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The Impact of Sociocultural Background and Equity on English Language Learning Performance Among Urban and Rural Students in Higher Education

El impacto del trasfondo sociocultural y la equidad en el desempeño del aprendizaje del inglés entre estudiantes universitarios de zonas urbanas y rurales

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Abstract:

Sociocultural background, equity, and access to educational resources play a significant role in shaping the English language performance of university students, often creating disparities between students from rural and urban contexts. This study examines how these factors influence the English proficiency of A1 students at a public university, which is considered one of the most outstanding and recognized public institutions in southeastern Mexico, focusing on the role of context and educational conditions in language learning. Grounded in sociolinguistic and motivational theory (Trudgill, 1995; Gardner, 1985; Gholami et al., 2012; Van Bui, 2017), the research explores how sociocultural environments influence exposure to English, attitudes toward the language, and students' engagement in the learning process. A mixed-methods approach was used to collect both quantitative and qualitative data. The instruments included a demographic questionnaire, an English proficiency test, and semi-structured interviews with students enrolled in English I during their first semester at the university. Quantitative data were analyzed through descriptive statistics, while qualitative data were examined using thematic analysis. The findings reveal differences in prior exposure to English, access to learning resources, and educational opportunities between rural and urban students. Despite these disparities, motivation and positive attitudes toward English emerged as key factors influencing students' learning experiences.

Keywords:

English learning, sociocultural background, higher education, educational equity, performance, rural and urban students

Resumen:

El contexto sociocultural, la equidad y el acceso a recursos educativos desempeñan un papel importante en el desempeño en inglés de los estudiantes universitarios, generando con frecuencia diferencias entre estudiantes que vienen de contextos rurales y urbanos. Este estudio examina cómo estos factores afectan la competencia en inglés de estudiantes de nivel A1 en una universidad pública, considerada una de las instituciones públicas más destacadas y reconocidas del sureste de México, centrándose en el papel del contexto y las condiciones educativas en el aprendizaje de idiomas. Basado en teorías sociolingüísticas y motivacionales (Trudgill, 1995; Gardner, 1985; Gholami et al., 2012; Van Bui, 2017), el estudio examina cómo el entorno sociocultural influye en la exposición al inglés, las actitudes hacia el idioma y la participación de los estudiantes en el proceso de aprendizaje. Se utilizó un enfoque de métodos mixtos para recopilar datos cuantitativos y cualitativos. Los instrumentos incluyeron un cuestionario demográfico, una prueba de competencia en inglés y entrevistas semiestructuradas con estudiantes inscritos en Inglés I durante su primer semestre en la universidad. Los datos cuantitativos se analizaron mediante estadística descriptiva y los cualitativos mediante análisis temático. Los resultados muestran diferencias en la exposición previa al inglés, el acceso a recursos de aprendizaje y las oportunidades educativas entre estudiantes rurales y urbanos.

***Palabras Clave**:*

Aprendizaje del inglés, trasfondo sociocultural, educación superior, equidad educativa, desempeño, estudiantes rurales y urbanos

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Introduction

English has become an essential tool for academic, professional, and social communication in the globalized world. Universities in Mexico have integrated English into their curricula to improve students' communication skills and give them access to academic resources, global mobility, and employment opportunities. However, despite these efforts, there is still a significant disparity in the proficiency that students achieve upon entering higher education, particularly in southeastern Mexico.

These differences are frequently associated with sociocultural factors such as students' educational background, socioeconomic conditions, place of origin, and first language (L1) background. From a sociolinguistic perspective, language learning cannot be separated from the social environment in which it occurs. Language must be understood as a social and cultural phenomenon that reflects the context in which it is used and learned (Trudgill, 1995).

In many contexts, students from urban areas benefit from greater access to educational resources, technological tools, and language learning opportunities. In contrast, students from rural areas often experience limited exposure to English, fewer qualified teachers, and restricted access to educational materials. For some rural students in southeastern Mexico, English may also represent a third language (L3), learned after an indigenous language and Spanish. These disparities contribute to differences in students' performance when they enter university.

