"THE IMPACT OF STANDARDS' IMPLEMENTATION ON THE STUDENTS'

MOTIVATION OF ENGLISH AS A FOREIGN LANGUAGE IN ELEVENTH GRADE OF

PUBLIC HIGH SCHOOLS"

JIMMY ALEXANDER GAVIRIA D.

LUIS ALBERTO ARAUJO J.

"THE IMPACT OF STANDARDS' IMPLEMENTATION ON THE STUDENTS'

MOTIVATION OF ENGLISH AS A FOREIGN LANGUAGE IN ELEVENTH GRADE OF

PUBLIC HIGH SCHOOLS"

JIMMY ALEXANDER GAVIRIA D.

LUIS ALBERTO ARAUJO J.

ADVISOR:

JESÚS ALIRIO BASTIDAS A.,Ph.D.

UNIVERSIDAD DE NARIÑO

HUMAN SCIENCES SCHOOL

LINGUISTICS & LANGUAGES DEPARTMENT

ENGLISH-FRENCH PROGRAM

PASTO, AUGUST 2010

CONTENTS

Introduction

ABSTRACT

Nowadays, a fundamental aspect of the Colombian educational system is the standards' implementation in all the areas, and to reach those, an important component is the students' level of motivation. Given the importance of this element, the main objective of our study was "To evaluate the impact of the standards' implementation on high school students' motivation to learn English as a foreign language in the eleventh grade of some public high schools from Pasto city". To reach this objective, we used both, qualitative and the quantitative techniques, such as questionnaires and interviews with teachers to find out information about the standards' implementation. The results indicated that the students' level of motivation has started to change; the standards are being implemented in the educative institutions; students' motivation has changed in a positive way and teachers are making use of the standards for the syllabi creation, the planning and programming of the different methodologies.

RESUMEN

Hoy en día, uno aspecto fundamental del sistema educativo colombiano es la implementación de los estándares en todas las áreas, y para lograrlos, un elemento esencial es el nivel de motivación de los estudiantes. Dada la importancia de este factor, el objetivo principal de nuestra tesis fue "Evaluar el impacto de la implementación de los estándares en la motivación de los estudiantes hacia el aprendizaje del idioma Inglés en los grados undécimos de algunos colegios públicos de Pasto". Para alcanzar este objetivo, usamos técnicas cualitativas y cuantitativas, tales como cuestionarios, y entrevistas con profesores para encontrar información relacionada con la implementación de los estándares. Los resultados indicaron que el nivel de motivación de los estudiantes ha comenzado a cambiar; los estándares están siendo implementados en las instituciones educativas; la motivación de los estudiantes ha cambiado de una forma positiva y que los profesores están haciendo uso de los estándares para la creación de los syllabus, la planeación y programación de las diferentes metodologías.

INTRODUCTION

In this globalized world, to be bilingual is essential, that is why our country needs to develop strategies for the people to get acquainted with the new challenges of everyday life in order to be more competitive and productive to improve the quality of life of the citizens. To reach this, an important feature is to be capable of communicating in a second or foreign language. That is why the national government promotes the national program of bilingualism 2004 – 2019. This ambitious project includes new standards for the English teaching/learning process. Based on the Common European Framework, this program intends to strengthen the competitiveness and to incorporate the use of new methodologies and strategies, so that the students improve their competence in English.

For this circumstance it is of a great importance to know the impact of the standards' implementation on the students' motivation of English as a foreign language in the eleventh grade of public high schools from Pasto City. This study was carried out with the purpose of identifying if in our state the standards' implementation is affecting the English learning process according to our context. Besides, it is necessary to

find out if this process is being developed in the way it is intended and also if the required goals are being reached successfully.

For the accomplishment of our study on the first chapter it is included the description and the analysis of the problem. Also we identified the problem statement, problem delimitation and problem evaluation, objectives, significance and limitations.In the second chapter, we refer to the nature of the process of teaching/learning of English as a second of foreign language, to the Common European Framework, the English standards, the national policies of education for Colombia, the curricular guidelines, national program of bilingualism, the communicative competence, the learners' characteristics, motivation and finally to some related research studies. On chapter III, we focused on the research design, research types and techniques to collect the information. Also we described the procedures and finally a brief explanation about the validity and reliability of the study is presented. On chapter IV, we presented the results and their discussion according to our literature review so that finally in chapter V, we report some conclusions and recommendations.

ACKNOWLEDGEMENTS

CHAPTER I. THE RESEARCH PROBLEM

In this chapter the principal objective was to explain the research problem through its description and the analysis of the problem. Also we identified the problem statement, problem delimitation and problem evaluation. Finally, this paper presented the research objectives, significance and limitations.

1. PROBLEM DESCRIPTION

It is a well-known fact that in our region and in our schools, students' English level is not that good as it is supposed to be, which can be clearly observed in results obtained from the ICFES and The British Council tests. The principal causes could possibly be derived from the following factors: the lack of commitment from the English educational system developed by the National Government. Another telling argument in support of this viewpoint is that probably most of the teachers are not well prepared enough to accomplish the required goals in those standards, that is, they have a low English proficiency, according to the "*diagnostico del nivel de Inglés de los docentes de Inglés en el Municipio de Pasto, December 2005- January 2006,*

Alcaldía Municipal de Pasto". According to this document, "se puede observar que el nivel donde se agrupa la mayor cantidad de docentes es el nivel A2. Tres cuartas partes de los profesores (75.6%) no supera el nivel "básico" de dominio del inglés (A1 y A2). Solo el 0.8% de los docentes demostró un nivel "avanzado" (C1 y C2), y el 1.6% de los docentes alcanzan o superan el nivel mínimo deseado en un docente de Inglés (B2). Menos de una cuarta parte (22.8%) demostró tener un nivel de usuario independiente inferior B1".
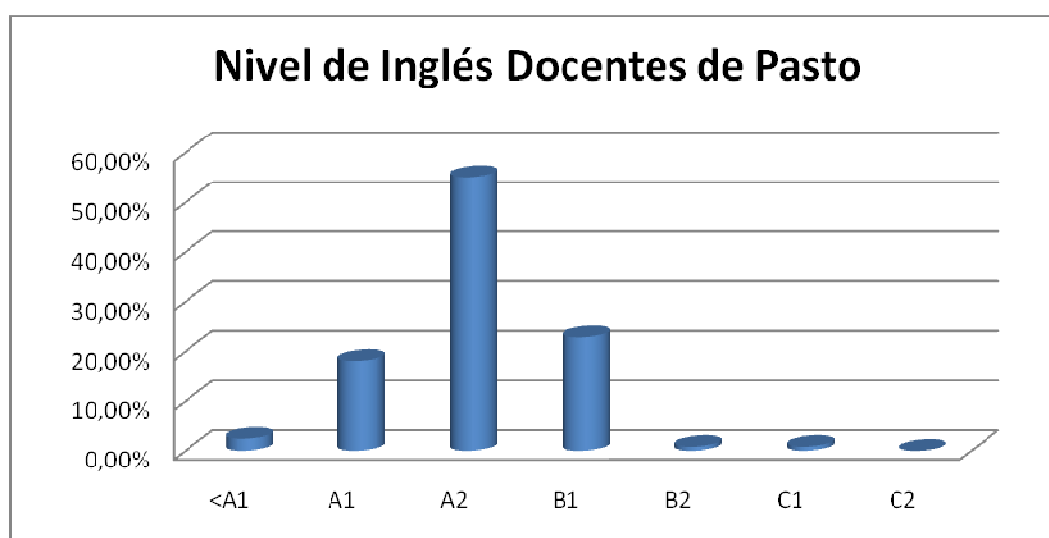
Grafica Nº1: Distribución de los docentes que dictan Inglés según su nivel de Inglés

A further complication is that teachers might use methodologies which are not appropriate for the local context, which make students feel less motivated towards the learning of a

second language. In addition, there is a complicated situation equally worrying related to the scarcity of materials inside the classroom to make the class a little more interesting as well as the lack of well-equipped laboratories for the development of the listening skill. Also, there are a reduced number of hours per week for English classes from elementary school to the highest levels of education. Another big failure of our educational system is that the government usually engages people as teachers but without any professional knowledge about teaching, pedagogy and methodology for the subject they are going to teach.

We considered that if this situation prevails, possibly students' proficiency is not going to reach an adequate level to be evaluated by means of those standards, which could represent future problems for young people because of the social demands on the management of a second or foreign language, without having opportunities to apply for a scholarship or any employment.

This research could contribute to the further analysis of the schools we are going to work with, in order to evaluate if the standards' implementation has contributed to the improvement of the English teaching-learning process, or if there are some weaknesses try to understand what could be the reasons of them.

2. PROBLEM ANALYSIS

2.1. DEPENDENT VARIABLE

The main dependent variable to be studied was the motivation of students learning a foreign language.

2.2. INDEPENDENT VARIABLES

The main independent variables found were:

The implication of standards' implementation in the level of the students' motivation.

Teachers' lack of preparation to accomplish the required goals in English standards.

The lack of commitment with the institutions by the National Government in charge of the English educational system.

Teachers' usage of methodologies which are not appropriate for the local context.

Scarcity of materials inside the classroom as well as the lack of well-equipped laboratories for the development of the listening skill.

The reduced number of hours per week for English classes since elementary school to the highest levels of education.

We could clearly see that all the factors that influence the teaching/learning process are related to the social, administrative and educational fields working together to achieve a common goal. All these elements are of great importance because this process is like a chain in which all its components have specific functions to carry out the process.

In the diagram # 1, we can observe with detail the teaching/learning process which involves internal factors (e.g. syllabus design), and external factors (e.g. administration and organization), to its own nature.

2.3. RELATION AMONG VARIABLES

We considered that the English level in students was connected with the non-committed policies for the improvement of English programs by the national government with low financial projects, for instance, organizing provision of instruction, building schools, providing materials, organizing research projects, etc. Also, teachers' education is under the required level it should be, in order to accomplish the standards demands, this weakness may affect directly the students' learning. Finally, the reduced time for teaching English in schools is not enough to acquire the necessary levels of expertise.

3. PROBLEM STATEMENT

What is the impact of the standards' implementation in the students' motivation of English as a foreign language in the eleventh grade of public high schools from Pasto City?

4. PROBLEM DELIMITATION

4.1. CONCEPTUAL DELIMITATION:

Common European Framework: a set of principles established for the development of students' competences in order to learn another language.

Standards: "criterios claros y públicos que permiten establecer cuáles son los niveles básicos de calidad a los que tienen derecho los niños y las niñas de todas las regiones de nuestro país".". (Altablero No. 37, OCTUBRE - DICIEMBRE 2005).

Language learning/language teaching process: "a series of events in which something is changed, and in which a particular condition at the start of the activity is gradually replaced by a sequence of other conditions tending more and more towards the desired final state. The Language learning/language teaching process is not instantaneous: it takes time. It is not accidental, it is deliberate: learner and teacher combine in seeking to reach a particular end-condition" (Strevens1977: 13-14).

Foreign language learners: "Foreign language learners are surrounded by their own native language and have to go out of their way to find stimulation and input in the target language. These students typically receive input in the new language only in the classroom and by artificial means, no matter how talented the teacher is." (Oxford & Shearin, 1994).

Motivation: it is an abstract term which has been difficult to define, some of the most interesting concepts we found were; the self-control theory based on a cognitive psychological viewpoint which states: "…motivation is focused on the importance of people deciding for themselves what to think, to feel or do. We define ourselves by making our decisions, rather than by simply reacting to others". On the other hand, a behaviorist definition (Skinner's operant conditioning model) states that: "human beings, like other living organisms will pursue a goal because they perceive a reward for doing so" (Brown, 2001).

