Ecuadorians were residing in Spain. In addition to Spain, Ecuadorians also went to several other western European countries, most notably Italy, with smaller numbers to France, the Netherlands, Germany, and the United Kingdom.

Tightened borders in Central America and greater surveillance at the US-Mexico border made clandestine migration to the United States more expensive and dangerous than migration to Spain. Yet the United States has remained an important destination (see Figure 1). From 2000 to 2005, an average of 9,196 Ecuadorians per year obtained legal residency. The number who have overstayed visas or entered without authorization is unknown, but thousands have tried. Since 1999, nearly 8,000 Ecuadorians have been detained by the United States Coast Guard in boats destined for intermediary countries such as Guatemala or Mexico. On average, between 1,000 and 2,000 Ecuadorians have been apprehended at the United States border each year in the past decade”<sup>28</sup>.

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<sup>28</sup> JOKISCH; Brad. “Ecuador: Diversity in Migration”. Ohio University. February 2007. [www.migrationinformation.org](http://www.migrationinformation.org). January 03<sup>rd</sup> 2013.

### 1.3. The Migration in Ecuador

The National Institute of Statistics and Census has determined through the migration that Loja Province has suffered during the last times, is the following:

|      |              |                          |            |            |              |
|------|--------------|--------------------------|------------|------------|--------------|
| Loja | CALVAS       |                          | Man        | Woman      | <b>Total</b> |
|      |              | CARIAMANGA               | 393        | 305        | 698          |
|      |              | COLAISACA                | 20         | 3          | 23           |
|      |              | EL LUCERO                | 33         | 22         | 55           |
|      |              | SANGILLIN                | 50         | 31         | 81           |
|      |              | UTUANA                   | 36         | 15         | 51           |
|      |              | <b>Total</b>             | <b>532</b> | <b>376</b> | <b>908</b>   |
|      | CATAMAYO     |                          | Man        | Woman      | <b>Total</b> |
|      |              | CATAMAYO (LA TOMA)       | 374        | 244        | 618          |
|      |              | EL TAMBO                 | 55         | 36         | 91           |
|      |              | GUAYQUICHUMA             | 8          | 5          | 13           |
|      |              | SAN PEDRO DE LA BENDITA  | 20         | 11         | 31           |
|      |              | ZAMBI                    | 5          | 4          | 9            |
|      |              | <b>Total</b>             | <b>462</b> | <b>300</b> | <b>762</b>   |
|      | CELICA       |                          | Man        | Woman      | <b>Total</b> |
|      |              | CELICA                   | 45         | 33         | 78           |
|      |              | CRUZPAMBA                | 12         | 2          | 14           |
|      |              | POZUL (SAN JUAN DE POZUL | 32         | 11         | 43           |
|      |              | SABANILLA                | 7          | 5          | 12           |
|      |              | TNTE. MAXIMILIANO RODRIG | 1          | -          | 1            |
|      |              | <b>Total</b>             | <b>97</b>  | <b>51</b>  | <b>148</b>   |
|      | CHAGUARPAMBA |                          | Man        | Woman      | <b>Total</b> |
|      |              | AMARILLOS                | 3          | 5          | 8            |
|      |              | BUENAVISTA               | 15         | 8          | 23           |
|      |              | CHAGUARPAMBA             | 34         | 17         | 51           |
|      |              | EL ROSARIO               | 3          | 4          | 7            |
|      |              | SANTA RUFINA             | 5          | 3          | 8            |
|      |              | <b>Total</b>             | <b>60</b>  | <b>37</b>  | <b>97</b>    |
|      | ESPINDOLA    |                          | Man        | Woman      | <b>Total</b> |
|      |              | 27 DE ABRIL              | 62         | 40         | 102          |
|      |              | AMALUZA                  | 58         | 59         | 117          |
|      |              | BELLAVISTA               | 32         | 27         | 59           |
|      |              | EL AIRO                  | 35         | 16         | 51           |
|      |              | EL INGENIO               | 37         | 26         | 63           |
|      |              | JIMBURA                  | 61         | 22         | 83           |
|      |              | SANTA TERESITA           | 53         | 11         | 64           |
|      |              | <b>Total</b>             | <b>338</b> | <b>201</b> | <b>539</b>   |

|           |                           |              |              |              |
|-----------|---------------------------|--------------|--------------|--------------|
| GONZANAMA |                           | Man          | Woman        | <b>Total</b> |
|           | CHANGAIMINA (LA LIBERTAD) | 28           | 49           | 77           |
|           | GONZANAMA                 | 55           | 29           | 84           |
|           | NAMBACOLA                 | 46           | 28           | 74           |
|           | PURUNUMA (EGUIGUREN)      | 12           | -            | 12           |
|           | SACAPALCA                 | 42           | 13           | 55           |
|           | <b>Total</b>              | <b>183</b>   | <b>119</b>   | <b>302</b>   |
| LOJA      |                           | Man          | Woman        | <b>Total</b> |
|           | CHANTACO                  | 5            | -            | 5            |
|           | CHUQUIRIBAMBA             | 23           | 16           | 39           |
|           | EL CISNE                  | 18           | 9            | 27           |
|           | GUALEL                    | 3            | 2            | 5            |
|           | JIMBILLA                  | 1            | 1            | 2            |
|           | LOJA                      | 2.686        | 1.969        | 4.655        |
|           | MALACATOS (VALLADOLID)    | 91           | 71           | 162          |
|           | QUINARA                   | 33           | 20           | 53           |
|           | SAN LUCAS                 | 55           | 38           | 93           |
|           | SAN PEDRO DE VILCABAMBA   | 25           | 21           | 46           |
|           | SANTIAGO                  | 7            | 9            | 16           |
|           | TAQUIL (MIGUEL RIOFRIO)   | 8            | 10           | 18           |
|           | VILCABAMBA (VICTORIA)     | 68           | 79           | 147          |
|           | YANGANA (ARSENIO CASTILL) | 21           | 10           | 31           |
|           | <b>Total</b>              | <b>3.044</b> | <b>2.255</b> | <b>5.299</b> |
| MACARA    |                           | Man          | Woman        | <b>Total</b> |
|           | LA VICTORIA               | 29           | 7            | 36           |
|           | LARAMA                    | 27           | 6            | 33           |
|           | MACARA                    | 342          | 171          | 513          |
|           | SABIANGO (LA CAPILLA)     | 19           | 14           | 33           |
|           | <b>Total</b>              | <b>417</b>   | <b>198</b>   | <b>615</b>   |
| OLMEDO    |                           | Man          | Woman        | <b>Total</b> |
|           | LA TINGUE                 | 2            | 5            | 7            |
|           | OLMEDO                    | 26           | 18           | 44           |
|           | <b>Total</b>              | <b>28</b>    | <b>23</b>    | <b>51</b>    |
| PALTAS    |                           | Man          | Woman        | <b>Total</b> |
|           | CANGONAMA                 | 11           | 3            | 14           |
|           | CASANGA                   | 16           | 18           | 34           |
|           | CATACocha                 | 121          | 126          | 247          |
|           | GUACHANAMA                | 13           | 6            | 19           |
|           | LAURO GUERRERO            | 11           | 7            | 18           |
|           | ORIANGA                   | 33           | 22           | 55           |
|           | SAN ANTONIO               | 15           | 5            | 20           |
|           | YAMANA                    | 8            | 3            | 11           |
|           | <b>Total</b>              | <b>228</b>   | <b>190</b>   | <b>418</b>   |
| PINDAL    |                           | Man          | Woman        | <b>Total</b> |
|           | 12 DE DICIEMBRE           | 5            | 2            | 7            |
|           | CHAQUINAL                 | 1            | -            | 1            |
|           | PINDAL                    | 24           | 32           | 56           |
|           | <b>Total</b>              | <b>30</b>    | <b>34</b>    | <b>64</b>    |