Previous studies have shown that social factors significantly influence academic achievement. Students learn within social environments shaped by external factors that influence their attitudes toward the language and the learning process (Gholami et al., 2012; Keumala et al., 2019). While extensive research exists on language acquisition, few studies specifically examine differences in English proficiency between students from rural and urban backgrounds. The following section explores the role of sociocultural background in shaping foreign language learning.

The Influence of Sociocultural Background on Foreign Language Learning

Sociolinguistics examines the interaction between language and society, historically referred to as the sociology of language. According to Trudgill (1995), "Sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon" (p. 21). This social aspect is also visible in educational contexts; as Gholami et al. (2012) explain, "Social factors influence achievement, and students in a classroom learn in a social situation affected by social influences from outside the classroom" (p.74).

From this perspective, students' performance may be hindered by a lack of opportunities, poor socioeconomic background, limited access and reduced exposure to the target language. According to Bastidas and Muñoz (2020), the sociocultural context plays a determining role in the success or failure of English language learning. Students who have more opportunities to interact with proficient speakers or receive quality instruction are more likely to develop stronger language skills. In contrast, learners who lack these opportunities may affect learners' confidence and motivation.

Research comparing rural and urban educational contexts in international settings, including Vietnam (Van Bui, 2017) and China (Zhang, 2023), has also identified significant differences in students' learning conditions. Urban students report higher satisfaction and better access to academic resources than their rural counterparts (Van Bui, 2017; Zhang, 2023). These differences highlight how sociocultural conditions shape learning opportunities across diverse national contexts, raising important concerns regarding equity and access to English language education (OECD, 2018; Chen, 2024) as discussed in the next section.

Equity and Access to English Language Education

Equal access to English language education is a key factor for students' academic and professional development. According to the Organization for Economic Cooperation and Development (OECD, 2018), educational equity implies that students' academic outcomes should not be determined by their socioeconomic background or place of origin.

Despite this principle, inequalities persist. Globalization and rapid urban growth have intensified the unequal distribution of educational

assets (Chen, 2024). Disparities in technological access further disadvantage certain students by restricting their use of digital platforms typically available in city settings (Almache et al., 2024).

Empirical studies support these observations. A study conducted by Cediel (2014) in rural and urban areas of the City of Tulúa reveal that students in rural settings tend to achieve lower levels than their urban counterparts, although the gap is not substantial. Likewise, recent research in Pakistan highlights that English-medium instruction is closely linked to inequality, particularly affecting students from disadvantaged backgrounds (Suleman et al., 2024).

This issue is also evident in the Mexican context, where Manrique and Izquierdo (2024) highlight that English teaching in public schools focuses excessively on memorization and decontextualized use of the language. In response to these challenges, national and some local governments in Mexico have implemented policies aimed to reduce educational inequality. For instance, programs like the Programa Nacional de Inglés (PRONI) have aimed to reduce these inequalities, however, challenges remain. Addressing these inequalities involves implementing policies and teaching practices that eliminate obstacles and provide support to those facing disadvantages (Ainscow, 2020).

While access and resources play a crucial role in shaping learning opportunities, individual factors such as motivation also influence how students engage with language learning. The following section examines the role of motivation in this process.

Motivation in Language Learning

Motivation plays a role in the process of learning a foreign language, as it determines the effort, persistence, and strategies that learners adopt throughout their learning journey. Brown (1994) defines motivation as an “inner drive, impulse, emotion, or desire that moves one to a particular action” (p. 152). In like manner, Harmer (1991) describes it as an “internal drive that encourages somebody to pursue a course of action” (p. 3). Positive attitudes and strong motivation often contribute to greater success in language learning (Gardner, 1985).

In a qualitative study conducted by Naranjo et al. (2021) at the Universidad Central in Ecuador, findings indicate that motivation plays a key role in students’ academic performance; however, it is strongly influenced by external factors such as work responsibilities, family obligations, and socioeconomic conditions. Similarly, a study conducted by Gualan et al. (2024) at a higher education institution in Ecuador found that factors such as place of residence and distance from the university affect students’ emotional well-being and access to academic resources. In contrast, strong family communication and emotional support were associated with higher levels of motivation, stability, and academic performance.