Intrinsic motivation: "the urge to engage in the learning activity for its own sake" (Ur, 1996)

Extrinsic motivation: "motivation that is derived from external incentives" (Ur, 1996)

Integrative motivation: "the desire to identify with and integrate into the target language culture" (Gardner & Lambert, 1972)

Instrumental motivation: "the wish to learn the language for purposes of study or carrier promotion" (Gardner & Lambert, 1972)

4.2. GEOGRAPHICAL DELIMITATION:

This research was performed in Pasto city, capital of the department of Nariño, with several public high schools.

4.3. CHRONOLOGICAL DELIMITATION:

This study included the standards' implementation between 2004 and 2009.

4.4. POPULATION DELIMITATION:

This was directly carried out with students of eleventh grade of public high schools in Pasto city.

5. PROBLEM EVALUATION

The situation presented on the research problem is valuable because at this time, in our isolated region the government has already implemented the standards to improve students' communicative competences and the abilities to handle a second language, but, we do not know yet whether this strategy is working or not. Now, as far as we are concerned, this situation is to be researched in an evaluative way by comparing the results of a previous study based on students' motivation level. This study is valuable because we have other resources for this research such as teachers' aim, book references, thesis and articles related to the standards' implementation in Colombia.

This research was done with a high sense of responsibility trying to follow all the ethical guidelines.

6. OBJECTIVES

6.1. GENERAL OBJECTIVE:

To evaluate the impact of the standards' implementation on high school students' motivation to learn English as a foreign language in the eleventh grade of some public high schools from Pasto city.

6.2. SPECIFIC OBJECTIVES:

- To measure the students' level of motivation.

- To recognize if the standards are being implemented in the high schools.

- To evaluate how the students' motivation has changed in the learning of English through the standards' implementation.

- To analyse the way in which these standards are being used by the teachers.

7. SIGNIFICANCE

This work is justified because we could identify if the standards' implementation may contribute to the process of learning of a foreign language. This study gave us the opportunity to interpret some information through the analysis of questionnaires and interviews with a view to making proposals and recommendations for the achievement of the principal goals for the educational sector. Besides, this research is acceptable because in Colombia and specifically in our state there is the necessity to know if the standards' implementation may affect the English learning process according to our needs.

This research represents a highly important fact to be taken into account since teachers and students can make a conscious study of their weak points, and also to see if the National Ministry of Education reaches the current lineaments for the English teaching and learning as a second language, from elementary school to university level, which focus on the usage of active methodologies.

8. LIMITATIONS

The main limitations we found in this research were related to the students' interest on answering the questionnaires in a way that we could find valid information for their further analysis. Also, the lack of interest by some teachers on answering the interviews.

To avoid these limitations we introduced our questionnaires with a high sense of motivation towards the students, and also we sent a very justified letter to the presidents of the high schools explaining all the procedures to be done, following the ethical guidelines.

The aim of this chapter was to provide an overview of the different topics related to the research problem, such as the problem description, problem analysis and relation among variables, problem statement, problem delimitation, problem evaluation, objectives, significance and limitations. In the next chapter, we present the literature review, which we consider was essential for carrying out this research.

CHAPTER II LITERATURE REVIEW

In this chapter we give an idea about the nature of the process of teaching/learning of English as a second of foreign language, which is an essential support for our purposes. Furthermore, a brief summary is presented about the Common European Framework, English standards, the national policies of education for Colombia, the curricular guidelines, national program of bilingualism, communicative competence, learners' characteristics, motivation and finally the related researches.

1. THE NATURE OF THE TEACHING-LEARNING PROCESS OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE

In the process of teaching-learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language or languages one learns (or acquires) as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or

Spanish in school, or when Brazilians study English in Brazil, they are learning a foreign language. (Schütz, see Strevens).

Many theories about the learning and teaching of languages have been proposed. These theories, normally influenced by developments in the fields of linguistics and psychology, have inspired many approaches to the teaching of second and foreign languages.

There are essential elements of the Language Learning/Language Teaching process (abbreviated LL/LT) interacting as a whole. The elements of this process are:

1.1. POLICY AND AIMS

This element reflects the public will in charge of the educational system which makes the different decisions according to the different communities' aims and needs.

1.2. ADMINISTRATION AND ORGANIZATION

This second element is related to the administrative and financial aspects for language teaching in the schools and

colleges. It is also referred to how teachers are trained, what kind of buildings and equipment are required inside the classroom, and the way how research is carried out.

1.3. RELEVANT PROFESSIONAL DISCIPLINES

This element involves teachers' international array of professional training, knowledge and experience in teaching languages which have their roots on other study fields related in some aspects to the educational process such as sociolinguistics and psycholinguistics because the organization of language teaching takes place not in isolated ways but with the cooperation of other disciplines which are fundamental for the LL/LT process.

1.4. CHOICE OF LL/LT TYPES

This element makes emphasis on the "shaping" of the impetus that encourages the process. Most of the time, when talking about LL/LT process, it is thought to be a single activity, but in the real practice, the teacher knows that learning and teaching have an important relationship by different circumstances. In this

sense, there are six isolated factors which involve some types of teaching/learning situations, these factors are:

a. Pupil age: learner's age determines the type of learning that takes place and the teaching that is appropriate to that kind of learning.

b. Stage of proficiency reached: this is the level of proficiency which the learner has reached. At the beginning the stage is teacher-centred because the learner is totally dependent on him/her. When the learner has started to produce and create in the language, not perfectly and with the teacher's help, he is experiencing teacher-learner campaign or intermediate level. At the end, in the advanced level, this stage is learner-centred and the learner starts to "think in the foreign language", depending less on his/her mother tongue.

c. Educational aims: this stage reflects the main objectives for language to be learnt. They could be as part of general education, to acquire maximum command of the language, and for special or vocational purposes.

d. Learner involvement: this element has to do with the level of motivation the student has when trying to learn a second language.

e. Language instruction status: this is the way how the learners get the knowledge through the different instructions given according to the educational plan.

f. Target language status: it is related to the distinction made between foreign and second language. The effects of these statuses can be demonstrated in students and teachers' attitudes towards the educational development.

At this point we have studied a set of elements which contribute to the establishment of the LL /LT process, these elements were related to the will and the organization of the educative administration sector towards the implementation and the development of a successful learning-teaching plan. However, the next elements to be studied are principally related to teaching.

1.5. TEACHER TRAINING

This element is to analyse the special features and potentialities of the teachers taking into account their personal qualities, technical skills, and professional understanding, before entering to their profession to take the trainee as closer as possible to his/her aims.

1.6. APPROACH

This is a set of principles, ideas which have specific points of view about the teaching-learning process. Teachers sometimes are trained to follow strictly just a certain approach; however, others are not sure what kind of approach to apply in the classroom. Teachers must know in theory what those approaches are concerned of, to apply them in different situations.

1.7. PEDAGOGY, METHODOLOGY, INSTRUCTION AND TEACHING.

This element is concerned with the presentation of the learning materials like techniques and system instructions to develop them according to the process. Their main purpose is to promote the learning, enhancing learners to go on in the process

successfully. "In one sense this is the heart and certainly the art of teaching" (Strevens, 1977, p. 24).

1.8. SYLLABUS DESIGN

The syllabus is partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach. It is the document in which is listed, ideally, the items to be taught in a particular course, to a particular set of defined set of learners, with the objective of achieving stated provisional and final goals. A syllabus must be relevant and realistic to the aims and objectives of the public will. This is an essential element in the total LL/LT process.

1.9. MATERIALS CONSTRUCTION

This is one of the most relevant elements in the LL/LT process that learners should have available in an extensive variety, for its better use, the teacher must have the ability to choose the materials according to the specific situations. The teaching materials, for effectiveness in teaching, need to be: realistic, relevant, interesting, encouraging, and compatible.

1.10. CONSTRAINTS ON LL/LT ACHIEVEMENT

There are a number of factors which may restrict the effectiveness of the teaching-learning process or may act as positive aspects in its effectiveness. These factors are: *total quantity of instruction,* there must be a minimum time for learning; *intensity of instruction,* raising effectiveness through more hours per week; *various impediments to teaching.* Physical and psychological factors interfere in the LL/LT process, for instance overcrowding, noise, distraction, fatigue, examination neurosis. *The quality of the teacher,* it is related to the teachers' training, skills, personality and command of the language.

1.11. THE LEARNER

This element sees the learner as the focus of the process because here, the outcomes of all the process can be observable. We can see potentialities, abilities and capacities in every learner but we must assume that every learner is different and it is a teacher's task to be aware of those changes to help the student to maximize his/her rate of learning.

1.12.   EVALUATION

It is considered the LL/LT process as a process which needs feedback systems to control the learners' changes and improvements on his/her learning. Evaluation usually takes several forms in order to consider if the structuring of the syllabus is suitable.

Next, it is presented a diagram in which the whole nature of language learning/teaching process is outlined.

```
┌──────────────┐     ┌──────────────┐          ┌──────────────┐
│      1       │     │      2       │          │      3       │
│  POLICY AND  │     │ADMINISTRATION│          │   RELEVANT   │
│     AIMS     │     │     AND      │          │PROFESSIONAL  │
│              │     │ ORAGANIZATION│          │  DISCIPLINE  │
└──────────────┘     └──────────────┘          └──────────────┘
```

Box	Content
4	CHOICE OF LL/LT TYPES
6	APPROACH
5	TEACHER TRAINING
7	PEDAGOGY, METHODOLOGY, INSTRUCTION, TEACHING
8	SYLLABUS DESIGN
9	MATERIALS CONSTRUCTION
10	CONSTRAINTS ON LL/LT ACHIEVEMENT
11	THE LEARNER
12	EVALUATION
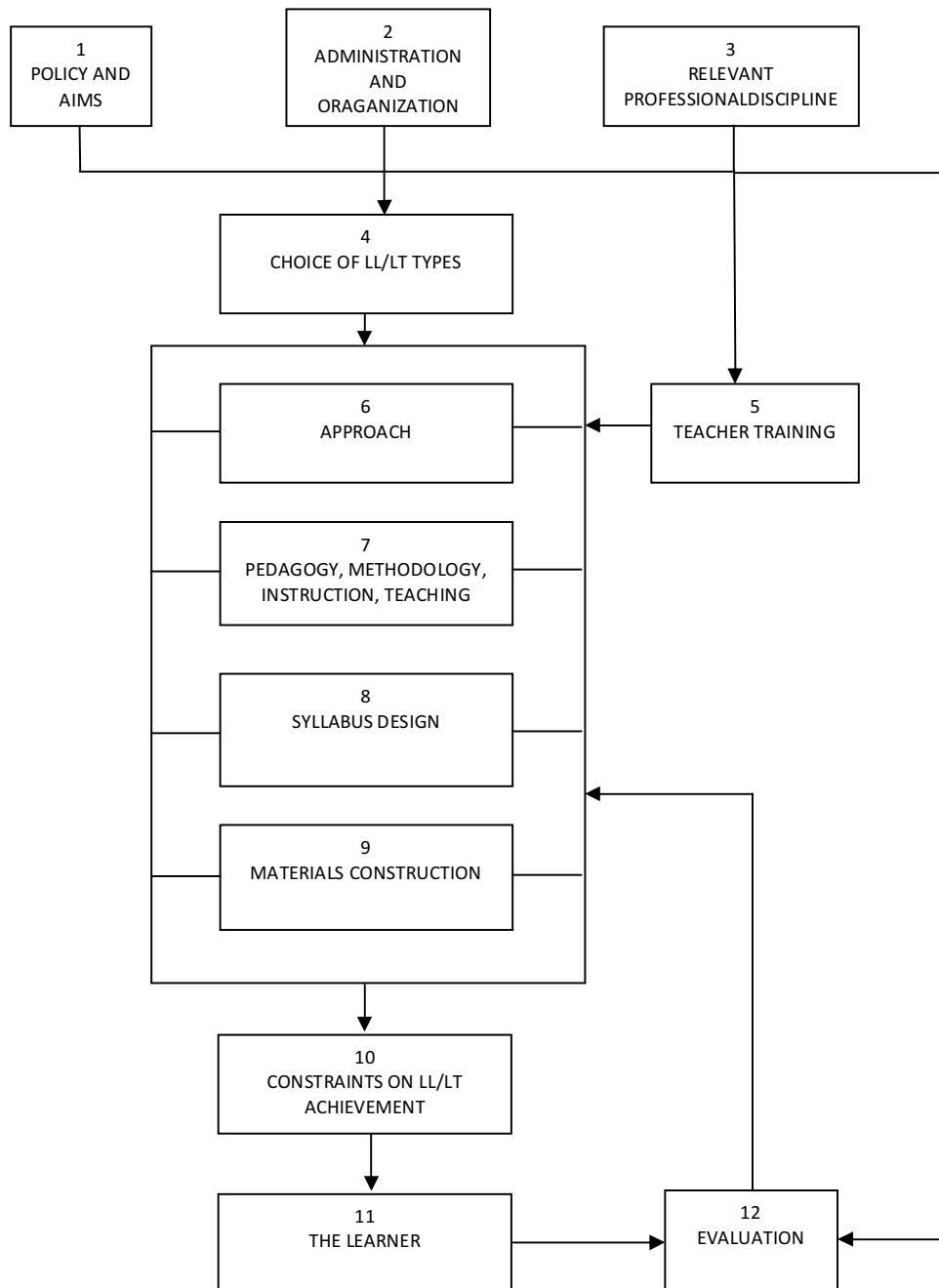
Diagram No.1