|              |                            |            |            |              |
|--------------|----------------------------|------------|------------|--------------|
| PUYANGO      |                            | Man        | Woman      | <b>Total</b> |
|              | ALAMOR                     | 100        | 67         | 167          |
|              | CIANO                      | 15         | 6          | 21           |
|              | EL ARENAL                  | 12         | 5          | 17           |
|              | EL LIMO (MARIANA DE JESUS) | 13         | 15         | 28           |
|              | MERCADILLO                 | 9          | 7          | 16           |
|              | VICENTINO                  | 14         | 10         | 24           |
|              | <b>Total</b>               | <b>163</b> | <b>110</b> | <b>273</b>   |
| QUILANGA     |                            | Man        | Woman      | <b>Total</b> |
|              | FUNDOCHAMBA                | 13         | 12         | 25           |
|              | QUILANGA                   | 53         | 23         | 76           |
|              | SAN ANTONIO DE LAS ARADAS  | 16         | 15         | 31           |
|              | <b>Total</b>               | <b>82</b>  | <b>50</b>  | <b>132</b>   |
| SARAGURO     |                            | Man        | Woman      | <b>Total</b> |
|              | EL PARAISO DE CELEN        | 1          | 5          | 6            |
|              | EL TABLON                  | 4          | 3          | 7            |
|              | LLUZHAPA                   | 41         | 10         | 51           |
|              | MANU                       | 62         | 20         | 82           |
|              | SAN ANTONIO DE QUMBE       | 20         | 5          | 25           |
|              | SAN PABLO DE TENTA         | 63         | 27         | 90           |
|              | SAN SEBASTIAN DE YULUC     | 39         | 21         | 60           |
|              | SARAGURO                   | 226        | 142        | 368          |
|              | SELVA ALEGRE               | 28         | 7          | 35           |
|              | SUMAYPAMBA                 | 75         | 14         | 89           |
|              | URDANETA (PAQUISHAPA)      | 49         | 15         | 64           |
|              | <b>Total</b>               | <b>608</b> | <b>269</b> | <b>877</b>   |
| SOZORANGA    |                            | Man        | Woman      | <b>Total</b> |
|              | NUEVA FATIMA               | 43         | 9          | 52           |
|              | SOZORANGA                  | 43         | 30         | 73           |
|              | TACAMOROS                  | 63         | 31         | 94           |
|              | <b>Total</b>               | <b>149</b> | <b>70</b>  | <b>219</b>   |
| ZAPOTILLO    |                            | Man        | Woman      | <b>Total</b> |
|              | BOLASPAMBA                 | 9          | 4          | 13           |
|              | CAZADEROS                  | 8          | 15         | 23           |
|              | GARZAREAL                  | 8          | 9          | 17           |
|              | LIMONES                    | 9          | 13         | 22           |
|              | PALETILLAS                 | 14         | 5          | 19           |
|              | ZAPOTILLO                  | 26         | 25         | 51           |
|              | <b>Total</b>               | <b>74</b>  | <b>71</b>  | <b>145</b>   |
| <b>Total</b> |                            | Man        | Woman      | <b>Total</b> |
|              | 12 DE DICIEMBRE            | 5          | 2          | 7            |
|              | 27 DE ABRIL                | 62         | 40         | 102          |
|              | ALAMOR                     | 100        | 67         | 167          |
|              | AMALUZA                    | 58         | 59         | 117          |
|              | AMARILLOS                  | 3          | 5          | 8            |
|              | BELLAVISTA                 | 32         | 27         | 59           |
|              | BOLASPAMBA                 | 9          | 4          | 13           |
|              | BUENAVISTA                 | 15         | 8          | 23           |

|                            |       |       |       |
|----------------------------|-------|-------|-------|
| CANGONAMA                  | 11    | 3     | 14    |
| CARIAMANGA                 | 393   | 305   | 698   |
| CASANGA                    | 16    | 18    | 34    |
| CATACocha                  | 121   | 126   | 247   |
| CATAMAYO (LA TOMA)         | 374   | 244   | 618   |
| CAZADEROS                  | 8     | 15    | 23    |
| CELICA                     | 45    | 33    | 78    |
| CHAGUARPAMBA               | 34    | 17    | 51    |
| CHANGAIMINA (LA LIBERTAD   | 28    | 49    | 77    |
| CHANTACO                   | 5     | -     | 5     |
| CHAQUINAL                  | 1     | -     | 1     |
| CHUQUIRIBAMBA              | 23    | 16    | 39    |
| CIANO                      | 15    | 6     | 21    |
| COLAISACA                  | 20    | 3     | 23    |
| CRUZPAMBA                  | 12    | 2     | 14    |
| EL AIRO                    | 35    | 16    | 51    |
| EL ARENAL                  | 12    | 5     | 17    |
| EL CISNE                   | 18    | 9     | 27    |
| EL INGENIO                 | 37    | 26    | 63    |
| EL LIMO (MARIANA DE JESUS) | 13    | 15    | 28    |
| EL LUCERO                  | 33    | 22    | 55    |
| EL PARAISO DE CELEN        | 1     | 5     | 6     |
| EL ROSARIO                 | 3     | 4     | 7     |
| EL TABLON                  | 4     | 3     | 7     |
| EL TAMBO                   | 55    | 36    | 91    |
| FUNDOCHAMBA                | 13    | 12    | 25    |
| GARZAREAL                  | 8     | 9     | 17    |
| GONZANAMA                  | 55    | 29    | 84    |
| GUACHANAMA                 | 13    | 6     | 19    |
| GUALEL                     | 3     | 2     | 5     |
| GUAYQUICHUMA               | 8     | 5     | 13    |
| JIMBILLA                   | 1     | 1     | 2     |
| JIMBURA                    | 61    | 22    | 83    |
| LA TINGUE                  | 2     | 5     | 7     |
| LA VICTORIA                | 29    | 7     | 36    |
| LARAMA                     | 27    | 6     | 33    |
| LAURO GUERRERO             | 11    | 7     | 18    |
| LIMONES                    | 9     | 13    | 22    |
| LLUZHAPA                   | 41    | 10    | 51    |
| LOJA                       | 2.686 | 1.969 | 4.655 |
| MACARA                     | 342   | 171   | 513   |
| MALACATOS (VALLADOLID)     | 91    | 71    | 162   |
| MANU                       | 62    | 20    | 82    |
| MERCADILLO                 | 9     | 7     | 16    |
| NAMBACOLA                  | 46    | 28    | 74    |
| NUEVA FATIMA               | 43    | 9     | 52    |
| OLMEDO                     | 26    | 18    | 44    |
| ORIANGA                    | 33    | 22    | 55    |

|  |                           |              |              |               |
|--|---------------------------|--------------|--------------|---------------|
|  | PALETILLAS                | 14           | 5            | 19            |
|  | PINDAL                    | 24           | 32           | 56            |
|  | POZUL (SAN JUAN DE POZUL  | 32           | 11           | 43            |
|  | PURUNUMA (EGUIGUREN)      | 12           | -            | 12            |
|  | QUILANGA                  | 53           | 23           | 76            |
|  | QUINARA                   | 33           | 20           | 53            |
|  | SABANILLA                 | 7            | 5            | 12            |
|  | SABIANGO (LA CAPILLA)     | 19           | 14           | 33            |
|  | SACAPALCA                 | 42           | 13           | 55            |
|  | SAN ANTONIO               | 15           | 5            | 20            |
|  | SAN ANTONIO DE LAS ARADA  | 16           | 15           | 31            |
|  | SAN ANTONIO DE QUMBE      | 20           | 5            | 25            |
|  | SAN LUCAS                 | 55           | 38           | 93            |
|  | SAN PABLO DE TENTA        | 63           | 27           | 90            |
|  | SAN PEDRO DE LA BENDITA   | 20           | 11           | 31            |
|  | SAN PEDRO DE VILCABAMBA   | 25           | 21           | 46            |
|  | SAN SEBASTIAN DE YULUC    | 39           | 21           | 60            |
|  | SANGILLIN                 | 50           | 31           | 81            |
|  | SANTA RUFINA              | 5            | 3            | 8             |
|  | SANTA TERESITA            | 53           | 11           | 64            |
|  | SANTIAGO                  | 7            | 9            | 16            |
|  | SARAGURO                  | 226          | 142          | 368           |
|  | SELVA ALEGRE              | 28           | 7            | 35            |
|  | SOZORANGA                 | 43           | 30           | 73            |
|  | SUMAYPAMBA                | 75           | 14           | 89            |
|  | TACAMOROS                 | 63           | 31           | 94            |
|  | TAQUIL (MIGUEL RIOFRIO)   | 8            | 10           | 18            |
|  | TNTE. MAXIMILIANO RODRIG  | 1            | -            | 1             |
|  | URDANETA (PAQUISHAPA)     | 49           | 15           | 64            |
|  | UTUANA                    | 36           | 15           | 51            |
|  | VICENTINO                 | 14           | 10           | 24            |
|  | VILCABAMBA (VICTORIA)     | 68           | 79           | 147           |
|  | YAMANA                    | 8            | 3            | 11            |
|  | YANGANA (ARSENIO CASTILL) | 21           | 10           | 31            |
|  | ZAMBI                     | 5            | 4            | 9             |
|  | ZAPOTILLO                 | 26           | 25           | 51            |
|  | <b>Total</b>              | <b>6.495</b> | <b>4.354</b> | <b>10.849</b> |