Motivation interacts with sociocultural background, playing a crucial role in shaping language learning outcomes. Considering the interaction between sociocultural factors, access to resources, and motivation, this study seeks to examine how these elements influence students’ English language performance. The following section describes the methodological approach used to explore these relationships.

Methodology

To explore disparities between the performance of rural and urban EFL students in English, this study employed a mixed-methods approach, integrating collection and interpretation of both quantitative and qualitative data to provide a deeper understanding of language learning among students from diverse backgrounds. Mixed-methods research combines numerical and narrative data within a single study, allowing researchers to examine patterns while also interpreting participants’ experiences and perspectives (Halcomb & Hickman, 2015; Creswell, 1999).

Context and Participants

The research was conducted at a higher education institution in southeastern Mexico. To examine English language learning dynamics within specific educational settings, the study focused on two class sections offering the “Lengua I” course. The two selected settings, both part of the higher education institution, offered contrasting learning environments: one class section took place at a university language center, while the other took place in an agricultural sciences department, both

settings consisted of six weekly hours of face-to-face classroom sessions.

Participants were selected through purposive sampling, identifying and selecting individuals or groups who are especially knowledgeable about or experienced with the phenomenon of interest (Creswell & Plano Clark, 2011). The sample consisted of twenty undergraduate students, evenly divided between students from urban and rural backgrounds, with both backgrounds represented across the two educational settings. The sample included eleven men and nine women, aged between 18 and 25 years.

Participation was completely voluntary. Prior to data collection, participants were fully informed of the study's purpose and signed a written informed consent form guaranteeing anonymity and confidentiality. Furthermore, to examine the role of students' prior backgrounds rather than the effects of university instruction, data were collected at the beginning of the semester.

Data Collection Instruments

Data collection followed a sequential explanatory design. First, the demographic questionnaire and the English proficiency test were administered to gather initial quantitative baseline data. Subsequently, semi-structured interviews were conducted to explore emerging themes, clarify test performance nuances, and expand on participants' personal experiences.

The demographic questionnaire consisted of ten open- and closed-ended questions regarding personal information, place of origin, and English learning experience prior to university. This instrument was administered digitally to allow for faster and more efficient data collection.

In addition, an English proficiency test was designed by combining materials from two textbooks: the Gold Experience 2nd Edition platform (Pearson, 2018) for grammar and vocabulary, which consisted of 26 multiple-choice questions, and the Traveler 2nd Edition platform (MM Publications, 2022) for listening comprehension, in which students listened to three dialogues and chose the correct image, while the reading section included a short text followed by five true or false comprehension questions.

Finally, a semi-structured interview was conducted to gain a deeper understanding of the students' sociocultural backgrounds and how these shaped their English language learning experiences. The interview was divided into sections addressing general information, learning experiences and challenges, sociocultural and educational factors, motivation and attitudes, and equity and access. These sections explored the students' attitudes toward learning English at university, their prior experiences, and whether students themselves believed their sociocultural context and their previous school impacted their educational opportunities.

All individual interviews were conducted by the lead researcher in the classrooms of this public university, following a flexible guide that allowed the possibility of exploring emerging themes. With participants' explicit consent, each session was conducted in Spanish and audio-recorded for subsequent verbatim transcription.

Data Analysis

As mentioned above, the quantitative data included scores from an English proficiency test and a demographic questionnaire, plus the qualitative data in the form of transcripts from semi-structured interviews with students. Accordingly, different analysis methods were applied based on the nature of the data. Quantitative data from the demographic questionnaire and English proficiency test were analyzed using descriptive statistics, which provide a concise overview of the characteristics and patterns observed within a specific group without making broader predictions or probabilistic conclusions (Mishra et al., 2019; Kaliyadan & Kulkarni, 2019).