The nature of language learning/teaching process

(Strevens, 1977)

Inside of evaluation we may find some aspects such as general standardized evaluation, particular evaluation and the evaluation used by the Common European Framework.

2. THE NATIONAL PROGRAM OF BILINGUALISM

2.1. THE COMMON EUROPEAN FRAMEWORK

Based on a background political will for an education in democratic citizenship at a European level (Europe, Council of Europe and European Union, 1991), the Common European Framework is a Council of Europe document whose main aim may be said to be the standardization of the discourse on language learning across Europe. Published as the result of ten-year hard work on the need to develop a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc, the Common European Framework was put together as the main part of the project "Language Learning for European Citizenship" developed actively from 1991 onwards and also as the result of previous work on the description and scaling of language use and ability.

The Common European Framework originated in the Council of Europe, a multinational organisation that promotes cooperation among its 45 member states in areas such as law, education, culture and human rights, and which must not be mistaken for the European Union or for any of its organisations. A European Union Council Resolution dated November 2001 recommended that the Common European Framework be used in setting up systems of validation of language competences. The Framework has rapidly become the standard reference for teaching and testing languages in Europe, which clearly shows that it has in fact became "the" reference document for language learning, teaching and assessment in the entire European Union, that is, it has become "the system" (Fulcher, 2004a, 2004b).

The construction of a comprehensive, transparent and coherent framework for language learning and teaching does not imply the imposition of one single uniform system. On the contrary, the framework should be open and flexible, so that it can be applied, with such adaptations as prove necessary, to particular situations.

The Common European Framework is organised in nine chapters and four Appendixes:

a. The Common European Framework in its political and educational context

b. Approach adopted

c. Common Reference Levels

d. Language use and the language user/learner

e. The user/learner's competences

f. Language learning and teaching

g. Tasks and their role in language teaching

h. Linguistic diversification and the curriculum

i. Assessment

Appendix A: Developing proficiency descriptors

Appendix B: The illustrative scales of descriptors

Appendix C: The DIALANG scales

Appendix D: The ALTE 'Can Do' statements

There exist six common orientation levels projected by the document. They are the result of an established approval and at the same time represent an adequate coverage of the different types of users. The six levels are specified in this order:

A Basic User, A1 Breakthrough, A2 Waystage,

B Independent User B1 Threshold, B2 Vantage

C Proficient User C1 Effective Operational Proficiency, C2 Mastery

The description of each of these six common reference levels may be presented in different ways, depending on the diverse purposes they are supposed to supply. That description may also progress over time, based on the proficiency incorporated into it. A general description from the higher to lower levels is:

Proficient User **C2** can understand with ease virtually everything heard or read. He/she can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. He/she can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Proficient User **C1** can understand a wide range of demanding, longer texts, and recognise implicit meaning. He/she can express him/her fluently and spontaneously without much obvious searching for expressions. He/she can use language flexibly and effectively

for social, academic and professional purposes. He/she can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User **B2** can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. He/she can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without tension for either party. He/she can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Independent User **B1** can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. He/she can deal with most situations likely to arise when travelling in an area where the language is spoken. He/she can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User **A2** can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). He/she can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. He/she can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Basic User **A1** can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete category. He/she can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. He/she can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The Common European Framework is, then, an exemplary case study in the way political and social wills or agendas can promote significant linguistic research and have an impact on the methodologies and practices of language learning and teaching.

The Common European Framework draws on theories of communicative competence and language use in order to illustrate what a language user has to know and do in order to communicate successfully and what learners can typically be expected to do at different levels of proficiency.

2.2. ENGLISH STANDARDS

They are public and clear criteria which allow knowing what the children and teenagers should know about the requirements of English as their second or foreign language. They establish the reference point of the knowledge and abilities that make learners capable of knowing and knowing to do in context with English in the different levels of proficiency.

In first instance, it is about guiding the contents of the teaching and to settle down which are those minimum knowledge and dexterities that each student should learn in his/her respective grade. On the other hand, the standards look for justness. That is, to assure that all the children have the same educational opportunities, independent of their economic status or residence place. If there are not standards, the poor children or minorities won't have the same access to defiant courses; and in

the face of the absence of evaluations (based on these standards) one cannot know if the gap among the quality of the education that the students are receiving is increasing or diminishing.

Lastly, it is about motivating better teaching, more stimulating atmospheres, better school instruction materials, as well as promoting improved academic aptitudes in the students.

The proposal of standards contains the elements to reach general and communicative competences of language; the students will learn that English is good to enlarge their knowledge, to be related with the world, to know how to express its identity and to acquire linguistic competitiveness, sociolinguistics and pragmatic. In other words, they will be capable of communicating, understanding and being understood in English, without losing their identity and their essence like citizens.

Nowadays, the government of Colombia through the Ministry of education is involved in the process of standardizing education; therefore, Standards have been set. These standards have been established as an attempt to define levels of proficiency that learners are required to attain in order to be promoted from one course to another. Consequently, standards allow teachers to

check the learners' progress and measure it at each stage of learning. As it can be seen, the implementation of Standards appears to be an excellent strategy to improve education. (Ministerio De Educación Nacional, estándares básicos de competencias en lenguas extranjeras: inglés)

2.3. POLICIES OF QUALITY

The construction of an equitable, developed, democratic, pluralist nation and in peace is based principally in a wide educational system of quality for everybody.

The policies of quality are oriented to the institutional improvement and strengthening to achieve the learning and the development of the basic, civic and labour competences in the students.

The education of all the students, independently of their origin, must offer opportunities to develop the necessary abilities and values to live, coexist, be productive and follow learning the whole life.

These policies of quality have some axes to follow:

1. To widen the educational range

2. To improve the effectiveness of the educational sector.

3. To guarantee the continuity and relevance.

4. To improve the educational quality.

- Spreading, appropriation, use and evaluation of the quality referents.

- Evaluation of the learning (external and inside the classroom)

- Promotion of improvement plans. (Ministerio de Educación Nacional, Revolución Educativa)

2.4. CURRICULAR GUIDELINES

The curricular guidelines are the epistemological, pedagogic and curricular orientations that the National Ministry of Education defines with the support of the academic educational community to support the process of foundation and planning of the obligatory and fundamental areas defined by the General Law of Education.

In the process of elaboration of the Educational Institutional Projects and their corresponding study plans for cycles, levels and areas, the curricular limits are constituted

in referents that support and they guide this work jointly with the contributions that institutions and teachers have acquired through their experience, formation and investigation.

These curricular guidelines are the result of a research carried out jointly for teachers of Basic, Medium, and Superior education of the diverse regions and educative institutions of the country. The Ministry highlights the determined will of the responsible team to investigate and to produce documents which support the teachers in the elaboration, development and evaluation of the curriculum to take place. For the elaboration of this proposal, reflections, approaches, national and international experiences about the curricular development, didactics of the languages, concepts of the sociolinguistic, of the psychology cognitive and of the general psycho-pedagogy, were taken into account.

The curricular guidelines of processes in foreign languages are pedagogical orientations so that the teachers of the area appropriate of the conceptual basic elements and make effective the autonomy to guide the processes, to assist the necessities of the curricular design inside the Educational Institutional Project, (PEI), to look for opportunities of innovative handling

of the area and to assume and to appropriate of the scientific and technological advances. Likewise, it is indispensable that the teachers can obtain desirable goals in the development of the communicative competence in foreign language, to make continuous evaluations and to make decisions that make that the specific curriculum be pertinent and effective and the learning more significant.

The central points of this document are organized in four chapters:

Contextualization; Elements and Focuses of the Curriculum of Foreign Languages; Continuous formation of the foreign language teachers; the new technologies in the curriculum of foreign languages.

2.4.1. CONTEXTUALIZATION

Here, a general study is made by the socio-cultural Colombian and world contexts which permit to know the necessity to generate the knowledge of the foreign language in the school with a prospective mission that responds to the multi-cultural necessities and especially the necessity of overcoming the

idiomatic barriers to reach achievements in the communication, science and technology.

2.4.2. ELEMENTS AND FOCUSES OF THE CURRICULUM OF THE FOREIGN LANGUAGES

In this part of the curricular guidelines, it shows up the conceptual elements of the area, it is described the development of the interlingual and intercultural processes, the methodological and of evaluation principles and characteristics and finally some models and effective outlines of curricular organization are included for the area of languages.

2.4.3. CONTINUOUS FORMATION OF THE FOREIGN LANGUAGE TEACHERS

The third chapter is about the support to the continuous formation of the teachers. Basic positions are made on the reflexive models that are generated from the critical question to the inquiry about the experiences, the relationship between the theory and the practice and the contexts in which these experiences are developed. The formers institutions of education can find in the reflexive models a support for the taking of decisions in connection with the undergraduate curricula,

graduate degree and upgrade that should have a central component of investigation and of collective work that facilitates the circulation of the knowledge and of the experiences and concerns that arise in the processes of acquisition and use of the languages.

2.4.4. THE NEW TECHNOLOGIES IN THE CURRICULUM OF FOREIGN LANGUAGES

The fourth chapter outlines the role of the new technologies of the information and the communication in the learning and the teaching of the languages. With the methodological reflections that are included, it is hoped to feed the pedagogic debate on the topic and to stimulate the cooperation and the solidarity among the institutions to share knowledge and methodologies that allow taking advantage of the maximum technological resources. (Ministerio de Educación Nacional, serie de lineamientos curriculares idiomas extranjeros).

2.5. NATIONAL PROGRAM OF BILINGUALISM

The Ministry of Education, reacting to the demands to increase the possibilities of development of the country, and of the Colombians to improve their quality of life, has proposed that the students of primary and High school, of public and private schools, have better acting levels in English, which allow them to compete and to act with better ability in a world that demands this way.