Data obtained from the National Institute of Statistics and Census through its web page: [www.inec.gob.ec](http://www.inec.gob.ec) and through the web page: [www.ecuadorencifras.com](http://www.ecuadorencifras.com)

#### 1.4. Human Migration

Human Migration is the “movement of people from one place in the world to another for the purpose of taking up permanent or semipermanent

residence, usually across a political boundary. An example of "semipermanent residence" would be the seasonal movements of migrant farm laborers. People can either choose to move ("voluntary migration") or be forced to move ("involuntary migration").

Migrations have occurred throughout human history, beginning with the movements of the first human groups from their origins in East Africa to their current location in the world.

Migration occurs at a variety of scales: intercontinental (between continents), intracontinental (between countries on a given continent), and interregional (within countries). One of the most significant migration patterns has been rural to urban migration-the movement of people from the countryside to cities in search of opportunities”<sup>29</sup>.

## **1.5. Types of Migration**

**1.5.1. “Internal Migration:** Moving to a new home within a state, country, or continent.

**1.5.2. External Migration:** Moving to a new home in a different state, country, or continent.

**1.5.3. Emigration:** Leaving one country to move to another (e.g., the Pilgrims emigrated from England).

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<sup>29</sup> [www.nationalgeographic.com](http://www.nationalgeographic.com). “What is Human Migration?”. National Geographic – Marcopolo Xpeditions. Human Migration Guide (6-8). November, 18<sup>th</sup> 2012. Pag. 1.

**1.5.4. Immigration:** Moving into a new country (e.g., the Pilgrims immigrated to America).

**1.5.5. Population Transfer:** When a government forces a large group of people out of a region, usually based on ethnicity or religion. This is also known as an involuntary or forced migration.

**1.5.6. Impelled Migration (also called "reluctant" or "imposed" migration):** Individuals are not forced out of their country, but leave because of unfavorable situations such as warfare, political problems, or religious persecution.

**1.5.7. Step Migration:** A series of shorter, less extreme migrations from a person's place of origin to final destination—such as moving from a farm, to a village, to a town, and finally to a city.

**1.5.8. Chain Migration:** A series of migrations within a family or defined group of people. A chain migration often begins with one family member who sends money to bring other family members to the new location. Chain migration results in migration fields—the clustering of people from a specific region into certain neighborhoods or small towns.

**1.5.9. Return Migration:** The voluntary movements of immigrants back to their place of origin. This is also known as circular migration.

**1.5.10. Seasonal Migration:** The process of moving for a period of time in response to labor or climate conditions (e.g, farm workers following crop



harvests or working in cities off-season; "snowbirds" moving to the southern and southwestern United States during winter)"<sup>30</sup>.

## **1.6. Migration and Human Rights**

"A human rights approach to migration places the migrant at the center of migration policies and management, and pays particular attention to the situation of marginalized and disadvantaged groups of migrants. Such an approach will also ensure that migrants are included in relevant national action plans and strategies, such as plans on the provision of public housing or national strategies to combat racism and xenophobia.

Human rights mechanisms, such as the Special Rapporteur on the Human Rights of Migrants and the Committee on Migrant Workers, have been clear in stating that although countries have a sovereign right to determine conditions of entry and stay in their territories, they also have an obligation to respect, protect and fulfill the human rights of all individuals under their jurisdiction, regardless of their nationality or origin and regardless of their immigration status"<sup>31</sup>

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<sup>30</sup> [www.nationalgeographic.com](http://www.nationalgeographic.com). "What is Human Migration?". Already Cited. November, 22<sup>th</sup> 2012. Pags. 1 and 2.

<sup>31</sup> [www.ohchr.org](http://www.ohchr.org). "Migration and Human Rights". United Nations Human Rights - Office of the High Commissioner for Human Rights. December 21<sup>th</sup> 2012.

## **2. EFFECTS OF MIGRATION**

### **2.1. Social Costs to Children of Prolonged Family Separation**

“The economic dimension of migration and remittances is well researched with a wealth of data available. But there is a gap in our understanding of the social impact of migration on children and their rights. Most studies make use of only qualitative research making it hard to draw generalized conclusions. There are a number of costs that especially long-term parental separation can impose on child development and educational success. If these other impact channels are particularly strong, studies focusing only on the effects of remittances on schooling outcomes will tend to give biased estimates.

The developmental trajectory of the child may be adversely affected as the child-parent attachment weakens, particularly if this is at a critical stage in the child's development. In this respect, the migration of mothers is likely to be particularly disruptive to child development and care arrangements in the household. (Mitrani et al, 2004; King and Vullnetari, 2006) Case et al. (2000 in Hanson and Woodruff, 2003) show that children raised by non-birth mothers receive less schooling than children raised by their own mothers.

The age of the child at the time of migration also matters. Bowlby's (1982 in Wei Ha, 2008) research shows that child attachment behavior forms in

the first year of life and that after the age of 3 children begin to tolerate mother's absence, with their coping ability depending on factors such as familiarity with substitute carer (Andrea Smith et al. 2004 in Wei Ha, 2008). Overall, the potential for increased psychological distress and vulnerability of children left behind by migrating parents calls for our attention and explicit recognition by public policy.

Suarez-Orozco and Suarez-Orozco (2002) examined a non-clinical sample of 385 early adolescent immigrants from China, Central America, the Dominican Republic, Haiti and Mexico and concluded that those who had experienced separations from their parents were more prone to suffer from depressive symptoms than their non-separated peers.

A psychologist quoted by UNICEF argued that "clinical evidence shows that parents leaving for abroad may cause neurotic disorders, depression, anxiety, language disorders, behavioral disorders, and nutritional disorders in children of preschool age in Moldova" <sup>32</sup>.

Findings from the 1994 Family and Youth Survey imply that growing up with both parents reduces the probability of an adolescent aged 15-19 to smoke, drink alcohol, or have premarital sex. (Choe, Hatmadji et al. 2004 in Bryant, 2005) However, relatively little is known about the potentially varied effects of different types of parental absence and whether separation due to migration impacts child behavior differently than other

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<sup>32</sup> [www.unicef.org](http://www.unicef.org). "Parent Drain". October, 18<sup>th</sup> 2012.

types of absence. (Bryant, 2005). Lengthy absence of parents can lead to psychological and emotional development disorders in children and can affect their social relations and school performance”<sup>33</sup>.

## **2.2. Children left Behind**

Children who have been left behind by one or both parents who have migrated are placed in a vulnerable position and are subject to increased right violations. They face risks of abuse, including sexual abuse, and suffer from psychosocial problems and educational accomplishments due to parental migration. Their psychosocial well being is greatly impacted by feelings of abandonment, low self esteem, anger, depression, material obsession and violence. In terms of academic performance increased responsibilities at home, lack of affordability, motivation and parental support can greatly impact the child`s educational functioning.