Regarding the qualitative data, thematic analysis was conducted manually by the lead researcher without the use of specialized qualitative analysis software. The process involved multiple iterations of reading and revisiting the interview transcripts to code, organize, and reduce the data, as well as to identify recurring themes related to students' sociocultural experiences and learning challenges. Thematic analysis is a flexible method that can be adapted to various research approaches and allows researchers to identify recurring patterns in participants' experiences, opinions, and perspectives (Kiger & Varpio, 2020; Clarke & Braun, 2017).

To further strengthen the credibility of the research, triangulation was applied by combining quantitative measures (demographic data and test scores) with qualitative insights from semi-structured interviews. Triangulation involves using multiple methods or data sources to corroborate findings from different perspectives and enhance the trustworthiness of the research (Cohen et al., 2000, as cited in Noble & Heale, 2019). In this study, this approach enabled the cross-verification of findings by examining student performance trends alongside their educational experiences, thereby reducing the potential bias associated with relying on a single method (Halcomb & Hickman, 2015).

To minimize potential researcher bias, as the study was conducted within the researchers' own institutional context, measures were taken to ensure objective data handling. The lead researcher maintained a reflective stance throughout data collection and analysis, ensuring that interpretations were based strictly on participants' responses rather than subjective expectations. Additionally, to enhance qualitative reliability and minimize social desirability bias, students were explicitly assured that their participation and honest responses would have no impact on their academic trajectories or grades.

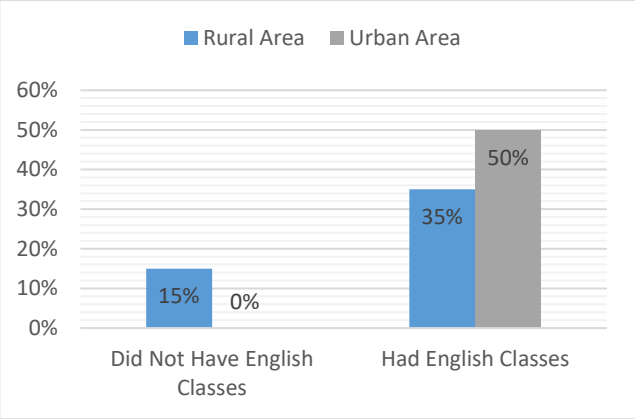
Findings

The findings are presented through four key areas: prior exposure and educational background, access to resources, language skills performance, and perceptions of equity. By examining these interrelated factors, this analysis provides deeper insights into how geographical and sociocultural contexts influence student performance.

Prior Exposure and Educational Background

Differences between students from urban and rural contexts became evident in the extent of their prior exposure to English and their educational backgrounds. Beyond these disparities, these early differences might also play a key role in how confident students feel when using the language and their adaptation to university English classes.

Although the sample was evenly distributed between both groups, important variations emerged in terms of previous learning experience in the demographic questionnaire. Most students (85%) reported having studied English before entering university, whereas a smaller proportion (15%) indicated no prior exposure to the language.



Graph 1. Previous class experience among students

Although prior exposure was mentioned by both groups, qualitative and quantitative data suggest that the type and quality of this experience differed significantly. A key insight that emerged from interview analysis was the extent to which the age of onset and the continuity of prior exposure shaped students' overall language background. Urban students were often introduced to the language as early as kindergarten or primary school, while rural students typically began in secondary school or in some cases encountered English formally for the first time at the university level.

Urban students had generally experienced more consistent instruction, while rural students had received fragmented teaching, often led by non-specialists. As urban students reflected: *"Yo considero que sido bastante privilegiado…llevé inglés desde que estaba en el kínder", "Estudié en escuela privada hasta la prepa y pues toda la vida tuve inglés".* In contrast, rural students described a different background: *"Yo no estudié inglés desde que era pequeña y creo que eso ha sido también un problema…", "mi maestra no era especialista en esa área y al ser un telebachillerato en una zona rural… inglés no era lo que ella había estudiado".*

These results align with Trudgill's (1995) argument that language learning is a social and cultural phenomenon that directly reflects the context of origin. The gap detected in the age of onset and the consistency of instruction reinforces the idea that social factors external to the classroom influence

academic achievement from early stages, as suggested by Gholami et al. (2012).