This whole work will allow that the National Ministry of Education advances toward the achievement of the goals for the year 2019: that the students of eleventh grade reach a level B1 of English communicative competence; that the English teachers in primary and high school demonstrate a level B2; that the graduate students of the professional majors achieve a minimum level B2 and the graduate students of the language majors, a level C1. (Cely, Rosa Maria, no date).

2.5.1. POLICIES OF QUALITY OF THE EDUCATION: GENERAL CONTEXT

The main objective of the politics is to achieve the students to learn what they need to learn and they know how to apply it and to take advantage throughout their lives.

The common purpose of starting a system of continuous improvement of the quality can be achieved starting from the following three elements: I) the definition and diffusion of educational standards; II) the socialization of the results of a system of periodic evaluations; and III) the formulation of plans of improvement proposed from the educational institutions.

With the idea of improving the quality of the educational system, the Ministry has developed 20 projects guided to assure the coherence and the articulation of all the levels of the educational system. It is in this context that the National Program of Bilingualism has consolidated in the last year like one of those 20 strategic projects for the improvement of the quality and in particular for the improvement of English's teaching in Colombia.

The policies of educational quality of the current government can be considered like a broad political that tends towards the attention to the different population groups, to the same extent for those that use vernacular languages, as for those who have Spanish as mother tongue, which additionally allow the development of a second language and/or of a foreign language, for which the Colombian State develops solid politics for the promotion and the development of the formation of educators in the domain of the cultures and languages of the ethnic groups, as well as of social programs of diffusion of the same ones.

2.5.2. POLICIES FOR THE IMPROVEMENT OF THE QUALITY OF ENGLISH TEACHING IN COLOMBIA

The Ministry of Education presents policies to develop the capacity to understand other cultures and to achieve a more effective communication, as well in mother tongue as in other languages. The bilingualism policies are based on three big mainstays: language, communication and culture. (Cely, Rosa Maria, no date).

Colombia needs to develop the capacity of its citizens to manage a foreign language at least. In this context, the Ministry

of Education formulates the National Program of Bilingualism 2004-2019. This is a program that, additionally, strengthens the competitiveness and incorporates the use of new technologies for English's learning.

The initial reflection of the Ministry recaptured the questions that the Secretaries of Education and the educative institutions think about: to what age to begin?, how many hours is it required per week?, during how many years?, what happens in those hours?. When investigating on the students and teachers' competences in English's domain, and in methodology for the teachers, the Ministry and the Secretaries detected deficiencies and they intended to trace actions to improve the proficiency levels. The Program intends to respond to the national necessities with regard to English, it aims to form teachers and students of basic, medium and Superior education capable of responding to a bilingual new environment, and to promote and to protect the handling of other languages in ethnic populations. With regard to English's domain, the objective is to achieve adequate communicative competences in the actors of the educational system in these levels, classified as intermediate and adequate in the international context. To establish a common base which guides the national policy in reference to the design

of the standards, full -time or virtual courses of foreign
language, evaluation instruments, teaching methodologies and
didactic materials, among other aspects, the Ministry of
Education adopts like theoretical and conceptual reference the
Common European Framework. This is a framework that shows the
importance of having parameters like referents that facilitate to
see the advances in front of other countries and to introduce
international parameters of measurement and lineament to the
local context.

The Program of Bilingualism intends to raise the
communicative competence in English in the whole educational
system and to strengthen the national competitiveness. In this
task, teachers and educative institutions, public and private,
play a decisive role, and all the levels that make part of the
system: from the Pre-school until the university.

After presenting one of the most relevant topics in our
research, now, we will consider communicative competence, which
is a main factor related to the standards.

2.6. COMMUNICATIVE COMPETENCE

Communicative competence is the ability to use language in a variety of settings, taking into account relationship between speakers and differences in situations. The term has sometimes been interpreted as the ability to convey messages in spite of a lack of grammatical accuracy. (lightbown, Spada. 1993: 119).

Communicative competence is a concept introduced by Dell Hymes and discussed and redefined by many authors. Hymes' original idea was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. (What is grammatical competence? (1998).

This communicative competence has been divided in two groups which contain different aspects of communicative competence; these are the linguistic aspects and the pragmatic aspects.

The linguistic aspects are those that have to do with achieving an internalized functional knowledge of the elements and structures of the language. The Linguistic aspects are:

phonology and orthography, grammar, vocabulary and discourse (textual).

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress patterns, any other suprasegmental features that carry meaning. Related to phonological competence is orthographic competence, or the ability to decipher and write the writing system of a language.

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence as defined by Noam Chomsky would include phonological competence.

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres. These discourse genres have different characteristics, but in each genre there are some elements that help to make the text coherent and other elements which are used to make important points distinctive or prominent. Likewise it involves being able to relate information in a way that is coherent to the readers and hearers. Many authors use the term discourse to refer to conversational interaction, so that discourse competence could also refer to the ability to participate effectively in conversations[1]. (What is grammatical competence? (1998).

The pragmatic aspects are those that have to do with how language is used in communication situations to achieve the speaker's purposes. The Pragmatic aspects are functions, variations, interactional skills, cultural framework.

Functional competence refers to the ability to accomplish communication purposes in a language. There are a number of different kinds of purposes for which people commonly use language.

---

[1](www.sil.org/LinguaLinks Library). Researched in November 12th 2009.

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

Interactional competence involves knowing and using the mostly-unwritten rules for interaction in various communication situations within a given speech community and culture. It includes, among other things, knowing how to initiate and manage conversations and negotiate meaning with other people. It also includes knowing what sorts of body language, eye contact, and proximity to other people are appropriate and acting accordingly.

Cultural competence is the ability to understand behaviour from the standpoint of the members of a culture and to behave in a way that would be understood by the members of the culture in the intended way. Cultural competence therefore involves understanding all aspects of a culture, but particularly the social structure, the values and beliefs of the people, and the way things are assumed to be done.

Following Canale and Swain's (1980) description of communicative competence explains communicative behavior in terms of at least three interrelated dimensions:

Grammatical competence: ability to produce and understand correct syntactic, lexical and phonological forms in a language.

Sociolinguistic competence: ability to use a language appropriately in sociocultural contexts.

Strategic competence: ability to effectively transmit information to a listener, including the ability to use communication strategies to solve problems which arise in this process. (Tarone, E., & Yule, G., 1989).

Now, we present a clear article about the communicative competence based on the curricular guidelines of the National Ministry of Education.

This article gives an idea about how in the last decade, the conceptualization presented by Canale and Swain has been object of some modifications, among which it is stood out the outline of Lyle Bachman (1990) where it reorganizes and it removes the components in a detailed way. The pattern consists of three main components: the communicative competence, the strategic competence and the psycho-physiological mechanisms. But, for the

purpose of our research, the communicative competence is the main object to be studied.

In the curricular guidelines of the National Ministry of Education, the communicative competence is described as the knowledge of the language and its components are presented in the next paragraph:

The communicative competence in the language includes two types of abilities: the organizational competence and the pragmatic competence. The first one makes it indexes so much to the domain of the formal structure of the language (grammatical competence) like to the knowledge about how the speech (textual competence) is built. In the grammatical competence the control of the vocabulary, the morphology, the syntax and the phonemics and graphemic elements are included. In the textual one, the cohesion and the rhetorical organization are contemplated.

The second ability type is known as pragmatic competence, which refers to the functional use of the language, in other words the competence illocutionary and to the knowledge of its appropriate use, according to the context in which it is used, that is, the socio-linguistic competence. The illocutionary

competence understands the control of functional features of the language as the ability to express ideas and emotions (ideational functions), to achieve something to be done (manipulative functions), to use the language to teach, to learn and to solve problems (heuristic functions) and to be creative (imaginative function).

Finally, the socio-linguistic competence considers aspects like the sensibility toward types of dialects and registrations, the naturalness or proximity to the characteristic features of the language and the understanding of relating cultural and idiomatic figures. (National Ministry of Education).

These concepts were taken from the curricular guidelines of the National Ministry of Education, now we are going to explain the principal features of learner's characteristics which are related with the new proposals of English as a foreign language.

2.7. LEARNERS' CHARACTERISTICS

Each learner and each learning experience is unique; yet educators can identify patterns in the learning process. Designing effective learning requirements requires a clear

understanding of, and attention to, both commonalities and differences in the learners and the learning (Douglas Brown, no date).

The learner together with the teacher forms a learning community. The learner is a human element which acts in verbal and in non-verbal way, the learner is the key in the language/learning process where the outcomes are observable.

We have to consider that each learner has different ways of understanding and interpreting the knowledge, these differences permit multiple interpretations according to their behaviour and characteristics. The differences between learners are based on intelligence, aptitude, personality, learning styles, age of acquisition and motivation and attitudes, which are involved into some linguistic, affective and cognitive components (Ligthbown, Spada, 1993). The most important characteristics are:

Intelligence: This aspect has been related to second language learning by different researches which have shown that intelligence is strongly associated with the certain kinds of second language abilities more than others. These findings suggest that intelligence is more related to those second

language skills which are used in the formal study of language (i.e. reading, language analysis, writing and vocabulary study); but that intelligence is much less likely to influence the way in which oral communication skills are developed.(Ligthbown, Spada, 1993: 36, 37).

Aptitude: This aspect is a characteristic which could determine the success or failure of the learner in second language learning. This aspect is related with the ability to identify and memorize new sounds, the ability to understand how words function grammatically in sentences, the ability to figure out grammatical rules from language samples and memory for new words. It is thought that students will be more successful if they have these abilities. (Ligthbown, Spada, 1993: 37, 38).

Personality: This is a characteristic of the learner which may influence the learning of a second language but its effects have not been proved in empirical studies. This characteristic combined with other aspects contributes in a better way to the second language learning. (Ligthbown, Spada, 1993: 38, 39).

Learning styles: There are different strategies which students make use to learn a second language, some students feel

more secure learning by listening or speaking, other feel more secure with seeing (visuals), and other by doing physical actions. The learning strategies are important tools in the language learning process where the learner, depending on his/her needs and abilities, can make his/her choice to make the knowledge easier and pleasant to get. (Ligthbown, Spada, 1993:40, 41).

Age of acquisition: This characteristic is related to the time in which the learner gets the language, much research seems to suggest that the brains of very young infants already have some areas which are specialized for processing language; on the other hand, older learners depends on more general learner abilities. (Ligthbown, Spada, 1993:41, 42).

Motivation: Motivation is one of the keys to successful language learning. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each individual is motivated in different ways, we have to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment in which to learn. (Ligthbown, Spada, 1993:39, 40).

Taking into account the importance of motivation inside the classroom and overall in the learners' process of second language learning, we concentrate on this topic for our research.

3. MOTIVATION

Motivation, defined as the impetus to create and sustain intentions and goal-seeking acts (Ames & Ames, 1989), is important because it determines the extent of the learner's active involvement and attitude toward learning.

In trying to understand the motivation that drives language learning, major studies have in the past tended to divide motivation into two broad categories: *instrumental* and *integrative* (Gardner & Lambert, 1972, cited in Wajnryb) Broadly, instrumental motivation refers to wanting to learn a language because it will be useful for certain "instrumental" and practical goals, such as getting a job, reading foreign newspapers or texts, passing an exam or obtaining a promotion. This category also includes more negative factors such as fear of failure.

Integrative motivation, on the other hand, refers to wanting to learn a language for reason of understanding, relating to communicating with the people of the culture who speak it.