## **2.3. Psychosocial and Behavioral Effects of Migration**

Children left behind suffer from a wide range of psychosocial problems due to parental migration. The most common psychosocial problems relate to emotional detachment and vary due to child shifting (children

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<sup>33</sup> SCHAPIRO; Kristina A. “Migration and Educational Outcomes of Children”. Human Development Research Paper. United Nations Development Programme Human. Development Reports. [www.hdr.undp.org](http://www.hdr.undp.org). Kristina A. Schapiro is a Consultant at Monitor Group, London. E-mail: [kristina.schapiro@merton.oxon.org](mailto:kristina.schapiro@merton.oxon.org). Pdf Paper. Pags. 18 and 19.

moving from homes to homes), gender, interpersonal difficulties, attachment to material resources and violence.

“The most common psychosocial problems are feelings of abandonment, sadness, despondence, despair, anger, lack of trust, low self-esteem, and inability to concentrate at school”<sup>34</sup>.

The abandonment of a parent(s) sometimes has permanent effects on the children`s life, and many spend their entire lives struggling with feelings of rejection and loss. The many broken promises of reunion with their parents further tend to result in emotional instability.

Child shifting might cause further harm as children are moved between different homes. This level of instability can have a great effect - “children in these situations are sad, at risk of depression that may succumb to aggressive impulses, have low self esteem” and they might have greater difficulties forming healthy relationships in the future.

The psychosocial and emotional consequences of separation from a parent(s) seem to also vary by gender. The coping mechanisms among boys often include externalizing their pain and frustration while girls tend to internalize their suffering.

In their article, Jones, Sharpe and Sogren (2004) reported that “boys were more likely to have problems with interpersonal relationships and

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<sup>34</sup> REIS; Michele. “Country Assessment Report”. UNICEF Internal Document. 2008. Pag. 8.

effectiveness while girls were more likely to experience negative mood and low self-esteem”<sup>35</sup>.

“There is documented evidence on behavioral problems with regards to children being left behind, such as a particular attachment to material resources. Migrant parents, in many cases, try to compensate for their absence by sending a significant amount of material resources in the form of remittances or barrels with clothing and footwear”<sup>36</sup>.

This kind of compensation has been observed as making children more attached to material goods and resulting in a loss of moral values and deterioration of love and respect to their absent parents.

Social workers have furthermore noted that the desire for material goods often lead children to crime and violence, especially if the remittances stopped coming.

“Another behavior problem observed is an increased amount of children turning to violence.

Research from the University of the West Indies showed that the absence of mothers was one of the determining factors for children`s involvement in violence.

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<sup>35</sup> JONES; Adele. “Children’s Experiences of Separation from Parents as a Consequence of Migration”. *Journal of Social Work* 3. 2004. Pags. 89-109.

<sup>36</sup> CRAWFORD – BROWN; Claudette. “The Barrel Children”. *The Socio – Cultural Context of the Migrant Family*. Department of Sociology and Social Work. UWI, Mona, Jamaica ISER. Pag. 9.

According to survey results, the mothers of 80 percent of the children in conflict with law were absent from their hearings. Among these cases, the second most common explanation for their mother's absence was migration"<sup>37</sup>. Children that have been left behind are also more at risk of running away from home, "acting out behavior" or dropping out of school.

#### **2.4. Effects of Migration in Education**

In terms of education, the lack of parental presence and guidance has various effects on the academic performance of children left behind. Researchers, social workers and welfare officers identified two particularly vulnerable age groups. The first one concerns children (left behind) between the ages of 11 and 13 years old who are transitioning from primary to secondary school, as they experience most frequent disruptions.

These children seemed more likely to be involved in fights at school, or dropping out from school due to the coping difficulties or having to care for younger siblings. The second group involves adolescents between the ages 14-18 years old. These children were sometimes forced to assume surrogate parental roles, referred to as "parentification"<sup>38</sup>, and are also

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<sup>37</sup> D'EMILIO; Anna Lucia, CORDERO; Berenice, BAINVEL; Bertrand, SKOOG; Chrisrian, COMINI; Debora, GOUGH; Jean, DIAS; Monica, SAAB; Rhea and KILBANE; Theresa. "The Impact of International Migration: Children left Behind in selected countries in Latin America and the Caribbean". United Nations Children's Fund (UNICEF), New York, 2007. [www.unicef.org](http://www.unicef.org). December 25<sup>th</sup> 2012. Pag. 10.

<sup>38</sup> D'EMILIO; Anna Lucia. "The Impact of International Migration: Children Left Behind in Selected Countries of Latin America and the Caribbean". Working Papers. Division of Policy and Planning. UNICEF. Pag. 10.

particularly vulnerable considering the little support which is given to children in child-headed households.

Although remittances are often assumed to increase the child's opportunity to education, this is not necessarily always the case. It has been noted that even if receiving remittances, "the disruptive effect of household out-migration imposes an economic burden on the remaining household members and reduces their likelihood of being schooled"<sup>39</sup>. The economic hardship faced as a consequence of parental migration might in fact force the children to work instead of going to school.

Research further implies that children sometimes have to take over family chores or work in the family business, responsibilities that had previously been assumed by the absent family members.

"A final factor to be examined, which jeopardizes the education and well being of the child, is the amount of children living with their grandparents. Survey results indicate that a large proportion of children reside with their grandparents: 48 percent of primary school children and 36 per cent of secondary school students.

Grandparents may often lack some of the informal societal support structures, and in parental absence, younger female relatives may instead have to bare the burden of providing care. There is also a concern that the

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<sup>39</sup> AMUEDO-DORANTES; Catalina, GEORGES; Annie and POZO; Susan. "Migration, Remittances and Children's Schooling in Haiti". IZA DP N<sup>o</sup> 5 Germany. [www.ftp.iza.org](http://www.ftp.iza.org). December 28<sup>th</sup> 2012. Electronic Pdf Paper. Pag. 10.



children in substitute care, mostly living with their elderly grandparents, are less likely to receive quality nutrition and healthcare. In some case they also get less attention from the elderly grandparent, which reduces their academic performance”<sup>40</sup>.

## **2.5. Parental Migration and Child Development**

“It is well established that in developing countries, the decision to migrate, especially for a parent with children, is a household decision and not an individual one (Stark and Bloom, 1985). Given the interlinked nature of household decision-making, the migration of one household member is likely to influence the welfare of other household members through multiple direct and indirect pathways, greatly complicating empirical analysis. Despite this complexity, it is possible to theorize about specific pathways through which migration is likely to affect children.

The first pathway is a positive effect associated with higher incomes, which is typically the main motivation for migration. International migration is associated with large income increases (McKenzie, Gibson, and Stillman, 2007) and developing countries often exhibit large productivity and wage gaps between rural and urban sectors. One study on China found that having a migrant increased rural household income per capita by 18 percent (Du, Park, and Wang, 2005). Greater family resources

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<sup>40</sup> BAKKER; Caroline, ELINGS-PELS; Martina, and REIS; Michele. “The Impact of Migration on Children”. UNICEF. Pags. 8 – 11.

enable the family to afford greater investments in multiple dimensions of children's human capital. Studies in the West find a strong association between higher household incomes and a variety of child development outcomes (Blau, 1999; Duncan, Brooks-Gunn and Klebanov, 1994; Korenman, Miller and Sjaastad, 1995).

The second is a negative effect due to the lack of parental contact with children associated with long-term parental absence. This impact may differ for the absence of fathers versus mothers (or both) and may depend on the capabilities of substitute caretakers (usually relatives, frequently grandparents).

Psychological research has found that parental support is a significant predictor of student's capacity to deal with stress, anxiety and loss of control (DeMarry et al., 2005).

Children with strong parental support do better in school and develop mature psychological traits. They aspire to do good work, experience pleasure in one's work, and develop both initiative and a sense of control over events, and are better behaved (Dubow et al., 1991; Evans, 2004). Environments that destabilize a child's sense of self-control over their life may increase the likelihood of internalizing problems (Dearing et al 2006; Chorpita and Barlow, 1998). Research on other contexts in which parents are absent (e.g., single parenthood, divorce, military separation) focus mostly on father absence, which is usually negatively associated with a

variety of child level outcomes in developed countries (Sigle-Rushton and McLanahan 2002).