Access to Resources and Learning Conditions

Access to educational resources and learning conditions revealed notable disparities between students from rural and urban backgrounds. Urban students generally benefited from greater availability of consistent instruction, technological tools, and opportunities for additional language learning, such as private courses or language centers. In contrast, rural students often faced economic and geographical barriers that limited their access to these resources. As a student from a rural context noted: *"Creo que probablemente los que estudian en las ciudades tienen más ventajas para aprender inglés; tienen más acceso al idioma y se pueden inscribir en centros de idiomas, o tienen más acceso a diferencia de otras zonas como las escuelas rurales."*

Socioeconomic constraints were particularly relevant to these differences. As for many rural students, attending private institutions or accessing supplementary instruction is not always feasible due to financial limitations or distance from urban centers where such services are typically located. Consequently, their learning environments tend to be less controlled and more dependent on available local conditions.

However, the data obtained from the interviews also suggests that access to digital resources has partially reduced these disparities, particularly in relation to listening exposure. Many students from both contexts reported having internet access, which allows them to engage with English through music, videos, or social media. As, one optimistic voice argued: *"Actualmente todos tenemos a la mano un celular e internet, por lo que de manera autodidacta podemos aprender."* Thus, while formal educational opportunities remain unequal, informal language exposure is increasingly shaped by individual practices rather than geographic location.

The disparity in access to resources between the two groups reflects the educational differences mentioned by Chen (2024), where the unequal distribution of educational resources limits students' learning paths. However, the use of digital tools may compensate for these limitations and align with the observations of Almache et al. (2024), who highlight that although technology offers new learning pathways, significant challenges to equity persist in rural virtual environments.

Language Skills Performance

Despite differences in educational background and access to resources, both groups demonstrated relatively similar overall performance on the English proficiency test, although they showed distinct patterns across language skills. The test was administered at the beginning of the "Lengua 1" course to assess students' entry-level skills and identify potential differences between learners from urban and rural settings. It evaluated grammar and vocabulary, listening comprehension, and reading comprehension across 34 items. Given the small sample size, the results should be interpreted as descriptive trends within this specific institutional context rather than generalizable conclusions. Test A represents students from urban areas, while Test B represents students from rural areas.

In the grammar and vocabulary section, urban students achieved 78.1% correct answers, compared to 74.6% among rural students (Table 1). This slight advantage for urban students may reflect greater access to formal, structured English instruction prior to entering higher education. Socioeconomic factors and geographical distance often limit rural students' access to language institutes, which contributes to this minor baseline gap.

Urban students			
Total		**Percentage**	**%**
Correct	203	0.78076923	78.0769231
Incorrect	57	0.21923077	21.9230769
Total	260	1	100
Rural Students			
Total		**Percentage**	**%**
Correct	194	0.74615385	74.6153846
Incorrect	66	0.25384615	25.3846154
Total	260	1	100

Table 1. Grammar and Vocabulary

Listening comprehension results were similar in both groups, suggesting that access to audio content through digital media may compensate for differences in formal instruction. Students from both contexts appear to engage with English through technology and popular culture, which supports their ability to recognize language in context, although not always at deeper levels of comprehension.

Urban students			
Total		**Percentage**	**%**
Correct	25	0.83333333	83.3333333
Incorrect	5	0.16666667	16.6666667
Total	30	1	100
Rural Students			
Total		**Percentage**	**%**
Correct	25	0.83333333	83.3333333
Incorrect	5	0.16666667	16.6666667
Total	30	1	100

Table 2. Listening

In contrast, reading comprehension produced unexpected results: rural students outperformed urban peers by six percentage points (74% vs. 68%, Table 3). Rural learners frequently rely on reading and memorization strategies, such as using textbooks, translating texts, or consulting dictionaries, which can strengthen their ability to infer meaning from context. As one rural student noted: *"Con la maestra de inglés nos dedicábamos justamente a interactuar, intentando comprender lo que entendíamos y algunas veces pues nos aprendíamos canciones justamente traduciéndolas."* These findings suggest that reading-based approaches remain effective, particularly for students with fewer resources.