In the past it was consider that learners with integrative motivation were more successful than learners with the "lesser" drive of instrumental motivation. It is not believed that the categories of instrumental/integrative are not quite as distinct as may have been previously depicted: a learner's motivation may contain a blend of elements from both categories. It is also now believed that the former correlation between integrative-success and instrumental-less success is in fact quite facile and fails to reflect the true complexity of motivation.

What has emerged is that whatever the basis of motivation of the learners, its level (high/low) has an impact on expected learner roles. (Wajnryb, 1992).

According to Brown, (2001), Integrative and instrumental motivations are true dichotomies and refer only to the context of learning. On the other hand, *intrinsic* and *extrinsic* motivations designate a continuum of possibilities of intensity of feeling or

drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself.

Edward Deci, (1975), defined intrinsic motivation this way, "intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because people they lead to an extrinsic reward. ...intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination". (Edward Deci, 1975: 23, cited in Brown, D, 2001: 76).

Extrinsically motivated behaviours, on the other hand are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. (Brown, D, 2001: 75, 76).

A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper 1988). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external

to the activity itself," such as grades, stickers, or teacher approval (Student motivation to learn, 1994).

The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting" (Hermine Marshall 1987). Other notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Carole Ames 1990),(Student motivation to learn, 1994).

3.1. FACTORS THAT INFLUENCE THE DEVELOPMENT OF STUDENTS' MOTIVATION

According to Jere Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)."

Children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture

their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished.

Once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for

students also exert a powerful influence (Raffini). As Deborah
Stipek (1988) notes, "To a very large degree, students expect to
learn if their teachers expect them to learn." (Student
motivation to learn, 1994).

Schoolwide goals, policies, and procedures also interact
with classroom climate and practices to affirm or alter students'
increasingly complex learning-related attitudes and beliefs.

And developmental changes comprise one more strand of the
motivational web. For example, although young children tend to
maintain high expectations for success even in the face of
repeated failure, older students do not. And although, younger
children tend to see effort as uniformly positive, older children
view it as a "double-edged sword" (Ames). To them, failure
following high effort appears to carry more negative
implications--especially for their self-concept of ability--than
failure that results from minimal or no effort. (Lumsden, Linda
S., in ERIC Clearinghouse on Educational Management Eugene OR).

4. RELATED RESEARCH

In the next part of our research we focus on some theses we found in the resources centre of the University of Nariño which have a closed relation with standards' implementation in the Colombian setting and especially with our specific study topic: students' motivation.

4.1. FOREIGN LANGUAGE TEACHERS' ATTITUDE TOWARDS THE IMPLEMENTATION OF STANDARDS IN HIGH SCHOOL

This qualitative research study intended to describe what is the teachers' attitude towards the implementation of standards in high schools.

The process of data collection was carried out through a question survey. The sample considered in this research consisted on thirty high schools teachers of twenty different high schools from Pasto, who were previously classified by The Ministry of Education for taking a certificate in English at the University of Nariño, and because they were into the highest level of proficiency –B2 level according to the classification described by the CEF document–.

Thus, it can be concluded that most of the teachers agree with the implementation of this measures, for the reason that not only the government but also English teachers are aware of the necessity of improving the way in which foreign languages are taught in Colombia. Hence, it is suitable to highlight what teachers said. They stated that standards are a suitable alternative which permits to check student progress at each level, suggests what to teach and what to assess, in addition they said that standards bridge the gap between teaching and assessment. (Cano & Ortega, 2008).

4.2. THE LACK OF MOTIVATION IN TEACHING/LEARNING ENGLISH IN HIGH SCHOOLS

In our point of view, this research can be related with ours because their owners state the problem if it could be possible to avoid the lack of motivation in the English teaching/learning process and how to reach an adequate level of motivation in each student; this research contains different concepts about pedagogical and psychological theories in English learning process, also they describe in a wide way the concepts of motivation and its different types.

The method used in this research was a quasi-experimental method in which they, for their data gathering procedure, applied written interviews (diagnostic test), fill in the blank tests, yes/no questions, puzzles, daily tests, multiple-choice tests, readings and dynamics in general, to students of the "Instituto Femenino Libertad" high school, section II in Pasto city. There were an experimental and a control group.

The results obtained after applying their tests permitted them to know some important difficulties that the students claim when they learn a foreign language like the teacher does not use didactic materials in order to motivate his/her classes. The students want to have the opportunity to listen and to speak with native speaker. The students believe that English is not important for them because they are most interested in subjects such as chemistry and sex classes. The students only study English for obtaining a good grade. The students do not have self-confidence, the teacher, who has to assume the central role into the class, does not permit them their participation. (Enriquez & Velasco, 1997).

4.3. STUDENTS' MOTIVATION LEVEL FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE IN HIGH SCHOOLS.

This descriptive research study was elaborated with the purpose of determining the motivation level of a group of students selected from a group of public high schools in Pasto towards learning English as a foreign language. They worked with a representative group of students from sixth to eleventh grades of those high schools. The students were twelve to eighteen years old.

Into the theoretical framework they considered aspects like history of motivation, Philosophic and Psychological origins and also they included some motivation theories.

They took as objectives the following: to establish if there is any difference between boys and girls in their level of motivation to learn English and to determine if the students' motivation level to learn English increases or decreases as they progress from sixth to eleventh grade.

In this study they hypothesized that:

1. The students' level for learning English as a foreign language in a selected group of public high schools in Pasto could be low.

2. Girls had a higher motivation level for learning English as a foreign language than boys.

3. While students were progressing from sixth to eleventh grade their motivation level for language English as a foreign language decreased. (Naranjo & Ordoñez, 2001)

In this chapter found the principal aspects related the literature review concerning the nature of the process of teaching/learning of English as a second of foreign language, which gave us an essential guide for the purposes of our research. Furthermore, we summarized the most important features of the Common European Framework, English standards, the national policies of education for Colombia, the curricular guidelines and national program of bilingualism. We also made a pertinent analysis associated with the communicative competence, learners' characteristics and motivation. Finally we studied some researches which were connected in some point with our work.

CHAPTER III: THE RESEARCH METHOD

In this chapter our main purpose was to explain the research analysis, types and techniques used in order to collect the information analysed. Also we described specifically the procedures and the study field in which this project took place. Furthermore, a brief explanation about the validity and reliability of the project was given.

1. RESEARCH DESIGN

Our research study will include two paradigms, the qualitative and the quantitative.

1.1. QUALITATIVE RESEARCH

According to Goyez and Uzcátegui(1.999), qualitative research can be defined as the study of social and human phenomena from the meaning of their own participants and with the purpose of achieving their comprehension, interpretation or transformation. This research points out to the systematic recollection of data with the detailed, rigorous and contextual description of the

facts with the objective of assuring inter-subjectivity in the analysis and interpretation.

The main objectives of this kind of research are: the description of the facts or social and human phenomena; the theoretical construction allusive to the social phenomena which holds on contrastive and comparative analysis of human groups; the hypotheses formulation which are susceptible to be verified; the descriptive diagnosis of social phenomena; the comprehension of the relationships and the social interactions; the comprehensive or interpretative evaluation of the social actions; the clarification of the relationships formulated in other research.

According to Serrano (1994), the main characteristics of this paradigm are: the theory constitutes a reflection in and from the praxis; it tries to comprehend the reality; it describes the fact in which the event is developed; it studies in depth the different reasons of the facts; the individual is an interactive, communicative subject which shares meanings.

We selected this type of paradigm because in our research the opinions, ideas and perceptions of the teachers are of a

great importance to be taken into account, and also because this kind of information is subjective and cannot be quantified.

1.2. QUANTITATIVE RESEARCH

Quantitative research is descriptive and provides hard data on the numbers of people exhibiting certain behaviors, attitudes, etc. It provides information in breadth and allows sampling large numbers of the population.

It is, however, structured and does not yield the reasons behind behavior or why people hold certain attitudes.

Quantitative research is thought to be objective. It is thought that in gaining, analysing and interpreting quantitative data, the researcher can remain detached and objective. This design of research tends to produce results that can be generalized.

Taking into account that our research is an evaluative study, we chose the qualitative and quantitative paradigms because we can compute and tabulate the results of the

questionnaires but also we may analyse and evaluate the results obtained.

2. RESEARCH TYPE

The evaluative research is related to the qualitative and also to the quantitative research. This type of research consists in the collection of data to take decisions about the weaknesses and the strengths of the programs, plans and projects. Evaluative research is conducted to measure the effectiveness or performance of a program in achieving its objectives. The results obtained at the end of the research can be used to consider how such interventions might be modified, enhanced or even eliminated in the effort to provide a better service, fulfill a particular need or meet a specific challenge. We could verify if the program is efficient to be carried out in our setting, through the evaluation of the collected data. In our specific case, we referred to the evaluative type because after obtaining the results from the different instruments to be applied, we could know with more confidence the way in which the standards have been working and if so, we can analyse how the standards have influenced to some extent in the students' motivation and consequently in the learning process.

3. RESEARCH TECHNIQUES

The data collection instrument and techniques designed in this research project is as follows:

Questionnaires: these are an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the results. A well-designed questionnaire that is used effectively can gather information on both the overall performance of the test system as well as information on specific components of the system. If the questionnaire includes demographic questions on the participants, they can be used to correlate performance and satisfaction with the test system among different groups of users.

We also have proposed as a meaningful technique for collecting data the qualitative research interview. "It seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say". (Kvale, 1996)

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. (McNamara, 1999)

Also, we can have an instrument which will collaborate to enlarge the information, this is the "Proyecto Educativo Institucional" in each high school, on it, we can observe if there is some project to improve or to change something in the teaching learning process of the second language.

3.1. POPULATION, SETTING AND SAMPLE

In this section we made an analysis about the population who was the object of our research, as well as the setting or site where it took place and the specific sample which represented the whole population.

3.1.1. Population: The population we will work with is composed of both, male and female teenagers of public high schools in Pasto. They are students from eleventh grade. They are the principal subjects of our research because we will

take information based on the final data they are going
to write down on the questionnaires.

3.1.2. Setting: This research is going to take place in
public high schools from Pasto city.

3.1.3. Sample: Taking into account the size of the classrooms,
we have decided to take a sample of 10 students per
group, fifty per cent of this sample is male, and the
other fifty is women. The sample will be selected in a
randomized way.

3.2. PILOT STUDY

This pilot study was done with the main purpose of evaluating the
instruments of data collection in a similar sample of students.
In this part of our work we took information from the students
based on questionnaires, related to the methodology used by
teachers, the techniques, and how the implementation of standards
has been done in the English class. This pilot study contributed
to the prevention of some difficulties which could be found in
the questionnaires (time, questions understanding), or maybe to
add something that is missing but that is important.

4. PROCEDURE

Our research followed steps according to the ethical guidelines. Before going to the high schools we had to send some letters to their administrators asking them permission to make our research with the eleventh grade students, explaining what we were looking for and how we would collect the information. Once we had the permission, we applied the instruments to get the needed information; first of all applying the questionnaires to the sample selected and then to make an interview to the teachers in charge of the English subject. After finishing our research in the study field, we had to send a gratitude letter to the administrators, teachers and the personal that collaborated in our research.

5. VALIDATION CRITERIA

This research is valid, worthwhile and has demonstration. This research has validity because we are going to use some instruments centred on measuring the aspect we are focused on which is motivation. Also with this study, we may have legitimate results, appropriate to evaluate if standards influenced in the students' motivation toward the English learning as a foreign

language, which is a new proposal to examine how the English proficiency could be improved inside the classroom.