Children who live in single mother families have been found to have lower academic achievement scores (e.g. Entwisle and Alexander 1996; Lang and Zagorsky 2001; Fomby and Cherlin, 2007) and are more likely to drop out of school (Manski et al. 1992; De Leire and Kalil 2002). Children living with their mothers due to divorce or military separation also are more likely to suffer from psychological or behavioral problems (e.g., Jekielek 1998; Thompson, Hanson, and McLanahan 1994; Jensen et al., 1989; Jensen, Martin, and Watanabe, 1996).

However, research has also shown that among children with non-resident fathers, the frequency of contact has little effect on child outcomes but the closeness of the relationship may be important (Amato, P. and Gilbreth, J., 1999, Seltzer, 1994). It also should be noted that the cause of father absence is likely important to its impact on children, and absence due to parental migration has not been a significant focus of investigation in developed countries.

A third potential channel is the effect of parental migration on the labor supply decisions of other household members. For example, if mothers migrate daughters (or sons) may be expected to spend more time doing housework. Similarly, if men migrate women may be required to spend

more time looking after the family farm, the so-called “feminization of agriculture”, reducing time available to spend with children.

Or children themselves could be expected to do more work on the farm. The main point is that household time allocation decisions are interdependent and influenced by migration, and how both parents and children spend their time will influence children’s development.

A fourth channel is the impact of migration on parental information and/or attitudes. For instance, greater exposure to the outside world could alter beliefs about the returns to human capital investments in children. Or parents could learn more about the importance of investing in children’s education or health, or gain knowledge about how to promote children’s health.

A fifth impact of parental migration is that it may increase the probability of future migration by children. This can occur through better job information and job search networks that migrant parents can provide to the child, or through a role model effect.

Recent theoretical work also argues that there can be a ‘brain gain’ whereby migration has an additional positive impact on education in the source economy; with increased returns to schooling, there are greater incentives to accumulate more education (see Mountford 1997; Stark, Helmenstein, and Prskawetz 1997; Beine, Docquier, and Rapoport 2001).

However, high-paying migrant employment opportunities for less skilled work also could increase the opportunity cost of schooling and reduce educational attainment of children. Parental migration facilitates access to existing village social networks in destination areas that can also provide other benefits to the household (financial assistance, information, etc.).

A sixth factor influencing children is the impact of migration on household decision-making authority.

If one parent is absent, the other may gain greater control over decisions affecting the child (especially through household spending decisions), which can be important when the preferences or views of the two parents differ.

For example, if mothers care more about children and gain decision-making authority when fathers migrate, then fathers' migration may benefit the child through its impact on intra-household decision-making.

If both parents are absent, other relatives may gain decision-making authority.

There are sure to be other pathways through which parental migration affects child welfare beyond the ones described above, which reflects the interlinked nature of household decision-making.

“Empirical studies of the impact of parental migration on child development that pay careful attention to potential selectivity bias find mixed results for

education (McKenzie and Rapoport, 2006; Hanson and Woodruff, 2003; Mansuri, 2006a, de Brauw and Giles, 2008) but generally find positive impacts on health (Hildebrandt and McKenzie, 2005; McKenzie, 2006; Stillman, Gibson, and McKenzie, 2007; Mansuri, 2006b).

McKenzie and Rapoport (2006) and Hanson and Woodruff (2003) use different cross-sectional datasets from Mexico and employ historical state migration rates as instruments (the latter includes interactions with mother characteristics) to study the impact of parental migration on children's enrolment, and reach opposite findings"<sup>41</sup>.

Mansuri (2006) analyzes cross-sectional data from Pakistan using a similar identification strategy (her instruments are village migration rates interacted with the number of adult males in the household) and finds a positive impact on enrolment, with a larger effect on girls.

"Finally, a study by de Brauw and Giles (2008) analyzes panel data from China using as instruments variation in the timing of national identity card distribution (which facilitated migration) and finds that the size of village migration networks reduces the likelihood that children of high school entrance age continue schooling"<sup>42</sup>.

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<sup>41</sup> McKenzie and Rapoport (2006) find that migration negatively affect school attendance of boys aged 12-18 and girls aged 16-18, while Hanson and Woodruff (2003) find that years of schooling increases for girls aged 10-15 whose mothers have low education.

<sup>42</sup> Another related study is by Yang (2008), who finds that in the Philippines international remittances from migrants increases investments in education, and increases student enrolment. Exchange rate shocks are used as an IV for changes in remittances priced in domestic currency.

“Several studies adopt similar identification strategies to study the impact of parental migration on child health, measured by anthropometrics or by infant mortality, and uniformly find positive effects on health”<sup>43</sup>.

The stronger results for health could reflect the greater sensitivity of health investments to income changes, or the fact that migration opportunities increase the opportunity cost of educational investments much more than health investments. Among the previous studies described here, none examine test scores or noncognitive skills, and only one uses panel data (deBrauwer and Giles, 2008)”<sup>44</sup>.

## **2.6. Migratory Separation: The Experience for Children**

“Most parents will attempt to put a surrogate parenting system in place to try and minimize the disruption to their child’s life after they have migrated. However, despite this, too many anecdotal reports indicate that many children who are left behind receive little or no physical or emotional nurturance from surrogate caregivers and often experience a sense of abandonment by their parent. “Also, despite parents’ effort of remaining in

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<sup>43</sup> Hildebrandt and McKenzie (2005) and McKenzie (2006) use state migration rates as IVs using Mexican data, and Mansuri (2006b) uses the same identification strategy described above for Pakistan. Stillman, Gibson, and McKenzie (2007) use an immigration visa lottery to identify the impact of international migration on child health, and find positive effects, but these children migrate with their parents unlike in the other settings.

<sup>44</sup> LEE; Leng and PARK; Albert. “Parental Migration and Child Development in China”. University of Oxford. November 2010. Gansu Survey of Children and Families. University of Pennsylvania Year 2010. Gansu Survey of Children and Families Papers. Pags. 3 – 7.

touch via telephone, contact may be irregular and sometimes falls short of meaningful exchange between parent and child”<sup>45</sup>.

“Some reports have indicated that children of migrant parents are under-protected or inadequately supervised, resulting in them being exposed to harmful consequences such as sexual abuse”<sup>46</sup>.

Assuming adult-like responsibilities prematurely such as managing large amounts of money that their parents send or looking after younger siblings becomes a way of life for some. School work has also been found to be affected (Pottinger, 2005), possibly as a result of the emotional turmoil accompanying the separation or for some, they adopt a ‘waiting to migrate’ mentality and therefore lose focus on their school work. “Even when children are left in the care of relatives or friends, the separation from parent may cause psychological damage that is manifested in deviant, ‘acting out’ behavior or poor self esteem and depression”<sup>47</sup>. “There is growing evidence linking the immigrants’ experience before migration with their adjustment in the host country”<sup>48</sup>.

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<sup>45</sup> SUAREZ-OROZCO, C; Todorova I and J; Louie. “Making up for lost time: The experience of separation and reunification among immigrant families”. *Family Process*. 41. Pags. 625 – 643.

<sup>46</sup> CRAWFORD-BROWN; C. and RATTRAY, J; M. “Parent-child relationships in Caribbean families”. In N Boyd Webb & D Lum (Eds), *Culturally diverse parent-child and family relationships*. New York: Columbia University Press. Pags.107 – 130.

<sup>47</sup> GLASGOW; G. F and GHOUSE-SHEES; J. “Themes of rejection and abandonment in group work with Caribbean Adolescents”. *Social Work With Groups*. 17. Pags. 3 – 27.

<sup>48</sup> ABUSH-KIRSH; T. “Premigration and postmigration stress and trauma among Israelis residing in the United States”. *Dissertation Abstracts International*. 62 (12-B). Pag. 5951.



The pre-migration experiences of children and adolescents therefore should be considered relevant information for counselors who work with immigrant children”<sup>49</sup>.

## **2.7. Modification of roles and responsibilities within the family dynamics**

“By taking over the full responsibility, authority and orientation of the family, women get stressed due to the uncertainty of the remittances (many people are irregular migrants, therefore they have limited labor opportunities), the dependence on them, and the fear in the sense that her spouse would not send money any more. These are very frequent situations, especially if migration was an individual decision or the stay in the destination country has been extended for many years.