Urban students			
Total		**Percentage**	**%**
Correct	34	0.68	68
Incorrect	16	0.32	32
Total	50	1	100
Rural Students			
Total		**Percentage**	**%**
Correct	37	0.74	74
Incorrect	13	0.26	26
Total	50	1	100

Table 3. Reading

The overall performance results (Table 4) suggest that, even with unequal educational opportunities, rural students may achieve comparable results to their urban peers. Urban students averaged 26.2 correct answers out of 34, while rural students averaged 25.2. Notably, both groups shared the same median score (26). While rural students displayed wider score variance (ranging from 10 to 33, compared to 19 to 31 in the urban group), the highest individual score was achieved by a rural student.

These findings may suggest that sociocultural disadvantages do not necessarily determine academic outcomes. Instead, they highlight how different learning conditions lead to the development of distinct strengths across language skills. The fact that sociocultural disadvantages do not completely determine academic success supports Gardner's theory (1985), which states that attitudes and motivation can help students improve their academic performance, even more so than their sociocultural context. Similarly, the slightly higher reading performance of rural students using memorization and translation strategies reflects the findings of Bastidas and Muñoz (2020), who argue that the sociocultural context shapes the strategies students develop to succeed in learning English.

	Average	Median	Lowest Result	Highest Result
Test A	26.2	26	19	31
Test B	25.2	26	10	33
Total	34	34	34	34

Table 4. Overall Performance

Perceptions of Equity and Opportunity

Students' experiences reflected an awareness of inequalities in access to English language education. Although both groups shared the same academic space at the time of the study, their perceptions of opportunity were shaped by their previous experiences and available resources.

A key theme emerging from the interviews was the perception that not all learners have equal opportunities to learn English, although students expressed this in different ways. Some participants noted: *"No, porque varios apenas llevaron inglés hasta apenas en la universidad, ya sea porque no tenían maestro, o no iba o algo así." "La mayoría que venía de escuelas públicas o pueblitos como que sí venían muy perdidos, me acuerdo que luego en inglés había como que artículos, frases o cosas así y no leían, o de plano no intentaban y les daba mucha pena."*

Urban students tended to observe disparities within their university classrooms, whereas rural students more often described inequalities across regions and educational institutions. Students from both groups also recognized that online resources could provide opportunities for independent learning, while acknowledging that these resources do not replace quality formal instruction. As one participant observed, *"Por muy bueno o malo que el maestro sea están los temas y tú puedes decir un día 'ah pues puedo investigar por mi cuenta', pero hay quienes toman esa oportunidad, hay quienes no y sin embargo los temas están."* This perception aligns with Ainscow's (2020) argument that achieving greater inclusion requires addressing barriers that prevent individual effort from translating into equitable educational outcomes.

Students also described challenges associated with learning English in higher education. Urban students particularly mentioned slow course pacing, repetitive lessons, insufficiently challenging and limited opportunities for oral practice, whereas rural students reported difficulties with pronunciation, sentence structure, and fear of making mistakes. Both groups noted that online or self-access courses could hinder learning when not accompanied by adequate guidance. Nevertheless, students from both contexts valued engaging, student-centered activities, including songs, speaking activities, and games, which they perceived as making English learning more meaningful.

Students' motivation to learn English reflected both similarities and differences across the two groups. English was generally viewed as a practical tool for career advancement, travel, and study abroad. Urban students sometimes described more immediate motivations, such as passing the course, whereas rural students more often connected English with broader educational and personal opportunities. These findings suggest that students' sociocultural backgrounds were related to differences in how they perceived the purpose and potential value of English learning.

Overall, the findings indicate a complex relationship between sociocultural background, access to resources, student performance, motivation, and learning challenges. However, given the small sample size, the quantitative findings should be interpreted with caution. Although the results provide insights into the entry-level performance and experiences of rural and urban learners in this context, they should not be generalized beyond the study population. Inequality appears to shape educational experiences, but its effects are not necessarily deterministic, as students may respond to similar circumstances in different ways.