For getting better results, we decided to use the triangulation criteria because we worked with interviews made to the teachers which allowed us to have a clearer vision of the standards use in our high schools; also, we analysed the results obtained from the questionnaires made by the students to see their position about standards. For this purpose, we had the available theory concerning standards, and students' motivation which permitted us the analysis of collected data from different perspectives.

6.   ETHICAL ISSUES

First of all we have to say that we carried out our research following all the ethical issues needed to accomplish our goals without disturbing the normal development of the learning process in the students and also we took into account our values as university students as well as future teachers. We presented a permission letter to the administrators of the high schools asking them to allow us to work in our research project, informing them about our project and objectives. Furthermore, we

had to be sure that our students develop the different instruments without making them feel forced to complete the task as an obligatory activity, motivating them and asking their collaboration in a way that the collected data be reliable.

Our questions were structured in a way that students did not suffer psychological or physical damage, and at the same time we respected students' confidentiality as well as the well image and reputation of the high schools.

Also, we had to follow the copyright guidelines to respect the authors' ideas and works, in which we had based our research.

At the end of our research, we present a detailed inform based on the outcomes obtained from the students' questionnaires and teachers' interviews in order to express our thankfulness for the given collaboration.

In this chapter we have focused principally in the research method, we explained the kind of existing methods and the one we will use for our research, the type of research and its techniques. Also, we described the population, the setting and the sample we are going to work with. Finally, a short

description of the pilot study, procedure to follow, validation

criteria and the ethical issues was made.

CHAPTER IV. RESULTS AND DISCUSSION

In this chapter, we present the results obtained from the instruments applied to participants. After that, we discuss the results according to our literature review.

1. MEASUREMENT SCALE

For the achievement and success of our research study, we applied a questionnaire based on a previous research entitled "students' motivation level for learning English as a foreign language in High Schools" by Naranjo & Ordoñez,(2001) due to the fact that, this questionnaire had the purpose of measuring the students' motivation level, which was also our main objective. In this way, we could also make a comparison between the two studies and we analyzed the results obtained before and after the standards' implementation.

The scale to measure the students' motivation level for learning English as a foreign language was the following one:

SCORE	MOTIVATION LEVEL
25 – 49	HIGH DEMOTIVATION LEVEL
50 – 74	LOW MOTIVATION LEVEL
75 – 99	INSECURE
100 – 124	MOTIVATED
125	HIGH MOTIVATION LEVEL

Table 1.*Scale used by Naranjo & Ordoñez (2001).*

This scale was designed according to the possible answers of the instrument; Totalmente en desacuerdo (1), en desacuerdo (2), inseguro (3), de acuerdo (4), totalmente de acuerdo (5).
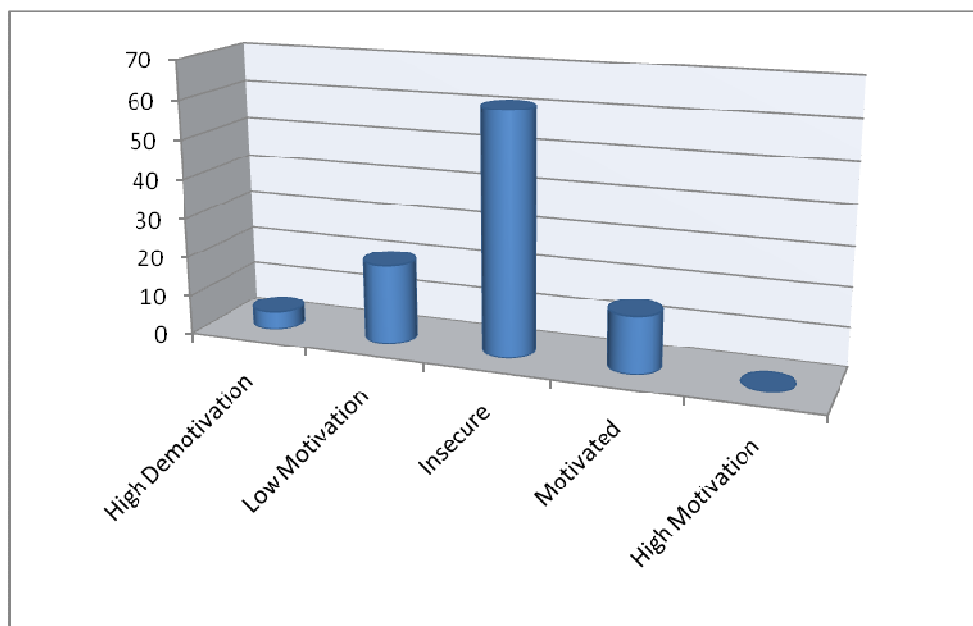
2.   RESULTS

2.1. LEVEL OF MOTIVATION

To answer our research question, "what is the impact of the standards' implementation on the students' motivation of English as a foreign language in the eleventh grade of public high schools from Pasto City?", and to fulfill our first specific objective, "to measure the students' level of motivation", we applied a questionnaire and the results obtained were the following ones:

MOTIVATION LEVEL	FREQUENCY	PERCENTAGE
HIGH DEMOTIVATION	7	4.54%
LOW MOTIVATION	31	20.13%
INSECURE	94	61.03%
MOTIVATED	22	14.30%
HIGH MOTIVATION	0	0%
TOTAL	154 STUDENTS	100%

Table 2. *Students' distribution according to their motivation level for learning English as a foreign language in high schools in Pasto.*

In general terms, it was observed that the majority of the eleventh grade students of public high school in Pasto city were insecure about the grade of motivation towards the learning of English as a foreign language. Table 2 shows that 61.03% of the students were insecure, 20.13% had a low motivation level, 14.30% of the participants were motivated, 4.54% obtained a high demotivation level and 0% of the students had a high level of motivation.

The next graphic shows how the motivation level among the students was distributed

Graphic 2.Students' graphic representation according to their motivation level for learning English as a foreign language.

Making a comparison between the results obtained by Naranjo & Ordoñez (2001), and the results obtained in our research, we can see that the percentages of the motivation level have changed in all of their aspects. The comparison of the results is shown in the next table:

MOTIVATION	NUMBER OF STUDENTS		PERCENTAGE	
LEVEL	Before standards	After standards	Before standards	After standards
HIGH DEMOTIVATION	709	7	43%	4.54%
LOW MOTIVATION	589	31	36%	20.13%
INSECURE	328	94	20%	61.03%
MOTIVATED	26	22	1%	14.30%
HIGH MOTIVATION	0	0	0%	0%
TOTAL	1652	154	100%	100%

Table 3.Level of motivation before and after the standards' implementation.

According to this table, the most notorious changes we could notice were the number of the motivated students which varied from a 1% to a 14.30%, and also the number of the highly demotivated students reduced from a 43% to a 4.54%. Although the results were remarkable, we have to clarify that the previous study was made in high schools from sixth grade to eleventh grade in 2000-2001, meanwhile our research was only based on eleventh grades from public high schools in 2010.
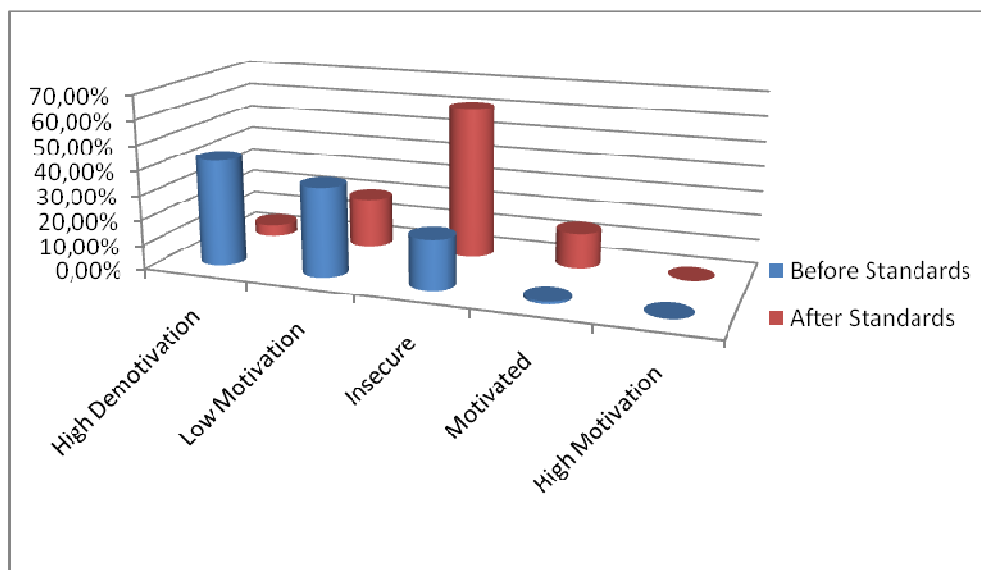
Graphic 3.Level of motivation before and after the standards' implementation.

In this table we can see that there is a difference between the results obtained before and after the standards' implementation. In this way, we could state that the standards' implementation could have been an important feature towards increasing the students' level of motivation and this was inferred from the teachers' answers who reported the use of new methodologies and strategies fostered by the implementation of the standards from the national policies.

In addition, below we present a contrast among the different institutions we worked, so that we can have an idea of the level of motivation in each one of them.

HIGH SCHOOL	AVERAGE SCORE
High school # 1	87.25
High school # 2	90.45
High school # 3	75.7
High school # 4	78.5
High school # 5	79.8
TOTAL AVERAGE	**82.34**

Table 4.Level of motivation in each institution.

For a better understanding of this table, we refer the readers to the scale in the table number 1. The results obtained in this graphic show that the institution # 2 had the most salient results among the five high schools with an average score of 90.45, which means that they are in the scale stated "insecure", nevertheless, none of the institutions obtained a high level of motivation, but also, we may say that none of the institutions was classified in the scales "high demotivation level" or "low demotivation level". From this, we may infer that the students' motivation level towards the learning of English could have changed thanks to the standards' implementation but also we have to consider the relevance of the English language in a globalized world nowadays.

In this part, we present a comparison between genders, male and female students' level of motivation, and the results found were:

HIGH SCHOOLS	GENDER			
	FEMALE		MALE	
	Number	Average	Number	Average
High school # 2	10	99.22	10	81.7
High school # 3	17	74.94	17	76.47
High school # 4	5	76.2	5	80.8
High school # 5	25	79.2	25	80.4
TOTAL	57	82.39	57	79.84

Table 5.Motivation comparison according to gender.

In this table we did not include high school # 1, because it just had female students and this could have affected to some extent the final results of this table. From these results we observe that the female students' motivation is slightly higher than the boys' motivation, but both, male and female were situated in the scale "insecure" according to the level of motivation stipulated in table # 1, female obtaining an average score of 82.39 and male 79.84. Even though, female obtained a

higher level of motivation than male, the difference with boys is not as significant as in other studies.

2.2. STANDARDS' IMPLEMENTATION

In the second objective "to recognize if the standards were being implemented in the high schools", the most salient data obtained were the following:

The teachers in our research agreed that the standards promoted by the national government are being applied inside their high schools, since they were presented in this city, approximately, three years ago (2007). For instance, one teacher said:

Teacher 1: "Si, los estándares están siendo tenidos en cuenta, desde hace cuatro años, no como tal por que los estándares son nuevos no?, pero si se ha tenido en cuenta de mi parte el marco de referencia del marco común europeo, ese si lo hemos venido trabajando desde que salió desde que fue publicado hace más de seis años, desde el 2003 aproximadamente.