Men that are in charge of the family have to partially take over the domestic work and responsibilities; which are deemed by the society, the family and the individuals as proper to women. This change also affects his affective, time, leisure activities, among many others.

The impact for the grandparents in the tutor families is even greater because they have to grow and educate their grandchildren, even though they have already played that role with their own children, changing

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<sup>49</sup> POTTINGER; Audrey M and WILLIAMS BROWN; Sharon. “Understanding the Impact of Parental Migration on Children: Implications for Counseling Families from the Caribbean”. [www.counselingoutfitters.com](http://www.counselingoutfitters.com). December, 25<sup>th</sup> 2012.

around their plans and the life stage they ought to live. The reasons for their stress include the following: even though they are in charge of their grandchildren, they must subject to their own migrant children as these are the decision makers on education, goods, permits, etc.; they are constantly worried about the fact that the remittances may not be enough to thoroughly grow their grandchildren, as well as fearful of having to completely take over the support to the grandchildren if their migrant children stop sending money. Despite the changes in the daily practices of the families, no structural changes have occurred regarding the gender stereotypes and power relationships inside the families.

This work overload for the female heads of households and tutors has affected their rights, therefore it has been particularly addressed, together with the risks for those who migrate, by several international documents where strategic objectives have been designed in order to guarantee protection for these women. An example of it is the action platform approved in Beijing in 1995, within the framework of the IV World Conference on Women”<sup>50</sup>.

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<sup>50</sup> CAMACHO Z; Gloria and HERNÁNDEZ B; Katty. “Children and Migration in Ecuador Situation Diagnostic”. United Nations Children’s Fund – UNICEF. Centre for Social Planning and Research – CEPLAES. Quito, February 2007. [www.gfmd.org](http://www.gfmd.org). January 02<sup>nd</sup> 2013. Pdf Paper. Pag. 4.

## **HYPOTHESES**

### **1. GENERAL HYPOTHESIS**

**1.1.** The migration affects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2012.

### **2. SPECIFIC HYPOTHESES**

**2.1.** Parents’ migration affects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.

**2.2.** Students with migrant parents show behavioral and attitudinal problems in the English Language learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.

## **f. METHODOLOGY**

### **1. Design of the Investigation**

The present work has been characterized as non-experimental research, because this is a socio-educative work that will be carried out in a descriptive way. The investigator will not manipulate the research work's variables. The survey will be applied to get enough data to develop the present research work and this will be complemented with documents and descriptions of important facts related with circumstances that students with migrant parents live specially in their academic area. With this analysis the results and alternatives will be given.

### **2. Methods, Techniques and Instruments**

#### **2.1. Methods**

**The Scientific Method**, will help to develop a systematic, elaborated, and ordered process through a logic analysis and interpretation of the theoretic references and empiric data obtained, which will contribute to support the theme as well as in the verification of the hypotheses related with the variables. This method will be useful to elaborate the conclusions and alternatives of solution of the found problem object of the present study through the theoretical referents and obtained results in the field research of this research work.

**The Analytic – Synthetic Method**, will be used to analyze the empiric data obtained as a result of the field study and the application of the instruments, which will originate the conclusions obeying to the most important tendencies that the research work will present. These methods will be used to determine how the parents' migration affects the students' learning of the English Language. With the analytic method the research work will be disintegrated to carry out an exhaustive analysis of its components trying to identify the most important problems it has, after this, with the synthetic method the research work will be made one piece to develop its analysis, in this time focusing the examination as an entire unit.

**The Descriptive Method**, will be helpful to describe the parents' migration effects on their children's academic outcomes and discipline, describing the most important results that might be found as a result of the present study. It will provide the necessary rules to validate the results, describing the problematic found; the description of the independent and dependent variables with coherence in the research work will assist to present the results and to support the conclusions.

**The Explicative Method**, this method will be useful to explain the variables' logical implications of each hypothesis, proving them in a descriptive way.

**The Hypothetic – Deductive Method**, this method will be used in the field research, carrying out the required study object of the present

investigation about the migration and its effect on the students English Language learning. With this method the obtained results will be contrasted according to the theoretical referents and students with migrant parents` grades that English Teachers will provide to make the respective comparison between the achievement of students with migrant parents and students who are living with their parents here.

## **2.2. Techniques and Instruments**

To get the required empiric information in this research work, the survey and the interview will be applied with the object of obtaining enough data about the migration and its effect on the English Language learning with Students at the Educational Institution object of the present research work. This survey is oriented to the students with migrant parents, starting with eight year of basic education until third year of Bachillerato and Teachers of the entire English Area, meanwhile the interview will be directed to the Social Worker of the Institution with the purpose to know the factor that is affecting the learning of the English Language, according to an elaborated previous questionnaire in both cases, which will include different categories of interrogations about the subject object of study, to prove the stated hypotheses. When applying the survey, the purpose of the present study will be explained, in order to get all the important information without reserve. The grades of the rest of the students will be analyzed to compare their achievement with the ones that students with migrant

parents have, with this study the found aspects between them will be set up, focusing in the main problem that the present research work presents.

### **3. Procedures**

Once the empiric information has been gathered the next process will be done according to these phases:

#### **3.1. Tabulation**

In the tabulation of the information obtained as a result of the field research, the application of descriptive statistics is needed focusing on closed questions and unifying criteria in concordance with reasons and explanations given to each question, everything will be contrasted with the purpose to get the right information.

#### **3.2. Organization**

After the organization of the empiric information obtained the classification of the questions that will serve to verify every hypothesis is needed keeping in mind the variables of the same ones as a guide that will help to prove them, which will facilitate the achievement of the investigation's analysis and interpretation.

#### **3.3. Description**

The organized data will be described in statistic tables that will illustrate the frequency and the percentage of the obtained indicators in the applied

instruments. This process will permit to characterize the information graphically.

### **3.4. Graphic Representation**

After the description of the data, it is necessary to represent it graphically; consequently it will facilitate the interpretation and the critical analysis of every query. The bars diagram will be used to show this information.

### **3.5. Interpretation and Analysis**

Once the data has been presented through tables and graphs, it will be interpreted agreeing to the obtained percentages, which will be analyzed taking into account the categories of the theoretical framework, the major tendencies in the results and the variables of the specific hypotheses. It will be interpreted and analyzed according to the grades that English Language Teachers have gotten.

### **3.6. Hypotheses Verification**

The hypotheses will be contrasted through a deductive hypothetical process sustained in the logical examination of the field investigation whose final results will be expressed in a descriptive way.

### **3.7. Formulation of Conclusions and Elaboration of the Report**

The conclusions will be formulated founded on a specific inquiry of the obtained results because they will help to provide several suggestions to



the authorities, teachers and students of the Institution where the present research work will be done with the purpose to contribute to face the problem that has motivated the present research.

Ultimately the elaboration of the final report will be carried out through chapters that will allow an easier understanding of the theory and results that will be gotten in the present research work, which might be used to ripen more research works in the future.

#### **4. Population**

All the Students with migrant parents, the Social Worker and the English Language Teachers at Unidad Educativa Anexa a la Universidad Nacional de Loja, constitute the population who will be part of this project, because it is small. To illustrate it the following chart is essential:

**Chart 1**

| <b>School Year</b>                                | <b>Students with Migrant Parents</b> |
|---|--------------------------------------|
| 8 <sup>th</sup> Year of Basic Education           | <b>20</b>                            |
| 9 <sup>th</sup> Year of Basic Education           | <b>20</b>                            |
| 10 <sup>th</sup> Year of Basic Education          | <b>19</b>                            |
| 1 <sup>st</sup> of Bachillerato (General Unified) | <b>21</b>                            |
| 2 <sup>nd</sup> of Bachillerato (General Unified) | <b>17</b>                            |
| 3 <sup>rd</sup> of Bachillerato                   | <b>16</b>                            |
| <b>TOTAL</b>                                      | <b>113</b>                           |
| <b>ENGLISH TEACHERS</b>                           | <b>5</b>                             |
| <b>SOCIAL WORKERS</b>                             | <b>1</b>                             |

Data obtained from the Social Worker's archives (Unidad Educativa Anexa a la Universidad Nacional de Loja).