Conclusions

This study examined the relationship between sociocultural background, equity, access, and English language learning performance among first-semester university students in southeastern Mexico. By combining quantitative and qualitative data, the study explored how students' rural or urban backgrounds, prior educational experiences, access to resources, and motivation were related to their learning experiences and performance.

The findings showed that urban students slightly outperformed rural students in grammar and

vocabulary, while overall differences in English proficiency were minimal. Both groups achieved similar results on the proficiency test, suggesting that differences in educational conditions did not necessarily correspond to substantial differences in entry-level performance. Urban students generally reported more favorable prior learning conditions, including greater access to trained teachers, better-resourced schools, and opportunities for additional English instruction. In contrast, rural students described more limited access but also reported using independent learning strategies and demonstrating strong motivation to learn English. Their performance in reading comprehension further suggests that limited access to formal resources does not necessarily prevent students from developing learning strategies independently.

Listening performance was identical across groups, which may be related to students' widespread access to English-language media and digital resources. Although such resources do not eliminate broader inequalities in educational access, they may provide additional opportunities for exposure to English outside formal instruction. Overall, the findings indicate that sociocultural context shapes students' learning conditions and opportunities but does not necessarily determine their academic outcomes.

From a pedagogical perspective, these findings highlight the importance of recognizing students' diverse educational backgrounds, using diagnostic assessment, and promoting learner autonomy and motivation. At the institutional level, efforts to improve equity should consider differences in access to resources, previous educational opportunities, and academic support rather than focusing solely on equal provision of resources.

This study contributes to understanding English language learning from a sociocultural perspective by highlighting how context, access, motivation, and learning experiences may interact. However, the small sample limits the extent to which the quantitative findings can be generalized beyond the study population. In addition, some qualitative data relied on self-reports and may therefore be affected by recall or response bias. Future research could examine larger and more diverse samples, track students' progress over time, and incorporate teacher perspectives, classroom practices, and the role of digital tools in language learning. Comparative research across different regions could also provide further insight into how educational contexts shape opportunities for English learning.

Overall, the findings seem to suggest that equitable English language education requires attention not only to access but also to the different conditions and forms of support available to students. While sociocultural background influences learning opportunities, students may respond to these conditions in different ways, highlighting the importance of both contextual support and learner agency.

Declaraciones del artículo

1. Relevancia social

Este estudio contribuye a la comprensión de los factores socioculturales y las condiciones de equidad que pueden influir en el desempeño del aprendizaje del inglés como lengua extranjera en estudiantes de educación superior provenientes de contextos urbanos y rurales en el sureste de México. Sus hallazgos pueden aportar elementos para reflexionar sobre las diferencias en las oportunidades de aprendizaje y orientar el desarrollo de prácticas educativas más equitativas e inclusivas.

2. Disponibilidad de datos y materiales

Los datos y materiales que respaldan los hallazgos de este estudio están disponibles previa solicitud razonable a la autora de correspondencia.

3. Uso de inteligencia artificial

Se utilizó una herramienta de inteligencia artificial generativa como apoyo para la revisión gramatical y estructural, así como para mejorar la redacción en inglés del manuscrito. La herramienta no sustituyó la autoría ni la responsabilidad de los autores sobre el contenido, la interpretación de los resultados y las conclusiones del estudio.

4. Consideraciones éticas

La participación en el estudio fue voluntaria y se obtuvo el consentimiento informado de los participantes. No se contó con la aprobación de un comité de ética para la realización de la investigación.

5. Contribuciones de autoría (CRediT)

Alejandro Parada López se encargó de la concepción original del estudio, planteó el diseño metodológico, realizó la recopilación de los datos, redactó el manuscrito. Olga Irene Zitácuaro Ameca contribuyó al diseño y la revisión de la metodología, así como a la orientación académica del trabajo mediante sugerencias y revisiones de distintos aspectos de la investigación. Ambos autores contribuyeron al desarrollo del manuscrito de acuerdo con sus respectivas participaciones.

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