It is quite important to mention that some teachers clarified that in their high schools the standards are being applied just as documents or requisites to follow, but not as the bases for a practical process in which there must be a real competence of the language inside and outside the classroom; for example, another Teacher said:

Teacher 2: "En el papel si, como en todas las instituciones, en la práctica todavía no…"

2.3. MOTIVATION CHANGES

Our third specific objective was "to evaluate how the students' motivation has changed in the learning of English through the standards' implementation". The data indicated that:

According to the teachers the standards' implementation was not just the application of some rules but also the adaptation of new technologies and strategies for encouraging and maintaining the motivation as well as the improvement of the teaching and learning processes. Teachers are the main boosters for the process of motivation, not just the standards. One teacher for example answered:

Teacher 3:"Sí, claro, es más los textos nuevos, modernos de inglés ya vienen con los estándares incluidos y eso ha hecho que las clases sean bastante emotivas".

Furthermore, some of the teachers' answers showed how the students' motivation has changed in a positive way; for instance, some of the students are now trying to use the English language outside the classroom for interacting with their classmates; a single, but striking, example of this was stated as follows:

Teacher 4: "algunos estudiantes usted se los encuentra por los pasillos y ya empiezan a hablar inglés".

Even better, some students are expressing that the English learning is part of their project of life; to illustrate this, another teacher mentioned that:

Teacher 5: "ellos están pendientes de esta materia, inclusive en la entrevista que se les hizo aquí, hay una que tiene que ver con que si les gusta o no, pero más que contestar es decir por qué, y muchos de ellos respondieron como proyecto de vida, que ya es muy interesante".

However, we could realize that in spite of all the preparation and training given by the national government, some teachers were not acquainted with the appropriate way to implement the standards and for this reason the main objectives of the standards' implementation are taking a long time to be reached.

2.4. PROCEDURES USED TO APPLY THE STANDARDS.

Finally, we present the results of the data to reach our fourth objective which was "to analyse the way in which these standards were being used by the teachers."

Some of the most striking features concerning this objective were that the standards have been implemented inside the syllabus organization and programming of the contents for each scholar period for the English subject. Teachers said that these syllabi had to be done according to the standards objectives. That is why their classes are oriented towards a more communicative class than a traditional (grammatical) one. For instance:

Teachers 1 and 2 said: "Hay que tenerlo muy en cuenta en la programación, deben estar implícitos en la programación" and

"diseñamos todo el contenido del área con respecto a los estándares, como ya vienen diseñados para determinados grados, entonces acogemos de la manera más lógica". Teachers admitted that nowadays, there are several tools which help to the development of the standards goals: for example, new books containing more interactive and communicative activities and tasks based on the standards requirements, which could have encouraged students' motivation. Teachers observe some changes in methodology and pedagogy.

*Teacher 2 said: "se abordan cosas de la vida cotidiana, tan de la realidad, de la juventud que las niñas ya le encuentran sentido al idioma. Y comunicarse a través de diferentes formas, en forma escrita oral, a través de juegos de dinámicas de la misma canción…"*As a result, teachers have noticed better results on the students' performance of English.

However, it is important to say that in spite of all the efforts made to carry out a good process of standardization of the Colombian education, teachers have accepted that sometimes, the necessities for the students in Colombia are not similar to those of the learners of the countries where the standards were originally created; for example:

Teacher 1: "Las condiciones de los procesos de enseñanza y el proceso de aprendizaje en Europa son muy diferentes a los que se presentan en nuestro contexto... nos toca habituarnos a esas y adaptarlas, adaptar lo que más se pueda a nuestro contexto..."

Therefore, teachers need to create the environment and adapt strategies to their local context, background and the daily life to successfully achieve the planned goals. Also, the time allotted for an English course is quite reduced and sometimes it is just used for the ICFES test preparation, so the results for a more communicative competence are highly limited.

2.5. IMPACT OF THE STANDARDS' IMPLEMENTATION ON THE STUDENTS' MOTIVATION.

The general objective of our study was "to evaluate the impact of standards' implementation on the high school students' motivation to learn English as a foreign language in eleventh grade of public high schools from Pasto city". Based on the data collected to reach the four specific objectives we can conclude that the students' motivation has changed positively after the standards' implementation in relation to the results obtained on the study made by Naranjo & Ortega (2001), in which their results

showed that most of the students had a high demotivation level (43%), whereas, our study showed that the majority of the students were stated as insecure (61.03%).

Another salient conclusion we found was that the standards promoted by the National Government are being applied in the institutions as a guide document to achieve the required goals for the Bilingualism Program.

In addition, we found that students' level of motivation has changed towards the learning and use of English language as a more communicative and social tool. Some of the changes made by the teachers include the organization of communicative and interactive classes in which they are trying to include new resources and materials oriented to the achievement of the standards' goals.

3. DISCUSSION

Concerning our first objective which was "to measure the students' level of motivation", we state that the students' level of motivation has changed to some extent in a positive way after the standards' implementation. This situation might have also happened as a result of the new methodologies, teaching strategies and the learning tools used by the teachers who have received some sort of instruction about the incoming standards and also their willingness to face these new government proposals. We agree with Strevens (1977), when he mentions that "Teachers must know in theory what those approaches are concerned of, to apply them in different situations". In this particular case, teachers should be aware of the new tendencies in pedagogy, methodology, instruction and training in order to apply them for a successful learning process.

Taking into account a definition of motivation given by Ames & Ames (1989): "Motivation is defined as the impetus to create and sustain intentions and goal-seeking acts and it is important because it determines the extent of the learner's active involvement and attitude toward learning", it was observed that the majority of the eleventh grade students of public high school

in Pasto city were insecure about the grade of motivation towards the learning of English as a foreign language, since 61.03% of the students were insecure. This situation could be interpreted as the result of a transition period in which students are still adapting to the new educational system or the new processes of learning English. But, a constraint cited by the teachers could be that the number of students per group is too high to perform an adequate communicative class and the resources in the institutions are quite limited. As Good and Brophy (1994:215, cited in Dörnyei, 2001), claim "to be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organise and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supported atmosphere. *The teacher should be a patient, encouraging person who supports students' learning efforts.* Students should feel comfortable to take intellectual risks because they know that they will not be embarrassed or criticised if they make a mistake." From this, we can infer that the number

of students inside a classroom is a very important factor for maintaining a motivating environment for the learners.

Moving on to our second specific objective: "to recognize if the standards are being implemented in the high schools", we found that the standards established by the national government were implemented and are being used by the public high schools in Pasto city. This information is important because it means that the institutions and the teachers have been receptive and accepted the challenge to try this new policy. Nevertheless, according to the information given by the teachers, there is no specific data of the exact date when these standards started to work in this city, but according to most of the teachers it could be approximately in the year 2007. The standards' implementation for the English learning process was based on the CEF in which the national government formulates the National Program of Bilingualism projected from the year 2004 to the year 2019.

As the standards make part of the General Law of Education in Colombia, the Ministry of Education created a series of Curricular Guidelines in which the role of the new technologies of the information and the communication in the learning and the teaching of the languages is outlined. With the use of

methodological reflections teachers should take advantage of the maximum technological resources. (Ministerio de Educación Nacional, serie de lineamientos curriculares idiomas extranjeros). This means that with the introduction of these technologies some changes could improve the teaching/learning process.

For the purposes of our third objective stated as "to evaluate how the students' motivation has changed in the learning of English through the standards' implementation", we found that there has been a change of level of motivation. In relation to this Gardner & Lambert, (1972) explained that, instrumental motivation refers to wanting to learn a language because it will be useful for certain "instrumental" and practical goals, such as getting a job, reading foreign newspapers or texts, passing an exam or obtaining a promotion"; in our particular case, the teachers mentioned the willingness of some students to improve their scores in the ICFES test for applying to a recognized university in which the use of the English language is required.

Based on our fourth specific objective, "to analyze the way in which these standards are being used by the teachers" in this study we could have a clear idea that some teachers are more

oriented to the use of new technologies, for instance, the use of labs, internet and tape recorders which have oriented their classes towards the new approaches. Moreover, the materials used by the students themselves are mainly focused on the standards indeed, so they can see a difference in the style of the Teaching/Learning process. They also reported that the standards have been implemented inside the programming and planning of the syllabi of the high schools.

In relation to this, the National Ministry of Education says that "será necesario que cada institución ajuste los estándares a la edad y al nivel cognitivo de sus alumnos" (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006).With this, the MEN gives each institution their autonomy to assume the way in which those standards will be applied from primary school, to the higher levels, involving a gradual process of learning using materials which result more attractive for young learners.

According to our general objective, we can say that students' motivation has grown compared with the last years and this could be an effect of the standards which have started to work as an effective strategy inside the institutions of this city for achieving continuing levels of proficiency, as the MEN

says "Para organizar los estándares de inglés en una secuencia que facilite el trabajo paulatino durante los diversos grados de la Educación Básica y Media, partimos de los diversos niveles de desempeño que deben lograrse a lo largo del proceso de aprendizaje y establecimos las competencias requeridas" (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006).Through this process, students' motivation has been affected in an affirmative way which could influence their level of proficiency, their self-determination and autonomy. These are qualities that teachers have been trying to enhance on the students by means of the use of some materials and communicative strategies established inside the syllabi and the different high schools programs.

4. LIMITATION

This study has taken a step in the direction of finding that the students' motivation has slightly changed after the standards' implementation; also, the standards have been implemented in the organization and planning inside the high schools and the teachers are applying the standards. A limitation of our study was that some students did not take the questionnaire seriously but as a way to relax for some minutes; we say this because we

observed that a few students (three) finished it very quickly and they just marked one option in almost all the questionnaire.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

In this chapter we present the conclusions and the recommendations based on the previous results and the discussions.

1. CONCLUSIONS

First we can say that the students' level of motivation has changed to some extent in a positive way, and that, it would be encouraging to see that the majority of students were "insecure" and not "demotivated"; so we can say that the students are feeling like that because they are facing a change in methodology and use of material after the standards' implementation due to the use of new communicative approaches and more interactive strategies, promoted by the National Government, instead of the traditional ones. Another good reason for this increasing in the level of motivation could be that students nowadays are more aware of the importance of English and its implications for their social life and development.

Second, the results depict that the standards are being applied in the institutions and that this implementation has had

some impact on the teachers' usage of new techniques and strategies for teaching English in order to achieve the required goals by the National Program of Bilingualism, and in the same way, on the students' level of motivation. But, in spite of the efforts made by the national government to create a bilingual education; the learning process has had difficulties and has been slow, and regardless of knowing that the standards are being used by the public high schools in Pasto city, there is a drawback in the primary schools and high schools. In the primary levels, there is no high quality of English teaching due to the fact that some teachers in charge of these levels are from other majors, so, they are not qualified in pedagogy and in English competence, and even worse, in some institutions there are no teachers for the primary section of the learning process. On the other hand, teachers in general claim that the number of hours per week devoted to the English class is not adequate to the achievement of the objectives proposed by the government. Only two hours is the average per week for the eleventh grades in high schools and most of this time is dedicated to the ICFES test preparation and this could affect the students' motivation.

Referring to the students' motivation change in the learning of English through the standards' implementation, we could infer

that the students' level of motivation has increased positively if we take into account the results obtained in the study made by Naranjo & Ordoñez (2001), because, our results showed that the students are expecting a better process of teaching/learning English as a way to satisfy the necessities of a new educational system and a changing world.

In this study we also found that the teachers and the institutions are more involved in the application of new communicative approaches and strategies with the help of current technologies which have created a little more communicative environment. Moreover, the syllabus and the planning are more oriented for reaching the standards.

2. RECOMMENDATIONS.

The results of our study have practical, administrative and research recommendations.