## g. TIME TABLE

| No                           | ACTIVITIES                               | MONTHS |   |       |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|------------------------------|--|--------|---|-------|---|---|---|-----|---|---|---|--------------|---|---|---|---------------------|---|---|---|---------------------|---|------|---|----------|---|---|---|---------------------|---|---|---|-------|---|---|---|-------|--|
|                              |  | 2013   |   |       |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   | 2014 |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              |  | March  |   | April |   |   |   | May |   |   |   | June<br>July |   |   |   | August<br>September |   |   |   | October<br>November |   |      |   | December |   |   |   | January<br>February |   |   |   | March |   |   |   | April |  |
| PHASE II. THESIS DEVELOPMENT |  | 3      | 4 | 1     | 2 | 3 | 4 | 1   | 2 | 3 | 4 | 1            | 2 | 3 | 4 | 1                   | 2 | 3 | 4 | 1                   | 2 | 3    | 4 | 1        | 2 | 3 | 4 | 1                   | 2 | 3 | 4 | 1     | 2 | 3 | 4 |       |  |
| 1                            | Project Presentation                     | x      | x |       |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 2                            | Appointment of the teacher advisor       |        |   | x     |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 3                            | Project checking                         |        |   | x     |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 4                            | Project approval                         |        |   |       | x |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 5                            | Appointment of the thesis director       |        |   |       | x |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 6                            | Application of the instruments           |        |   |       |   | x |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 7                            | Thesis Development                       |        |   |       |   |   | x |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | Tabulation                               |        |   |       |   |   | x |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | Elaboration of tables and graphs         |        |   |       |   |   | x |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | a. Theme                                 |        |   |       |   |   |   | x   |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | b. Introduction                          |        |   |       |   |   |   | x   |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | c. Summary                               |        |   |       |   |   |   |     | x |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | d. Review of the literature              |        |   |       |   |   |   |     | x |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | e. Materials and methods                 |        |   |       |   |   |   |     |   | x |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | f. Results (interpretation and analysis) |        |   |       |   |   |   |     |   | x |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | g. Discussion                            |        |   |       |   |   |   |     |   | x |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | h. Conclusions                           |        |   |       |   |   |   |     |   |   |   | x            |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | i. Recommendations                       |        |   |       |   |   |   |     |   |   |   | x            |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | j. Bibliography                          |        |   |       |   |   |   |     |   |   |   |              | x |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | k. Annexes                               |        |   |       |   |   |   |     |   |   |   |              | x |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
|                              | PHASE III. REVISION AND APPROVAL         |        |   |       |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 8                            | Thesis revision                          |        |   |       |   |   |   |     |   |   |   |              | x | x | x |                     |   |   |   |                     |   |      |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 9                            | Thesis presentation                      |        |   |       |   |   |   |     |   |   |   |              |   |   |   | x                   | x | x | x | x                   | x | x    |   |          |   |   |   |                     |   |   |   |       |   |   |   |       |  |
| 10                           | Thesis approval                          |        |   |       |   |   |   |     |   |   |   |              |   |   |   |                     |   |   |   |                     |   |      | x | x        |   |   |   |                     |   |   |   |       |   |   |   |       |  |

[illegible]

## **h. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION**

### **1. Resources**

#### **1.1. Human**

- ❖ Researcher:
  - Pedro Orlando Armijos González.
- ❖ Students with Migrant Parents at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.
- ❖ English Teachers at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.
- ❖ Social Worker at “Unidad Educativa Anexa a la Universidad Nacional de Loja”.

#### **1.2. Materials and Budget**

| <b>BUDGET</b>        |             |                                |                 |
|----------------------|-------------|--------------------------------|-----------------|
| <b>INCOMES</b>       |             | <b>EXPENSES</b>                |                 |
| Own Money            | <b>2000</b> | Bibliographic Material, Books. | 100,00          |
|                      |             | Internet                       | 50,00           |
|                      |             | Office Materials.              | 80,00           |
|                      |             | Project Development            | 50,00           |
|                      |             | Draft and Final Thesis.        | 300,00          |
|                      |             | Mobilization, Maintenance.     | 300,00          |
|                      |             | Plaster.                       | 100,00          |
|                      |             | Logistic Support.              | 100,00          |
|                      |             | Subtotal                       | 1080,00         |
|                      |             | Incidentals                    | 100,00          |
| <b>Total Incomes</b> | <b>2000</b> | <b>TOTAL EXPENSES</b>          | <b>1.180,00</b> |

### **1.3. Financing**

The researcher will finance the present investigation because all the things mentioned before are necessary to develop it.

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## Annex 2: Surveys



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**English Language Career**

**Teacher's Survey**

Dear Teacher.

The present Research Work has the purpose to determine **“THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012 – 2013”**, for this reason it is essential to know about your position related to the following questions:

**H1: Parents' migration affects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**1.- Do you consider that parents' migration affects the learning of the students in the English Language?**

Yes ( )

No ( )

Explain:.....  
.....

**2.- What are the main reasons of the low achievement of students with migrant parents?**

- ( ) Familiar disintegration.
- ( ) Lack of affection.
- ( ) Little attention.
- ( ) Disinterest.
- ( ) Unconcerned.
- ( ) Other.

Explain:.....  
.....

**3.- How important is the parents' role in the performance of the students at Unidad Educativa Anexa a la Universidad Nacional de Loja?**

Essential ( )  
Important ( )  
Unimportant ( )

How:.....  
.....

**4.- Do you consider that students with migrant parents receive enough attention from their caregivers?**

Yes ( )                      No ( )

Explain:.....  
.....

**5.- How long has it been since your students saw their parents?**

1 – 3 Years ( )  
4 – 6 Years ( )  
7 – 9 Years ( )  
More ( )

**6.- Do you know who lives with your students while their parents are not in the country?**

Grandparents ( )  
Mother ( )  
Father ( )  
Uncles ( )  
Siblings ( )  
Friends ( )  
Others:

Explain, please:.....  
.....

**H2: Students with migrant parents show behavioral and attitudinal problems in the English Language learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**7.- How is the behavior of the students with migrant parents during class?**

Good ( )

Participative ( )  
 Aggressive ( )  
 Violent ( )  
 Disorganized ( )  
 Other:

Explain:.....  
 .....

**8.- Which are the main characteristics of students with migrant parents?**

Emotional instability ( )  
 Low self-esteem ( )  
 Loveliness ( )  
 Depression ( )  
 Sadness ( )  
 Other:

Explain:.....  
 .....

**9.- How do you consider the students' attitude toward the learning of the English Language?**

Good ( )  
 Bad ( )  
 Indifferent ( )  
 Other:

Explain:.....  
 .....

**10.- What kind of problems do students face in their studies?**

Personal ( )  
 Academic ( )  
 Economic ( )  
 Disciplinary ( )  
 Others: ( )

Why:.....  
 .....

**11.- Do students with migrant parents have the tendency of dropping-out the Educational Institution?**

Yes ( )                      No ( )                      Sometimes ( )

Explain:.....  
 .....

**12.- How do you qualify the achievement of students with migrant parents in the English Language subject?**

|              |     |
|--------------|-----|
| Excellent    | ( ) |
| Very Good    | ( ) |
| Good         | ( ) |
| Regular      | ( ) |
| Insufficient | ( ) |

Why:.....  
.....

**THANK YOU FOR YOUR COLLABORATION**



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**English Language Career**

Student's Survey

Dear Student.

The present Research Work has the purpose to determine **“THE MIGRATION AND ITS EFFECT ON THE LEARNING OF THE ENGLISH LANGUAGE WITH STUDENTS AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC PERIOD 2012 – 2013”**, for this reason it is essential to know about your position related to the following questions:

**H1: Parents' migration affects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**1.- Do you consider that the absence of your parents affects the learning of the English Language?**

Yes ( )

No ( )

Explain:.....  
.....

**2.- Which of the following reasons do you consider are the most important of your low achievement?**

- |     |                          |
|-----|--------------------------|
| ( ) | Familiar disintegration. |
| ( ) | Lack of affection.       |
| ( ) | Little attention.        |
| ( ) | Disinterest.             |
| ( ) | Unconcerned.             |
| ( ) | Other.                   |

Explain:.....  
.....

**3.- How important is your parents' role in your achievement in the Educational Institution?**

Essential ( )

Important ( )  
Unimportant ( )

How:.....  
.....

**4.- Do you consider that you receive enough attention from your caregivers?**

Yes ( )                      No ( )

Explain:.....  
.....

**5.- How long has it been since you have seen your parents?**

1 – 3 Years ( )  
4 – 6 Years ( )  
7 – 9 Years ( )  
More ( )

**6.- While your parents are migrants. Who do you live with?**

Grandparents ( )  
Mother ( )  
Father ( )  
Uncles ( )  
Siblings ( )  
Friends ( )  
Others:

Explain, please:.....  
.....

**H2: Students with migrant parents show behavioral and attitudinal problems in the English Language learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**7.- What is your behavior in class?**

Good ( )  
Participative ( )  
Aggressive ( )  
Violent ( )  
Disorganized ( )  
Other:

Explain:.....  
.....

**8.- Which of the following characteristics do you identify with?**

|                       |     |
|-----------------------|-----|
| Emotional instability | ( ) |
| Low self-esteem       | ( ) |
| Loveliness            | ( ) |
| Depression            | ( ) |
| Sadness               | ( ) |
| Other:                |     |

Explain:.....  
.....

**9.- What is your attitude toward the learning of the English Language?**

|             |     |
|-------------|-----|
| Good        | ( ) |
| Bad         | ( ) |
| Indifferent | ( ) |
| Other:      |     |

Explain:.....  
.....

**10.- What kind of problems do you face in the Educational Institution?**

|              |     |
|--------------|-----|
| Personal     | ( ) |
| Academic     | ( ) |
| Economic     | ( ) |
| Disciplinary | ( ) |
| Others:      | ( ) |

Why:.....  
.....

**11.- Have you thought to drop-out the Educational Institution?**

Yes ( )

No ( )

Sometimes ( )

Explain:.....  
.....

**12.- How do you qualify your achievement in the English Language subject?**

|              |     |
|--------------|-----|
| Excellent    | ( ) |
| Very Good    | ( ) |
| Good         | ( ) |
| Regular      | ( ) |
| Insufficient | ( ) |

Why:.....  
.....

**THANK YOU FOR YOUR COLLABORATION**



### **Annex 3: Social Worker's Interview Transcription**

#### **HYPOTHESIS 1**

**Parents' migration affects the learning of the English Language with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.**

**1.- Do you consider that parents' migration affects the learning of the students in the English Language?**

"Yes of course, and this is applicable to all signatures that our Educational Institution offers, because this social phenomenon influences in math, sciences, physics."

**2.- What are the main reasons of the low achievement of students with migrant parents?**

"The separation of their parents mother and/or father is the main one, students with migrant parents are left behind with relatives or friends and they have a medium or low economic situation. Sometimes children do not receive money in order to support their expenses."

**3.- How important is the parents' role in the performance of the students at Unidad Educativa Anexa a la Universidad Nacional de Loja?**

“The parents' role is very important in the performance of the students with migrant parents because they pay attention to their children's needs, motivating them with love and orienting them.”

**4.- Do you consider that students with migrant parents receive enough attention from their caregivers?**

“No, because it is not the same when their parents are with them. Therefore they look for shelter in groups not accepted in the society, sometimes this turns into a serious problem that the society has to deal with.”

**5.- How long has it been since the students saw their parents?**

“There are some cases of eight to ten years. Actually the number of years depends of each situation, 1 - 3 years generally.”

**6.- Do you know who lives with the students while their parents are not in the country?**

“According to the students’ surveys results the students with migrant parents live with siblings, grandparents or uncles and in special cases they live with friends while their parents are not in the country.”

## **HYPOTHESIS 2**

**Students with migrant parents show behavioral and attitudinal problems on the English Language Learning with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.**

**7.- How is the behavior of the students with migrant parents during class?**

“According to the Teachers’ informs, the behavior of the students with migrant parents is disorganized, aggressive or violent during class. They do not like to obey commands that their Teachers give.”

**8.- Which are the main characteristics of students with migrant parents?**

“They have a low achievement, because they have lost the affective – communicational part with their parents. Young people look for shelter in

groups that are not acceptable in our society. Sometimes the emotional instability represents a neuralgic problem for the society and the people who live with them for the negative effects that this lack of psychological equilibrium causes.”

**9.- How do you consider the students’ attitude toward the learning of the English Language?**

“According to the Teachers’ informs students with migrant parents have an indifferent attitude toward the learning of the English language. Students have told me that they are waiting while their parents decide to live with them in the country where they are.”

**10.- What kind of problems do students face in their studies?**

“The most common problems that students with migrant parents face in their studies are the economic and emotional ones.”

**11.- Do students with migrant parents have the tendency of dropping-out the Educational Institution?**

“There are some cases that students with migrant parents have dropped out, one of those has been recent. Because they are in risk, it is possible that they have affective and emotional problems.”

**12.- How do you qualify the achievement of students with migrant parents in the English Language subject?**

“Students with migrant parents have a regular achievement in the English language subject because their parents are not here and they cannot receive from them the necessary help in order to understand the taught complex topics.”

Elivanny Maldonado.  
Social Worker.  
Unidad Educativa Anexa a la Universidad Nacional de Loja.

## CONSISTENCY MATRIX

**TITLE:** The migration and its effect on the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013

| PROBLEMS  | OBJECTIVES   | HYPOTHESIS   | VARIABLES                   | INDICATORS  |
|---|--|--|-----------------------------|---|
| <p><b>MAIN PROBLEM:</b></p> <p>How does the migration affect the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.</p> | <p><b>GENERAL:</b></p> <p>To identify the migration’s effects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.</p> | <p><b>GENERAL:</b></p> <p>The migration affects the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Academic Period 2012 – 2013.</p> |                             |   |
| <p><b>SUBPROBLEMS:</b></p> <p>How does parents’ migration affect the learning of the English Language with students at “Unidad Educativa Anexa a la Universidad</p>   | <p><b>SPECIFICS:</b></p> <p>To determine how the parents’ migration affects the learning of the English Language with students at “Unidad Educativa Anexa</p>  | <p><b>SPECIFICS:</b></p> <p>Parents’ migration affects the learning of the English Language with students at Unidad Educativa Anexa a la Universidad Nacional de</p>                               | <p>- Parents’ migration</p> | <ul style="list-style-type: none"> <li>- Family separation</li> <li>- Lack of affection</li> <li>- Caregivers</li> <li>- Modification of roles</li> <li>- Home environment</li> <li>- Modification of responsibilities</li> <li>- Social costs</li> <li>- Drinking</li> </ul> |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Nacional de Loja". Academic Period 2012 – 2013.</p> <p>What kind of behavior and attitude students with migrant parents show in the English Language Learning with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.</p> | <p>a la Universidad Nacional de Loja". Academic Period 2012 – 2013.</p> <p>To characterize the behavior and attitude of students with migrant parents in the English Language Learning with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.</p> | <p>Loja "Manuel Cabrera Lozano". Academic Period 2012 – 2013.</p> <p>Students with migrant parents show behavioral and attitudinal problems in the English Language learning with students at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic Period 2012 – 2013.</p> | <ul style="list-style-type: none"> <li>- Students' learning</li> <li>- Behavior and attitude of students with migrant parents.</li> <li>- English language learning process</li> </ul> | <ul style="list-style-type: none"> <li>- Excellent</li> <li>- Very good</li> <li>- Good</li> <li>- Regular</li> <li>- Insufficient</li> <li>- Disinterest</li> <li>- Addiction problems</li> <li>- Insecurity</li> <li>- Disaffection</li> <li>- Emotional instability</li> <li>- Aggressive (Violence)</li> <li>- Low self-esteem</li> <li>- Drop School</li> <li>- Low performance</li> <li>- Irregularity</li> <li>- No outcomes</li> </ul> |
|--|--|--|--|--|

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