2.1. PRACTICAL RECOMMENDATIONS

The results suggest that the problem of motivation is still a necessity to be solved, because the students' motivation has

increased just a little bit. Now, teachers as the main leaders inside the classroom are the people in charge of trying to modify the interest of English among students. As Brophy (1998: xviii, cited in Dörnyei 2001) argues that "the motivational challenge facing teachers is to find ways to encourage their students to accept the goals of classroom activities and seek to develop the intended knowledge and skills that these activities were designed to develop, regardless of whether or not the students enjoy the activities or would choose to engage in them if other alternatives were available". This means that teachers should foster students' motivation through the use of dynamic activities, so students could feel more engaged to learn a foreign language.

2.2. ADMINISTRATIVE RECOMMENDATIONS

On the other hand, our study suggests that the administrative sector in education should be more engaged with the curricular processes for learning English as a second language. For this reason, the Ministry and the Secretaries of education should continue supporting these processes providing more qualification for the teachers and not just leaving them isolated, but also reaching their classrooms, paying attention to the teachers to

know in reality what students' and institutions necessities for the teaching/learning process are.

2.3. RESEARCH RECOMMENDATIONS

This type of studies needs to be replicated in other high schools and also in primary school in order to corroborate or refute the results.

Also the results of this research can guide researchers to find out other factors which might interfere in one of the most salient features in the teaching and learning process such as motivation.

BIBLIOGRAPHY

Abisamra, N. S. (2009). Affect in language learning: Motivation.
    Retrieved from http://nadabs.tripod.com/motivation/#2

Aspects of Communicative Competence. (1998). Researched in
    November 12th 2009. Web page.
    http://www.sil.org/lingualinks/languagelearning/otherresourc
    es/gudlnsfralnggandcltrlrnngprgrm/AspectsOfCommunicativeComp
    eten.htm

Brown, D. (2001). Teaching by Principles. London: Longman.

Cano, D. & Ortega, C. (2008).Foreign Language Teachers' Attitude
    towards the Implementation of Standards in High School.
    Undergraduate research paper, Universidad de Nariño, Pasto,
    Colombia.

Dörnyei, Z. (2001). Teaching and Researching Motivation. London:
    Longman.

Gardner,& Lambert,.(1972). Intrinsic Motivation and Interest.
    In P. Ur (Ed.),*A course in language teaching (pp. 280-281).*
    Cambridge: Cambridge University Press.

Gouveia, C. The role of a Common European Framework in the
    elaboration of national language curricula and syllabuses
    (Documento   pdf).   Retrieved   February   8,   2009,   from
    http://www.iltec.pt/pdf/wpapers/9998-carlosg-european
    framework.pdf

Lightbown, P., & Spada, N. (1993). How languages are learned.
    Oxford: Oxford University Press.

Lumsden, L. (1994). Student motivation to learn. Eugene, OR: ERIC
    Clearinghouse on Educational Management. [ED370200]

Ministerio de Educación Nacional. (2005, Octubre - Diciembre).
    Bases para una nación bilingüe y competitiva. *Altablero,* 37
    (3).Retrieved   November   13,   2009,   from
    http://augusta.uao.edu.co/reapi/paginas/estandares/AT37.pdf

Ministerio De Educación Nacional. (2006, October). Formar en
    lenguas extranjeras: ¡el reto!. In *Ministerio de Educación*
    Nacional.Retrieved from
    http://www.mineducacion.gov.co/1621/articles115174_archivo_p
    df.pdf

Ministerio De Educación Nacional. (No Date). Serie lineamientos
    curriculares Idiomas Extranjeros.In *Ministerio de Educación*
    Nacional.Retrieved from
    http://www.mineducacion.gov.co/cvn/1665/articles-
    89869_archivo_pdf4.pdf

Naranjo, R., &Ordoñez, F. (2001).Students' Motivation Level for
    Learning English as a Foreign Language in High Schools.
    Undergraduate research study, Universidad de Nariño, Pasto,
    Colombia.

Strevens, P. (1977). New Orientations in the Teaching of English.
    Oxford: Oxford University Press.

Tarone, E., & Yule, G. (1989). Focus on the Language Learner.
    Oxford: Oxford University Press.

Ur, P. (1996). A Course in Language Teaching. Cambridge:

    Cambridge University Press.

Wajnryb, R. (1992). Classroom Observation Tasks. Cambridge:

    Cambridge University Press.

APPENDIX

CUESTIONARIO PARA MEDIR EL NIVEL DE MOTIVACIÓN HACÍA EL APRENDIZAJE DEL IDIOMA INGLÉS

UNIVERSIDAD DE NARIÑO   **ELABORADO POR:**
FACULTAD DE CIENCIAS HUMANAS   ROCIO NARANJO ORTEGA
DEPARTAMENTO DE LINGÜÍSTICA E IDIOMAS   FERNANDO ORDOÑEZ DELGADO
                                              JESÚS ALIRIO BASTIDAS A
                                           ADAPTADO POR:
GRADO ____   GENERO ____   LUIS ALBERTO ARAUJO
                                              JIMMY ALEXANDER GAVIRIA

OBJETIVO: DETERMINAR EL NIVEL DE MOTIVACIÓN DE LOS ESTUDIANTES DE BACHILLERATO PARA APRENDER INGLÉS COMO LENGUA EXTRANJERA.

OBSERVACIONES:
- Este cuestionario no es un examen y en consecuencia no se utilizará para proporcionar una calificación.
- Todas las respuestas son aceptables, pues solamente deseamos conocer su opinión sobre el aprendizaje del Inglés. No hay respuestas correctas ni incorrectas.
- Lea cuidadosamente cada una de las afirmaciones y conteste sinceramente cada una de ellas. Por favor responda a cada una de las declaraciones y marque un solo cuadro.

A continuación encontrará una serie de afirmaciones. Lea cuidadosamente cada una de ellas y marque una **X** en los cuadros adjuntos según crea usted que esté de acuerdo o en desacuerdo, según la siguiente escala:

- **ESTOY TOTALMENTE DE ACUERDO**
- **ESTOY DE ACUERDO**
- **ESTOY INSEGURO**
- **ESTOY EN DESACUERDO**
- **ESTOY TOTALMENTE EN DESACUERDO**

Ahora responda a cada una de las siguientes declaraciones:

	Estoy totalmente De acuerdo	Estoy de acuerdo	Estoy Inseguro	Estoy en desacuerdo	Estoy totalmente en desacuerdo
1. Me considero un buen estudiante en Inglés	☐	☐	☐	☐	☐
2. Creo que mi rendimiento en Inglés ha sido y será muy bueno en este año escolar	☐	☐	☐	☐	☐
3. Entre ms compañeros de clase soy el que más aprendo en las clases de Inglés	☐	☐	☐	☐	☐
4. Creo tener mayor rendimiento en las clases de Inglés que en las demás materias	☐	☐	☐	☐	☐
5. Capto con facilidad los temas tratados en las clases de Inglés	☐	☐	☐	☐	☐
6. Me gusta mucho el Inglés	☐	☐	☐	☐	☐
7. Me gusta el Inglés porque es interesante aprender sobre la cultura Americana	☐	☐	☐	☐	☐
8. Me gustan las clases de Inglés cuando se tratan de temas interesantes.	☐	☐	☐	☐	☐
9. Demuestro más interés en el Inglés que en las demás materias	☐	☐	☐	☐	☐
10. Me gusta estudiar Inglés porque deseo llegar a hablarlo correctamente	☐	☐	☐	☐	☐
11. Hago preguntas y participo con frecuencia en las clases de Inglés	☐	☐	☐	☐	☐

12. A parte de las clases de Inglés. Leo e investigo por mi cuenta cosas referentes al mismo ☐ ☐ ☐ ☐ ☐

13. Para mí el Inglés es muy importante ☐ ☐ ☐ ☐ ☐

14. Considero que el Inglés me será muy útil en el futuro ☐ ☐ ☐ ☐ ☐

15. Considero que el Inglés es más importante que las otras materias ☐ ☐ ☐ ☐ ☐

16. Creo que debería haber más horas de Inglés a la semana ☐ ☐ ☐ ☐ ☐

17. Cada año deseo aprender más en la materia de Inglés ☐ ☐ ☐ ☐ ☐

18. Estudio Inglés para tener mejor información del mundo ☐ ☐ ☐ ☐ ☐

19. Estudio bastante para ser mejor que mis compañeros en la clase de Inglés ☐ ☐ ☐ ☐ ☐

20. Realizo muchos ejercicios en casa para aprender más Inglés ☐ ☐ ☐ ☐ ☐

21. Me gustaría responder bien todas las preguntas que el profesor hace en las clases de Inglés ☐ ☐ ☐ ☐ ☐

22. Trato de rendir bien en las clases de Inglés para mejorar mi promedio de calificaciones ☐ ☐ ☐ ☐ ☐

23. Estudio Inglés para que mis padres y profesor me feliciten ☐ ☐ ☐ ☐ ☐

24. Estudiaría más Inglés si hubiese premios para los mejores ☐ ☐ ☐ ☐ ☐

25. Trato de obtener buenos resultados en la materia de Inglés para que mis padres me lleven de paseo y me den regalos

☐   ☐   ☐   ☐   ☐

OBSERVACIONES:

_____
_____
_____
_____
_____

MUCHAS GRACIAS POR SU TIEMPO Y COLABORACIÓN!

1. TEACHERS' INTERVIEW

1. What do you know about standards?

2. Are the standards given by the national government being applied in this high-school?

3. In which way they have been applied?

4. How long the standards in English have been working?

5. Have you received some training about the standards? How many times?

6. Have you noticed some changes on students' motivation and attitudes after the standards' implementation? Which ones?

7. After the standards' implementation, have you applied different strategies or methodology to accomplish the required goals by themselves?

8. How are the standards being used by the teachers?

9. When you create the objectives for the academic period, do you create them taking into account the purposes of the standards levels?

10. What do you think has been the effect of standards' implementation?

11. What do you think about the policies of the National Government towards the English teaching/learning process?

12. And what do you think about the local Government policies towards English teaching/learning process?

13. Are they effective in a setting like Pasto?

14. How has been the motivation before and after the standards' implementation?

15. What is your personal opinion about the standards for English?

ENTREVISTA A DOCENTES

1. ¿Que conoce acerca de los estándares para el inglés?

2. ¿Los estándares promulgados por el gobierno nacional están siendo aplicados en la institución?

3. ¿De qué forma han sido aplicados en la institución?

4. ¿Desde cuándo están siendo aplicados?

5. ¿Los profesores del área de inglés han recibido alguna capacitación acerca de los estándares? ¿Cuántas veces?

6. ¿Ha notado algún cambio en los estudiantes después de la aplicación de los estándares en cuanto a su actitud y motivación?

7. ¿Con la aplicación de los estándares usted ha aplicado diferentes estrategias o metodología para cumplir con los objetivos requeridos por estos?

8. ¿Los profesores como han utilizado los estándares?

9. ¿Cuándo usted crea los objetivos del syllabus para un año lectivo, usted los orienta teniendo en cuanta los propósitos de los niveles de los estándares?

10. ¿Cuál piensa que ha sido el efecto de la implementación de los estándares?

11. ¿Qué piensa acerca de las políticas del gobierno nacional hacia el proceso de enseñanza-aprendizaje del inglés?

12. ¿Qué piensa acerca de las políticas del gobierno local hacia el proceso de enseñanza-aprendizaje del inglés?

13. ¿los estándares son efectivos en un contexto como el de Pasto?

14. ¿Cómo ha notado la motivación en el idioma inglés de los estudiantes, antes y después de la implementación de los estándares?

15. ¿Cuál es su punto de vista acerca de los estándares?